

CHRISTOPHER NEWPORT UNIVERSITY 2011 – 2012 UNDERGRADUATE CATALOG





Undergraduate Catalog

Volume 46, Number 1, June 2011

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

www.cnu.edu

WELCOME TO CHRISTOPHER NEWPORT UNIVERSITY

Christopher Newport University is a superb choice for your college studies. Small classes, professors who put you first and a picturesque, safe campus create an environment hard to find in public higher education. Come explore further the quality of life you will enjoy here.

Our Students

There's no such thing as a typical CNU student! Our 4,800 students hail from every part of Virginia, 32 other states and several foreign countries.

Each year, we welcome 1,200 new freshmen and more than 100 transfers with diverse interests and choices of study.

Our students thrive on the close relationships they form with professors inside and outside the classroom. Many work with professors on pioneering research — from the wetlands to NASA to particle research at the Thomas Jefferson National Accelerator Facility.

The number of applications has soared 700 percent in the last decade, and the average SAT score (critical reading and math) has risen by 260 points. More and more students are seeking entry into our distinguished Honors Program and President's Leadership Program.

Through a unique partnership with Canon U.S.A. and Canon Virginia top freshmen admitted to the Leadership Program receive a \$5,000 merit scholarship over four years, for a total of \$20,000.

CNU also offers many international study opportunities, including our permanent relationship with the University of Oxford and dozens of smaller, faculty-led programs.

Professors and Academics

Our professors love to teach, and most chose CNU for its commitment to academic excellence. Outstanding veteran faculty members offer an incredible depth of experience and knowledge. Classes average 24 students.

Our professors have won a wide array of awards for great teaching and many large research grants. They regularly publish highly regarded books and articles on myriad topics, often working with student co-authors.

Our marketing students and Small Business Institute have won top honors regionally and nationally. The Joseph W. Luter, III School of Business is accredited by the Association to Advance Collegiate Schools of Business, one of only 39 schools in the nation to earn this honor while offering only undergraduate programs.

In psychology, students regularly make presentations at the top East Coast conference, where they are often mistaken for graduate students due to the quality of their work.

Considering all of this, it's no surprise *The Washington Post* recently ranked CNU fifth among 20 top mid-Atlantic schools in a survey of high school guidance counselors. CNU was the only public university in the top five and the only university in Virginia included.

Intercollegiate Athletics

Playing to win is a passion at CNU. As part of the NCAA Division III, our athletes excel in the classroom and on the field of play! Since 1980, CNU has produced more than 500 All-Americans in 23 intercollegiate sports and won more than 70 national team and individual titles.

CNU's football team was the first in NCAA history to win its conference and go to the NCAA playoffs in its first year of play. CNU athletics has also received top honors as winner of the USA South Athletic Conference President's Cup 13 years in a row. New facilities for baseball, lacrosse, softball and soccer make it easy to cheer on the Captains. During the 2009-10 school year, nine teams competed in NCAA post-season play.

You'll find CNU has one of the nation's finest sports programs, and it's easy to catch the spirit of the CNU Captains.

Student Life

CNU students participate in more than 100 clubs and organizations, along with dozens of recreational and club sports as well as service projects. Whether you're interested in biology field trips to the ocean or launching a campus club, a rich array of activities here will make your time outside the classroom memorable.

Each year, you'll enjoy performances by major artists and renowned speakers, plus a variety of special events like Spring Fest, Family Weekend and Homecoming. The Ferguson Center for the Arts, our world-class performing arts venue, features the 500-seat Music & Theatre Hall, a 200-seat experimental theater, and the awe-inspiring, 1,700-seat Concert Hall for performances by internationally known stars. Jewel, Andrea Bocelli, Queen Latifah, David Copperfield, B.B. King and Whoopi Goldberg are just a few who have taken the stage here. Our students may attend performances for \$5 to \$15!

CNU students and Student Life staff collaborate to sponsor dances, clubs, Greek events, multicultural activi-

ties, comedy nights, recently released movies and outdoor festivals, among many other events.

Our Region

A great location makes for a great experience. Our region is not only a resort area that attracts millions of visitors each year; it is also a center of high-tech development and research, including NASA Langley Research Center and the Thomas Jefferson National Accelerator Facility, the world's premier physics research facility.

CNU students have easy access to the rolling dunes and pounding surf of Virginia Beach. A 20-minute ride west leads to Williamsburg and Jamestown, and many students appreciate the splendor of American history and also find internships at Colonial Williamsburg and Busch Gardens.

The Campus: Present and Future

CNU's campus encompasses 260 acres within a park-like setting in Newport News. We have a tradition of building everything to the highest standards. CNU also ranks as one of the safest campuses in Virginia.

CNU has completed \$600 million in new capital construction over the past decade, including the David Student Union, and we have additional facilities on the horizon. Your first glimpse of campus will focus on the Paul and Rosemary Tribble Library with its 14-story tower lighted day and night. With 110,000 square feet, this superb facility is the intellectual center of campus. It also features a 1,600-square-foot gourmet coffee shop with study rooms for quiet collaboration with friends; spacious, sun-filled reading rooms; and quiet corners for reflection and study.

The Ferguson Center for the Arts was designed by the world-renowned architectural firm of Pei, Cobb, Freed and Partners, which also designed the pyramid at the Louvre in Paris, the East Wing of the National Gallery and the Holocaust Museum in Washington, D.C.

CNU's new Lewis Archer McMurren, Jr. Hall is home to our superb liberal arts programs, 100 faculty members and 30 technology-rich classrooms. Mary Brock Forbes Hall, our new integrated science center to be completed in 2011, will be a 21st-century facility for education and discovery.

State-of-the-art laboratories in computer science, computer engineering, physics, instrumentation and the natural sciences enhance the close interaction between professors and students.

CNU's residence halls win rave reviews from students and parents alike. Local phone and cable, a built-in micro-fridge, Internet access, carpeting, air conditioning

and suite-style rooms make campus living attractive. CNU also offers wireless service in all public areas on campus so you can enjoy sunshine on the lawn while conducting online research!

CNU Village, one of two elegant apartment complexes on campus, provides private rooms with private baths, kitchens, washers and dryers, living rooms, cathedral ceilings, and your own private parking space! CNU Village is home to numerous eateries — including Panera Bread, Schooner's, Subway, Moe's Southwest Grill and Tropical Smoothie. Thanks to our six dazzling residential facilities, 3,000 students now make CNU their home.

The Freeman Center, for sports and convocations, features a 200-meter indoor track, three basketball courts and personal recreation/fitness space in the Triesmann Health and Fitness Pavilion. The Freeman Center is one of the nation's finest facilities of its kind and is undergoing further expansion to be completed in 2011.

Surrounded by beautiful neighborhoods, CNU is a great place for walking, jogging or cycling, and you're only a few short blocks from the James River and a pleasant bicycle ride to a public white sand beach and park. CNU is also adjacent to pristine Lake Maury, surrounded by Mariners' Museum Park with 600 acres of trails and woodlands.

Come Visit!

See firsthand the quality of Christopher Newport University. We welcome your visit Monday through Saturday (except major national holidays) throughout the year. Call (757) 594-7334 or (800) 333-4268 to arrange a time. Also visit us online at www.cnu.edu for special visit dates.

We look forward to welcoming you to CNU!

THE UNIVERSITY HONOR SYSTEM

The reputation and credibility of an institution of higher education requires the commitment of every member of the community to uphold and to protect its academic and social integrity. As such, all members of the Christopher Newport University community uphold and enforce the following:

The Honor Code:

“On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Under the Honor Code of Christopher Newport University, it is expected that all members of the University community will demonstrate honesty and integrity in their conduct. Intentional acts of lying, cheating or stealing are violations of the Code that can result in sanctioning.

Each member of the University community is responsible for upholding and enforcing the Honor Code. The Honor System cannot function unless each member of the University community takes action when he or she believes any person may have violated the Honor Code. Members of this University community are obligated to report violations to appropriate University personnel in order to ensure the efficacy of the system.

STUDENT ACADEMIC RESPONSIBILITIES

CNU is a community comprised of students who:

- Value higher education and the community of scholars
- Understand the meaning and aims of liberal learning
- Establish learning as their top priority;
- Take initiative to participate actively in their own learning;
- Prepare for class, and attend regularly and on time;
- Take learning seriously in thought, word, and conduct;
- Complete assignments on time and with care;
- Respect all members of the academic community;
- Follow proper procedures and lines of authority for pursuing concerns and complaints;
- Know, understand and follow the *Code of Academic Work*, the *University Honor Code*, and the *General Requirements for Graduation*;
- Take responsibility to seek help from faculty, staff, and fellow students as needed to succeed academically.

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CHRISTOPHER NEWPORT UNIVERSITY

Academic Calendar for Fall 2011 – Spring 2012

Fall 2011

August	19	F	Freshman Convocation and Honor Code Induction Ceremony
	22	M	Classes begin
	22-26	M-F	Add/Drop period
	26	F	Last day to <i>Add/Drop</i> and elect <i>Audit</i> status
September	5	M	Labor Day – classes meet
	9	F	Deadline for faculty to submit <i>undergraduate</i> change or extension of <i>I</i> grades for Spring 2011 (5:00 p.m.)
	16	F	Deadline for faculty to submit <i>graduate</i> change or extension of <i>I</i> grades for Spring 2011 (5:00 p.m.)
October	3	M	Freshmen mid-term grade entry begins 8:00 a.m.
	7	F	Freshmen mid-term grades due by 12:00 noon
	14	F	<i>Fall Recess begins after last class meets</i>
	19	W	Classes resume
	26	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
November	22	T	<i>Thanksgiving recess begins after last class meets</i>
	28	M	Classes resume
December	2	F	Classes end
	3-4	S-SU	University Reading/Study Day
	5	M	Final examinations begin
	5	M	Final grade entry begins 8:00 a.m.
	7	W	University Reading/Study Day
	10	S	Final examinations end
	14	W	GRADES DUE by 12:00 noon

Spring 2012

January	11	W	Classes begin
	11-17	W-T	Add/Drop period
	17	T	Last day to <i>Add/Drop</i> and elect <i>Audit</i> status
	27	F	Deadline for faculty to submit <i>undergraduate</i> change or extension of <i>I</i> grades for Fall 2011 (5:00 p.m.)
February	3	F	Deadline for faculty to submit <i>graduate</i> change or extension of <i>I</i> grades for Fall 2011 (5:00 p.m.)
	27	M	Freshmen mid-term grade entry begins 8:00 a.m.
March	2	F	Freshmen mid-term grades due by 12:00 noon
	2	F	<i>Spring Recess begins after last class</i>
	12	M	Classes resume
	16	F	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
April	24	T	Classes end
	25	W	University Reading/Study Day
	26	Th	Final examinations begin
	26	Th	Final grade entry begins 8:00 a.m.
	29	Su	University Reading/Study Day
May	1	T	Final examinations end
	4	F	GRADES DUE by 10:00 a.m.
	7-11	M-S	Commencement Week activities
	12	S	<i>Commencement</i>

Note: Access www.cnu.edu for the latest Academic Calendar updates.

Summer 2012**May 2012 Term Three-week session**

MAY	14	M	Classes begin
	15	T	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
	23	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
	28	M	Holiday: no classes
	31	Th	Classes end
June	1	F	Final Examinations
	5	T	GRADES DUE by 12:00 noon

Summer 2012 Extended Term

May	14	M	Classes may begin
August	6	M	Final grade entry begins 8:00 a.m.
	10	F	Classes may end
	10	F	GRADES DUE by 12:00 noon

Summer 2012 Term 1 Four-week session

June	4	M	Classes begin
	5	T	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
June	18	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
	27	W	Classes end
	28	Th	University Reading/Study Day
	29	F	Final examinations
	29	F	Final grade entry begins 8:00 a.m.
July	3	T	GRADES DUE 12:00 noon

Summer 2012 Term 2 Five-week session

July	9	M	Classes begin
	10	T	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
	23	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
August	8	W	Classes end
	9	Th	University Reading/Study Day
	10	F	Final examinations
	10	F	Final grade entry begins 8:00 a.m.
	14	T	GRADES DUE 12:00 noon

Note: Access www.cnu.edu for the latest Academic Calendar updates.

"We aspire to be a preeminent, public liberal arts and sciences university."

President Paul Tribble

Vision

Christopher Newport University, a small academically selective public university, is grounded in the principles of liberal learning and dedicated to the ideals of scholarship, leadership and service. We celebrate the values inherent in the liberal arts and sciences and live as a community of honor to inspire our students to lead lives of significance. We aspire to be a preeminent, public liberal arts and sciences university. We will pursue excellence in all that we do and dedicate ourselves to those initiatives that will strengthen our teaching, our scholarship, our academic programs and disciplines, and our campus community. We will build an intimate, diverse, residential community which will attract the most academically talented, inquisitive, and intellectually adventuresome students. We will ignite in our students a love of learning and instill a sense of responsibility and civic duty that will give our graduates the knowledge and confidence to engage as responsible leaders and citizens in their communities, the nation and the world.

Mission

The mission of Christopher Newport University is to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia and the nation. CNU provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research and arts programs.

Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish. Our primary emphasis is to provide outstanding undergraduate education. We also serve the Commonwealth with master's degree programs that provide intellectual and professional development for graduate-level students.

We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. CNU students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and Commonwealth.

History

CNU was authorized and established 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 that made the historic voyage, culminating with the landing at Jamestown in 1607. Christopher Newport University became a four-year, baccalaureate-degree-granting institution in 1971 and, in July 1977, became totally independent from The College of William and Mary. The University began offering graduate programs in July 1991.

The University first enrolled 171 students in September 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. In 1963, the city of Newport News purchased and deeded to the Commonwealth the 75-acre tract where the present campus is now located.

The University derives its financial support from the Virginia General Assembly and from the tuition and fees paid by its students. The affairs of the University are directed by the Board of Visitors of Christopher Newport University, appointed by the governor of Virginia. The president of the University, appointed by the Board of Visitors, is the delegated authority over the administration and the courses of instruction.

UNIVERSITY PRESIDENTS**H. Westcott Cunningham***1961-1970***James C. Windsor***1970-1979***John E. Anderson, Jr.***President Emeritus**1980-1986***Anthony R. Santoro***President Emeritus**1987-1996***Paul S. Tribble, Jr.***1996-Present***Accreditation**

Christopher Newport University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, GA 30033-4097; telephone (404) 679-4501] to award degrees at the baccalaureate and master's degree levels. Contact the Commission on Colleges of the Southern Association of Colleges and Schools for accreditation-related issues and Christopher Newport University for all other university-related issues.

ADMISSION TO THE UNIVERSITY

Administration Building, Room 112
(757) 594-7015 [Toll Free: (800) 333-4268]
Tour Information (757) 594-7334
Fax: (757) 594-7333
admit@cnu.edu

The Office of Admissions provides the following services:

- Reviews and acts on applications for admission to the University.
- Makes referrals to the academic departments for curricular advising.
- Provides guided tours of the campus.
- Conducts information sessions on and off campus.
- Distributes University publications.
- Determines eligibility for in-state tuition.

It is the policy of Christopher Newport University to admit students whose ability and preparation indicate potential for success in the programs of study offered. CNU does not discriminate in admission on the basis of race, gender, color, age, religion, veteran status, national origin, disability, sexual orientation or political affiliation. Students may be admitted as degree-seeking students to the University beginning in the fall or spring semesters. Applicants must meet published deadlines, and the University will accept the best-qualified applicants on a space-available basis.

Admission Deadlines for Fall Freshman Applicants

<u>Application</u>	<u>Deadline</u>	<u>Notification Date</u>
Early Decision	November 15	December 15
Early Action	December 1	January 15
Regular Decision	February 1	March 15

Admission Deadlines for Spring Freshman Applicants

<u>Application</u>	<u>Deadline</u>	<u>Notification Date</u>
Regular Decision	October 1	Rolling

Freshman Admission Requirements, Degree-seeking

Admission to Christopher Newport University is selective and competitive. Space is limited in each entering class and admission is reserved for the best-qualified applicants. General requirements for freshman admission are:

- Graduation from an accredited secondary school or its equivalent. Christopher Newport University emphasizes strong academic preparation, freshman applicants are expected to have completed a college preparatory curriculum, such as Virginia's 24-unit Advanced Studies Diploma (ASD) program, or its equivalent. This program requires four units of English, three units in the social sciences, four units in mathematics, three

units in science, and either three units in one foreign language or two years of two foreign languages. The mid-range (middle 50%) for successful applicants is a 3.40-4.00 GPA and a 1140-1280 SAT (critical reading and math). Each applicant is reviewed individually.

- The University accepts results of either the SAT or ACT. Applicants who have achieved a 3.50 GPA (on a 4.00 scale), or rank in the upper 10% of their classes, and have pursued a rigorous curriculum, may apply to the University without submitting a standardized test score. Test optional applicants will be reviewed for the strength of the curriculum and recommendations.
- An essay or personal statement of approximately 250-500 words on a topic of your choice.
- *Optional*--personal recommendation, preferably from a teacher in a core subject.
- *Optional*--We encourage any student applying for admission to interview at CNU. While not required, this personal interaction typically results in a strengthened application.
- Degree-seeking applicants must submit a non refundable application fee (see Undergraduate General Fees).

Effective with the Fall 2010 freshman class, first, second and third year students are required to live on campus unless they live with a parent or legal guardian in one of the following exempted areas: Newport News, Hampton, Poquoson, Yorktown, Seaford, Grafton, or Tabb. This policy does not apply to transfer students. The residential experience is designed for students who reach 17 to 22 years of age by September 1, 2011. Students who are younger or older than the previously stated ages will receive consideration on a case by case basis.

Documents Required for Freshman Applicants

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

1. **Current High School Students:** An official transcript and secondary school report must be forwarded to the Office of Admissions from the applicant's secondary school. SAT or ACT scores are also required.
2. **High School Graduates/Adults:** Applicants who

graduated prior to the current year must also submit an official high school transcript. (SAT or ACT is required of applicants who graduated from high school less than five years prior to applying.)

3. **Home Schooled:** Applicants must submit a transcript describing their college-preparatory courses and results of either SAT or ACT.

Admission for International Students

Christopher Newport University is authorized by federal law to enroll non-immigrant alien students. The admission application deadlines for international students are March 1 and Oct. 1, for the fall and spring semesters, respectively. (All supporting documentation must be received by these deadlines or the decision will be moved to the next academic term.) However, applicants planning to live in on-campus housing should apply well in advance of these dates. Since the University is a state-supported institution, it cannot provide financial aid to international students. International applicants who are not U.S. citizens are required to:

1. Submit an application for admission under degree-seeking status.
2. Submit official copies of your secondary school transcript(s) and/or leaving certificate(s). If these documents are not in English, please also include certified English translations.
3. Submit official scores from the SAT or ACT. Results should be sent directly from the testing agency. The CNU SAT code is 5128 and the ACT code is 4345.
4. Submit scores from the Test of English as a Foreign Language (TOEFL). If English is not your native language, and your secondary school instruction was not in English, you must submit a TOEFL score of 71 or above for the internet-based test, a score of 197 or above on the computer-based test, or a score of 530 or above on the paper-based test.
5. Submit our Financial Resources Statement if you are not a U.S. citizen or permanent resident please. In addition, please attach any official bank statements or affidavits to show that you can afford to study in the United States.
6. Submit application fee (see Undergraduate General Fees).

Enrichment Program for High School Students

The University offers certain high school juniors and seniors an opportunity to enroll in limited coursework at CNU prior to graduation from high school as a way to bridge the gap between high school and college. Open to students with strong academic backgrounds and standardized test scores, such students may take 100 and 200-level courses. An interview with an admission counselor is

required, following receipt of application materials.

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

- Have cumulative grade point averages of 3.5 or higher;
- Present SAT scores of 580 critical reading /520 mathematics or higher.

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

- Have cumulative grade point averages of 3.5 or higher;
- Present PSAT and/or SAT scores of 600 critical reading/550 mathematics or higher; and
- Submit a letter of recommendation from a high school teacher who has taught the student in the academic discipline in which the student plans to enroll at CNU. The letter should address the student's skills and ability in that discipline, motivation, and discipline/study habits.

Advanced Placement Policies

The University will review student records for advanced placement in accordance with the following policies. Please note that these policies and the required scores are reviewed and updated annually. All advanced placement credit is posted to the advising transcript available on the student's individual CNU Live account. Prospective students should check the CNU website for updates at www.cnu.edu.

- **International Baccalaureate (IB) Program Credit.** Students who want to have courses reviewed for college credit must supply an official IB Diploma (with scores) to the Office of Admissions. Departmental or elective credit is awarded .
- **Advanced Placement Program (AP) of the College Entrance Examination Board.** The University awards departmental or elective credit for AP test scores.
- **University of Cambridge International Examinations.** Cambridge grades of A or AS on selected Cambridge subjects are awarded departmental or elective credit.

ADVANCED PLACEMENT

The following scores are effective for Fall 2012 applicants.

Credit received through the Advanced Placement (AP) exam may be applied toward degree requirements. Please note that these policies and the required scores are reviewed and updated annually. Prospective students should check the CNU website for updates at www.cnu.edu. Listed below are acceptable tests and minimum scores necessary to earn credit at CNU:

<u>AP Test</u>	<u>Score</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Art History	4	6	FNAR 201-202
Art History	3	A*	A*
Art Studio	3	B*	B*
Biology	4	7	BIOL 107/108/109L
Calculus AB	4	4	MATH 140
Calculus BC (C*)	4	8	MATH 140 & 240
Chemistry	4	7/8	CHEM 121/121L & 122/D*
Chemistry	3	4	CHEM 103/103L
Computer Science A	4	4	CPSC 150/150L
Computer Science A	3	3	CPSC 110
Computer Science AB	4	4	CPSC 150/150L
Economics (Macro)	4	3	ECON 201
Economics (Micro)	4	3	ECON 202
English Lang/Comp	5	6	ENGL 123 & English Elective Credit
English Lang/Comp	4	3	ENGL 123
English Lit/Comp	5	6	ENGL 123 & 208
English Lit/Comp	4	3	ENGL 123
Environmental Science	4	4	BIOL 115/109L
French	4	12	FREN 101-102/201-202
French	3	6	FREN 101-102
Geography (Human)	4	3	GEOG 201
German	4	12	GERM 101-102/201-202
German	3	6	GERM 101-102
Government (American)	4	3	GOVT 101
Government (Comparative)	4	3	GOVT 215
History (European)	5	6	History Elective Credit
History (European)	4	3	History Elective Credit
History (U.S.)	5	6	HIST 121-122
History (U.S.)	4	3	HIST 121
History (World)	5	6	HIST 111, 112
History (World)	4	3	HIST 111
Latin: Literature	5	6	LATN 101-102
Latin: Vergil	5	6	LATN 101-102
Music Theory	4	3	MUSC 211
Physics B	4	8	PHYS 151/151L & 152/152L
Physics C: Electricity & Magnetism & Calculus AB (4) or BC (3)	4	4	PHYS 202/202L
Physics C: Mechanics & Calculus AB (4) or BC (3)	4	4	PHYS 201/201L
Probability and Statistics	4	3	MATH 125
Psychology	4	3	PSYC 201
Spanish	4	12	SPAN 101-102/201-202
Spanish	3	6	SPAN 101-102

A* Department makes individual recommendation.

B* Credit is dependent upon portfolio and documentation.

C* A Calculus BC report with an AB subscore of 4 is awarded 4 credits for MATH 140.

D* Department makes individual recommendations for CHEM 122L

INTERNATIONAL BACCALAUREATE (IB) PROGRAM CREDIT

The following scores are effective for Fall 2012 applicants.

Students who want to have courses reviewed for college credit must supply an official IB Transcript to the University Registrar for evaluation. Please note that these policies and the required scores are reviewed and updated annually. Prospective students should check the CNU website at www.cnu.edu. Christopher Newport University offers credit according to the following chart:

<u>IB Exam Subject</u>	<u>Score</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Anthropology (higher level)	4	3	ANTH 203
Biology (higher level)	5	7	BIOL 107, 108, 109L
Chemistry (higher level)	5	7/8	CHEM 121/121L, 122/A*
Chemistry (standard level)	6	7/8	CHEM 121/121L, 122/A*
Computer Science (higher level)	4	3	CPSC 125
	5	7	CPSC 125, 150, 150L
	7	11	CPSC 125, 150, 250 & labs
Economics (higher level)	6	3	ECON 202
English A (higher level)	6	3	ENGL 123
	7	6	ENGL 123 & English Elective Credit
Foreign Language (higher level)	4	6	LANG 101, 102
	5	12	LANG 101-202
Geography (higher level)	4	3	GEOG 201
	5	6	GEOG 201, 202
Information Technology in a Global Society	4	3	CPSC 125
Mathematics (higher level)	5	8	MATH 140, 240
Philosophy (higher level)	5	3	PHIL 203
Philosophy (standard level)	6	3	PHIL 203
Physics (higher level)	4	4	PHYS 201, 201L
	5	8	PHYS 201, 202 & labs
Physics (standard level)	4	4	PHYS 103, 105L
	5	7	PHYS 103, 104 & 105L
Psychology	4	3	PSYC 201
Religious Studies (higher level)	5	3	RSTD 211
Religious Studies (standard level)	6	3	RSTD 211

A* Department makes individual recommendations for CHEM 122L

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Advanced standing credit is awarded for Cambridge* examinations. The pre-approved departmental equivalencies for qualifying examination scored are listed below.

<u>Cambridge Exam</u>	<u>Grade*</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Biology	A, B or C	6	Biology 107 & 108
Computer Science	A, B or C	3	Computer Science 125
Chemistry	A, B or C	6	Chemistry 121 & 122
English Language	A, B or C	3	English 123
French	A, B or C	0	French 300 level placement
German	A, B or C	0	German 300 level placement
Mathematics:			
• Pure Mathematics	A, B or C	4	Math 140
• Statistics	A, B or C	3	Math 125
Physics	A, B or C	6	Physics 151-152
Psychology	A, B or C	3	Psychology 201
Divinity	A, B or C	3	Religious Studies 232
Sociology	A, B or C	3	Sociology 205
Spanish	A, B or C	0	Spanish 300 level placement

* Grades of A, B, or C on selected A-level and AS-level examinations

ADMISSION FOR TRANSFER, READMITTED AND NON-DEGREE STUDENTS

Lisa Duncan-Raines, Dean of Enrollment Services and University Registrar

Bonnie Tracey, Assistant Registrar for Transfer Affairs

205 Administration Building

(757) 594-7155

Fax: (757) 594-7711

register@cnu.edu

Admission Deadlines for Transfer, Readmitted, and Non-degree Students

The deadlines to apply as a non-freshman are:

Fall Semester	March 1
Spring Semester	October 1

Transfer Admission Requirements, Degree-seeking

Admission to Christopher Newport University is competitive and increasingly selective. Space in each class is reserved for the best-qualified applicants. Selection for admission is also dependent on a student's preparation for their intended field of study. To be considered for transfer admission, priority is focused on those students meeting CNU's liberal learning curriculum and presenting a minimum cumulative grade point average of 3.0. (Note: Priority is granted to those applicants presenting a cumulative GPA of at least 3.0 from each college attended.) Once admitted, non-degree seeking students will be expected to maintain a cumulative GPA of 2.00 or higher as detailed in the academic table of continuance.

Transfer applicants must:

1. Maintain good academic and disciplinary standing and be eligible to return to the last college or university attended.
2. Submit the non-refundable application fee (see <http://businessoffice.cnu.edu/>).
3. Submit all official college transcripts by the stated application/credential deadline. (*Partial transcripts or grade reports are encouraged for those applicants that are still in attendance at their current college*).
4. Submit official high school transcripts regardless of the graduation year.
5. Submit SAT/ACT test results if graduation from high school was five years ago or less.

Degree Completion Requirement

To receive a baccalaureate degree, transfer students must complete at least 45 semester hours of credit in residence at CNU.

Documents Required for Transfer Applicants

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

1. Applicants who graduated from high school must have an official copy of their secondary school record sent to the Office of the Registrar, Attn: Transfer Affairs.
2. Transfer applicants must request that all colleges previously attended submit official transcripts to the Office of the Registrar, Attn: Transfer Affairs. Transfer applicants who are enrolled elsewhere when they apply may be conditionally admitted upon review of a partial transcript; however, a final offer of admission will not be made without an official final transcript. If a conditional offer of admission was made based on an unofficial transcript, and the official transcript indicates a lower GPA or grades below C, the university reserves the right to rescind any offer of conditional admission and cancel registration.
3. **Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. New transfer or readmission applicants who have been suspended or placed on academic probation from Christopher Newport University or any college or university for non-academic, social, or disciplinary reasons may be denied admission to the University.**

Transfer Credit

Transfer Affairs staff will carefully review all application materials and inform transfer applicants of the admission decision. In addition to weighing grades and test scores, when relevant, the Transfer Affairs staff may consider, co-curricular activities, community involvement, letters of recommendation, and the applicant's educational and/or career objectives. The Office of the Registrar evaluates credit for applicants transferring to the University from another college or university. Upon completion of transfer evaluations, a summary of transferable credits is posted to the student's web-based account called 'CNU Live', available by logging into 'CNU Connect' link on CNU's homepage. This is posted after the student accepts the offer of admission to the University within the following guidelines:

1. A maximum of 92 semester hours of transfer credit will be granted for courses which carry a grade of C or better and which are comparable to courses offered by Christopher Newport University.
2. Of the allowable total of 92 semester hours of transfer credit, no more than 66 semester hours of transfer credit will be granted for junior or community college courses that carry a grade of C or better;
3. A maximum of 60 semester hours of transfer credit will be granted for work officially documented and completed through the College Entrance Examination Board's Advanced Placement (AP) Program, the International Baccalaureate Program, and/or departmental challenge examinations.
4. Unless otherwise authorized by the Office of the Registrar, all transfer students, including students who already hold baccalaureate degrees, will have the maximum allowable number of credits transferred and recorded on their CNU academic records. When the number of transferable credits previously earned by the incoming student exceeds the maximum allowable credit, the choice of credits to be transferred will be determined by the Office of the Registrar.
5. Grades from other colleges/universities do not transfer into the student's GPA at CNU. Only the course and credits are posted from previous colleges to the CNU transcript. Credit for developmental, remedial, and activity courses do not transfer to CNU.

Readmission to the University

Students must apply for readmission if they do not enroll for two consecutive regular semesters (fall and spring). All academic records are considered, including work completed during the student's absence from CNU. Competitive admission standards in effect at the time of readmission are used. Readmission applicants must submit the non-refundable application fee (see <http://businessoffice.cnu.edu/>). The application/credential deadline for the fall semester is March 1 and October 1 for the spring semester.

Students who left the University while not in good academic standing are referred to the Suspension and Reinstatement Procedure section of this catalog. **Please note that an academically suspended student who has not reenrolled for two consecutive regular semesters (fall and spring) must be readmitted prior to seeking a Second Chance Contract.**

Degree seeking students who leave the University for a period of one full academic year or more must

be readmitted and will be required to meet all liberal learning curriculum, major, minor and concentration requirements that are in effect (per the *Undergraduate Catalog*) when they are readmitted to Christopher Newport University.

Non-degree Admission

Students who do not wish to seek a degree and/or are taking classes for career enhancement or personal growth, may earn academic credit in the same way as degree-seeking students. Please note that all academic and administrative policies also apply to non-degree seeking students. Financial aid is not available and prerequisites must be met for individual courses. The application/credential deadline for the fall semester is March 1 and October 1 for the spring semester.

Categories of non-degree students

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

Non-Degree Admission Requirements

1. Applicants in this category must submit official copies of academic credentials. These credentials may be submitted at the time of application. **Students admitted as non-degree seeking are not permitted to enroll as full-time students.**
2. Applicants who enter as non-degree students must be academically eligible to return to the last institution attended, and have a minimum overall GPA of at least 3.0 on **all** past academic work.
3. Students who begin at CNU in non-degree status and wish to change to degree-seeking status must apply for admission to the University. Past academic credentials from high school and/or college will be reviewed and regular admission standards will apply.
4. Applicants must have met all prerequisites for courses in which they wish to enroll.
5. Non-degree applicants must submit the non-refundable application fee (see Undergraduate General Fees).

OFFICE OF STUDENT ACCOUNTS/CASH SERVICES

Diane Reed, University Comptroller
Administration Building, Room 210
(757) 594-7195 Student Accounts
(757) 594-7042 Cash Services

Student Accounts and Cash Services

Office Hours:

Monday - Friday:
8:30 a.m. - 4:30 p.m.

TUITION, FEES AND FINANCIAL INFORMATION

Current tuition and fees can be found on the CNU Business Office website at: <http://businessoffice.cnu.edu/studentsparents/>.

The tuition and fee rates are determined annually and approved by the Board of Visitors, which are established and announced in May for the following Academic year.

Interpretation of matters concerning fees is the responsibility of the Executive Vice President. The President of Christopher Newport University has final authority in the interpretation.

Tuition

Undergraduate students who have registered for 12 to 17 credit hours will be defined as full-time students and will qualify for the full-time rate. Any combination of credit courses and audit courses satisfies the 12-credit-hour minimum for eligibility for the full-time rates. The full-time rate does not apply to registration for other term courses even though the student may be registered for more than 12 credit hours during those terms.

Students who register for more than 17 credit hours will be charged the full-time rate plus the appropriate per-credit-hour rate for each additional hour above 17 credit hours. Tuition payments for students who register for fewer than 12 credit hours are based on a charge for each credit hour of instruction. The tuition and fees for auditing a course are the same as the tuition and fees for taking a course for credit.

Tuition Surcharge

The Code of Virginia has been amended to include that after August 1, 2006, for students who enroll at public, baccalaureate degree-granting institutions of higher education in Virginia and who have established Virginia domicile and eligibility for in-state tuition in compliance with the code, the entitlement to in-state tuition shall be modified to require the assessment of a surcharge for each semester that the student continues to be enrolled after such student has completed 125% of the credit hours needed to satisfy the degree requirements for a specified undergraduate program,

hereinafter referred to as the “credit hour threshold.” The surcharge shall be calculated to equal 100% of the difference between the out-of-state tuition rate, not to include required fees, and the in-state tuition rate.

General Fees

Current fees can be found on the CNU Business Office website at: <http://businessoffice.cnu.edu/studentsparents/>.

Students who wish to be admitted to the University **must pay an application fee.**

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

An **applied music instruction fee** is charged per one credit hour course.

A non-refundable **first year orientation fee** is required for all entering freshman.

A **late fee penalty** is charged for additional charges and balances billed and not paid by the applicable payment deadline.

Schedule Changes (Add/Drop)

The amount of tuition and fees will not increase if a full-time student (taking at least 12 credit hours) increases his or her academic workload to no more than 17 credit hours unless the course added requires an additional fee. If a full-time student (taking at least 12 credit hours) decreases his or her academic workload to fewer than 12 credit hours, eligibility for the full-time tuition rate is voided; and tuition and fees will be adjusted to the per credit hour rates. If a full-time student (taking at least 12 credit hours) increases his or her academic workload to exceed 17 credit hours, the full-time rate will be charged plus the per-credit-hour rate for each credit hour over 17 credit hours.

A part-time student who increases his or her academic workload to 12 to 17 credit hours will be eligible for the full-time rate, and the student’s account will be adjusted accordingly.

Schedule changes that result in additional charges are due by the payment due date or no later than the end of the schedule adjustment period.

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

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

PAYING YOUR BILLS AT THE UNIVERSITY

You can view your student account charges online and make eCheck (electronic check transfer) or Credit Card payments to pay your tuition and fees, and room and board charges online, through your CNU Live account, there is a convenience charge for all credit card payments. **No Paper bills will be mailed.**

- No more waiting for your bill to arrive in the mail.
- No more guessing if payment is received. You will receive an immediate confirmation of payment online.
- No more writing paper checks and paying postage.

Please visit our website <http://businessoffice.cnu.edu/studentsparents/> for more details and instructions.

Billing

Christopher Newport University bills tuition and fees and room and board charges by term. Fall bills are posted online in July and payment is due in August. Spring bills are posted in December and are due in January. It is the student's responsibility to contact the Office of Student Accounts if they are having a problem accessing their bill. Failure to receive a bill does not waive the student from any financial penalties.

For registrations, schedule adjustments, housing and meal plan assignments taking place after early registration and the initial billing, payment is due by the payment due date or no later than the first day of class for that term. It is the student's responsibility to insure all charges are paid prior to the first day of class each term.

Please visit our website: <http://businessoffice.cnu.edu/studentsparents/> for additional information and due dates.

Payments

1. You may view and pay your bill online through your CNU Live account.
2. Payment may also be made at the Cashier's Office with cash, money order, or check, payable to Christopher Newport University (CNU).
3. Money order or check, payable to Christopher Newport University can be mailed to the Cashier's Office, 1 University Place, Newport News, VA 23606.

All payments, except cash, may be placed in the drop-box located outside the Office of Student Accounts, Administration Building, Room 210. Student ID number must be enclosed with payment. Students may also pay their tuition bills to the University through a monthly payment program, discussed later in this publication.

Please take careful note of the following:

1. Students who owe the University any charges accrued from previous terms (i.e. tuition, room-and-board, parking fines, library fines, bookstore charges, etc.) are required to pay these charges before being permitted to register or access grades.
2. Students who are receiving any form of tuition assistance must provide the Office of Student Accounts with properly approved tuition assistance forms and pay any balance by the payment due date or a late payment fee will be assessed.
3. Students who are receiving any form of financial aid must have awarded and accepted aid, prior to the payment due date. Deferments will be for only the amount of the award, excluding work -study, and students are required to pay any balance by the payment due date. (Deferments do not apply to private alternative loan programs.) If a financial aid recipient chooses to withdraw from classes, they must complete the appropriate forms with the University Registrar or they will be held liable for all classes for which they are registered. Students may also be liable to repay any financial aid disbursed if the semester is not successfully completed. Late financial aid applicants must be prepared to meet the tuition obligation through means other than financial aid by the payment due date.
4. The University may at its sole discretion cancel a student's registration for failure to meet financial obligations at any time. Questions concerning financial policy and payment of tuition and fees should be directed to the Office of Student Accounts, Room 210, Administration Building, telephone 594-7195.

Payment Policy

Tuition and fees are considered fully earned and are due at the time of registration or no later than the payment due date established for each term. Tuition payment may be mailed if **received** in the University Business Office **by the payment due date**. Postmark date does not apply. You may also pay online with an echeck (no fee) or credit card: American Express, Discover and Mastercard (convenience fee applies with credit card use).

In the Fall Term, at 5:00 p.m. on the **payment due date, the University may cancel the registration for all students who have not made financial arrangements**. These students may register again during scheduled registration periods. The University does not guarantee that students will be able to obtain their original schedules. Classes are available on a first-come-first-served basis. Reinstatement does not apply if a student's registration is cancelled on the payment due date. In the Spring Term classes are cancelled at the end of the schedule adjustment period.

Reinstatement

Beginning on the Monday following schedule adjustment week of each term, students whose registration was cancelled on Friday of schedule adjustment week may be reinstated provided they have the full amount of their financial obligation. Students may be reinstated during the first week following schedule adjustment. A reinstatement fee will apply. Please visit our CNU Business Office website for current rates.

Reinstatement will not be processed unless the student has paid the full financial obligation. If the student presents the University with a check that is returned from the bank for insufficient funds, the student's registration will automatically be cancelled and no further opportunities for reinstatement will be permitted.

During the reinstatement period, students may not make any schedule changes. They will be reinstated for the original schedule only. Reinstatements will only be permitted for two weeks following schedule adjustment week. Reinstatements will not be permitted after this date. Reinstatement does not apply to students whose registration was cancelled prior to schedule adjustment week.

Monthly Payment Plan

This payment option allows payment of annual tuition and fees in monthly installments. Participation in the plan is on an annual basis, and requires the payment of an annual fee. When determining the amount to budget, please consider tuition and fees for Fall and Spring terms, applied music fees, and room and board (if applicable). This plan may be used by full-time or part-time students, but is not available for summer terms.

The University assesses a late payment fee for each payment that is made late. This fee is payable directly to the University. Information concerning this plan may be obtained on our website at <http://businessoffice.cnu.edu/studentsparents/>, or by calling (757) 594-7582. Students are encouraged to apply for the plan as soon as possible, since late application for the plan requires a larger down payment. Students who have applied for and receive financial aid may participate in the monthly tuition payment plan offered by the University.

Tuition Refund Policy

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

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

For refund policies concerning other terms, please refer to the Business Office website at <http://businessoffice.cnu.edu/studentsparents/>. Federal financial aid recipients who totally withdraw from the University will have their refund processed in accordance with federal regulations. These laws provide for a prorated refund if a student totally withdraws before the academic term is complete. These funds may be refunded to the financial aid grantor, if the rules of the grantor so require. All refund checks are processed through the State Treasurer and are mailed directly from Richmond to the student. Students should receive refunds within 45 days from the date the student officially makes the schedule change. Applied music fees are not refundable after the first day of scheduled lessons with the instructor.

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

Students must drop courses on or before the deadlines listed above in order to be eligible for a refund. Students who are participating in the annual tuition payment budget-

ing plan and whose payments received by the University exceed the amount owed in accordance with the policy listed above will receive a direct refund from the University.

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

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

Returned Checks

A returned check fee 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 a late payment fee will be assessed in addition to the returned check fee. If the student does not repay the total amount due within seven (7) calendar days, his or her registration will be cancelled. If a student who is being reinstated presents a check to the University that is returned by the bank for any reason, his or her registration will be cancelled. If the University receives two non-sufficient fund checks from a student, the University will no longer accept checks from the student or on the student's behalf.

Cashing of Student Checks

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

Delinquent Financial Obligations

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

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

Incidental Expenses

It is impossible to estimate the exact costs of clothing, travel, and other incidental expenses which the student incurs, for these are governed largely by the habits of the individual. The cost of books depends on the courses taken. Money for textbooks cannot be included in checks covering tuition and fees.

Veterans' Benefits

Students who are using Veterans Administration education benefits for the first time should anticipate a delay of approximately eight weeks before the first education allowance check is mailed. Students who plan to use V.A. benefits should contact the University's Office of the Registrar, located in Room 205 of the Administration Building, telephone (757) 594-7155. The University defers payment of tuition for Veteran's Chapter 31 and 33 benefits only when all paperwork has been completed and approved.

Senior Citizens

The 1989 session of the Virginia General Assembly amended and reenacted the Senior Citizen's Higher Education Act of 1974. Senior citizens are permitted to register and enroll in courses as full-time or part-time students for academic credit, without charge, providing taxable income for federal income tax purposes did not exceed \$15,000 for the year preceding the enrollment year. Senior citizens may also, without charge, enroll in academic credit courses for audit purposes and in non-credit courses offered by the University without regard to income. They will, however, be required to pay applied music fees for any course for which such a fee is applicable. Senior citizens must meet

the applicable University admissions requirements to participate in this waiver program, and the determination of the University's ability to offer a selected course is at the discretion of the University.

The law passed by the General Assembly in the 1988 session requires the State Council of Higher Education to establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. In the case of eligible senior citizens who have completed 75 percent of the requirements towards a degree, the University is authorized to make individual exceptions to such procedures as may be established by the Council of Higher Education.

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

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

Classification as an In-State Student

Students and applicants for admission who claim entitlement to in-state educational privileges, including in-state tuition rates, must demonstrate eligibility in accordance with the provisions of Section 23-7.4 of the Code of Virginia. **Applicants for admission who believe they qualify for in state educational privileges must complete the *Application for In-State Tuition Rates* and return it with their application for admission.** Students who are already enrolled at the University may apply for a reclassification of status through the Office of the Registrar. Such requests must be made on the *Application for Virginia In-State Tuition Rates* form. Inquiries should be addressed to the Office of Admissions, CNU, 1 University Place, Newport News, Virginia 23606-2998.

Procedure

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

contacted immediately and given an explanation of the determination.

Appeals

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

SHORT-TERM EMERGENCY LOANS

The John Stephen Rasmussen Memorial Fund

This fund was established by the community in 1972, in memory of John Stephen Rasmussen, a 21-year-old student who lost his life in a fire while in the act of saving others. He was posthumously awarded a Carnegie Medal. Students may borrow, twice each Term, interest free, sums (funds permitting) for a period not to exceed 45 days. Applicants should present a valid Christopher Newport University student ID card when they apply to the Office of Student Accounts.

Emergency Loan Fund

An emergency loan fund was established in 1967 by the sophomore class, in honor of former CNU President James C. Windsor. Students may borrow interest free, sums for a period not to exceed 45 days. Students may receive no more than two emergency loans per academic term and each loan is limited to \$200, funds permitting. For emergency loan purposes, all summer terms equal one academic term. Applicants should present a valid Christopher Newport University student ID when they apply to the Office of Student Accounts.

OFFICE OF FINANCIAL AID

Mary L. Wigginton, Director
Administration Building, Room 203
(757) 594-7170
finaid@cnu.edu

Christopher Newport University offers financial assistance to qualified students to help pay for all or part of their college expenses. The University participates in a variety of federal, state and University programs, most of which are administered through the Office of Financial Aid. Types of available aid include scholarships, grants, loans, and student employment. Although most forms of financial aid are based on financial need, some use criteria other than financial need for eligibility. Applications and additional information are available in this office. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) annually as soon as possible after January 1.

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

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

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

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

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

Application Requirements

To be considered for financial aid, applicants must:

1. Be enrolled or accepted for enrollment at the University as a degree-seeking student.
2. File a Free Application for Federal Student Aid (FAFSA) with the federal processor each year, the results of which should be received by the University's Office of Financial Aid by March 1. **CNU's federal code for the FAFSA is 003706.** To meet this deadline, students should complete the FAFSA as soon after January 1 as possible.
3. The Financial Aid Office recommends that the completed FAFSA be submitted by February 15, which should allow it to be processed by the priority filing date.

Some paper FAFSA applications are available in the Office of Financial Aid, though the preferred method of applying is electronically. A student with access to the internet may file a FAFSA electronically at www.fafsa.ed.gov. Be sure to provide personal identification number(s) for the student (and parent, if dependent), or print, sign and mail the signature page. Only one application should be submitted per academic year.

AVAILABLE FEDERAL AND STATE PROGRAMS

Federal Programs

Federal Pell Grant
Federal Supplemental Education Opportunity Grant (SEOG)
Federal Work-Study (student employment program)
Federal Direct Stafford Student Loans
Federal Direct Parent Loan for Undergraduate Students (PLUS)

State Programs

College Scholarship Assistance Program (CSAP)
Two-Year College Transfer Grant Program
Virginia Guaranteed Assistance Program (VGAP)
Virginia Commonwealth Award
Virginia Military Survivors and Dependent Educa-

tion Program (VMSDEP), formerly Virginia War Orphans Education Program

Grants are considered gift aid and do not require repayment. Loan programs must be repaid, though the terms of re-payment may vary according to type and lender of the loan. The Federal Work Study program requires students to earn the award by working in an assigned position.

Grants

For specific information concerning application and eligibility for federal and state programs, please visit our financial aid website at <http://financialaid.cnu.edu/>.

College Scholarship Assistance Program (CSAP) is a need-based grant program funded by Virginia and Federal LEAP funds. Recipients must be Virginia residents.

Commonwealth Award is a need-based grant program funded by Virginia. Recipients must be Virginia residents.

Federal Pell Grant is a need-based federal grant. Students must demonstrate extreme financial need.

Federal Supplemental Educational Opportunity Grant (SEOG) is a need-based federal grant. Students must demonstrate extreme financial need.

Federal Work Study (FWS) is a federal need-based work program that pays for the hours a student works on campus. FWS is NOT used towards a student's charges. Students are paid biweekly. Students must maintain a 2.00 average and be enrolled full-time.

Virginia Guaranteed Assistance Program (VGAP) is a need-based grant program funded by Virginia. Freshmen must graduate from a Virginia high school with a minimum GPA of 2.50 and maintain Virginia residency. Continuing students must maintain full-time enrollment and a cumulative grade point average of 2.00 or better to receive the grant.

Virginia Two-Year College Transfer Grant Program is a need-based grant program for transfer students who have received an Associate's degree at a Virginia two-year public institution. Students must have a cumulative grade point average of 3.0 or better.

CNU 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. Need-based scholarships are awarded through the Office of Financial Aid and are based on information provided on the FAFSA.

Certain private, academic based scholarships are available for students with strong backgrounds in academics and leadership. These scholarships are usually awarded by the Office of Admissions or individual departments and not through the Financial Aid office – unless otherwise noted.

Student Loans

Students who need assistance in addition to those grants and scholarships listed above may want to consider the federal Direct student loan program or request assistance through the federal Direct PLUS Program for parents. A description of each program is listed below. Also, alternative Loan Programs are available for those who do not qualify to borrow through the Direct Loan Programs or who need additional funding.

Federal Direct Student Loans

Federal Direct Student Loans may be need-based (subsidized loans) or non-need-based (unsubsidized loans). Subsidized loans are interest free to the borrower while the borrower is enrolled on at least a half-time basis. For unsubsidized loans, the borrower is responsible for the interest during the period of enrollment. Eligible students may borrow up to \$5,500 during their freshman year, \$6,500 during their sophomore year and \$7,500 during the remaining years of undergraduate study. Independent students may borrow \$9,500 in their freshman year, \$10,500 in their second year, and \$12,500 for remaining years.

Class status is determined by the number of credits completed toward a degree, NOT by the number of semesters attended. Before a loan can be processed, including the PLUS loan, applicants must have a Free Application for Federal Student Aid (FAFSA) on file.

Federal Direct PLUS Loan Program

Federal Direct PLUS loans are made to the parents of dependent students. Parents, with the absence of an adverse credit rating, may borrow up to the cost of education less any financial aid received by the student. A FAFSA must be completed and received in the Office of Financial Aid before a PLUS loan can be certified.

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 at: <http://cnu.edu/finaid/policies/index.asp> or visit the Office of Financial Aid.

Estimated Cost of Attendance

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 to include books, housing, board, transportation and miscellaneous expenses.

Study Abroad/Study Away

Students who are in a degree seeking program at CNU and whose classes taken elsewhere fit into their degree program may be eligible to use their financial aid to help pay for the program. Students must contact the Financial Aid Office at least one semester in advance of their study abroad and provide documentation of eligibility. At least half time status in an approved study abroad program is required for all federal and state programs. Funding is available for less than half time through alternative private loans.

Return of Title IV Funds

If a student withdraws from CNU for any reason before 60% of the semester has been completed, CNU is required to return funds to any federal programs the student has received. The student may owe the University for charges left unpaid. This applies to unofficial withdrawals as well.

Additional Information

Students interested in receiving financial aid are strongly encouraged to read thoroughly the CNU Financial Aid Guide. The Guide is available in the Office of Financial Aid and also on the CNU Financial Aid home page at <http://financialaid.cnu.edu/>. Additional questions or information requests should be directed to the staff of the Office of Financial Aid by email at finaid@cnu.edu or by calling the office at (757) 594-7170.

OFFICE OF UNIVERSITY HOUSING

Dr. Andy Sheston, Director
1 University Place
(757) 594-7756 or (757) 594-7754
Fax: (757) 594-8799
housing@cnu.edu

Living on Campus

CNU offers residential living accommodations with amenities that you simply won't find at comparable public universities. Our residence halls provide double rooms with extended basic cable service; a computer port with LAN and Internet access; digital telephone service; individually controlled air conditioning; wall-to-wall carpeting; micro fridge units in all suites; on-site computer lounges; 24-hour security at the front desk; coin and Captains Card operated laundry facilities and vending machines; and lounges with large screen televisions.

Within the halls, there are Resident Assistants assigned to each floor. These well-trained student leaders handle the personal, disciplinary, and day-to-day concerns of residential students. They set the tone for the social environment of the residence halls and community of honor that CNU prides itself in. Also, professional university staff serve as hall directors within the residence hall system.

Security is always a primary concern for our resident assistants and professional staff in the hall and is considered a shared responsibility with you, the resident. All exterior points of entry are monitored, and electronic locks are featured on interior doors and entry ways. An information desk in the lobby of each residence hall is staffed 24 hours a day, and University police work closely with housing staff and residents on creating a safe living environment.

Freshmen, Sophomore and Junior Residency Requirement

Effective with the Fall 2010 freshman class, first second and third year students are required to live on campus unless they live with a parent or legal guardian in one of the following exempted areas: Newport News, Hampton, Poquoson, Yorktown, Seaford, Grafton, or Tabb. *This policy does not apply to transfer students.* The residential experience is designed for students who reach 17 to 22 years of age by September 1, 2010. Students who are younger or older than the previously stated ages will receive consideration on a case by case basis.

Santoro Hall

A freshman residence hall housing approximately 432 students, Santoro Hall is arranged as suites – four students share two bedrooms and one bathroom (except during periods of high occupancy). Approximately 35 students reside in separate floor “wings,” with three wings comprising one floor.

York River Hall

Opened in the Fall of 2002, York River Hall houses approximately 538 freshman students. York River Hall consists of two separate buildings; York River East and York River West. York River Hall is similar to Santoro Hall in that it has suites of four students sharing two bedrooms and one bathroom.

Potomac River Hall

Housing approximately 482 sophomore and freshmen students, Potomac River Hall opened the Fall of 2004. Similar to York River Hall, Potomac River Hall consists of two separate buildings; Potomac River North and Potomac River South. Potomac River Hall consists of four-person suites sharing two bedrooms, one bathroom and a common living area.

James River Hall

This unique facility houses approximately 439 sophomore students in a variety of housing configurations: theme units, apartments and suites. All of the living arrangements feature a common living area and the theme units and apartments are equipped with kitchens. Single rooms are also available in the theme units and apartments.

CNU Apartments

The CNU Apartments offer upper-class students the opportunity to experience the independence and convenience of apartment living along with all the advantages of campus life. Five separate buildings Washington, Jefferson, Madison, Monroe, and Harrison make up this apartment complex. The apartments are upscale two- and four-bedroom units offering each student their own private bedroom and bath. Each unit offers a fully equipped kitchen, a fully furnished living room and a washer and dryer. These units require a 12-month lease.

CNU Village

The CNU Village is our newest addition to the residential experience. Opened in Fall of 2005, the CNU Village is comprised of upscale two, three, and four bedroom units offering each student their own private bedroom and bath. Each unit offers a fully equipped kitchen, a fully furnished living room and a washer and dryer. These units require a 12-month lease. The complex is composed of three buildings Tyler, Taylor and Wilson surrounding a centrally located parking garage. The parking garage offers each resident their own parking space. Located on the first floor Wilson are retail shops, which cater to the CNU student and the community.

Greek Village

Our newly remodeled Greek Village has become the home of five sororities and four fraternities. It offers residents the option of a two-bedroom unit that accommodates three students within one single room and one double room. Students share a bathroom, living room and kitchen. One apartment in each block of four apartments has been designated as the chapter room where the organization can display its awards, trophies and composites.

CNU Landing

This recently acquired apartment complex offers 10 month housing for sophomores, juniors and seniors. Two, three and four bedroom apartments are available in 28 units located behind CNU Village. Each apartment offers a full kitchen, living room, private bedrooms and private bathrooms.

Dining Choices

Dining Services offers several meal plans to meet the variety of needs of the campus community. First-year residential students can choose either the 14 or 19 meal plan. Our first year residential students are required to participate in one of these two meal plans. Upper-class students living in units without kitchens may choose between 19, 14 or 10 meal plans. For the convenience of upper-class residents with kitchens and off-campus students we offer a 5 meal plan to assist in meeting their dining needs.

Residential students participating in the meal plan program may choose to eat in Hiden Hussey Commons or Regattas in the David Student Union.

The Commons is located near Santoro Residence Hall offering casual, comfortable dining in a food court setting. The Commons serves breakfast and lunch Monday through Friday and dinner Monday through Thursday. The Commons is proud to offer an expansive selection of entrees served buffet style with specialty self-service venues.

Regattas, in the David Student Union, is an operation featuring a huge selection of menu choices. We serve lunch and dinner Monday through Friday and Brunch and dinner on Saturday and Sunday. Selections include: the grill making fresh hamburgers, make your own waffles with fresh fruit, breakfast all day, hot entrees and vegetables, extensive salad bars, three fresh made soups, pizza from our stone oven, pasta served to order and Mongolian Grill. Finish the meal with a selection of fresh fruits, desserts or hand dipped ice cream with all the toppings.

The Commons and Regattas offer an All You Care To Eat fare and daily vegetarian entrees and vegan selections.

The David Student Union also houses several cash operations, Chick-fil-A, Stone Willy Pizza, Sweet Street and The Bistro all serving their own signature menus.

Financial Information

All rates referenced below are for the last year, the 2010-2011 academic year. The Housing & Dining Service rates are determined annually and approved by the Board of Visitors, which are established and announced in April for the following academic year.

Room fees for double occupancy: \$3110.00 per semester; single occupancy for upper-class residents is an additional \$300.00 per semester.

Room fees for CNU Apartments, Greek Village and CNU Village: \$8520.00 for a 12-month lease.

Board fees for 19-, 14-, & 10-meal plan: \$1560.00 per semester: 5-meal plan: \$780.00 per semester (Only residents with kitchenettes or commuter students are eligible for this plan).

To apply, complete the *Housing and Dining Services Contract Acceptance Form* available at the Housing website: www.cnu.edu/housing/contractsforms/index.asp

Occupancy is on a first-come/first-served basis for incoming freshman classes. A ten-month TuitionPay payment plan is available. For details contact TuitionPay at (800) 635-0120.

Deadlines

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

Contract Cancellation

1. Students who cancel their contract after occupancy but who remain enrolled at the University will remain liable for the entire room and board fees for the term of the contract.
2. Students who fail to meet obligations under the terms of the contract may qualify for a partial refund.
3. New students who cancel their contract prior to June 30th will receive \$100 refund on their Housing Deposit.

For further information, please reference the University Housing Contract.

DEPARTMENT OF ATHLETICS

C. J. Woollum, Director
Freeman Center, Room 217
(757) 594-7025
jstenzho@cnu.edu

Intercollegiate Athletics

The University's athletics program was founded in the early 1960s but has become nationally renowned over the last two decades. The women's track and field team won six consecutive NCAA Division III National Championships in the late 1980s and now has a total of twelve. Since 1980, Christopher Newport University has produced more than 550 Division III All Americans and more than 70 national champions. These recipients have participated in football, men's and women's basketball, men's and women's soccer, softball, men's tennis, golf, baseball, cross country, volleyball, field hockey and track and field. The men's and women's basketball teams have appeared in NCAA championship tournaments numerous times, as have the golf, men's and women's soccer, baseball, volleyball, football, field hockey, women's lacrosse and softball teams. Men's basketball player Lamont Strothers became the seventh Division III player ever to appear in an NBA game when he played for the Portland Trail Blazers.

In addition to participating in NCAA championships, the University has hosted 15 NCAA Regional basketball games, a 2010 NCAA Softball Regional Championship, a 2010 NCAA Volleyball Regional, five NCAA South Regional Cross Country Championship meets, as well as the 1983 and 1991 National Championship meets. In the fall of 2010, CNU played host to the NCAA Division III Field Hockey Championships. Additionally, CNU has hosted three NCAA playoff games in football, twelve in men's soccer, eight in women's soccer, three in field hockey and two in women's lacrosse.

The University competes in 22 varsity sports plus cheerleading. Those offered for men include: baseball, basketball, cross country, football, golf, indoor track and field, lacrosse, outdoor track and field, sailing, soccer, and tennis. Women compete in: basketball, cross country, indoor track and field, outdoor track and field, sailing, soccer, softball, tennis, volleyball, field hockey and lacrosse. Christopher Newport University is a member of the USA South Athletic Conference, formerly the Dixie Intercollegiate Athletic Conference (DIAC) which also includes: Averett University, Ferrum College, Greensboro College, Mary Baldwin College, Meredith College, Methodist University, North Carolina Wesleyan College, Peace College and Shenandoah University, as well as three single-sport institutions. The

USA South Athletic 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. As a measure of the overall strength of CNU's athletics program, the University has won the USA South/Dixie Conference President's Cup, symbolic of the top overall athletics program, for the last 13 years and 19 of the past 25 years.

Philosophy

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

Participation

Prospective student athletes must enroll in at least 12 credit hours and be a degree seeking student to be considered eligible to participate in varsity sports and must meet all eligibility requirements of the NCAA. For further information about the University's athletics program or about a particular sport, contact the Department of Athletics.

The Office of Recreational Services

The Office of Recreational Services (CNURec) was founded in the fall of 2005 and is comprised of the program areas of Intramural Sports, Sports Clubs and Outdoor Adventure & Recreation (OAR). Intramural Sports and Sports Clubs have grown tremendously over the years with hundreds of participants engaging in various activities on campus. OAR offers various outdoor recreational activities and adventure trips, and is still in its developmental stages, yet moving in a positive direction.

Some of the intramural sports offered include: badminton, basketball, dodge ball, flag football, kickball, soccer, softball and volleyball. In addition, CNURec provides special tournaments for students to play in, such as billiards, sand volleyball, and cornhole.

The Intramural program employs dozens of students each year as officials and supervisors. Through employment, students learn transferable skills that prepare them for future

challenges. At the same time, these positions of leadership enhance the student's social experience on campus and solidify CNU at the forefront of student development in the field of collegiate athletics and recreation.

Currently, there are 19 (12 competitive and 7 recreational) sport clubs on campus. These include: croquet, cycling, dressage, equestrian, field hockey, fishing, men's ice hockey, men's lacrosse, martial arts, rock climbing, men's rugby, scuba diving, silver storm (dance team), men's soccer, women's soccer, men's swimming, women's swimming, table tennis, men's tennis, women's tennis, and men's volleyball. The competitive clubs aim to compete for CNU at the collegiate level against other sport clubs in the area. The recreational clubs are open to all skill levels and are more fun in nature; however, some may compete against local colleges and universities.

OAR provides adventure trips for students, faculty and staff to attend, and is still developing an OAR club for students to join, which will involve them assisting with the planning and advertising for trips. Additionally, OAR provides activities such as: special events, workshops, and more. OAR aims to provide fun through physical and mental challenges; provide leadership and learning opportunities; and further the interest and passion of outdoor recreation and environmental awareness.

Philosophy

Each of the program areas strives to fulfill the campus recreation needs of current CNU students, faculty and staff. Through engagement in the various activities and events sponsored by the Office of Recreational Services, it is hoped that participants will learn and begin to practice life-long health habits. In addition, through engagement in these activities, the Office of Recreational Services provides an opportunity for leadership and learning; opportunities to develop social contacts and lasting relationships; and opportunities for individual development through various recreational activities.

Participation in Intramural Sports

Participation in intramural sports is open to currently enrolled CNU students. In addition, faculty, and staff employed by the University (full-time and/or part-time; volunteers not accepted), shall be eligible to participate in intramural sports. CNU alumni and spouses of CNU students, faculty or staff are not allowed to participate in intramural sports.

Participation in Sport Clubs

Sport clubs are open to all activity fee paying students. Faculty and staff may participate on a sport club during

practices but not during competition. Previous experience is not a prerequisite for membership. Sport clubs may be competitive in nature or may be administered for their socio-recreational elements. They should encompass both qualities. They are open to all skill levels. Clubs must accommodate any interested parties and work to maintain a balance among the more proficient participant and the novice. Unlike varsity sports, sport clubs are run by students for students.

STUDENT AFFAIRS

Kevin M. Hughes, Ph.D., Dean of Students

David Student Union

(757) 594 -7160

dosa@cnu.edu

Student Affairs represents a comprehensive and complementary educational experience led by the Dean of Students. Student Affairs professionals work in Orientation and Student Success & Engagement; The Center for Honor Enrichment and Community Standards (CHECS); and The Offices of Counseling Services, Residence Life, and Student Activities, which includes Greek Life and Diversity Initiatives. The Office of the Dean also handles issues for Students with Disabilities. These areas work collaboratively to facilitate students' success and engagement, provide enrichment and excitement, and foster the opportunity to interact socially in several hundred activities offered annually. These co-curricular experiences promote growth and development and facilitate greater involvement with the community at large.

Orientation programs help new students successfully transition to college life. The Setting Sail and Welcome Week programs are required of all new students, providing guidance and insight into life as a CNU student. Further, University Fellows work directly with students seeking additional support or opportunities to become active and engaged members of Christopher Newport University.

The Center for Honor Enrichment & Community Standards (CHECS) facilitates the integration of honorable living into the campus community and the lives of our community members. Additionally, CHECS strives to uphold the community standards of the university. The Center accomplishes these tasks through educational programming and the adjudication of violations to the Honor Code and Student Code of Conduct. Of primary importance are the Honor U initiative, which highlights the honorable lifestyle expected of CNU community members, and the Academic Convocation, which formally welcomes new students to CNU through the signing of the Honor Code.

The Office of Counseling Services (OCS) facilitates students' personal exploration to assist them in being successful in their endeavors at CNU. Through large and small group programming, one-on-one counseling, and a multitude of resource materials available to students, OCS helps our students develop the tools they need to be successful in and out of the classroom.

The Office of Residence Life (ORL) cultivates the rich campus living experience by encouraging students to

develop their life skills as they explore their moral, personal and social values. Programs and activities sponsored by ORL and individual resident assistants may include lectures, workshops, field trips, volunteer experiences, planned social activities and informal gatherings in the hall.

The Office of Student Activities sponsors a variety of social and educational events tailored to the needs and desires of our students. These events, many of which are jointly operated with one of the over 150 clubs and organizations on campus, have included major concerts, dynamic leadership speakers, popular comedians, and annual events such as Fall and Spring Fest, Family Weekend, and Homecoming.

Greek Life works closely with the social fraternities and sororities as well as the historically African-American Greek-letter organizations to provide a meaningful educational, service and social experience for students interested in Greek Life.

Diversity Initiatives support students from diverse backgrounds by promoting an environment that creates cultural understanding and an inclusive campus community. This support includes educational, cultural and social opportunities for diverse interactions and cultural education that enhances student awareness, understanding, and appreciation for diversity.

Students with Disabilities may seek support and services through the Office of the Dean of Students. Through accommodations received from the university, students with disabilities are provided with the opportunity to be successful in their academic pursuits. Proper documentation must be filed with the Dean of Students and questions can be directed to this office.

Whether the issue deals with a club or organization, life in the halls, transitioning to campus, or making the next step in the journey of life, the professionals working in student affairs serve as excellent resources for the successful Christopher Newport University student.

ACADEMIC ADVISING

Brian D. Bradie, Ph.D.

Director of First and Second Year Student Success

bbradie@cnu.edu

Advising students is a critical responsibility of CNU faculty and staff and is highly valued by the academy. Advisors work with students in their transition from high school to college, throughout their college career, and as they plan post-graduate lives.

Faculty and students work closely together in the advising process, and share the common goal of fostering student success within our university environment.

Responsibilities of Academic Advisors

Academic advising is critical to a liberal arts education at CNU. The academic advising system must:

1. Encourage students to take responsibility for their own education planning.
2. Recognize the unique nature and interests of each student.
3. Provide timely, accurate advising that serves all constituents.
4. Offer resources for students that includes what they need to meet major and graduation requirements and advice regarding internships, service learning and research that will enhance their liberal arts education.
5. Foster professional relationships among students and faculty beyond the classroom.
6. Help students explore and serve within and beyond the University through study abroad, civic engagement, postgraduate education, and career planning.

Responsibilities of Students

Students at CNU shall recognize the advising process as an essential aspect of their liberal arts education. During the advising process students must:

1. Take responsibility for their own educational planning by actively engaging in the advising process.
2. Maintain an open line of communication with their advisor.
3. Be knowledgeable about Christopher Newport University's academic policies, procedures, and requirements.
4. Arrive at each advising appointment promptly and prepared with questions and thoughts about what is to be discussed during the appointment.

5. Recognize that advisors provide guidance and support throughout the advising process, however, the final decisions ultimately belong to the student.
6. Engage in the contemplation and clarification of honor, personal values, and goals; this includes reflecting on what they aspire to accomplish with their liberal arts education within and beyond the University.

Faculty Core Advisor

First-year freshmen at Christopher Newport University work with a Faculty Core Advisor (FCA) who will remain a student's advisor for the first two years (while the student pursues the University Core Requirements and major prerequisites). This means that all students will be guaranteed a stable faculty advisor to support them during the first two years of study. FCAs will assist students in their transition from high school to college, facilitate and encourage students' intellectual exploration, assist students in curricular decisions, and encourage students to become active members of the University community. Whenever possible, the FCA will be in the department of the student's intended major or in the college of the student's primary interest.

Major Advisor

Toward the end of the sophomore year, students will declare their major, and at that time, a major advisor from the department will be assigned to the student. Major advisors engage students in the selection of courses, long range academic planning, potential graduate study and career opportunities, research experiences, summer institutes and study abroad possibilities. Major advisors assist students in achieving successful completion of their CNU experience and transitioning into their post-graduate endeavors, including graduate school and/or career opportunities.

Pre-Law or Pre-Health Advising

Like most colleges and universities, CNU does not offer a "pre-law" or "pre-med" major, but specialized advising is in place that can help students plan their curricular and co-curricular experiences in preparation for a competitive application to law school, medical school or other health professional programs. Please consult the following websites for additional information:

- Pre-Law at <http://prelaw.cnu.edu>
- Pre-Health at <http://prehealth.cnu.edu>

CENTER FOR ACADEMIC SUCCESS
AND
ALICE F. RANDALL WRITING CENTER
Tribble Library, Room 240
Dr. Susan L. Booker, Director
(757) 594-7684
tutors@cnu.edu

The Center for Academic Success and Alice F. Randall Writing Center opened in January 2008 as part of the new Tribble Library. The Center is staffed by trained peer tutors who provide free assistance in writing, mathematics, biology, chemistry, physics, economics, languages, and other areas of the liberal learning curriculum. Tutorial assistance in the Center is available to currently enrolled CNU students.

A full description of the Center's services is available at <http://tutors.cnu.edu>.

Students seeking help with writing assignments in any course may call (594-7684) or email (tutors@cnu.edu) and book appointments with a writing center consultant. Students seeking assistance in any of the subject areas may drop in; there is no need for an appointment.

OFFICE OF STUDENT SUCCESS

Nicole Guajardo, Executive Assistant
to the President for Student Success
oss@cnu.edu

The Office of Student Success, located on the third floor of the David Student Union, was created to provide a resource center for students and faculty to help students be as successful as possible at CNU, both academically and personally. Staff provide direct assistance, as well as guidance regarding other campus resources.

Staff in the Office of Student Success manages an Early Intervention System to identify students who are struggling. The goal is to help students stay on track toward a strong academic performance and timely graduation. Students meet with a member of the OSS staff to form a Plan of Action that addresses specific individual needs. First-year students are paired with one of the University Fellows for Student Success who help guide students both academically and socially.

Additional services available include workshops and individual assistance on such topics as time management, academic planning, test taking skills and general study skills. Other topics pertain to social engagement. Students are welcome to walk in or call ahead for an appointment.

UNIVERSITY WRITING PROGRAM
(757) 594-7579

The University Writing Program empowers CNU students to continue perfecting their writing. By providing training, resources, and events, the program helps students develop and refine their ideas and deliberately use language to articulate and construct their thoughts.

The program, consisting of ENGL 123, ULLC 223, and Writing Intensive courses in the disciplines, helps students learn vital processes and strategies necessary to craft sophisticated written products for defined audiences, communicate by subject-specific concepts and discourse to articulate a clear purpose, and transfer knowledge gained from classes in the liberal learning core to those in the major.

**FELLOWSHIPS AND
PRESTIGIOUS SCHOLARSHIPS**

Dr. Quentin Kidd, Coordinator
McMurrin Hall, Room 361A
(757) 594-8499
qkidd@cnu.edu

The Coordinator of Fellowships helps students to identify and apply for prestigious scholarships and fellowships for research and study opportunities. Prestigious scholarships or fellowships are highly competitive monetary awards granted to limited numbers of highly qualified candidates. These types of awards are based on a variety of criteria, such as overall academic achievement, outstanding achievement in the academic major, participation in community service, leadership initiatives, demonstrated financial need or a combination of these and other criteria specific to each award. In general, candidates applying for prestigious scholarships or fellowships should be students who excel academically and who demonstrate leadership and commitment to the CNU community and the community at large. Students of all majors should consider prestigious scholarships or fellowships, which maybe discipline-specific or wide-ranging in scope. For additional information about prestigious scholarships, please contact the Coordinator of Fellowships.

**UNIVERSITY HEALTH AND WELLNESS
SERVICES**

Ms. Rita Cenname, BSN, RN, BC, Clinic Supervisor
Freeman Center, H158
(757) 594-7661
uhws@cnu.edu

University Health and Wellness Services (UHWS) is a health-care partnership between CNU and Riverside Business Health Services. UHWS, through a contractual arrangement with Riverside, offers many services to support healthy living as well as helping students learn to take responsibility for their own wellness. Its main objective supports the CNU liberal learning mission through teaching a diverse student population how to assess their own health status, access medical resources, know their rights and responsibilities as patients, and become informed medical consumers. Professional support services are available to assist all graduate and undergraduate students when they become sick or injured.

Free Clinic Services:

On site Registered Nurse for nursing triage
First aid
Blood pressure monitoring
Assistance in finding local physicians, dentists, psychologists, psychiatrists and other medical resources
UHWS Website: <http://studentclinic.cnu.edu/>

Clinic Services Requiring a Fee:

All physicals and visits with the Nurse Practitioner-
(by appointment only)
Lab Tests
Immunizations and injections
Tuberculosis Screens and TB testing
Flu shots
Stitch and staple removal

Free Health and Wellness Education Opportunities:

Health and Wellness Fair
Educational materials and resources
Nutrition and fitness counseling
CNU Quit – a smoking cessation program
Quit Kits – for people who want to stop their tobacco use
Health screenings
Campus outreach programs on various health and wellness topics

**INFORMATION TECHNOLOGY
SERVICES**

TBA, Chief Information Officer
Ratcliffe Hall, Room 121
(757) 594-7180

Christopher Newport University has made a commitment to provide a strong information technology infrastructure to enhance the teaching and learning environment of the university. A gigabit Ethernet network electronically links all parts of the campus to the worldwide network of educational and research institutions. All students receive accounts on the university academic server. With these accounts, students can obtain access to the Internet, electronic mail, web hosting services and many other services to support the education process.

Internet Services

The University maintains 45 and 155 megabit full-duplex connections to the Internet, allowing for high-speed access to the Internet from all campus facilities including residence halls.

Central Computing Systems

CNU operates from several primary servers. These systems can be accessed from all networked machines on campus as well as through the Internet to gain access to email, calendaring, online registration, the online course support system, and other services.

Open PC Labs/Classrooms

Personal computer labs are maintained at a variety of locations on campus including the Tribble Library, McMurran Hall, Ratcliffe Hall, and Gosnold Hall. These PCs run Microsoft Windows operating systems and provide a variety of application software including web browsers and Microsoft Office products.

Wireless

Information Technology Services is in the midst of a significant expansion in wireless capabilities for the CNU campus. Common areas in campus residences, the academic and residential quads, McMurran Hall, the David Student Union and the Tribble Library now have wireless access points.

THE OFFICE OF COUNSELING SERVICES

Dr. Bill Ritchey, Psy. D., Director
Freeman Center, Room H230
(757) 594-7047
cccc@cnu.edu

The Office of Counseling Services provides a wide range of free professional services to help students succeed at the University by creating a safe, confidential and supportive environment in which personal development can occur. Counseling services assist students with self-knowledge, facing challenges, confronting short-term personal issues, and through crisis intervention. All of our services contribute to helping students learn new skills, enhance personal success, set and achieve goals and get the very best out of life. Additionally, the office supports CNU faculty, staff, clubs and organizations, parents, and the community through consulting and educational outreach services.

Students are referred to resources outside the University when long-term counseling or other professional support is needed. Students are ultimately responsible for their decisions and actions and must assume responsibility for their personal choices. Using Counseling Services wisely will assist student's adjustment to the University and can help develop skills they will need to meet the various challenges a student may encounter. Listed below are many of the services offered through the Office of Counseling Services.

Counseling Services:

- Individual Counseling
- Crisis Intervention
- Relationship Counseling
- Support Groups
- Group Seminars and Workshops
- Self-help Pamphlets
- Referral Services

Consulting Services:

- Participation in the Faculty Early Alert System
- Myers-Briggs Type Indicator Presentations
- Faculty/Staff Training

Educational Outreach:

- Classroom presentations
- Residence Life presentations
- Programming for clubs and organizations
- Awareness Weeks
- Community talks and workshops

DISABILITY SUPPORT SERVICES

Office of the Dean of Students
David Student Union, Room 3142
(757) 594-7106 Fax: (757) 594-7505
dosa@cnu.edu

Services for Students with Disabilities

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

In order to determine needs and provide the best services possible, students must provide recent documentation (from within the last three years) concerning their disability. Such documentation must be provided in writing from a qualified professional source. It should include the nature of the disability and suggestions for possible accommodation to enhance student access to the programs and activities of the University. Documentation should be mailed to:

Office of the Dean of Students
Christopher Newport University
1 University Place
Newport News, VA 23606-2998

Evaluation information concerning a student's disability is private. Such information will be provided to instructional or staff members only when they have a legitimate "need to know".

CENTER FOR CAREER PLANNING

Libby Westley, Director
David Student Union, Room 3100
(757) 594-8887
ccp@cnu.edu

STUDY ABROAD

TBA, Director
(757) 594-7050

Christopher Newport University (CNU) recognizes career planning as a critical component in the education of its students. CNU provides opportunities and support to engage students in exploring, discovering, evaluating and choosing programs and careers. Committed to the ideals of scholarship, leadership and service within a liberal learning environment, CNU understands the importance of preparing its students to become leaders and active participants in a global setting. CCP supports students' transition to CNU in the clarification of academic focus and in the successful translation of credentials as preparation for graduate school and/or their career paths. From Setting Sail through Commencement and beyond, CCP career coaches encourage students to participate in programs and activities that assist them in making educated career decisions, developing career-related skills, and pursuing graduate study and/or professional employment. The Center also facilitates collaboration among students, alumni, employers, faculty, graduate school recruiters, and the community in developing a diverse global network, which supports attainment of student's career goals.

Career Development Topics:

- Academic Major Choice
- Career Exploration
- Interest and Personality Type Assessment
- Internship and Job Search
- Graduate School
- Interview Preparation
- Resume and Cover Letter Writing
- Networking

Developing a Diverse Global Network:

- CNU Career Connect, Online Recruitment Database
- Employer Site Visits
- Alumni Networking Opportunities
- Recruiter Information Sessions and Tables
- Career Panels
- LinkedIn Training
- Web-based Job Search Resources
- Career Center Library
- Career, Internship, and Graduate School Fairs
- On-Campus Interviews

Assistance for CNU Alumni:

- Career related assistance
- Appointments provided on campus or via phone
- Access to CNU Career Connect

All academically qualified CNU students are encouraged to participate in study abroad, and may do so for a full academic year, a semester, or during extended summer session. Participation in any study abroad endeavor must be approved by university officials. Students may study for a semester or for a full year through CNU programs, partnerships or affiliations; through direct application to a university overseas; or through other approved sponsoring universities or organizations. Coursework earned through non-CNU program providers must be approved prior to, or during the study abroad term. CNU faculty lead a number of outstanding short term programs during summer session. Students are eligible to participate in these programs if they demonstrate good academic and social standing at the University. Students participating in a CNU study abroad program are required to enroll in and complete the associated course.

Financial Aid may be available to students who participate in a study abroad semester or academic year. The Office of Financial Aid will guide students in processing aid, but early planning is a must – the student should schedule an appointment with the Office of Financial Aid as early as possible in the study abroad planning process.

PAUL AND ROSEMARY TRIBLE LIBRARY

Mary K. Sellen, University Librarian

(757) 594-7132

library@cnu.edu

The Paul and Rosemary Tribble Library is the intellectual center of Christopher Newport University. The library staff helps students develop research skills relating to their curriculum and builds a collection which supports and enhances the essential elements of the university curriculum and our students' personal development. Students find collections geared to their areas of study, as well as broader collections supporting the intellectual and personal growth so essential to a core of liberal arts studies.

Opened in spring 2008, the Tribble Library doubles the size of the previous Smith Library. The Tribble Library combines the best of a traditional library with a state-of-the-art technology center to create an interactive learning experience for the 21st century. Significantly enhanced and enlarged study areas offer students a wide variety of environments for study and intellectual activity. Students can choose from group study rooms, two large quiet study rooms, wireless café, and a 24/7 secured study environment to meet their academic needs. Access to the Internet and the electronic collection is available throughout the building through wireless connections, and books and media are readily available through an open stacks arrangement. Tribble Library houses 207,932 volumes and over 46,400 periodical titles in hard copy and electronic format. Eight professional librarians and ten library assistants provide students and faculty easy access to its resources and services. The Library's web page: (<http://library.cnu.edu/>) connects students to the library's electronic and Internet resources and services as well as keeps them informed on events happening in the library.

Reference

Tribble Library offers professional reference services to provide aid with student information needs. It houses a reference collection of over 5,400 volumes, plus an extensive online collection. Special services are offered through reference, including individualized consultation on term papers and research projects.

Library Instruction

Through its instruction programs, Tribble Library seeks to provide basic orientation in the use of the library and to teach students to deal critically with information. As students increasingly use the Internet to find research information, an ability to analyze information becomes a vital skill in the development of an informed citizen.

Internet Services

Tribble Library provides access to numerous Internet services, including ProQuest, EBSCOHost, and JSTOR. It has access to over many bibliographic and full-text databases in the areas of science, business, law, economics, the social sciences, and the humanities. The library is one of the founding members of VIVA, the Virtual Library of Virginia. VIVA is a consortium of 39 academic libraries which facilitates the sharing of library collections and electronic resources throughout the Commonwealth of Virginia.

Interlibrary Loan

If materials needed for research are not located in Tribble Library, they may be requested through Interlibrary Loan. The library uses one of the major library networks, OCLC, to process interlibrary loans efficiently. Christopher Newport is located in an area rich in library resources as well. The Tidewater Consortium for Higher Education allows students to access [academic] library collections from Williamsburg to Virginia Beach. Through these arrangements the library resources of the nation are available to Christopher Newport University students.

Special Collections

The University's archives and special collections house institutional and historical documents back to the 1960's, student and faculty publications, and a Virginia Authors collection of autographed books. Several music collections comprising original and published scores are cataloged and maintained as well.

In January 2009 the library of Mariners' Museum was moved to the Tribble Library. One of the top five nautical research collections in the world, the collection of over a million items enhances the Tribble Library collection across a number of subject areas. It also offers students internships in manuscript and archival work.

ACADEMIC ORGANIZATION OF THE UNIVERSITY

Dr. Mark W. Padilla, Provost

Dr. Laura Deiulio, Vice Provost

Dr. Bobbye Hoffman Bartels, Associate Provost

Administration Building, Room 404

(757) 594-7050 Fax: (757) 594-7508

The faculty and academic departments of the University are organized into the College of Arts and Humanities, College of Natural and Behavioral Sciences, and College of Social Sciences. The chief academic officer of the University is the Provost. The chief administrative officer of each college and school is its Dean, who reports directly to the Provost. Each academic department within a given college or school is responsible for the content and prerequisite structure of courses offered by the department and specifies the requirements for the department's degree and certification programs. The Chair is the chief administrative officer at the departmental level.

Baccalaureate Degrees Offered

Christopher Newport University is approved to offer a wide variety of baccalaureate degree programs. Primary areas of study within a degree program are known as *majors*. An area of specialization within a major is a *concentration*. A sanctioned secondary field of study completed in addition to the major is called a *minor*. The following degree programs are offered:

Bachelor of Arts

- Biology
- Communication Studies
- Economics—mathematical economics concentration optional
- English—film studies, literature, or writing concentration required
- Fine and Performing Arts—fine arts, music or theater major required
 - Fine Arts major—art history or studio art concentration required
 - Theater major—acting, arts administration, design/technology, directing/dramatic literature, music/dance, or theater studies concentration required
- Foreign Languages and Literatures—classical studies, French, German, or Spanish major required
- History
- Interdisciplinary Studies—American studies major optional
- Mathematics
- Philosophy—pre-seminary studies or religious studies concentration optional

Political Science

Psychology

Sociology—anthropology or criminology concentration optional

Social Work major

Bachelor of Music

Choral music education, composition, instrumental music education, or performance concentration required

Bachelor of Science

Biology—cellular, molecular, & physiological; environmental; integrative; or organismal major required

Chemistry

Computer Engineering

Computer Foundations—applied physics, computer science or information systems major required

Interdisciplinary Studies—neuroscience major optional

Mathematics

Psychology

Bachelor of Science in Business Administration

Accounting, finance, management, or marketing major required

Bachelor of Science in Information Science

Minors

African-American studies, American studies, anthropology, applied physics, art history, Asian studies, biology, business administration, chemistry, childhood studies, civic engagement and social entrepreneurship, classical studies, communication studies, computer science, dance, economics, film studies, French, German, gerontology, history, information science, journalism, latin, leadership studies, literature, mathematics, philosophy and religious studies, philosophy of law, political science, psychology, sociology, Spanish, studio art, theater, U.S. national securities studies, women's and gender studies, writing

Certificate Program

jazz studies

GRADUATE STUDIES

CNU provides three master's level programs for the educational, professional enhancement and enrichment of students in response to the needs of the CNU community:

- **M.S. in Applied Physics and Computer Science**
- **M.S. in Environmental Science**
- **Master of Arts in Teaching**

Through the **Five-Year Bachelor's to Master's Program**, eligible CNU students can earn a master's degree in one of our graduate disciplines with one additional year beyond the senior year by following a prescribed curriculum. Completion of the master's degree within five years only is guaranteed when the prescribed curriculum is followed.

Master of Science in Applied Physics and Computer Science

The degree is designed to produce graduates ready to make strong contributions to their professions and/or to continue toward a Ph.D. degree in applied physics, computer engineering or computer science. Students may select from **three concentrations: computer science, computer systems engineering and instrumentation, or applied physics**. The department has a strong record of research and publications in six areas: solid state (lasers, semiconductors and superconductors), nuclear physics, dynamical systems, artificial intelligence, instrumentation and advanced computer systems and new computer-based technologies for primary and secondary education. Much of this research has resulted in significant scientific collaborations with two national laboratories on the peninsula, the NASA Langley Research Center and the Thomas Jefferson National Accelerator Facility. The department has five major teaching-research labs and two general purpose laboratories.

Master of Science in Environmental Science

The degree is designed to provide the knowledge and technical skills in ecological and environmental conservation theory to prepare students desiring to work in the rapidly growing field of environmental monitoring and conservation or to continue toward a Ph.D. degree. Students also develop the skills required for employment with environmental assessment/monitoring businesses and state government agencies. The department is actively engaged in research projects and has access to a variety of excellent field research sites such as the Great Dismal Swamp, Hoffer Creek Nature Preserve, a forestry research area in New Kent County and aquatic research at Lake Maury. The department has 14 well-equipped laboratories and 23 support areas, three walk-in controlled environment chambers, a greenhouse, and a fleet of boats complement the 16,000 square foot science building. Additional laboratory research

space is available at the nearby Applied Research Center.

Master of Arts in Teaching

The degree is designed for students who wish to become licensed teachers. This program offers students the latest advancements in content area teaching through hands-on activities, discussion and field experiences to prepare them with competencies necessary to enter the teaching profession. All students study instructional practices which are based on evidence provided by educational research. In addition, an emphasis is placed on the study of diversity in the United States and implications of that diversity for educational practice. MAT students select from one of the following **endorsement areas: art, biology, computer science, chemistry, elementary, English, English as a second language French, history & social science, mathematics, music (choral or instrumental), physics, or Spanish**. Faculty are utilized from 12 academic departments and supplemented by practicing schoolteachers to provide students with a strong background in their selected teaching area.

The **Office of Graduate Studies** is located in **McMurrin Hall, Room 159F** and welcomes undergraduate students interested in the Five-Year Bachelor's to Master's Program or the Master's Programs. From their web site <http://gradstudies.cnu.edu>, students may view the **Graduate Catalog**, apply for admission, contact the Graduate Program Coordinator of their choice and learn more about such topics as financial aid and research for theses. Please contact the Office of Graduate Studies at gradstdy@cnu.edu or 757-594-7544.

OFFICE OF THE REGISTRAR

Lisa Duncan Raines, Dean of Enrollment Services and University Registrar
Administration Building, Room 205
(757) 594-7155 Fax: (757) 594-7711
register@cnu.edu

The Office of the Registrar interprets, implements, facilitates the academic regulations and policies of the University, and provides the following services:

- Provides analysis of students' progress toward degree requirements and certifies that graduation requirements are satisfied for degree conferral;
- Coordinates and collaborates with university departments to build, publish, and maintain a schedule of classes;
- Evaluates and awards transfer, dual enrollment, advanced placement credit, CLEP and International Baccalaureate credit;
- Facilitates online web-based registration;
- Coordinates and processes course schedule adjustments, including but not limited to drops, adds, exceptions, and withdrawals;
- Provides online web-based access to faculty entry of grades and student viewing of mid-term and final grades and degree progress evaluations;
- Maintains permanent student academic records and issues transcripts;
- Provides academic accommodations to students with disabilities;
- Certifies student enrollment and academic information to authorized requesting agencies;
- Reviews and acts on applications for undergraduate transfer admission, non-degree admission, and readmission to the University;
- Coordinates and publishes the final exam schedule;
- Provides access to and training for online access of student records for faculty advisors;
- Serves as university official regarding the Family Educational Rights and Privacy Act (FERPA) and provides relevant training;
- Facilitates international student services and maintains associated records;
- Serves as liaison to the Department of State and certifies both F-1 Visas and J-1 Visas;
- Provides online web-based unofficial transcripts;
- Serves as university official regarding state domicile issues and provides relevant training;
- Facilitates meetings of the Undergraduate Degrees Committee and the Academic Status Committee;
- Maintains students' certificates of immunization; and
- Coordinates and processes documentation required by Veterans Affairs for educational benefits.

Students' Web-based Access to their Unofficial Academic Record:

Christopher Newport University offers students the ability to manage their enrollment, academic information and degree progress through web-based access. When students visit CNU for new student orientation, they will receive instructions on how to activate their access to web-based functions such as on-line registration; viewing mid-term and final grades; major, minor, or concentration; unofficial degree progress evaluations; unofficial academic transcripts; holds; and address and telephone information.

Academic Policies and Procedures

Matters of interpretation of these policies are determined by the Provost or the President. These policies and procedures are administered by the Office of the Registrar.

Academic Continuance at the University

The University expects students to make reasonable progress toward earning a degree. The University evaluates academic standing in terms of both academic progress *and* academic performance. Students must demonstrate the incentive and ability to meet the minimum progress and performance standards in order for the University to justify their continued enrollment.

Academic progress must be sufficient to support graduation within a maximum of six (6) years after matriculation as a full-time student. Such students who fail to meet this requirement may be academically dismissed from the University.

GENERAL ACADEMIC POLICIES AND PROCEDURES

In the event of extenuating circumstances, students may appeal to the Academic Status Committee for an extension of the graduation date. Complete written petitions (appeals) must be received in the Office of the Registrar at least one week prior to the next published Committee meeting. Deadlines for receipt of complete petitions are published on the Office of the Registrar website. Forms for appealing academic progress are available in the Office of the Registrar and on the Office of the Registrar website. The six-year maximum does not apply to students whose initial matriculation at CNU is part-time.

Academic performance is measured by the grade point average (GPA). Undergraduate students are expected to maintain a minimum grade point average of at least 2.00 each semester, both overall and in their major field of study. Students who do not maintain this minimum grade point average may be subject to enrollment restrictions as governed by the Academic Performance Policies. Note: Students should be reminded that some major fields of study require a higher academic performance standard. Consult the portion of the *Undergraduate Catalog* for your major for more specific information.

Academic Performance Policies

Minimum Standards for Academic Continuance

FIRST SEMESTER, FIRST-TIME FRESHMEN

Credit Hours Attempted*	Minimum GPA for Good Standing	Probation GPA Range	Suspension GPA Range
1-18	2.00	1.99-1.00	.99 Or Less

ALL OTHER STUDENTS AND SEMESTERS

Credit Hours Attempted*	Minimum GPA for Good Standing	Probation GPA Range	Suspension GPA Range
1-30	2.00	1.99-1.61	1.60 Or Less
31-60	2.00	1.99-1.70	1.69 Or Less
61-75	2.00	1.99-1.80	1.79 Or Less
76-90	2.00	1.99-1.90	1.89 Or Less
91 Or More	2.00	1.99-1.98	1.97 Or Less

*Attempted credit hours are those hours for which a grade is earned at CNU (excluding I, M, AU, P, or W). Attempted credit hours are cumulative. On the academic transcript, these hours are presented as GPA hours.

Students receiving financial aid must use the CNU Financial Aid Guide to determine *Satisfactory Academic Progress*. **NOTE:** Access www.cnu.edu for the latest update.

Full-time Status/Permission to Underload

Students who enroll in 12 or more credit hours in a regular semester (fall and/or spring) are considered to be enrolled full-time. The average course load for full-time undergraduate students at CNU is approximately 15 credit hours during either fall or spring semester. Students may carry up to 18 credit hours in a regular semester and up to 18 credit hours in the entire summer session (no more than two courses or six credit hours in each summer term or a total of 18 credit hours in any combination of summer terms) without special permission. Students wishing to exceed these credit hours should see the section entitled "Overload Schedule." **CNU expects students to maintain full-time status.** The form for *Permission to take an Underload* is available on the Registrar website. Students enrolled as less than full-time should be reminded that financial aid, health insurance, NCAA athletics, progress toward degree, immigration status and/or eligibility for University housing may be impacted.

Course Overload Schedule

For undergraduate students, an overload is defined as more than 18 credit hours in a semester (fall or spring) or all summer terms combined. The Dean of Enrollment Services and University Registrar is authorized to approve overload requests under the following conditions:

Students who wish to enroll in up to 21 credit hours in a regular semester (fall or spring) or up to 18 credit hours in the entire summer (with no more than six credit hours in one summer term or a total of 18 credit hours in any combination of summer terms), provided they have earned at least 12 credit hours at CNU and have an overall GPA of at least 3.00; or students who wish to enroll in up to 19 credits in a regular semester (fall or spring) when the one credit hour overload is for a lab.

Students with a GPA below 3.00 may request permission to carry up to 21 credit hours in a regular semester or

up to 19 credit hours in the entire summer session (or any combination of summer terms) by petitioning the Academic Status Committee. The Academic Status Committee may recommend granting overload permission in compelling circumstances for students who seem academically able to successfully complete a semester/term with overload hours. The Academic Status Committee considers the student's written request, grade point average, progress toward the student's stated educational objective, academic performance in previous semesters, and the mix of courses in the overload petition. Students must complete the *Petition for Course Overload* form, which is available in the Office of the Registrar or on the Office of the Registrar website. The completed petition must be received in the Office of the Registrar **no later than** the deadline published on the Office of the Registrar website. Petitions received after the deadline will be held for the following scheduled Academic Status Committee meeting.

Classification of Degree-seeking Full- and Part-time Students

1 - 29 credits	Freshman
30 - 59 credits	Sophomore
60 - 89 credits	Junior
90+ credits	Senior

Academic Warning

Academic warnings apply only to periods of enrollment prior to Fall Semester 2003. Any student whose semester or overall grade point average fell below 2.00 received an **academic warning**. The warning will appear on the student's Web-based grade report.

Academic Probation

Students who do not academically progress according to the minimum standards for continuance may be subject to academic probation. While on academic probation, students may not enroll in more than 14 credit hours. The notation *Academic Probation* will appear on the student's Web-based grade report and on the student's permanent record. Students who are placed on academic probation are strongly urged to consult with their advisor to develop strategies for improving performance. Students whose performance continues to decline may be subject to academic suspension based on the minimum standards for continuance.

Academic Suspension

Academic suspension results from the cumulative grade point average (GPA) dropping below the minimum standard for continuance while the student is on academic probation. After students have been placed on academic probation and continue to perform below minimum standards, they will be placed on academic suspension. (Note: With the exception of first-semester, first-time freshmen, a student will not be placed on academic suspension unless he/she was on academic probation his/her last term of enrollment

at CNU.) Students who are academically suspended may not register for any class at the University for at least one regular semester (fall or spring). The notation *Academic Suspension* will be placed on the suspended student's Web-based grade report and his/her permanent academic record. Credit for courses taken at other institutions while on suspension will not be transferred to CNU.

Students who wish to return to CNU after their one semester suspension must:

1. Make an appointment to develop a plan of study with their advisor before October 15 to return in the spring semester and before March 15 to return in the fall semester;
2. Register for the semester immediately following their suspension semester; and
3. Register for no more than 14 credit hours.

Returning students must develop a plan of study (*Second Chance Contract*) in conjunction with their advisor. This plan of study will indicate the credit hour limits the students must observe, the conditions of the agreement, and a schedule of courses to be taken each semester. If the student follows this agreement and earns at least a 2.00 term GPA, the student will not be academically dismissed even if the cumulative GPA is below the minimum standard for continuance. If the student does not follow the plan of study, does not earn a 2.00 or higher term GPA, or does not meet the terms of the agreement, the student will be academically dismissed. Students are required to initiate the *Second Chance Contract* each semester of continuous academic probation following academic suspension. Once a student's cumulative GPA meets the minimum good standing range (2.00 or higher), the contract is considered complete.

After completing their term of suspension, students are eligible to return the fall or spring semester immediately following their term of suspension. Academically suspended students who do not return for two or more consecutive regular semesters (excluding summer terms) must apply for readmission through the Office of the Registrar. These applications will be judged by the admission standards current at the time of application for readmission. Readmitted students return under the catalog (curriculum) requirements in effect for their first term of readmission.

Academic Dismissal

Students who have already been academically suspended, are on academic probation, and fail to meet minimum standards for continuance will be academically dismissed from the University. The notation *Academic Dismissal* will be placed on the dismissed student's Web-based grade report and permanent academic record.

Students who have been academically dismissed from CNU may not apply for readmission to the University for at least five calendar years. Such applicants' academic records at CNU will be considered part of the relevant materials for readmission to the University.

Limitation on Eligibility for In-State Tuition

Beginning in 2006, the Commonwealth of Virginia enacted legislation to place a limitation on students' eligibility for in-state tuition. Upon completion of 125% of

the credit hours required to obtain a degree in the student's program, the student may be assessed a surcharge which is equivalent to the cost of tuition at the out-of-state rate. Please note that certain courses and credit hours may be excluded from the 125% calculation. Students who have or will have earned 145 or more credit hours should contact the Office of the Registrar for more information. Impacted students may appeal to the Office of the Registrar for a waiver as provided by the *Code of Virginia*, Section 23-7.4.

General Academic Policies

Immunization Requirements for New Students

In an effort to provide a healthy environment in which to live and learn, CNU has created an immunization policy that incorporates the guideline for immunizations set forth in the *Code of Virginia*, Section 23-7.5. Students may have received these immunizations as a child or later in life. **All entering full time students (including transfer students) must provide a completed *Certificate of Immunization*, which must be signed or stamped by a licensed health care professional.** Failure to do so will result in the student's inability to register for and attend the next semester at CNU. In some cases, students may sign a waiver of the recommended immunization and be in compliance with University and state policy. The *Certificate of Immunization* form is required of all new students when they are admitted to the University. Copies may be obtained from the Office of the Registrar website (<http://registrar.cnu.edu/forms.html>) or by contacting the Office of the Registrar, Administration Building, Room 205, Christopher Newport University, 1 University Place, Newport News, VA 23606-2998. Questions about this requirement or the waiver should be directed to the Office of the Registrar at (757) 594-7155 or via email at register@cnu.edu.

Registration

The University's registration system is a Web-based registration process. Dates and times for registration periods are published on the Office of the Registrar website prior to each semester (fall, spring and summer). Typically there are at least two weeks of published advising/registration planning for currently enrolled students prior to the registration period. Students are expected to adhere to the guidance of their academic advisors when registering for classes. Students' schedules should focus on academic success and progress toward their intended degree. Students who are required to meet with their academic advisors prior to registering will be given a registration (also called alternate) PIN used for web-based registration and schedule adjustment purposes. Registration PINs are specific to registration periods: fall/summer and spring. **A new alternate PIN is issued for each registration period.**

Registered students should log in to their CNU Live account to review their charges as paper bills are no longer mailed. The balance must be paid by the deadline noted on the online billing statement and announced on the CNU Business Office website. Students are not considered officially registered until tuition and fee payments have been received in the Business Office. The University reserves the right to cancel registrations if bills are not paid.

Newly admitted freshmen are expected to attend the mandatory orientation programs before receiving their fall class schedule. During their orientation program, these students will receive information on how to access their web-based registration account. Newly admitted transfer students, readmitted students, and non-degree seeking students will receive information on how and when to access their web-based registration account with their admission materials.

Students who have not registered/nor attended for two consecutive regular semesters (fall and spring) will become inactive. Inactive students who wish to register must seek readmission to the University through the Office of the Registrar. After a degree has been conferred, students will be changed to non-degree seeking to facilitate possible future registration unless the student has filed an *Intent to Graduate* form for an additional degree.

Students who have a 'hold' on their account may not register or make any schedule adjustments (including adds, drops, and/or course withdrawals) for courses until the 'hold' has been resolved. Prior to advising, registration, and schedule adjustment periods, it is the student's responsibility to determine whether there is a 'hold' on his/her record. Students should access the 'CNU Live' link within 'CNU Connect' via the web. If a 'hold' exists on a student's record, he/she must resolve that hold with the office issuing the hold. Students are also responsible for ensuring that they have met the appropriate course prerequisites and/or registration restrictions for entrance into a course. Students who have not met the course prerequisites and/or registration restrictions, as detailed in this catalog, will not be allowed to register for the course without special permission.

Enrollment in Extended Summer Term

All Extended Summer courses will be travel courses that occur at an international location, and travel on these study trips requires concurrent enrollment in the associated coursework. All current students in good financial and social standing at the University are eligible to enroll in these courses. Registration for these courses must be processed through the Office of the Registrar. No more than four credits may be taken during the Extended Summer Term without special permission from the Office of the Registrar. *No degree conferrals will occur after completion of an Extended Summer Term course.*

Schedule Adjustment (add/drop)

After registering for classes, students may make changes to their class schedules via the 'CNU Live' link within their 'CNU Connect' account during published schedule adjustment periods. If a student has a 'hold' on his/her account, he/she will not be able to make schedule adjustments until the 'hold' has been resolved with the appropriate office. Note that if the 'hold' has not been resolved by the end of the schedule adjustment period, the student may not make additional schedule adjustments for that term. Schedule adjustment periods are published on the Office of the Registrar website. Courses dropped during this period do not become part of the student's permanent academic record.

Students participating in a CNU study abroad course or the Extended Summer Term, or any other course-related travel program, either domestic or international, are required to enroll for and complete the associated course. Students should use the Application for Participation in Non-CNU Led Study Abroad form which can be obtained from the Office of the Registrar.

Withdrawal from a Course

Five (5) course withdrawals (grades of W) are permitted during a student's academic career at CNU. The sixth and any subsequent W will be computed as an F in the grade point average. Effective with the 2007-2008 academic year, the following guidelines apply to course withdrawals:

- Courses taken on an 'audit' basis do not count toward the limit of five W grades;
- Co-requisite courses, when all co-requisite courses are dropped, count as one W toward the limit of five;
- Co-requisite courses, when only one of the co-requisite courses is dropped, count as one W toward the limit of five.

However, if a student withdraws from a course where the pass/fail option has been elected, the withdrawal will count toward the maximum of five allowed without grade penalty. Note that the limit of five course withdrawals begins with Fall Semester 2002 enrollment.

During the withdrawal period, students may withdraw from a course by completing a *Withdrawal from Course* form obtained in the Office of the Registrar or available on the Office of the Registrar's website. Students are encouraged to obtain the signature of the instructor of record on *Withdrawal from Course* forms, even if the course is for a zero credit hour course or a course taken on an audit basis. If a student is unable to obtain the instructor's signature on the *Withdrawal from Course* form, he/she should indicate such on the form when it is submitted to the Office of the Registrar. Course withdrawals will be recorded with a grade of W on the student's academic record; course withdrawals in excess of five will be recorded with a grade of F on the student's academic record. If a student has a 'hold' on his/her account, he/she will not be able to withdraw from courses until/if the 'hold' has been resolved with the appropriate office. Note that if the 'hold' has not been resolved by the end of the course withdrawal period, the student may not withdraw from that course. Course withdrawal periods are published on the Office of the Registrar website and in the academic calendar.

Students who are considering withdrawing from a course should be reminded that graduate and professional schools, as well as future employers, may discount academic performance if it is apparent that withdrawing from courses was used as a mechanism for avoiding poor grades. Students should make these decisions carefully and only after consulting with the academic advisor and the instructor. A student who stops attending a class and who does not complete a *Withdrawal from Course* form will be assigned the earned grade in that course. A grade of W cannot be assigned after the end of the published withdrawal period.

Medical, Military and Administrative Withdrawals

Students who appeal to withdraw from the semester for medical reasons (*medical* withdrawal) must complete a *Withdrawal from Semester Form* and submit detailed documentation to the Office of the Registrar outlining the justification for the request. Appeals for medical withdrawals must be timely and must be submitted as close as reasonably possible to the accident/incident causing the need for the medical withdrawal. The student must also provide a written statement on official letterhead from his/her physician certifying that he/she is/was incapacitated and was physically incapable of completing the term due to medical reasons. Appeals for medical withdrawals which are received after the last day of regular classes will be considered *late* and must have a written statement by the student indicating the compelling reason for the late request. Late requests will be considered on a case by case basis. After the Office of the Registrar receives all required documentations, the Office of the Registrar will begin a thorough review of the student's request and determine the appropriateness of the medical withdrawal. After

the review has been completed, the Dean of Enrollment Services and University Registrar will review the request, and the student will be notified in writing of the decision. If the request is approved and the student wishes to return to the University for a future term, the student will need to provide written documentation from the treating physician that he/she is eligible to return. It is rare that two consecutive medical withdrawals will be approved or that a medical withdrawal will be approved retroactively for a previous period of enrollment. In such extreme instances of physical incapacitation, additional documentation from the physician and the student will be required to justify the lateness of the appeal.

In other extenuating (non-medical) circumstances requiring the student to withdraw from the semester, the student must complete a *Withdrawal from Semester Form* and a letter outlining the extenuating circumstances along with justification for an *administrative* withdrawal and submit to the Office of the Registrar for approval by an academic dean or University executive administration. After the academic dean or University official has reviewed the request, the Office of the Registrar will notify the student in writing of the decision. It is rare that two consecutive administrative withdrawals will be approved or that an administrative withdrawal will be approved retroactively for a previous period of enrollment.

If the petition for medical or administrative withdrawal is approved, all grades for the semester in question will be noted as *M* on the student's transcript. The *M* will not be counted toward the maximum course withdrawals permitted and is not computed in the students' GPA. Students may not exercise the medical/administrative withdrawal option to withdraw from individual courses.

Students who are called to active duty (deployed) after the final drop/add period may pursue a military withdrawal from all courses. Students should complete a *Withdrawal from Semester* form along with a copy of their official military orders calling them to active duty and forward both to the Office of the Registrar for approval and processing. Students who have reached the ninth week of a regular semester should contact the Office of the Provost for assistance in securing grades of *I* (incomplete) in their courses whenever possible. Except in cases where students have received authorization for grades of *I*, all grades for the semester in question will be noted as *M* on the student's transcript. The *M* will not be counted toward the maximum number of course withdrawals permitted and will not be computed in the student's grade point average (GPA). Additional information regarding the required process is available at registrar.cnu.edu.

Auditing a Course

Students auditing courses are subject to attendance regulations specified by the instructor but are not required to take tests or final examinations in the audited courses. By permission of the instructor, students may complete any of the required assignments. Rather than receive the regular letter grade at the completion of an audited course, auditing students' academic records will indicate *AU* for such courses. (See "Fees and Financial Information" and its subsection concerning Senior Citizens for details concerning audit charges.) **Changes from audit to credit status or credit to audit status may be made only during published schedule adjustment periods and in compliance with established deadlines.** Students who switch from audit status to credit status are expected to make satisfactory academic progress according to the *University Table of Continuance*.

Independent Study Procedures

The purpose of independent study is to enable qualified juniors and seniors (see *Classification of Students*) to enrich their programs through directed reading or independent research under faculty supervision for University credit. Independent study courses may be offered in a regular semester or during a summer session. The student and the faculty member directing the independent study agree upon goals, prerequisites, stages and grading procedures in writing. The *Independent Study Authorization* form must be completed and submitted to the Office of the Registrar no later than the end of the registration period for the semester/term in which the independent study is to occur. Forms submitted after the registration period will not be processed.

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 present a maximum of six credit hours of independent study credit toward the undergraduate degree. (Note: No more than three credit hours of independent study are allowed in one term.)

To qualify for Independent Study:

1. The student must have a cumulative grade point average of at least 2.50;
2. The student and the faculty member directing the independent study must complete an *Independent Study Authorization* form (available on the Office of the Registrar website);
3. Students must register for the independent study course through the Office of the Registrar (not via the web). Within five days of being signed by both parties, the *Independent Study Authorization* form

must be submitted to the appropriate department chair, if required. (If an independent study is to be taken off campus or is to be directed by adjunct faculty, written approval of the department chair is required.) Students must then present the completed and approved *Independent Study Authorization* form to the Office of the Registrar at the time of registration or schedule adjustment so he/she can be registered in the desired course. Incomplete forms will not be processed.

4. The deadline for submission of an approved *Independent Study Authorization* form is the last date, as stated on the Office of the Registrar website for the term requested, to drop/add a course. If the addition of the independent study course will cause an overload situation (more than 18 credits in a regular semester), the student must submit the form along with a petition for an overload to the Academic Status Committee. Deadlines for submission of petitions to the Academic Status Committee are posted at registrar.cnu.edu. Completed petitions should be submitted to the Office of the Registrar by the published deadline.

Class Attendance

The University expects that students will regularly attend all of their scheduled classes. An educational system based largely upon classroom instruction and analytical discussion depends upon the faithful attendance of all students. The University does not, however, establish specific attendance policies. These are established at the discretion of the individual colleges, departments, and/or instructors. Students with excessive absences will receive a grade of *F* or *UI* upon the instructor's recommendation. If excessive absences are caused by an extreme emergency and the instructor penalizes the student, the student may appeal the decision through the Grade Appeal Policy (see *Student Handbook* for details).

Other regulations include:

1. Missing a class meeting does not in any way lessen the student's responsibility for that part of the course that has been missed.
2. Instructors may differentiate between excused and unexcused absences and authorize makeup tests when appropriate.
3. Students who miss classes to represent the university must notify the class instructors in advance of those absences. Given prior notice, instructors will allow students to make up class work or to complete work in advance of class absence. In cases of disagreement about whether an activity represents the university, the appropriate academic dean will make the determination.
4. Students who receive federal financial aid and who discontinue class attendance without formally withdrawing from the course may jeopardize current and/

or future financial aid awards. Please contact the Office of Financial Aid for more information.

Final Examinations

The examinations given at the end of each semester take place at times announced on the examination schedule published on the Office of the Registrar website. Students are required to take all final examinations at the times scheduled unless excused as noted below (see *Absence from Final Examinations*). The University does not authorize re-examination nor will changes be permitted unless the student has three or more examinations in a 24-hour period. To request a change, the student must make the request to the instructor of the course.

Absence from Final 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 verified by a physician and received by the Dean of Enrollment Services and University Registrar. The student should notify the instructor as soon as possible, unless physically unable to do so, to explore options for course completion if illness or other emergency causes the student to be absent from an examination. If the instructor cannot be notified, the student must notify the Office of the Registrar as soon as possible.

Grade Point Average

Two grade point averages (GPAs) are maintained. The 'cumulative GPA' is the total number of grade points earned (for CNU courses *and* all transferred courses) divided by the total number of credit hours attempted (CNU and all transferred hours). The 'CNU GPA' is the total number of grade points earned for CNU courses divided by the total number of credit hours attempted at CNU. Transfer credit is not included in grade points and credit hours attempted, resulting in one GPA; however, transfer credit is included in credit hours earned towards a degree.

Grading System

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

- I** Indicates an incomplete grade and is not computed in the cumulative GPA.
- P** Indicates a passing grade in a Pass/Fail course; if the student receives a grade of *P*, it is not computed in the cumulative GPA while the grade of *F* is computed in the cumulative GPA.
- W** Indicates that a student withdrew from a course and is not computed in the cumulative GPA.
- M** Indicates that a student has received a medical/administrative withdrawal and is not computed in the cumulative GPA.
- AU** Indicates that a student has audited a course (no degree credit is awarded) and is not computed in the cumulative GPA.
- Z** Indicates a zero credit course and is not computed in the cumulative GPA.
- UI** Indicates an 'unauthorized incomplete' denoting that a student did not participate academically in a course beyond the 60% date in the semester; this is computed in the cumulative GPA as an *F*.

Incomplete Grade

The grade of Incomplete, *I*, is a temporary grade that the instructor may assign when exceptional, documented circumstances prevent the student from completing required assignments or from taking the final examination. If the grade of Incomplete is assigned, the student must complete the work and the professor must submit the *Grade Change Form* (or *Extension of Incomplete Form*, if appropriate) to the Office of the Registrar by the third Friday of the next regular semester. If a *Grade Change Form* (or *Extension of Incomplete Form*) is not submitted as indicated, the grade of *I* will automatically convert to a grade of *F* on the following business day and will require the following signatures for a change of grade: instructor, department chair, and academic dean.

- Incomplete grades given in the **fall**: must be removed/extended by the above indicated deadline in the following **spring** semester.
- Incomplete grades given in the **spring**: must be removed/extended by the above indicated deadline in the following **fall** semester.
- Incomplete grades given in the **summer**: must be removed/extended by the above indicated deadline in the following **fall** semester.

All extensions of an incomplete grade require the signature of the instructor, department chair, and academic dean and must include a specific date (MMDDYY) **prior to the last day of the next regular semester**. *I* grades will roll to a grade of *F* once an extension date has expired. **Note: Degrees will not be conferred for students with a grade(s) of Incomplete, *I*, on his/her academic record.**

Grades for Repeated Courses

For most courses that are repeated, only the grade, credit, and grade points for the **most recent** course enrollment will be counted toward graduation requirements, credit hours earned, and included in the computation of grade point averages. **Courses completed at CNU with a grade of *D* or *F* cannot be repeated at another institution.** Students who, after their third attempt (excluding course withdrawals designated by a grade of *W*), do not successfully complete a course required for a specific degree at CNU may not be allowed to graduate with that degree, as determined by the student's academic department. Students, whose academic department removes them from the major because of three unsuccessful attempts (excluding course withdrawals designated by a grade of *W*) in a required course, may petition the Undergraduate Degrees Committee for reinstatement to their former major. Students who fail to successfully complete the mandatory general education or liberal learning curriculum courses after three enrollments may be academically dismissed from CNU. Students who are academically dismissed may petition the Academic Status Committee for reinstatement. Students who wish to petition either committee should consult the Office of the Registrar website for deadlines, forms, and instructions regarding the appeal process. Petitions received after the published deadline will be held for the next scheduled meeting. Completed petitions should be submitted to the Office of the Registrar by the published deadline.

Courses retaken after graduation will not replace grades previously earned; therefore grades, grade points, and credits for both course enrollments will be reflected in the cumulative and CNU totals on the student record.

The Pass/Fail Option

The Pass/Fail Option is intended to encourage students to enrich their academic programs by exploring challenging courses outside their major without the pressure of the regular grading system. Effective with fall semester 2008, the requirements for the Pass/Fail Option are as follows:

- To register for a course under the Pass/Fail Option, an undergraduate must have at least junior standing (see 'Classification of Students') with a cumulative grade point average (GPA) of at least 2.00.
- To exercise this option, students must complete and submit a *Pass/Fail* form to the Office of the Registrar by the end of the published withdrawal period for that term. Once exercised, the Pass/Fail Option can be revoked only by withdrawal from the course or by withdrawal from the University.
- Undergraduate students can complete no more than 12 credit hours under this option during their tenure at CNU.

- Undergraduate students can register for no more than six credit hours of pass/fail in any one term (counted fall, spring, or summer).
- Courses which may not be taken on a pass/fail basis include those satisfying the liberal learning curriculum (liberal learning foundations, areas of inquiry, liberal learning emphasis, and writing intensive) or requirements in the major, minor, concentration, or degree studies. University designated pass/fail courses (offered only on a pass/fail basis) are exempt from this policy. Courses for which this option applies are restricted to general (non-program) electives.
- Credit for a passing grade will count toward graduation but will not be used in determining the GPA. **Credit for a failing grade will not be given; however, a grade of F will be computed in the cumulative GPA.**
- Courses taken on a pass/fail basis count toward full- or part-time standing.
- A grade of *P* is granted for earning a *D-* or better in the pass/fail course.

Midterm and Final Grade Reports

Students may access their midterm and final grade reports by accessing their web-based, 'CNU Connect' account and clicking on the 'CNU Live' link. Final grades are available at the end of each term.

Dean's Academic Honor List

Students who, in any given fall or spring semester, are enrolled in at least 12 credit hours, have earned no final grade below *C*, have not received the temporary grade of *I* in any course during that semester, and whose term grade point average is at least 3.50, are placed on the Dean's Academic Honor List for that semester.

Request to take Courses Elsewhere

Permission to take courses elsewhere is a privilege that the University grants to degree-seeking students; however, when a student seeks to enroll in credit courses at another institution, **the student must obtain advance approval from the Office of the Registrar.** This rule also applies to courses taken through the Virginia Tidewater Consortium (VTC). Students must complete a *Request to Take Courses Elsewhere* form, available from the Office of the Registrar or on the Office of the Registrar website. The University grants students permission to take courses for credit at other institutions when such action is necessary for students to make progress toward their educational objective and the course is not available at CNU. **Transfer credit(s) for courses taken elsewhere will be granted only if the student has prior written approval and earns a grade of C or better at the transfer institution. Note that grades earned at transfer institutions are not computed into the student's cumulative GPA.** Degree-seeking students

who are on academic suspension are not eligible to take courses elsewhere. Credit hours earned elsewhere while on academic suspension **will not** be accepted as credit by Christopher Newport University. Credit hours earned elsewhere while on social (judicial) suspension will also not be accepted as credit by CNU unless prior written approval has been granted by the Dean of Students and the Dean of Enrollment Services and University Registrar through the *Request to take Courses Elsewhere* process.

CNU students who enroll in any non-CNU study abroad/away course must obtain prior approval for credit prior to the study term. Students should use the *Application for Participation in Non-CNU Led Study Abroad* form, which can be obtained from the Office of the Registrar. It is the student's responsibility to obtain the necessary signatures for all courses that might be taken during the study abroad, and submit the completed form, including all required signatures, to the Office of the Registrar for approval.

Request to take a College-Level Examination Program (CLEP)

Permission to take a College-Level Examination Program (CLEP) exam is a privilege that the University grants to currently enrolled degree-seeking students; however, when a student seeks to take a CLEP exam to earn college credit, the student must obtain advance approval from the Office of the Registrar. Students must complete a *Request to Take a CLEP Exam* form, available on the Office of the Registrar website. The University grants students permission to take CLEP examinations when such action is necessary for students to make progress toward their educational objective. Credit for CLEP examinations are granted only if the student has prior written approval from the Office of the Registrar and earns at least the minimum score published in the *CLEP Policy and Procedures on Challenging Courses* available on the web at <http://www.cnu.edu/public/clep.pdf>. Degree-seeking students who are on academic suspension are not eligible to take CLEP examinations for credit at CNU.

Challenging a Course

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the University may challenge these courses. Students may earn credit for such courses upon demonstration of proficiency through procedures established by each academic department at the University. Only those courses that do not appear on the student's CNU permanent academic record or on any other college transcript may be challenged. Students may challenge a given course only once. To challenge a course, the student should pay the required fee to challenge a course and present a completed *Request to Challenge a Course*

form (available on the Office of the Registrar website) to the Office of the Registrar for approval. After the student has paid the challenge fee and received approval from the Office of the Registrar, he/she should contact the chair of the department of the course to obtain approval and to arrange to challenge the course. The student must also obtain written approval of the academic dean to challenge a course. After the course has been challenged, the responsible faculty member will record the results on the *Challenge* form and submit to the Office of the Registrar. The non-traditional credits will be recorded on the student's permanent academic record, and the student will receive notification from the Office of the Registrar indicating the results of the challenge. Unsuccessful challenges will not appear on the academic record. Details concerning this process, individual department procedures and courses available to challenge are listed in the booklet entitled *CLEP Policy and Procedures on Challenging Courses* available on the web at <http://www.cnu.edu/public/clep.pdf>.

Academic Forgiveness

CNU students who have been readmitted after not taking courses at CNU for a period of five or more years may apply to the Dean of Enrollment Services and University Registrar for academic forgiveness. The student must be currently enrolled at CNU and have completed at least 12 credit hours with a minimum 2.00 grade point average. The Dean of Enrollment Services and University Registrar will act on behalf of the Academic Status Committee to have the past academic record at CNU forgiven. The forgiveness policy applies to the entire academic record prior to readmission and not to selected courses. The record of forgiven courses will remain on the student's permanent 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 cumulative grade point average.

Individuals exercising this option are cautioned that forgiveness pertains only to the previous record at CNU and does not affect transfer credits earned at other institutions in any way.

Declaration or Change of Major

Degree-seeking students will typically declare a major field of study no later than the end of the sophomore year or upon completion of 60 credit hours. To declare a major field of study, students must complete the *Declaration or Change of Major/Minor* form, available from the Office of the Registrar. Degree requirements are based on the catalog in effect at the time of admission/readmission.

A major must consist of a minimum of 30 semester hours and a maximum of 42 semester hours in the discipline. Introductory (100- and 200- level) courses need

not be counted in the 42-hour maximum requirement, at the discretion of the department housing the major. Students may take more than 42 hours in the major field, and a department may not require more than this number except where the university has approved an exception for the program as in instances where accreditation may require more hours. **Students submit the completed Declaration or Change of Major/Minor forms to the Office of the Registrar.**

Double Major

Degree-seeking students may designate a second, **concurrent** major field of study. All requirements for both majors, including the general education or liberal learning curriculum, supporting, and concentration requirements must be completed. Students seeking a double major must complete the appropriate request form, available from the Office of the Registrar. 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 recorded on the student's permanent academic record (transcript) at the time of graduation. **Students should submit completed forms to the Office of the Registrar.**

Declaration of Minor

Degree-seeking students may declare a minor in a sanctioned secondary field of study by completing the *Declaration or Change of Major/Minor* form, available from the Office of the Registrar. A maximum of two minors may be formally declared. A minor may not be declared in the discipline of the major. 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. **Students should submit completed forms to the Office of the Registrar.**

Second Bachelor's Degree

Students who hold a bachelor's degree from Christopher Newport University are required to present 30 **additional** hours of residence credit, after the first baccalaureate degree has been awarded, toward a second CNU bachelor's degree. Students who hold a bachelor's degree from another regionally accredited college or university, and who wish to become candidates for a second degree, must earn a minimum of 45 hours in residence at CNU, after their first baccalaureate degree has been awarded. Once admitted into degree-seeking status, such degree holders will not be required to complete the general education or liberal learning curriculum for bachelor's degrees that have not already been met through transfer of credit from their previous degree program(s). **The degree studies requirement (for students admitted or readmitted prior to Fall Semester 2006), major, and elective requirements for the CNU degree being sought must be satisfied.**

Undergraduate Students taking Graduate courses

Undergraduate students in senior status may, under certain conditions, take graduate level courses. Seniors with a minimum cumulative GPA of 3.00 are allowed, with the signed approval of the course instructor and the Office of Graduate Studies, to enroll in one graduate level course and any associated laboratory per semester. There is a limit of eight (8) graduate level credit hours over all semesters for an undergraduate student. These graduate level credit hours may count toward the 120 credit hours for the undergraduate degree.

In order to enroll in a subsequent graduate level course, the undergraduate student must have earned a minimum grade of B- in the first attempted graduate level course. If the graduate level course is to be used as a substitute course in the undergraduate major, the student must have the course substitution approved in advance by the appropriate department chair. If the graduate level course is to be used as a substitute course in the undergraduate liberal learning curriculum, the student must petition the Undergraduate Degrees Committee for approval to substitute a graduate level course for an undergraduate liberal learning curriculum requirement. Allowing a student to enroll in the graduate level course does not indicate permission to substitute that course for any required undergraduate course.

The required form, *Undergraduate Request to take Graduate Level Course*, is available from the Office of Graduate Studies and the Office of the Registrar. The completed and signed form must be attached to the *Add/Drop* form at the time of registration (no later than the final day of the published add/drop period) and submitted to the Office of the Registrar with all required signatures. Incomplete forms will not be processed.

Undergraduates accepted to one of the five-year programs may be required to take certain graduate level courses that will be applied toward an undergraduate degree.

Enrollment during Graduation Term

Students should read and be familiar with university graduation requirements and applicable deadlines available in the *Undergraduate Catalog* and on the Office of the Registrar website. All undergraduate students must be enrolled the semester of graduation, as noted on the Intent to Graduate form, as one of the university's requirements for graduation. For summer graduates, students must be enrolled in one of the summer terms. At the end of the final drop/add period for their term of graduation, students who have not registered for a course will be required to enroll in the following semester and graduation will be delayed, or in special circumstances, students can petition to the Office of the Registrar for an exception to this enrollment requirement.

Commencement and Graduation Exercises

Commencement exercises are held once each year in May. Students who complete degree requirements in August and December are eligible to participate in the *following* Spring Commencement ceremony as a candidate for graduation. (Diplomas for August graduates will be available on the first business day after the end of the last summer term. Diplomas for December graduates will be available approximately 21 calendar days after the semester ends. For August and December graduates who do not pick up their diplomas as designated and who plan to participate in the Spring Commencement ceremony, diplomas will be available immediately following the ceremony.) After a degree has been conferred, students will be changed to non-degree seeking to facilitate possible future registration unless the student has filed an *Intent to Graduate* form for an additional degree.

All prospective graduates will be contacted before the Spring Commencement ceremony by the Office of the Registrar and/or the Dean of Students concerning rehearsal and attendance. Those students planning to attend Commencement must notify the University by the announced deadline so that seating arrangements can be finalized for all who plan to participate. Students who plan to attend Commencement must keep the Office of the Registrar informed of any address and/or phone number changes so that they can receive important information concerning graduation. **Degrees will not be conferred for students unless all graduation requirements, including courses, degree requirements, GPAs, credits, and financial obligations have been satisfied.**

For the May 2012 Commencement ceremony, undergraduate students who, at the end of final exams, are within three credits of completing all degree requirements and have a minimum GPA of 2.00 (overall and in the major) are eligible to participate in the Spring Commencement ceremony as a degree candidate (see Policy on 'Walking' on the Office of the Registrar website). To be eligible to participate, all degree candidates must be on track to complete all degree requirements as of the second week of spring semester and continue to be on track to complete all degree requirements as of the beginning of final exams. Students who, after final exams, did not complete their degree requirements but are within three credit hours of completing all degree requirements may be allowed to participate as a 'walker' in the May 2012 Commencement ceremony. The Office of the Registrar will contact those students who are eligible to participate as a 'walker' once final grades have been received and students are being certified for degree conferral. To be eligible for participation, candidates must also have satisfied all degree, financial, and social requirements. Please note that the policy for participation in May

2012 Commencement ceremony will require all students to complete (degree, financial, and social requirements) as of the beginning of final exams.

Graduation with Honors

The minimum grade point averages required in order to graduate with Latin honors are:

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

Students must earn at least 54 credit hours at CNU to be eligible for graduation with honors. Eligibility

for each honor requires that, at the time of graduation, the respective minimum GPA be equaled or exceeded both in the graduate's **cumulative GPA** and in the graduate's **CNU GPA**. (For an explanation of GPA, see the section entitled Grade Point Average.)

NOTE: For the purpose of illustration, a graduate whose cumulative and CNU GPAs 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 cumulative and CNU GPA's are respectively, 3.40 and 3.70 would be precluded from graduation with honors by the 3.40 cumulative GPA.

General Requirements for Graduation

All baccalaureate degree programs require:

1. A total of 120 academic semester hours with a grade point average of at least 2.00;
2. Official classification as degree-seeking prior to beginning the last 30 credit hours in their academic program;
3. Minimum of 45 credit hours completed in residence as a degree-seeking student at CNU. Note: Credit earned through a CNU approved study abroad/away program is counted as 'resident' credit;
4. Minimum of 30 of the last 36 credit hours, including the last 12 credit hours within the major field, taken in residence;
5. At or before the end of the sophomore year (fourth semester), degree-seeking students must choose a major field of study. To declare a major field or to change a previously declared major field, students must file a *Declaration or Change of Major/Minor Form* with the Office of the Registrar. Students are then assigned a *major advisor* who assists in planning the program of study with emphasis on the major requirements. Students should refer to school and/or departmental listings in the appropriate *Undergraduate Catalog* for degree requirements. See #8;
6. Of the total credits required for graduation:
 - a) Students matriculating in Fall 2000 and thereafter must complete two (2) 300-400 level courses that are designated as Writing Intensive (WI). See major department for details.
 - b) No more than 50 percent of the minimum credit hours required toward a B.S.B.A. degree may come from courses in the following disciplines: accounting, economics, finance, marketing, or management. (Exception: Up to nine semester hours of economics and up to six semester hours of statistics are excluded from the 50 percent limit.)
 - c) Students may present a maximum of six credit hours of Independent Study credit toward the undergraduate degree. (Note: No more than three credit hours of Independent Study in one term.)
 - d) Students may present a maximum (total) 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 convert to a regularly offered course within that department, then that course will not be counted toward the 12-hour maximum under this provision.
 - e) Students may repeat certain courses for credit toward graduation. (See course description(s) and major requirements for limitations and specific information.)
 - f) Students may select any academic courses as electives provided all necessary prerequisites have been met.
7. Students must file the *Intent to Graduate* form and all substitutions for any requirement for graduation, with the Office of the Registrar, according to the following schedule:
 - a) Students planning to complete degree requirements at the end of the summer must file the *Intent to Graduate* form no later than August 30 of the preceding year.

- b) Students planning to complete degree requirements at the end of the fall semester must file the *Intent to Graduate* form no later than December 15 of the preceding year.
 - c) Students planning to complete degree requirements at the end of the spring semester must file the *Intent to Graduate* form no later than May 30 of the preceding year.
8. Effective for degree-seeking students entering the University Fall Semester 2003 and after, all degree requirements must be completed according to the *Undergraduate Catalog* in effect at the time of admission or readmission. If a course necessary for the completion of the general education requirements/liberal learning curriculum should no longer be in the *Undergraduate Catalog*, the student may petition the Undergraduate Degrees Committee to make an appropriate substitution. Such petitions must be received by the Undergraduate Degrees Committee prior to March 1 for students expecting to graduate in May or August and prior to November 1 for students expecting to graduate in December.
9. Bachelor of Science: Students pursuing the Bachelor of Science degree must complete the Investigating the Natural World Area of Inquiry requirement and one sequence from the list below. No more than three of the four B.S. degree lecture courses may be from the same discipline. No more than two laboratory courses may be from the same discipline. Departments may specify the particular sequence to be taken.

BIOL 107, 108, 109L
 BIOL 211/211L-212/212L
 BIOL 211/211L-213/213L
 BIOL 151/151L - 201/201L

CHEM 103/103L - 104/104L
 CHEM 121/121L - 122/122L
 PHYS 151/151L - 152/152L
 PHYS 201/201L - 202/202L

10. Minimum Grade Requirements:

- a) Students must earn grades of C- or better in ENGL 123 and ULLC 223. Note: Certain majors may require a higher grade in one or both of the courses for entrance into the major or to satisfy degree requirements associated with that major.
 - b) In courses applied toward the major field of study, students must achieve a minimum grade point average of 2.00 (4.00 maximum). For most majors, students may have no more than two grades below C- in courses applied toward the major. Some majors require all courses within the major be completed with a grade of C- or higher (see departmental section for specifics).
 - c) Any courses in which grades of D or F are earned may be repeated no more than twice (for a total of three enrollments). **Courses completed at CNU with a grade of D or F cannot be repeated at another institution.**
 - d) Academic departments may dictate more stringent requirements. Refer to the appropriate academic department for specific degree studies or upper division requirements, major requirements and suggested electives.
11. Assessment Requirements: The University engages in a number of assessment processes in order to gauge the effectiveness of its educational programs and administrative operations. These processes may require students to participate in examinations, surveys, interviews, or other information-gathering activities that are not part of any specific course. Each student will be given at least a 10-day notification for any assessment and evaluation activity that requires scheduling prior to participation. The satisfactory completion of assessment and evaluation is a general requirement for graduation from the University.
12. Students are required to be enrolled in at least one CNU course during the semester of their degree conferral.
13. Effective for all transfer students entering the university in Fall 2006 and after: All students must complete the Second Language Literacy requirement (one 3-credit language course at the 200-level). Students may either transfer credit from another college or university for a 200-level (intermediate) language course or higher, or complete a 200-level course or higher at CNU. Placement recommendations and course offerings are listed under the Department of Modern and Classical Languages and Literatures.
14. Clarification regarding the Investigating the Natural World Area of Inquiry (AINW): To satisfy this requirement, two AINW lectures and one AINW lab that corresponds to one of the lectures must be completed.

Course Designation

1. Courses of instruction and how they appear:

- Courses of instruction are found following departmental descriptions.
- Departments appear in alphabetical order in this catalog. Course descriptions appear in sections beginning with “Curriculum in...”
- Discipline is indicated by the four letters in front of a course number (e.g., PHYS) and department is the four-letter code in which a discipline is housed (e.g., PCSE). Some departments house several disciplines.
- Within the course descriptions, courses numbered 100-200 series are primarily for freshmen and sophomores, 300-series for juniors, and 400-series for seniors.
- A continuous course sequence, indicated by a hyphen between course numbers (e.g., PHYS 201-202) covers a field of closely-related materials; and the first semester must precede the second, unless permission is granted by the appropriate academic department chair.
- If a course is made up of two closely related semesters and the second semester may be taken first, the course numbers are separated by a comma (e.g., ENGL 205, 206).
- The three numbers enclosed in parentheses (4-2-6) following the course title 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 (4-2-6), for example, refers to a four-credit course, which has two lecture hours and six laboratory/practicum/studio hours each week.
- If applicable, prerequisites and/or corequisites are listed. The student is responsible for having completed all prerequisites and corequisites as listed for courses in which the student enrolls.
- Following course prerequisites and/or corequisites is an indication of when that course is normally offered (e.g. fall, spring, and etc.). If such designations do not appear, please consult with the appropriate department chair.
- Courses identified by the suffix “W” following their course numbers [e.g., BIOL 300W, HIST 490(W)] or whose course title begins with a ‘WI’ are writing intensive and satisfy the University writing intensive requirement.
- With appropriate approval, X99 courses can be offered in any semester by all departments.

2. **Area of Inquiry Courses (A of I):** The A of I designation will typically not be applied to a course completed prior to the course’s designation as an Area of Inquiry.

AICE: Creative Expressions

These courses focus on the human drive for creativity and self-expression in a wide range of forms and over a wide variety of cultures. Students examine creative works both structurally and within a larger context; they may also produce works of creative expression.

AIIF: Formal and Informal Reasoning

These courses investigate the structure and methods of formal and informal reasoning strategies. Students study the nature and applicability of structures found in such areas as mathematical inquiry, formal logic, informal logic, and natural and artificial languages.

AIGM: Global and Multicultural Perspectives

These courses probe conflicts and creative resonances shaped by cultural difference, as well as bridges built by shared understanding. Courses consider culture in terms of race, gender, ethnicity, religion, class, sexual orientation, or national origin; they examine strategies of negotiation, resistance, or assimilation as these cultures interact with society’s dominant structures

AIII: Identity, Institutions and Societies

These courses expose students to the institutional structure of human society and the fluid role of the individual human within that society. Students will analyze concepts, patterns, and issues that affect the organization of societies, shape individual thought and social mores, and mold the relationship between individuals and society at large.

AINW: Investigating the Natural World

These courses introduce students to natural sciences in the modern world. Both lecture and laboratory courses focus on how science is conducted and how scientific knowledge advances in individual fields. Students in these courses will understand the process by which scientists gain knowledge about objects, phenomena, the laws of nature, and the laws of the physical world. Natural sciences study the physical world and its phenomena. Two lectures and one lab that accompanies one of the lectures is required. If the catalog does not require a lab and lecture corequisite, the lab may be taken any semester.

AIWT: Western Traditions

These courses explore the defining ideas, cultural perspectives, and patterns of thought that have evolved in Europe throughout its history as well as in the Americas after 1500. The courses highlight important characteristics of Western societies and situate these developments within a broad and meaningful context. Students are encouraged to grapple with the original thinkers of the West through the study of primary texts (such as literary works, historical documents, theoretical essays, and works of art and music). Therefore, students will meaningfully engage with key elements of the Western Tradition and understand its manifold influences on our modern cultures today.

Liberal Learning Core Curriculum (*all prerequisites must be met*)**37 hours minimum****I. Liberal Learning Foundations** ¹**(15 hours minimum)**

- ◆ **Written Communication Literacy (completed with a grade of C- or better)** **(6 hours)**
 - 1st year: ENGL 123*
 - 2nd year: ULLC 223
- ◆ **Second Language Literacy-completed at the 200-level or higher** ² **(3 hours minimum)**
 - Three years of high school language study (in the same language) is a prerequisite for a 200 language course
 - 101, 102 and either 200 or 201 are required of those who have not studied three years of language in high school
 - Transfer students satisfy this requirement with equivalent foreign language courses: 201 or higher
- ◆ **Mathematical Literacy-Prerequisites must be met** **(6 hours minimum)**
 - MATH 115*, 121*, 123*, 125*, 130, 135, 140, or a course above 140

II. Liberal Learning Areas of Inquiry (A of I) ³**(22 hours minimum distributed as stated below)**

Only one three credit course in the discipline of the major may be presented to satisfy the A of I requirements (for excluded disciplines see <http://liberallearning.cnu.edu>). No more than eight hours across the Areas of Inquiry may be taken from one single discipline to satisfy the A of I requirements. *Discipline is indicated by the four letters in front of a course number (e.g., PHYS) and department is the four-letter code in which a discipline is housed (e.g., PCSE). Some departments house several disciplines.*

- ◆ **Creative Expressions (AICE)** **(3 hours minimum)**

ENGL 208	FNAR 205*	FNAR 376	MUSC 103	MUSC 408	THEA 211*
ENGL 215	FNAR 241	FNAR 378	MUSC 105	PHIL 306	THEA 230*
ENGL 304(W)	FNAR 331	FNAR 379	MUSC 106	PSYC 431	THEA 242*
CLST 307	FNAR 332	FNAR 380	MUSC 111	PSYC 431L	THEA 250*
CLST 311	FNAR 333	FNAR 381	MUSC 112	RSTD 312	THEA 310
CLST 312	FNAR 371(W)	MLAN 203*	MUSC 114	SPAN 361	THEA 352
FNAR 128	FNAR 372	MLAN 207*	MUSC 117	THEA 144*	THEA 368
FNAR 201*	FNAR 373	MLAN 217*	MUSC 205	THEA 145*	THEA 468(W)
FNAR 202*	FNAR 374	MUSC 101	MUSC 206	THEA 150*	
FNAR 204	FNAR 375	MUSC 102	MUSC 315	THEA 210*	
- ◆ **Formal and Informal Reasoning (AIIF)** **(3 hours minimum)**

BUSN 302	CPSC 150L	CPSC 355	MATH 345	PHIL 320	SOWK 393
COMM 239	CPSC 215	ECON 485	MATH 360	PHIL 321(W)	
CPSC 110*	CPSC 216	ENGL 310	MATH 370	PSYC 300	
CPSC 125*	CPSC 250	ENGL 430	PHIL 101*	PSYC 311	
CPSC 150	CPSC 250L	MATH 310	PHIL 205*	PSYC 451	
- ◆ **Global and Multicultural Perspectives (AIGM)** **(3 hours minimum)**

AMST 300	ENGL 206	HIST 205*	PHIL 252*	RSTD 315	SOWK 216*
ANTH 309	ENGL 313	HIST 262*	PHIL 305	RSTD 335	SOWK 330
ANTH 325	ENGL 320W	HIST 364	PHIL 344	RSTD 345	SPAN 312
ANTH 330	ENGL 324	HIST 374	PSYC 320	RSTD 366	SPAN 351
ASIA 201*	ENGL 330	MLAN 308	RSTD 205*	SOCL 201*	SPAN 352
CLST 215*	FREN 312	MUSC 224*	RSTD 211*	SOCL 309	
COMM 340	HIST 111*	MUSC 306(W)	RSTD 218*	SOCL 325	
ENGL 205	HIST 112*	PHIL 201*	RSTD 270*	SOCL 330	

◆ Identity, Institutions and Societies (AIII)

(3 hours minimum)

AMST 200*	COMM 311	GOVT 101*	MKTG 210*	PSYC 208*	SOCL 205*
AMST 310	COMM 330	GOVT 204*	MGMT 315	PSYC 303	SOCL 215*
ANTH 203*	COMM 430	GOVT 240*	PHIL 315	PSYC 309	SOCL 320
BUSN 314	ECON 201*	GOVT 320	PHIL 319	PSYC 340	SOWK 200*
BUSN 360	ECON 202*	GOVT 382	PHIL 337	PSYC 420	SOWK 210
BUSN 365	ECON 303	HIST 317	PHIL 374	RSTD 236*	SOWK 211
CLST 313	ECON 400	HIST 341	PHIL 382	RSTD 310	SPAN 363
COMM 211	ECON 475	HIST 344	PHIL 384	RSTD 318	
COMM 221	ENGL 315	HIST 489	PSYC 202*	RSTD 319	
COMM 250	ENGL 316	LDSP 330	PSYC 207*	SOCL 203*	

◆ Investigating the Natural World (AINW)

(7 hours minimum)

Two lectures and one lab that accompanies one of the lectures is required. If the catalog does not require a lab and lecture corequisite, the lab may be taken any semester.

ANTH 200*	BIOL 113/109L*	CHEM 121/121L	PHYS 151/151L	PSYC 201*
BIOL 107/109L*	BIOL 114/109L*	CHEM 122/122L	PHYS 152/152L	
BIOL 108/109L*	BIOL 115/109L*	PHYS 141/105L	PHYS 201/201L	
BIOL 111/109L*	CHEM 103/103L	PHYS 142/105L	PHYS 202/202L	
BIOL 112/109L*	CHEM 104/104L	PHYS 143/105L	PHYS 344	

◆ Western Traditions (AIWT)

(3 hours minimum)

AMST 100*	CLST 314	GERM 312	HIST 340	PHIL 203*	RSTD 362
AMST 210*	COMM 249*	GERM 351	HIST 349	PHIL 215*	SPAN 311
CLST 101*	ECON 320	GERM 352	HIST 355	PHIL 317	SPAN 353
CLST 201*	ENGL 271	GOVT 100*	MLAN 205*	RSTD 212*	SPAN 354
CLST 202*	ENGL 381	GOVT 380	MLAN 206*	RSTD 232*	SPAN 362
CLST 211*	FREN 311	HIST 121*	MLAN 211*	RSTD 265*	
CLST 212*	FREN 354	HIST 122*	MUSC 361	RSTD 321	
CLST 301(W)	GERM 311	HIST 220*	PHIL 202*	RSTD 361	

III. Writing Intensive

Completion of two 300- or 400-level courses that are designed as Writing Intensive (WI); prerequisites must be met.

IV. Major and Elective Studies

83 hours minimum

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

Total number of credits applied toward the undergraduate degree must be at least 120 credit hours

* Indicates NO prerequisite

1 Foundation courses may NOT be used to satisfy the A of I requirements.

2 Second Language Literacy is a graduation requirement for all students.

Note: Formal definitions of the individual A of I's can be found under Course Designation.

COLLEGE OF ARTS AND HUMANITIES

Professor Steven Breese, Dean
McMurran Hall, Room 303
(757) 594-7052
sbreese@cnu.edu

English
Fine Art and Art History
History
Modern and Classical Languages and Literatures
Music
Philosophy and Religious Studies
Theater and Dance

COLLEGE OF NATURAL AND BEHAVIORAL SCIENCES

Dr. David C. Doughty, Dean
Forbes Hall, Room 3035
(757) 594-8069
doughty@cnu.edu

Mathematics
Molecular Biology and Chemistry
Organismal and Environmental Biology
Physics, Computer Science and Engineering
Psychology

COLLEGE OF SOCIAL SCIENCES

Dr. Robert E. Colvin, Dean
McMurran Hall, Room 303
(757) 594-7184
rcolvin@cnu.edu

Communication
Economics
Government
Leadership and American Studies
Luter School of Business
Military Science
Sociology, Social Work and Anthropology

AFRICAN-AMERICAN STUDIES

Dr. Patricia D. Hopkins, Director
McMurrin Hall, Room 233
(757) 594-7452
patricia.hopkins@cnu.edu

The Minor Program in African-American Studies (18 credits)

The minor in African-American studies provides students with a focused understanding of the vital role of African-American culture and contributions in American life.

The interdepartmental and inter-disciplinary features of the program allows for a broad and varied exposure to North American Black culture, economics, politics, and history from Africa to the Americas. Students will acquire a basic knowledge of the African-American experience by understanding that the racial system of the United States was never simply black and white. Through the prism of Black experiences, the courses shed light on general principles of cultural pluralism, racial diversity, and social stratification in the U.S. and other national and transnational contexts relevant to the Black Diaspora. Race is not something that affects only racial minorities, for everyone in this country is viewed through the prism of ideas about race. The African-American studies minor's teaching places a special emphasis on reaching out beyond those who make the field the focus of their study.

The course offerings are designed for a broad student constituency interested in learning about Black experiences and honing skills in critical thinking and effective writing. The African-American studies minor pairs well with all majors. Consequently, everyone who has an interest is not only invited to take on the minor, but strongly encouraged.

Program Objectives:

1. Underscore the contributions of people of African descent to American history and emphasize the importance of diversity in American culture.
2. Cultivate students' ability to think critically, to express themselves effectively, and to respect cultural and gender diversity.

Program Requirements:

Students should work with the Director to complete program.

1. A minimum of 18 credits as listed below are needed to complete the minor;
2. Core requirement: ENGL 345 or HIST 349 and six additional core credits (two courses);

3. Nine additional credits (three courses) from electives.
4. Courses from three different disciplines must be represented in the 18 credits.
5. Twelve of the 18 credits (four courses) must come from courses at the 300 or 400 level.

THE CURRICULUM IN AFRICAN-AMERICAN STUDIES

The following course descriptions appear in appropriate sections throughout the catalog.

Core

- ENGL 345 African-American Literature and Culture
 HIST 349 The Rise and Fall of American Slavery
 HIST 355 Civil War and Reconstruction
 HIST 341 The Long Civil Rights Movement
 PHIL 252 African Philosophy
 SOWK 216 Diversity and Cultural Competence
 SOCL 316 Minorities in Society

Elective

- ENGL 330 Language and Culture
 ENGL 342 American Literature, 1850-1920
 ENGL 343 American Literature, 1920-present
 ENGL 381 The Roaring Twenties: Film, Literature, and Drama of the Jazz Age
 FNAR 380 Caribbean Art
 FNAR 381 African Art
 GOVT 204 Hate Crime Realities and Consequences
 GOVT 316 Constitutional Law
 HIST 357 Twentieth Century American, 1920-1960
 HIST 370 Twentieth Century Africa
 HIST 473W Major Themes in Contemporary African History
 MUSC 408 Jazz History and Literature
 PHIL 383 Applied Social Ethics
 SOCL 205 Identity, Community, and the Individual
 SOCL 303 The Family in Transition
 SOCL 304 Socialization and Society

ASIAN STUDIES
Dr. Graham Schweig, Director
McMurrin Hall, Room 127
(757) 594-7959
gschweig@cnu.edu

The Minor Program in Asian Studies (15 credits)

Asia is a world economic powerhouse and the influence of Asian culture and politics on world affairs is only likely to increase in the coming years. Students who desire a structured overview of the culture, economics, history, philosophy, politics, religion, or other dimension of the countries in Asia may elect to take the Asian studies minor. Students may take individual courses without committing to the entire program.

The minor requires basic competency in an Asian language and the introductory course ASIA 201 Introduction to Asian Studies.

Program Objectives:

1. Combine the structured overview of an introductory course with the depth offered in more specialized or advanced courses.
2. Complement work done in the student's major by offering a focus on Asia that is otherwise unavailable. Students of any major may take the Asian studies minor, but it may be of particular interest to majors in anthropology, art history, studio art, business, communication studies, government, history, modern languages, music, philosophy, religious studies, sociology and theater.
3. Provide a program that will formally document a student's concentrated study of Asia.

Program Requirements:

1. CHIN 101(or its equivalent) or other Asian language approved by the Director. Native speakers of an Asian language may have this requirement waived at the discretion of the Director.
2. ASIA 201.
3. CHIN 102 or higher. A 102 level course in another Asian language may be approved by the Director. Students who fulfill this requirement in a language new to them via an independent study must complete the equivalent of two semesters (six credits) even if the independent study is at the 300 or 400 level. Native speakers of an Asian language should meet with the Director.
4. Select four program electives (12 credits) from the following approved list. Courses must be from three different disciplines (course prefix).
5. Certain independent study, special topics courses and study abroad courses focusing on Asian topics may count toward the minor as determined by the Director.

6. Students must consult the Director on matters of course selection and advising.

THE CURRICULUM IN ASIAN STUDIES

Core

ASIA 201. Introduction to Asian Studies

Electives

The following course descriptions appear in appropriate sections throughout the catalog.

ARAB 201 or higher*
 CHIN 201 or higher*
 ECON 385 Comparative Economic Systems
 FNAR 374 Asian Art
 GEOG 202 Introduction to Geography II
 HIST 205 Historical Landscapes of China
 HIST 344 Self, Family and Society in Chinese Tradition
 HIST 360 History of Traditional East Asia
 HIST 365 History of Islam
 HIST 367 Modern Chinese History
 HIST 368 Modern Japanese History
 HIST 375 History of Modern Middle East
 HIST 403 Ancient Persia
 HIST 405 Law and Justice in Chinese History
 HIST 466 Society and Culture in Chinese History
 PHIL 344 Yoga: Philosophy and Practice
 PHIL 348 Asian Philosophy
 PHIL 357 Comparative Philosophy
 RSTD 211 Religions of the East
 RSTD 220 The Vision of Hinduism
 RSTD 260 The Vision of Buddhism
 RSTD 315 Women in Islam
 RSTD 330 The Mystic Quest
 RSTD 366 Bhagavad Gita and Sacred Hindu Texts

* if not used to fulfill program requirement #3

**ASIA 201. Introduction to Asian Studies
 (3-3-0) AIGM**

A broad introduction to the cultures, economics, histories, politics, and religions of East Asia, South Asia, Southeast Asia, Central Asia, and the Middle East from ancient times to the modern day. This course is required for students in the Asian studies minor, but is open to all interested students.

DEPARTMENT OF MOLECULAR BIOLOGY AND CHEMISTRY

Dr. Lisa Webb, Chair
 Forbes Hall, Room 3022B
 (757) 594-TBA
 lwebb@cnu.edu

Faculty

Professors: Brunke

Associate Professors: Abdel-Fattah, Grau, Webb

Visiting Associate Professor: Young

Assistant Professors: Carney, Klein, Knies, Meighan,
 Smith, Sullens, Wiens

Lecturer: Brown, Morgan,

Instructor: Tombolato-Terzic

Emeriti: Chang, Hammer, Sacks

Mission Statement

The Department of Molecular Biology and Chemistry (MBCH) will develop a meaningful level of scientific literacy in all students through exploration of fundamental concepts and processes of the natural world. Majors build upon this foundation and gain the necessary background, understanding, and experience to be successful in the fields of biology and chemistry; this is achieved through coursework complemented by research and independent study opportunities. The MBCH faculty members are actively engaged in quality teaching, research, mentoring and service. These traditions provide the model for our goal to instill motivation, intellectual drive, dedication, integrity, and professionalism in all graduates.

The aims of the curriculum and faculty in the Department of Molecular Biology and Chemistry are to acquaint students with the body of knowledge in these disciplines and to teach them to apply this knowledge usefully and responsibly. Coursework includes discussion of historical and philosophical developments of biology and chemistry. The biology program is organized to enable majors to survey the entire field of biology and also to focus in one of a number of areas, including, molecular biology, cellular biology-biochemistry, microbiology and genetics. The chemistry program allows the major student to develop a solid foundation in the core areas of chemistry and provides upper-level coursework in more specialized areas such as environmental, atmospheric, and advanced organic chemistry. Both programs offer excellent preparation for one of the many health professional programs.

The Department offers three degrees, the Bachelor of Arts and the Bachelor of Science in biology and the Bachelor of Science in chemistry. Within the Bachelor of Science in Biology there are four possible majors. Additional information about the department, the degrees offered, and other opportunities can be obtained from the department office or the department website at mbch.cnu.edu.

Note that the Department of Organismal and Envi-

ronmental Biology offers additional biology courses and more details on the environmental biology and organismal biology majors.

Health-Related Professions

The CNU Pre-med & Pre-health Program can help students from any academic major prepare for application to medical and other health profession programs. Many students find that a biology or chemistry major provides excellent preparation for these career choices. The Program offers a variety of resources, such as academic and career advising, mentoring, clinical internship opportunities, workshops and seminars to help any highly motivated student gain admission to the professional school of her or his choice. Additional information can be obtained at www.prehealth.cnu.edu or by contacting the Director of Pre-health Programs, Dr. Gwynne D. Brown, at (757) 594-8255 or gwynne.brown@cnu.edu.

The Bachelor of Arts Degree in Biology

The Bachelor of Arts degree in biology requires a minimum of 35 credits in biology. Students may present no more than two biology courses with grades lower than C- for the degree.

In addition to the successful completion of the liberal learning curriculum and the Senior Assessment Test in Biology, the Bachelor of Arts degree in biology requires the successful completion of:

1. **Biology Core*:** BIOL 211/211L-212/212L- 213/213L, 391(W), 491(W);
2. CHEM 103/103L-104/104L*;
3. MATH 125 and 130 or higher;
4. 21 credits of biology courses with a minimum of four credits chosen from each of the required course lists: cellular, molecular & physiological biology major, environmental biology major, organismal biology major. At least three of the courses taken must have a laboratory component. Only three of those credits can be at the 200-level.

* The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 103/103L-104/104L.

The Bachelor of Science Degree in Biology

The Bachelor of Science degree in biology requires a minimum of 35 credits in Biology. In the B.S. in biology, students must choose an area of focus called a major. Three of the majors build upon the introductory biology and chemistry courses by way of specific sets of courses in the area of focus: cellular, molecular & physiological biology; environmental biology; and organismal biology. The fourth major, integrative biology, allows students to continue to build upon the breadth of the foundation courses at the upper-level.

Students may present no more than two biology courses with grades lower than C- for the degree. **Earning a double major within the Bachelor of Science degree in biology is not possible.**

In addition to successful completion of the liberal learning curriculum and completion of the Senior Assessment Test in Biology, the Bachelor of Science degree in biology requires successful completion of the following courses:

The Major in Cellular, Molecular, & Physiological Biology

1. Biology Core*: BIOL 211/211L-212/212L-213/213L, 391(W), 491(W);
2. CHEM 121/121L-122/122L*, 321/321L-322/322L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credits of biology courses, only three of those credits can be at the 200-level. Of these 21 credits at least 15 must come from the following courses, and three of these courses must have a laboratory component: BIOL 301/301L, 307/307L, 309/309L, 313, 314/314L, 315/315L, 412/412L, 414/414L**, 420/420L.

* The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 121/121L-122/122L.

**Credit will not be given for both BIOL 414/414L and CHEM 414/414L.

The Major in Environmental Biology

See catalog description for Department of Organismal and Environmental Biology

The Major in Integrative Biology

1. Biology Core*: BIOL 211/211L-212/212L-213/213L, 391(W), 491(W);
2. CHEM 121/121L-122/122L*, 321/321L-322/322L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credits of biology courses, only three of those

credits can be at the 200-level. At least four credits will come from the required courses list of each of the other three majors. At least three of the courses taken must have a laboratory component.

*The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 121/121L-122/122L.

The Major in Organismal Biology

See Catalog description for Department of Organismal and Environmental Biology

The Minor in Biology (19 Credits)

BIOL 211/211L-212/212L-213/213L (requires the completion of CHEM 103/103L-104/104L or CHEM 121/121L-122/122L) and a minimum of seven BIOL credits at the 300- or 400-level, including one course with a laboratory component.

The Bachelor of Science Degree in Chemistry

The Bachelor of Science degree in Chemistry requires a minimum of 41 credits above the 100 level. Majors should select, with the aid of their advisor, electives from chemistry and university courses as appropriate for their interests and goals.

In addition to the Liberal Learning Curriculum, successful completion of the Bachelor of Science degree in chemistry requires successful completion of the following courses:

Required Support Courses

1. CHEM 121/121L-122/122L;
2. MATH 140 and 240;
3. PHYS 201/201L-202/202L.

Required Chemistry Courses

1. CHEM 321/321L-322/322L;
2. CHEM 341-342/342L;
3. CHEM 361/361L;
4. CHEM 445/445L(W);
5. CHEM 401/401L;
6. CHEM 391(W);
7. CHEM 492;
8. Select 6 credits of CHEM at the 300/400-level.

The Minor in Chemistry (23 Credits)

A minor in chemistry requires CHEM 121/121L-122/122L, 321/321L-322/322L and seven additional credit hours in chemistry at the 300- or 400-level.

Five-Year Program: Master of Science in Environmental Science

The Master of Science in environmental science is designed for current and prospective students in the

new, rapidly growing field of environmental monitoring and conservation. This five-year program leads to both a Bachelor of Science in biology and a Master of Science in environmental science and provides a solid background in ecological and environmental conservation theory.

This degree program is flexible enough to fit the interest and needs of a wide variety of students and is designed for students planning to pursue a Ph.D., teachers desiring a Master of Science in a biological science, and students interested in careers involving environmental assessment, monitoring, or conservation.

How and When to Apply

After completion of 65 credit hours of undergraduate study, the application to the Five-Year B.S./M.S. Program is submitted no later than February 1 of the junior year. Applications for admission to the Five-Year Program are available from <http://www.cnu.edu/admissions/gradadmit/index.asp>. Formal acceptance by the Office of Graduate Studies will constitute admission to the Master of Science in environmental science program as long as the student has the required 3.00 gpa upon undergraduate graduation.

Requirements for Admission

Criteria for student admission into the five-year program:

1. Undergraduate cumulative GPA of 3.00 or higher.
2. GPA in the student's major of at least 3.00.
3. Submission of one of the following:
 - a. A minimum **SAT** Score of 1100 with a minimum of 530 in the verbal and quantitative sections (must be less than five years old);
 - b. A Graduate Record Examination (**GRE**) General Test score of 950 for the Verbal and Quantitative sections combined. The GRE scores are used as one of several indicators of the applicant's ability to succeed in graduate studies.
4. Two letters of recommendation. One must be from a faculty member in the major who has taught/or mentored the student in a major course or research project.

More information about this program can be found at <http://www.cnu.edu/gradstudies/fiveyear/index.asp>

Teacher Preparation in Biology

Those students who wish to become teachers may apply to the Five-Year Master of Arts in Teaching (M.A.T.) Program as an undergraduate or after completion of a Bachelor of Science degree in biology. Application to the Five-Year Program must be made in spring of the junior year and will require the following: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a Bachelor of Science

degree in biology during the first four years and complete an additional year of study leading to the M.A.T. degree. Students majoring in biology can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six, or in the content area of biology in secondary school grades six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.A. or B.S. in Biology.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430; ENGL 314W or 316; CPSC 110; and other support courses for the B.A. or B.S. degree in biology.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 532; ENGL 514.

Secondary level (6-12) Track

Major courses required:

1. BIOL 211/211L, 212/212L, 213/213L, 391(W), 491(W);
2. BIOL 313;
3. BIOL 407/407L;
4. Fifteen additional credits above the 100-level in BIOL are required. Twelve of these credits must be at the 300-/400-level and must have laboratory components. (BIOL 215 and 314/314L, or BIOL 420/420L are recommended for all secondary biology teachers.)

Support courses required:

CHEM 121/121L-122/122L; 321/321L,-322/322L; COMM 201 or THEA 230; PHYS 151/151L, PHYS 152/152L; MATH 125 and 130 or higher; PSYC 207 or 208, 312; SOCL 314/314L; CPSC 110.

Graduate courses* required (senior year):

Select six credits: ENVS 510/510L, 518, 522, 530, 532/532L, 536/536L, 540/540L, 550, 590 or 595.

* See the graduate catalog for graduate course descriptions.

Teacher Preparation in Chemistry

Those students who wish to become teachers should apply to the Five-Year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on PRAXIS I exam or SAT score of 1100 with at least 530 in verbal and quantitative subtests; essays specifying the reason for applying to the program; and two letters of recommendation. Students will earn a B.S. in chemistry

during the first four years and complete an additional year of study leading to a M.A.T. degree. Students majoring in chemistry can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six, or in the content area of chemistry of secondary school, grade six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK – 6)Major courses required:

See major requirements for the B.S. in chemistry.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111 and 121; COMM 201 or THEA 230; GOVT 101; GEOG 201; PSYC 207 or 208; SOCL 314 and 314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430; ENGL 314W or 316(W); and other support courses for the B.S. degree in chemistry.

Graduate courses* required (senior year):

Two of the following: MATH 570; ENGL 532; ENGL 514. See the graduate catalog for graduate course descriptions.

Secondary level (6 -12)Major courses required:

See major requirements for the B.S. in chemistry.

Support courses required:

BIOL 107 or 108, or higher; PHYS 201/201L-202/202L; MATH 125, 140 and 240; CPSC 110; PSYC 207 or 208 and PYSC 312; COMM 201 or THEA 230; SOCL 314 and SOCL 314L.

Graduate courses* required (senior year):

Select eight credits from CHEM 5xx (except CHEM 545). Graduate CHEM electives must include 543, 540, or 565 unless taken at the 400-level.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN BIOLOGY**BIOL 107. General Biology I (3-3-0) AINW**

Fall, Summer.

First semester of introductory biology sequence for nonmajors; major topics covered are ecology, genetics, evolution, and diversity. *Does not count toward any major in the Biology Degree Programs.*

BIOL 108. General Biology II (3-3-0) AINW

Spring, Summer.

Second semester of introductory biology sequence for nonmajors; major topics covered are energy metabolism, cell biology, biotechnology, plant biology, and animal biology. *Does not count toward any major in the Biology Degree Programs.*

BIOL 109L. General Biology Laboratory (1-0-2) AINW

Fall, Spring and Summer.

Laboratory exercises to accompany any BIOL AINW Area of Inquiry course. *Does not count toward any major in the Biology Degree Programs.*

BIOL 113. Topics in Medicine and Health (3-3-0) AINW

Through a biomedical topic, this Area of Inquiry course will examine the process of science, history of science, and how science affects contemporary thought and society. The particular topics covered will vary each semester. *Does not count toward any major in the Biology Degree Programs.*

BIOL 195. Special Topics (credits vary 1-3)

Topics vary, determined by the special interests and needs of students and the expertise of faculty. May require prerequisites as set by instructor.

BIOL 211 Principles of Biology I (3-3-0)

Pre or Corequisite: CHEM 103/103L or 121/121L.

Principles of Biology I is the first course in the three course sequence for students seeking degrees in biology. This course introduces fundamental chemical concepts to allow discussion of the composition and functioning of cells. Topics include respiration, photosynthesis, Mendelian genetics, DNA replication, and gene functioning. This course is restricted to students in Biology Degree Programs.

BIOL 211L Principles of Biology I Laboratory (1-0-4)

Pre or Corequisite: BIOL 211.

Principles of Biology I Lab is the laboratory component of the first course in the three course sequence for students seeking degrees in biology. This course introduces students to basic laboratory techniques and fundamental cellular and molecular topics. This course is restricted to students in the Biology Degree Programs.

BIOL 212 Principles of Biology II (3-3-0)

Prerequisite: BIOL 211/211L with a C or better and CHEM 103/103L or 121/121L with a C- or better. Corequisite: CHEM 104/104L or 122/122L

Principles of Biology II is the second course in the three course sequence for students seeking degrees in biology. This course introduces evolutionary and ecological topics as well as provides an overview to the diversity of life. This course is restricted to students in Biology Degree Programs.

BIOL 212L Principles of Biology II Laboratory (1-0-4)

Pre or Corequisite: BIOL 212

Principles of Biology II Lab is the laboratory component of the second course in the three course sequence for students seeking degrees in biology. This course covers

evolutionary, diversity, and ecological topics by way of in-class and in-the-field exercises. As per instructions given in class students should expect to be in the field for some lab activities. This course is restricted to students in the Biology Degree Programs.

BIOL 213 Principles of Biology III (3-3-0)

Prerequisite: BIOL 212/212L with a C or better and CHEM 104/104L or 122/122L with a C- or better.

Principles of Biology III is the third course in the three course sequence for students seeking degrees in biology. This course covers form and function of botanical and zoological organisms in some detail. This course is restricted to students in the Biology Degree Programs.

BIOL 213L Principles of Biology III Laboratory (1-0-4)

Pre or Corequisite: BIOL 213.

Principles of Biology III Lab is the laboratory component of the third course in the three course sequence for students seeking degrees in biology. This course covers aspects of the form and function of botanical and zoological organisms by way of in-class and in-the-field exercises. This course is restricted to students in the Biology Degree Programs.

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

Prerequisite: one of the following: BIOL 108, 112, 113, 202; 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 271. Medical Terminology (3-3-0)

Fall.

This course is designed to provide the student with an understanding of the terminology used in medicine. This course covers the definitions, spelling, pronunciation, usage, abbreviations, and origins of a wide range of medical terms, generally organized by anatomical organ systems and medical specialties.

BIOL 295. Special Topics (credits vary 1-6)

Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation. May require prerequisites as set by instructor.

BIOL 301. Microbiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 301L.

Fall.

Introduction to the morphology, physiology, and genetics of bacteria, fungi and viruses.

BIOL 301L. Microbiology Laboratory (0-0-4)

Corequisite: BIOL 301.

Fall.

BIOL 307. Cell Biology (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305.

Fall.

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

BIOL 307L. Cell Biology Laboratory (1-0-4)

Pre or Corequisite: BIOL 307.

Fall.

BIOL 308. Plant Physiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 308L.

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 (0-0-4)

Corequisite: BIOL 308.

BIOL 309. Embryology of Vertebrates (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 309L.

Spring.

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 (0-0-4)

Corequisite: BIOL 309.

Spring.

BIOL 313. Genetics (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305.

Fall.

Mechanisms of inheritance, mutation, recombination, genetic expression, and regulation at all levels of biological organization.

BIOL 314. Human Anatomy and Physiology I (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305. *Corequisite:* BIOL 314L.

Fall.

A study of the structure and function of the human body that includes concepts of relevant cellular and molecular biology and histology before investigating the major organ systems. Systems included in this course are: integumentary, skeletal, muscular, nervous, sensory, and endocrine.

BIOL 314L. Human Anatomy and Physiology I Laboratory (0-0-4)

Corequisite: BIOL 314.

Fall.

Course includes dissection of preserved animals and animal organs. Students are responsible for providing their own dissection tools.

BIOL 315. Human Anatomy and Physiology II (4-3-0)

Prerequisite: BIOL 314. *Corequisite:* BIOL 315L.

Spring.

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

BIOL 315L. Human Anatomy and Physiology II Laboratory (0-0-4)

Corequisite: BIOL 315.

Spring.

Course includes dissection of preserved animals and animal organs. Students are responsible for providing their own dissection tools.

BIOL 391. WI: Junior Seminar (1-1-0)

Prerequisites: ENGL 123; ULLC 223; 201/201L and BIOL 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall and Spring.

A seminar format course with each section having a different topic. Students will present reports orally and write short papers focusing on both the process of writing and the subject matter. Partially satisfies the Writing Intensive requirement.

BIOL 395. Special Topics (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation. May require additional prerequisites as set by instructor.

BIOL 411. Immunology (3-3-0)

BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305.

Immunology includes a survey of molecules, cells, and tissues that comprise the immune system and the mechanism by which they protect organisms from disease. The functions of the immune system are illustrated by examining the normal immune response to an infective agent as well as by examining immune deficiencies and diseases that target the immune system. An upper level cell biology or molecular biology course is strongly suggested as a prerequisite, but not required.

BIOL 412. Fundamental Molecular Biology (4-3-0)

Prerequisites: BIOL 307 or BIOL 313 with a C- or better.

Corequisite: BIOL 412L.

Molecular biology is a discipline based upon a reductionist logic that supports the concept that structure and function are intimately related. The primary goals for any molecular biologist are to understand the molecular basis for how prokaryotic and eukaryotic cells grow, divide, specialize, and interact.

BIOL 412L. Fundamental Molecular Biology Laboratory (0-0-4)

Corequisite: BIOL 412.

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

Prerequisites: CHEM 322/322L and BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or NEUR 301/301L and 305.

Spring.

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)

Pre or Corequisite: BIOL 414.

Spring.

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

Prerequisite: BIOL 201/201L and BIOL 202/202L with a C or better; or BIOL 213/213L with a C or better.

Extended field trip courses, each of which is preceded by classroom instruction. Includes hands-on classroom exercises and on- and off-campus field exercises. May involve additional fees. (A maximum of 4 credit hours can be counted toward a biology degree.)

BIOL 450. Environmental Microbiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or

better; or BIOL 213/213L with a C or better. Corequisite: BIOL 450L.

Spring.

This course investigates the role microorganisms play in the terrestrial, aquatic, and marine ecosystems. The course explores the dynamics of microbial populations and communities; normal microbiota and their interactions with other organisms; and environmental pathologies in air, water, and soil.

BIOL 450L. Environmental Microbiology Laboratory (0-0-4)

Corequisite: BIOL 450.

Spring.

In the laboratory students will learn classic environmental testing procedures and novel new assessment procedures that have their roots in biochemistry and molecular biology.

BIOL 491W. WI: Senior Seminar (1-1-0)

Prerequisites: ENGL 123; ULLC 223; BIOL 391W with a C- or better.

Fall and Spring.

A seminar format course dealing with different topics in each section each semester. Students will give in-class presentations. A synthesis paper written by the student on some aspect of the topic will also be required. Presentation of this paper will occur on a Saturday late in the semester. Partially satisfies the Writing Intensive requirement.

BIOL 492. Undergraduate Research Experience (credits vary 1-4)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA and Junior standing.

Fall, Spring and Summer.

This course is designed to provide the qualified student the opportunity for scientific research under the supervision of a departmental faculty member. The topic, time-line, and criteria for evaluation are agreed upon in writing by the student and supervising instructor before the student can register for the course. *Course may be retaken for a total of 4 credits. (A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

BIOL 495. Special Topics (credits vary 1-4)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall, Spring and Summer.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits of elementary, intermediate, or advanced topics toward graduation. May require additional prerequisites as set by instructor.

BIOL 496. Practicum (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA and Junior standing.

Fall, Spring and Summer.

This course consists of an internship with an organization, usually external to the University, in which the student gains applied experience in some area of the biological sciences. Specific details of course requirements can be found in the agreement file maintained in the BCES Office. A maximum of three credits can be counted toward the degree. *(A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

BIOL 499. Problems in Biology (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA; Junior standing; consent of instructor and department chair.

Fall, Spring and Summer.

An opportunity for independent study or literature review with guidance of a faculty advisor. No more than three credits may be applied to the degree. *(A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

THE CURRICULUM IN CHEMISTRY

Note: The following course listing includes alternate year offerings of junior- and senior-level courses. Though it is recommended that labs be taken at the same time as lecture, labs can be taken at any time after the lecture course for CHEM 103/104, CHEM 121/122, and CHEM 321/322.

CHEM 103. Introductory Chemistry I (3-3-0) AINW Fall.

The fundamentals of general and inorganic chemistry. (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. Introductory Chemistry Laboratory I (1-0-3) AINW

Pre or Corequisite: CHEM 103.

Fall.

An introduction to the experimental techniques and methods of chemistry.

CHEM 104. Introductory Chemistry II (3-3-0) AINW

Prerequisite: CHEM 103 or 121.

Spring.

The fundamentals of organic and biochemistry.

CHEM 104L. Introductory Chemistry Laboratory II (1-0-3) AINW

Pre or Corequisite: CHEM 104 or 121.

Spring.

An introduction to the experimental techniques and methods of organic and biochemistry.

CHEM 121. General Chemistry I (3-3-0) AINW

Fall and Spring.

The first half of the general chemistry sequence covers topics in atoms, stoichiometry, gases, thermochemistry, electronic structure, periodic properties, bonding and molecular geometry. Emphasis is placed on the development of problem solving skills. Strong algebra skills recommended.

CHEM 121L. General Chemistry I Laboratory (1-0-4) AINW

Pre or Corequisite: CHEM 121.

Fall and Spring.

The first semester of the general chemistry laboratory sequence introduces students to various chemical lab techniques and provides hands-on experience with the chemical concepts covered in the general chemistry lecture. This course also focuses on the development of scientific writing skills in the form of formal lab reports.

CHEM 122. General Chemistry II (3-3-0) AINW

Prerequisite: CHEM 121.

Fall and Spring.

The second half of the general chemistry covers topics in intermolecular forces, properties of solutions, chemical kinetics, chemical equilibrium, acid/base equilibrium, chemical thermodynamics and electrochemistry. Emphasis is placed on the development of problem solving skills. Strong algebra skills recommended.

CHEM 122L. General Chemistry II Laboratory (1-0-4) AINW

Pre or Corequisite: CHEM 122.

Prerequisite: CHEM 121L

Fall and Spring.

The second semester of the general chemistry laboratory sequence introduces students to various chemical lab techniques, such as titration, and provides hands-on experience with the chemical concepts covered in the general chemistry lecture. This course also focuses on the development of scientific writing skills in the form of formal lab reports.

CHEM 195. Special Topics (credits vary 1-3)

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

CHEM 295. Special Topics (credits vary 1-3)

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

CHEM 321. Organic Chemistry I (3-3-0)

Prerequisite: CHEM 122/122L.

Chemistry of the organic compounds. Structure, reactivity, and reaction mechanisms.

CHEM 321L. Organic Chemistry Laboratory I (1-0-4)

Pre- or Corequisite: CHEM 321.

Introduction to common techniques and qualitative organic analysis.

CHEM 322. Organic Chemistry II (3-3-0)

Prerequisite: CHEM 321.

Chemistry of organic compounds. Structure, reactivity and reaction mechanisms.

CHEM 322L. Organic Chemistry Laboratory II (1-0-4)

Prerequisite: CHEM 321L

Pre or Corequisite: CHEM 322.

Spring.

The study and analysis of organic reactions with emphasis on instrumental methods.

CHEM 341. Physical Chemistry I (3-3-0)

Prerequisite: CHEM 322/322L, MATH 240, PHYS 202/202L.

Fall.

This course will focus on the development of the fundamental concepts used to explain other areas of chemistry. The properties of gases, chemical thermodynamics, properties of mixtures, phase and chemical equilibrium, kinetics and electrochemistry are studied.

CHEM 342. Physical Chemistry II (3-3-0)

Prerequisite: CHEM 341; Corequisite: CHEM 342L.

Spring.

This course will focus on the development of the fundamental concepts used to explain other areas of chemistry, with an emphasis on molecular structure. Quantum theory, molecular structure, symmetry, spectroscopy and statistical thermodynamics are studied.

CHEM 342L. Physical Chemistry Lab (2-1-3)

Restricted to chemistry majors.

Corequisite: CHEM 342.

Spring.

This course explores the physical properties of matter. An emphasis is placed on the analysis of materials at the atomic

and molecular level.

CHEM 361. Analytical Chemistry (3-3-0)

Prerequisite Courses: CHEM 122/122L.

Spring.

This course addresses the fundamental principles of analytical problem-solving process, volumetric and gravimetric analysis, electrochemistry, systematic treatment of chemical equilibrium, and the treatment of experimental data. Strong algebra skills are required

CHEM 361L. Analytical Chemistry Lab (1-0-4)

Restricted to chemistry majors.

Corequisite: CHEM 361.

Spring.

The laboratory course, to accompany Analytical Chemistry, involves an introduction to analytical laboratory techniques, such as volumetric and gravimetric analysis, electrochemistry, and the treatment of experimental data.

CHEM 391. WI: Investigating Chemical Literature (3-3-0)

Prerequisite: ENGL 123; ULLC 223: CHEM 322, chemistry major and junior standing.

Fall.

In this course, students will choose a current research topic in chemistry, learn to search for and read scientific literature relevant to the chosen topic and learn to write a technical paper. Students will also have the opportunity to become skilled in making technical oral presentation. Partially satisfies the Writing Intensive requirement.

CHEM 395. Special Topics (credits vary 1-3)

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

CHEM 401. Inorganic Chemistry (3-3-0)

Prerequisites: CHEM 322/322L;

Fall.

Inorganic Chemistry will cover the topics of valence and molecular orbital theories; bonding in inorganic compounds; solid-state structures; properties of the representative elements; coordination chemistry of the transition elements; inorganic catalysis; silicate materials and their applications in environmental remediation.

CHEM 401L. Inorganic Chemistry Lab (1-0-4)

Restricted to chemistry majors.

Corequisite: CHEM 401.

Fall.

Inorganic Chemistry Lab will focus on methods of synthesizing some inorganic compounds.

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

Prerequisite: CHEM 322/322L.

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.

CHEM 414L. Introductory Biochemistry Lab (1-0-4)

Pre or Corequisite: CHEM 414.

This is the accompanying lab for Chemistry 414L.

CHEM 435. Nanochemistry and Nanotechnology (3-3-0)

Prerequisite: CHEM 322

This course will introduce the fundamental principles of nanochemistry including synthesis, characterization, and application of nanomaterials such as nanosensors, nanobiology, nanomedicine, and nanomachines.

CHEM 440. Soil and Water Chemistry (3-3-0)

Prerequisite: CHEM 361.

Soil and Water Chemistry will cover the topics of water chemistry and mineral solubility; reaction kinetics in soil-water system; soil dynamics and organic chemicals; colloids and transport in soil and soil and water treatment technology.

CHEM 443. Atmospheric Chemistry (3-3-0)

Prerequisites: CHEM 321.

This course presents an introduction to the chemistry of the troposphere and stratosphere. Emphasis is placed on the structure of the atmosphere, photochemical smog, global climate change and greenhouse gases, stratospheric ozone depletion, and particulate matter in the troposphere.

CHEM 445. Instrumental Analysis (3-3-0)

Prerequisite: CHEM 322/322L.

Fall.

Theory and practice in the use of modern instrumentation for the solution of analytical problems.

CHEM 445L. WI: Instrumental Analysis Lab (2-0-4)

Prerequisite: ENGL 123; ULLC 223: CHEM 391(W).

Corequisite CHEM 445.

Fall.

This course addresses the fundamental principles of chemical instrumentation, including electronics, signal, and noise. The course also focuses on the fundamental theories of the major instrumental methods, such as spectroscopy and separations, and current applications. Completion of this course will afford students a working knowledge of analytical instrumentation typically employed in chemical, biochemical, and environmental research laboratories. Partially satisfies the Writing Intensive requirement.

CHEM 460. Polymer Chemistry (3-3-0)

Prerequisite: CHEM 322.

This course investigates the synthesis, characterization, processing, testing, and application of a wide variety of polymer materials. Structure-property relationships will be emphasized.

CHEM 465. Environmental Chemistry (3-3-0)

Prerequisite: CHEM 321 or 104.

Environmental Chemistry will cover the topics of air, water and soil chemistry. This will include ozone depletion, air pollution, global warming, energy use, elementary toxicology and risk assessment, ground water contamination, modern methods for treatment of wastewater and sewage, soil characteristics, environmental remediation and green chemistry.

CHEM 470. Advanced Organic Chemistry (3-3-0)

Prerequisite: CHEM 322.

Synthesis is a central part of organic chemistry and is, therefore, an important part of the undergraduate education. In this course we will study the recent developments in organic chemistry and learn how to keep abreast of this ever-changing subject.

CHEM 480. Chemical Spectroscopy (3-3-0)

Prerequisite: PHYS 202/202L and MATH 140 and 240 and CHEM 122/122L.

This interdisciplinary course focuses on the interplay of quantum mechanics and group theory with the structure of molecules and on developing concepts central to the theories behind modern optical instrumentation.

CHEM 492. POGIA-a comprehensive review (3-3-0)

Prerequisite: CHEM 391(W) and senior standing.

Spring

A senior-level capstone course surveying the fundamentals of chemistry. Select topics and principles from Physical, Organic, General, Instrumental, and Analytical Chemistry will be reviewed through a series of lectures, student-led seminars, guest speakers, and possible field trips.

CHEM 495. Special Topics (credits vary 1-3)

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

CHEM 499. Independent Study and Research (credits vary 1-3)

Prerequisite: consent of instructor and department chair. (See section on Independent Study Procedures).

DEPARTMENT OF ORGANISMAL AND ENVIRONMENTAL BIOLOGY

Dr. Edward Weiss, Chair
 Forbes Hall, Room 1021B
 (757) 594-7126
 eweiss@cnu.edu

Faculty

Professors: Atkinson, Cheney, Weiss, Whiting
Associate Professors: M. Meyer, Sherwin
Assistant Professors: Ruane, Thompson
Instructor: Hoagland
Emeriti: Bankes, Cones, Mollick, Pugh, Reed

Mission Statement

The Department of Organismal and Environmental Biology (OENB) will develop a meaningful level of scientific literacy in all students through exploration of fundamental concepts and processes of the natural world. Majors build upon this foundation and gain the necessary background, understanding, and experience to be successful in the fields of biology and environmental science; this is achieved through coursework complemented by research and independent study opportunities. The OENB faculty members are actively engaged in quality teaching, research, mentoring and service. These traditions provide the model for our goal to instill motivation, intellectual drive, dedication, integrity, and professionalism in all graduates.

The aims of the curriculum and faculty in the Department of Organismal and Environmental Biology are to acquaint students with the body of knowledge in these disciplines and to teach them to apply this knowledge usefully and responsibly. Coursework includes discussion of historical and philosophical developments of biology and environmental science. The biology program is organized to enable majors to survey the entire field of biology and also to focus in one of a number of areas, including botany, marine science, environmental science, zoology, and preparation for one of the many health professional programs.

The Department offers two degrees, the Bachelor of Arts and the Bachelor of Science in biology. Within the Bachelor of Science in biology there are four possible majors. Additional information about the department, the degrees offered, and other opportunities can be obtained from the department office or the department website at oenb.cnu.edu.

Note that the Department of Molecular Biology and Chemistry offers additional biology courses and more details on the major in cellular, molecular and physiological biology.

Health-Related Professions

The CNU Pre-med & Pre-health Program can help students from any academic major prepare for application to medical and other health profession programs. Many

students find that a biology major provides excellent preparation for these career choices. The Program offers a variety of resources, such as academic and career advising, mentoring, clinical internship opportunities, workshops and seminars to help any highly motivated student gain admission to the professional school of her or his choice. Additional information can be obtained at www.prehealth.cnu.edu or by contacting the Director of Pre-health Programs, Dr. Gwynne D. Brown, at (757) 594-8255 or gwynne.brown@cnu.edu.

The Bachelor of Arts Degree in Biology

The Bachelor of Arts degree in biology requires a minimum of 35 credits in biology. Students may present no more than two biology courses with grades lower than C- for the degree.

In addition to the successful completion of the liberal learning curriculum and the Senior Exit Assessment in Biology, the Bachelor of Arts degree in biology requires the successful completion of:

1. Biology Core*: BIOL 211/211L-212/212L-213/213L, 391(W), 491(W);
2. CHEM 103/103L-104/104L*;
3. MATH 125, and 130 or higher;
4. 21 credits of biology courses with a minimum of four credits chosen from each of the required course lists: cellular, molecular & physiological biology major, environmental biology major, organismal biology major. At least three of the courses taken must have a laboratory component. Only three of those credits can be at the 200-level.

* The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 103/103L-104/104L.

The Bachelor of Science Degree in Biology

The Bachelor of Science degree in biology requires a minimum of 35 credits in biology. In the B.S. in biology, students must choose an area of focus called a major. Three of the majors build upon the introductory biology and chemistry courses by way of specific sets of courses in the area of focus: cellular, molecular & physiological biology; environmental biology; and organismal biology.

The fourth major, integrative biology, allows students to continue to build upon the breadth of the foundation courses at the upper-level.

Students may present no more than two biology courses with grades lower than C- for the degree. **Earning a double major within the Bachelor of Science degree in biology is not possible.**

In addition to successful completion of the liberal learning curriculum and completion of the Senior Assessment Test in Biology, the Bachelor of Science degree in biology requires successful completion of the following courses:

The Major in Cellular, Molecular, & Physiological Biology

See catalog description for Department of Molecular Biology and Chemistry.

The Major in Environmental Biology

1. Biology Core*: BIOL 211/211L-212/212L- 213/213L, 391(W), 491(W);
2. CHEM 121/121L-122/122L*, 321/321L-322/322L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credits of biology courses, only three of those credits can be at the 200-level. Of these 21 credits at least 15 must come from the following courses, and three of these courses must have a laboratory component: BIOL 302/302L, 304/304L, 306/306L, 308/308L, 321/321L**, 322/322L**, 325, 403/403L, 407/407L, 435/435L, 450/450L, 454; CHEM 465, 440.

* The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 121/121L-122/122L.

**Only counts as a laboratory course if both are taken.

The Major in Integrative Biology

1. Biology Core*: BIOL 211/211L-212/212L- 213/213L, 391(W), 491(W);
2. CHEM 121/121L-122/122L*, 321/321L-322/322L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credits of biology courses, only three of those credits can be at the 200-level. At least four credits will come from the required courses list of each of the other three majors. At least three of the courses taken must have a laboratory component.

*The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 121/121L-122/122L.

The Major in Organismal Biology

1. Biology Core*: BIOL 211/211L-212/212L- 213/213L, 391(W), 491(W);
2. CHEM 121/121L-122/122L*, 321/321L-322/322L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credits of biology courses, only three of those credits can be at the 200-level. Of these 21 credits at least 15 must come from the following courses, and three of these courses must have a laboratory component: BIOL 309/309L, 312/312L, 313, 321/321L**, 322/322L**, 403/403L, 409/409L, 418/418L, 425/425L, 440/440L, 445/445L, 457/457L, 465/465L.

* The biology degree requires that students have a C or better in BIOL 211/211L-212/212L-213/213L and a C- or better in BIOL 391W and 491W and CHEM 121/121L-122/122L.

**Only counts as a laboratory course if both are taken.

The Minor in Biology (19 Credits)

BIOL 211/211L-212/212L-213/213L (requires the completion of CHEM 103/103L-104/104L or CHEM 121/121L-122/122L) and a minimum of seven BIOL credits at the 300- or 400-level, including one course with a laboratory component.

Five-Year Program: Master of Science in Environmental Science

The Master of Science in environmental science is designed for current and prospective students in the new, rapidly growing field of environmental monitoring and conservation. This five-year program leads to both a Bachelor of Science in biology and a Master of Science in environmental science and provides a solid background in ecological and environmental conservation theory.

This degree program is flexible enough to fit the interest and needs of a wide variety of students and is designed for students planning to pursue a Ph.D., teachers desiring a Master of Science in a biological science, and students interested in careers involving environmental assessment, monitoring, or conservation.

How and When to Apply

After completion of 65 credit hours of undergraduate study, the application to the Five-Year B.S./M.S. Program is submitted no later than February 1 of the junior year. Applications for admission to the Five-Year Program are available at <http://www.cnu.edu/admissions/gradadmit/index.asp>. Formal acceptance by the Office of Graduate Studies will constitute admission to the Master of Science in environmental science program as long as the student has the required 3.00 gpa upon undergraduate graduation.

Requirements for Admission

Criteria for student admission into the five-year program:

1. Undergraduate cumulative GPA of 3.00 or higher.
2. GPA in the student's major of at least 3.00.
3. Submission of one of the following:
 - a. A minimum **SAT** Score of 1100 with a minimum of 530 in the verbal and quantitative sections (must be less than five years old);
 - b. A Graduate Record Examination (**GRE**) General Test score of 950 for the Verbal and Quantitative sections combined. The GRE scores are used as one of several indicators of the applicant's ability to succeed in graduate studies.
4. Two letters of recommendation. One must be from a faculty member in the major who has taught/or mentored the student in a major course or research project.

More information about this program can be found at <http://www.cnu.edu/gradstudies/fiveyear/index.asp>

Teacher Preparation in Biology

Those students who wish to become teachers may apply to the Five-Year Master of Arts in Teaching (M.A.T.) Program as an undergraduate or after completion of a Bachelor of Science degree in biology. Application to the Five-Year Program must be made in spring of the junior year and will require the following: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a Bachelor of Science degree in biology during the first four years and complete an additional year of study leading to the M.A.T. degree. Students majoring in biology can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six, or in the content area of biology in secondary school grades six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) TrackMajor courses required:

See major requirements for the B.A. or B.S. in Biology.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430; ENGL 314W or 316; CPSC 110; and other support courses for the B.A. or B.S. degree in biology.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 532; ENGL 514.

Secondary level (6-12) TrackMajor courses required:

1. BIOL 211/211L, 212/212L, 213/213L, 391(W), 491(W);
2. BIOL 313;
3. BIOL 407/407L;
4. Fifteen additional credits above the 100-level in BIOL are required. Twelve of these credits must be at the 300-/400-level and must have laboratory components. (BIOL 215 and 314/314L, or BIOL 420/420L are recommended for all secondary biology teachers.)

Support courses required:

CHEM 121/121L-122/122L; 321/321L,-322/322L; COMM 201 or THEA 230; PHYS 151/151L, PHYS 152/152L; MATH 125 and 130 or higher; PSYC 207 or 208, 312; SOCL 314/314L; CPSC 110.

Graduate courses* required (senior year):

Select six credits: ENVS 510/510L, 518, 522, 530, 532/532L, 536/536L, 540/540L, 550, 590 or 595.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN BIOLOGY**BIOL 107. General Biology I (3-3-0) AINW**

Fall, Summer.

First semester of introductory biology sequence for nonmajors; major topics covered are ecology, genetics, evolution, and diversity. *Does not count toward any major in the Biology Degree Programs.*

BIOL 108. General Biology II (3-3-0) AINW

Spring, Summer.

Second semester of introductory biology sequence for nonmajors; major topics covered are energy metabolism, cell biology, biotechnology, plant biology, and animal biology. *Does not count toward any major in the Biology Degree Programs.*

BIOL 109L. General Biology Laboratory (1-0-2) AINW

Fall, Spring and Summer.

Laboratory exercises to accompany any BIOL AINW Area of Inquiry course. *Does not count toward any major in the Biology Degree Programs.*

BIOL 111. Topics in Botany (3-3-0) AINW

Through a botanical topic, this Area of Inquiry course will examine the process of science, history of science, and how science affects contemporary thought and society. The particular topics covered will vary each semester. *Does not count toward any major in the Biology Degree Programs.*

BIOL 112. Topics in Zoology (3-3-0) AINW

Through a zoological topic, this Area of Inquiry course will examine the process of science, history of science, and how science affects contemporary thought and society. The particular topics covered will vary each semester. *Does not count toward any major in the Biology Degree Programs.*

BIOL 114. Topics in Evolution and Diversity (3-3-0) AINW

Through topics in evolution and diversity, this Area of Inquiry course will examine the process of science, history of science, and how science affects contemporary thought and society. The particular topics covered will vary each semester. *Does not count toward any major in the Biology Degree Programs.*

BIOL 115. Topics in Ecology and the Environment (3-3-0) AINW

Through an ecological topic, this Area of Inquiry course will examine the process of science, history of science, and how science affects contemporary thought and society. The particular topics covered will vary each semester. *Does not count toward any major in the Biology Degree Programs.*

BIOL 195. Special Topics (credits vary 1-3)

Topics vary, determined by the special interests and needs of students and the expertise of faculty. May require prerequisites as set by instructor.

BIOL 211 Principles of Biology I (3-3-0)

Pre or Corequisite: CHEM 103/103L or 121/121L.

Principles of Biology I is the first course in the three course sequence for students seeking degrees in biology. This course introduces fundamental chemical concepts to allow discussion of the composition and functioning of cells. Topics include respiration, photosynthesis, Mendelian genetics, DNA replication, and gene functioning. This course is restricted to students in Biology Degree Programs.

BIOL 211L Principles of Biology I Laboratory (1-0-4)

Pre or Corequisite: BIOL 211.

Principles of Biology I Lab is the laboratory component of the first course in the three course sequence for students seeking degrees in biology. This course introduces students to basic laboratory techniques and fundamental cellular and molecular topics. This course is restricted to students in the Biology Degree Programs.

BIOL 212 Principles of Biology II (3-3-0)

Prerequisite: BIOL 211/211L with a C or better and CHEM 103/103L or 121/121L with a C- or better. Corequisite: CHEM 104/104L or 122/122L

Principles of Biology II is the second course in the three course sequence for students seeking degrees in biology.

This course introduces evolutionary and ecological topics as well as provides an overview to the diversity of life. This course is restricted to students in Biology Degree Programs.

BIOL 212L Principles of Biology II Laboratory (1-0-4)

Pre or Corequisite: BIOL 212

Principles of Biology II Lab is the laboratory component of the second course in the three course sequence for students seeking degrees in biology. This course covers evolutionary, diversity, and ecological topics by way of in-class and in-the-field exercises. As per instructions given in class students should expect to be in the field for some lab activities. This course is restricted to students in the Biology Degree Programs.

BIOL 213 Principles of Biology III (3-3-0)

Prerequisite: BIOL 212/212L with a C or better and CHEM 104/104L or 122/122L with a C- or better.

Principles of Biology III is the third course in the three course sequence for students seeking degrees in biology. This course covers form and function of botanical and zoological organisms in some detail. This course is restricted to students in the Biology Degree Programs.

BIOL 213L Principles of Biology III Laboratory (1-0-4)

Pre or Corequisite: BIOL 213.

Principles of Biology III Lab is the laboratory component of the third course in the three course sequence for students seeking degrees in biology. This course covers aspects of the form and function of botanical and zoological organisms by way of in-class and in-the-field exercises. This course is restricted to students in the Biology Degree Programs.

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

Prerequisite: BIOL 107/109L or 151/151L.

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

BIOL 251. Biological Terminology (1-1-0)

A course for helping biology and pre-health profession students learn the language of their discipline, through examination of word roots, suffixes, prefixes, etymology and applications.

BIOL 295. Special Topics (credits vary 1-6)

Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation. May require prerequisites as set by instructor.

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

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Spring, odd years.

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

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

Pre or Corequisite: BIOL 302.

Spring, odd years.

Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 304. Soils (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 304L.

Spring, even years.

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

BIOL 304L. Soils Laboratory (0-0-4)

Corequisite: BIOL 304.

Spring, even years.

Lab includes hands-on classroom exercises, on-campus field exercises, and may include off-campus field exercises.

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

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall.

Study of soil, forest, land, water, air, wildlife, and recreational resources; their interrelationships and modifications by humans; steps necessary to use them wisely for present and future generations.

BIOL 306L. Environmental Conservation Laboratory (1-0-4)

Pre or Corequisite: BIOL 306.

Fall.

The lab seeks to expose students to the most current issues facing organizations that seek to conserve ecosystems. Beyond mere exposure to these efforts, 306L seeks to actually pair student teams with collaborating organizations in the conduct of science in support of conservation decisions. Participation in these activities may require off-campus travel, meeting teams at times beyond those scheduled for lab, and your signature on a risk awareness form.

BIOL 308. Plant Physiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:*

BIOL 308L.

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 (0-0-4)

Corequisite: BIOL 308.

BIOL 309. Embryology of Vertebrates (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 309L.

Spring.

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 (0-0-4)

Corequisite: BIOL 309.

Spring.

BIOL 310. Morphology and Phylogeny of Plants (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 310L.

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

BIOL 310L. Morphology and Phylogeny of Plants Laboratory (0-0-4)

Corequisite: BIOL 310.

BIOL 312. Invertebrate Zoology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 312L.

Spring.

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

BIOL 312L. Invertebrate Zoology Laboratory (0-0-4)

Corequisite: BIOL 312.

Spring.

Hands-on experience with living and preserved invertebrates. Dissections, slide work, on-campus and off-campus field work are included.

BIOL 313. Genetics (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305.

Fall.

Mechanisms of inheritance, mutation, recombination, genetic expression, and regulation at all levels of biological organization.

BIOL 320. Natural History of the Vertebrates (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 320L.

A survey of the living and extinct taxa of vertebrates. Evolutionary relationships, morphology, physiology, ecology, and behavior of the major living vertebrate taxa will be emphasized.

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

Corequisite: BIOL 320.

Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 321-322. Plant Taxonomy I and II (2-1.5-0 each)

Prerequisites for BIOL 321: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite for BIOL 321:* BIOL 321L.

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

Spring-Fall, odd years.

Part I will consider the principles of identifying, naming, and classifying vascular plants. Part II will discuss representative vascular plant taxa in a phylogenetic setting. A plant collection is required and BIOL 321 is a prerequisite for Part II.

BIOL 321L-322L. Plant Taxonomy I and II Laboratory (0-0-2)

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

Spring-Fall, odd years.

Lab includes hands-on classroom exercises and on- and off-campus field exercises. In BIOL 322L, an all day trip to D.C. to visit the National Arboretum and the U.S. Botanic Garden is included.

BIOL 325. Human Population Biology (2-2-0)

Recommended prerequisite: completion of AINW A of I. *Fall, odd years.*

The state of the environment will largely be determined by one factor: human population growth. This course will examine both biological and social factors that influence human population growth rates as well as the impact of large human populations on the environment.

BIOL 391. WI: Junior Seminar (1-1-0)

Prerequisites: ENGL 123; ULLC 223; BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall and Spring.

A seminar format course with each section having a different topic. Students will present reports orally and write short papers focusing on both the process of writing and the subject matter. Partially satisfies the Writing Intensive requirement.

BIOL 395. Special Topics (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation. May require additional prerequisites as set by instructor.

BIOL 403. Marine Biology (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 403L.

Spring, even years.

Taxonomic and ecological investigations of the major marine groups; pollution ecology; applied marine science.

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

Corequisite: BIOL 403.

Spring, even years.

Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 407. General Ecology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 407L.

Fall.

Properties and processes of ecosystems, communities, and populations, with consideration given to the influence of humans on each level.

BIOL 407L. General Ecology Laboratory (0-0-4)

Corequisite: BIOL 407.

Fall.

Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 409. Comparative Anatomy of Vertebrates (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 409L.

General chordate anatomy, emphasizing the vertebrates, considered on a comparative, evolutionary, and functional basis.

BIOL 409L. Comparative Anatomy of Vertebrates Laboratory (0-0-4)

Corequisite: BIOL 409.

Laboratory work includes dissection and study of lamprey, shark, mudpuppy, cat, and other supplemental chordates.

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

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall, even years.

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

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

Pre or Corequisite: BIOL 418.

Fall, even years.

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

BIOL 420. Animal Physiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; and one of the following: BIOL 307 or 312 or 409 or 425 or 440 or 445 or 457. Corequisite: BIOL 420L.

Spring, odd years.

An introductory course in animal physiology emphasizing fundamental principles, concepts, and mechanisms responsible for homeostatic regulation of animal functions.

BIOL 420L. Animal Physiology Laboratory (0-0-4)

Corequisite: BIOL 420.

Spring, odd years.

Lab exercises will complement and reinforce lecture concepts, as well as provide students with the opportunity to perform physiology experiments and data analysis.

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

Prerequisite: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Extended field trip courses, each of which is preceded by classroom instruction. Includes hands-on classroom exercises and on- and off-campus field exercises. May involve additional fees. (A maximum of 4 credit hours can be counted toward a biology degree.)

BIOL 425. Ornithology (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Spring.

An introduction to the biology of birds. Topics covered

include anatomy, physiology, behavior, ecology, evolution, identification, and conservation.

BIOL 425L. Ornithology Lab (1-0-4)

Pre or Corequisite: BIOL 425.

Spring.

Lab is field-oriented and includes afternoon field trips throughout the Peninsula region of Virginia. Lab focuses on the identification of birds using both ocular and acoustic characters.

BIOL 430. Biogeography (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

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

BIOL 435. Environmental Application of GIS (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. Corequisite: BIOL 435L.

Spring, even years.

This course applies Geographic Information Systems (GIS) to environmental and ecological issues within the urban and rural landscapes. Computer information mapping, output design, spatial analyzes, GPS (Geographical Positioning System) applications, and remote sensing techniques are discussed, explored (hands-on), and applied to local and regional problems.

BIOL 435L. Environmental Application of GIS

Laboratory (0-0-4)

Corequisite: BIOL 435.

Spring, even years.

The application of ARCVIEW (ESRI Co.) software along with Trimble GPS units to geospatially address environmental questions and problems. Includes on- and off-campus field exercises.

BIOL 440. Herpetology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. Corequisite: BIOL 440L.

Spring.

The study of the reptiles and amphibians. Evolutionary history, taxonomy, and ecology will be emphasized.

BIOL 440L. Herpetology Laboratory (0-0-4)

Corequisite: BIOL 440.

Spring.

Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 441. Urban Wildlife (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

This is an introductory course into wildlife management focusing on wildlife in urban ecosystems. In addition to considering general wildlife issues such as nutrition, cover, water, and disease, we will explore the urban climate and ecosystems, the types of species that typically inhabit North American urban ecosystems, human-wildlife interactions, and management strategies to benefit desired species and to control undesired species.

BIOL 445. Mammalogy (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 445L.

Fall.

Mammalogy is designed to introduce students to basic principles of mammalian biology. Students will learn to recognize Virginia's mammals and will gain an understanding of global mammalian diversity and systematics. Additionally, this course will provide a broad understanding of the natural history of mammalian groups and species. We will investigate the role of mammals in natural and urban systems. Finally, we will discuss the conservation of this important taxonomic group.

BIOL 445L. Mammalogy Lab (0-0-4)

Corequisite: BIOL 445.

Fall.

Lab involves hands-on exercises in the lab and in the field that enhance and are complementary of material covered in lecture. Processing, dissection, and necropsy are an expected part of the lab. Lab includes on- and off-campus field exercises.

BIOL 450. Environmental Microbiology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 450L.

Spring.

This course investigates the role microorganisms play in the terrestrial, aquatic, and marine ecosystems. The course explores the dynamics of microbial populations and communities; normal microbiota and their interactions with other organisms; and environmental pathologies in air, water, and soil.

BIOL 450L. Environmental Microbiology Laboratory (0-0-4)

Corequisite: BIOL 450.

Spring.

In the laboratory students will learn classic environmental testing procedures and novel new assessment procedures that have their roots in biochemistry and molecular biology.

BIOL 454. Global Change (3-3-0)

Prerequisite: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Spring, odd years.

This course will examine the evidence, causes, and impacts of global change. It is taught in a modified seminar format with discussion topics covering the basics of global cycles to current climate change issues. A sampling of topics include: ecological consequences of global warming, ozone depletion, terrestrial 'greening', ocean current changes, changing patterns of climate on ecosystem functioning, community interactions, and suitability of human systems.

BIOL 457. Entomology (4-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better. *Corequisite:* BIOL 457L.

Fall.

An introduction to the biology of insects. Topics covered include anatomy, physiology, behavior, ecology, evolution, identification, and conservation.

BIOL 457L. Entomology Lab (0-0-4)

Corequisite: BIOL 457.

Fall.

This course will provide an accelerated, introductory exposure to the external anatomy and classification of insects. The identification (by sight and dichotomous keys) of orders and select families will be a major component of this lab. Effective methods and equipment for collecting, identifying, and preserving, and storage of insects through personal experience will be the second major component of the course. Lab includes hands-on classroom exercises and on- and off-campus field exercises.

BIOL 465. Fish Biology (3-3-0)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall, odd years.

An introduction to the biology of fishes, including evolution and phylogeny, anatomy and physiology, processes affecting growth throughout the life cycle, behavior, ecology, and the role of fishes in their environment. The course concludes with a discussion of case studies in the conservation and management of fish species.

BIOL 465L. Fish Biology Laboratory (1-0-4)

Pre or Corequisite: BIOL 465.

Fall, odd years.

A field-oriented lab involving field trips to sites throughout southeastern Virginia. Students will learn field sampling and identification techniques for fishes, as well as data analysis applicable to fish population and community ecology.

BIOL 491W. WI: Senior Seminar (1-1-0)

Prerequisites: ENGL 123; ULLC 223; BIOL 391W with a C- or better.

Fall and Spring.

A seminar format course dealing with different topics in each section each semester. Students will give in-class presentations. A synthesis paper written by the student on some aspect of the topic will also be required. Presentation of this paper will occur on a Saturday late in the semester. Partially satisfies the Writing Intensive requirement.

BIOL 492. Undergraduate Research Experience (credits vary 1-4)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA and Junior standing.

Fall, Spring and Summer.

This course is designed to provide the qualified student the opportunity for scientific research under the supervision of a departmental faculty member. The topic, time-line, and criteria for evaluation are agreed upon in writing by the student and supervising instructor before the student can register for the course. *Course may be retaken for a total of 4 credits. (A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

BIOL 495. Special Topics (credits vary 1-4)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better.

Fall, Spring and Summer.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credits of elementary, intermediate, or advanced topics toward graduation. May require additional prerequisites as set by instructor.

BIOL 496. Practicum (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA and Junior standing.

Fall, Spring and Summer.

This course consists of an internship with an organization, usually external to the University, in which the student gains applied experience in some area of the biological sciences. Specific details of course requirements can be found in the agreement file maintained in the BCES Office. A maximum of three credits can be counted toward the degree. *(A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

BIOL 499. Problems in Biology (credits vary 1-3)

Prerequisites: BIOL 201/201L and 202/202L with a C or better; or BIOL 213/213L with a C or better; minimum 2.5 GPA; Junior standing; consent of instructor and department chair.

Fall, Spring and Summer.

An opportunity for independent study or literature review with guidance of a faculty advisor. No more than three credits may be applied to the degree. *(A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.)*

THE CURRICULUM IN NATURAL SCIENCE**NSCI 310. Natural Science (4-4-0)**

Prerequisite: Completion of AINW A of I, junior standing.

This course is designed to allow prospective elementary school teachers to study fundamental scientific concepts such as models, change, structure and function, systems, variation, cause and effect, diversity, and scale through various topics (i.e. motion, energy, heat, electricity and magnetism, light, atoms, solar system, cell, respiration, plants, animals, behavior, evolution, environmental science, taxonomy, ecology). Also students will have opportunities to examine exemplary science curricula, review characteristics of the learner, and develop effective instructional strategies and assessment instruments needed to teach science.

JOSEPH W. LUTER, III SCHOOL OF BUSINESS

Dr. Dmitriy Shaltayev, Director and Academic Chair

(757) 594-7184 dmitriy.shaltayev@cnu.edu

Dr. Donna Mottilla, Assistant Director

(757) 594-7184 mottilla@cnu.edu

Business and Technology Center (BTC), 4th Floor

Faculty

Professors: Cohen, Spiller

Associate Professors: Bardwell, Cowling, Frucot, Hall,
Hasbrouck, McMahon, Rahim,
Shaltayev

Assistant Professors: Clayton, Deniz, Good,
Hettche, Walker

Lecturer: Donaldson

Instructor: Lingenfelter, Morris, Pringle

Emeriti: Boyd, Coker, Dawson, Fellowes, Hunter,
Jordan, McCubbin, Mills, Riley

The Joseph W. Luter, III School of Business offers the Bachelor of Science in Business Administration (B.S.B.A.) with majors in accounting, finance, management and marketing. Admission to the Luter School of Business is competitive. Students apply for acceptance during the semester in which they will complete a minimum of 54 credit hours of coursework and all pre-business requirements. The B.S.B.A. is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs worldwide. We invite you to explore these pages to see what CNU has to offer students who intend to study business and management-related fields.

Vision and Mission Statement of the Luter School of Business

Our vision is to be a preeminent public liberal arts based undergraduate business program and to serve a diverse population of high achieving students.

Our mission is to educate and prepare students for successful careers in business and service to society. We seek to develop students intellectually, professionally, and personally through a rigorous program that will distinguish them as critical thinkers, articulate communicators, and ethical business leaders. The Luter School enrolls a highly selective student body from Virginia and the Mid-Atlantic region. Students develop multi-disciplinary competencies and specialized skills necessary to excel in prestigious graduate programs and the global economy. The faculty provides high-quality, student centered instruction that both challenges and inspires students. The faculty produces peer-reviewed, discipline-based, applied and pedagogical

research and other intellectual contributions to their respective fields. The Luter School actively engages with private and public sectors to provide leadership, learning, and service opportunities. Quality is assured by maintenance of accreditation with AACSB International.

SMALL BUSINESS INSTITUTE® (SBI)

Dr. Patrick D. Walker, Director

(757) 594-7116

patrick.walker@cnu.edu

CNU's national award winning Small Business Institute® (SBI) offers free business assistance to small firms located in the Hampton Roads area. The primary mission of the SBI is to enhance the success of small businesses by assisting them in finding workable, practical, short-term solutions to real world problems. Common types of assistance offered are business plans, management and human resources plans, marketing plans, market research studies, legal and regulatory plans, corporate philanthropy plans, and promotional plans; accounting, financial, and business systems analysis; and web site development. Teams of senior-level business students, under faculty supervision of the SBI Director, provide semester-long business consultation to selected small businesses. Selection of clients and students is based on application and interview with the SBI Director. For more information visit our website at <http://smallbusinessinstitute.cnu.edu>.

Procedures for Formal Acceptance to the Upper Division and Declaring a Major under the Bachelor of Science in Business Administration (B.S.B.A.)

The B.S.B.A. degree has lower (freshman and sophomore) division and upper (junior and senior) division course requirements. Lower division courses are open to all students who have satisfied the required prerequisites. Upper division courses may be taken by students who have met the requirements for formal acceptance to the B.S.B.A.

Admission requirements for pre-business are the same as for the entire University. Pre-business students follow university-wide liberal learning curriculum requirements.

Pre-Business Requirements for the B.S.B.A.

An application to the B.S.B.A. is submitted during the semester in which they will complete a minimum of 54 credit hours of coursework and all pre-business requirements:

1. Completion at least 54 hours of coursework.
2. Completion of all the pre-business courses (ACCT 201-202, BUSN 231, CPSC 110¹, ECON 201, 202, MATH 125, and 135 or 140) with a grade in each course of C or better.

¹ CPSC 110 or successful completion of the CPSC 215 readiness exam.

Application Process for the B.S.B.A.

Application is made through the Office of the Director. If the student has a cumulative GPA of at least 3.00 at the time of application he/she will be conditionally accepted into the B.S.B.A. program. If the cumulative GPA stands below 3.0 the application will be considered on a case-by-case basis. Acceptance decisions are based on a student's cumulative GPA the semester prior to their application for the program. First semester transfer students who do not have a cumulative CNU GPA are ranked according to their final cumulative GPA from their prior institution. The Director's Office acts upon applications and notifies students of the decision prior to the advising period for registration. Students who fail to successfully complete the pre-business requirements will not be allowed to take upper-division business courses. A student may only apply twice to the B.S.B.A. program.

Degree Qualification Requirements for Graduation with a B.S.B.A. Degree

1. Effective for degree-seeking students entering the University Fall Semester 2003 and after, general education/liberal learning curriculum, major, minor, and concentration requirements for graduation must be completed according to the University Catalog in effect at the time of admission to the University. **Note:** The B.S.B.A. curriculum may change and the Luter School of Business has the right to substitute courses in place of courses retired from the catalog.
2. Students may have accumulated no more than two D's in their major field. For this purpose the major field is defined as all courses that are specifically required in the catalog for the degree.
3. Senior students are required to participate in program assessment activities.
4. Two majors under the B.S.B.A. degree may be declared. **Note:** Only one degree is awarded and two B.S.B.A. majors may require more than 120 credit hours to graduate.
5. At least 50 percent of the business credit hours required for the B.S.B.A. must be earned at Christopher Newport University.

B.S.B.A. Course Restrictions

Some sections of BUSN 300, 311, 323 may be restricted to appropriate majors. Once majors are enrolled, any available seating will be made available through the Office of the Director.

Students not planning to major or minor in business may enroll in any lower division business course so long as they have met the prerequisites for the course. In order to take upper division courses, such students must meet all course prerequisites. For non-business majors who are interested in B.S.B.A. courses, a **maximum** of nine semester hours of upper division (non A or I), business courses may be taken. Approval to take courses must be obtained from the Office of the Director.

The Minor in Business Administration (21 credits)

This interdisciplinary program in business administration is designed for students who are not seeking the B.S.B.A. and 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 the following:

1. ACCT 201, BUSN 231¹ each with a grade of C or higher;
2. Select two: ACCT 202 or ECON 201 or 202;
3. BUSN 303;
4. FINC 300;
5. BUSN 440W or 495.

¹ Additional course requirements include MATH 125, MATH 135 or 140 and CPSC 110 or successful completion of the CPSC 215 readiness exam, which are required prerequisites for BUSN 231.

The Bachelor of Science in Business Administration Majors

Students can choose among four areas of study in the B.S.B.A. degree: accounting, finance, management, and marketing. The majors consist of six courses (18 credit hours) beyond the business core curriculum.

Accounting

While accounting has been referred to as the "language of business," it is really much more. Accounting information is not only the basis for business decisions, but also a critical element in the decision making processes of virtually all economic entities. Governments, not-for-profit organizations, and individuals must all rely on accounting information in making economic decisions.

Those with an understanding of accounting are in a unique position to provide valuable assistance to businesses and others making economic decisions. As a result, there are always employment opportunities available for individuals with the skills to create, analyze, and interpret accounting information.

Accountants are found at the highest levels of responsibility in a wide variety of organizations. These include

federal, state, and local governments and not-for-profit organizations, as well as business and industry of all types. Accounting graduates also frequently use their training to enhance non-accounting careers in management, finance, law and governmental administration. Truly, a degree in accounting provides a solid foundation for a variety of successful career paths.

Finance

Finance is the lifeblood of business. Without knowledge of the financial implications of business decisions, managers can make serious mistakes. Proper financial analysis, however, will help business leaders make the proper choices that in turn add value for the firm's stakeholders, reflect the preferences of consumers, and facilitate economic growth and prosperity as innovative products and services receive the proper level of support from investors. From an academic standpoint, finance sits at the intersection of many business disciplines: using economic analysis of accounting statements, financial researchers and managers discern and enact proper corporate strategies, including how to make better decisions about everything from marketing activities to hiring decisions to information technology implementation.

Management

Management offers the greatest flexibility and broadest application of all the business majors, incorporating all the other disciplines in a liberal learning environment. This interdisciplinary program includes accounting, finance, human resources, economics, law, operations, marketing, logistics and information technology. In this major, you will learn to use critical thinking and analytical skills to make decisions and take action when facing a novel, complex problem. You will learn to lead, plan and organize; express your ideas clearly; and embrace diversity in a changing workforce. Through the management curriculum, you will cultivate people skills to help navigate the global world you will encounter. An emphasis on ethical standards is an integral part of every course. At The Luter School of Business, a management education is not all in the classroom – students learn by doing here. Students work in teams to manage virtual companies using on-line simulation, applying business principles to make decisions about a future course of action.

Marketing

The Luter School of Business is one of the few undergraduate institutions nationwide to implement a degree program in direct/interactive marketing. Opportunities abound for graduates as companies clamor to hire marketers who possess the essential knowledge to compete in the digital age. Direct marketing is an interactive marketing system using multiple media such as mail, print, telephone, broadcast and Internet to target customers, one-on-one. Response is measurable, and the activity is usually stored in a database. Our marketing curriculum builds on the fun-

damentals of direct/interactive marketing to help students understand that its use supports the organization's mission and strategic business initiatives. Students learn to develop and use customer research, databases, direct mail, Internet, print advertising and package designs.

All majors within the B.S.B.A. require the successful completion of the liberal learning curriculum, the pre-business requirements, and the business core. Note that some of the pre-business courses also satisfy liberal learning curriculum requirements. In addition, students must complete the following courses for their chosen major.

The Business Core

The core courses are designed to give all business graduates the fundamentals necessary to succeed in the global business environment. All students must complete the following upper-division core:

1. BUSN 300 Organizational Behavior
2. BUSN 304 Operations Management
3. BUSN 311 Marketing Management
4. BUSN 323 Corporate Finance
5. BUSN 351 The Law of Commerce
6. BUSN 370 Business and Accounting Information Systems (restricted to accounting majors)
or BUSN 371 Management Information Systems
7. BUSN 418 Strategic Management

In addition, students must complete one of the following majors:

Accounting Major

1. Business Core;
 2. ACCT 301, 302, 303, 401, 405 (W);
 3. Select one: ACCT 350, 430, 451, 480, 495 or 499.
- Note: ACCT 201 and ACCT 202 minimum grade of B- required.

Finance Major

1. Business Core;
 2. FINC 324, 325, 422, 425, 428(W);
 3. Select one: FINC 424, 480, 495 or 499.
- Note: BUSN 323 minimum grade of C required.

Management Major

1. Business Core;
 2. MGMT 310, 355, 400, 410, 491(W);
 3. Select one: MGMT 330, 455, 480, 495 or 499.
- Note: BUSN 300 minimum grade of C required.

Marketing Major

1. Business Core;
2. MKTG 310, 320, 455, 460, 470(W);
3. Select one: MKTG 330, 340, 480, 495 or 499.

Note: BUSN 311 minimum grade of C required.

THE CURRICULUM IN BUSINESS**BUSN 205. Business Practicum (1-0-0)**

Prerequisites: pre-business students must have 30 earned credit hours, a 3.0 GPA, and permission of the School of Business Director.

As needed.

This course allows students to experience work in a professional environment early in the undergraduate academic career, identify or clarify career goals, and participate in internships that do not qualify for the academic internship (BUSN 480) or may not pay a stipend. Applications are available in the Office of the Dean and are to be submitted prior to pre-registration for the practicum semester. This course is graded Pass/fail.

BUSN 231. Applied Business Statistics (3-3-0)

Prerequisites: CPSC 110 (or a passing score on the CPSC 215 readiness exam) and MATH 125, each with a grade of at least C. Pre- or Co-requisite: MATH 135 or MATH 140.

Fall and Spring.

This course introduces students to the strategic value of data and statistical analysis within the context of real-world business problems. Students also learn the value of statistical information in making informed judgments and business process improvements. Specifically, the course will concentrate on the application of statistics to understand and improve business decision making through the use of practical knowledge-based tools, regression models, and statistical inference. The student will also become familiar with different types of data collection and measurements. Students are strongly advised to take this course as soon as the prerequisites are completed.

BUSN 300. Organizational Behavior (3-3-0)

Prerequisite: ULLC 223, BSBA majors or permission of the School of Business Director.

Fall and Spring.

This course provides a comprehensive analysis of individual and group behavior in organizations by adapting a behavioral science approach. Students will develop an understanding of how organizations can be managed to operate more effectively and efficiently while, at the same time, enhancing the quality of employee work life. Management majors must earn a minimum grade of C.

BUSN 302. Business Law for Musicians (3-3-0) AIIF

Prerequisite: ULLC 223.

As needed.

The objective of this course is to introduce musicians to legal issues common to the industry. Through a combination of cases, examination of industry documents, and hypothetical problems, students will learn about intellectual property law, particularly copyright, employment law, contract law, agency law, licensing and cyberlaw as it relates to the music industry. The course will be taught as a combination of lecture and discussion, with both oral and written participation by students. Assessment will be based on participation, quizzes, a research project and presentation, and a final exam.

BUSN 303. Fundamentals of Business (3-3-0)

Prerequisite: ULLC 223.

Fall and Spring.

This course helps students gain a solid understanding of the components of a business, its external environment, and the interactions between them. Students will engage in decision-making and problem solving in that setting. Ethics, leadership, employee empowerment, the impact of technology and the global market are topics of discussion. Students will be exposed to case-based learning in the course and will have the opportunity to develop critical thinking skills, team skills, written and oral communication skills throughout the course.

BUSN 304. Operations Management (3-3-0)

Prerequisite: BUSN231, BSBA majors or permission of the School of Business Director.

Fall and Spring.

Understanding the role of the operations function and its impact on the competitiveness of the firm is an important part of any manager's training. Operational issues include designing, acquiring, operating, and maintaining facilities and processes; purchasing raw materials; controlling and maintaining inventories; and providing the proper labor needed to produce a good or service so that customers' expectations are met. This course in operations management is intended to be a survey of operating practices and models in both manufacturing and service oriented firms.

BUSN 311. Marketing Management (3-3-0)

Prerequisite: ULLC 223, BSBA majors or permission of the School of Business Director.

Fall and Spring.

An introduction to analysis and management of customer satisfaction in goods and services markets by profit and not-for-profit organizations. Buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, sales force and advertising management, and market research are examined in the contexts of strategy development, decision making, implementation, and control. Marketing majors must earn a minimum grade of C.

BUSN 314. Organizational Ethics in Film (3-3-0) AIII

Prerequisite: ULLC 223.

As needed.

This course uses film as a catalyst to examine ethics in organizations. Assigned readings will prepare students to critically analyze the ethical issues, and the individual and situational factors that impacted the ethical decision-making process, the consequences of unethical behavior, and ethical philosophies illustrated in each film.

BUSN 323. Corporate Finance (3-3-0)

Prerequisites: ACCT 201 and ECON 201 or 202 and MATH 125; BSBA majors or permission of the School of Business Director.

Fall and Spring.

This course examines the financial decisions inherent in the effective management of the business organization. Topics include the environment of managerial finance, financial analysis, planning and control, the relationship between risk and return, stock and bond valuation, investment decisions and the cost of capital, long-term financing, the effects of leverage, working capital management, and the conduct of business in a multinational environment. Minimum grade of C required for Finance Majors.

BUSN 340. Non-Profit as Business Enterprise (3-3-0)

Prerequisite: junior standing.

As needed.

A business boot camp for students of all majors who would like to learn management, legal and financial literacy best practices applicable to the not-for-profit sector. This course examines classic and innovative models of best practices in non-profit governance, regulation, law, ethics and social welfare by applying an entrepreneurial spirit to maximize results.

BUSN 350. WI:Business Ethics & the Regulatory Environment (3-3-0)

Prerequisites: ENGL 123, ULLC 223 and junior standing.

Fall and Spring.

Spring 2012 will be the last term this course will be offered.

Business professionals must make daily decisions that further the interests of business, meet regulatory standards, and often have ethical implications. The tensions created by these competing interests and concerns provide a rich framework for the study of business ethics, law and regulation. This course examines the regulatory environment created by law and considers the ethical dimensions of choices that are presented to business people operating in that environment. Partially satisfies the Writing Intensive requirement.

BUSN 351. The Law of Commerce (3-3-0)

Prerequisite: ULLC 223, BSBA majors or permission of the School of Business Director.

Fall and Spring.

Study of our legal system and legal principles is essential for all business students. The Law of Commerce presents the students with opportunities to explore important topics in business law, including entity formation, corporations, contracts, agency, Sarbanes-Oxley, the UCC, and other pertinent substantive areas. Because decision-making at all levels must take legal consequences into account, study of the law of commerce requires and develops critical thinking skills, logic, and reasoning.

BUSN 360. Business and the Law (3-3-0) AIII

Prerequisite: ULLC 223.

As needed.

As consumers, employees, business owners, property owners, and investors, we all interact with the law of business. This introductory course is designed to acquaint students with the principles of law they are likely to encounter in each of these areas. The class will focus on legal topics that have particular currency during the semester. The course is designed for non-business majors, but can be taken by B.S.B.A. majors as an elective.

BUSN 365. Contract Management (3-3-0) AIII

Prerequisites: ULLC 223 and BUSN 351 or BUSN 360 or ECON 400 or permission of instructor.

As needed

This course will analyze essential principles involved in the most classic and complex binding agreements that form the institutional framework of all commerce, the contract. Students will identify concepts, patterns, and issues that affect contract management and shape the contract management industry, including the standards, ethics and protocols of Contract Management (CM). Key distinctions will be made between commercial, public and international contracting. Contract theory with applications in international financial transactions, international trade, the defense industry, and international government procurement will build upon an analysis model that fosters critical examination of the business of contract management.

BUSN 370. Business and Accounting Information Systems (3-3-0)

Prerequisites: CPSC 110 (or a passing score on the CPSC 215 readiness exam) and ACCT 202 with grade of at least B- and junior standing. OPEN TO ACCOUNTING MAJORS ONLY.

Fall and Spring.

This course examines the nature and role of information systems technologies as an integrative and enabling function in contemporary organizations. Topics include communications and networking technologies in e-business, enterprise systems, transaction processing, management issues in systems development and selection, security issues, and accounting controls. Analysis of basic transaction processes such as the sales and order-fulfillment cycles

illustrates the fundamental importance of information technology in the conduct of management, accounting, and operations functions.

BUSN 371. Management Information Systems (3-3-0)

Prerequisites: CPSC 110 (or a passing score on the CPSC 215 readiness exam) and ULLC 223; MGMT, MKTG, FINC majors or permission of the School of Business Director. NOT OPEN TO ACCOUNTING MAJORS.

Fall and Spring.

This course addresses the managerial and informational needs of an organization through the use of transaction processing systems, management information systems, and decision support systems. Introduction of systems analysis concepts and methodologies for effective information system design and development. Software based exercises and assignments using spreadsheets and databases will be employed in class.

BUSN 395. Topics in Business (credits vary 1-3)

Prerequisites: ULLC 223; BSBA majors or permission of the School of Business Director.

As needed.

Topical seminars or courses in business areas of current interest.

BUSN 418. Strategic Management (3-3-0)

Prerequisites: BUSN 300, 304, 311, 323 and senior standing, BSBA majors or permission of the School of Business Director.

Fall and Spring.

Strategic planning entails making long-range plans for organizations. This course utilizes business case studies to examine corporate strategies. Students are taught the strategic management process and perform that process using actual business firms. Decisions are made from the perspective of top management. The course is designed to integrate and apply skills acquired throughout the business core curriculum. Global strategic management and corporate ethics are also explored. This is a capstone course and should be taken in the last semester prior to graduation.

BUSN 440. WI: Small Business Institute® (3-3-0)

Prerequisites: ENGL 123, ULLC 223 and BUSN 303 or permission of the SBI Director.

Fall and Spring.

A hands-on field-based business consulting and research course in which teams of senior business students provide semester-long business consultation to selected small businesses in the Hampton Roads area. Areas of assistance include business plans, management and human resource plans, marketing plans, market research studies, legal and regulatory plans, corporate philanthropy plans, and promotional plans; accounting, financial, operational, and business systems analysis; and web site development. Students gain real-world exposure to the dynamic forces

(ethical, global, technological, etc.) affecting small firms. Students have an opportunity to refine critical thinking written and oral communication skills in the development and presentation of professional-caliber consultation reports and casebooks to the client. Partially satisfies the Writing Intensive requirement.

BUSN 480. Internship in Business (3-0-3)

Prerequisite: Permission of the Office of the Director.

As needed.

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

BUSN 491. Brout Seminar (3-3-0)

Prerequisite: junior standing or permission of the School of Business Director.

As needed.

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

BUSN 495. Advanced Topics in Business (credits vary 1-3)

Prerequisite: junior standing, BSBA majors or permission of the School of Business Director.

As Needed.

Topical seminars or courses in business areas of current interest.

THE CURRICULUM IN ACCOUNTING

ACCT 201. Principles of Accounting I: Financial (3-3-0)

Prerequisite: Sophomore standing or permission of the School of Business Director. *Recommended corequisite:* CPSC 110 or passing grade on CPSC 215 readiness exam.

Fall and spring.

This course provides an introduction to accounting principles and financial reporting and demonstrates how decision makers use accounting information for reporting and management purposes. Emphasis is placed on analysis and interpretation, as well as preparation of accounting information and its use in the operation of organizations.

ACCT 202. Principles of Accounting II: Managerial (3-3-0)

Prerequisites: ACCT 201 and sophomore standing or permission of the School of Business Director. *Corequisite:* CPSC 110 or passing grade on CPSC 215 readiness exam.

Fall and Spring.

Introduces cost and managerial accounting, focusing on

product costing and the use of accounting information within the organization to provide direction and to judge performance.

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

Prerequisites: ACCT 201, 202 with a grade of at least B- in each course, CPSC 110 or passing grade on CPSC 215 readiness exam, junior standing, BSBA majors or permission of the School of Business Director.

Fall and Spring.

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

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

Prerequisite: ACCT 301 with a grade of at least C-, and junior standing, BSBA majors or permission of the School of Business Director.

Fall and Spring.

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

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

Prerequisites: ACCT 201, 202, with a grade of at least B- in each course and BUSN 231 with a grade of C or higher, BSBA majors or permission of the School of Business Director.

Fall and Spring.

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

ACCT 350. Law for Accounting and Finance Professionals (3-3-0)

Prerequisites: ULLC 223 and junior standing, BSBA majors or permission of the School of Business Director.

Spring.

This course is designed to acquaint accounting and finance students with important legal principles applicable to their field. It will cover legal and professional responsibilities of accountants and finance professionals, business organizations and securities laws, debtor creditor relations, and negotiable instruments law.

ACCT 401. Taxation (3-3-0)

Prerequisites: ACCT 201, 202 with a grade of at least B- in each course, BSBA majors or permission of the School of Business Director.

Fall and Spring.

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

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

Prerequisite: ACCT 401 recommended; BSBA majors or permission of the School of Business Director.

A study of the principles of federal taxation as applied to corporations, partnerships, estates, trusts, and gifts.

ACCT 404. Volunteer Income Tax Assistance (1-0-1)

Spring

Students participate in the Internal Revenue Service's VITA program, preparing federal income tax returns for low income taxpayers. Students gain experience using professional tax preparation software and applying the income tax law to real life situations.

ACCT 405W. WI: Auditing (3-3-0)

Prerequisites: ENGL 123, ULLC 223; ACCT 302 with a grade of at least C, BSBA majors or permission of the School of Business Director.

Fall and Spring.

Conceptual approach to auditing principles and procedures in the preparation of auditing reports. Professional standards and ethics are emphasized. Partially satisfies the Writing Intensive requirement.

ACCT 430. Analysis for Decision Making (3-3-0)

Prerequisites: ACCT 201, 202 with a grade of at least B- in each course, BSBA majors or permission of the School of Business Director.

As needed.

Management accounting and analysis deal with the capture and use of information about an organization and its environment in a way that provides a competitive edge and guides the organization's evolution. The course is designed to assist the student in understanding of the sources of that information, how the information is used, and experience in performing analyses supporting business decisions. The course requires analysis of cases and preparation of decision papers presenting that analysis.

ACCT 451. Governmental & Nonprofit Accounting and Selected Topics (3-3-0)

Prerequisite: ACCT 302 with a grade of at least C-, BSBA majors or permission of the School of Business Director.

Fall.

Accounting and financial reporting for governmental entities and other not-for-profit organizations and selected topics associated with accumulating and reporting financial information about businesses.

ACCT 461. International Financial Reporting Standards (3-3-0)

Prerequisites: ACCT 301 and ACCT 302, BSBA majors or

permission of the School of Business Director.
Fall.

Discussion of core concepts and key elements of the International Financial Reporting Standards (IFRS). This course is an introductory course to IFRS. Students will recognize the significant differences and similarities between U.S. GAAP and IFRS; understand, implement and apply the key elements of the standards; and analyze financial statements prepared in accordance with IFRS.

ACCT 480. Internship in Accounting (3-0-3)

Prerequisite: Permission of the School of Business Director.

As needed.

This is a hands-on course supervised by a faculty mentor. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Accounting. Projects are determined in a joint process between the faculty mentor, host agency and student. A semester-long deliverable is due at the end of the project requiring an extensive written report and presentation for both faculty mentor and the host agency. Applications are available in the School of Business.

ACCT 495. Advanced Topics in Accounting (3-3-0)

Prerequisites: ACCT 201, ACCT 202 with a grade of at least B-, BSBA majors or permission of the School of Business Director.

As needed.

Topical seminar in accounting.

ACCT 499. Independent Study in Accounting (3-3-0)

Prerequisites: ACCT 201, ACCT 202 with a grade of at least B-, junior standing, BSBA majors or permission of the School of Business Director.

As needed.

An opportunity for independent study or research with guidance of an accounting faculty member.

THE CURRICULUM IN FINANCE

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

As needed.

This course is designed to teach the student to exercise intelligent control over his/her income, expenditures, borrowing, saving, and investments. This course is closed to BSBA students.

FINC 300. Managerial Finance (3-3-0)

Prerequisites: ACCT 201 and ECON 201 or 202 and MATH 125.

Fall and Spring.

This course will prepare students to have the necessary knowledge and understanding of the basics of financial management and evolving roles of a financial manager. Topics typically covered in this course include; mathemat-

ics of finance, valuation of securities, financial analysis, working capital management, cost of capital, capital budgeting, long and short term financing, international financial management, and financial planning.

FINC 324. Principles of Investment (3-3-0)

Prerequisite: BUSN 323, a minimum grade of C is required, BSBA majors or permission of the School of Business Director.

Spring.

A survey course dealing with the investment characteristics of securities, the fundamentals of portfolio planning, and the operation and regulation of security markets. Focuses on analysis and solution of financial problems related to investment in stocks, bonds, mutual funds and derivative securities. Includes analysis of market trends, timing of investments and the effects of taxation on investment strategy and policy.

FINC 325. Management of Financial Institutions (3-3-0)

Prerequisite: BUSN 323, a minimum grade of C is required, BSBA majors or permission of the School of Business Director.

Spring.

The course focuses on the operating environment of financial institutions in terms of performance criteria, loan and investment policy, regulation, and social and economic implications. The course deals with the current changes and pro-proposed changes in the functioning and role of banks, capital markets, insurance companies and other institutions providing financial products and services.

FINC 422. Intermediate Corporate Finance (3-3-0)

Prerequisite: BUSN 323, BSBA majors or permission of the School of Business Director.

Fall.

This is a course to strengthen the student's knowledge of corporate financial management and the analytics of financial decisions, to a higher conceptual and analytical level than BUSN 323. The course will explore advanced financial theories and the theoretical framework for financial analysis and decision-making. The following topics will be explored with the use of case studies and advanced financial spreadsheet applications: capital budgeting, optimal capital structure decisions, evaluation of choice of financing sources, dividend policy, cost of capital determination, mergers and acquisitions, leveraged buyouts, international financial affects, and financial distress and bankruptcy.

FINC 424. Portfolio Management (3-3-0)

Prerequisite: FINC 324, BSBA majors or permission of the School of Business Director.

Spring.

The course will focus on advanced investment topics, focusing on building and managing portfolios of stocks,

bonds, currencies and other financial assets. Topics may also include the role of physical assets in portfolio optimization and the institutional management of investment portfolios for individual investors (i.e., mutual funds, bank trust departments, hedge funds, etc.). The theory and practice of managing portfolios of securities to achieve desired objectives will focus on methods of portfolio construction, asset allocation strategies, international diversification and the role of institutional management.

FINC 425. Risk Management (3-3-0)

Prerequisite: FINC 324, BSBA majors or permission of the School of Business Director.

Fall.

Risk management is a fundamental corporate and personal issue. Risks are obtained in both product and capital markets. This course identifies risks in each of these markets and explores the methods and devices to mitigate those risks. Managing risks may utilize analysis using computer models and risk management tools are emphasized.

FINC 428. WI: Financial Policy and Strategy (3-3-0)

Prerequisites: ENGL 123, ULLC 223 with a grade of C or better; FINC 324, 422, BSBA majors or permission of the School of Business Director.

Spring.

The capstone course in Finance dealing with the strategies of financial management of corporations and including those providing financial services and products to businesses and individuals. As such, cases in this course may be oriented toward insurance, banking, and securities brokerage firms, in addition to other business enterprises. This is also a writing intensive course, involving team case studies and presentations of case solutions. Partially satisfies the Writing Intensive requirement.

FINC 480. Internship in Finance (3-0-3)

Prerequisites: Permission of the School of Business Director.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Finance. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the project requiring an extensive written report and presentation for both faculty and the host agency. Applications are available in the in the Luter School of Business.

FINC 495. Advanced Topics in Finance (credits vary 1-3)

Prerequisite: BSBA majors and permission of the School of Business Director.

As needed.

Topical seminars in finance.

FINC 499. Independent Study in Finance (credits vary 1-3)

Prerequisite: BUSN 323 with a grade of C or better, BSBA majors and permission of the School of Business Director.
As needed.

An opportunity for independent study or research with guidance of faculty advisor.

THE CURRICULUM IN MANAGEMENT**MGMT 310. Leadership in Business (3-3-0)**

Pre or Corequisite: BUSN 300, BSBA majors or permission of the School of Business Director.

Spring.

Leaders establish direction for their organization by developing a vision for the future. They develop strategies for attaining their vision, and share their vision with others in an effort to motivate and inspire. Leaders produce change. This course views leadership as a process, and explores the role of leader, follower, and context in that dynamic process. Topics include: the nature of managerial work, perspectives on effective leadership behavior, participative leadership, dyadic roles, behaviors for managing both work and relations, charismatic leadership, transformational leadership, power and influence, ethical leadership, leading in a global economy, leadership in teams and self-managed groups, strategic leadership by executives, and the development of leadership skills.

MGMT 315. The Evolution of Management Thought (3-3-0) AIII

Prerequisite: ULLC 223.

As needed.

This course examines and analyzes the evolution of management thought from its earliest roots up to the present time. The course traces the evolution of management thought by presenting the ideas and influences of its major contributors, with particular emphasis on the various areas in the development of management thought. The historical perspective on the great ideas of management will be explored and the course will also show the evolutionary nature of American management by analyzing how assumptions about people, employees, and organizations change with shifting social, economic and political values.

MGMT 330. Simulation Modeling for Business (3-3-0)

Prerequisite: BUSN 304, BSBA majors or permission of the School of Business Director.

As needed.

With modern, powerful computers, many decision makers are turning to simulation to make decisions about facility locations and layout; policies concerning inventory, production, space analysis, investment strategies, marketing strategies; and many other managerial decisions. Computer simulated models help managers study business systems

and processes before they are implemented. Such studies allow for the evaluation of business systems performance and the identification of important factors that affect it. As a result, systems are designed to be efficient and productive, saving system implementation and fine-tuning cost. This course will be oriented towards demonstrating how simulation can be applied to aid these decisions.

MGMT 355. Management Science (3-3-0)

Pre or Corequisite: BUSN 304, BSBA majors or permission of the School of Business Director.

Spring.

This course focuses on management science techniques that can be used for problem solving and decision making in all areas of management. These methods involve the application of mathematical modeling and analytical approach to business problems. Students will learn to determine which methods are appropriate for solving various types of problems. The primary goal of the course is to help students become more skilled builders and consumers of models. Another important goal is to encourage a more disciplined thinking process when approaching management situations. This course covers management science and operations research tools such as Linear Programming, Sensitivity Analysis, and Decision Trees.

MGMT 400. Human Resource Management (3-3-0)

Prerequisite: BUSN 300 with a grade of at least C, BSBA majors or permission of the School of Business Director.
Fall.

This course examines the management of an organization's key resource, its people. Topics include job analysis, recruitment, selection, orientation and training, performance appraisal, compensation, benefits, legislation and labor law, and the role of unions and collective bargaining.

MGMT 410. Supply Chain Management (3-3-0)

Prerequisite: BUSN 304, BSBA majors or permission of the School of Business Director.
Fall.

Supply Chain Management deals with the management of the direct value adding activities across all the firms that contribute to the creation, manufacturing and delivery of a product. The objective of this course is to study and integrate the perspectives of different firms and different professional disciplines to develop a broader understanding of how to improve the performance of the entire supply chain. Specific issues to be discussed include: supply chain design, optimization of logistic networks, inventory management, sourcing and supplier contracting, information technology, product design, and globalization.

MGMT 430. Analysis for Decision Making (3-3-0)

Prerequisites: ACCT 202 and BUSN 300 with a grade of C or better, and BUSN 304.
Spring.

Spring 2012 will be the last term this course will be offered.

Managerial decision making deals with the capture and use of information about an organization and its environment in a way that provides a competitive edge and guides the organization's evolution. This course is designed to assist the student in developing an understanding of the sources of that information, how the information is used, and experience in performing analyses supporting business decisions. The course requires analysis of cases, business problems and/or preparation of decision papers presenting that analysis. Topics may include managerial accounting, contract management, legal environment of business, organizational behavior, operations and management science, strategic management, MIS, and/or leadership.

MGMT 455. Leadership Assessment and Development (3-3-0)

Prerequisite: BUSN 300 with a grade of at least C, BSBA majors or permission of the School of Business Director.
As needed.

This course is designed to allow students to assess and develop their leadership capabilities in order to prepare them to be effective leaders in all phases of their lives. Data will be generated through a variety of assessment methods designed to reveal the students' interests, abilities, values, and knowledge related to managerial effectiveness. Students will learn how to interpret these data and use them to design personal development plans.

MGMT 480. Internship in Management (3-0-3)

Prerequisite: Permission of the School of Business Director.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Management. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency. Applications are available in the in the School of Business.

MGMT 491. WI: Senior Seminar in Management (3-3-0)

Prerequisites: ENGL 123, ULLC 223, MGMT 400 and 410; BSBA majors or permission of the School of Business Director.

Spring.

A required topical capstone for all management majors, the Senior Seminar in Management integrates concepts, theories, and practices explored in earlier coursework and applies them to current issues in management. Specific content will be determined by the instructor. Partially satisfies the Writing Intensive requirement.

MGMT 495. Advanced Topics in Management (3-3-0)

Prerequisite: MGMT 400 and 410, BSBA majors or permission of the School of Business Director.

As needed.

Topical seminars in management.

MGMT 499. Independent Study in Management (credits vary 1-3)

Prerequisite: Permission of the School of Business Director.

As needed.

An opportunity for independent study or research with guidance of faculty advisor.

THE CURRICULUM IN MARKETING

MKTG 210. Marketing, Society, and Public Policy (3-3-0) AIII

Prerequisite: ULLC 223.

As needed.

As a modern business practice, marketing plays a significant role in shaping society's perceptions, attitudes, and behavior. A marketer's tools and techniques have the potential to affect both positive and negative change within our society and culture. This class examines the ways different marketing campaigns influence individuals and social institutions. Special emphasis is placed on discerning the underlying principles that guide informed public policy decisions. Topics include at-risk market segments, public health initiatives, consumer privacy, and eco-sustainability.

MKTG 310. Interactive Marketing (3-3-0)

Pre or Corequisite: BUSN 311, BSBA majors or permission of the School of Business Director.

Spring.

An introduction to the theory and practice of interactive marketing, including mail order, direct response advertising, measurability and accountability, lists and database marketing, and the cultivation of customers through interactive marketing. Emphasis will be placed on marketing strategies emerging from new technologies as well as an overview of its historical roots.

MKTG 320. Consumer Research (3-3-0)

Pre or Corequisite: BUSN 311, BSBA majors or permission of the School of Business Director.

Spring.

This course will introduce students to theoretical frameworks regarding why and what we buy. Students will develop an understanding of the quantitative and qualitative research tools marketers use to develop consumer insights and make critical marketing decisions. Topics include the development of managerial strategies and the creation of marketing objectives, as well as the creation of consumer communications and the ongoing measurement

of campaign success and brand health. Students will have the opportunity to practice various research techniques firsthand, and will work towards applying research findings to develop marketing recommendations.

MKTG 330. Digital Marketing (3-3-0)

Pre or Corequisite: BUSN 311, BSBA majors or permission of the School of Business Director.

Spring.

Digital media prompts opportunities and challenges for marketers to interact with consumers. Recent advances in communication technology have expanded e-business beyond the World Wide Web to an interactive, multi-platform, multi-device, digital environment. This course examines recent developments in e-business and considers the broad context of how consumers, technology, and marketing impact supply and demand. Particular emphasis is placed on constructing a framework for the strategic deployment of digital media in a consumer products marketing context. Topics include a survey of consumer digital devices, social networking, data surveillance, effective graphic design, and techniques in digital media production..

MKTG 340. Data Mining for Business (3-3-0)

Prerequisite: BUSN 311, BSBA majors or permission of the School of Business Director.

As needed.

This course focuses on data mining technologies and how they are used to transform large quantities of data into information to support tactical and strategic business decisions. Discussions are centered around the applications of data mining technologies in customer relationship management (CRM), direct marketing, e-commerce, finance, and retailing. These technologies can exploit various business and marketing opportunities that support sound decision making. This course is intended for students concentrating in marketing, business or information systems.

MKTG 455. Database Marketing (3-3-0)

Prerequisite: MKTG 310. Corequisite: MKTG 460 - in the same course section as MKTG 455, BSBA majors or permission of the School of Business Director.

Fall.

Information technology is transforming the business environment. Businesses now have the ability to convert raw customer transactional data into usable marketing intelligence. Companies can identify, profile, analyze, and interact with both current and prospective customers on a personal basis. This course will provide students with a comprehensive understanding of database development and use to maximize customer relationships. Topics covered include the creation and use of databases, database analysis and customer profiling, and managerial decision-making. Students who have elected to major in Marketing, must enroll in MKTG 460 in the same semester that they enroll in MKTG 455. Any student who withdraws from MKTG

455 or MKTG 460 will automatically be withdrawn from the co-enrolled course.

MKTG 460. Creative Approaches in Direct/Interactive Marketing (3-3-0)

Prerequisite: MKTG 310. *Corequisite:* MKTG 455 - in the same course section as MKTG 460, BSBA majors or permission of the School of Business Director.

Fall.

This course covers all of the aspects involved in designing the most effective and efficient marketing communication program possible to build and maintain customer relationships. Topics include consumer behavior, positioning, offer creation, creative processes-including message development, layout and design and creative testing, media planning and media selection, promotional budgeting and ROI. The emphasis of this course is placed on direct response communication and the design and production of interactive marketing creative materials. Students who have elected to specialize in marketing must enroll in MKTG 455 in the same semester that they enroll in MKTG 460. Any student who withdraws from MKTG 460 or MKTG 455 will automatically be withdrawn from the co-enrolled course.

MKTG 470. WI: Interactive Marketing Strategy (3-3-0)

Prerequisites: ENGL123, ULLC 223; MKTG 455, 460, BSBA majors or permission of the School of Business Director.

Spring.

This course is a comprehensive examination of all aspects of the management of marketing. Mainstream marketing management concepts are taught on the premise that marketing is a universal management function with strong strategic elements that are operationalized in different ways in different parts of the world. Supported by a strong conceptual foundation, students' learning will be directed toward practical applications in interactive marketing. The course uses the case study method to apply concepts to business world settings. Cases will emphasize issues in interactive marketing. Partially satisfies the Writing Intensive requirement.

MKTG 480. Internship in Marketing (3-0-3)

Prerequisite: Permission of the School of Business Director.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Marketing. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency. Applications are available in the in

the School of Business.

MKTG 495. Advanced Topics in Marketing (3-3-0)

Prerequisites: BUSN 311 with a grade of at least C, BSBA majors or permission of the School of Business Director.

As needed.

Topical seminars in marketing.

MKTG 499. Independent Study in Marketing (credits vary 1-3)

Prerequisites: BSBA majors and permission of the School of Business Director.

As needed.

An opportunity for independent study or research with guidance of faculty advisor.

CHILDHOOD STUDIES**Dr. Kara Keeling, Director****McMurran, Room 201D****(757) 594-7952****kkeeling@cnu.edu****The Minor Program in Childhood Studies (18 credits)**

Christopher Newport University offers a multi-disciplinary minor in childhood studies for undergraduates. The program is designed to meet the following student goals:

1. Provide a body of knowledge about children and adolescents combined with skills obtained from the student's major discipline to prepare for careers in social work, counseling, administrative positions in community programs for children and adolescents, juvenile justice programs, and others.
2. To serve as a minor for the student who has no career goals in the field but has an interest in the study of childhood. Any of the courses may be taken without commitment to the entire program.

Program Requirements:

Students should seek advising from the Director of the Childhood Studies program in choosing the courses for the minor.

1. A minimum of 18 credits as listed below are required to complete the minor.
2. Core requirements: COMM 311; PSYC 208; SOCL 304; ENGL 314W or 315.
3. Select two courses (6 credits) from the approved elective list. The courses must be from different disciplines.
4. Subject to the approval of the Childhood Studies Director, GOVT 491; PSYC 491; SOCL 491; and BUSN 480 may apply if they deal directly with children.
5. Occasional special topics courses (295, 395, 495) from BUSN, GOVT, PSYC, SOWK, as well as new courses may be credited toward the minor if they have the approval of the Director.

THE CURRICULUM IN CHILDHOOD STUDIES

The following course descriptions appear in appropriate sections throughout the catalog.

Core

COMM 311	Family Communication
ENGL 314W	WI:Children's Literature
ENGL 315	Adolescent Literature
PSYC 208	Child Development
SOCL 304	Socialization and Society

Electives

PSYC 207	Life-Span Development
PSYC 309	Adolescent Development
PSYC 310W	WI:Research in Child Behavior
PSYC 312	Educational Psychology
PSYC 327	Theories and Principles of Child Development
PSYC 428	Cognitive Development
SOCL 303	The Family in Transition
SOCL 314	Education, Culture and Society
SOWK 369	Child and Family Welfare

CIVIC ENGAGEMENT AND SOCIAL ENTREPRENEURSHIP**Dr. Roberta Rosenberg, Director****Center for Service Learning and Social Entrepreneurship****McMurran, Room 201J****(757) 594-7149****rrosenb@cnu.edu****The Minor Program in Civic Engagement and Social Entrepreneurship (18 credits)**

The Minor in Civic Engagement and Social Entrepreneurship (CESE) is an interdisciplinary program open to all students interested in issues of social and political justice; business and economic opportunity; equal access to education, health care and the arts; and/or environmental conservation as well as cross-cultural understanding both within the United States and internationally. Through interdisciplinary study and service, students will become proactive citizens who find creative and practical solutions to local, national and global problems. Students will be able to use their liberal arts education in combination with a variety of business, writing and research skills to create an original project that will seek to remedy clearly defined social, cultural or economic problems. This program is primarily intended for students who have an interest in social entrepreneurship and community service and who desire interdisciplinary knowledge which can transform and make a difference in society.

Program Objectives:

1. To provide students with the interdisciplinary knowledge and skills needed to study, research and find innovative solutions to contemporary problems.
2. To help students to understand social entrepreneurship theory and development as it is practiced locally, nationally and globally.
3. To offer students an opportunity to study contemporary issues and their solutions through community based problem solving and service learning.

Program Requirements:

Students will work with the Director to select courses, a community agency and complete the program.

1. A minimum of 18 credits are required to complete the minor, including a capstone off-campus partnership with a community agency.
2. Core requirements: SOWK 216, 470; ENGL 454; and BUSN 340.
3. Select two approved electives (6 credits) in a field of special interest from two different disciplines.
4. Special Topics and other courses can be used if approved by the Director.

THE CURRICULUM IN CIVIC ENGAGEMENT AND SOCIAL ENTREPRENEURSHIP

The following course descriptions appear in appropriate sections throughout the catalog.

Core

- BUSN 340 Non-Profit as Business Enterprise
 ENGL 454 Public Relations and Grants: Writing for Civic Engagement
 SOWK 216 Diversity and Cultural Competence
 SOWK 470 Seminar in Civic Engagement & Social Entrepreneurship

Electives

(For additional courses, check with the Director)

- BIOL 115 Topics in Ecology and the Environment
 BUSN 441 Small Business Institute
 GOVT 215 Comparative and International Politics
 HIST 341 The Long Civil Rights Movement
 HIST 374 Americans Meet the World
 LDSP 384 Leading Change
 MUSC 261 Opera Workshop
 PHIL 304 Ethics and Current Value Questions
 PHIL 315 Philosophy of Gender
 PHIL 383 Applied Social Ethics
 PSYC 303 Industrial and Organizational Psychology
 PSYC 304 Social Psychology
 PSYC 313 Human Relations in Organizations
 PSYC 340 Adult Development and Aging
 PSYC 521* Reading Acquisition and Development
 RSTD 318 Theologies of Religious Pluralism
 SOCL 305 Sociology of Aging
 SOCL 314 Education, Culture and Society
 SOCL 315 Sociology of Health and Health Care
 SOCL 316 Racial and Ethnic Relations
 SOCL 318 Social Problems
 SOCL 375 Social Class in Modern Society
 SOCL 377 Women, Gender, and Culture
 SOWK 200 Volunteer Services
 SOWK 330 The Impact of AIDS
 SOWK 369 Child and Family Welfare
 SOWK 383 International Human Relations

* graduate level course

For more information and to register your interest in the minor, go to <http://www.cnu.edu/service/Students/minor.asp>.

DEPARTMENT OF COMMUNICATION

Dr. Linda Baughman, Chair

McMurrin Hall, Room 261

(757) 594-8732

baughman@cnu.edu

Faculty

Associate Professors: Baughman, Manning,
Michaela Meyer, Von Burg

Assistant Professors: Kuehn, Steiner, Stern

Lecturer: Bernard, Depretis, DeVerniero

Instructor: Best

Emeriti: Hubbard, Koch

Mission Statement

Communication is a discipline concerned with the study of messages within the context of human relationships, communities and institutions. Courses in communication examine the nature, use, role and interpretation of messages produced by, and for, individuals, communities and cultures. Students majoring in communication studies will learn to understand, interpret, produce and critique messages within the contexts of interpersonal, media and public culture.

The Bachelor of Arts degree in Communication Studies

Since antiquity, scholars and practitioners have explored and grappled with the power of human communication—as a tool for persuasion, as a means of establishing and building relationships, and as a fundamental way to create meaning. Faculty in the department of communication studies focus on how human beings create and employ messages to accomplish these important purposes. Courses in communication studies focus on how those messages affect people, how they shape the thinking that individuals and communities do, and how they shape and reinforce the cultures and social structures in which we live. Students majoring in communication studies learn broadly about the nature and function of messages in relational, public, and mediated contexts. They learn how to understand and insightfully critique the function and power of messages. They also learn how to be more skilled and ethical producers of messages—as professionals and as citizens in a democratic society.

In addition to requiring successful completion of the liberal learning curriculum, the major in communication studies requires the following courses:

1. COMM 201, 211, 249, 250, 325, 330, 452W;
2. Select one: COMM 411, 433, 450, 455;
3. Select fifteen additional credit hours in COMM courses, at least 12 hours must be at the 300-400 level.

Students who have declared communication studies as their major and have earned at least 45 credit hours must

maintain a minimum cumulative GPA of 2.00. Students may have no more than two grades below C- in the major.

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

The Minor in Communication Studies (18 credits)

The minor program in communication studies requires eighteen credits: COMM 201, 249, 250 and nine additional credits in 300-400 level communication courses with a minimum grade point average of 2.00. Students may have no more than two grades below C- in the minor.

THE CURRICULUM IN COMMUNICATION STUDIES

COMM 195. Special Topics (3-3-0)

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

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

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

COMM 211. Interpersonal Communication (3-3-0) AIII

Restricted to freshman and sophomore standing.

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

COMM 221. History of Mass Media (3-3-0) AIII

Restricted to freshman and sophomore standing.

History of Mass Media examines the integral characteristics of mass communication technological innovations and their social significance. The course will focus on the early pioneers, their competitive drive, and pursuit of ingenious developments. Topics include print, telegraphic/telephonic, broadcast, and digital transmissions. The manner in which technology channels have altered the message, and their influence on our culture, will also be incorporated.

COMM 239. Debate and Argumentation (3-3-0) AIIF

Prerequisite: COMM 201

This course challenges students to think critically and analytically with respect to a particular topic. Students will

explore chosen topics and examine them critically. Students will draw upon their education and argue persuasively; will be able to analyze complex public controversies, distinguish sound from the unsound arguments, and evaluate evidence.

COMM 249. History of Rhetoric and Communication Studies (3-3-0) AIWT

Restricted to freshman, sophomore and junior standing.
Survey of major trends in the development of rhetorical theory from Homer to the nineteenth century. This class describes and examines the trends in rhetorical theory as they are used in western civilization. This class will examine the historical thinking about: arguments, persuasion, and the construction of meaning in the world.

COMM 250. Introduction to Human Communication (3-3-0) AIII

Restricted to freshman, sophomore and junior standing.
This course provides an overview of the field of communication from the 19th century to the present. It will survey the major fields of study in communication, including interpersonal, organizational, mass communication, and the study of culture.

COMM 295. Special Topics (3-3-0)

Prerequisite: COMM 201 and 250.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

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

Prerequisite: COMM 201 and 211.
Restricted to sophomore and junior standing.
Study of body language, facial expressions, space, vocalization, time, objects, dress, and touch as forms of nonverbal communication which in conjunction with language convey ideas, intentions, emotional states, and attitudes. Related to current perspectives in American society.

COMM 305. The First Amendment, Culture, and Communication (3-3-0)

Prerequisite: COMM 249 and 250, sophomore and junior standing.
This course introduces students to the relationship between communication, law, and culture. The course is concerned with how the First Amendment and our culture influence one another, how does our culture influence Supreme Court decisions, and how do those decisions in turn influence our culture. By the end of the semester students will have a firm sense of the place the First Amendment has in their everyday lives as well as understand how everyday occurrences can bring about major changes in our legal system.

COMM 310. Business and Professional Communication (3-3-0)

Prerequisite: COMM 201, 211, 249, 250 and junior standing.

Skill-based course accommodates individual career goals. Exercises in interviewing, nonverbal communication, formal and informal oral presentations. Course offers bridge between academe and the business and professional worlds.

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

Prerequisite: COMM 201, 211, 330 and junior standing.
Course will investigate basic theories and concepts of effective communication as they apply to family communication. Specifically, the course will assess ways in which relationships, family types, family systems, and family roles impact communication patterns within the family.

COMM 312. Visual Communication (3-3-0)

Prerequisite: COMM 250.
This course will introduce students to the principles of visual literacy and provide hands-on experience in developing visual media. Visual communication is one part of the overall category of multi-disciplinary human activities that we call *communication*. In this course we will limit ourselves to the communications and cultural systems which operate in the visual domain.

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

Prerequisite: COMM 201, 211 and 250.
Course introduces students to interviewing as one of the principle qualitative methodologies used in the field of communication studies through theory and application. Students will learn how to design, implement, and conduct interviews, with the focus being on using interviews as a research tool. All students are required to research, prepare, and deliver well-organized interviewing presentations that successfully apply theories and concepts from the course in various interviewing contexts.

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

Prerequisite: COMM 201, 249 and 250.
Study of the characteristics of American mass media and their social significance. Special attention is given to persuasive strategies used to shape the way we think and the decisions we make.

COMM 325. Persuasion (3-3-0)

Prerequisite: COMM 201, 249, 250 and junior standing.
Course focuses on persuasion theory, research, and ethics. Attention is given to language use and symbols, nonverbal communication, and cultural and psychological approaches to persuasion. Tools and strategies are explored so that students can become responsible persuaders and effective evaluators of persuasion messages.

COMM 326. Critical Theory and the Study of Popular Culture (3-3-0)

Prerequisite: COMM 249 and 250.
This course examines how theories of high culture v. low

culture, high culture v. popular culture, theories of Mass Culture (etc.), influence how we study American popular culture. Additionally, this course will incorporate critical theory/cultural studies when necessary to examine popular culture's place in everyday life. The courses also examines what these theories tell us about how popular culture influences us, as individuals and as a society. Everyday entertainment (for example television, film, and internet content) is reviewed for its social impact. Students study their lives as media audiences and how theory can help them understand mass media's impact.

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

Prerequisite: COMM 201 and sophomore standing.

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

COMM 333. Rhetorical Criticism (3-3-0)

Prerequisite: COMM 249.

In a culture that is bombarded daily with a variety of persuasive discourses via speeches, advertisements, films, pictures, or social movements, an informed and critically aware citizenry is important to our deliberative democracy. Rhetoric criticism is the intellectual practice of critically investigating the production and deliverance of such persuasive acts, improving one's ability to operate as effective consumers of public discourses. In this course, we will become familiar with range of critical approaches used to examine a variety of rhetorical texts. Each student will complete two papers that are critical examinations of a specific rhetorical act.

COMM 335. Communication and Politics (3-3-0)

Prerequisite: COMM 201, 249, 250 and junior standing.

This course examines the discourse of politics and considers the theoretical and social implications of the symbols and images used within the American political process. Drawing from rhetorical and media studies, students analyze the contemporary political arena; a dynamic environment in which communication, particularly mediated communication - news, journalism, blogs, websites, etc.—substantially influences—and is influenced by – both elites and regular citizens.

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

Prerequisite: COMM 201, 250, and sophomore standing.

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

COMM 341. The Rhetoric of Social Movements (3-3-0)

Prerequisite: COMM 201, 249 and 250.

This course explores social movements that have transformed or are in the process of transforming American society. The primary focus of our class will be the rhetoric of change. We will primarily consider peaceful change – that is, the capacity of ordinary people to persuade others through speech; to voice their grievances and to articulate their challenge to a broader society.

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

Prerequisite: COMM 201, 250 and junior standing.

Course focuses on analyzing communication in organizations and on organizational communication theory and practice. Multiple-level learning approach allows students to study organizational communication both academically and experimentally in both classroom and “real-world” settings. This course takes as its goal the preparation of each student to be a skilled and effective communicator in organizational settings.

COMM 350. Media Criticism (3-3-0)

Prerequisite: COMM 201, 249, 250 and junior standing.

The purpose of this course is to introduce students to methods of media criticism that will increase media literacy by allowing students to analyze and critically process mediated experiences in everyday life. Students will engage contemporary examples of film, television, and other media through a critical lens. The course emphasizes the influence of social, economic, political, and technological forces on content, strategies/marketing, and critical analysis employed by scholars and media practitioners.

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

Prerequisite: COMM 201, 249 and 250.

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

COMM 410. Communicating Identity (3-3-0)

Prerequisite: Comm 201 and 250.

This course examines the construction and production of identity in a postmodern society. Students will interrogate issues of age, race, class, gender, and sexual orientation as categories of interpersonal identity politics, and further will discuss the implications of the electronic age on the creation of discursive categories for identity. As a seminar, all students are required to conduct research related to the overall theme of the course.

COMM 411. Relational Theory (3-3-0)

Prerequisite: COMM 201, 211, 325 and junior standing.

Relational interactions, such as communication with friends, family members, significant others, and mentors, help define our identities and construct our worldviews. This course focuses on theories used to ground the study

of relational communication. While the course draws on a variety of theories—embracing an interdisciplinary approach to relational communication—the course is taught from a communication studies perspective. This course explores the components, characteristics, attributes, processes, functions and outcomes associated with relational communication theories. By the conclusion of the course students should gain considerable theoretical and applied insight into personal and professional relationships.

COMM 430. Sexuality, Sex, and Gender (3-3-0) AIII

Prerequisite: COMM 201, 250 and junior standing.

This course is an intensive seminar for the interdisciplinary study of sex, sexuality, and gender. By exploring sex, sexuality, and gender from several different vantage points students will gain a broader view of the relationship between sex, sexuality, and gender as it is produced, in and around, individuals in the social world. Students will examine the contradictions between understanding sexuality as a discrete category of analysis and sexuality as a category predicated on other forms of power relations, and the importance of culture and society in creating the very personal sense of gender and sexuality on individuals.

COMM 433. Rhetorical Theory (3-3-0)

Prerequisite: COMM 201, 249, 250 and junior standing.

Plato's dismissal of rhetoric as an unwelcome distraction to philosophy relegated persuasion to a position of secondary importance as an intellectual pursuit. Many intellectual heavyweights throughout history developed a variety of theoretical approaches to reconcile the tensions between philosophy and rhetoric. In this course, we will survey some of the most significant and influential theoretical approaches to rhetoric, from ancient Greece to the modern-day. We will focus on reading primary texts from such influential thinkers as Plato, Aristotle, Augustine, Bacon, Nietzsche, and Foucault and others to develop a general overview on the evolution of rhetorical theory.

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

Prerequisite: COMM 325 and senior standing.

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

COMM 452W. WI: Senior Research in Communication Studies (3-3-0)

Prerequisites: ENGL 123; ULLC 223; senior standing; and one of the following: COMM 433, 450 or 455. Spring.

In this course students will be asked to construct a proposal and do preliminary research on an approved project. They will be required to write a problem statement justifying the need for their research, conduct a literature review of existing research on their topic, design a methodological

procedure appropriate for examination of their research, conduct a preliminary study utilizing their proposed methodology, and write a discussion/conclusion section in which they outline preliminary findings, limitations, and suggestions for future research. Partially satisfies the Writing Intensive requirement.

COMM 455. Cultural Studies, An Introduction: Bodies, Cyborgs, and Monsters (3-3-0)

Prerequisites: COMM 325 and senior standing.

This course introduces the interdisciplinary field, cultural studies. Cultural studies is a theory based examination of how culture and ideology influence our thinking about the world. In this class we will cover some of the classic readings in the field, and apply cultural studies to an examination of human bodies. We will look at how our culture produces an understanding of the body through the media and through activities such as body building. Our culture influences how we understand our bodies. This effects how we experience our bodies, and the bodies of others, as appropriate, inappropriate, beautiful, or monstrous.

COMM 491. Practicum in Communication Studies (credits vary 1-3)

Prerequisite: COMM 201, 249, 250, junior standing and consent of Internship Program Director.

Internships are a vehicle to maximize your communication background and your understanding of concepts, theories, models, and frameworks of the discipline in a non-academic setting. The practicum in Communication Studies consists of 120 hours of work as well as written essays and employer evaluation. The internship may be paid or unpaid, however only one internship may be applied to the major. Student must have their internship approved by the Internship Director prior to being enrolled in the class.

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

Prerequisite: COMM 201, 249, 250, 325 and senior standing.

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

COMM 499. Independent Study (credits vary 1-3)

Prerequisites: COMM 201, 249, 250, senior standing and consent of instructor and Department Chair.

Independent research done in consultation with a member of the faculty.

DEPARTMENT OF ECONOMICS

Dr. Michelle Vachris, Chair
BTC, Third Floor, Room 331
(757) 594-7068
mvachris@cnu.edu

Faculty

Professors: Vachris, Winder, Zestos

Associate Professor: Taylor

Instructor: Kotula

Emeriti: Booker, Park

Mission Statement

The mission of the Department of Economics is to provide an outstanding, liberal arts education that will enable and inspire our students to live personally meaningful and socially productive lives. We achieve this by teaching a rigorous curriculum that integrates the liberal arts, the core functional areas of economics, and the quantitative competencies needed to address the economic and public policy challenges of today and the future. Students will acquire the analytical and decision-making skills that employers in the private and public sectors value, become informed and thoughtful citizens, and better understand how to enrich human welfare in a complex and interdependent world. Because of its emphasis on sound logic and rational thought, a degree in economics is an excellent foundation for pursuing graduate studies in a wide range of disciplines, including political science, law, public policy, business, international studies, and economics.

Overview of the Department

Economics is the study of how individuals, firms, government, and society allocate scarce resources among viable alternatives. Students who major in economics enjoy a broad liberal arts education, while also developing analytical skills to prepare them for employment and graduate school.

Students develop their analytical abilities with a core curriculum of theory and applied methods courses. The major offers flexibility such that students may tailor their program electives according to their needs. The supporting coursework can focus on government, law, or a field within economics. Consult your advisor for assistance in selecting electives that meet your needs.

The economics faculty is a talented and dedicated cadre of teacher-scholars. As recognized scholars within their fields, our faculty publishes research projects in respected outlets and presents papers at professional conferences. The faculty has applied work experience in organizations such as the Bureau of Labor Statistics (BLS), financial and investment banking firms, the Organization for Economic Cooperation and Development (OECD), and defense eco-

nomics think-tanks. The professors challenge, encourage, and mentor students to reach their potential.

Program Objectives

1. To provide students an in-depth understanding of the fundamental principles and theories that underlie both microeconomics and macroeconomics.
2. To provide students an understanding of one or more of the functional (applied) fields of economics through their upper-level coursework.
3. To help students understand the key elements of the scientific method and learn to utilize and interpret the empirical and statistical methods most commonly found in economic research.
4. To provide students the ability to conduct and present their own independent research in economics.
5. To help students learn how to analyze and critically evaluate ideas, arguments and points of view.
6. To provide students both the knowledge and quantitative skills to be successful in graduate programs in economics, law, public policy, business and other disciplines.

Opportunities Outside the Classroom

Many of our students enjoy the learning and networking opportunities afforded by the Economics & Finance Club. The Club hosts speakers, panel discussions and social gatherings. The Department is also home to the perennially successful College Fed Challenge team. The College Fed Challenge is a unique experience for juniors and seniors to learn about monetary theory and policy (under the supervision of a faculty member) and the U.S. central bank system. The experience culminates in a team presentation at the Richmond Federal Reserve Bank, where CNU competes against other universities. In 2007, our team won the state and regional competitions and advanced to the national final four (with eventual winner Harvard University) in Washington, D.C.

After Graduation

Students majoring in economics can find multiple employment opportunities upon graduation. Nearly every industry in the Commonwealth and nation—from agriculture and healthcare administration, to banking and retail employ economists. Local, state, and federal governments also hire significant numbers of economics graduates. Recent graduates have taken positions at PricewaterhouseCoopers, the U.S. Federal Reserve Bank, Northwestern Mutual, and SunTrust Bank. Others have gained acceptance to graduate

schools such as the London School of Economics, Johns Hopkins University, University of Virginia, Purdue University, RPI, George Mason University, Indiana University, and California State University at Santa Barbara.

DEGREE REQUIREMENTS

The Department offers a major and minor in economics. Within the major, an optional concentration in mathematical economics is also available.

Bachelor of Arts degree in Economics

In addition to the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics requires successful completion of the following major and elective courses:

Foundation

1. MATH 125;
2. ECON 201, 202;
3. MATH 135 or 140;
4. CPSC 215*;
5. ECON 303, 304, 485, 490W;
6. Select two courses (six credits) of ECON electives**.

Program Electives: Select four courses (12 credits)

7. A maximum of two courses (six credits) may be ECON electives**;
8. GOVT 202, 215, 327, 402;
9. GEOG 352;
10. BUSN 350W, 351.

*Prerequisite: CPSC 110 or CPSC 125, CPSC 150/150L.

**ECON electives: 302, 320, 375W, 385, 395, 400, 410, 435, 470, 475, 480, 495, 499.

A minimum grade of C- is required in all courses counted toward the completion of the major and elective studies for this degree.

Bachelor of Arts degree in Economics

Mathematical Economics Concentration

The economics core curriculum is complemented by coursework in mathematics. This concentration develops the quantitative skills that are increasingly sought by businesses, government, and research organizations. It is expected that graduates in mathematical economics will gain admission to highly reputed graduate programs.

In addition to requiring the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics with a concentration in mathematical economics requires successful completion of the following major and elective courses:

Foundation

1. MATH 125, 140;
2. ECON 201, 202;
3. CPSC 215*;
4. ECON 303, 304, 485, 490W;
5. Six semester hours, minimum two courses of ECON electives*;
6. MATH 240, 250, 260, 320;
7. Select one 300/400 level MATH elective.

*Prerequisite: CPSC 110 or CPSC 125, CPSC 150/150L.

**ECON electives 302, 320, 375W, 385, 395, 400, 410, 435, 470, 475, 480, 495, 499.

A minimum grade of C- is required in all courses counted toward the completion of the major and elective studies for this degree.

Minor in Economics (21 credits)

The minor in economics requires successful completion of the following courses: Econ 201, 202, 303, and 304 plus nine additional credits in upper-level (300-400) economics courses. The minor can be declared after completion of Econ 201 and 202 with a required minimum grade of C in each course. Students must have a CNU GPA of at least 2.0 to declare the minor.

THE CURRICULUM IN ECONOMICS

ECON 201. Principles of Macroeconomics (3-3-0) AIII

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.

ECON 202. Principles of Microeconomics (3-3-0) AIII

Fall and Spring.

Microeconomics is the study of the analytical tools used by economists in the 'theory of the firm'. Topics include the price mechanism, pricing policy, production theory, cost theory, profit maximization, and the various types of market structures. Problems related to these areas and policies for solutions are discussed.

ECON 302. Public Finance (3-3-0)

Prerequisites: ECON 201, 202, each with a grade of at least C.

As needed.

The nature and application of the fundamental principles of obtaining, managing, and disbursing funds for govern-

mental functions at the local, state, and federal levels. The American tax system is given detailed consideration.

ECON 303. Intermediate Microeconomic Analysis (3-3-0) AIII

Prerequisites: ECON 201, 202, MATH 125 and 135 or 140, each with a grade of at least C.

Spring.

Intermediate microeconomics is the study of consumer and producer behavior. This course builds upon the principles of microeconomics course as it provides a more in-depth analysis of the utility maximizing behavior of households and the profit-maximizing behavior of firms. Other topics include alternate market structures, welfare economics, and decision making in the public sector.

ECON 304. Intermediate Macroeconomic Analysis (3-3-0)

Prerequisites: ECON 201, 202, MATH 125 and 135 or 140, each with a grade of at least C.

Fall.

A study of classical, neoclassical, and Keynesian macroeconomics. Economic analysis of national income, output, employment, price level, consumption, investment, rate of interest, demand for money and supply of money, and a study of monetary, fiscal, and other economic policies. Introduction to the theory and empirics of economic growth.

ECON 320. European Integration (3-3-0) AIWT

Prerequisites: ECON 201, 202.

As needed.

This course examines political and economic developments after the end of World War II in Europe. Students will investigate all those events that brought the European countries closer to each other by abolishing trade barriers and allowing free mobility of capital and labor, as well as the tremendous progress made toward economic and monetary integration since the treaties of Paris and Rome. This course is an in-depth analysis of the economic and political integration of Europe.

ECON 375. WI:Industrial Organization and Public Policy (3-3-0)

Prerequisites: ENGL 123, ULLC 223; ECON 201, 202, each with a grade of at least C.

Spring.

Designed to enable the student to study the microeconomic theoretical aspects of industrial organization. The topics covered include: market structures, vertical structure of markets, welfare losses due to market power, market power impact on distribution pricing policies, and the role of government in promoting and preventing competition. The course provides the student with a theoretical, empirical, and descriptive framework of industrial organization

and social/business policy. Partially satisfies the Writing Intensive requirement.

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

Prerequisites: ECON 201, 202, each with a grade of at least C.

As needed.

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

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

Prerequisites: ECON 201, 202, each with a grade of at least C.

As needed.

Topical seminars in economics to cover a variety of areas.

ECON 400. Economics of International Contracting & Organization (3-3-0) AIII

Prerequisites: ECON 201, 202, and at least one course at the ECON 300-level.

As needed.

This course introduces students to the economics of organization, and international business contracting. Topics include the examination of contracts used in international trade finance, barter and countertrade, transfer pricing, the defense industry, and international government procurement. Students acquire the skills to understand and use a wide range of contracts employed in international business today, assess the relative economic efficiency of a given contract, and design a particular contract to facilitate the intended transaction, given the exchange setting. A major assignment requires students to propose, design, and present their own import/export business plan.

ECON 410. Economic Development Theory and Policy (3-3-0)

Prerequisites: ECON 201, 202, each with a grade of at least C.

As needed.

An introduction to important topics in the field of economic development. The first part of the course examines the historical record of world development, the challenges facing many less developed countries, and growth models. The second part of the course focuses on economic development theory and policy. Here we examine how trade, balance of payments and exchange rates can affect growth trajectories. Extensive coverage is given to industrial policy, its theory, empirics, and strategy. The course concludes with a study of how institutions and linkages can influence development outcomes.

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

Prerequisites: ECON 201, 202.

As needed.

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

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

Prerequisites: ECON 201, 202 each with a grade of at least C.

Fall.

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, 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 475. Money and Banking (3-3-0) AIII

Prerequisites: ECON 201, 202 each with a grade of at least C.

Fall.

An analysis of the monetary system with emphasis upon determinants of the money supply money demand, interest rates, the international financial system, and the relationship between money and economic activity. In addition, the conduct of monetary policy, including goals targets, and transmission mechanisms are carefully considered.

ECON 480. Internship in Economics (3-0-3)

Prerequisite: junior or senior standing and approval of Department Chair.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Economics. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency. See the Luter School of Business Director for applications.

ECON 485. Methods in Economic Research (3-3-0) AIIF

Prerequisites: ECON 201, 202 and MATH 135 each with a grade of at least C.

Fall.

Introduces students to fundamental econometric and mathematical techniques necessary to design and carry out applied research in economics and business. Topics include multiple regression, common econometric problems, time

series analysis, and optimization. A major research project is required.

ECON 490. WI: Senior Seminar in Economics (3-3-0)

Prerequisites: ENGL 123; ULLC 223; ECON 303, 304, 485; senior standing.

Spring.

Required topical capstone for all economics majors. The seminar integrates concepts, theories, and methodologies from core courses in the study of a selected topic in economics. The focus and content of the course will be determined by the instructor. Students are required to prepare and present a scholarly research paper. Partially satisfies the Writing Intensive requirement.

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

Prerequisites: ECON 201, 202 and permission of the instructor.

As needed.

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

ECON 499. Independent Study in Economics (Credits vary 1-3)

Prerequisites: ECON 201, 202, junior standing, and consent of instructor and Department Chair.

As needed.

An opportunity for independent study or research with guidance of an economics faculty member.

DEPARTMENT OF ENGLISH

Dr. Jean S. Filetti, Chair
McMurrin Hall, Room 205
(757) 594-7024
filetti@cnu.edu

Faculty

Professors: Keeling, Paul, Pollard, Rosenberg,
Sprague, Wheeler

Associate Professors: Filetti, Lee, Marinova, Mulligan,
Nichols, Rowley, Wright

Assistant Professors: Hopkins, Shortsleeve, Snow,
Wilson

Lecturer: Booker

Instructors: Barclay, Bunch, J.A. Cornette,
J. L. Cornette, L. Gordon, Healy

Emeriti: Chambers, D. Gordon, Sanderlin, Wood

Mission Statement

The CNU English Department instills in students the habits of mind required to pursue informed and purposeful lives in a diverse and interconnected world. Through intensive programs of reading, writing, and research, the department's faculty fosters in its students the capacity for independent thought and reflection, as well as an ever-opening awareness of the world and a keener capacity to observe that world. To that end, the department engenders respect for the English language throughout its history and in its various forms, expressions and functions, while situating English within a larger, global context. Throughout the English Department's curriculum students work toward finding their own critical voices, as they encounter literatures of the world, writings of various fields and disciplines, and language varieties of the local community. Students receive individual attention from their professors, who are published experts in their fields, as well as from leaders in the local community who mentor students in professional settings.

Overview

The English Department is at the heart of a liberal arts university. Grounded in the study of literature and literary tradition, the English major fosters critical-thinking, a talent transferable to all areas of life. The major is an especially good choice for students who want to pursue careers demanding a high degree of cultural literacy and attention to language, such as graduate work in primary, secondary and university level teaching and scholarship, law, advertising, public relations, publishing, communications, diplomacy, and human relations.

The central strength of the English Department is the study of literature, but the department also features other scholarly strengths, which the breadth requirements invite majors to explore. The gateway into the major is Literature,

Theory and Culture (ENGL 308W), which gives students access to the theoretical and interpretive strategies that they will need for the many kinds of texts (literary, rhetorical, scientific, journalistic, business, and visual) that they will encounter in the major. Students will then choose survey courses from the various traditions of American, British and World literatures as well as take up the study of a single author (for example, Shakespeare). As part of the core, majors will take an upper-level writing course that will facilitate the development of advanced rhetorical and composition skills, and they will choose either a linguistics or film studies course, depending on their interests. Finally, Senior Seminar (ENGL 490W) is the gateway out, giving the students the opportunity to utilize all that they have learned to produce a final, independent project in a small seminar setting and with the guidance and expertise of an English faculty member.

The department's three concentrations work to develop mastery of applied skills and theoretical approaches to the study of writing and literature. The department welcomes and values both the literary and writing enthusiast, those who will major in our department, and those who will choose courses to satisfy their own interests and the liberal learning curriculum. The concentrations are as follows:

- B.A. in English, Film Studies
- B.A. in English, Literature
- B.A. in English, Writing

Goals

Literature courses, which comprise the core of each concentration of the major, move toward more sophisticated study: Courses at 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 at the **300-level** provide information in greater depth, extend literary vocabulary and critical/analytical abilities, and introduce critical approaches and research techniques. Courses at the **400-level** encourage close analysis through intensive reading and extended research projects.

Advising

Undergraduate students should contact the University Registrar to be assigned a concentration specific faculty advisor. Students should contact Dr. Mary Wright regarding English graduate programs.

Advisors help in working out balanced programs to

fit individual abilities and career objectives. Supporting courses in relevant fields may be recommended. Degree progress sheets for all concentrations are available in the department office.

Students who have an excellent background in writing and literature may be eligible for advanced placement in English. (See the *Advanced Placement* section of this catalog.)

General Requirements for the Major

All English majors must earn a C- or better in major classes.

Courses used to satisfy major and elective studies must include at least 30 credit hours on the 300- and 400-levels.

The English Department requires graduating seniors to turn in a writing portfolio to the English Department the semester that they take English 490W. Students should see the requirements for the portfolio posted on the English Department's web site.

Course Availability

ENGL 308W, 314W, 315, 353W, 460, 490W, and 491 are offered every semester. Either ENGL 421 or 423 is offered every semester. One or two courses in American Literature and one or two courses in British Literature are offered every semester. Several courses in Writing are offered every semester.

Seminars in College Writing

The *First-Year Writing Seminar: Argumentation and Analysis* and the *Second Year Writing Seminar: Research and Writing in Special Topics* are courses designed to prepare freshman and sophomore students for writing across the disciplines at the University.

The First-Year Writing Seminar introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments that position their views within ongoing social and cultural questions. The course explores argument in relationship to issues in the arts, humanities, social sciences, professional studies, business, economics, and sciences and technology. Beginning with an examination of the principles of academic argument, students will evaluate prose texts, conduct research and craft polished arguments of their own using multiple sources of evidence.

The Research and Writing in Special Topics Seminar, a sophomore-level course, invites students to create and participate in a collaborative research community formed around a course topic determined by the professor, such as The Culture of Fear; Gender and the Media; Researching Dracula; Language, Gender, and Power; and The Family

Left Behind. The seminar encourages students to continue practicing and reflecting upon the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to evaluate, synthesize, and present primary and secondary sources in a research project. As it introduces students to the conventions of academic research and its presentation in both oral and written forms, the course's focal point is the creation of a 10-15 page formal research paper.

In order to receive university credit toward a degree, students must pass each one of the two courses with a grade of C- or better. Regular attendance, class preparation, participation in discussions, careful reading, oral presentations, conferences with faculty, draft workshops, final draft editing, and completing work on time are essential for success in the First- and Second-Year Writing Seminars at Christopher Newport University.

To assist students in preparing for the rigors of reading and writing, the English Department provides, in addition to well trained and committed teachers, tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during spring and fall semesters.

The Bachelor of Arts degree in English Film Studies Concentration

In the film studies concentration, students survey the classic beauty of the moving image. Film courses feature the interplay of cinematic and literary genres and attend to the fundamental qualities of film as a visual art. Students will expand this knowledge of visual form to consider its inflection within American and global cinematic traditions and filmic experimentation by the most daring of motion picture directors. Students will then investigate the ways film has become a dominant medium for transmitting cultural values and debates across the twentieth century and into the twenty-first. Examining the historical, cultural, and theoretical intersections among film, literature, and society, students will learn to navigate the complex mediascape of contemporary life. **ENGL 380, 415, and 423 may be taken again for credit to account for the numerous film genres, directors, and types of cinematic adaptations that could be taught given the faculty's areas of expertise.**

In addition to requiring successful completion of the liberal learning curriculum, the film studies concentration, requires successful completion of the following courses in major and elective studies:

1. ENGL 308W, ENGL 490W;
2. Select one: ENGL 321, 322, 341, 370, 372;
3. Select one: ENGL 325, 342, 343, 374, 376;
4. Select one: ENGL 421, 423;
5. Select one: ENGL 260, 309W, 353W;
6. Select one: ENGL 310, 385;
7. Select five film (ENGL prefix) courses (15 credits);
8. Select two 300-400 English courses (6 credits).

The Bachelor of Arts degree in English Literature Concentration

The literature emphasis seeks to attract students interested in the study of literature, literary and cultural theory, and other forms of representation in the British, American, and world literature traditions. Offered courses provide majors with the opportunity to fully explore fundamental questions about topics such as the status of literature within culture, the literary history of a period, the achievements of a major author, the defining characteristics of a genre, the politics of interpretation, the formal beauties of individual works, and the methods of literary scholarship and research. The literature courses seek to consider how biographical, historical, cultural, or political contexts shed light on literary texts, how issues of race, class, gender, and sexuality may influence the production and reception of literature, and how our understanding of narrative can offer insights into our own lives and experiences. In addition to requiring successful completion of the liberal learning curriculum, the literature concentration, requires successful completion of the following courses in major and elective studies:

1. ENGL 308W, ENGL 490W ;
2. Select one: ENGL 321, 322, 341, 370, 372;
3. Select one: ENGL 325, 342, 343, 374, 376;
4. Select one: ENGL 421, 423;
5. Select one: ENGL 260, 309W, 353W;
6. Select one: ENGL 310, 385;
7. Select one American literature (3 credits);
8. Select one British literature (3 credits);
9. Select one World literature (3 credits);
10. Select one Topics course(3 credits);
11. Select three 300-400 English courses (9 credits).

The Bachelor of Arts degree in English Writing Concentration

The study of literature and writing is symbiotic. Skill in literary analysis and interpretation gives one an important context for human experience, and can lead to engagement in civic society, as well as in meaningful leadership roles. Students immersed in the writing emphasis will examine and compose texts in a variety of genres and will hone their ability to analyze the ways in which writing responds to, shapes, and negotiates race, class, gender, society, politics, religion, and other global issues. Students will learn to communicate collaboratively, clearly, and persuasively for a variety of purposes and audiences, while building a firm rhetorical grounding in the writing and thinking skills necessary for the professional lives of free people. In addition to requiring successful completion of the liberal learning curriculum, the writing concentration requires successful completion of the following courses in major and elective studies:

1. ENGL 308W, ENGL 490W;
2. Select one: ENGL 321, 322, 341, 370, 372;
3. Select one: ENGL 325, 342, 343, 374, 376;

4. Select one: ENGL 421, 423;
5. Select one: ENGL 260, 309W, 353W;
6. Select one: ENGL 310, 385;
7. Select five writing courses (15 credits);
8. Select two 300-400 English courses (6 credits).

Students interested in focusing their writing courses in a specific area should consider the following:

- Journalism: ENGL 260, 360W, 361W, 362, 430, 454W, 460, 462, 491.
- Professional Writing: ENGL 339W, 339L, 350, 353W, 430, 454W, 491.
- Creative Writing: ENGL 309W, 351, 352, 430, 450.

The Minor in Journalism (21 credits)

The minor in journalism requires the successful completion of the following courses: ENGL 260; 360W or 361W; 460 or 491; ENGL 412 or SOCL 316; ENGL 339W or 430; 362 or 462; 395 (J) or 454(W).

The Minor in Literature (18 credits)

The minor in literature requires successful completion of ENGL 308W as well as fifteen additional credits in 300- and 400-level English courses in any combination of the following courses: ENGL 313, 314W or 316(W), 315, 320, 321, 322, 325, 341, 342, 343, 370, 372, 374, 376, 395 (topics in literature only), 410, 412, 415, 421, 423, 425.

The Minor in Writing (18 credits)

The minor in writing can prepare students in any major for professional opportunities in areas like accounting, business, finance, marketing, advertising, real estate, public relations, technical writing and editing, and communications. It also offers opportunities in various types of creative writing. The minor requires eighteen credits in any combination of the following courses: ENGL 260, 309W, 350, 351, 352, 353W, 360W, 361W, 362, 395 (topic in writing only), 430, 450, 454(W), 460, and 491. To maximize the benefit of the minor, advising is recommended. In journalism, see Dr. Terry Lee. In business writing and public relations, see Dr. Jean Filetti or Dr. Roberta Rosenberg. In creative writing, see Dr. Jay Paul.

Teacher Preparation in English

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Students will earn a **B.A. in English** during the first four years and then take an additional year of studies leading to an M.A.T. degree. Students majoring in English can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of English. Application to the program must be made in spring of the junior year and will require: 3.0 GPA, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests, essay, and two letters of recommendation. Students accepted into

this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See requirements for the B.A. in English.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; HIST 121; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; GEOG 201; PSYC 207 or 208; ENGL 314W or 316; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; CPSC 110.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 514, ENGL 532.

* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track

Major courses required:

See requirements for the B.A. in English. Specific courses required include ENGL 308, 309, 311, 315, 421, and 430, two courses in American literature, two courses in British literature, one course in World literature.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 208; SOCL 314/314L; PSYC 312; CPSC 110.

Graduate courses* required (senior year):

Select six credits: ENGL 512; ENGL 521; ENGL 532.

* See the graduate catalog for graduate course descriptions.

Teacher Preparation in English as a Second Language (ESL)

Those students who wish to become licensed teachers of ESL should apply to the five-year Master of Arts in Teaching program. Students will earn a **bachelor of arts or bachelor of science degree** during the first four years and then take an additional year of studies leading to an M.A.T. degree. Students completing this program are licensed to teach pre-kindergarten through grade 12. Application to the program must be made in spring of the junior year and will require: 3.00 GPA, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in verbal and quantitative subtests; essay; and two letters of recommendation.

Major courses required:

Any B.A. or B.S. degree in a liberal arts or science major is acceptable for this program, but the B.A. in English is recommended.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 308; SOCL 314/314L; PSYC 312, CPSC 110; ENGL 310, 311; ENGL 330 or 430; MLAN 308; LANG through 202 (Spanish recommended).

Graduate courses* required (senior year):

Select two courses (six credits): ENGL 521, PSYC 521 or 535.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN ENGLISH

American Literature: ENGL 341, 342, 343, 345, 410, 412.

British Literature: ENGL 370, 372, 374, 376.

Film Courses: ENGL 271, 324, 356, 380, 381, 385, 386, 415, 423.

Linguistics: ENGL 310, 311, 330, 430

Major author: ENGL 421, 423.

Topics courses: ENGL 313, 314W, 315, 320, 324, 395, 415.

World Literature: ENGL 321, 322, 325, 425.

Writing courses: ENGL 260, 309W, 339W, 350, 351, 352, 353W, 360W, 361W, 362, 450, 454(W), 460, 462, 491.

ENGL 123. First-Year Writing Seminar (3-3-0)

Fall, Spring.

The First-Year Writing Seminar introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments that position their views within ongoing social and cultural questions. Individually and collectively, students will read and discuss challenging texts, evaluating argumentative styles, conclusions, and evidence. They will also write essays that they will revise to reflect deeper critical thought, an effective prose style, an ability to evaluate outside research to complement their writing and consideration of an audience's expectations. The course offers students frequent written and oral feedback on their writing. It also prepares students for the Second Year Writing Seminar by providing guidance for students to incorporate multiple print and electronic resources into their writing. *Students must earn a C- or higher to satisfy University degree requirements.*

ULLC 223. Second Year Writing Seminar (3-3-0)

(See the University Liberal Learning Curriculum section)

ENGL 195. Special Topics (3-3-0)

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

ENGL 205. World Literatures in Dialogue (3-3-0) AIGM

Corequisite: ENGL 123.

This course studies the dialogues between literatures and cultures in a historically intensive way. Readings will feature works from across the major historical periods (Antiquity, the Middle Ages, the Renaissance, Neo-Classical/Enlightenment, Romanticism, Realism, Modernism, Postmodernism); works by authors from diverse backgrounds, genders, and racial/ethnic origins; and coverage of many different cultures and literary traditions.

ENGL 206. Forms and Expressions in World Literature (3-3-0) AIGM

Corequisite: ENGL 123.

This course studies literatures and cultures through the lenses of genre and media. Readings will focus on understanding the concepts of form and meaning. Students will explore the ways in which form (epic, lyric, romance, novel, drama, satire, biography, film, hypertext, blog, etc.) influences how a text is produced and received. The course may also examine the relationships between material textuality and expression, studying the ways in which material texts and technology (memorization and songs, tablets, manuscripts, stage productions, printed books, digital media, etc.) influence audience, meaning and reception.

ENGL 208. Reading Literature (3-3-0) AICE

Corequisite: ENGL 123.

This course introduces students to “close reading” to develop critical and interpretive skills for reading and writing about literature. Students will read poetry, fiction, and drama; study literary terms and effects; and write brief interpretive essays.

ENGL 215. Popular Genres (3-3-0) AICE

Corequisite: ENGL 123.

Study of the creative concept and practice of a single popular genre such as fantasy, romance, horror, detective novels, sensation novels, etc.; the focus will vary from semester to semester and be determined by the instructor for that term. Students may have the opportunity to write creatively within the focus genre of the term, depending on instructor.

ENGL 260. News Writing and Reporting (3-3-0)

Corequisite: ENGL 123.

This course teaches students to develop, report, and write news stories. Students use the classroom as a newsroom,

working together to focus story ideas, working together to craft and polish their stories. Local news editors and reporters visit the classroom; students visit their newsroom.

ENGL 271. The Arthurian Legend in Fiction and Film (3-3-0) AIWT

Corequisite: ENGL 123.

This course studies the origins of the Arthurian Legend in medieval Wales, England, Ireland and France, then explores the ways in which the legend was transmitted and transformed through the 20th century. Students will read and discuss primary and secondary texts to explore issues such as the relationship between myth, legend, history, fiction, and folklore; national identity and ideals of kingship; heroes and heroic identity; as well as medievalism, and the uses of the past. Students will write informal essays, a research paper, and two exams.

ENGL 295. Special Topics (3-3-0)

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

ENGL 304. WI: Creativity, out of Conflict (3-3-0) AICE

Prerequisite: ENGL 123. Corequisite: ULLC 223.

One of the fundamental engines of literary production is conflict, whether through war, cultural clashes or social unrest. A destructive moment can produce a creative response. Out of the Trojan War, Homer produced *The Iliad* and *The Odyssey*. The course will focus on particular conflict-ridden moments in history and the literature that came out of them. Potential topics: dictatorship, the French Revolution, the American Civil War, the Mexican Revolution, Irish independence the Russian Revolution, the World Wars of the 20th century, the current Israeli-Palestinian Conflict. Partially satisfies the Writing Intensive requirement.

ENGL 308W. WI: Literature, Theory, and Culture (3-3-0)

Prerequisite: ENGL 123. Corequisite: ULLC 223; English majors only.

Fall and Spring.

This course introduces critical contexts useful for interpreting literature. Short papers permit practice in presenting analysis in support of interpretations, laying essential groundwork for the major. Students will also produce a substantive interpretive and analytical paper focusing on a major literary text, utilizing an approach informed by literary theory and original research developed from electronic databases and print resources. Partially satisfies the Writing Intensive requirement.

ENGL 309W. WI: Prose Writing (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

Recommended Pre- or Corequisite: ENGL 430.

This course offers English majors an opportunity to practice various written forms: personal essay, prose analysis, social

commentary, and extended argument. Through a recursive writing process, students develop their writing skills and learn to analyze the writing of others. The process of writing and analyzing allows students to identify various styles, develop their own style, and learn that effective writing varies depending on audience and purpose. Partially satisfies the Writing Intensive requirement.

ENGL 310. Introduction to Linguistics (3-3-0) AIIF

Prerequisite: ENGL 123; ULLC 223.

An exploration of the major fields of linguistics (the scientific study of language). Topics include sound (phonetics/phonology), word parts (morphology), word orders (syntax), meaning (semantics/pragmatics), language acquisition (psycholinguistics), and dialects (sociolinguistics).

ENGL 311. Teaching English to Speakers of Other Languages (TESOL) (3-3-0)

Prerequisite: ENGL 123; ULLC 223 or consent of instructor.

This course is an introductory survey of methods of teaching English to speakers of other languages (TESOL). Students will learn about the cognitive, affective, linguistic, and sociocultural processes involved in second language development and, at the same time, will acquire the ability to critically evaluate teaching methods and materials.

ENGL 313. Literature and Social Issues (3-3-0) AIGM

Prerequisite: ENGL 123; ULLC 223.

This course is designed to provide students with an opportunity to explore the ways in which literary texts interact inside their particular social, cultural, and political contexts. Because literature is not produced in a vacuum but instead records, promotes, interrogates, or critiques the dominant discourses of its culture, students in the course will examine the political, social, and/or cultural contexts of selected works in order to more fully understand the concerns of the text, the author, and the society that produced them both. Specific topics will vary by instructor.

ENGL 315. Adolescent Literature (3-3-0) AIII

Prerequisite: ENGL 123; ULLC 223.

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

ENGL 316. Children's Literature (3-3-0) AIII [Formerly ENGL 314W; not equivalent]

Prerequisite: ENGL 123; ULLC 223.

An exploration of a representative sampling of literature written for children, focusing on the primary genres of

children's books: picture books, fairy tales, fantasy, realistic fiction, and poetry. Not a course devoted to pedagogical concerns or techniques.

ENGL 320W. WI: Studies in Women and Literature (3-3-0) AIGM

Prerequisite: ENGL 123; ULLC 223.

Students will analyze the influence of gender on literary texts and films by and about women. The focus will vary from semester to semester and may include historical surveys, major authors, genres and special topics including motherhood; marriage and the family; sexuality; the nature of work; religion and spirituality and literary theory on women and gender. Partially satisfies the Writing Intensive requirement as well as the minor in Women's and Gender Studies.

ENGL 321. Literature of the Ancient World (3-3-0)

Prerequisite: ENGL 123. *Corequisite* ULLC 223.

A study of literature from the classical, ancient, and/or early medieval periods (until 1200) of one or more of the following cultures: China, Greece, India, the Middle East, and Rome.

ENGL 322. Pre-Modern World Literature (3-3-0)

Prerequisite: ENGL 123. *Corequisite* ULLC 223.

A study of literature from the medieval and/or subsequent periods from 1200-1900 from one or more of the following regions: Africa, Asia, Europe, and Latin America.

ENGL 324. Vampires: Representing Power, the Self, and the Other in World Literature and Film (3-3-0) AIGM

Prerequisite: ENGL 123. *Corequisite* ULLC 223.

This course will provide students with the opportunity to study images of vampires across time and cultures. It explores the ways in which vampire narratives raise questions about power and place, whether in relation to gender roles and social position, invasion and conquest, or economic conditions. Students will also examine the relationship between high and popular culture, folklore, religion and ritual, myth and legend. Students will write two exams, a proposal, and a research paper.

ENGL 325. Contemporary World Literature (3-3-0)

Prerequisite: ENGL 123. *Corequisite* ULLC 223.

A study of selected world literature from 1900 to the present, often focusing on a region such as Eastern Europe, Africa, Asia, or Latin America.

ENGL 330. Language and Culture (3-3-0) AIGM [Same as SOCL 330 and ANTH 330]

Prerequisite: ENGL 123; ULLC 223.

This course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world.

Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. At the same time, students will acquire a thorough grounding in knowledge of the linguistic and cultural diversity that exists in the United States (in general) and the Mid-Atlantic region (in particular).

ENGL 339W. WI: Teaching in the Writing Center (3-3-0)

Prerequisites: ENGL 123; ULLC 223.

Fall and Spring.

This course introduces students to the theory and philosophy of Writing Center teaching, provides practical experience in working with writers and their texts, and offers a review of basic grammar and punctuation rules with an eye toward being able to explain concepts and identify problems common to student writers. This course is also the required preparation for working as a peer consultant in the Alice Randall Writing Center. This course can be repeated once for credit. Partially satisfies the Writing Intensive requirement.

ENGL 339L. Writing Center Experience/Advanced Writing Center Experience (credits vary)

Prerequisites: ENGL 339W.

Spring.

This course complements ENGL 339, Teaching in the Writing Center, and allows students the opportunity to further hone their writing and teaching abilities as they work with other writers as peer consultants in the Alice Randall Writing Center. The Writing Center functions as a hub of campus intellectual activity: working one-on-one with student writers from every discipline, Writing Center peer consultants also conduct writing workshops for small groups of students, help publicize Writing Center programs, and gain first-hand experience in Writing Center operation. **This course is graded as Pass/Fail;** English majors or minors may take it for elective credit. ENGL 339L is repeatable to a maximum of six credit hours.

ENGL 341. American Literatures to 1850 (3-3-0)

Prerequisite: ENGL 123. Corequisite ULLC 223.

A study of major authors from the Colonial and Romantic Periods (through the early 19th century), which may include Bradstreet, Franklin, Cooper, Irving, Poe, Emerson, Thoreau, Hawthorne, and Melville, as well as additional selections.

ENGL 342. American Literatures 1850-1920 (3-3-0)

Prerequisite: ENGL 123. Corequisite ULLC 223.

A study of major authors of American Realism and Naturalism (primarily latter 19th century), which may include Whitman, Dickinson, Twain, James, Crane, Chopin, Dubois, and

Wharton, as well as selections from the Local Color, Early Feminist, and African-American Movements.

ENGL 343. American Literatures 1920-present (3-3-0)

Prerequisite: ENGL 123. Corequisite: ULLC 223.

A study of major authors from the Modernist and Post-Modernist periods (20th century), which may include Frost, Eliot, Fitzgerald, Faulkner, Hemingway, the poets of the Harlem Renaissance, Plath, Rich, and Morrison, as well as additional selections.

ENGL 345. African-American Literature and Culture (3-3-0)

Prerequisite: ENGL 123. Corequisite: ULLC 223.

This course is designed to introduce students to key issues, themes, and methods in African-American Studies as well as encourage further study of the discipline. Students will read texts in a range of genres spanning three centuries, attain a foundation in African-American tradition, and gain some sense of how African-American writers addressed issues of race, gender, nation, slavery, and citizenship. Students will use the readings as entry points into a discussion of the historical period and cultural moment, which informed their creation.

ENGL 350. Web Page Writing (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

In this course students create and analyze web pages and examine the internet as a conflation of cultural technology, aesthetics, and social and political forces. Before creating their own published web pages, students will study recent trends in web design and read electronic theory and criticism to understand the body of theoretical principles that guides them through content, design, and aesthetic considerations.

ENGL 351. Fiction Writing (3-3-0)

Prerequisite: ENGL 123; ULLC 223 and junior status, or consent of instructor. At least one sophomore, junior or senior literature course recommended.

Practice writing and rewriting fiction. Close reading of stories linked to technical exercises. Manuscripts exchanged and discussed—in person or via email. Emphasis on the cultivation of effective fiction over time and through focused exercises. Conferences invited.

ENGL 352. Poetry Writing (3-3-0)

Prerequisite: ENGL 123; ULLC 223 and junior status, or consent of instructor. At least one sophomore, junior or senior literature course recommended.

Frequent opportunities to write, and sometimes rewrite, poems. Attention to poems and poets, mostly contemporary. Manuscripts discussed and read aloud in class. Variety of exercises, some formal, with plenty of opportunity to experiment and savor the full powers of poems. Conferences invited.

ENGL 353W. WI: Writing for Business and the Professions (3-3-0)*Prerequisite: ENGL 123; ULLC 223.**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. Partially satisfies the Writing Intensive requirement.

ENGL 356W. WI: Film, Theory, and Culture (3-3-0)*Prerequisite: ENGL 123; ULLC 223.*

This course introduces students to critical methods for interpreting film and writing about film. Students compose several papers that demonstrate various critical lenses corresponding to academic and journal writing styles. This course is required for the film studies minor. Partially satisfies the Writing Intensive requirement.

ENGL 360W. WI: Narrative Nonfiction: The Literature of Fact (3-3-0)*Prerequisite: ENGL 123; ULLC 223.*

Students will report news, with an emphasis on the human dimension of the story. This course serves as a bridge between English 260: News Reporting & Writing and English 361: Feature and Magazine Writing. Students will report news in depth, researching the issues behind the story. Each student will also use *immersion reporting* to report and write a major narrative news/feature story. Partially satisfies the Writing Intensive requirement.

ENGL 361W. WI: Feature and Magazine Writing (3-3-0)*Prerequisite: ENGL 123, ULLC 223.*

Students will spend time developing stories that will, in some significant way, strongly impact readers. Students will develop features that entertain and news writing that responsibly covers and/or interprets events or issues in the public arena. There will be opportunities to look into individual areas of interest and to build confidence as a critical participant in the campus and greater Peninsula communities. Partially satisfies the Writing Intensive requirement.

ENGL 362. Editing and Ethics in Journalism (3-3-0)*Prerequisite: any one of the following: ENGL 260, 353W, 360, 361 or permission of the instructor.*

The course focuses on practical and ethical challenges in editing for print and Web-based news media, including some attention to network and cable news.

ENGL 370. Early British Literature (3-3-0)*Prerequisite: ENGL 123. Corequisite ULLC 223.*

Study of the Medieval and Renaissance periods, focusing on Beowulf and selections from such writers as the Pearl Poet, medieval drama, Chaucer, Spenser, Sydney, and Marlowe.

ENGL 372. British Literature: 17th and 18th Century (3-3-0)*Prerequisite: ENGL 123. Corequisite ULLC 223.*

Study of poetry, and some prose, by such writers as Donne, Herbert, Marvell, Milton, Pope, Johnson, Boswell, Dryden, Swift; Aphra Behn, Mary Astell, Mary Wroth, Katherine Philips.

ENGL 374. British Literature: 19th Century (3-3-0)*Prerequisite: ENGL 123. Corequisite ULLC 223.*

Study of major authors of the Romantic and Victorian periods - poets such as Wordsworth, Coleridge, Byron, Shelley, Keats, E.B. Browning, R. Browning, Arnold, D.G. Rossetti, C. Rossetti, Morris, Swinburne, and Hopkins; and non-fiction writers such as Wollestonecraft, Lamp, Hazlitt, DeQuincey, Carlyle, Newman, Mill, Ruskin, Arnold, Huxley, and Pater.

ENGL 376. British Literature: 20th Century to present (3-3-0)*Prerequisite: ENGL 123. Corequisite ULLC 223.*

Study of major writers such as Conrad, Shaw, Joyce, Woolf, Lawrence, Eliot, Yeats, Auden, Thomas, Larkin, Hughes, Heaney, Hill, Walcott, Pinter, Stoppard, Churchill, Lessing, Naipaul, and Winterson.

ENGL 380. Film and Literature (3-3-0)*Prerequisite: ENGL 123. Corequisite ULLC 223.*

This course investigates the myriad ways film and literature may be understood as conversant, symbiotic, and even combative mediums. The relationships between film and literature will be examined in terms of how one is adapted into the other, how both represent the cultural concerns of a particular historical moment, and how each depend upon and enhance certain stylistic strategies of narrative and non-narrative storytelling. Course may be repeated once for credit as the course will focus on varying examples of cinematic adaptation culled from different national and genre-specific literatures.

ENGL 381. The Roaring Twenties: Film, Literature, and Drama of the Jazz Age (3-3-0) AIWT*Prerequisites: ENGL 123. Corequisite ULLC 223.*

Flappers, fast cars, mass media, World War I, the avant-garde, the Harlem Renaissance – this course examines this decade's fast-paced intensity in the United States and Europe and its wide cultural influence.

ENGL 385. US Film to 1960 (3-3-0)

Prerequisites: ENGL 123. Corequisite: ULLC 223.

This course traces the development of film and its relation to American society from film's origins in the 1890s to its dominance in 1960. The course will feature a range of classic and controversial films from the silent and Classical Hollywood periods in response to national issues such as war, economic depression, class strife, immigration, censorship, and notions of sexuality.

ENGL 386. US Film Since 1960 (3-3-0)

Prerequisites: ENGL 123. Corequisite: ULLC 223.

This course investigates the radical changes in film production and reception in the post-Classical Hollywood era, including the experiments in 1960s cinematography, the genre-bending of the 1970s, 1980s blockbuster films, the rise of independent film in the 1990s, and the global expansion of Hollywood filmmaking in the twenty-first century. Special attention will be given to intersections between American films and society.

ENGL 392. Travel and Culture (Credits vary 1-3)

Prerequisites: ULLC 223 and consent of instructor.

This course is designed to allow students from all disciplines to travel in the United States and abroad to study language, literature, and writing. Topics and destinations vary, determined by the special interests and needs of students and the expertise of faculty. May involve additional fees. Course may be repeated once for credit.

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

Prerequisite: ENGL 123. Corequisite ULLC 223.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. English majors may enroll only once for credit.

ENGL 410. Southern American Literature (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C-.

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 American Literature (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C-.

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 415. Genre Studies (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C- or consent of instructor.

Study of the concept and practice of genre through analysis of works drawn from the American, British, or world traditions. Course material, which will vary based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, film noir and linked/framed narrative. Course may be repeated once for credit.

ENGL 421. Shakespeare I (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C-.

A survey of Shakespearean drama with emphasis on the major plays. Reading list available from instructor.

ENGL 423. Major Authors (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C-.

Intensive study of the works of a single major author from the American, British, or World traditions, such as Melville, Chaucer, Hitchcock, or Garcia-Marquez. Course may be repeated once for credit.

ENGL 425. Cultural Studies in World Literature (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C-.

Intensive study of literature in the context of the culture that produced it. Topics may include the effects of religion, race, gender, religion, ethnicity, and class. Selections from the following regions: Africa, Asia, Eastern Europe, Latin America, and Western Europe.

ENGL 430. The Structure of English (3-3-0) AIIF

Prerequisite: ENGL 123; ULLC 223.

Application of current linguistic theories to the analysis of English grammatical structures pertinent to understanding how the forms of words and phrases combine and function together to create well-formed sentences in Standard English. Recommended prior to or simultaneously with English 309.

ENGL 450. Advanced Writing Workshop (3-3-0)

Prerequisite: Grade of B or higher in ENGL 309W or 351 or 352 or 361W, or consent of instructor.

Spring of odd-number years.

This workshop is designed to refresh the student's sense of writing by joining the centuries-old conversations among writers. Readings in both prose and poetry provide a context – and impetus – for assignments. Each student will also develop an independent project consisting of one or more works refined to highest quality. Conferences invited.

ENGL 454. WI: Public Relations and Grants: Writing for Civic Engagement (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

This course will help students analyze the communications, public relations, and grants needs of educational, social, political, arts, and faith-based organizations that work for the public good. Students will, through partnering with businesses, nonprofits, and government agencies, learn how to use writing as a vehicle for lasting social change. This course is recommended for students interested in public relations, fund raising and business, as well as the development of successful service-learning projects across the curriculum. Partially fulfills the Writing Intensive requirement.

ENGL 460. Captain's Log Internship (3-0-10)

Prerequisite: ENGL 260 or 360, 361 or 362, 363 and consent of Captain's Log advisor.

Emphasis on achieving a professional level of expertise in writing, editing, design and layout, or photojournalism. Weekly conferences with the Captain's Log faculty advisor are required. Interns work ten hours per week for the student newspaper. Students will negotiate an agreement with the advisor and editor-in-chief, setting out fairly precise expectations that answer to the intern's particular interest and the newspaper's particular needs. Portfolio documenting work required at end of semester.

ENGL 462. Community Storytelling & Documentary Studies (4-3-3)

Prerequisites: Permission of Instructor.

Summer Term 1 or 3.

A survey and intensive study of documentary work in written narrative, in photography and/or in film. Focus is on understanding the documentarian's goals and craft. Course work may include tracing historical traditions, analyzing current trends or developing creative projects.

ENGL 490W. WI: Senior Seminar (3-3-0)

Prerequisite: ENGL 123; ULLC 223; ENGL 308W with a minimum grade of C-and senior standing. Required of all English majors.

Fall and Spring.

Following up on practical skills in approaches to literature learned in ENGL 308, students will work independently using literary research skills to develop a thesis-driven interpretive essay that successfully incorporates the work of critics. Students may expand and deepen an essay developed in an earlier course, if approved by the instructor. Students will bring to the seminar their knowledge of particular literary texts; the seminar experience will allow them to return to a particular text or texts to produce a fuller, more complex reading. Partially satisfies the Writing Intensive requirement.

ENGL 491. Internship in Writing (3-3-10)

Prerequisite: English or Communication major, junior standing, at least one upper division writing course with a minimum grade of B, and consent of instructor.

Fall and Spring.

Part-time internship in writing. See Dr. Terry Lee for availability and eligibility requirements for writing, reporting, and photojournalism internships at a newspaper. See Dr. Jean S. Filetti or Dr. Roberta Rosenberg for availability and eligibility requirements for public relations or professional writing in association with nonprofit organizations, local businesses or government. Can be repeated once for credit.

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

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

ENGL 499. Independent Study (3-3-0)

Prerequisite: senior standing, consent of instructor and Department Chair.

FILM STUDIES

Dr. John G. Nichols, Director
McMurrin Hall, Room 201C
(757) 594-8896
jnichols@cnu.edu

The Minor Program in Film Studies (15 credits)

As an artistic medium, film explores the complexity of society through its many cultural uses, serving as a source of entertainment, a pinnacle of artistic experimentation, an instrument of social persuasion, and an interdisciplinary art form. Film courses in this program offer students the opportunity to participate in critical conversations about film, enhancing liberal arts learning by emphasizing strategies for close analysis, historical inquiry, narrativity, and philosophical thinking.

The interdisciplinary film minor program invites students to examine critically the cultural production and reception of film. Students in the program will analyze film style, explore the intersection of film and society, inquire into the making of film, learn strategies for writing about film, and investigate film's relations with other disciplines. (Any of the courses may be taken without commitment to the entire program.)

Program Objectives:

1. Investigate historical moments of cinematic production and reception as well as film's interdisciplinary relations.
2. Serve as a minor for students who wish to extend their work in a major to include film.
3. Offer a certificate program for students to emphasize their concentrated study of film (for a career in film or graduate studies in film).

Program Requirements:

Students should consult the Director on matters of course selection and advising.

1. A minimum of 15 credits as listed below are needed to complete the minor.
2. Core requirement: ENGL 356W.
3. Select four approved program electives (12 credits) to complete the minor.
4. Certain internships, independent studies, and special topics courses focusing on film may also count toward the minor as determined by the Director.

THE CURRICULUM IN FILM STUDIES

The following course descriptions appear in appropriate sections throughout the catalog.

Core

ENGL 356W WI:Film, Theory, and Culture

Electives

BUSN 314	Organizational Ethics in Film
CLST 395	Special Topics (a film studies topic)
COMM 295	Special Topics (a film studies topic)
COMM 350	Media Criticism
COMM 395	Special Topics (a film studies topic)
ENGL 271	The Arthurian Legend in Fiction and Film
ENGL 320W	WI: Studies in Women and Literature
ENGL 324	Vampires: Representing Power, the Self, and the Other in World Literature and Film
ENGL 380	Film and Literature
ENGL 381	The Roaring Twenties: Film, Literature, and Drama of the Jazz Age
ENGL 385	US Film to 1960
ENGL 386	US Film Since 1960
ENGL 392	Travel and Culture
ENGL 395	Special Topics (a film studies topic)
ENGL 415	Genre Studies
ENGL 423	Major Authors
FREN 358	History of French Cinema
HIST 325	Cold War Politics and Culture
HIST 327	History on Film
HIST 395	Special Topics (a film studies topic)
HIST 428	WI: History of Propaganda: A Film Study Course
HIST 495	Special Topics (a film studies topic)
MLAN 207	History of German Cinema
MLAN 217	International Cinema
MUSC 205	Genre and Genius: Collaboration and Transcendence in Movie Music
PHIL 326W	WI: Philosophy in the Movies
PSYC 315	Psychology of Abnormal Behavior
RSTD 326W	WI: Religion in the Movies
THEA 361W	WI: Broadway to Hollywood and Back
THEA 468	WI: Playwriting Seminar

DEPARTMENT OF FINE ART AND ART HISTORY

Dr. Michelle Erhardt, Chair
Ferguson Hall, Room 118A
(757) 594-7930
michelle.erhardt@cnu.edu

Faculty

Associate Professors: Erhardt, Henry, Pendleton

Assistant Professors: Harris, Morán

Lecturer: A. Skees, K. Skees

Emeriti: Anglin, Alexick

Mission Statement

Our vision is to become a model for excellence in the application of liberal arts education to the study and creation of art. We seek to develop students intellectually, creatively, professionally and personally through a rigorous program that will distinguish our graduates as innovative thinkers and artists, ethical professionals and articulate communicators in the disciplines of the fine arts. We further seek to broaden our students' awareness of the historical continuum of the visual arts as a critical element in the history of human intelligence, imagination and creative power. As faculty members, our objective is excellence in teaching inspired by a demonstrated commitment to sound scholarship and the creation of art. As teachers, our goal is to educate and prepare students for graduate study and for leadership in teaching and other arts-related professions. We accomplish this by encouraging students to obtain a well-rounded, liberal arts education and by enhancing their communication, analytical, creative and technical skills through individual attention, intellectual growth and applied learning.

The Bachelor of Arts Degree in Fine and Performing Arts

In planning their programs of study, students should select an advisor from the Department of Fine Art and Art History during their freshman year. A minimum grade of C- is required in all courses counted toward the completion of major and elective studies for this degree.

The Fine Arts major

The fine arts major provides the student with a thorough liberal arts background while offering the fundamentals required in studio art and art history. Each of these academic disciplines allows advanced work so that the student will be prepared to pursue an arts-related career or graduate study.

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in fine and performing arts, fine arts major also requires successful completion of all course work in one of the following fine arts concentrations:

Studio Art Concentration

1. FNAR 117, 118, 121, 128, 201, 202;
2. Minimum of four courses (12 credits) of studio art courses at the 300-400 level;
3. Select two (6 credits) studio art courses;
4. Select two (6 credits) art history courses;
5. FNAR 371 or 377;
6. FNAR 488 (3 credits)

Note: The student must purchase all personal and expendable art material.

Art History Concentration

1. FNAR 117, 118, 201, 202;
2. FNAR 371 or 377;
3. FNAR 373 or 379;
4. One non-western art history elective (3 credits);
5. One studio art course (3 credits);
6. Select five (15 credits) art history courses;
7. FNAR 490.

Note: The student must purchase all personal and expendable art material.

Graduation Requirements

In order to graduate with a concentration in art, the student must have successfully completed all requirements listed for the art concentration with a grade a C- or better, and the liberal learning curriculum. In addition, during the senior year, students must successfully complete the requirement for the departmental senior seminar (FNAR 488 or FNAR 490) in the concentration of studio art or art history. Students concentrating in studio art must submit an annual portfolio of work and exhibit in the Senior Art Exhibition. Participation in the interactive gallery critique is also required. Students specializing in art history must submit a research paper demonstrating original work and participate in an oral defense. All graduating seniors are required to take the departmental exit exam and participate in an exit interview.

The Minor in Art History (18 credits)

The minor program in art history requires successful completion of FNAR 201 and 202, unless the student has permission for an exemption; three credits in studio art; along with nine credits in art history electives.

The Minor in Studio Art (24 credits)

1. FNAR 117, 118, 201, 202;
2. One studio art course (3 credits) at or above the 200 level;

3. Select two (6 credits) studio art courses at or above the 300 level;
4. One art history course (3 credits) at or above the 300 level;

Note: The student must purchase all personal and expendable art material.

TEACHER PREPARATION IN VISUAL ARTS

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.A. in Fine and Performing Arts** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in art can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or elementary through secondary school, grades pre-kindergarten through 12, in the content area of art.

The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation along with the bachelor's degree:

Elementary level (PK-6) Track

Major/concentration courses required:

See requirements for the B.A. in Fine and Performing Arts with either the studio Art or Art History concentration.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110.

Graduate courses* required (senior year):

Select six credits: ENGL 532, ENGL 514, MATH 570.

Elementary/Secondary level (PK-12) Track: Art Endorsement

Major/concentration courses required:

In addition to the requirements for the B.A. in Fine and Performing Arts with a studio art concentration, the student needs to complete the following courses:

1. Select one: FNAR 128 or 228;
2. Select one: FNAR 203 or 224;
3. Select one: FNAR 229, 241, 251;
4. FNAR 226, 322.

Support courses required:

COMM 201 or THEA 230; MATH 125; PSYC 207 or 208, 312; SOCL 314/314L; CPSC 110.

Graduate* courses required (senior year):

Select six credits: FNAR 534; FNAR 589; ENGL 514.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN ART

Art History Courses: FNAR 201, 202, 204, 371, 372, 373, 374, 375, 376, 377, 378, 379, 395 (in art history), 490.

Non-western Art History Courses: FNAR 374, 375, 380, 381, 395 (in non-western art history).

Studio Art Courses: FNAR 117, 118, 121, 128, 130, 204, 205, 224, 226, 230, 241, 251, 252, 322, 324, 326, 330, 331, 332, 333, 334, 341, 351, 352, 401, 421, 424, 488.

FNAR 117. 3D Design (3-0-6)

[Formerly 119, not equivalent]

3-D design is studied through assignments that integrate elements and principles of design with a variety of sculpture-making material and techniques. Through their work, students will gain an understanding of the design process, presentation and installation. A personal vocabulary for creating 3D forms in formal critiques is developed. Students gain an awareness of art historical precedents and contemporary approaches to sculpture and design through instructor lectures, textbook readings and personal research. The student must purchase all personal and expendable art material.

FNAR 118. 2D Design (3-0-6)

Fall and Spring.

This course will introduce a visual vocabulary needed in ordering the elements of design for the creation of imaginative two dimensional art works in ensuing course work. Composition, color theory, techniques, and materials are a focus of the course. Other objectives include learning to critique, verbalization of intent, vocabulary usage, awareness of art historical precedents and contemporary approaches to art and design. The student must purchase all personal and expendable art material.

FNAR 121. Drawing I (3-0-6)

Fall and Spring.

Emphasis on developing drawing skills. The student will be instructed in the use of the visual vocabulary and in ordering design elements to create strong visual work. A wide range of materials will be utilized: charcoal, (vine, compressed) conté crayon, inks, oil-pastel, mixed media, and paper surfaces. Drawing techniques – gesture, contour, mass, value – will be used to heighten observation skills.

Assigned projects will include observational still-life, progress from academic still-life, landscape and figure drawing. The student must purchase all personal and expendable art material. Required for art education majors.

FNAR 128. Introduction to Digital Media (3-0-6) AICE

Prerequisite: FNAR 118 or consent of instructor.

Fall and Spring.

This course is designed to introduce students to the principles and techniques of digital media and their specific application to an artistic process. During the course of the semester students will complete exercises, projects and participate in critiques, in order to develop a working knowledge of computer media as a tool for artistic expression and experimentation. While students learn software techniques, the emphasis is on applying digital technologies to the development of the student's artistic practice. Students will be introduced to 'new media' history and theory. The student must purchase all personal and expendable art material

FNAR 130. Photography I (3-0-6)

Fall and Spring.

A beginning study of the basic black and white photographic process utilizing traditional cameras and film. Students will learn to operate their equipment in a professional manner and will create photographic images using wet-darkroom techniques. The importance of understanding the many subtle qualities of light, and its use in creating successful photographs will be stressed. A review of basic compositional guidelines will be an integral part of the course. The student must purchase all personal and expendable art material.

FNAR 195. Special Topics (3-0-6)

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

FNAR 201, 202. World Art in Context I & II (3-3-0 each) AICE

Fall and Spring.

The development of world art and architecture from pre-historic times to the present. The first semester includes the prehistoric, ancient and medieval arts of Europe and Asia. The second semester begins with the rise of modern cultures beginning in the Renaissance period and includes a survey of European, Asian, African, and Pre-Colombian art and architecture to the present day. Required for art education majors.

FNAR 204. The Artistic Process (3-2-4) AICE

Prerequisite: English 123 with a grade of C- or higher and application form with essay to the FNAR Study Abroad committee by specified deadline.

"The Artistic Process" provides a study-abroad experience which surveys works of art and architecture in the light of influences which have helped shape art. It aims to examine the close relationship between art and its cultural contexts by studying works of art in their original locations. The course fosters a deeper evaluation of both private and public art and architecture and how artifacts have been shaped by a diversity of influences. The course involves both an historical and hands-on study of principles and ideals used in works of art.

FNAR 205. Digital Photography (3-0-6) AICE [Formerly FNAR 101, not equivalent]

Fall and Spring.

This course provides students with a strong foundation in the latest digital workflow methods, from advanced digital capture and image editing to master digital printing. Concepts covered in the course include color management, working with RAW files, managing and archiving image files. A digital SLR camera with at least 5-megapixel resolutions, histogram display and manual capability is required for this course (ability to capture in "camera RAW" preferred). A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras.

FNAR 224. Painting I (3-0-6)

Prerequisite: FNAR 118 or consent of instructor.

Fall.

Oil painting will be studied through assignments that integrate elements and principles of design with a variety of painting surfaces and techniques. Through working from direct observation, students will gain an understanding of color mixing, color harmony, value range, and composition. Through formal critiques, students will expand problem-solving capabilities and oral presentation skills. Students gain an awareness of art historical precedents and contemporary approaches to painting and drawing through instructor lectures, textbook readings and personal research. The student must purchase all personal and expendable art materials.

FNAR 226. Mixed Media and Functional Art I (3-0-6)

Prerequisite: FNAR 117, 118 or consent of instructor.

Spring.

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. The student must purchase all personal and expendable art material. Required for art education majors.

FNAR 230. Photography II (3-0-6)

Prerequisite: FNAR 118 and 130.

Spring.

An advanced study of the traditional black and white photographic process stressing techniques which will offer the student an opportunity to deviate from the creation of purely literal statements. Techniques will include photograms, handcoloring, cut and paste, solarization, "litho" prints and double printing. The student must purchase all personal and expendable art material.

FNAR 241. Ceramics I (3-0-6) AICE

Prerequisite: FNAR 117 or 119 for studio art majors with grade of C- or higher.

Fall and Spring.

An introduction to the craft, art, and language for fabricating clay by using hand building and glazing techniques; students will explore the various properties of clay and the formation of a three dimensional design within a meaningful sequence; students will experience clay's responsiveness to their thoughts and ideas under the careful, artistic guidance of the instructor. The student must purchase all personal and expendable art material. Required for art education majors.

FNAR 251. Sculpture I (3-0-6)

Prerequisite: FNAR 117 or 119 or consent of instructor.

Spring.

An introduction to the materials, methods and language of sculpture; students will investigate clay, wood, plaster and found objects; will explore the dynamics of three-dimensional design with emphasis on figurative, non-figurative, and environmental forms; will create specific sculpture forms and arrange interior and exterior spaces; and will move through a meaningful sequence of sculptural ideas. The student must purchase all personal and expendable art material. Required for art education majors.

FNAR 252. Printmaking I (3-0-6)

Prerequisite: FNAR 118 or consent of instructor; required for art education majors.

Fall.

An introduction to the techniques, traditions and innovations of modern artistic printing. This course specifically focuses on monotype, woodcut and intaglio printing processes. It will examine the principles of two-dimensional design, and will explore the creative interaction of technique and printing. Emphasis is on technical mastery and development of personal imagery. The student must purchase all personal and expendable art material.

FNAR 295. Special Topics (3-3-0)

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

FNAR 322. Figure Drawing (3-0-6)

Prerequisite: FNAR 117 or 119 and 121 or consent of instructor.

Fall.

This course is designed to teach drawing skills from direct observation of the human figure. Specific exercises in line and value will increase skill and provide a tool for expression. Various media will be utilized to broaden a student's drawing experience. Gesture and sustained drawings will explore both technical and experimental drawing concepts. The student must purchase all personal and expendable art material.

FNAR 324. Painting II (3-0-6)

Prerequisite: FNAR 117 or 119 and 224 with a grade of C- or higher or consent of instructor.

Spring.

This is a course in oil painting which emphasizes direct observation. The student will be encouraged to begin developing individual expression through assigned problems that not only require observational skill but added creative thought. Growth in visual design aesthetic will be stressed through individual and group critique. The student must purchase all personal and expendable art material.

FNAR 326. Mixed Media and Functional Art II (3-0-6)

Prerequisite: FNAR 118 and 117 or 119 and 226.

Spring.

A course that explores advanced techniques in several craft areas. This is a course suitable for teachers or others interested in exploring crafts beyond the basic techniques. Possible areas of exploration include batik, wool working, copper enameling, papermaking and book arts. The student must purchase all personal and expendable art material.

FNAR 330. Photography III (3-0-6)

Prerequisite: FNAR 117 or 119 and 230.

Fall.

Traditional black and white photography which will stress the techniques necessary to achieve truly fine print quality utilizing a variety of printing methods and materials. Proper techniques for the mounting and presentation of images will be stressed. Several new avenues will be investigated including, advanced flash techniques, infrared film, and the use of ultra-high speed film. Assignments will include informal portraiture, architectural photography, macro photography and landscapes. One photo-documentary essay will be assigned and will be an on-going endeavor during the semester. The student must purchase all personal and expendable art material.

FNAR 331. Advanced Digital Imaging and Printing (3-0-6) AICE

Prerequisite: FNAR 128 or 205.

Spring.

The premise of this course is based on a hands-on approach where one learns by doing. Digital photographic techniques and image manipulations will be investigated through actual demonstrations. The focus of the course will be *Photoshop*. Process and concept are reinforced with slide/image lectures that feature contemporary artist who have used digital imagery as a medium of expression. The goal of the course is to hone the student's skills and conceptual base as it pertains to advanced *Photoshop* and printing techniques. The student must purchase all personal and expendable art material.

FNAR 332. Animation (3-0-6) AICE

Prerequisite: ULLC 223.

Fall, even years

This class is designed as an introduction to various basic animation techniques centered around the use of *Flash*. Students will gain experience in all phases of animation production. Emphasis will be on understanding the technical processes of animation in relation to narrative and experimental structure. The student must purchase all personal and expendable art material.

FNAR 333. Video Art (3-0-6) AICE

Prerequisite: FNAR 205

Spring

This course introduces the basics of digital video production, with emphasis on conceptual video art. Students learn basic DV camera operation and Mac-based editing using *Final Cut Pro*. Equipped with the fundamental knowledge of hardware and software, students produce individual and collaborative projects that explore the visual language of video art. Project assignments include both abstract and narrative explorations with emphasis on conceptual development. In addition to technical instruction, class time is used for video art screenings and discussion of readings related to contemporary video art, group critiques, and individual work time and consultation. The student must purchase all personal and expendable art material.

FNAR 334. Graphic Design (3-0-6) AICE

Prerequisite: FNAR 128

Fall, odd years

This course introduces students to the commercial art of graphic design as a form of visual communication through the use of type, image, form, and color. Projects explore two dimensional design processes of visual identity and communication, thematic structure and hierarchy, creative problem solving, and the design practice of critiques and discussion. The student must purchase all personal and expendable art material.

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

Prerequisite: FNAR 118 and 241 with a grade of C- or higher or consent of instructor.

Spring.

An intermediate course in ceramics that extends the exploration of the craft, by hand building and glazing; students, while demonstrating craftsmanship, creativity, and conceptual skills, will create a cohesive body of work that demonstrates growth in technique, design and content; students will develop their analytic and aesthetic capacities to discuss critically the processes and products of clay fabrication. The student must purchase all personal and expendable art material.

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

Prerequisite: FNAR 118 and 251 with a grade of C- or higher or consent of instructor.

Spring.

An intermediate course in sculpture, that builds on FNAR 251; students will work toward a personal style within three-dimensional design; students' visions will be focused in figurative, non-figurative, and/or environmental compositions that will move toward a body of cohesive work that demonstrates a pattern of thoughts; students will work under the disciplined guidance of the instructor. The student must purchase all personal and expendable art material.

FNAR 352. Printmaking II (3-0-6)

Prerequisite: FNAR 118 and 117 or 119 and 252 with a grade of C- or higher or consent of instructor.

Spring

This course explores a variety of concepts, methods, and tools in the making of hand-drawn, photo-based and paper-structure imagery in printmaking. While using established terms, the course explores the emerging vocabulary that is defining new types of techniques and image-making in contemporary printmaking. Developing personal narrative content in sequential imagery is emphasized using printmaking techniques. The sketchbook is used as a tool to develop and combine ideas prior to initiating prints. The student must purchase all personal and expendable art material.

FNAR 371. WI: Modern Art (3-3-0) AICE

Prerequisite: ENGL 123; ULLC 223; FNAR 201, 202.

Fall, alternate years.

A study of Modern painting, sculpture and architecture from the late eighteenth century through the early twentieth century. The course traces the progression of successive movements in Modern Art from its origins in late eighteenth-century Neoclassicism and Romanticism through early twentieth-century styles, including Cubism, Futurism, and Surrealism. Particular attention will be given to the unfolding concept of Modernism in painting, sculpture and architecture, as well as critical reaction to "the shock of the new," as witnessed by the emergence of avant-garde movements such as Realism, Impressionism, Cubism, Surrealism, and Dada. Partially satisfies the Writing Intensive requirement.

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

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

A chronological study of American painting, sculpture, architecture and furniture from the early seventeenth century to 1920. This course presents an interpretation of American art within a social, religious and political context, and will explore issues such as art in response to European influences and American nationalism.

FNAR 373. Italian Renaissance Art (3-3-0) AICE

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

A study in the development of art from the early Renaissance through the 16th century. Special attention is given to the changing role of the artist, the effects of Roman and Greek archaeology, increasing nationalism, as well as establishing our conceptual vision of the world.

FNAR 374. Asian Art (3-3-0) AICE

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

A chronological study of painting, sculpture and architecture in India, China and Japan. This course presents a study of Asian art in context, and particular attention will be given to art as a response to Asian religion, patronage and social change.

FNAR 375. Pre-Columbian Art (3-3-0) AICE

Prerequisite: FNAR 201 or consent of instructor.
Fall, every third year.

This course is a wide-ranging survey of the arts from the indigenous cultures of the Caribbean, Mesoamerica, and the Andes, prior to contact with European societies. This course will focus on the historical development of the arts and architecture of these areas and the role of art in this wide variety of social contexts.

FNAR 376. Medieval Art (3-3-0) AICE

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

Survey of painting, sculpture and architecture of the middle ages from the Carolingian through the Gothic periods. This course emphasizes the relationship of medieval art to religious, philosophical and social developments in Western Europe.

FNAR 377. Art of the 20th Century to the Present (3-3-0)

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

This course explores major movements in European and American art from the 1920's to the present, as well as the critical reaction to that art. Particular emphasis will be given to artistic rebellion and innovation, giving rise to a

proliferation of styles such as Abstract Expressionism, Pop Art, Minimalism, Performance and Process Art.

FNAR 378. Baroque Art (3-3-0) AICE

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

A survey of seventeenth-century European painting, sculpture and architecture. This course presents an interpretation of Baroque art in context, and will explore issues to include art in response to the Protestant and Catholic reformations, as well as the rise of middle class patronage in Northern Europe.

FNAR 379. Northern Renaissance Art (3-3-0) AICE

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

This course will survey the arts of northern Europe (the Netherlands, Holland and Germany) during the Renaissance, from 1300-1600. The course will evaluate the influence of political and religious institutions, such as the papacy and the Catholic church, international trade with Italy and Spain, the rise of Humanism and how they shaped the development of one of the most fascinating periods of western art history.

FNAR 380. Caribbean Art (3-3-0) AICE

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

A study of the arts of the Caribbean beginning with indigenous cultures and proceeding through the contemporary period. The course will focus on the differences as well as the similarities between the many cultures of the Caribbean, emphasizing both shared and local histories, and the influences of these on artistic developments.

FNAR 381. African Art (3-3-0) AICE

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

While an introductory course on the arts of the African continent, the course also explores the various ways in which Africa and its arts have been represented by and to the Western world. We will discuss African art, but we will also examine how the study of African art has been historically constructed and how the key issues present in African art and scholarship continue to reflect this construction. Students will also examine the influence of African art on the Diaspora of the Americas and Caribbean.

FNAR 395. Special Topics (credits vary 1-3)

Prerequisite studio art topics: consent of instructor.
Prerequisite art history topics: FNAR 201, 202 or consent of instructor.
Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. *A maximum of six*

hours in FNAR 395 courses may be applied toward the Bachelor of Art Degree in fine arts.

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

Prerequisite: basic studio courses and consent of instructor.

Fall and Spring.

Special individualized problems in studio areas. The student must purchase all personal and expendable art material. *A maximum of six hours in FNAR 401 courses may be applied toward the Bachelor of Art Degree in fine arts.*

FNAR 421. Advanced Figure Drawing (3-0-6)

Prerequisite: FNAR 322.

Fall.

Emphasis on developing a personal approach to expressing the human figure with advanced assignments including serial imagery, homework, and artist research. Materials will include achromatic media, as well as color pastel. Secondary emphasis is on holistic drawing development using background and props to provide proportional comparison for the human figure. Using a nude model, the student will learn advanced techniques on large-scale paper for portraying the human figure and capturing movement. Half of the course will focus on drawing in color, and introduce color concepts. The student must purchase all personal and expendable art material.

FNAR 424. Painting III (3-0-6)

Prerequisite: FNAR 324.

Spring.

The student should have a good knowledge of the use of oil-media and a strong foundation in design for this class. As an upper-level painting class, assignments requiring creative thought as well as expertise in the use of media techniques and processes. At the end of the semester, the student will be required to develop a body of work into a portfolio that could be submitted for job consideration or graduate study. This work is developed in conjunction with the student's written artist's statement. The student must purchase all personal and expendable art material.

FNAR 488. Senior Seminar in Studio Art (3-0-6)

Prerequisite: senior standing.

Fall.

This seminar course is designed as a capstone academic experience in Studio Art. Each student is expected to demonstrate independent artistic skills, prepare and present a portfolio of work, present a formal paper, and to actively participate in the seminars discussions. In addition, each student is required to exhibit work in the Senior Art Exhibition, participate in the interactive gallery critique and complete a standardized assessment exam. Required of all art education majors and concentration in Studio Art.

FNAR 490. WI: Senior Seminar in Art History (3-3-0)

Prerequisite: ENGL 123; ULLC 223; senior standing.

Spring.

This seminar is designed as a capstone academic experience in Art History. Each student is expected to demonstrate independent research as well as prepare and present a formal research paper and participate in interactive critiques. Partially satisfies the Writing Intensive requirement.

FNAR 491. Practicum in Studio Art/Art History (credits vary 1-6)

Prerequisite: senior standing and consent of advisor.

Part-time internship in association with a local office, gallery or museum. Periodic conferences, written evaluations. *A maximum of six hours in FNAR 491 courses may be applied toward the Bachelor of Art Degree in fine arts.*

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

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

FNAR 499. Independent Study (credits vary 1-3)

Prerequisite: senior standing and consent of instructor and Department Chair.

Fall, Spring or Summer.

An opportunity for independent research in *Art History* in consultation with a member of the faculty from the Art Department. *A maximum of six hours in FNAR 499 courses may be applied toward the Bachelor of Art Degree in fine arts.*

GERONTOLOGY**Dr. Stephanie A. Valutis, Director****BTC, Room 200****(757) 594-7110****stephanie.valutis@cnu.edu****The Minor Program in Gerontology (18 credits)**

Christopher Newport University offers a multi-disciplinary minor in gerontology for undergraduates. The program is designed to meet the following student goals:

1. Provide a body of knowledge about older persons combined with skills obtained from the student's major discipline to prepare for careers in nursing home administration, administrative positions in community aging programs, research and planning, recreation, social work, counseling, adult education, and others.
2. 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.

Program Requirements:

All courses must be approved by the Director prior to enrollment.

1. A minimum of 18 credits of course work, as listed below are needed to complete the minor.
2. Core requirements: BIOL 234; PSYC 340; SOCL 305; and select one of the following: SOCL 491, SOWK 401, or approved substitute;
3. Select two approved electives (6 credit hours).
4. Students wishing to use other courses as gerontology electives must have the advance written approval of the Director of Gerontology. Students using listed elective courses for the program in gerontology will be expected to do assignments within the courses to focus on the study of the elderly.

THE CURRICULUM IN GERONTOLOGY

The following course descriptions appear in appropriate sections throughout the catalog.

Core

BIOL 234	Aging and Health: Biological and Physiological Perspectives
PSYC 340	Adult Development and Aging
SOCL 305	Sociology of Aging
SOCL 491	Practicum in Sociology
SOWK 401	Field Instruction

Electives

PHIL 384	Medical Ethics
SOCL 315	Sociology of Health and Health Care
SOCL 492	Reading in Sociology
SOWK 201	Introduction to Social Work and Social Welfare
SOWK 368W	WI:Social Policy Analysis
SOWK 492	Readings in Social Work

DEPARTMENT OF GOVERNMENT

Dr. Quentin Kidd, Chair
McMurrin Hall, Room 361
(757) 594-7469
qkidd@cnu.edu

Faculty

Professors: Carlson, Green

Associate Professors: Barnello, Busch, Camobreco,
 Greenlee, Kidd

Assistant Professors: Kempin Reuter, Kraxberger,
 Mendham, Rizova

Visiting Assistant Professor: Freund

Lecturer: Shou

Emeriti: Doane, Killam, Miller, Williams, Winter

Mission Statement

It is our mission to help our students become more conscious of the many and complex ways in which political forces shape their lives. We seek to do this by teaching our students to understand the nature of the American political system, by providing an understanding of some other important political systems around the world and educating them to view politics in a global perspective and to understand the dynamics of international relations and the functioning of global institutions, by raising their awareness of the deep and fundamental questions raised for centuries by classical and contemporary political philosophers, and also to lay before them some of the answers these philosophers have proposed to such questions, and by developing in them an understanding of how critical analysis and the scientific method can be applied to understand the workings of government and politics.

These goals are rooted in our understanding that our students need to be able to think, write, and speak clearly and thereby ultimately become capable of pursuing a broad variety of career objectives. Our mission of imparting knowledge takes place within a broader context of teaching our students the intellectual skills that will prove important to them as ethical thinking people, as engaged citizens, and as working professionals.

Graduate Studies Preparation

The Bachelor of Arts in political science is excellent preparation for admission to and success in graduate school. Recent graduates have gone on to study at schools such as University of North Carolina-Chapel Hill, University of Michigan, Penn State University, Purdue University, The College of William and Mary, George Mason University, American University, Virginia Tech University, University of Illinois, University of Florida, University of Mississippi, University of San Diego, and University of Maryland. Students interested in pursuing graduate studies should consult their academic advisors to plan an appropriate

course of study.

Law School Preparation

The Bachelor of Arts in Political Science is excellent preparation for admission to and success in law school. Courses involving rigorous analytical skills are strongly recommended by law school admissions committees. Recent graduates have been admitted to law schools at schools such as University of Richmond, University of Virginia, The College of William and Mary, George Mason University, University of Delaware, University of Nebraska, Penn State University, University of Pittsburgh, and University of Wisconsin. Students interested in attending law school should contact their academic advisors to plan an appropriate course of study. For additional information on law school preparation, see the *Pre-Law Program* located in this catalog.

Internship Opportunities

We encourage our majors to take political and government-related internships at the local, state, federal, and international levels. Internships might be as varied as working with government agencies, international organizations, political campaigns, private firms, or domestic foreign-based non-profit organizations.

Bachelor of Arts Degree in Political Science

The major in political science is a rigorous academic program that provides a general liberal arts background for the study of politics and policy. The department offers courses in six principal subfields of political science: American politics, international relations, comparative politics, public policy, public law, and political theory. The Department's faculty presents a diversity of ideological orientations and methodological approaches that offer students a wide variety of viewpoints and perspectives on political and policy issues.

The major in political science requires successful completion of 36 credit hours, including the following:

1. **Core Courses:** GOVT 100, 101, 215, 352, 490(W).
2. **Major Electives:** Select 21 hours in GOVT courses in consultation with your academic advisor. At least 18 hours must be numbered at the 300-400 levels.

Minor in Political Science (18 credits)

The minor in political science requires the successful completion of 18 credits, including six credit hours from GOVT 100, 101 or 202. Select twelve additional credit hours chosen in consultation with a departmental academic advisor.

Teacher Preparation in History/Social Science

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.A. in Political Science** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in Political Science can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of **History and Social Science**. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.A. in Political Science.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 532, 514.

Secondary level (6-12) Track: History/Social Science Endorsement

Major courses required:

See major requirements for the B.A. in Political Science.

Support courses required:

MATH 125; CPSC 110, COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314/314L; ECON 201 or 202; GEOG 201, 202; HIST 111, 112, 121, 122, 390; and two upper level history electives.

Graduate courses* required (senior year):

Select six credits: 500 level History courses; or GOVT 570.

*See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN GEOGRAPHY

GEOG 195. Special Topics (3-3-0)

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

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 Latin America. Attention will be given to customs of the people, urban and rural patterns of settlement, regional economic activities, and political units. Throughout the course relationships between people and their environment will be stressed. A variety of visual aids will be used. Recommended for teacher education students.

GEOG 202. Introduction to Geography II (3-3-0)

Continuation of Geography 201, with emphasis on certain underdeveloped regions of the world (Africa, the Middle East, and Asia). Special exercises in summarizing and presenting geographic information. Recommended for teacher education students.

GEOG 295. Special Topics (3-3-0)

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

GEOG 311. Physical Geography (3-3-0)

Prerequisite: GEOG 201 or consent of instructor.

This is a survey course stressing the aerial 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 315. Political Geography (3-3-0)

[same as GOVT 315]

Prerequisite: ULLC 223.

This course is an introduction to the sub-field of political geography. We will address the ways that humans divide up the world into formal and informal territories, staking

claims to resources and regulating the movement of people, goods and information. The course will examine the politics of geography and the geography of politics. With regard to the politics of geography, we will address how uneven and diverse spatial patterns and processes influence political affairs. With regard to the geography of politics, we will take a look at the territorial organization of states, the world political map, and international relations.

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 395. Special Topics (3-3-0)

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

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

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

THE CURRICULUM IN POLITICAL SCIENCE

GOVT 100. Political Thought and Society (3-3-0) AIWT

Fall, Spring and Summer.

This course is an introduction to western political theory. The course focuses on the theoretical foundations of politics including the principal concepts, ideas, and theories of the study of the political world. Particular focus is given to the state, citizen, government, power, justice and conflict in the development of the modern western political system.

GOVT 101. Power and Politics in America (3-3-0) AIII

Fall, Spring and Summer.

An introduction to the dynamics of the American political system. The course focuses on political institutions such as the presidency, Congress, the judiciary, and topics including the bureaucracy, elections, political parties, and interest groups. The course emphasizes critical thinking about politics, governmental institutions, and power in the United States.

GOVT 195. Special Topics (3-3-0)

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

GOVT 202. State and Local Government (3-3-0)

This course focuses on state governments and the political forces at work at the state and local levels within the United States. While containing many of the same political institutions as the federal government, the states have their own unique social and cultural backgrounds. In addition, the states make and implement their own public policies, many of which impact the daily lives of their citizens more often than some at the federal level. Topics covered include: federalism, state legislatures, and local governments.

GOVT 204. Hate Crime Realities and Consequences (3-3-0) AIII

This course examines the causes and effects of “hate crime” –crimes motivated in whole or in part by a bias against the victim’s perceived race, religion, ethnicity, sexual orientation or disability. The class discusses the problematic issues related to defining and recording hate crimes, the theoretical perspectives on motivation to commit hate crime, and governmental policies designed to reduce it.

GOVT 215. Comparative and International Politics (3-3-0)

Fall and Spring.

This course will introduce students to the political world beyond our borders. It combines the study of the international state system with the study of politics within states. The course will involve critical thinking about world issues and the organization of society and require students to debate contemporary political issues such as what responsibility rich countries have towards poor countries, legitimacy of tactics for pursuing political gains, when war is just and the challenges that exist to organizing internationally.

GOVT 240. The Supreme Court in American Politics (3-3-0) AIII

This course provides an examination of the United States Supreme Court as a political institution and as the custodian of the American system of government. The history of the court and its role in the federal judicial process is reviewed, and individual cases are examined to analyze developments in constitutional interpretation, federal-state relations, and individual rights and liberties. The course will highlight the distinctly varied philosophies of justices and how the dynamics of the court shift over time.

GOVT 243. Crime and Punishment in America (3-3-0)

A survey of the criminal justice system and overview of the major system components: law enforcement, judiciary and corrections; theories of crime causation and use of crime

statistics. The focus is on identifying the relationships among the components of the criminal justice system and other components of government, critical thinking and issues confronting the system and its various components.

GOVT 291. Community Service Internship (Credits vary 1-3)

The community service internship provides opportunities for students 1) to serve the community, 2) to explore a possible career field, and 3) to gain experience in understanding the effectiveness of organizations and their programs. Interns serve in a governmental or non-profit organization. For-profit organizations may be utilized if there is a clear connection between the program's purpose and the public's well-being. The course may be enrolled for one, two or three credit hours, requiring 25, 50 or 75 hours of community service respectively with an organization approved by the instructor of record. The discussion of assigned readings and a weekly journal are required of all participants on such topics as the role of volunteers in formal organizations, liability, services delivery effectiveness, political pressure, and career opportunities. A final paper analyzing the experience is required. 1-3 hours lecture and online.

GOVT 295. Special Topics (3-3-0)

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

GOVT 301. Politics and Travel (3-3-0)

Prerequisite: GOVT 100. Pre or Corequisite: 101 or consent of instructor.

This course will allow students from all disciplines to study politics and governmental institutions abroad. Destinations and topics will depend upon faculty expertise and student interest. Departmental application and Office of International Programs paperwork required. Additional fees maybe required.

GOVT 311W. WI: Comparative Politics (3-3-0)

Prerequisite: ENGL 123, ULLC 223, GOVT 100 or 101.

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. Partially satisfies the Writing Intensive requirement.

GOVT 315. Political Geography (3-3-0)

[same as GEOG 315]

Prerequisite: ULLC 223.

This course is an introduction to the sub-field of political geography. We will address the ways that humans divide up the world into formal and informal territories, staking claims to resources and regulating the movement of people, goods and information. The course will examine the politics

of geography and the geography of politics. With regard to the politics of geography, we will address how uneven and diverse spatial patterns and processes influence political affairs. With regard to the geography of politics, we will take a look at the territorial organization of states, the world political map, and international relations.

GOVT 316. Constitutional Law (3-3-0)

Prerequisite Courses: Minimum junior standing or consent of instructor.

This course will explore the fundamentals of constitutional law. Civil rights and civil liberties through the study of many landmark U.S. Supreme Court cases will be studied. The restrictions on government and resolution of political questions through the courts will be covered.

GOVT 320. Religion and Politics in America. (3-3-0) AIII

Prerequisite: ULLC 223.

This course explores the link between religion and politics in America from a social scientific standpoint. It includes an examination of how religion has influenced American politics and policy both historically and currently. Topics include the religious roots of American culture, church-state relations, and the changing nature of religion's impact on American political behavior.

GOVT 323. American Foreign Policy (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

A seminar examining the foundations of American foreign policy including issues of world leadership, military strategy, economic relations, and the institutional processes in the formulation of foreign policy.

GOVT 322. Conflict and Peace Studies (3-3-0)

Prerequisite: GOVT 215.

For millennia, philosophers, religious thinkers, and political activists have written about peace and war. Conflicts are found in all human communities; but peace is the state of mind everyone desires. This course examines the nature and causes of conflict, conflict resolution, and the foundations of peace. By analyzing different case studies, we discuss the sources, causes and determinants of conflict, present the various perspectives on conflict management, and study different ways of peacemaking. We study academic writings in international relations, politics, and conflict and peace studies to explore a variety of techniques employed in managing, resolving, and preventing conflict.

GOVT 327. International Law (3-3-0)

Prerequisite: GOVT 215.

This course provides a formal introduction to international law and international organizations and emphasizes the relationship between law and the political behavior of states, institutions, and other international actors in world politics. International law is more relevant than ever before.

From the international wars to environmental challenges, from human rights violations to the question of statehood, globalization, and the law of war, international law has a direct influence on international affairs. This course focuses on the nature, sources, and applications of international law and analyses its effect on issues in contemporary international relations.

GOVT 329. International Human Rights (3-3-0)

Prerequisite: GOVT 215.

Human rights and especially human rights violations are some of the most discussed issues on the international agenda. The conflicts in the former Yugoslavia, Israel/Palestine, Rwanda, and Sudan are only among the best-known examples involving gross violations of human rights. This course examines human rights issues from different academic perspectives including politics, history, and law. The main focus is on the international management of human rights and the protection of individuals and groups on the international level. A number of exemplary case studies are considered to illustrate achievements, efficiency, and outcome of today's international human rights protection regime.

GOVT 332. Citizen-Organizations (3-3-0)

Prerequisite Courses: Minimum junior standing or consent of instructor.

Examines organizations as citizens in the sociopolitical context of the social contract, with emphasis on rights of organizations, legal theories of organizational civil and criminal liability, political behavior and power relations among organizations in polity, routine organizational conditions likely to generate unlawful conduct, and societal policing of organizations.

GOVT 333. Legislative Politics (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

This course focuses on a general overview of the powers of Congress. Particular attention is devoted to understanding how an individual wins a congressional election, factors that affect congressional behavior, and the impact Congress has on public policy making. Topics covered include: congressional elections, representation, coalition building, voting behavior, leadership, committees, legislative process and decision making, and organized interests.

GOVT 338. Politics of Weapons Proliferation (3-3-0)

Prerequisite: GOVT 215.

This course examines the threats posed by the proliferation of weapons of mass destruction to aspiring states and terrorist groups and the strategies that the United States and the international community have employed to prevent the spread of these weapons. Key topics that we will examine include the technologies necessary for these weapons, the relevant treaties and international agreements that attempt to prevent WMD proliferation, and the primary countries

and terrorist groups that are attempting to acquire these weapons.

GOVT 340. Might and Right Among Nations (3-3-0)

Prerequisite: GOVT 100 or 215.

The main purpose of the course is to acquaint students with the evolution of international relations thought by means of a critical examination of classics in the tradition of political philosophy. Readings will be drawn from works of classical thinkers including Thucydides, Machiavelli, Grotius, Hobbes, Rousseau, and Kant, as well as some representative contemporary theorists. From these will emerge the concepts, assumptions, and issues that continue to dominate thinking about world politics today, including: the legitimate basis of political authority, the nature of sovereignty, the implications of "human nature" for world politics, and the possibilities and limits of international ethics.

GOVT 344. The Presidency (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

A seminar examining the American presidency, with a particular focus on its constitutional foundation, the process of selection, presidential leadership, and presidential relations with other political institutions and the public.

GOVT 347. Justice, Politics and Policy (3-3-0)

This course examines how public opinion shapes politics which, in turn, shapes policy in the criminal justice agencies. The American representative form of government is examined in the context of how and why we create and implement public policy in the federal, state and local justice systems.

GOVT 352. Research Methods and Quantitative Analysis (3-3-0)

Prerequisite: MATH 125 or consent of instructor.

Fall and Spring.

An examination of the common methodological issues of social science research along with an introduction to the quantitative method. Topics include the conceptual foundations of research and the basic elements of research, research design and structure, data collection, and data-analysis techniques.

GOVT 354. Political Campaigns and Elections (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

A seminar examining the theoretical, historical and political principles of political campaigns and elections in the United States. Particular attention is given to understanding the various factors that influence individual election outcomes, how elections impact the operation of government and public policy, and influences on elections such as the media, political action committees, and political parties.

GOVT 357. Classical Political Thought (3-3-0)

Prerequisite: GOVT 100 or consent of instructor.

Beginnings of the Western political heritage as shaped by the great political thinkers from Plato to Cicero.

GOVT 358. Modern Political Thought (3-3-0)

Prerequisite: GOVT 100 or consent of instructor.

Political thought of the Renaissance to that of the late nineteenth century, as represented by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Nietzsche. Particular emphasis is placed on the aspirations of liberalism and the criticisms these aspirations inspired.

GOVT 359. American Political Thought (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

History of American political thought from the founding to the Progressives, as represented by such thinkers as Locke, the Founders, federalists and anti federalists, Tocqueville, and Lincoln. Particular emphasis is placed on views of democracy, liberty, equality, property and the Union.

GOVT 363. The Judicial Process (3-3-0)

Prerequisite: GOVT 101 or consent of instructor.

An examination of institutional analysis of the judiciary in the context of sociopolitical conceptions of adjudication with emphasis on the role of courts in American society.

GOVT 368W. WI: Comparative Criminal Justice Systems (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

The course presents an overview of the criminal justice systems in the United States and other countries. The law enforcement, judiciary and corrections components are examined within various national systems to identify the functions which best serve host political systems. Issues relating to the administration of justice within the context of urban and rural settings are also examined. Partially satisfies the Writing Intensive requirement.

GOVT 371W. WI: Public Administration and Policy (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

An introduction to management in public, non-profit, and international career fields. The course concentrates upon examining resources for creating successful, high performance organizations. Primary topics of study include the role of politics in public administration, structural and human resources available for creating efficient and effective programs, communication styles and strategies, and budgeting and evaluation techniques and strategies. Partially Satisfies Writing Intensive requirement.

GOVT 375. Labor Law and Politics (3-3-0)

This course will examine political and court decisions, as well as state, federal, and constitutional laws that impact

the employment environment. Particular emphasis will be given to federal laws such as Title VII, Americans with Disabilities Act, Equal Pay Act, Age Discrimination Act, and specific Civil Rights Acts. Students will gain an understanding as to why these laws came into existence and how prospective/current employees and supervisors are affected.

GOVT 380. Terrorism (3-3-0) AIWT

Prerequisite: ULLC 223.

This course will examine the modern phenomenon of terrorism. We will define terrorism, consider its motivations, review the new dangers associated with terrorist access to weapons of mass destruction, and debate policy proposals that might be taken by democratic regimes to reduce the likelihood of terrorism or mitigate its consequences. Although we will examine a number of different types of terrorism and terrorist groups (including left-wing and right-wing terrorism), we will pay particular attention to the events leading up to and following September 11, 2001 – including a close examination of Al Qaeda and the U.S. “war on terrorism.”

GOVT 382. Women and Politics (3-3-0) AIII

Prerequisite: ULLC 223.

This course introduces students to the various roles of women in American politics. It covers a wide range of topics from the history of women’s involvement in politics in America to the future of women in politics. Other topics covered include: feminist theories, women’s political participation, and contemporary public policies of particular interest to women. Overall, the course investigates the role women have played in shaping the American political system and the significant political accomplishments of women.

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

Prerequisite: junior standing or consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credits may be counted toward a degree.

GOVT 402. International Relations Theory and World Issues (3-3-0)

Prerequisite: GOVT 100 or 101 or consent of instructor.

Fall, alternate years.

A seminar examining the central international relations theories including realism, neo-realism, liberalism, neo-liberalism, within the context of contemporary world issues.

GOVT 410. Ethnic Conflict and Nationalism (3-3-0)

Prerequisite: GOVT 215.

Conflicts in the Balkans, Northern Ireland, Rwanda, Darfur, Iraq, Israel/Palestine, Sri Lanka, and India, among others, have led to tremendous human suffering and massive

political mobilization. This course provides an overview of the causes, character, and dynamics of ethnic conflicts and the strategies that can be employed to resolve them. It discusses the relationship between the theory of nationalism and ethnic conflict and puts issues accompanying ethnic conflict in a broader context of international politics. A number of exemplary case studies are considered to illustrate causes, trends, and consequences of conflicts and to discuss their resolution.

GOVT 450. 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 454. American Political Behavior (3-3-0)

Prerequisite: GOVT 100 and 101.

Why do some people vote and others do not? Why are some people turned off by the political process and others are not? How are people mobilized to participate in the political process? How is public opinion formed? What is ideology and how is it formed? This course will develop answers to these and other questions using the behavioral approach to the study of politics. We will look at the major theories of political behavior, the effect of long-term social change on political behavior, the socialization process, and the media.

GOVT 490. WI: Senior Seminar in Political Science (3-3-0)

Prerequisite: ENGL 123; ULLC 223; senior standing, departmental major, and completion of all other core courses in political science.

Fall and Spring.

This seminar course is designed as a capstone academic experience in which each student is expected to demonstrate independent research skills, prepare and present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar. The formal paper should be a significant example of the student's academic credentials in terms of knowledge, skills, and abilities. In addition, each student will complete a standardized assessment relevant to the political science field. Partially satisfies the Writing Intensive requirement.

GOVT 491. Senior Practicum (3-3-8)

Prerequisite: GOVT 101, 202, or GOVT 100, 101 and senior standing, or consent of instructor.

Part-time and full-time internships with government, military, for-profit, or non-profit organizations. Periodic conferences, written evaluations, and final paper relating theory and practice are required. Recommended for ad-

vising tracks in American Politics, Justice Studies, Public Administration and International Relations. A maximum of six credits maybe counted toward a degree.

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

Prerequisite: senior standing and consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credits may be counted toward a degree.

GOVT 499. Independent Studies in Political Science (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

As needed.

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 2.50. 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.

DEPARTMENT OF HISTORY

Dr. J. Eric Duskin, Chair
McMurrin Hall, Room 353
(757) 594-7567
eduskin@cnu.edu

Faculty

Distinguished Professor: Santoro

Professor: Mazzarella

Associate Professors: Connell, Duskin, Falk, Hamilton,
B. Puaca, Sellars, Shuck-Hall,
Sishagne, Xu

Assistant Professors: Hyland, L. Puaca

Lecturer: Herbert

Emeriti: Bostick, Morris, Saunders

Mission Statement

The mission of the Christopher Newport University Department of History is to serve the University and the Commonwealth by acting as a bridge to the humanities, the social sciences, and the hard sciences. The Department's offerings complement these areas of learning by encouraging students to reach out and understand not only the history of human development through the ages but also to seek out the answers to society's contemporary problems and issues. The academic environment of the Department of History embraces all aspects of national, Western, and global history. By means of comprehensive offerings of courses at the introductory, upper, and graduate levels of study, the Department cultivates in its students an appreciation and zeal for learning that encompasses both theoretical and applied bodies of knowledge. To that end the Department and its committed faculty impart to students and the community at large lessons from the great chronicle of human experience - intellectual, political, cultural, economic and spiritual. Faculty share their own intellectual curiosity and dedication to learning through effective teaching, significant research and scholarship, and active community service.

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 professional needs. Survey courses are offered by which students may fulfill the liberal learning curriculum requirements, major or minor prerequisites, and education certification requirements. Courses are offered in American, European, Latin American, African, Middle Eastern, and Asian history, as well as themes in ancient and modern eras.

The study of history provides an excellent foundation for careers in areas such as teaching, business, law, politics and international development, public administration,

journalism, communications, archaeology, public history and museum work, the ministry, the foreign service and the military, and graduate study. Students are taught valuable skills such as: analysis of texts, documents, and artifacts; the tools and methods of research; collection and organization of information; critical evaluation of conflicting interpretations; the preparation and presentation of oral and written reports or reviews.

Beyond these, the student who majors or minors in history is able to bring the breadth and depth of the human experience to illuminate and give perspective to his or her workday and personal world. In short, because history brings together all the scattered areas of study, there is not a field that cannot be enriched by studying history. Last, but not least, the study of history is endlessly fascinating, enriching, enjoyable, and can remain so for a lifetime.

The Bachelor of Arts Degree in History

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in history requires successful completion of the following courses:

1. Select three from the following: HIST 111, 112, 121, 122;
2. A minimum of 24 additional credit hours. At least six credits must be taken at the 400-level and no more than three credits may be taken at the 200-level. A student selects a minimum of:
 - a. six credits of American history at the 300-level or higher;
 - b. six credits of European history at the 300-level or higher;
 - c. six credits of the history of Other Regions of the World (African, Asian, Latin American, Caribbean, Middle Eastern) at the 300-level or higher;
 - d. six credits of electives at the 200-level or higher of the student's choice, excluding HIST 499, HIST 390W, HIST 490(W);
3. A maximum of six hours of HIST 295/395/495 courses may be applied to the history major but none are necessary.

Minimum Grade Requirement for Graduation

History majors must achieve a minimum grade point average of 2.00 (4.00 maximum) in all history courses and

no more than two grades below C- in all of the upper-level history courses.

Graduate School Preparation

Students who intend to pursue graduate studies in history beyond the Bachelor of Arts degree in history, should meet regularly with their advisor to prepare an appropriate course of study. They should consider history courses that form a regional or thematic concentration, a study abroad program, and opportunities to present their research at conferences.

Public History Focus

The Bachelor of Arts degree in history can help prepare students for a career in public history, material culture, and museum studies. Students should meet regularly with their advisor to prepare an appropriate course of study. They should study abroad, and take HIST 348 with field work in historical archeology, HIST 435 course in public history, and the HIST 491 Practicum. The Practicum is a three-credit, semester-long internship working in an historical agency such as a museum, archive, and national historical park.

The Pre-Law Program

The Bachelor of Arts degree in history represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. History majors routinely score higher on the Law School Admissions Test (LSAT) than other majors in the arts, humanities, and social sciences. The American Bar Association (ABA) recommends courses to develop your analytical, research, and writing skills rather than courses with subject matter about the law specifically. Therefore, history majors seeking careers in law should take as many 400-level history seminars as possible because they emphasize skills over content. For additional information on law school preparation, see the Pre-law Program located in this catalog.

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. For details, see the minor in Business Administration under the School of Business.

The Minor in History (21 credits)

The minor program in history requires successful completion of the following 21 credits in history courses: HIST 111, 112, 121, 122; plus nine credits in history courses of the student's choosing at the 300-400 level.

Advanced Placement

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 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.

Teacher Preparation in History/Social Science

Those students who wish to become teachers should apply to the five-year Masters of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.A. in History** after the first four years and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.A. in history;

Support courses required:

ENGL 123, 314W or 316; ULLC 223; MATH 125; COMM 201 or THEA 230; two science courses and one science lab; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430; CPSC 110; GOVT 101.

Graduate courses* required (senior year):

Select six credits; ENGL 514, 532; MATH 570.

Secondary level (6-12) Track: History/Social Science Endorsement

Major courses required:

See major requirements for the B.A. in history, must present HIST 111-112 and 121-122.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314/314L; GOVT 100 or 101; GOVT 202; GOVT 215; Two upper level government electives; ECON 201 or 202; GEOG 201 and 202; CPSC 110.

Graduate courses* required (senior year):

Select six credits: 500 level History courses; GOVT 570.

*See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN HISTORY

American History: 304, 305, 325, 327, 336, 340, 341, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 372, 374, 435, 442, 443, 446, 453, 480, 485, 489.

European History: 301, 302, 307, 309W, 310, 317, 318, 319, 320, 321, 322, 326, 329, 337, 338, 415, 423, 428W, 488.

Other Regions of the World: 312, 344, 347, 360, 362, 364, 365, 367, 368, 370, 375, 403, 405, 462, 466, 473W.

Major Electives: 205, 220, 262, 276, 476, 491.

Survey: 111, 112, 121, 122.

HIST 111. The Ancient and Medieval World (3-3-0) AIGM

Fall, Spring and Summer.

A survey of world history centering on institutions, values, and cultural forms from prehistoric time through the mid-16th century.

HIST 112. The Modern World (3-3-0) AIGM

Fall, Spring and Summer.

A survey of world history centering on institutions, values, and cultural forms from the mid-16th century to the present.

HIST 121. Early America to the Civil War (3-3-0) AIWT

Fall, Spring and Summer.

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 122. Modern America: Reconstruction to Global Power (3-3-0) AIWT

Fall, Spring and Summer.

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 195. Special Topics (3-3-0)

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

HIST 205. Rice Fields, Imperial Palaces, and the Great Wall: Historical Landscapes of China (3-3-0) AIGM

Fall or Spring.

This course offers a survey of Chinese history through

exploring the economic systems, social structures, political institutions, and cultural patterns behind the well-known verbal and visual imageries of China, such as rice fields, imperial palaces, Buddhist temples, the Great Wall, the Silk Road, the Yellow River, and others. It will expose students not only to the general outline of Chinese history but also to the interdisciplinary approaches by which history can be studied.

HIST 220. War in the Ancient World (3-3-0) AIWT

Fall or Spring.

This course will examine the practice of war and its impact on society in several ancient civilizations. After overviews of warfare in early China, Assyria, and Persia, we will concentrate on classical Greece and Rome. Themes will include the social and cultural contexts of military service; strategic and tactical features of major conflicts, including the Persian, Peloponnesian, and Punic Wars; and empires' responses to unconventional military threats such as insurgency and piracy.

HIST 262. Discovering Latin America (3-3-0) AIGM

Fall or Spring.

An introduction to the history, culture, politics, economics and environment of Latin America. The course will focus on modern Latin America after briefly considering the broader historical context.

HIST 276. The Study of History Abroad (3-3-0)

Summer.

This course provides an in-depth study-abroad experience designed for both history majors and non-history majors. Traveling to such regions as Asia, Latin America, and Europe (including France, Germany, and England), students will study different cultures and people by visiting important cities, key historical sites, and major museums. Required readings, lectures and writing assignments emphasize historical context in order to provide a richer understanding of the area(s) under study. Course trips will include such topics as "Egypt in the United Kingdom" and "Germany: Through Tragedy to Triumph." As areas of study vary on a yearly basis, this course may be repeated once for credit.

HIST 295. Special Topics (3-3-0)

Fall, Spring and Summer.

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

HIST 301. The Ancient Greeks (3-3-0)

Prerequisite: HIST 111 or junior standing or consent of instructor.

Fall.

A history of the Ancient Greeks from the Mycenaean period through the death of Alexander the Great and the beginning of the Hellenistic age.

HIST 302. Roman History (3-3-0)

Prerequisite: HIST 111 or junior standing or consent of instructor.

Spring.

A history of Rome from the early history of Italy to the fall of the Roman Empire.

HIST 304. U.S. Women's History (3-3-0)

Prerequisite: HIST 112 or HIST 122 or ULLC 223 or consent of instructor.

Fall or Spring.

This course examines the history of women in the United States from the colonial period to the present. By situating our study within broader social, cultural and political developments, we will explore the ways in which race, class, ethnicity, sexuality, and geography have altered and informed American women's experiences. Key themes will include work, family life, war, politics, and social reform. Through lectures, discussions, written assignments, secondary readings, and primary sources, we will reconstruct the varied and often contradictory meanings of American women's lives.

HIST 305. History of Gender and Sexuality in the United States (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of the instructor.

Spring

This course examines the history of gender and sexuality in the United States from the colonial period to the present. We will pay particular attention to how American understandings of gender and sexuality have been created and maintained through a variety of institutions, such as religion, law, science, medicine, language, and popular culture. Key themes include: family and community life; race, class, and citizenship; the role of the state; the medicalization of the body; the politics of reproduction; and activist responses.

HIST 307. Medieval Europe (3-3-0)

Prerequisite: HIST 111 or ULLC 223 or consent of instructor.

A survey of Western European history during the Middle Ages c. 500-1485. The primary emphasis will be on the political development of England, France, and Germany, including the growth of monarchies and representative institutions as well as international conflicts; other topics will include the Papacy and the Christian Church, the conditions and challenges of peasant life, and late Medieval crises such as the Bubonic Plague and the Hundred Years War.

HIST 309W. WI: The Renaissance (3-3-0)

Prerequisite: ENGL 123; ULLC 223; HIST 111 or junior standing.

Fall.

A study of the history and civilization of the Renaissance

in Italy and northern Europe. The course will consider the many facets of Renaissance life and activity. Partially satisfies the Writing Intensive requirement.

HIST 310. The Reformation Era (3-3-0)

Prerequisite: HIST 111 or 112 or junior standing or consent of instructor.

Spring.

A study of the history of Europe in the 16th- and early 17th-centuries, with particular emphasis on the background, ideas, and development of the Protestant and Catholic Reformations, and their impact in the first half of the 17th- century.

HIST 312. Ancient Egypt (3-3-0)

Prerequisite: HIST 111 or junior standing or consent of instructor.

Fall.

A cultural, political, and social history of ancient Egypt from the early dynastic period of the first pharaohs to the disintegration of an independent Egyptian state. The course also covers the history of modern Egyptology from Napoleon's expedition to contemporary discoveries.

HIST 317. Rebuilding Democracy in Postwar Europe (3-3-0) AIII

Prerequisite: ULLC 223.

This course will examine the reconstruction of democracy in Europe since the Second World War. It will address the political, economic, social, and cultural developments that have shaken old democracies and facilitated new ones. In particular, the course will concentrate how democracies and their citizens have responded to a variety of challenges, including war, occupation, decolonization, immigration, terrorism, civic protests, and the emergence of supranational institutions. Students will engage key themes through lecture, film, classroom discussion, and the use of primary and secondary sources.

HIST 318. Nineteenth Century Europe (3-3-0)

Prerequisite: HIST 112, junior standing or permission of the instructor.

Fall or Spring.

Examines the political, social, and cultural history of Europe in the era when the forces of nationalism, industrialization, and the new ideologies of Liberalism, Conservatism, and Socialism transformed European society and politics. The challenge of Napoleon was mastered by conservative forces, which were themselves challenged in the revolutions of 1848. The governments survived that attack, but some of them were themselves transformed and, adopting some of the new forces, redrew the European map where a new German Empire began to dominate the continent. Meanwhile new ideas called for the restructuring of society and created social tensions, which ended in violence.

HIST 319. Twentieth Century Europe (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of the instructor.

Fall or Spring.

Examines the political, social, and cultural history of Europe in the twentieth century, the Great War of 1914-1918, the Versailles settlement, the rise of the Soviet Union, Fascist Italy, and Nazi Germany, Fascist aggression, the failure of “appeasement,” and the Second World War, Cold War, the cracking of the blocs, European unification, the collapse of the Soviet Empire, and the problems and prospects of Europe today.

HIST 320. Imperial Russian History (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall and Spring.

This course examines Russia’s political, social, cultural, and economic development from the time of Peter the Great (1682) to the collapse of the Romanov Dynasty in 1917. Topics covered include Catherine the Great, the Napoleonic Wars, the Russian revolutionary intelligentsia, the Great Reforms, Russia’s literary and artistic greats (Gogol, Dostoyevsky, Tolstoy, Chekhov, Chagall, Kandinsky, and others), Russian Marxism, and Rasputin.

HIST 321. Soviet History and Beyond (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall and Spring.

This course covers the history of the Soviet Union from the Russian Revolution in 1917 through the collapse of the Soviet Union in 1991 to the present day in the post-Soviet Republics. The course includes discussion of topics including Marxism, Leninism, Stalinism, socialist culture, the Cold War, reasons for the Soviet Union’s collapse, and the transition to post-Communist life. Students read from a variety of sources and view classic Soviet films.

HIST 322. The Postwar Germanies (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

This course will examine the evolution of the divided Germanies after World War II. It will devote special attention to the social and cultural developments that occurred in the two states. Among the themes to be addressed during the semester are: the occupation of Germany by the Allies; competing trends of democratization and Stalinization; the emergence of a consumer society; Americanization; youth culture; dealing with the Nazi past; and the road to reunification.

HIST 325. Cold War Politics and Culture (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall and Spring.

This course examines the Cold War (1945-1991) from the perspectives of both Soviet and US politics and culture. Students will consider the era’s major political and military events and build on the chronological narrative with study of the Cold War’s cultural and intellectual impact on the combatants.

HIST 326. The Nazi State and the Holocaust (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall, Spring or Summer.

An in depth examination of the history and structure of the Nazi Party, including Hitler himself, the SA, SS, and other party groups; a study of the Holocaust and the trial of the major war criminals at Nuremberg, the verdicts, and the precedents established by the trials. The course includes a mandatory Saturday field trip escorted by the instructor to Washington, D.C. to view the permanent exhibition at the United States Holocaust Memorial Museum and to do term paper research in the Museum’s Library. There is a \$40 fee for the chartered bus used to transport the class to Washington.

HIST 327. History on Film (3-3-0)

Prerequisite: History 111 or junior standing or consent of instructor.

Fall, Spring or Summer.

An analysis in depth of the relationship between film and historical record. In conjunction with lectures and class discussions, students view and analyze classic popular fictional films as well as political, documentary, and propaganda films. The course focuses on understanding the sometimes blurred lines between history and fiction or “docu-drama” written for political or social purposes. Films screened vary from term to term, and there are sometimes specific themes in a particular term. Typical films might include *The Grand Illusion*; *The Seventh Seal*; *The Four Feathers*; *Gandhi*; *JFK*; *Inherit the Wind*; *Schindler’s List*; *The Crucible*; *The Fall of Berlin*.

HIST 329. Modern France (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

This course examines the political, economic, social and cultural history of France since 1900. We begin with the origins of the Third Republic, the Dreyfus Affair, and the Great War. Following the interwar era, we turn our attention to the trauma of war, defeat, and occupation by the Germans in 1940. In particular, we will consider the lingering impact of wartime collaboration and the Vichy regime on French society. The second half of the course focuses on the cultural and social transformation of France that has intensified since the Second World War. Among those developments requiring special emphasis are Americanization, the rise of

a consumer culture, decolonization, the student protests of 1968, and Franco-German cooperation. Our analysis concludes with an evaluation of the issues with which France is now grappling: immigration, political extremism, and the European Union.

HIST 336. Modern American Diplomatic History (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

An examination of American foreign relations with the rest of the world from the 1880s to the present. The course focuses on elite policy making, international negotiations, and projections of national power abroad. Special attention is paid to the consequences of decisions on the global and domestic scenes.

HIST 337. Modern Germany, 1784 to 1919 (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall.

After a brief consideration of the ancient, medieval and early modern period, the course examines the political, social and cultural events of the German struggle with French Revolutionary and Napoleonic forces, the restoration period, the Revolutions of 1848, Bismarck's unification of the country and her descent into World War I.

HIST 338. Modern Germany since 1919 (3-3-0)

Prerequisite: HIST 112 or 337 or 437 or junior standing or consent of instructor.

Spring.

A study of the political, cultural and social history of Germany during the Weimar Republic, the Nazi period, World War II, the two post-war states of the Cold War, and the problems and prospects of reunified Germany.

HIST 340. America and the Second World War (3-3-0) AIWT

Prerequisites: HIST 121 or HIST 122 or consent of instructor.

Fall or Spring.

A comprehensive examination of the causes, conduct, and consequences of the Second World War with an emphasis on the American experience. The course considers the war from a military, diplomatic, and political perspective, but also for the war's impact on American social groups, cultural life, and collective memory.

HIST 341. The Long Civil Rights Movement (3-3-0) AIII

Prerequisites: HIST 121 or HIST 122 or junior standing or consent of instructor.

Fall or Spring.

This course takes as its focus what historians have termed

"The Long Civil Rights Movement," or the historical struggle for black freedom that very much continues today. We will take a long view of the civil rights movement by extending it from the Reconstruction era until the present day. In doing so, the course will emphasize the struggle for black freedom in Hampton Roads and will situate that story within the broader national narrative. As a service learning course, students are required to spend 20 hours over the course of the semester working with a local community organization.

HIST 344. Self, Family, and Society in Chinese Tradition (3-3-0) AIII

Prerequisite: ULLC 223.

Fall or Spring.

One of the most influential Confucian creeds stated that "only when minds are rectified are our persons cultivated; only when our persons are cultivated are our families regulated; only when families are regulated is good governance maintained; only when good governance is maintained is there peace in the world." This course examines the fundamental assumptions behind this statement, that is, the concepts of "self," "family," "governance," and "society/world" in Chinese tradition that profoundly shaped the course of Chinese history and the conditions of contemporary China.

HIST 347. Atlantic World Encounters 1400-1700 (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

An analysis of the nature and process of European expansion from the 15th century to 1715. Consequences of the "Columbian Exchange" will provide focus for the course.

HIST 348. Introduction to Historical Archaeology (3-3-0)

Prerequisite: HIST 121 or junior standing or consent of instructor.

Fall or Spring.

An introduction to the principles and practices of historical archaeology using sites dating from 17th- and 18th-century Virginia. This course is a combination of history and archaeology.

HIST 349. The Rise and Fall of American Slavery (3-3-0) AIWT

Prerequisite: HIST 121 or junior standing or consent of instructor.

Fall or Spring.

This class examines the historical roots, practices, and legacies of racial bondage on the North American continent. Students consider the complex reasons for slavery's beginning and look at how it eventually flourished in

late-colonial America and the United States. They focus, moreover, on how Africans and American survived, endured, and resisted the institution. The course also explores the rise of the abolitionist movement, which culminated with the Civil War and emancipation.

HIST 350. American Indians (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

An examination of American Indians 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 American Indians.

HIST 351. American Military History (3-3-0)

Prerequisite: HIST 121 or 122; or MLSC 201 or junior standing or consent of instructor.

Fall or Spring.

An introduction to American military history from the colonial era to the present. The course examines wartime strategy and tactics, technological advances, and institutional relationships between military and civilian control. Students will consider the American military during peacetime, the impact of war on the domestic home front, the experiences of the rank and file soldiers, women, and racial minorities, and the changing representation of the military in American popular culture.

HIST 352. Colonial North America to 1700 (3-3-0)

Prerequisite: HIST 111 or 121 or junior standing or consent of instructor.

Fall or Spring.

An examination of European intrusion into North America during the 16th and 17th centuries. Interactions among Africans, Europeans, and American Indians in Dutch, English, French, and Spanish outposts will be highlighted.

HIST 354. The American Revolution and Early Republic, 1775-1820 (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

Survey of the foundation of the United States from the American Revolution and United States Constitution through 1820.

HIST 355. Civil War and Reconstruction (3-3-0) AIWT

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

An intensive study of slavery and its expansion, the

secession crisis, Civil War military operations, and Reconstruction.

HIST 356. The United States in the Gilded Age and the Progressive Era, 1877-1919 (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1877 to 1919 and the role of the United States in world affairs.

HIST 357. Twentieth Century America, 1920-1960 (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1920 to 1960 and the role of the United States in world affairs.

HIST 358. Twentieth Century America, 1961-Present (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1961 to the present and the role of the United States in world affairs.

HIST 360. History of Traditional East Asia (3-3-0)

Prerequisite: HIST 111 or 112 or junior standing or consent of instructor.

Spring.

This course offers an overview of traditional East Asia from ancient times to the mid-nineteenth century, focusing on the rise of Chinese and Japanese civilizations. It examines the formation and development of Chinese political, social and cultural tradition, the development of Japanese society and culture, the cultural exchanges among East Asian countries, the interaction between East Asia and Western nations in early modern times, and the relevance of East Asian tradition to the modern world.

HIST 362. History of Modern Latin America (3-3-0)

Prerequisite: HIST 112 or 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

The course examines the Latin American independence movements, the political and economic developments of the 19th century, and the revolutions and changes of the 20th century.

HIST 364. History of Brazil (3-3-0) AIGM

Prerequisite: HIST 112 or 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

A study of the historical, cultural and political development of Brazil from its earliest beginning to the present.

HIST 365. History of Islam (3-3-0)

Prerequisite: HIST 111 and 112 or junior standing or consent of instructor.

Summer or Fall.

Lecture and discussion course designed to provide students with a deeper understanding of Islam and its place in history. It explores the fundamental tenets of Islam and Islamic institutions and examines the history of the relation between the Muslim World and Western Christendom. It also raises such contemporary issues as the challenges of imperialism, the dilemma of modernization, Arab nationalism, the wider repercussions of the Arab-Israeli conflict, and the question of Islamic fundamentalism.

HIST 367. Modern Chinese History (3-3-0)

Prerequisite: HIST 111 and 112 or junior standing or consent of instructor.

Fall.

This course offers an overview of modern China from 1600 to the present, with emphasis on the period since the mid-nineteenth century. Through examining the domestic developments in China as well as the interaction between China and the world, the course aims to highlight both changes and continuity in China's political, economic, and social-cultural life.

HIST 368. Modern Japanese History (3-3-0)

Prerequisite: HIST 111 and 112 or junior standing or consent of instructor.

Fall or Spring.

This course offers an overview of modern Japanese history from 1600 to the present, with emphasis on the social, cultural, economic, and political developments in Japan as well as the interaction between Japan and the world since the mid-nineteenth century. The course aims to explain the rise of Japan as a military power in Asia prior to the Second World War and as an economic power in the world since the war.

HIST 370. Twentieth Century Africa (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

A survey of the major developments in African history over the last 100 years examining both the character of colonial rule and its impact on African societies. It covers the decolonization process and analyzes some of the major issues in contemporary Africa.

HIST 372. History of Virginia (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

An economic, social, cultural, and political overview of Virginia from the Colonial Era to the present.

HIST 374. Americans Meet the World (3-3-0) AIGM

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Spring or fall.

This course blends the history of American foreign relations with social and cultural history by examining the concepts of globalization and multiculturalism throughout the 20th century. Students will explore the intersection where "the local" meets "the global" and see how policymakers and average Americans have interacted with the postcolonial world in a variety of settings – as diplomats and soldiers, but also as tourists, study abroad participants, Peace Corps volunteers, businessmen, missionaries, and political activists.

HIST 375. History of the Modern Middle East (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Spring or fall.

Designed to introduce students to the last two centuries of Middle Eastern history, the course focuses on developments in the post-World War I period, including the growth of Arab nationalism and the emergence of the Israeli state. It examines social and political forces, such as Islamic Fundamentalism, which are currently shaping developments in the region.

HIST 390W. W1: Historical Methods and Historiography (3-3-0)

Prerequisite: ENGL 123, ULLC 223; and HIST 111 or 112 or 121 or 122 or junior standing.

Fall and Spring.

A writing intensive course designed to introduce students to the history of the discipline, to historical writing, and to career development. Partially satisfies Writing Intensive requirement.

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

Prerequisite: HIST 111 or 112 or 121 or 122 or junior standing or consent of instructor.

Fall, Spring or Summer.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of six hours in HIST 395/495 may be offered toward completion of major requirements.

HIST 403. Ancient Persia (3-3-0)

Prerequisite: HIST 390 or CLST 211 or junior standing or consent of instructor.

Fall or Spring.

This course will focus on ancient Persia and the creation of the first multi-ethnic world empire (550-330 BC). Char-

ismatic Persian kings like Cyrus and Darius I facilitated centuries of cultural, economic, and religious exchange, bridging divides between Mediterranean, Near Eastern, and Asian civilizations, and laying the ideological foundations for later historical empires. We will examine the goals and outcomes of Persian imperialism, and will consider the empire's relationship with Greece and the reasons for its ultimate fall to Alexander the Great.

HIST 405. Law and Justice in Chinese History (3-3-0)

Prerequisite: HIST 111 or 112 or 205.

Fall or Spring.

This course provides a historical survey of Chinese law and judicial system. It focuses on the function and evolution of legal codes and judicial system in China's long history, examines the transition from traditional legal-judicial practices to their modern counterparts in the twentieth century, and analyzes the multi-dimensional interactions among official ideology, political institutions, judicial practices, legal culture, and social-economic life.

HIST 415. The Byzantine Empire (3-3-0)

Prerequisite: HIST 111 or junior standing or consent of instructor.

Spring.

A topical history of the later Roman Empire from the transfer of the imperial capital to Constantinople in the fourth century A.D. to the fall of the city in 1453. Subject matter will include the imperial constitution and the administration of the state; the cult of the emperor; religion and the church; the army; city and country life; education and learning; literature and art; and Byzantium's neighbors.

HIST 423. Communism's Collapse (3-3-0)

Prerequisite: HIST 112; and at least one 300-level history course in the European category; or consent of instructor.

Fall or Spring.

A seminar on the history of the Soviet Union, the East European states, and China from the 1970s to the present with analysis focused on the factors that led to the collapse and/or transformation of the political systems in those regions. Students will conduct significant primary source research on Russia, Eastern Europe, Eurasia, and China in the late twentieth century and report on their research to the class.

HIST 428. WI: History of Propaganda: A Film Study Course (3-3-0)

Prerequisite: ENGL 123; ULLC 223 ; HIST 111 or junior standing.

Fall, Spring, and Summer.

A historical survey on film and in the other visual arts of military, political, religious, and social propaganda and so-called public enlightenment. The course touches upon

propaganda in antiquity and then moves from the French Revolution to the present. Propaganda in the Americas, Europe, and other parts of the world are examined. Students analyze and critique propaganda in various forms and write on films screened in class or viewed outside of class. One class session is held at the Virginia War Museum in Newport News. Partially satisfies University Writing Intensive requirement. This course also counts toward the Film Studies Minor program.

HIST 435. Public History (3-3-0)

Prerequisite: HIST 121 and 122, or junior standing or consent of instructor.

Fall or Spring.

Public historians apply historical knowledge and methods in public and private settings outside of academia. This course will explore public history and its application in areas as diverse as museum studies and historical sites interpretation, local and community history (including historical societies), archival collection (including electronic data-basing), historic preservation and oral history. Students will examine both practical and theoretical issues of public history. This course will prepare students for the increasing employment opportunities available in the public and private sectors.

HIST 442. Workers in America (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

This course will examine the origins of changing nature of work and the working class in the United States from the colonial period to the present. It will focus on issues such as indentured servitude and slavery, skilled artisans and mechanics, the rise of factory work and the assembly line, and the modern movement toward mechanization and digitization of white collar work. It will additionally look at the ways in which workers responded to change by workshop actions such as forming unions and using strikes and by the political activities of labor.

HIST 443. 20th Century American Popular Culture (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

This course will examine American popular culture (such as sports, comic books, and motion pictures) as it evolved from the technological innovations of the 1890s to the modern Internet era. Students will explore both how popular culture was shaped by the historical forces of the twentieth century's various eras and how the ideas, ideology, and other aspects of popular culture helped influence those historical forces and attitudes in turn.

HIST 446. The Rise of Jacksonian America (3-3-0)

Prerequisite: Three credit hours of 100-level history work and junior standing, or consent of the instructor.

Fall or Spring.

This course examines the dramatic political, economic, and social changes that occurred during the age of Andrew Jackson (c. 1820-1850). Students will read extensively in primary and secondary sources and be expected to produce a significant research project.

HIST 453. Empires of North America, 1700-1775 (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

An examination of the interactions among Africans, Europeans, and American Indians in English, French, and Spanish North American settlements and provinces in the 18th century, concluding with the United States independence movement.

HIST 462. The Mexican Revolution (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

This seminar will examine the long-term and short-term causes of the Mexican Revolution of 1910 with the aim of understanding its consequences for modern Mexico. In addition to understanding the narrative of Mexican history after 1857, students will explore the concept of revolution as a transformative experience.

HIST 466. Society and Culture in Chinese History (3-3-0)

Prerequisite: HIST 111 or 112 or junior standing or consent of instructor.

Fall or Spring.

Focusing on social and cultural aspects of Chinese history, this thematic course seeks to deepen the understanding of Chinese history by examining such issues as environment, economic patterns, agricultural technology, native medicine, family system, women's status, secret societies, philosophies, religions, Western influences, and new social classes.

HIST 473W. WI: Major Themes in Contemporary African History (3-3-0)

Prerequisite: ENGL 123; ULLC 223; HIST 112 or junior standing.

Spring or Fall.

A reading and writing intensive course designed to provide students with a deeper insight into the major issues and events that affect contemporary African societies. Partially satisfies Writing Intensive requirement.

HIST 476. Seminar Abroad (3-3-0)

Prerequisite: ULLC 223 and HIST 390W, or consent of instructor.

Summer.

In this course, students explore a particular nation(s) or region(s) abroad. Traveling to various areas around the globe, such as Asia, Latin America, or Europe (including, Eastern Europe, Germany, France and Russia), students will visit and study major cities, historical sites, and other important cultural locations. Significant amounts of reading and writing are required. This course is designed for history majors, history minors, and related majors. Topics and area of study will vary on a yearly basis. Departmental application and Office of International Programs paperwork required. This course may be repeated for credit.

HIST 480. The United States as a World Power (3-3-0)

Prerequisite: HIST 122 or consent of instructor.

Fall or Spring.

This readings and research seminar examines American foreign relations during the 20th century – and power specifically – from many different perspectives (political, cultural, economic, military). The specific topic of the seminar will be announced in advance. In general, it considers the changing reasons for American involvement in world affairs, the diverse ways in which the nation asserts its power abroad, and the consequences for such activities. Attention is also paid to the variety of ways in which foreign affairs affect the domestic scene, and vice versa. This course contains substantial reading and writing components.

HIST 485. The Great Depression (3-3-0)

Prerequisite: HIST 122 or junior standing or consent of instructor.

Fall or Spring.

This course is intended to give students a broad-ranging understanding of the era of the Great Depression (1929-1941). While the class will include political and economic issues and causes, it will also examine much of the cultural and social development in the period, as well as examine the Depression as a worldwide calamity.

HIST 488. Women in Early Modern European History (3-3-0)

Prerequisite: HIST 111 or 112 and ULLC 223 or consent of instructor.

Fall or Spring.

This course studies the lives and experiences of women who lived in Britain, France, Italy, Spain, the German States and the Dutch "Low Countries" from 1499-1800. Students will learn how early modern women were controlled under the legal system, and the ways women's "nature" was conceptualized within their society. We will explore

women's education, what women did for work, and the experiences of early modern motherhood and widowhood. We will examine women's religious commitments and experiences. Overall, students will be asked to think about how women functioned within structures of patriarchy, and the ways that female experiences both contributed to and undermined these patriarchal hierarchies.

HIST 489. Women and Social Movements in U.S. History (3-3-0) AIII

Prerequisite: HIST 122 and ULLC 223.

Fall or Spring.

This seminar will examine female activism in the United States during the nineteenth and twentieth centuries. We will pay particular attention to the participation and leadership of women in various social movements, such as abolition, woman suffrage, progressive reform, civil rights, and organized feminism. Drawing on a blend of historical scholarship and first-person narratives, we will uncover women's contributions to reform efforts of the past, trace their connections to each other, and assess their historical legacies.

HIST 490. WI:Senior Seminar (3-3-0)

Prerequisite: ENGL 123; ULLC 223; twelve credit hours in history above the 200-level, of which at least three credit hours must be at the 400- level.

Fall and Spring.

Required of all history majors. A seminar dealing with selected problems in history and an examination of historiography, methodology, and philosophy of history. The focus, form, and content of each seminar will be determined by the instructor. The nature of the seminar will be announced well in advance after consideration of student interest and staff availability. Partially satisfies the writing intensive requirement.

HIST 491. Practicum (3-3-0)

Prerequisite: Junior standing and consent of the department chair.

Fall, Spring or Summer.

An internship with a regional, federal, state, local, or private historical agency in which the student achieves applied experience in the field of history. The student agrees to work 140 hours/semester during the course of the semester under the direction of an agency supervisor. The student's duties will be defined by the agency supervisor, in agreement with the student and the course instructor. Up to three credit hours earned in this course may be applied toward elective credit within the history major.

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

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of six hours in HIST 395 and/or 495 may be offered toward completion of major requirements.

HIST 499. Independent Study (credits vary 1-3)

Prerequisite: HIST 111 and 112; HIST 121 and 122, and at least six hours of 300- or 400-level history courses, and consent of instructor and Department Chair.

Fall, Spring or Summer.

An opportunity for independent research done in consultation with a member of the faculty from the History Department.

HONORS PROGRAM

Dr. Jay S. Paul, Director
McMurrin Hall, Room 102
(757) 594-7072
jpaul@cnu.edu

Faculty

Professors: Doughty, Paul, Spiller, Zestos

Associate Professors: Adamitis, Bardwell, Barnello,
 Connell, Falk, Gerousis,
 Marinova, Mulligan, Nichols,
 Thompson, Timani, Underwood,
 Waldron, Xu

Assistant Professors: Kempin Reuter, Klein, Mijatovic,
 Snow, Steiner, Walker, White,
 Wilson

Mission Statement

The Honors Program invites high-ability students to fashion unique academic programs to prepare for post-graduate success. Students admitted to the program upon matriculation receive scholarships renewable annually as long as they enroll in Honors courses as required and adhere to the standards for Student Progress below.

The Honors Program lays the groundwork for excellence through a series of highly interactive interdisciplinary seminars. This intensive, integrative approach to the liberal arts allows students—working with Honors advisors in their major disciplines—opportunity to personalize academic plans that help fulfill personal and professional aspirations. Honors Inquiries encourage students to incorporate individualized initiatives into their curricula: independent study and research to hone methods of inquiry; volunteer experience of civic and social significance through the Center for Service Learning and Social Entrepreneurship; and the culturally enriching experience of studying abroad and reflecting on global issues. Honors Students may also enroll in some upper-level courses earlier than usual, or fashion interdisciplinary clusters of courses to fulfill a specialized interest. In short, the Honors Program helps students to become informed, responsible citizens while encouraging them to prepare purposefully for outstanding opportunities, such as prestigious scholarships, and to proceed into graduate studies and/or fulfilling careers.

The Director, advised by the Honors Faculty, administers the Honors Program as a University Program.

Why Be an Honors Student?

- Honors faculty design special, topical courses and set expectations to encourage rigorous, creative thought..
- Honors students receive priority registration, thus mak-

ing schedule planning convenient and purposeful.

- Honors students receive intensive academic advising and mentoring for internships, prestigious scholarships, and graduate studies.
- Honors students have the option of residing in Quest Housing, a community of students serious about education and respectful of one another's aspirations (see <http://honors.cnu.edu/>).
- The Honors Program provides stipends to support special academic experiences (see below).
- The Honors Program offers credit-bearing experiences for international study.
- Completion of the Honors Program is acknowledged on all transcripts.

Entering the Program

Applications to the Honors Program will be reviewed for strength of high school curriculum, including core curriculum courses, as well as a high school grade-point-average of at least 3.75 (on a 4.00 scale), and a minimum total score of 1250 on the SATs (at least 580 on the SAT Critical Reading Test) or a composite score of 28 on the ACT (at least 25 on the ACT verbal). First-year students may also be admitted by applying prior to Spring Recess; a minimum grade point average of 3.50 is required for consideration. Students with a minimum grade point average of 3.50 transferring to CNU from an Honors Program at another university or college are guaranteed admission to the Program.

Program Requirements

The academic program as designed by the student and the Honors advisor to include:

1. HONR 100 (required first semester);
2. Liberal learning curriculum requirements are:
 - a. Second language literacy, 3 credits;
 - b. Mathematical literacy, 6-8 credits;
 - c. One AINW course and accompanying lab, 4-5 credits;
3. Select three courses (9 credits). Seminars available according to five series, see HONR 300, 310, 320, 340, 350 below. Each unique course has its own number (e.g. 311, 312, 313, etc.) More than one seminar may be chosen from a series. All seminar descriptions appear at the Honors website.
 - a. HONR 300 series *Natural World*

- b. HONR 310 series *Identity & Culture*
- c. HONR 320 series *Western Traditions*
- d. HONR 340 series *Creative Expressions*
- e. HONR 350 series *Formal & Informal Reasoning*
- 4. Select two Honors Inquiry classes:
 - a. HONR 381* *Major-Related Independent Activity*, 0-3 credits
 - b. HONR 382* *Civic Engagement*, 1-3 credits
 - c. HONR 383** *Study Abroad*, 0 credits
- 5. HONR 490W *Problems in the Modern World*;
- 6. Two semesters of HONR 010;
- 7. Two semesters of HONR 020;
- 8. Two semesters of HONR 030;
- 9. Two semesters of HONR 040;
- 10. HONR 484 *Portfolio*;
- 11. One additional WI course;
- 12. A minimum cumulative 3.30 GPA at graduation;
- 13. Completion of a major and/or concentration;
- 14. A minimum of 120 credits.

*may be repeated for credit twice

**may be repeated for credit with Director's permission

The Pass/Fail Option may not be applied to Honors Program Requirements except 010, 020, 030, and 040.

Student Progress

Honors student transcripts will be reviewed twice yearly—before the start of the second semester, and by the end May—to ensure that students are on track to complete Honors requirements. When an Honors Program student drops below the minimum 3.30 GPA, a letter of warning will be sent. Two successive semesters below a 3.30 GPA will result in removal from the program.

Enrollment in Honors Courses

If an Honors student fails to maintain a seminar schedule that predicts Program completion, they are subject to removal from the program. Students will normally enroll and complete an HONR course each semester. If removed, he/she must adjust his/her registration accordingly (see following section). Withdrawing from an Honors seminar or inquiry course constitutes withdrawal from the Honors Program unless the Director approves a waiver.

When a Student Leaves, or Is Removed from, the Honors Program

After 1 semester: The liberal learning core requirement will be reinstated, except for ULLC 100 and any requirements already fulfilled by AP, IB, dual enrollment, transfer or CNU courses.

After 2nd semester: The liberal learning core requirement will be reinstated, except for ULLC 100, ENGL 123, the area of inquiry corresponding to the HONR seminar completed, and any requirements already fulfilled.

After 3rd semester: The liberal learning core requirement will be reinstated, except for ULLC 100, ENGL 123, the Areas of Inquiry corresponding to the HONR seminars completed, and any requirements already fulfilled.

After 4th semester: If the student has successfully completed HONR 100 and three HONR seminars, the liberal learning core is waived, except for mathematics literacy, second language literacy.

After 5th, 6th, 7th, or 8th semester: If the student has successfully completed HONR 100, three HONR seminars, and HONR 490, the liberal learning core is waived, except for mathematics literacy and second language literacy.

All students leaving the Honors Program prior to completion are advised to review liberal learning core curriculum requirements in the Catalog.

The Annual Celebration

Each spring semester, the Honors Council hosts a Celebration for graduating seniors and their families, awarding medallions and plaques to recognize the success of Honors Program graduates. Honors graduates wear the emblem of the Program at Commencement.

Research Stipends

The Honors Program provides Research Support Grants to students during the academic year, as well as Summer Research Stipends for independent research. Go to <http://honors.cnu.edu/> and click on “apply” in the line announcing the stipends to download an application. The deadline falls in the middle of the spring semester. **All CNU students are eligible for summer Research Stipends.** Winners are announced at the Annual Honors Celebration and will be expected to make formal presentations of their work following the conclusion of their projects.

Travel Awards

Honors Students may apply for travel grants up to \$1000 for travel during the academic year to support research leading to presentations at conferences or to publication by contacting the Director, Dr. Jay Paul.

THE CURRICULUM IN HONORS

For descriptions of HONR 100 and individual courses in the 300-, 320-, 340-, and 350 series, see: <http://honors.cnu.edu/honorsclasses.html>.

HONR 010. First Year Activities (0-0-1)

Fall and Spring.

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments.

This course is graded Pass/fail.

HONR 020. Second Year Activities (0-0-1)*Fall and Spring.*

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments. **This course is graded Pass/fail.**

HONR 030. Third Year Activities (0-0-1)*Fall and Spring.*

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments. **This course is graded Pass/fail.**

HONR 040. Fourth Year Activities (0-0-1)*Fall and Spring.*

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments. **This course is graded Pass/fail.**

HONR 100. Liberal Arts as Journey (3-3-0)*Fall.*

Starting with one work (e. g. novel, film, scientific treatise) this seminar introduces the liberal arts through practice in logical, imaginative, and scientific thinking. HONR 100 introduces the Honors Program and the intentional undergraduate experience, especially the opportunity to develop plans for research and civic engagement projects of distinction with an eye toward post-graduate success.

HONR 195. Special Topics (credits vary 1-3)*Restricted to Honors Program students.*

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

HONR 295. Special Topics (credits vary 1-3)*Restricted to Honors Program students.*

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

HONR 300. Seminars in the Natural World (3-3-0)*Prerequisite: HONR 100.**Fall and Spring.*

Students in these interdisciplinary seminars will explore issues related to fields ranging from neuroscience to astronomy. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills,

argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 310. Seminars in Identity and Culture (3-3-0)*Prerequisite: HONR 100.**Fall and Spring.*

Students in these interdisciplinary seminars will explore issues related to social institutions and the roles of individuals within them. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 320. Seminars in Western Traditions (3-3-0)*Prerequisite: HONR 100.**Fall and Spring.*

Students in these interdisciplinary seminars will explore issues related Europe and the Americas. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 330. Travel and Culture (credits vary 1-3)*Prerequisite: Honors Program Students with junior status or above.*

Travel in the United States and abroad with Honors Faculty. Topics and destinations vary, determined by special interests and needs of students and the expertise of faculty. May involve additional fees.

HONR 335. The Good Society (3-3-0)

This interdisciplinary seminar poses two central questions: what is a good society, and what are the roles and responsibilities of good citizens? Using an analytic framework, the course examines the patterned ways (institutions) in which people live together, the problems we solve with these institutions, and the problems either unsolved or caused by them. Through case studies, the course elevates awareness of the larger world and its problems and encourages student engagement.

HONR 340. Seminars in Creative Expression (3-3-0)*Prerequisite: HONR 100.**Fall and Spring.*

Students in these interdisciplinary seminars will explore issues related to human creativity, including the essential

role of the arts in human evolution. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 350. Seminars in Formal and Informal Reasoning (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related to structures found in such areas as mathematical inquiry, formal logic, informal logic, and natural and artificial languages. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 381. Major-Related Independent Activity (credits vary 0-3)

Prerequisite: Any three 300-level HONR seminars.

Fall and Spring.

When taken for credit, this Inquiry documents independent initiatives related to the curriculum of the major but additional to the requirements. HONR 381 is the equivalent of existing departmental independent studies and uses existing procedures. (As appropriate, this Inquiry may occur in a discipline outside the major.) If individual research is already required by the major department, HONR 381 will not result in additional credit, but serve only as a completion marker for the Honors Program requirement. This course may be repeated twice.

HONR 382. Civic Engagement (credits vary 1-3)

Prerequisite: Any three 300-level HONR seminars.

Fall and Spring.

This Inquiry encourages students to participate in volunteer experiences related to their long-term goals. Students will undertake service learning internships that will likely consist of reading and reflection that lead to a research proposal accompanied by related volunteer work. Students will keep detailed journals of their activities and produce a final project. Arranged through the Center for Service Learning and Social Entrepreneurship. A completed, approved HONR 382 Contract and an approved authorization from the Director of the Center for Service Learning and Social

Entrepreneurship are required in advance. A minimum of 40 hours of volunteer activity is required for each academic credit. This course may be repeated twice

HONR 383. Study Abroad (0-0-0)

This Inquiry confirms the completion of a study abroad for academic credit through a CNU program or through the transfer of another accredited institution's credits. This Inquiry requires: 1) completion of 383 Contract with the Honors Director's signature prior to the start of the Study Abroad (to verify the relevance of the study to the student's long-range goals); 2) the posting to the transcript of academic credit earned through the Study Abroad. This course may be repeated with Director's approval.

HONR 395. Special Topics (credits vary 1-3)

Restricted to Honors Program students.

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

HONR 484. Honors Portfolio (1-1-0)

Restricted to Fourth-year Honors Students.

Submitted early in the final semester, the Honors Portfolio will present the products of each student's experience in Honors. It will contain at least one important piece of work from each of the three Honors Seminars and of at least two Honors Inquiries, as well as a 3-5 page reflection upon and assessment of the entirety of the Honors / undergraduate experience in order to demonstrate integration and critical reflection of experience across four years.

HONR 490W. WI: Problems in the Modern World (3-3-0)

Prerequisites: ENGL 123, ULLC 223; Honors Program students with junior or senior standing.

Fall and Spring.

This 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.* Partially satisfies the Writing Intensive requirement.

HONR 495. Special Topics (credits vary 1-3)

Restricted to Honors Program students.

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

HONR 499. Independent Study (credits vary 1-3)

Prerequisite: Consent of instructor and Director.

INTERDISCIPLINARY STUDIES

Dr. Deanna Carpenter, Director of Interdisciplinary Studies

Forbes Hall, Room 2006

(757) 594-8509

deanna.carpenter@cnu.edu

The interdisciplinary studies degree program at Christopher Newport University 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 declaration of interdisciplinary studies major is through the petition process (details listed below) and must be completed before earning 60 hours of credit.
3. The total program of study must include at least 42 semester hours of course work beyond those completed **at the time of approval**; a minimum of 30 semester hours at the 300-400 level; and a senior capstone project designed by the student and her/his faculty committee to analyze and synthesize the topic of study.
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 the liberal learning curriculum and must give evidence of disciplined academic inquiry.

To enter this program the student must first complete a proposed plan of study, including a rationale for the plan and identifying those disciplines that will be involved in the student's plan of study. Guidelines are available from the Director of Interdisciplinary Studies. Proposals must

be submitted to the Interdisciplinary Studies Director 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 coordinator before submitting a proposal.

The Director of Interdisciplinary Studies reviews the student's proposed plan of study. If the Director of Interdisciplinary Studies is unable to approve the student's proposal, she notifies the student. If she judges the student's proposal to be viable, the student selects a faculty committee that represents the primary disciplines involved and identifies one of the members of the committee as the major advisor. 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 approving the individual courses that the student must take to meet all requirements for the bachelor of arts or bachelor of science degree. The committee must approve the student's program and any subsequent changes in an already approved program. The committee chair oversees the total work of the student and confirms, prior to graduation, that he/she has completed all necessary requirements.

THE CURRICULUM IN INTERDISCIPLINARY STUDIES

IDST 490. Interdisciplinary Studies Capstone Project (3-0-3)

Prerequisites: Junior or Senior Standing, consent of the Instructor and Interdisciplinary Studies Program Director.

In this course the student will integrate coursework taken in the two-three disciplines comprising his/her major. Under the direction of his/her faculty committee and program coordinator, the student will design a project that analyzes and synthesizes the topic of study, culminating in a research paper in support of the major theme.

DEPARTMENT OF LEADERSHIP AND AMERICAN STUDIES

Dr. Benjamin Redekop, Chair

BTC, Room 345

(757) 594-8907

benjamin.redekop@cnu.edu

Faculty

Professor: Harter

Associate Professors: Kaufer Busch, Colvin, Redekop, Thro

Assistant Professors: Cusher, Shollen, White

Lecturers: Connable, Dingman, Gagnon

Instructors: Cave, Heuvel, Michel

Emerta: Perkins

Mission Statement

The mission of the Department of Leadership and American Studies is to offer interdisciplinary learning opportunities in leadership studies and American studies. The department is dedicated to the ideals of liberal learning, scholarship, leadership, and service. Our purpose is to ignite in our students a love of learning, inspire a sense of responsibility and civic duty, and help our students gain the knowledge and confidence to engage as responsible leaders and followers. The department currently offers a Bachelor of Arts degree in Interdisciplinary Studies with a major in American studies along with minors in both leadership and American studies.

CENTER FOR AMERICAN STUDIES

Dr. Elizabeth R. Kaufer Busch, Co-Director

(757) 594-7764

elizabeth.kaufer@cnu.edu

Dr. Nathan Busch, Co-Director

nbusch@cnu.edu

The Center for American Studies (CAS) seeks to foster a greater civic awareness by promoting excellence in education and scholarship in the area of American studies. The conception for CAS is premised on the belief that the perpetuation of democratic institutions requires a proper understanding of the ways in which America's intellectual foundations have shaped the nation's practices, values, and ideals. Toward this end, CAS provides a forum for intellectual engagement on the foundations, evolution, and future of the American Experiment in liberty, democracy, free-enterprise, and consent-based governance and leadership. CAS brings together scholars from elite institutions to emphasize intellectual engagement and scholarship on the classical texts and foundational documents of the United States' constitutional republic. CAS undertakes these tasks in order to promote sensible notions of liberty and a civic responsibility to defend that liberty locally and globally.

The Bachelor of Arts Degree in Interdisciplinary Studies, American Studies Major

American studies employs investigative methodologies drawn from multiple disciplines, including attention to historical process, that involve reading, writing, conducting research, and critically thinking about the nature of American life. In American studies, an interdisciplinary approach is used to examine relevant topics such as region, place, cultural forms expressing American identity, America's place in the global community, and social constructs of class, gender, and race. Students will have the opportunity for experiential learning and study abroad. A major in American studies is excellent preparation for graduate and professional schools and for careers in journalism, law, government, education, non-profit organizations, and business.

The major is comprised of four core courses in American studies (AMST) with the remaining courses selected from approved, related courses from various disciplines as determined by the chosen concentration. Students will work closely with an advisor to ensure their curriculum has coherence, depth, and breadth and that it is consistent with the students' future plans. The Bachelor of Arts degree in Interdisciplinary Studies requires that students fulfill the liberal learning curriculum, American studies core courses and complete a concentration in either constitutional studies, social sciences or humanities as listed below.

Constitutional Studies Concentration

This concentration is open to all students, and is especially useful for those interested in graduate study in social and political science, government, history or law. The constitutional studies concentration requires 24 credits in addition to the required American studies core courses. Only one course (3 credits) may be at the 100 or 200 level; 21 credits must be at the 300 or 400 level.

1. American studies core: AMST 100*, 200*, 300*, 490;
2. GOVT 316, PHIL 425;
3. Select six (18 credits) courses, five at the 300 level or higher: AMST 210; BUSN 351, 360; CLST 101; ECON 302, 435; COMM 305; GOVT 333, 344, 359, 363; HIST 349, 354; PHIL 205, 321, RSTD 321.

*No more than one A or I course may count toward both the liberal learning core A or I requirement and the major requirement.

Humanities Concentration

Humanities concentration requires 24 credits in addition to the required American studies core courses. Only one course (3 credits) may be at the 100 or 200 level; 21 credits must be at the 300 or 400 level.

1. American studies core: AMST 100*, 200*, 300*, 490.
2. Humanities - Select five from at least two disciplines: AMST 195, 295, 310*, 395, 399, 495, 499; ENGL 341, 342, 343, 381*, 410, 412; FNAR 372*, 375; HIST 121*, 122*, 336, 340/440*, 349*, 350, 351, 352, 354, 355*, 356, 357, 358, 372, 453; MUSC 407W, 408; PHIL 312; RSTD 338; THEA 346, 361W.
3. Social Sciences - Select two: AMST 195, 210*, 295, 395, 399, 495, 499; ECON 302, 375(W), 435, 475*; GOVT 101*, 202, 316, 320*, 323, 332, 333, 344, 354, 359, 382*, 395; RSTD 319*; SOCL 303, 314, 316, 320*, SOWK 368W, 369.
4. Global-Comparative - Select one: AMST 195, 295, 395, 495; ANTH 377; COMM 340*; ECON 385, 470; ENGL 320W*, 425; FNAR 377; GOVT 215, 311W, 358, 368W, 402; HIST 325, 374, 469; HONR 490W; PHIL 315*; PSYC 320*; SOCL 375, 377.

*No more than ONE A of I course may count toward both the liberal learning core A of I requirement and the major requirement.

Social Sciences Concentration

Social science concentration 24 credits in addition to the required American studies core courses. Only one course (3 credits) may be at the 100 or 200 level; 21 credits must be at the 300 or 400 level.

1. American studies core: AMST 100*, 200*, 300*, 490.
2. Social Sciences - Select five from at least two disciplines: AMST 195, 210*, 295, 395, 399, 495, 499; ECON 302, 375(W), 435, 475*; GOVT 101*, 202, 316, 320*, 323, 332, 333, 344, 354, 359, 382*, 395; RSTD 319*; SOCL 303, 314, 316, 320*, SOWK 368W, 369.
3. Humanities - Select two: AMST 195, 295, 310*, 395, 399, 495, 499; ENGL 341, 342, 343, 381*, 410, 412; FNAR 372*, 375; HIST 121*, 122*, 336, 340/440*, 349*, 350, 351, 352, 354, 355*, 356, 357, 358, 372, 453; MUSC 407W, 408; PHIL 312; RSTD 338; THEA 346, 361W.
4. Global-Comparative - Select one: AMST 195, 295, 395, 495; ANTH 377; COMM 340*; ECON 385, 470; ENGL 320W*, 425; FNAR 377; GOVT 215, 311W, 358, 368W, 402; HIST 325, 374, 469; HONR 490W; PHIL 315*; PSYC 320*; SOCL 375, 377.

*No more than ONE A of I course may count toward both the liberal learning core A of I requirement and the major requirement.

The Minor in American Studies (18 credits)

The minor in American studies requires 18 credit hours, including AMST 100, 200, and 300 plus nine additional hours at the 300-400 level chosen in consultation with an assigned departmental advisor from courses approved for the major in American Studies.

The Minor in Leadership Studies (18 credits)

The leadership studies minor, which is open to all CNU students, is interdisciplinary and highly complementary to any liberal arts and sciences or professional education. The Leadership studies minor is required for President's Leadership Program (PLP) students, but also is an attractive curriculum for other interested students.

Leading and following occurs in families, neighborhoods, communities, civic clubs, organizations, states, and nations. The process of leadership involves establishing trust and achieving change through shaping vision, values, and culture. Ethical leaders are needed who can identify important issues, heighten public awareness and understanding, develop imaginative solutions and strategies, and inspire and empower others to give of themselves to achieve the vision of a better tomorrow. Here, the word leader is intended to mean a person acting in a leadership role, not necessarily the occupant of a designated position of authority. The following curriculum is designed to prepare CNU students to engage effectively in the leadership process:

1. Minor core: LDSP 220, 310, 320, 386 and 491;
2. Elective, select one: AMST 100; HONR 335; LDSP 195, 295, 330, 384, 395, 399, 499; MLAN 308; MLSC 401-401L; or MGMT 310.

THE CURRICULUM IN AMERICAN STUDIES**AMST 100. The American Experiment: Formation of Democratic Life (3-3-0) AIWT**

An introduction to the discipline of American Studies. Students will examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students will explore the extent to which America has been shaped by issues such as unity, equality, liberty, individualism, civic engagement, and democratic values.

AMST 195. Special Topics (3-3-0)

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 200. The American Experiment: Evolution (3-3-0) AIII

An interdisciplinary study of the evolution of the American Experiment as viewed through its changing institutions, ideals, and culture. In this context, topics such as family, education, race, gender, immigration, citizenship, capitalism, poverty, religion, and popular culture will be explored.

AMST 210. Capitalism, American Style (3-3-0) AIWT

This course introduces students to capitalism as an economic system beginning with its philosophical and moral foundations and its evolution in the United States. The principles of free markets will be applied to a variety of historical and current issues ranging from business regulation and labor markets to health care and the environment.

AMST 295. Special Topics (3-3-0)

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 300. The American Experiment: Global Influence (3-3-0) AIGM

Prerequisite: ULLC 223 with a grade of C- or higher.

A critical evaluation of the American Experiment through the lens of the global community that asks what it means to be an American in an increasingly global world. Students explore post-colonial world views of a number of influential philosophers, scholars, leaders, and policy makers on America's life, culture, and place in the world. Topics may include global rights and duties, resource scarcity, cultural imperialism, public health, and the clash of liberalism with fundamentalism.

AMST 310. The American Economy in Literature (3-3-0) AIII

Prerequisite: ULLC 223.

A study of the workings of the American economy using selections from literature. Course readings will include excerpts and short works by authors including Frost, Steinbeck, and others. Topics to be covered include supply and demand, capitalism, income inequality, public goods and government regulation, and labor markets.

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

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 399. Independent Study in American Studies (credits vary 1-3)

Prerequisite: junior standing or consent of instructor.

The purpose of this junior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with

the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

AMST 490. Capstone Seminar in American Studies (3-3-0)

Prerequisite: ULLC 223; completion of 75 credit hours; AMST major, and completion of AMST 100, 200, and 300 with a C or better.

A capstone academic experience in which each student is expected to demonstrate independent research skills, prepare and present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's particular focus within the American Studies major. The product of this scholarship will exemplify the student's academic credentials in terms of knowledge, skills, and abilities. In addition, each student will complete a standardized assessment relevant to American Studies.

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

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 499. Independent Study in American Studies (credits vary 1-3)

Prerequisite: senior standing or consent of instructor.

The purpose of this advanced, senior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

THE CURRICULUM IN LEADERSHIP STUDIES

LDSP 195. Special Topics (3-3-0)

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

LDSP 110. Civic Leadership: Leading for the American Dream (3-2-1)

The desire to live the "American Dream" has brought immigrants to the United States for over two centuries. Freedom from arbitrary authority, equal rights for all citizens, opportunity and empowerment for personal happiness and achievement, and commitment to the dignity and worth of the individual are the fundamental ideals that

under-gird this national vision. Preserving these ideals, however, requires civic leadership. Leadership scholar John W. Gardner stated, "Liberty and duty, freedom and responsibility. That's the deal." This course will examine how citizens determine their civic duty and responsibility. Students will learn and experience practical leadership approaches and applications.

LDSP 210. Study in Self Leadership (3-3-0)

Restricted to First Year Students.

Fall.

This interactive course introduces students to the role of self in the leadership process. Through academic study, personal assessment, in-class activities, and assignments, students will gain an understanding of how personal development impacts leadership capabilities and the importance of self-understanding to effective leadership.

LDSP 220. Foundations of Leadership Study and Group Dynamics (3-3-0)

Spring.

This course is an introduction to leadership history and modern leadership theory. Through the study of leadership scholarship and historical and modern leaders, students will gain an understanding of the leadership process, including the role/function/interaction of the process's three elements (leaders, followers, and context) and an introduction to the basic competencies required. Students will study group development, group think, and the effect of power and communication styles in group dynamics. At the discretion of the course instructor, the small group project may include a fund-raising component.

LDSP 295. Special Topics (3-3-0)

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

LDSP 310. Leadership Theory and Research (3-3-0)

Prerequisite: LDSP 220, with a grade of C- or higher, or consent of instructor.

Fall.

This course examines salient theories, approaches, and the accumulated research-based understanding of the theoretical construct of leadership. Emphasis is placed on the evolution of leadership theory and contribution of research to the synthesis of historical leadership perspectives in contemporary leadership models. Enduring elements, ongoing controversies, emerging trends, and contemporary research are examined. The role of leadership is distinguished from that of management.

LDSP 320. Leadership Through the Ages (3-3-0)

Prerequisite: LDSP 220 and LDSP 310, both with grade of C- or higher, or consent of instructor.

Spring.

In attempting to understand leadership in the 21st Century,

one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.

LDSP 330. Cross-cultural Leadership (3-3-0) AIII

Prerequisite: LDSP 220 with grade of C- or higher, or consent of instructor.

Old maps of a "flat" world show the area of origin as the center or middle of the Earth, illustrating the mindset of societal and cultural preeminence. Through investigation of concepts, patterns, and issues that shape society and cultural mores, students learn the importance of society and culture to effective leadership in a global setting and understand how to assess social structure and culture when making leadership decisions.

LDSP 384. Leading Change (3-3-0)

Prerequisites: LDSP 220, GOVT 101, SOWK 260, or BUSN 201 with grade of C- or higher, or consent of instructor.

This course examines models of change with particular emphasis on group processes and the role of leadership. Change is explored as a process that presents opportunities and challenges for internal and external change. The course analyzes resistance to change and how leadership processes can be developed and employed to facilitate and motivate change. Techniques for effective communication, intervention, and conflict resolution are reviewed. Analytical methods to identify the need for change and individuals' readiness for change are discussed.

LDSP 386. Values Leadership (3-3-0)

Prerequisites: LDSP 220 and LDSP 310, both with grade of C- or higher, or consent of instructor.

This course examines the paradigm of values leadership as a theory and a philosophy. Values leadership is based on selecting, defining, modeling, and promoting values to unify individuals in striving toward a shared vision. Values based leaders create a culture of trust and leverage core values that inspire individuals to a higher level of motivation, morality, and achievement. Terminal, instrumental, and organizational values are explored. The techniques of envisioning, culture shaping, developing self-led followers, fostering trust, and ethical decision making are explored. The course considers the moral responsibilities of a leader toward his or her followers.

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

Prerequisite: LDSP 220, with grade of C- or higher, or consent of instructor.

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

LDSP 399. Independent Study in Leadership (credits vary 1-3)

Prerequisites: consent of instructor and Department Chair.

The purpose of this junior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

LDSP 491. Leadership Internship Seminar (3-3-0)

Prerequisites: LDSP 310, 320, with grade of C- or higher and junior standing.

The internship seminar is designed to help students integrate and apply the knowledge and experiences obtained in leadership courses to the internship setting. Using various research methodologies students in the seminar will analyze the leadership of the internship site, assess its leadership effectiveness, and determine strategies for change. Internship to be completed no more than one academic year prior to the seminar semester.

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

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

LDSP 499. Independent Study in Leadership (credits vary 1-3)

Prerequisites: consent of instructor and Department Chair.

The purpose of this advanced, senior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

DEPARTMENT OF MATHEMATICS

Dr. David P. Heddle, Chair

Gosnold Hall, Room 201

(757) 594-7194

dheddle@pcs.cnu.edu

Faculty

Professors: Bartels, Bartelt, Bradie, Chen,
Khalili, Martin

Associate Professor: Heddle

Assistant Professors: Dobrescu, Kennedy, Vasiliu

Lecturer: Nailor, Steckroth,

Instructors: Hedlund, Tong

Emeritus: Summerville

Mission Statement

As a department within a university that values liberal learning, our mission is to provide a high-quality program that challenges students to appreciate the power, utility and beauty of mathematics. Outstanding teaching is the hallmark of the Department of Mathematics, but in addition, the department maintains a vigorous program of research and service. Programs for mathematics majors and minors prepare students for additional study or for professional careers.

Calculus Placement

Students intending to register for either Calculus for Business and Social Sciences (MATH 135) or Calculus and Analytic Geometry (MATH 140) must have the appropriate prerequisite or take the *Calculus Readiness Assessment* and receive a passing score. This assessment is administered during *Setting Sail* programs and at the beginning of each semester. A student's assessment score is valid for one year. For more information, see the department webpage.

Expected Outcomes

- To instill in students an appreciation for the power and relevance of mathematics as it relates to life,
- To equip students with a solid foundation in theoretical and applied mathematics necessary for advanced study or a professional career,
- To build foundational skills in critical thinking, reasoning, and problem solving,
- To help students develop their individual mathematical interests through internships, independent study, or faculty-student research,
- To provide students with mathematical proficiency to be successful when taking courses in other disciplines such as physics, biology, chemistry, psychology, business, technology, sociology and government.

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 liberal

learning foundation, 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.

Any courses above MATH 110 may be used to satisfy the math literacy component of the liberal learning foundation. Since some majors require specific mathematics courses, students should consult the major requirements listed in the catalog. Students who plan to take calculus who are not ready to enroll in MATH 140 may choose between MATH 110 and 130 to develop appropriate skills. Students who have had more advanced mathematics in high school or at another college should consult an advisor in the Department of Mathematics to determine the appropriate mathematics level.

The Bachelor of Arts and Bachelor of Science Degree in Mathematics

Students pursuing the Bachelor of Arts (B.A.) degree in mathematics are strongly urged to satisfy the natural science Area of Inquiry: Investigating the Natural World by successfully completing PHYS 201/201L-202¹.

Students pursuing the Bachelor of Science (B.S.) degree in mathematics must successfully complete PHYS 201/201L-202/202L¹ **plus two lectures² and one laboratory²** to satisfy the AINW-Area of Inquiry: Requirement.

¹It is advisable to students to take PHYS 201/201L-202/202L after first completing MATH 140.

²For the BS degree no more than three of the four lecture courses and no more than two laboratory courses may be from the same discipline.

Historical and philosophical highlights related to the development of mathematics are discussed in various Mathematics major courses. Also the ability to write computer programs is a prerequisite for MATH 335, 380, 390, and 400. 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, students are required to consult with the Department of Mathematics before registering for any courses. This applies to both degree and non-degree seeking students.

All students planning to pursue either the Bachelor of Arts or Bachelor of Science degree in mathematics must

satisfy the liberal learning curriculum as well as general requirements for graduation. Students may have no more than two grades below C- in courses applied toward the major.

In addition to requiring successful completion of the liberal learning curriculum, both the Bachelor of Arts and the Bachelor of Science degrees in mathematics require successful completion of one of the following blocks of courses:

The Major in Mathematics - Bachelor of Arts

1. MATH 250, 260, 310, 360, 370;
2. MATH 451 or MATH 499;
3. One 400-level MATH course (not including MATH 451, 490 or 499);
4. Nine additional credit hours in MATH at the 300-400 level, excluding 301W and 308;
5. Either (a) six additional credits in MATH at the 300-400 level, excluding 301W and 308, or (b) successful completion of two 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);
6. PHYS 201/201L-202 is strongly recommended for Bachelor of Arts;
7. CPSC 150/150L and CPSC 125 or 250/250L.

The Major in Mathematics - Bachelor of Science

1. MATH 250, 260, 310, 360, 370;
2. MATH 451 or MATH 499;
3. One 400-level MATH course (not including MATH 451, 490 or 499);
4. Nine additional credit hours in MATH at the 300-400 level, excluding 301W and 308;
5. Either (a) six additional credits in MATH at the 300-400 level, excluding 301W and 308, or (b) successful completion of two 300-400 level courses in another discipline chosen in consultation with an advisor (accepted disciplines include BIOL, CHEM, CPSC, and PHYS and/or ENGR; all other disciplines must have advance approval from the Department of Mathematics);
6. PHYS 201/201L-202/202L (required for Bachelor of Science);
7. CPSC 150/150L and CPSC 125 or 250/250L.

The Minor in Mathematics (15 credits)

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.

Teacher Preparation in Mathematics

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching

(M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; essay specifying the reason for applying to the program; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; and two letters of recommendation. Students will earn either a **B.A. or B.S. in Mathematics** after the first four years and then take an additional year of studies leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.A. in Mathematics.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 121; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/ 314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110.

Graduate courses* required (senior year):

Select six credits: ENGL 532, 514; MATH 570.

Secondary level (6-12) Track: Math endorsement

Major courses required:

In addition to the major requirements for either the B.A. or the B.S. in Mathematics the student needs to complete MATH 335.

Support courses required:

PSYC 207 or 208; SOCL 314/314L; PSYC 312; MATH 125; COMM 201 or THEA 230; CPSC 110. Students who earn the B.S. degree must take PHYS 201 and PHYS 202 with the accompanying laboratories.

Graduate courses* required (senior year):

Select six credits: MATH 570, 578, 538.

*See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN MATHEMATICS

MATH 109. Theoretical Foundations of Elementary School (3-3-0)

Prerequisite: PSYC 207 or 208 or SOCL 314.

Strongly recommended for prospective elementary school teachers, this course covers concepts and theories underlying fundamental mathematics. Topics include sets, logic, number sentences, introduction to number theory, number systems, intuitive geometry and measurement.

MATH 110. College Algebra (3-3-0)

Prerequisite: through Algebra II in high school or permission of instructor.

Fall and Spring.

This course is designed for those students who intend to take MATH 130 or MATH 135 and who have inadequate algebra skills for either of the courses. Topics include real number properties, exponents, polynomial and rational expressions, equations and inequalities, functions, quadratic functions, and logarithms. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 140 or higher.

MATH 115. Contemporary Mathematics (3-3-0)

Prerequisite: through Algebra II in high school or permission of instructor.

Fall and Spring.

This course is designed to introduce the student to applications of mathematics, including finance, linear programming (optimization problems), systems of equations, and other topics. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 121. Mathematics of Powered Flight (3-3-0)

Prerequisite: through Algebra II in high school or permission of instructor.

Fall and Spring.

This course discusses the application of mathematics to airplane flight. Topics will include: wind and its effect on airport design and aircraft operations; maps; magnetic variation; navigation systems; the concepts of lift, drag, thrust and gravity. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 123. Mathematical Excursions (3-3-0)

Prerequisite: through Algebra II in high school or permission of instructor.

Fall and Spring.

This course is designed to introduce students to applications of mathematics, including voting methods, routing problems, network problems, and spiral growth in nature. The major emphasis is on the process of taking a real-world problem, converting this to a mathematical model, and then solving the problem. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 125. Elementary Statistics (3-3-0)

Prerequisite: through Algebra II in high school or permission of instructor.

Fall and Spring.

This course is a general survey of descriptive and inferential statistics. Topics include descriptive analysis of univariate and bivariate data, probability, standard distributions,

sampling, estimation, hypothesis testing and linear regression. Students may not receive credit for this course after receiving a grade of C- or higher in MATH 435.

MATH 130. Elementary Functions and Analytic Geometry (3-3-0)

Prerequisite: Through Algebra II in high school or MATH 110 or an acceptable score on mathematics placement exam.

Fall and Spring.

Designed for the student planning to take calculus, MATH 140, 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. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 135. Calculus for Business and Social Sciences (3-3-0)

Prerequisite: acceptable score on mathematics placement exam or either MATH 110 or 130 with a grade of C- or higher.

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. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 140. Calculus and Analytic Geometry (4-4-0)

Prerequisite: acceptable score on mathematics placement exam or MATH 130 with a grade of C- or higher.

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 log and exponential functions. The software package MAPLE will be used.

MATH 195. Special Topics (3-3-0)

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

MATH 235. Applied Matrix Techniques (3-3-0)

Prerequisite: MATH 135 or MATH 140, CPSC 125 or 150/150L.

Fall and every other Spring.

Topics in applied linear algebra such as systems of linear equations, Gaussian elimination, matrix algebra, determinants, Cramer's rule, eigenvalues and vectors. Also applications in some of these areas: linear programming, game

theory, Markov chains, input/output models, graph theory, and genetics. A computer project may be required.

MATH 240. Intermediate Calculus (4-4-0)

Prerequisite: MATH 140 with a grade of C- or higher or consent of instructor or Chair.

Fall and Spring.

Techniques of integration, L'Hospital's Rule, application of integration, approximations, Taylor's Theorem, sequences and limits, series of numbers and functions, power series, and Taylor series. The software package MAPLE will be used.

MATH 250. Multivariable Calculus (3-3-0)

Prerequisite: MATH 240 with a grade of C- or higher or consent of instructor or Chair.

Fall and Spring.

An introduction to the calculus of real-valued functions of more than one variable. The geometry of three-space, vector-valued functions, partial and directional derivatives, multiple and iterated integrals, and applications. The software package MAPLE will be used.

MATH 260. Linear Algebra (3-3-0)

Prerequisite: MATH 240.

Fall and Spring.

Systems of linear equations, matrix operations, determinants, vectors and vector spaces, independence, bases and dimension, coordinates, linear transformations and matrices, eigenvalues and eigenvectors.

MATH 295. Special Topics (credits vary 1-3)

Prerequisite: announced at the appropriate time.

As needed

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Courses can range from one-credit laboratories to three-credit courses on topics of immediate importance.

MATH 301W. WI: Writing in Mathematics I (1-1-0)

Prerequisite: ENGL 123; ULLC 223; MATH 240 and junior standing.

Fall.

Course will consist of several individual writing assignments and a possible group project designed to help students: investigate selected mathematics concepts/topics by using what they already know and expanding on it; gain experience in interpreting data and/or research such as reporting on selected articles from the MAA Mathematics Magazine and the JRME; practice the type of writing associated with mathematics. Partially satisfies the Writing Intensive Requirement.

MATH 310. Proofs and Discrete Mathematics (3-3-0) AIIF

Prerequisite: MATH 240 and 260 or permission of the

Instructor.

Spring.

Topics are presented so as to develop facility with methods of proof and mathematical argument. Topics will include logic, sets, binary relations, functions, binary operations, elementary number theory, number bases, mathematical induction, recursive definitions and algorithms, and other topics at the discretion of the instructor.

MATH 320. Ordinary Differential Equations (3-3-0)

Prerequisite: MATH 240 with a C- or higher.

Fall and Spring.

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

MATH 335. Applied Probability (3-3-0)

Prerequisite: MATH 240 with a C- or higher, CPSC 150/150L.

Fall.

Elementary probability theory including combinatorics, distributions of random variables, conditional probability, and moment generating functions. An introduction to stochastic processes including such topics as Markov chains, random walks, and queuing theory. Case studies. Computer projects may be required.

MATH 345. Number Theory (3-3-0) AIIF

Prerequisite: MATH 260 or permission of the instructor.

Spring, even numbered years.

Topics include prime numbers, linear Diophantine equations, congruencies, theorems of Fermat, Wilson, and Euler, and numbers in other bases.

MATH 350. Vector Calculus (3-3-0)

Prerequisite: MATH 250 with a C- or higher.

Spring, even numbered years.

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 with a C- or higher.

Spring, odd numbered 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) AIIF

Prerequisite: MATH 250, 260, 310.

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, uniform continuity and uniform convergence.

MATH 370. Abstract Algebra (3-3-0) AIIF

Prerequisite: MATH 250, 260, 310.

Spring.

An introduction to algebraic structures, elementary number theory, groups, rings, homomorphism theorems, quotient structures, polynomial rings, and fields.

MATH 380. Numerical Analysis I (3-3-0)

Prerequisite: MATH 240, 260 with a C- or higher; CPSC 250/250L or equivalent.

Fall, odd numbered years.

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

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

Prerequisite: MATH 240, 260, CPSC 150/150L or permission of the instructor.

Fall, even numbered years.

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. Special Topics (credits vary 1-3)

Prerequisite: consent of instructor or Chair.

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

MATH 400. Mathematical Methods of Operations Research II (3-3-0)

Prerequisite: MATH 390. May be taken as research intensive.

Spring, odd numbered years.

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)

Prerequisite: MATH 320 and CPSC 150/150L.

Fall, even numbered years.

A second course in ordinary differential equations. Topics will be selected from: series solutions near singular

points, systems of first-order linear equations, non-linear differential equations, autonomous systems, phase plane and stability, Sturm-Liouville theory, numerical methods, and existence theory.

MATH 420. Partial Differential Equations (3-3-0)

Prerequisite: MATH 320, 360 or permission of instructor.

Fall, odd numbered years.

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)

Prerequisite: MATH 335.

Spring, even numbered years.

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)

Prerequisite: MATH 320, 360 or permission of instructor.

Spring, odd numbered years.

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 451. Independent Learning Experience (1-1-0)

Prerequisite: MATH 310 and either MATH 360 or 370.

This course is designed to introduce students to techniques for effectively communicating mathematical reasoning and content and to provide students with the opportunity to demonstrate their ability to study some area of mathematics beyond what the student sees in the standard mathematics curriculum under faculty advisement. Students will perform independent reading of multiple sources and prepare small written summaries of each reading and will communicate their findings both in the form of an oral presentation and a written report.

MATH 490. Internship in Mathematics (Credits vary 1-3)

Prerequisite: CPSC 230, MATH 360 and at least nine semester hours of additional coursework in mathematics at the 300-400 level: classified status as a mathematics major; minimum 3.00 GPA in all 300-400 level mathematics

courses completed; approval of the departmental director of internships.

Credit varies from one to three semester hours, with 40 clock hours (60 minute hours) of scheduled, on-site time required for each semester hour of credit earned. This course may be taken repeatedly for credit until a maximum of three semester hours of credit has been earned. A project-based experience in a private, governmental, or military organization which permits the intern to apply his or her formal education to a project of mathematical substance and to gain appropriate experience as an apprentice in a mathematically-related employment environment. **This course is graded Pass/fail.** Credit earned in this course will not apply toward meeting the requirement for “one 400-level MATH course” that is attendant to completing the B.A. or B.S. degree in mathematics; however, such credit may, where otherwise applicable, be applied toward meeting any other requirement for unspecified 300-400 level mathematics courses for the B.A. or B.S. degree in mathematics.

MATH 495. Special Topics (credits vary 1-3)

Prerequisite: permission of the instructor or Chair.

As needed

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

MATH 499. Independent Research (credits vary 1-3)

Prerequisite: junior or standing and permission of the instructor and Department Chair. May be taken as research intensive.

As needed.

Individual research on an approved subject may be taken for one to three credits.

DEPARTMENT OF MILITARY SCIENCE (ARMY ROTC)

Major Barbara Streater, Chair
57 North Moores Lane
(757) 594-8496 or (757) 594-7851

Mission Statement

The mission of the Military Science Department is to educate, train, inspire, and commission graduates of Christopher Newport University who are leaders of character committed to the Army Values — Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage; to professional growth throughout a career as an officer in the United States Army, the Army National Guard, or the United States Army Reserve; and to a lifetime of selfless service to the Commonwealth and to the nation.

By participating in the Military Science program, a student can earn a commission as a Second Lieutenant in the Regular Army, Army Reserve, or National Guard while pursuing a degree. The Department of Military Science offers a general military science curriculum which enables a cadet to qualify for assignment into any one of the 15 branches of the Army. The Military Science Department is a joint program with the College of William & Mary. Classroom courses are taught at Christopher Newport University, and some field leadership training is conducted at sites such as Ft. Eustis, the Mariner's Museum, and in Matoaka Woods at the College of William and Mary.

What ROTC Offers:

1. A maximum of \$4,500 - \$5,000 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 in a leadership position with a starting salary and allowances of \$44,600 per year, increasing to \$73,700 in four years, 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 leadership and confidence-building activities as land navigation, adventure training, marksmanship, field training exercises, and physical training.

Scholarships

Two-year, three-year and four-year Army ROTC scholarships are available on a competitive basis. College freshmen and sophomores may apply for three- and two-year scholarships. Four-year scholarships are available only to high school seniors. ROTC scholarships pay for:

- Full Tuition and fees per academic year
- Books - \$450 per semester

- Tax-free subsistence allowance - \$300-\$500 per month

Books and Uniforms

The Department of Military Science provides required uniforms and equipment. The department also provides course materials and texts to students free of charge for MLSC 101, 102, 201, and 202.

Graduate Studies

Newly commissioned officers may apply for delayed entry into active duty to pursue graduate degrees in recognized fields.

Requirements for Commissioning

The department of Military Science and Leadership offers two, three, and four year programs that will qualify students for commissioning as a Second Lieutenant in the United States Army. General Requirements for commissioning include:

1. Completion of Military Science and Leadership **Basic Course**.
 - a. **Four-Year Program.** Complete MLSC 101/101L, 102/102L, 201/201L, 202/202L during the freshman and sophomore years.
 - b. **Three-Year Program.** Students who have less than four years to graduate and are accepted into the Military Science and Leadership program after their first term can complete the MLSC 100-level courses simultaneously with the MLSC 200-level courses as determined by the Professor of Military Science & Leadership.
 - c. **Two-Year Program.** Either prior military service, three years of Junior ROTC or attendance to the four-week ROTC Leader Training Course during the summer (between the sophomore and junior years) will provide placement credit for the ROTC Military Science and Leadership Basic Course.
2. Completion of Military Science and Leadership **Advanced Course**.
 - a. Complete MLSC 301/301L and MLSC 302/302L during the junior year.
 - b. Attend a six-week ROTC Leadership Development and Assessment Course during the summer between the junior and senior years or following the senior year.
 - c. Complete MLSC 401/401L and MLSC 402/402L during the senior year.

3. Completion of HIST 351 or HIST 355. These courses are taught by the University's Department of History.

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 the Basic Military Science and Leadership program. 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, should consult the Department of Military Science & Leadership. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Leader Training Course, advanced placement due to prior military service, or three years of JROTC;
- Successful completion of an Army physical examination;
- Execution of appropriate loyalty statements and contractual agreements;
- Satisfactory completion of the appropriate screening tests; and
- Selection by the Professor of Military Science.

Obligations

A student incurs no obligation to the military by participating in freshman or sophomore Military Science and Leadership courses (MLSC 100- and 200-level courses). These courses offer a student the opportunity to evaluate the prospect of military service and to qualify for the Advanced Course beginning in the junior year. When a cadet enters the Advanced Course, he or she contracts for eight years as described below and is obligated to accept a commission as a Second Lieutenant in the United States Army upon graduation.

Active Duty/Reserve Forces Duty

All commissioned officers incur an initial eight-year obligation. ROTC cadets have a choice of requesting Active Duty or Reserve Forces Duty. The difference between the two options is listed below:

1. Active Duty. The first four years are served on active duty, with the remaining four years served in the Reserves.
2. Reserve Forces Duty (Army National Guard or U.S. Army Reserve). Newly commissioned officers may enter active duty for approximately 90 days to attend a branch-specific Officer Basic Course and serve out the remainder of their eight year obligation in the Reserves while pursuing a civilian career. Cadets may choose to guarantee this option prior to entrance into the junior year.

THE CURRICULUM IN MILITARY SCIENCE**MLSC 101. Leadership and Personal Development (2-2-0)**

Corequisite: MLSC 101L.

Fall.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management. The MLSC 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the army profession and the officer's role within the Army.

MLSC 101L. Leadership Lab (1-0-2)

Corequisite: MLSC 101.

MLSC 102. Introduction to Tactical Leadership (2-2-0)

Corequisite: MLSC 102L.

Spring.

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

MLSC 102L. Leadership Lab (1-0-2)

Corequisite: MLSC 102.

MLSC 201. Innovative Team Leadership (2-2-0)

Prerequisite: MLSC 101/101L, 102/102L or equivalent.

Corequisite: MLSC 201L.

Fall.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

MLSC 201L. Leadership Lab (1-0-2)

Corequisite: MLSC 201.

MLSC 202. Foundations of Tactical Leadership (2-2-0)

Prerequisite: MLSC 201/201L. Corequisite: MLSC 202L. Spring.

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

MLSC 202L. Leadership Lab (1-0-2)

Corequisite: MLSC 202.

MLSC 301. Adaptive Team Leadership (3-3-0)

Prerequisite: MLSC 202/202L. Corequisite: 301L.

You are challenged to study, practice, and evaluate adaptive team leadership skills as you are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on their leadership abilities.

MLSC 301L. Leadership Lab (1-0-2)

Prerequisite: MLSC 202/202L; or equivalent. Corequisite: MLSC 301.

MLSC 302. Leadership in Changing Environments (3-3-0)

Prerequisite: MLSC 301/301L. Corequisite: MLSC 302L. Spring.

You will be challenged to study, practice, and evaluate adaptive leadership skills as you are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on your leadership abilities. Leadership Lab concentrates on general military subjects directed toward the reinforcement of military skills and the development of new skills required for Advanced Camp.

MLSC 302L. Leadership Lab (1-0-2)

Prerequisite: MLSC 301/301L. Corequisite: MLSC 302.

MLSC 401. Developing Adaptive Leaders (3-3-0)

Prerequisite: MLSC 302/302L. Corequisite: MLSC 401L. Fall.

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming Army officer. During the MSL IV year you will lead cadets at lower levels. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates.

MLSC 401L. Leadership Lab (1-0-2)

Prerequisite: MLSC 302/302L. Corequisite: MLSC 401.

MLSC 402. Leadership in a Complex World (3-3-0)

Prerequisite: MLSC 401/401L. Corequisite: MLSC 402L. Spring.

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC II and III, and your first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. Prepare for the transition to a career as an Army Officer.

MLSC 402L. Leadership Lab (1-0-2)

Prerequisite: MLSC 401/401L. Corequisite: MLSC 402.

DEPARTMENT OF MODERN AND CLASSICAL
LANGUAGES AND LITERATURES

Dr. Jana L. Adamitis, Chair

McMurrin Hall, Room 305

(757) 594-7020

jadam@cnu.edu

Faculty

Professor: Padilla

Associate Professors: Adamitis, Buszard, Deiulio,
Miller, Pollio, Velardi

Assistant Professors: Lynam, Mendez,
Mulryan, Spalding

Lecturers: García, Giguere, S. Greene, Motta

Instructors: Edery, Molina-Martin, Ostrau

Emeriti: Jones, Reppen, St. Onge

Mission Statement

For centuries, the classical and modern languages constituted the very foundation of a liberal arts education. The centrality of language study to the liberal arts is just as true today in our era of globalization. MCLL seeks to develop the communicative competence of our modern languages students by integrating speaking, reading, writing, and listening skills into every course at every level; students of ancient languages learn to read and analyze critically foundational works of literature in the western tradition. But the study of foreign languages is not just skills development. Students are also encouraged to develop their capacity for critical thinking, analysis, synthesis of abstract concepts, and a lifelong desire for learning. They are introduced to the richness of the civilizations of the past, as well as to the mosaic of contemporary culture in the areas of the arts, societal trends, politics, and behaviors. Perhaps most importantly, students in MCLL learn to view themselves as citizens of the world. They are encouraged to appreciate cultural diversity, and to explore interrelations within and among global communities.

The Program

The Department of Modern and Classical Languages and Literatures offers courses and programs that are designed to teach students to understand a foreign language with facility; to develop skills in speaking, reading, and writing as appropriate; and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for advanced graduate and professional degrees, the teaching professions, the domestic and international business world, government work, social work, careers in science and medicine, and work in and relating to the fine and performing arts. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The

department offers the Bachelor of Arts with majors in classical studies, French, German, and Spanish. Also available are teacher education programs in French and Spanish, and minor programs in classical studies, French, German, Latin and Spanish.

Foreign Language Placement Recommendations

Students who *entered CNU prior to Fall 2006* must demonstrate that they have successfully completed two years each of two foreign languages or three years of one foreign language with a *C* average or better at the secondary level. Students not meeting these requirements must successfully complete one foreign language through the 102 level. College credit may be awarded to students who entered CNU prior to Fall 2006 if they obtain an appropriate score on the departmental placement test. Contact the Department of Modern and Classical Languages and Literatures at 594-7020 for more information and to schedule a placement test. Students may *not* take any course for which they receive credits through the placement test; native speakers of a modern language may *not* receive credit for the 101-102 level courses in that language, either by taking those classes or by examination.

Students who *enter CNU in Fall 2006 or thereafter* must complete the following Second Language Literacy requirement: **Any course in a modern or classical language at the 200 level or higher, or the equivalent.**

I. Placement Recommendations Based on Years of Language in High School with an average of C or higher:

0-1 years: Complete CNU language courses: 101, 102, and either 200 or 201 in sequential order.

2 years: Complete 102 and either 200 or 201 in sequential order.

3 years: Complete a CNU language course at the 200 level. *Students who intend to continue their studies beyond the fulfillment of the Second Language Literacy requirement are strongly encouraged to take a 201 language class.*

4 or more years: Complete a 200-level course or higher. *Students are strongly encouraged to take a 300-level course.*

II. Equivalencies and Exemptions

Advanced Placement Exams (AP):

- Students in languages (except Latin) who earned a 3 on the Advanced Placement Exam will receive credit for 101-102 (6 credits) and must complete one 200-level language course in order to fulfill the Second Language Literacy requirement.
- Students in languages (except Latin) who have received a score of 4 or 5 on the Advanced Placement Exam have fulfilled the Second Language Literacy requirement. They will receive 12 university credits on their transcripts, and may opt to take language courses at the 300-level or above for elective credit.
- Latin students who have received a score of 5 on the Advanced Placement Exam will receive credit for LATN 101-102 (6 credits) and must complete one 200-level language course in order to fulfill the Second Language Literacy requirement.

International Baccalaureate (IB): Students who have received 12 International Baccalaureate credits have fulfilled the Second Language Literacy requirement. Students may complete a 300-level course as an elective.

Cambridge Advanced Standing credit: Students who have received an A or AS on the Cambridge Advanced Standing Exams have fulfilled the Second Language Literacy requirement. No credit will be awarded. Students may complete a 300-level course as an elective.

Transfer Credit: Students who have transfer credit from another college or university for a 200-level (intermediate) language course have fulfilled the Second Language Literacy requirement. A student may not enroll in a 101-102 language course for credit when a 200-level class in the same language has been posted as transfer credit.

Native Speakers:

- Native Speakers may fulfill the Second Language Literacy requirement by successfully completing a waiver examination prepared by MCLL. No credits will be awarded.
- Students whose native language is not currently offered at CNU will follow the procedure for waiver examinations outlined under “Language Not Offered at CNU.”
- **Native speakers of Arabic, Chinese, French, German, Italian, or Spanish may not receive credit for the 101-102 level courses in that language, either by taking those classes or by examination.**
- The appropriate MCLL faculty will have the sole discretion to determine whether or not a student

is considered to be a native speaker based on the student’s background, experience and level of linguistic competency.

- Native speakers of French, German and Spanish who choose to major in their native language may NOT register for 300 or 400 level conversation courses but may substitute any other upper level elective course to complete the required number of hours for the B.A. in foreign languages and literatures.

Language Not Offered at CNU: Students who took a foreign language not currently offered at CNU for 3 or more years may fulfill the Second Language Literacy requirement by successfully completing the 200-level waiver examination in their target language. No credits will be awarded. Students who wish to take a waiver examination should contact the department.

Secondary Program of Instruction in a Language Other than English: Students whose secondary program of instruction was in a language other than English are exempt from the Second Language Literacy requirement. Documentation of the secondary program must be on file in the Registrar’s Office.

The Bachelor of Arts degree in Foreign Languages and Literatures

The Bachelor of Arts degree in foreign languages and literatures may be taken with a major in classical studies, French, German, or Spanish.

In keeping with the mission of Christopher Newport University, a major in classical studies will benefit all students who seek a solid background in the liberal arts by providing instruction in the Greco-Roman foundations of western culture and intellectualism and by challenging students to use their knowledge of the ancient world to evaluate critically the world in which they now live. The four required core courses in ancient languages, Greco-Roman culture, and the influence of Greece and Rome give students the linguistic and socio-political background necessary for understanding the classical past and its impact upon the world of today. Elective courses provide both depth and breadth; variety among electives allows students to employ this major as a complement to other degree programs. The capstone course in classical studies allows students to make use of the critical thinking skills they have gained by delving into a research topic.

The majors in French, German, and Spanish also contribute to the mission of Christopher Newport University by allowing students to become educated global citizens. The 24 semester hours of course work above the 202 level in their major language permit students to develop communicative competency in their language of choice. Three required courses taught in English (Cross-Cultural

Awareness, Texts in Context, and a 200-level elective) offer students a solid foundation in the liberal arts skills of critical thinking and analysis. Finally, the required capstone course in modern languages allows students to make use of the critical thinking skills they have gained by delving into a research topic.

A minimum grade of C- is required in all courses that are to be counted toward the completion of a major or minor program in modern or classical languages. Selected majors in classical studies or modern languages may be asked to take a state-mandated assessment test during the year in which they complete their major program. Native speakers of French, German, and Spanish who choose to major in their native language may *not* register for 300- or 400-level conversation courses but may substitute any other 300- or 400-level elective course to complete the required number of hours for the B.A. in foreign languages and literatures.

Once a student has established competency at a specific level in a foreign language, credit for course work taken at a lower level in the same foreign language may be obtained only with permission of the department.

Graduation Requirements

In order to graduate, an MCLL student must have successfully completed all requirements listed for his or her individual major with a grade of C- or better, the liberal learning curriculum, and have completed the exit examination in the major.

No student may present more than twelve hours of topics credit or six hours of independent study credit toward the major program.

The Bachelor of Arts degree in Foreign Languages and Literatures

Classical Studies Major

In addition to requiring successful completion of the liberal learning curriculum, the major in classical studies requires successful completion, with no grades below C-, of the following courses in major and elective studies:

1. CLST 101, 211, and 212;
2. One LATN or GREK course at the 200-level or above;
3. Seven additional courses (21 credits) selected from the following list, at least four of which must be at the 300-level or above: Any course in CLST, GREK, LATN; COMM 249; ENGL 321; GOVT 340, 357; HIST 220, 301, 302, 312, 415; PHIL 201;
4. CLST 490(W).

The Minor in Classical Studies (18 credits)

The classical studies minor is not available to classical studies majors. The curriculum, with no grades below C-, is as follows:

1. One LATN or GREK course at the 200-level or above, or the equivalent;
2. CLST 211 or HIST 301;
3. CLST 212 or HIST 302;
4. Select three electives (9 credits) from the following list: (courses used to fulfill # 1-3 above may *not* double-count as electives): Any CLST; COMM 249; ENGL 321; FNAR 395 (*only* Greek and Roman Art); GOVT 357; GREK at the 200-level or above; HIST 301, 302, 312, or 415; LATN 202 and any 300 level course or above; PHIL 201 or 451.

The Minor in Latin (18 credits)

The Latin minor is not available to classical studies majors. The curriculum for the Latin minor, with no grades below C-, is as follows:

1. Four LATN classes at the 200-level or above;
2. Select two electives (6 credits) from the following:

LATN: any 300 level or above

CLST: any 200 level or above

GREK: any course

HIST 302 Roman History

The Bachelor of Arts degree in Foreign Languages and Literatures

French Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in French requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the French exit exam.

Major and Elective Studies:

1. Select two: FREN 301, 303W, 305;
2. Select one: FREN 302, 304, 308, or 310 (except native speakers who choose a 300-400 level FREN elective);
3. FREN 351 and 352
4. Select one (3 credits): FREN 313, 353, 354, 358;
5. Select 6 credits of FREN courses at the 300 level or higher that have not been used to satisfy one of the above categories.

Students interested in pursuing an M.A.T. in French or other graduate study are strongly advised to take an additional foreign language through the 202 level.

The Minor in French (21 credits)

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 MLAN 308 and 18 credits in French above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific French courses are required.

The Bachelor of Arts degree in Foreign Languages and Literatures

German Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in German requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the German exit exam.

Major and Elective Studies:

1. GERM 301, 303W, 311, and 312;
2. Select one: GERM 302, or 308;
3. Select one (3 credits): GERM 351, 352 (except native speakers who choose a 300-400 level GERM elective);
4. Select two courses (6 credits) of GERM courses at the 300 level or higher that have not been used to satisfy one of the above categories.

Students interested in pursuing graduate study or teaching licensure in German are strongly advised to take an additional foreign language through the 202 level.

The Minor in German (21 Credits)

The minor program in German is a valuable complement to many concentrations, particularly biology, business administration, chemistry, economics, education, English, history, philosophy and religious studies, political science, psychology, sociology, and theater arts. The minor program in German requires MLAN 308 and 18 credits in German above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific German courses are required.

The Bachelor of Arts degree in Foreign Languages and Literatures

Spanish Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in Spanish requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the Spanish exit exam.

Major and Elective Studies:

1. Select two: SPAN 301, 303W, 314, 315 or 321;
2. Select one: SPAN 302, 304, or 308 (except native speakers who choose a 300-400 level SPAN elective);
3. Select two: SPAN 351, 352, 353, 354;
4. Select one (3 credits): SPAN 361, 362, 363 or 463W;
5. Select 6 credits of SPAN courses at the 300 level or higher that have not been used to satisfy one of the above categories.

Students interested in pursuing an MAT in Spanish or other graduate study are strongly advised to take an additional foreign language through the 202 level.

The Minor in Spanish (21 credits)

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 MLAN 308 and 18 credits in Spanish above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific Spanish courses are required.

TEACHER PREPARATION PROGRAMS

Teacher Preparation in French

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA, essay specifying the reason for applying to the program, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; and two letters of recommendation. Students will earn a **B.A. in Foreign Languages and Literatures, French major** after the first four years and then complete an additional year of studies leading to an M.A.T. degree. Students majoring in French can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or elementary through secondary school, grades pre-kindergarten through 12, in the content area of French. The courses for the M.A.T. are found in the graduate catalog. Students accepted in this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Tracks

Major/concentration courses required:

See requirements for the B.A. in Foreign Languages and Literatures, French major.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110; and other support courses for the B.A. degree in Foreign Languages and Literatures, French major.

Graduate courses* required (senior year):

Select six credits: ENGL 514, 532; MATH 570.

Elementary/Secondary level (PK-12) Track: French Endorsement

Major courses required:

In addition to the requirements for the B.A. in Foreign Languages and Literatures, French major, the student needs to complete: MLAN 338.

Support courses required:

PSYC 207 or 208; PSYC 312; SOCL 314/314L; MATH 125; COMM 201 or THEA 230; CPSC 110.

Graduate courses* required (senior year):

Select six credits: FREN 503; ENGL 512, 532.

* See the graduate catalog for graduate course descriptions.

Teacher Preparation in Spanish

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.A. in Foreign Languages and Literatures, Spanish major** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in Spanish can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or elementary through secondary school, grades pre-kindergarten through 12, in the content area of Spanish. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major/concentration courses required:

See requirements for the B.A. in Foreign Languages and Literatures, Spanish major.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110; and other support courses for the B.A. in Foreign Languages and Literatures, Spanish Major.

Graduate courses* required (senior year):

Select two: ENGL 514, 532; MATH 570.

Elementary/Secondary level (PK-12) Track: Spanish Endorsement

Major courses required:

In addition to the major requirements for the B.A. in Foreign Languages and Literatures, Spanish major the student needs to complete: MLAN 338.

Support courses required:

PSYC 207 or 208; PSYC 312; SOCL 314/314L; MATH 125; COMM 201 or THEA 230; CPSC 110

Graduate courses* required (senior year):

Select two: ENGL 511, 512; SPAN 595.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN ARABIC

ARAB 101. Beginning Arabic I (3-3-0)

ARAB 101 is the first-semester course of first-year Arabic. This course is designed to introduce students to the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. The course is a combination of lecture, discussion, exercises and communicative language activities.

ARAB 102. Beginning Arabic II (3-3-0)

Prerequisite: ARAB 101 or its equivalent.

ARAB 102 is the second-semester course of first-year of Arabic. This course is designed to continue to introduce students to the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. The course is a combination of lecture, discussion, exercises and communicative language activities.

ARAB 201. Intermediate Arabic I (3-3-0)

Prerequisite: ARAB 102 or its equivalent.

ARAB 201 is the first part of a second-year-intermediate Arabic course. It will focus on the mastery of grammar,

including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening, and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

ARAB 202. Intermediate Arabic II (3-3-0)

Prerequisite: ARAB 201 or its equivalent.

Intermediate Arabic II is the second part of a second-year intermediate Arabic course. It will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening, and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

THE CURRICULUM IN CHINESE

CHIN 101. Introduction to Chinese I (3-3-0)

As an introduction to non-native Chinese speakers, this course is designed to teach basic language skills in speaking, reading and writing of modern Chinese. Cultural context and aspects will also be introduced. Students are expected to learn *Pinyin* [a phonetic system of Chinese], basic Chinese characters, a vocabulary of approximately 300 words and expressions, fundamental grammatical rules, and how to type Chinese texts. Students will be able to converse in Chinese on simple subject matters after this course.

CHIN 102. Introduction to Chinese II (3-3-0)

Recommended prerequisite: CHIN 101 or its equivalent.

This course is the continuation of Chinese 101, and is designed to teach more grammatical rules and functional vocabulary needed for developing skills leading to more advanced speaking, reading and writing of modern Chinese. Cultural context and aspects will also be introduced. Students can expect to improve their pronunciation, expand their vocabulary and learn more about the functions of Chinese words and expressions. After completion of this course, students may look forward to communicating in Chinese on many subject matters both in spoken and written forms.

CHIN 201. Intermediate Chinese I (3-3-0)

Prerequisite: CHIN 102, or its equivalent, or consent of the instructor

CHIN 201 is for those students who, having completed the elementary level, wish to continue to learn Chinese at the intermediate level. In addition, successful completion of CHIN 201 will satisfy the Second Language Literacy requirement of the Liberal Learning Curriculum.

CHIN 202. Intermediate Chinese II (3-3-0)

Prerequisite: CHIN 201, or its equivalent, or consent of the instructor

CHIN 202 is for those students who, having completed CHIN 201, wish to continue their study of intermediate Chinese. In addition, modern language majors may use CHIN 202 to complete the second foreign language requirement for their degree.

THE CURRICULUM IN CLASSICAL STUDIES

The following courses do not require knowledge of Latin or Greek and are conducted entirely in English.

CLST 101. In the Shadow of Olympus: The Classical Roots of American Culture (3-3-0) AIWT

The institutions, ideas, and ideals of Classical Greece and Rome have had a profound influence on many aspects of American culture: in this course, students will engage with the words, ideas, and images of classical authors and architects and the role they played in shaping contemporary American culture. Each week, students will be introduced to a different aspect of classical culture—such as law, politics, medicine, architecture, and education—and its legacy in order to appreciate the considerable contribution to the American intellectual and cultural heritage made by antiquity.

CLST 195. Special Topics (3-3-0)

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

CLST 201. The Mythic Imagination (3-3-0) AIWT

This course includes a thorough examination of the principal myths of Greco-Roman antiquity, in which students analyze the significance of ancient myth from anthropological, historical, philosophical, psychological, and sociological perspectives. We will also examine the influence of Greco-Roman culture upon western civilization as a whole, paying particular attention to the role of mythology in the development of early Christianity, the revival of Classical culture during the Renaissance, and the use of mythic themes in modern art, literature, and cinema.

CLST 202. Ancient Epic (3-3-0) AIWT

The most popular Greco-Roman myths (for ancient and modern audiences alike) treated the Trojan War—in particular, as they were shaped by the epic poets Homer and Vergil. In this course, we will read Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid* in their entirety. For each poem, we will consider the literary and historical background, cultural significance, major characters and themes, and attempt to identify and explore the elements of these poems that continue to ensure their relevance and popularity—even though they were written over two millennia ago.

CLST 211. Ancient Athens (3-3-0) AIWT

The fifth century at Athens witnessed the birth of democracy, the turbulent rise and fall of the Athenian Empire, and a Golden Age of intellectualism, literature, art and architecture that helped to shape western civilization. In this course students explore the rich cultural context that set the stage for Athenian achievement in the fifth century, focusing specifically on the political institution of democracy, the creation of civic identity, and the ideology behind the complex relationships among different segments of the Athenian population—male and female, citizen and metic (resident alien), mass and elite, Greek and barbarian, free and slave.

CLST 212. Roman Culture (3-3-0) AIWT

This course explores the foundations of Roman civilization, the effects of Roman imperial expansion upon the Roman way of life, and the ways in which Roman art, architecture and literature reflect cultural ideologies. The course concludes with an examination of the (mis) appropriation of various aspects of Roman culture by later western nations, including the United States.

CLST 215. Resisting Rome (3-3-0) AIGM

This course examines the numerous interactions between the institution of Rome with its neighbors and its own citizens, focusing primarily on areas of social and political friction. Evidence will include not only the poetic, historical, artistic, and architectural propaganda through which Rome presented its own message, but also the equally sophisticated tools of propaganda employed by those who lacked Rome's influence and wealth. Students will study the impact of these groups upon the literature and artistic legacy of the Roman world, noting especially the Roman conceptions of those groups they considered different from themselves.

CLST 295. Special Topics (3-3-0)

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

CLST 301. WI: Ancient Greek Tragedy (3-3-0) AIWT

Prerequisite: ENGL 123, ULLC 223.

In Sacred Violence students analyze selected Greek tragedies within their original sociopolitical context, focusing on such issues as the nature of justice, the inevitable conflicts that arise among the individual's duty to himself, to his family and to his community, the ways in which gender shapes one's view of the world and one's place in it, and the role violence plays both on the tragic stage and in human existence. The writing-intensive requirements for this course include response papers, critiques, and a research paper on a subject of the student's own choosing. Partially satisfies Writing Intensive requirement.

CLST 307. The Ancient World in Film (3-3-0) AICE

Prerequisite: ULLC 223.

This course explores ways in which modern cinema (mis) appropriates the ancient world, especially Greece and Rome. Topics vary by instructor.

CLST 311. Ancient Greek Art (3-3-0) AICE

Prerequisite: ULLC 223.

The course will examine the art produced in Greece and the Greek world from the Early Bronze Age (beginning ca. 3000 B.C.) until the Hellenistic times, paying special attention to the major monuments in ceramics, sculpture, architecture, and 'minor' arts that shaped what we now call ancient Greek civilization.

CLST 312. Ancient Roman Art (3-3-0) AICE

Prerequisite: ULLC 223.

The course will examine the art produced in Italy and the Roman world from the Iron Age through the Imperial Period, paying special attention to the major monuments in ceramics, sculpture, architecture, and 'minor' arts that shaped what we now call ancient Roman civilization.

CLST 313. Women in Ancient Greece and Rome (3-3-0) AIII

Prerequisite: ULLC 223.

This course will introduce students to the highly structured world of Greek and Roman women: wealthy and poor, young and old, married and unmarried. Students will examine literary representations of women – their goals and strategies, motives and choices, personal and social concerns – and evaluate their experiences within the context of the historical documents of antiquity and in the light of contemporary values. Topics for consideration include: personal identity and social constructs, gender and sexuality, religion and politics.

CLST 314. Dictators, Demagogues, and Decline (3-3-0) AIWT

Prerequisite: ULLC 223.

The last two hundred years of western tradition might suggest that democracy is a natural state of affairs. The classical world demonstrates the fallacy of this view: representative governments like the Roman republic and fifth-century Athens are exceedingly rare exceptions to the norm. The authors in these exceptional societies were members of the political elite, and so often grappled with the social and political dangers that beset them. CLST 314 will study the persistent depiction of social decline in these authors, assess the validity of their analyses, and consider the influence of their ideas upon our own society.

CLST 370. CNU Seminar Abroad (3-3-0)

Prerequisite: ENGL 123 or consent of instructor.

This course is structured around a cultural theme and taught on-site in a country where the instructor has academic

expertise. Activities encompass lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities, will be published well in advance. Departmental application and appropriate University paperwork required. Fulfills an elective for the classical studies major and the minors in Latin and classical studies.

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

Prerequisite: Consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students may take this course multiple times for credit with the consent of the instructor.

CLST 490. WI: Capstone Course in Classical Studies (3-3-0)

Prerequisite: ENGL 123, ULLC 223 with a grade of C- or better. Prerequisite or Corequisite: CLST 101, 211, 212; one LATN or GREK course at the 200-level or above; and junior standing.

Required of all Classical Studies majors. The capstone experience in Classical Studies is a research-writing course in which students are expected to demonstrate their ability to read and interpret primary sources in the original Latin and/or Greek, synthesize and analyze sources in English, and write a well argued research paper in support of an original thesis. The objectives and format of the Capstone Course are consistent, but the specific research topic for each course will be determined by the instructor. Partially satisfies Writing Intensive requirement.

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

Prerequisite: Consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students may take this course multiple times for credit with the consent of the instructor.

THE CURRICULUM IN FRENCH

FREN 101. Elementary French I (3-3-0)

Students with 3 or more years of high school French are encouraged to enroll in FREN 200.

Establishment of a basic foundation in the French language. Emphasis on the acquisition of practical vocabulary and structure through oral usage in the classroom. Reading and writing skills based on the same material are developed simultaneously.

FREN 102. Elementary French II (3-3-0)

Recommended prerequisite FREN 101, or 2 years of high school French or consent of instructor. Students with 3 or more years of high school French are encouraged to enroll in FREN 200.

A continuation course that builds on the skills developed in FREN 101. Establishment of a basic foundation in the French language. Emphasis on the acquisition of practical vocabulary and structure through oral usage in the classroom. Reading and writing skills based on the same material are developed simultaneously.

FREN 195. Special Topics (3-3-0)

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

FREN 200. Effective Communication in French (3-3-0)

Recommended prerequisite: FREN 102 or 3 years of high school French or consent of instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of French and Francophone cultures and strengthen their command of the language. Students who are interested in continuing their studies in French, should take French 201 instead of French 200.

FREN 201. Intermediate French I (3-3-0)

Recommended prerequisite: FREN 102, or FREN 200, or 3 or more years of high school French 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. Students who are interested in continuing their studies in French, should take French 201 instead of French 200.

FREN 202. Intermediate French II (3-3-0)

Recommended prerequisite: FREN 201, or FREN 200 with a grade of A- or better, or 3 or more years of high school French or consent of instructor.

More advanced work in all skill areas of the language. Material equally divided between practical conversation and selected readings. Taught chiefly in French.

FREN 295. Special Topics (3-3-0)

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

FREN 301. Grammar and Composition (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Review of the main principles of syntax, composition, and translation. Taught chiefly in French.

FREN 302. Practical Conversation (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Develop fluency in speaking French. Intensive oral-aural training. Not open to native speakers of French. Taught chiefly in French.

FREN 303W. WI: Process Writing (3-3-0)

Prerequisite: ENGL 123; ULLC 223; Recommended FREN 202 or 4 or more years of high school French.

This course is designed to focus on writing as a process. Students will analyze models of specific styles of writing and use a variety of methods, including peer-editing, self-correction, and stylistic exercises, to improve the accuracy and the effectiveness of their writing in French. Study of grammatical points will be individualized and will arise as a by-product of the process of learning to write more effectively. Assignments will encompass a variety of styles, including descriptions, narrations, resumes, literary analysis, and business and technical writing. Partially satisfies the Writing Intensive requirement.

FREN 304. Conversational Approach to Society and Institutions (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Conversations based on video and radio programs 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. Not open to native speakers of French.

FREN 305. French for the Professions (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

FREN 305 is designed to be a practical course that will enable students to further develop their language skills and help them function in a professional environment. FREN 305 will allow students to acquire specialized vocabulary of professions and grasp an understanding of the functioning of French companies, business practices and culture within the European environment. Readings will be supplemented by internet-based activities, realia from the business world.

FREN 308. Conversation via Cinema (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Use of videotapes of recent French films to improve listening comprehension, writing and conversation skills. A required lab will consist of a second viewing of each film at the student's convenience. Not open to native speakers of French.

FREN 310. Practical French Phonetics (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

An intensive study of pronunciation, rhythm, intonation, and the International Phonetic Alphabet designed to increase oral proficiency.

FREN 311. French Civilization (3-3-0) AIWT

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

A study of French society, history and culture from their origins to the Third Republic, encompassing social and political trends, art, architecture, and social customs. Taught in French.

FREN 312. Contemporary France (3-3-0) AIGM

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

A study of French culture and society from the Third Republic to the present, encompassing social and political trends, art, architecture, and historical events. Taught in French.

FREN 313. French Popular Culture (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

This course gives students important keys to understanding contemporary popular culture in France. Our inquiry will cross a number of areas of the French cultural scene, including music, film, literary culture, media, and advertising, and will look at issues relating to immigration and social integration, childhood and schooling, politics, gender, the family, and more. In addition to developing references essential to understanding France today, engagement with the major questions of that country's cultural life will challenge students to think about how to "do" cultural studies in a general sense. Taught in French.

FREN 351. Studies in the Early Modern Era (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Selected readings from the Middle Ages, Renaissance, 17th and 18th centuries will acquaint students with the major authors, works, themes and genres of the early modern period. Readings will be supplemented by other materials, including film, slides, and video, in order to situate literary works in their cultural context. A variety of activities conducted primarily in French, including group work, class presentations, opinion and research papers, will make critical thinking and the development of language skills an inherent focus of the course. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession.

FREN 352. Studies in the Modern Era (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Selected readings from the 19th and 20th centuries and beyond will acquaint students with the major authors, works, themes, and genres of the modern period. Literary texts will be supplemented by readings from other print materials, such as journals, periodicals, advertisements, and other authentic documents, as well as by film, video, and web sources, in order to situate literary works in their cultural context. A variety of activities conducted primarily in French, including group work, class presentations, opinion and research papers, will make critical thinking and the development of language skills an inherent focus of the course.

FREN 353. Francophone Literature and Culture (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

This course will introduce students to francophone literatures from around the world. Excerpts from poetry, prose, and theater of francophone expression will form the basis of the course, and authors will be chosen from all the major francophone areas such as sub-Saharan Africa, the Magreb, central Africa, the Indian Ocean, the Caribbean, and Canada. Each offering of the course will give special focus to one of these francophone areas. The study of francophone literature will be situated in the cultural and historical context of its creation.

FREN 354. French Women Writers (3-3-0) AIWT

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

This course offers an insight in the works of French (and Francophone) women writers, from the Middle Ages to the present. The selections are organized around themes such as marriage, love, politics, and family and include various genres: poems, stories, autobiographical writings, letters, manifestoes, political and historical documents, interviews. Do women write differently? This course will address issues of stereotypes, social class, identity, freedom, rights, creativity while exploring the relations between authorship and gender within the social, cultural, and political context. Taught in French.

FREN 358. History of French Cinema (3-2-2)

Recommended prerequisite: FREN 202 or permission of instructor.

Historical survey of French cinema, from its beginnings in the late 19th century (with the Lumière Brothers and Georges Méliès) through to the contemporary period. Viewings of essential cinematic works from each of the major movements along the way. Through screenings and analysis of important works of Poetic Realism, Occupation-era cinema, the New Wave, and the 1990s 'Cinéma du

look', in addition to some contemporary work, students will examine the historical context of film production as well as cinematic technique. Taught in French. 2 hours of lecture/discussion and 2 hours of film screening per week. Counts toward the Film Studies minor.

FREN 370. CNU Seminar Abroad. (3-3-0)

Prerequisite: FREN 202 or consent of instructor.

This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities, will be published well in advance. Departmental application and appropriate University paperwork required. Serves as an elective for the French minor or major.

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

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

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

FREN 403W. WI: Advanced Writing and Stylistics (3-3-0)

Prerequisite: ENGL 123; ULLC 223; FREN 301 or 303W.

The focus of this course is on process writing at the advanced level. Through a variety of activities, including imitation of models, creation of multiple drafts, peer editing and a system of guided corrections, students are encouraged to develop their writing skills, improve their linguistic competence, and master appropriate levels of style in French. Partially satisfies Writing Intensive requirement.

FREN 490. Practicum (3-3-0)

Prerequisite: FREN 202 or its equivalent, Modern Language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. Such experiences might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department.

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

Prerequisite: junior or senior standing or consent of instructor.

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

FREN 499. Independent Study (credits vary 1-3)

Prerequisite: Modern Language major or minor, junior or senior standing, consent of instructor and Department Chair. Taught upon request and at the instructor's discretion.

No student may present more than six credits of 499 toward the major program.

THE CURRICULUM IN GERMAN

GERM 101. Elementary German I (3-3-0)

Students with 3 or more years of high school German are encouraged to enroll in GERM 200.

An introduction to understanding, speaking, reading, and writing German. The student uses the language in practical situations while also acquiring a basis for reading and writing.

GERM 102. Elementary German II (3-3-0)

Recommended prerequisite: GERM 101, or 2 years of high school German, or consent of the instructor. Students with 3 or more years of high school German are encouraged to enroll in GERM 200.

A continuation course that builds on the skills developed in GERM 101. An introduction to understanding, speaking, reading, and writing German. The student uses the language in practical situations while also acquiring a basis for reading and writing.

GERM 195. Special Topics (3-3-0)

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

GERM 200. Effective Communication in German (3-3-0)

Recommended prerequisite: GERM 102, 3 years of high school German, or consent of the instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of German culture and strengthen their command of the language. Students who are interested in continuing their studies in German, should take German 201 instead of German 200.

GERM 201. Intermediate German I (3-3-0)

Recommended prerequisite: GERM 102, or GERM 200, or 3 years of high school German, or consent of instructor.

A continuation of the major grammatical structures of the language and further development of the student's ability to understand, speak, read, and write German. Emphasis is placed on use of the language. Students who are interested in continuing their studies in German, should take German 201 instead of German 200.

GERM 202. Intermediate German II (3-3-0)

Recommended prerequisite: GERM 201, or GERM 200 with a grade of A- or better, or 3 years of high school German, or consent of instructor.

Readings and discussions of German literature, culture and civilization. Emphasis is placed upon the expansion of active and passive vocabularies toward the goal of perfecting the knowledge of German.

GERM 295. Special Topics (3-3-0)

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

GERM 301. Grammar and Composition (3-3-0)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

A course dealing with the chief difficulties of grammar and the main principles of syntax, focusing on the development of skill in writing and reading.

GERM 302. Conversation and Comprehension (3-3-0)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

A course to develop greater fluency in speaking idiomatic German and greater ability to comprehend the language in a variety of practical situations. Intensive training in speaking, listening, and discussion is emphasized. Not open to native speakers of German.

GERM 303. WI: Intensive Writing in German (3-3-0)

Prerequisite: ENGL 123; ULLC 223; Recommended: GERM 202, or 4 or more years of high school German.

This course is designed to focus on writing as a process. Students will use a variety of methods, including peer-editing, self-correction, and stylistic exercises, to improve the accuracy and the effectiveness of their writing in German. Study of grammatical points will be individualized and will arise as a by-product of the writing process. Assignments may encompass a variety of styles, including descriptions, narrations, literary analysis, and business writing. Partially satisfies the Writing Intensive requirement.

GERM 308. Conversation via Cinema (3-3-0)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

This course will use German films to improve listening comprehension, writing and conversational skills. The main

emphasis will be placed upon vocabulary improvement. Not open to native speakers of German.

GERM 311. German Cultural History I (3-3-0)

AIWT

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

Offered every other year.

German 311 offers an overview of the cultural history of German-speaking Europe from antiquity to 1800. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, literature, philosophy, and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 312. German Cultural History II (3-3-0)

AIWT

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

Offered every other year.

German 312 offers an overview of the cultural history of German-speaking Europe from 1800 to the present. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, film, literature, philosophy, and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 351. Studies in the Early Modern Era (3-3-0)

AIWT

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

Selected readings from the Middle Ages, the Reformation, Barock, and the Age of Goethe will acquaint students with the major authors, works, themes, and genres of German literature before 1800. Additional materials, such as film, music, and art are used to situate literary works in their cultural context. A variety of activities including presentations, group work, and opinion papers, will hone students' critical thinking and language skills. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession. Taught in German.

GERM 352. Studies in the Modern Era (3-3-0) AIWT

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

Selected readings from the 19th and 20th centuries and beyond will acquaint students with the major authors, works, themes, and genres of these time periods. Additional materials, such as journals, periodicals, and other authentic texts, as well as film, and web sources, will help to situate

literary texts in their cultural context. A variety of activities including presentation, group work, and opinion papers, will hone students' critical thinking and language skills. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession. Taught in German.

GERM 370. CNU Seminar Abroad (3-3-0)

Prerequisite: GERM 202 or consent of instructor

This course structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass, lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Departmental application and appropriate University paperwork required. Serves as an elective for the German minor or major.

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

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

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

GERM 490. Practicum (3-3-0)

Prerequisite: GERM 202 or its equivalent, modern language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. Such experiences might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department.

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

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

THE CURRICULUM IN GREEK

GREK 101. Elementary Ancient Greek I (3-3-0)

Fall, every other year.

Greek 101 introduces students not only to the language and literature of the ancient Greeks, but also to their history, culture, and society, as the former cannot be appreciated

fully without the latter. The objectives for Greek 101 are to learn content (Greek vocabulary, morphology, and syntax), to learn to translate Greek accurately and efficiently, and to come to a deeper appreciation of the culture that helped to shape not only ancient Greek literature but also the literature of the western world.

GREK 102. Elementary Ancient Greek II (3-3-0)

Recommended prerequisite: GREK 101 completed within one calendar year, or 2 years of high school Ancient Greek or consent of instructor.

Spring, every other year.

Greek 102 is a continuation of Greek 101.

GREK 201. Intermediate Ancient Greek I (3-3-0)

Recommended prerequisite: GREK 102 or permission of instructor.

Fall, every other year.

Greek 201 builds upon the fundamental grammar introduced in Greek 101 and 102. It comprises both an extensive review of Greek grammar and a close study of selected works of Greek prose within their literary, historical and cultural contexts.

GREK 295. Special Topics (3-3-0)

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

THE CURRICULUM IN ITALIAN

ITAL 101. Elementary Italian I (3-3-0)

Students with 2 years of high school Italian are encouraged to enroll in ITAL 102. Students with 3 or more years of high school Italian are encouraged to enroll in ITAL 201 or ITAL 202.

This course is designed for students who have little or no knowledge of the Italian language. It will provide an introduction to Italian grammar, speech, and culture through a variety of written and oral exercises. The student uses the language in practical situations while also acquiring a basis for reading and writing. The goal is to develop a basic oral/aural and written language proficiency in Italian.

ITAL 102. Elementary Italian II (3-3-0)

Recommended prerequisite: ITAL 101, or 2 years of high school Italian, or consent of the instructor. Students with 3 or more years of high school Italian are encouraged to enroll in ITAL 201 or ITAL 202.

A continuation course that builds on the skills developed in ITAL 101. The acquisition of new vocabulary and structures will deepen and strengthen speaking, listening, reading, and writing abilities, with emphasis on practical situations and basic notions of culture and society.

ITAL 201. Intermediate Italian I (3-3-0)

Recommend prerequisite: ITAL 102, or 3 years of high school Italian, or consent of the instructor.

The purpose of the course is to continue the development of the communication skills acquired in Elementary Italian. It will offer students the opportunity to expand their vocabulary, to use the language in a vast variety of contexts prompted by cultural activities (film, short stories, poetry, music, newspapers, etc.), and to acquire more complex grammatical structures. By the end of the course it is expected that the student will be able to understand (through reading and listening) and communicate (in writing and orally) with a certain fluency and self-confidence in both formal and informal situations. Taught chiefly in Italian.

ITAL 202. Intermediate Italian II (3-3-0)

Recommended prerequisite: ITAL 201, or 3 years of high school Italian, or consent of the instructor.

More advanced work in all skill areas of the language. Vocabulary and grammar will be greatly expanded by readings and conversations centered on Italian literature, culture and civilization. Taught in Italian.

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

Recommended prerequisite: ITAL 202, or 4 years of high school Italian, or consent of the instructor.

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

ITAL 495. Special Topics (credits vary 1-3)

Prerequisite: Modern Language major or minor; junior or senior standing and consent of instructor.

Taught upon request.

THE CURRICULUM IN LATIN

LATN 101. Elementary Latin I (3-3-0)

Students with 3 or more years of high school Latin are encouraged to enroll in LATN 200.

Latin 101 introduces students not only to the language and literature of the ancient Romans, but also to their original historical, cultural, and societal contexts. The objectives for Latin 101 are to learn content, specifically vocabulary, morphology, and syntax; to learn to translate Latin accurately and efficiently; and to come to a deeper appreciation of the culture that helped to shape not only ancient Latin literature but also the literature of the western world.

LATN 102. Elementary Latin II (3-3-0)

Recommended prerequisite: LATN 101 completed within one calendar year, or 2 years of high school Latin, or consent of instructor.

Latin 102 is a continuation of Latin 101.

LATN 195. Special Topics (3-3-0)

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

LATN 200. Latin and Its Living Legacy. (3-3-0)

Recommended prerequisite: LATN 102, or 3 years of high school Latin, or consent of instructor.

In Latin 200 students build translation skills while exploring the rich, cultural heritage of the Latin language and culture. The course begins with a thorough review of Latin morphology, syntax, and vocabulary, as well as a review of the methodology of translation. The course then focuses on the translation and interpretation of selected passages of Latin texts, ranging from the literature of the ancient Romans, to Christian texts, to the works of the Renaissance humanists and beyond.

LATN 202. Intermediate Latin II (3-3-0)

Recommended prerequisite: LATN 200, or 3 or more years of high school Latin, or consent of instructor.

In Latin 202 students read Ovid. In this course students continue to master Latin morphology and syntax and refine their translation skills, learn to scan poetry accurately and read it aloud metrically, and analyze the content of the poetry.

LATN 295. Special Topics (3-3-0)

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

LATN 301/401. The Lyric Poetry of Catullus and Horace (3-3-0)

LATN 301: Recommended pre-requisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 401: Required Prerequisite: one LATN course at the 300-level or permission of instructor.

In this course, students will study the poems of Horace and Catullus within their philological, historical, aesthetic, and cultural contexts in order to increase their ability to translate, read metrically, and analyze Latin poetry. Students taking this course at the 400-level will be required to write a final paper analyzing a topic of their own choosing in addition to completing the other assignments listed on the syllabus. Students who complete the course at one level may not take the course for credit at the other level.

LATN 302/402. Roman Historians (3-3-0)

LATN 302: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 402: Required prerequisite: one LATN course at the 300-level or permission of instructor.

This course covers the works of a variety of ancient Roman historians, including but not limited to Sallust, Livy, and Tacitus. In addition to increasing their ability to translate, parse, and appreciate Latin prose, students will engage in the analysis and interpretation of texts within the appropriate

philological, historical, aesthetic, and cultural contexts. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. Students who take the course for credit at one level may not take the course for credit at the other level.

LATN 303/403. Roman Orators (3-3-0)

LATN 303: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 403: Required prerequisite: one LATN course at the 300-level or permission of instructor.

In this course, students will engage in the analysis and interpretation of oratorical texts within their philological, historical, aesthetic, and cultural contexts in order to increase their ability to translate, parse, and appreciate Latin prose. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. Students who take the course for credit at one level may not take the course for credit at the other level.

LATN 304/404. Vergil (3-3-0)

LATN 304: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 404: Required prerequisite: one LATN course at the 300-level or permission of instructor.

This course will provide students with a thorough introduction to the works of Vergil and to the literary climate of the early Augustan period. Students will translate selected passages from the Eclogues, Georgics, and Aeneid. Emphasis will be placed on translation, meter, and interpretation. Students who take the course for credit at one level may not take the course for credit at the other level.

LATN 305/405. Silver Age Latin (3-3-0)

LATN 305: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 405: Required prerequisite: one LATN course at the 300-level or permission of instructor.

This course introduces students to Silver Age Latin literature in its philological, historical, aesthetic, and cultural contexts. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. Students who take the course for credit at one level may not take the course for credit at the other level.

LATN 306/406. Epistles (3-3-0)

LATN 306: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 406: Required prerequisite: one LATN course at the 300-level or permission of instructor.

In this course students read a selection of Latin epistles written during the Republic and Empire. In addition to

increasing their ability to translate, parse, and appreciate Latin epistolary prose, students will engage in the analysis and interpretation of texts within the appropriate philological, historical, aesthetic, and cultural contexts. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. Students who take the course for credit at one level may not take the course for credit at the other level.

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

Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of the instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students may take this course multiple times for credit with the consent of the instructor.

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

Recommended prerequisite : LATN 202, 4 or more years of high school Latin, or permission of the instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students may take this course multiple times for credit with the consent of the instructor.

THE CURRICULUM IN MODERN LANGUAGES

The Department of Modern and Classical Languages and Literatures offers the following courses conducted entirely in English.

MLAN 195. Special Topics (3-3-0)

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

MLAN 203. Into the Woods: The European Folktale Tradition (3-3-0) AICE

A study of the Grimm brothers' tales, their historical background and significance, and the broader European/world context in which to place them. Students will explore the relationship between storytellers and their intended audiences, examine the concept of children's literature and its influence upon our understanding of childhood, and consider how folk- and literary fairy tales continue today in shaping us and our perception of the world around us.

MLAN 205. The Novel in English Translation (3-3-0) AIWT

A course team-taught by members of the Department of Modern and Classical Languages and Literatures and designed to acquaint the student with masterpieces of foreign prose narrative through English translation. Works are selected to reflect the cross-cultural differences between western Europe and evolving nations. Lectures emphasize not only an historical and critical perspective,

but also a contrastive analysis of the literary and cultural traits of the individual areas of the world as reflected in their masterpieces. The approach is frequently based on the examination of a theme common to all works.

MLAN 206. The Drama in English Translation (3-3-0) AIWT

A course team-taught by members of the Department of Modern and Classical Languages and Literatures and designed to acquaint the student with masterpieces of foreign drama through English translation. Works are selected to reflect the cross-cultural differences between western Europe and evolving nations. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of the literary and cultural traits of the individual areas or the world, as reflected in their masterpieces. Approach frequently based on the examination of a theme common to all works.

MLAN 207. International Cinema (3-3-0) AICE

This course examines international movies. Representative screenings may include films from France, Germany, Italy, Latin American, Spain, or other countries. While the films studied may vary based on the instructor's expertise, the course format and objectives will remain the same. Lectures/discussion provide the historical background necessary to analyze the films in their cultural context. This course is taught in English: no knowledge of another language is necessary. 2 hours of lecture/discussion and 2 hours of film screening per week. This course may be counted toward the Film Studies minor.

MLAN 211. Italian Culture and Civilization (3-3-0) AIWT

How did the unique qualities of "Italianess" arise in history? In order to address the phenomenon of Italy in all its grandeur and diversity, this course will focus on a broad spectrum of major Italian achievements, movements, and events from the Middle Ages to the present. Beginning with St. Francis of Assisi, we will consider Italy's socio-political history and the main developments in art, literature, music, cinema, philosophy, and science. Readings include Dante, Boccaccio, and Machiavelli; discussion topics range from Caravaggio's art and Galileo's scientific method to Neorealism, the Mafia, and Italian pop-culture.

MLAN 217. Italian Cinema (3-3-0) AICE

This course will offer an overview of Italian cinema from the origins to the present. Examples include masterpieces from the silent era, Neorealism, art films, and the newer trends. Students will hone the skills necessary to read and critically analyze a film. A short film project may be part of the course requirement (no video skills are necessary). Lectures/discussions in English. Films will be shown in the original language with English subtitles. 3 hours of lecture/discussion per week; one required film screening

per week. This course may be counted toward the film studies minor.

MLAN 295. Special Topics (3-3-0)

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

MLAN 308. Cross-Cultural Awareness (3-3-0) AIGM

Pre or Corequisite: ULLC 223

This team-taught course in English is designed to build cross-cultural awareness by examining cultural patterns and cues that determine behavior in different parts of the world. Basic cultural principles, such as concepts of time, space, formality and informality, intimacy, etc. will then be explored from a cross-cultural perspective, as different members of the Department of Modern and Classical Languages treat the application of these concepts within diverse cultural contexts. MLAN 308 is a particularly relevant course for majors in fields that entail dealing with peoples of other cultures.

MLAN 310. Texts in Context (3-3-0)

Pre or Corequisite: ULLC 223

This course introduces students to methods of cultural analysis used by scholars in French Studies, German Studies, and Hispanic Studies. Participants examine a variety of creative responses to a selected transnational intellectual movement (for instance, the Enlightenment, Romanticism, Colonialism, Modernism, or Postmodernism). Material studied ranges from literary texts to paintings and other works of visual culture, musical scores, and architecture and monuments. Class discussions and supplementary readings introduce students to relevant theoretical approaches. The course complements work done by French, German, and Spanish majors in their target language, although no knowledge of a foreign language is necessary.

MLAN 338. Teaching Modern Languages (3-3-0)

Prerequisite: junior standing, 15 credits in major.

Focuses on the study and use of innovative and effective methods and techniques in teaching towards proficiency, as well as meeting national standards, in foreign language classes at the elementary, middle and high school levels. Emphasis on the teaching of speaking, listening comprehension, reading, writing and culture. Testing strategies are studied. Class time is devoted to lecture, active discussion and peer teaching; in addition, observation in secondary school foreign language classrooms is required.

MLAN 370. CNU Seminar Abroad (3-3-0)

Prerequisite: ENGL 123 or consent of instructor

This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include

readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Students in MLAN 370 need not speak a foreign language. Departmental application and appropriate University paperwork required.

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

Prerequisite: junior standing.

Courses for majors and non-majors in cross cultural topics, comparative literature, and French, German, Italian, Spanish, and Latin-American literature in translation. No student may enroll more than twice for credit.

MLAN 490. WI: Capstone Course in Modern Languages (3-3-0)

Prerequisite: ENGL 123, ULLC 223 with a grade of C- or better. Corequisite: Declared major in French, German, or Spanish and junior or senior standing, or consent of the instructor.

Required of all French, German, and Spanish majors. The capstone experience in modern languages is a research-writing course in which students are expected to demonstrate their ability to read and interpret primary sources, analyze and synthesize secondary sources, and write a well argued research paper in support of an original thesis. The objectives and format of the Capstone Course are consistent, but the specific research topic for each class will be determined by the instructor. Partially satisfies the Writing Intensive requirement.

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

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

THE CURRICULUM IN SPANISH

SPAN 101. Elementary Spanish I (3-3-0)

Students with 3 or more years of high school Spanish are encouraged to enroll in SPAN 200.

An introduction to the Spanish language, with emphasis on reading, writing, speaking, and listening comprehension.

SPAN 102. Elementary Spanish II (3-3-0)

Recommended prerequisite: SPAN 101 completed within one calendar year, or 2 years of high school Spanish or consent of instructor.

A continuation course that builds on the skills developed in SPAN 101. An introduction to the Spanish language, with emphasis on reading, writing, speaking, and listening comprehension.

SPAN 195. Special Topics (3-3-0)

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

SPAN 200. Effective Communication in Spanish (3-3-0)

Recommended prerequisite: SPAN 102, or 3 years of high school Spanish, or consent of instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of Spanish-speaking cultures and strengthen their command of the language. Students who are interested in continuing their studies in Spanish, should take Spanish 201 instead of Spanish 200.

SPAN 201. Intermediate Spanish I (3-3-0)

Recommended prerequisite: SPAN 102 or SPAN 200, or 3 or more years of high school Spanish or consent of instructor.

A review of grammatical structure, with further development of reading, writing, speaking, and listening comprehension skills. Students who are interested in continuing their studies in Spanish, should take Spanish 201 instead of Spanish 200.

SPAN 202. Intermediate Spanish II (3-3-0)

Recommended prerequisite: SPAN 201 or SPAN 200 with a grade of A- or better, or 3 or more years of high school Spanish or consent of instructor.

Further development of knowledge of grammatical structure, with the goal of further enhancing reading, writing, communication skills, and listening comprehension skills. Conducted chiefly in Spanish.

SPAN 295. Special Topics (3-3-0)

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

SPAN 301. Grammar and Composition (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.
Fall.

This course stresses practical communication on a variety of topics with a review of the main points of grammatical structure, syntax, and composition. Conducted chiefly in Spanish.

SPAN 302. Advanced Spanish Conversation (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

Guide to pronunciation and communication in Spanish with an emphasis on vocabulary, pronunciation, intonation, and comprehension. Written work to increase accuracy with online activities. Conducted chiefly in Spanish. Not open to native speakers of Spanish.

SPAN 303. WI: Advanced Grammar and Composition (3-3-0)

Prerequisite: ENGL 123, ULLC 223. Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish.

Spring.

This course focuses on a review of Spanish grammar with emphasis on the most difficult and advanced grammatical structures. The course continues to stress functional communication on a variety of topics, with particular emphasis on the development of writing skills in Spanish. These skills will be enhanced through the use of compositions practicing description, narration, and expository writing; the process of peer editing; and the discussion of reading selections that serve as samples of the types of writing to be completed in the course. Conducted chiefly in Spanish. Partially satisfies the Writing Intensive requirement.

SPAN 304. Advanced Communication in Spanish (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

Emphasis will be placed upon fluency and sophistication in oral and written expression. Conducted chiefly in Spanish. Not open to native speakers of Spanish.

SPAN 308. Conversation via Cinema (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

Videotapes of recent Spanish-language movies will be used to improve listening comprehension, writing, and conversation skills. Cultural content will also be emphasized. This course is conducted chiefly in Spanish. Not open to native speakers of Spanish.

SPAN 311. Spanish Civilization and Culture (3-3-0) AIWT

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

Offered every other year.

Spanish 311 is a panoramic survey of Spanish history, society and culture with an emphasis on the development of Spanish identity. It examines the salient events that have shaped Spanish civilization with regard to history, society, politics and artistic expression and will enable students to understand the role of Spain today in the context of European culture. Videos, films, art, music and PowerPoint presentations will supplement the readings and enable students to more closely examine important concepts that have shaped Spain and Spanish identity. Taught in Spanish.

SPAN 312. Spanish American Civilization and Culture (3-3-0) AIGM

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

Offered every other year.

This course presents an overview of the cultural heritage of the Spanish American peoples from the pre-Columbian period to the present, including the Hispanic population living in the United States. Readings from the textbook will provide an introduction to the Spanish American histories. Videos, films, art, and music will supplement the readings and enable the students to more closely examine important concepts that have shaped Spanish America through the centuries. Taught in Spanish.

SPAN 314. Conducting Business in Spain and Latin America: Cross-Cultural Negotiations I (3-3-0)

Recommended prerequisite: Span 202 and 301 or 303, its equivalent or consent of instructor.

The objectives of SPAN 314 are to enhance students' ability to function effectively in an increasingly important commercial language locally, in the U.S., and abroad and to provide students with a solid foundation in the vocabulary and discourse used in Spanish when dealing with different types of companies; banking and accounting; property and equipment; the modern business office and human resources. This course will also develop students' geographic literacy and cultural understanding of Equatorial Guinea, Spain, Mexico, Guatemala, Honduras, El Salvador, Costa Rica, Nicaragua and Panama. Taught in Spanish.

SPAN 315. Conducting Business in Spain and Latin America: Cross-Cultural Negotiations II (3-3-0)

Recommended prerequisite: Span 202 and 301 or 303, its equivalent or consent of instructor.

The objectives of SPAN 315 are to enhance students' ability to function effectively in an increasingly important commercial language locally, in the U.S., and abroad and to provide students with a solid foundation in the vocabulary and discourse used in Spanish when dealing with human resources, goods and services, marketing, finance and the Hispanic presence in the global marketplace. This course will also develop students' geographic literacy and cultural understanding of Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Paraguay, Uruguay, Spain and Argentina. Taught in Spanish.

SPAN 321. Techniques of Translation and Interpretation (3-3-0)

Recommended prerequisite: SPAN 301 or 303, its equivalent or consent of instructor.

A course designed to acquaint the student with the skills of translation. The course will be based upon practical translations such as business letters, newspaper articles, essays on different subjects. A variety of techniques

emphasizing accurate and exact translations from Spanish to English and English to Spanish will be used. An introduction to and practice of the basic skills required for oral interpretation between the two languages will also be provided.

SPAN 351, 352. Introduction to Latin-American Literature I and II (3-3-0) AIGM

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor.

A survey of Spanish-American literature, emphasizing the major writers and the dominant literary trends. First semester (351) from the colonial period to Modernism. Second semester (352) from Modernism to the present. Taught in Spanish.

SPAN 353, 354. Introduction to Spanish Literature I and II (3-3-0) AIWT

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor.

Offered every other year.

A survey of Spanish literature emphasizing the major writers and literary trends. First semester (353) from Las jarchas through the Golden Age; second semester (354) from 1700 to the present. Taught in Spanish.

SPAN 361. Hispanic Visual Culture and the Arts (3-3-0) AICE

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

As a course that fulfills the seminar requirement of the Spanish major, SPAN 361 emphasizes students' oral, written, and analytical skills. SPAN 361 provides sustained teacher-student dialogue on the relationship between visual and artistic expressions and the social, cultural, historical, economic, and political situations in the Hispanic world (Latin America, Spain, and/or the Hispanic U.S.). In-depth focus on manifestations of Hispanic visual culture (film, painting, sculpture, architecture, performance, fashion, photography, crafts and/or similar topics) is supplemented by critical readings and class discussion culminating in a research project. Taught in Spanish.

SPAN 362. Hispanic Popular Culture (3-3-0) AIWT

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

As a course that fulfills the seminar requirement of the Spanish major, SPAN 362 emphasizes students' oral, written, and analytical skills. SPAN 362 provides sustained teacher-student dialogue on the relationship between popular culture and the social, cultural, historical, economic, and political situations in the Hispanic world (Latin America, Spain, and/or the Hispanic US). The course offers an in-depth focus on Hispanic popular culture (music/dance, cuisine, tourism, café culture, mass-media/film), combined

with popular literature (folktales, detective stories, children's literature, etc.). Critical readings supplement the class discussion and culminate in a research paper. Taught in Spanish.

SPAN 363. Hispanic Literature and Social Issues (3-3-0) AIII

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

As a course that fulfills the seminar requirement of the Spanish major, SPAN 363 emphasizes students' oral, written, and analytical skills. SPAN 363 provides sustained teacher-student dialogue on the relationship between literary works (novels, short stories, essays, poetry, and other genres) and the social, cultural, historical, economic and political situations in the Hispanic world (Latin America, Spain, and/or the Hispanic US). Discussion of social issues as expressed through literature may include analysis of political struggles, urban environments, race/ethnicity, gender/sexuality, and national or regional borders. Supplementary critical readings inflect class discussion and culminate in a final research paper. Taught in Spanish.

SPAN 370. CNU Seminar Abroad (3-3-0)

Prerequisite: SPAN 202, or its equivalent, or consent of instructor.

This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Departmental application and appropriate University paperwork required. Serves as an elective for the Spanish minor or major.

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

Recommended prerequisite: SPAN 202, its equivalent, or consent of instructor.

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

SPAN 463W. WI: Studies in Cervantes (3-3-0)

Prerequisite: ENGL 123; ULLC 223; SPAN 353 or 311 and 301 or 303.

Seminar devoted to a detailed reading and understanding of a selection of Cervantes' works in the context of the European transformation from medieval culture to modernity. In addition, this course will include a historical orientation in order to provide a solid background for better understanding the development of Spanish literature during the Golden Age. Taught in Spanish. Partially satisfies the Writing Intensive requirement.

SPAN 490. Practicum (3-3-0)

Prerequisite: SPAN 202 or its equivalent, modern language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. Such experiences might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department.

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

Prerequisite: junior or senior standing or consent of instructor.

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

DEPARTMENT OF MUSIC

Dr. Mark Reimer, Chair
Ferguson Hall, Room A130
(757) 594-7074
reimer@cnu.edu

FACULTY

Professor: Reimer

Associate Professors: Douglas, Fowler-Calisto

Assistant Professors: Holland, Mijatovic, Rossum,
 D. Sadlier

Visiting Assistant Professor: Cook

Lecturers: Pellegrino, L. Sadlier

Instructor: Mooney, Wallace

Emeriti: Brockett, Hines

Vision

- To awaken and nurture highly talented composers, performers, and music educators committed to developing their abilities to their highest potential.
- To support study and celebration of music's role in business, the arts, history, language, literature, math, science, and technology, unfolding music's connection to all areas of human endeavor.
- To engage students of all disciplines in the study and performance of music, fostering a university culture of appreciation, curiosity, understanding, and joy.

Mission

The music program encourages all students who have a passion for music to participate in ensembles, courses, and events that broaden and enrich the understanding of music and its functions in culture and society. The music faculty strives to uphold the highest standards of scholarship and performance while placing as their top priority the education of each student. The music program offers a rigorous and comprehensive curriculum immersed in an academic environment rich in liberal learning. Students learn to form critical opinions, think, speak, and write clearly, and understand the structure, development, and performance of music from around the globe. And most important, students learn to embrace the truth that musicianship and scholarship are lifetime pursuits.

Goals

- To provide a rigorous and comprehensive curriculum in a university accredited and assessed by the National Association of Schools of Music and the Southern Association of Colleges and Schools.
- To provide music faculty and guest artists who are recognized experts in their field and who have a passion for teaching and scholarship.

- To accept high-achieving music majors who have the demonstrated skills, knowledge, and desire necessary to succeed in their chosen field.
- To provide all students a wide variety of musical ensembles, courses and events that enrich the cultural life of the University and the community.
- To provide students with additional opportunities for leadership, scholarship, and service through student music organizations.

Music Degrees

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on the development of the skills and knowledge necessary to function as a teacher, performer, composer, and scholar. The areas of concentration include choral music education, instrumental music education, performance, and composition.

The Bachelor of Arts degree in Fine and Performing Arts with a major in music provides a strong education in the liberal arts, irrespective of specific career aspirations. The major in music provides a fundamental knowledge of written and aural skills, the history and development of music, and performance. This degree serves individuals who seek a broad program of general education rather than intense specialization in the undergraduate years.

The Master of Arts in Teaching degree is offered with concentrations in choral and instrumental music education. Students accepted into the M.A.T. program graduate in four years with the Bachelor of Music degree with a concentration in either instrumental or choral music education and then complete an additional year of study leading to the M.A.T. degree and teacher certification (PK-12). For more information, see the CNU Graduate Catalog.

Professional Certificate in Jazz Studies

The music program offers the Professional Certificate in Jazz Studies for music majors who are majoring in music. The following curriculum is designed to offer students the basic courses and performance experience required for entry into jazz performance and jazz education. The required courses include: four semesters of MUSC 103 and MUSC 108, MUSC 125-126 and MUSC 225-226, MUSC 315, 408, and MUSC 416. A student must present a fifty-minute recital at the completion of MUSC 226 or at

the highest level beyond MUSC 226 that he/she successfully completes. A minimum grade of C- must be earned in each course.

Assessment Procedures

The rigor of the academic curriculum of the music program at Christopher Newport University is ensured through a comprehensive curriculum, highly experienced and qualified professors, numerous assessment procedures, and accreditation by the National Association of Schools of Music and the Southern Association of Colleges and Schools.

Entrance Requirements

Acceptance is highly competitive, for the department admits each year approximately two majors per voice part or instrument. A student intending to matriculate in the music program at CNU must first satisfy all entrance requirements, including an entrance audition, interview, two professional recommendations by music educators, entrance examinations in music theory, ear training, keyboard, and acceptance into the University.

Degree Program Continuance Requirements

The major in music requires an enormous commitment of time and energy toward academic study, individual practice, and ensemble rehearsal. Although admission into the major is highly competitive, music majors who continue to experience significant challenges by the end of the first year should consider changing their major. Music majors are reviewed at the completion of their fourth semester for continuation in either the Bachelor of Music or the Bachelor of Arts degree program, referred to as, "Sophomore Check-Point." The review committee consists of full-time music faculty members elected each year by the full-time music faculty. In order to be considered for continuation in the degree, the student must have earned a grade of C- or higher in the following courses: improvisation (MUSC 125), four semesters of music theory (MUSC 211-212, 311-312), music history (MUSC 303-304), and ear training (MUSC 209-210, 309-310), four semesters of keyboard skills (MUSC 115-116, 215-216 or APP PIAN 130), four semesters of applied music in the student's major area of concentration, jury approval, four semesters of a major ensemble, four semesters of performance attendance (MUSC 012), ENGL 123, ULLC 223, two courses from the Area of Inquiry, successful completion of the Scales Proficiency Examination (instrumentalists), and a cumulative GPA of 2.5 or higher (3.0 for the B.M./M.A.T.). Factors such as the student's progress in applied music lessons, demonstrated commitment to and enthusiasm for the field of study, and overall promise for success in the field and/or graduate study are considered, as well. The university is accredited by The National Association of Schools of Music and, therefore, is required to uphold national standards throughout the tenure of the student.

Graduation Requirements

In order to graduate, the music student must have successfully completed all requirements listed for individual concentrations (including all upper-level music courses, juries, and recitals) with a grade of C- or better, the liberal learning curriculum, and have passed the exit examinations in music theory and music history. The senior recital serves as the final assessment of a student's study in applied music. The goal of graduating competent and competitive students is assessed through the student's success in graduate school and chosen profession. The Music Alumni Survey is given to each graduate of the music program. The information requested on this form includes the student's opinions regarding the value of the courses and the quality of instruction at CNU, current information on the student, and suggestions for improvement.

Applied Music Juries

Juries are held each semester to adjudicate the areas of improvisation, performance, and conducting. They serve as the semester examination and give students an opportunity to demonstrate their progress in performance skills to the applied music faculty. The applied music jury consists of the applied music faculty who teach in the area of the student's concentration. The level 130 jury usually lasts five minutes; the level 131 juries and above usually last ten minutes, depending on whether or not the jury is also serving as a hearing.

The Bachelor of Music Degree

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Bachelor of Music

Performance Concentration

(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306(W), 309-310, 311-312, 314 or 316;
2. Depending on area of interest:
 - a. instrumentalists select one: MUSC 391, 392, 394, 396, 397, or 398;
 - b. vocalists must take MUSC 261, 265, 266, 450, and 496;
3. Keyboardists must take an upper-level music elective, and all instrumentalists must take an upper-level music elective that is writing intensive;
4. Six credits of electives within or outside of MUSC;
5. APP MUSC 133-134, 233-234, 333-334 (junior recital), and 433-434 (senior recital);
6. Eight credits in MUSC 101, 102, 111, 112, or 114 and four credits of chamber ensembles for instrumentalists, five for keyboardists; eight credits in MUSC 105, 106, or 117, and one credit in MUSC 107 for vocalists;

7. Four semesters of piano;
8. Eight semesters in MUSC 012 (Performance Attendance);
9. Completion of the exit examinations in music theory and music history with a minimum score of 70 percent or higher.

Bachelor of Music

Composition Concentration

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306(W), 309-310, 311-312, 314 or 316;
2. MUSC 401(W) (three credits), 411, 413, 415;
3. APP COMP 131-132 and 231-232 (composition);
4. APP MUSC 131-132 and 231-232 (non-composition);
5. APP COMP 331-332 and 431-432;
6. MUSC 220, 230, 240, and 250;
7. Six credits of electives within or outside of MUSC;
8. Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117;
9. Four semesters of piano;
10. Eight semesters in MUSC 012 (Performance Attendance);
11. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

The Bachelor of Arts degree in Fine and Performing Arts

Music Major

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in fine and performing arts with a major in music requires successful completion of the liberal learning curriculum and the following major and elective courses:

1. Six credits of upper-level music electives;
2. Six credits of upper-level, non-music electives;
3. Nine credits of upper- or lower-level non-music electives;
4. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306(W), 309-310, 311-312, 314 or 316;
5. APP MUSC 131-132 and 231-232;
6. Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117, depending on area of concentration; one credit of chamber ensembles;
7. Four semesters of piano;
8. Eight semesters in MUSC 012 (Performance Attendance);

9. THEA 230 and PHIL 304;
10. Three credits of electives within or outside MUSC;
11. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

TEACHER PREPARATION IN MUSIC

Completion of the Bachelor of Music degree with a concentration in instrumental music education or choral music education does not result in teacher certification. Students who wish to become teachers should complete the Bachelor of Music degree with a concentration in either instrumental or choral music education and the Master of Arts in Teaching (M.A.T.) degree. Students majoring in music can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of music, choral, or instrumental. See the CNU Graduate Catalog for the requirements leading to teacher certification.

Application to the five-year M.A.T. program must be made in spring of the junior year and requires a cumulative grade point average of 3.0 or higher; passing scores on the PRAXIS 1 exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; an essay specifying the reason for applying to the program; and two letters of recommendation. Students accepted into the M.A.T. graduate in four years with the Bachelor of Music degree with a concentration in either instrumental or choral music education and then complete an additional year of study leading to the M.A.T. degree and teacher certification. See the CNU Graduate Catalog for the requirements leading to the M.A.T.

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Bachelor of Music

Choral Music Education Concentration

Completion of the Bachelor of Music, choral music education concentration, requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in music which does not include teacher preparation at CNU.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306(W), 309-310, 311-312, 314, and 401W credit);
2. MUSC 220, 230, 240, 250, 265, 266;
3. MUSC 496, 510, 520, and 580*;
4. APP MUSC 131-132, 231-232, 331-332, 431-432 (senior recital);
5. Eight credits in MUSC 105, 106, or 117;
6. MATH 125; PSYC 207 or 208, 312; SOCL 314, CPSC 110, and THEA 230;

7. Four semesters of piano;
8. Eight semesters in MUSC 012 (Performance Attendance);
9. Two credits of electives within or outside MUSC;
10. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

*Note: 500-level courses require minimum 3.00 GPA and M.A.T. graduate admission.

Bachelor of Music

Instrumental Music Education Concentration

Completion of the Bachelor of Music, instrumental music education concentration, requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in music which does not include teacher preparation at CNU.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306(W), 309-310, 311-312, 316, and 401W(1 credit);
2. MUSC 220, 230, 240, 250, 260;
3. MUSC 510 and 580*;
4. Either MUSC 530 or 540*, depending on area of concentration;
5. APPMUSC 131-132, 231-232, 331-332, and 431-432 (senior recital);
6. Eight credits in either MUSC 101, 102, 111, 112, or 114, depending on area of concentration (four credits of MUSC 112 are required for band emphasis);
7. MATH 125; PSYC 207 or 208, 312; SOCL 314; CPSC 110; THEA 230;
8. Four semesters of piano;
9. Eight semesters in MUSC 012 (Performance Attendance);
10. Six credits of electives within or outside MUSC;
11. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

*Note: 500-level courses require minimum 3.00 GPA and M.A.T. graduate admission.

Elementary level (PK-6)

Major/concentration courses required:

See major requirements for the Bachelor of Music.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and

one science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430; 314W or 316; CPSC 110.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 532; ENGL 514.

Elementary/Secondary level (PK-12)/Music Endorsement

Major/concentration courses required:

See major requirements for the Bachelor of Music with a concentration in either Choral or Instrumental Music Education.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314; CPSC 110.

Graduate courses* required (senior year):

For Choral Music students: MUSC 510, 520, 580.

For Instrumental Music students: MUSC 510, 530 or 540, 580.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN MUSIC

MUSC 012. Performance Attendance (0-0-1)

Fall and Spring.

All students who are enrolled in MUSC 012 must attend the weekly convocation and a minimum of 15 music events for the semester. Students are encouraged to attend all concerts and recitals presented on the campus of Christopher Newport University. A student does not receive MUSC 012 credit for a performance in which he or she participates. A minimum of 12 events must be University concerts and recitals, and a minimum of three events must be professional concerts and recitals. A grade of Passing is required for eight enrollments. Required for all music majors.

MUSC 101. Wind Ensemble (1-0-4) AICE

Fall and Spring.

An auditioned wind band that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the wind band repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 102. University Orchestra (1-0-4) AICE

Fall and Spring.

An auditioned orchestra that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the orchestral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 103. Jazz Ensemble (1-0-3) AICE*Fall and Spring.*

An auditioned jazz ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the jazz ensemble repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 104. Chamber Ensemble (1-0-1)*Fall and Spring.*

This course can be used for both vocal and instrumental chamber ensembles. Performance opportunities vary according to the size and nature of the ensemble. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 105. Chamber Choir (1-0-4) AICE*Fall and Spring.*

An auditioned mixed choral ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterworks of the choral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 106. Women's Chorus (1-0-4) AICE*Fall and Spring.*

This is a year long, auditioned, major ensemble course that is open to any female student at CNU. The group performs primarily on campus throughout the academic year. The repertoire includes a variety of styles; however, emphasis on women's chorus masterworks, as well as a cappella song, throughout the history of choral music is emphasized. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 107. Opera CNU (1-0-4)*Prerequisite: MUSC 261.**Spring.*

This course is intended for the preparation and performance of a fully-staged opera production. The course teaches students proper musical and dramatic preparation for an operatic theatrical production. The course offers musical coaching and rehearsal as well as staging and acting rehearsal that result in a final production of the studied work. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance. Students may register each semester, but no more than eight credits can be counted towards graduation.

MUSC 108. Jazz Combo (1-0-3)*Fall and Spring.*

This course surveys performance, improvisation, and sight reading objectives for a small group in the following areas: Latin, fusion, be-bop, modal, swing, ballad, rock,

straight ahead jazz, and vocal jazz. The group performs several times during the course of the semester. A thorough knowledge of jazz theory, chord and scale relationships, and melodic soloing is recommended. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 111. Guitar Orchestra (1-0-4) AICE*Fall and Spring.*

This is a year long, auditioned ensemble open to any student at CNU. The rehearsal usually begins with Guitar Orchestra then splits into smaller groups according to proficiency level. The Guitar Orchestra instruments include the smaller, higher pitched requintos and the larger, lower pitched bajas along with the regular guitars. The repertoire for all ensembles includes classical, pop, and jazz. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 112. Marching Band (1-0-6) AICE*Fall.*

The Marching Captains is an auditioned ensemble that performs at all home football games and other campus and community events. Rehearsals focus on the individual preparation of assigned music and drill repertoires, group cohesiveness, and interpretations. Students may register each Fall semester, but no more than eight credits can be counted toward graduation.

MUSC 113. Indoor Guard (1-0-9)

Prerequisite: Membership in the Marching Captains or permission of the instructor.

Spring.

The Indoor Guard is an auditioned ensemble that competes nationwide and performs at other campus and community events. Rehearsals focus on the individual preparation of assigned music and drill repertoires, group cohesiveness, and interpretations. Students may register each Spring semester, but no more than eight credits can be counted toward graduation.

MUSC 114. University Band (1-0-4) AICE*Spring.*

An auditioned wind band that meets each Spring semester. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the wind band repertoire. Students may register each Spring semester, but no more than eight credits can be counted toward graduation.

MUSC 115-116. Elementary Keyboard Skills (1-0-3 each)

Prerequisite: music major or consent of the instructor.

Corequisite: for MUSC 115: MUSC 209 and 211 or consent of instructor; for MUSC 116: MUSC 210 and 212 or consent of instructor.

Fall, 115; Spring, 116.

These courses develop basic keyboard skills. The areas of study include scales, arpeggios, block and broken chords, chord progressions, and elementary works composed for the piano. Required for all music majors.

MUSC 117. Men's Chorus (1-0-3) AICE

Fall and Spring.

This is a year long, auditioned, major ensemble course that is open to any male student at CNU. The group performs primarily on campus throughout the academic year. The repertoire includes a variety of styles; however, emphasis on men's chorus masterworks, as well as a cappella men's glee song, throughout the history of choral music is emphasized. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 119. Indoor Drumline (1-0-6)

Prerequisite: membership in the Marching Captains or permission of the instructor.

Spring.

Indoor percussion is an exciting branch of the pageantry arts with approximately 10,000 young people participating in units in the United States, Canada, Japan, and Western Europe. The CNU Indoor Drumline is an auditioned ensemble that competes regionally and performs at other campus and community events. Rehearsals focus on proper techniques for marching percussion ensemble playing and the theory behind the design of developing an indoor marching percussion ensemble. Students may register each year, but only eight credits can be counted toward graduation.

MUSC 120. Saxophone Ensemble (1-0-3)

Fall and Spring.

The Saxophone Ensemble addresses small ensemble techniques through primarily the medium of the saxophone quartet. All forms of music, from classical saxophone quartet literature to jazz to classical to rock, are covered. Students have the opportunity to demonstrate these techniques through several performances throughout the year. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 122. String Chamber Music (1-0-3)

Fall and Spring.

Rehearsal and performance of the literature for small string ensembles, especially string quartet. Weekly coachings and performance opportunities as appropriate. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 123. Pep Band (1-0-6) or (0-0-6)

Prerequisite: MUSC 112 or consent of instructor
Spring

The Pep Band welcomes each Spring all band musicians

who performed the previous Fall in the CNU Marching Captains. The band is a highly energetic and school-spirited ensemble that performs at most home basketball games and at select University events throughout the Spring semester. The zero credit option is open only to NON-music major

MUSC 124. Percussion Ensemble (1-0-3)

Prerequisite: MUSC 112 or consent of the instructor

Fall and Spring

An auditioned ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the percussion ensemble repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 125-126. Elementary Improvisation Skills (1-0-3)

Prerequisite: For MUSC 126: MUSC 125.

Fall, 125; Spring, 126.

These courses develop basic improvisation skills. The areas of study include theory, style, composition, scale patterns, and chord changes. MUSC 125 is required for all music majors, and both courses are required for students pursuing the Professional Certificate in Jazz Studies.

MUSC 195. Special Topics (3-3-0)

Prerequisite: as announced.

As needed.

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

MUSC 200. Music Technology (1-0-3)

Fall and Spring.

This course explores publishing, music notation, digital recording and video techniques. Finale music notation software is used for notation and MIDI playback, and *GarageBand* software is used for sound recording and MIDI sequencing. Creating and editing musical scores for printing and publication are a major focus of the course.

MUSC 205. Genre and Genius: Collaboration and Transcendence in Movie Music (3-3-0) AICE

Fall and Spring.

The course is intended to give students a greater appreciation of cinema (movies and video) by exploring the concept of 'genre' in movie music and discovering how 'genius' might emerge from the collaborative process between director and composer.

MUSC 206. Songwriting (3-3-0) AICE

Fall, rotational.

This course is a workshop designed to foster student songwriting through the creation and performance of original

works, the exploration of the songwriting art itself, and exposure to the masters of the singer/songwriting tradition. Students will study the development of the song in a variety of styles (i.e. modern pop, classical and rock). Formal principles including structure, lyrical and harmonic content and melodic construction will be covered. The course can be successfully completed by the student with little or no formal musical training. Students should be proficient on any instrument and/or voice; however, no classical training or music-reading ability is necessary.

MUSC 209-210. Elementary Ear Training (1-0-3)

Prerequisite for 209: music major, or consent of instructor.

Prerequisite for 210: MUSC 209. Corequisite for 209: MUSC 211 or consent of instructor; Corequisite for 210: MUSC 212 or consent of instructor.

Fall, 209; Spring, 210.

MUSC 209 includes the study of melodic and harmonic intervals, pitch patterns, chord inversion, seventh chords, bass line dictation, rhythmic dictation, two-part dictation, outer voices dictation, and error detection. Sight singing/keyboard exams include scales, pitch patterns, melodies and rhythms, keyboard progressions, and sight singing. MUSC 210 includes progressively advancing dictation, sight singing, keyboard skills, diatonic and chromatic melodies, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

MUSC 211. The Tonal System (3-3-0)

Prerequisite: music major, or consent of instructor; Corequisite: MUSC 209.

Fall.

This course examines the underlying principles and classifications of tonal music. Topics include scales, keys, intervals, triads, seventh chords, harmonic progression, and an introduction to part-writing and voice leading. Required for all music majors and minors.

MUSC 212. Tonal Harmony and Voice Leading (3-3-0)

Prerequisite: MUSC 211; Corequisite: MUSC 210.

Spring.

MUSC 212 continues the study of chord function and voice-leading norms begun in MUSC 211. Students develop skills in part-writing and analysis as well as an understanding of the tonal phrase and non-chord tones. Required for all music majors and minors.

MUSC 215-216. Advanced Keyboard Skills (1-0-3 each)

Prerequisite: music major or consent of instructor. Corequisite for MUSC 215: MUSC 309 and 311 or consent of instructor; for MUSC 216: MUSC 310 and 312 or consent of instructor.

Fall, 215; Spring, 216.

These courses develop basic keyboard skills. The areas of

study include scales, arpeggios, block and broken chords, chord progressions, and advanced works composed for the piano. Required for all music majors.

MUSC 220. Brass Instrument Techniques (1-3-0)

Fall.

Instruction, literature, and teaching methods for trumpet, horn, trombone, euphonium, and tuba. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 224. Global Music Exploration (3-3-0) AIGM

This course immerses students in music cultures from around the world. Students will explore participatory activities meant to enhance student experience and understanding of music. Depending on the focus of the course, those activities may include performing, creating music, active listening, museum tours, attending live concerts, interviewing performers, writing papers, and conducting research.

MUSC 225-226. Advanced Improvisation Skills(1-0-3)

Prerequisite: music major or consent of instructor. For MUSC 225, MUSC 126; for MUSC 226, MUSC 225.

Fall, 225; Spring, 226.

These courses continue the development of basic improvisation skills. The areas of study include theory, style, composition, scale patterns, and chord changes. Both courses are required for students pursuing the professional certificate in jazz studies.

MUSC 230. Woodwind Instrument Techniques (1-3-0)

Spring.

Instruction, literature, and teaching methods for flute, oboe, bassoon, clarinet, and saxophone. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 240. Percussion Techniques (1-3-0)

Fall.

Instruction, literature, and teaching methods for timpani, snare drum, xylophone, bass drum, cymbals, Latin and jazz drums, and auxiliary instruments. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 250. String Instrument Techniques (1-3-0)

Spring.

Instruction, literature, and teaching methods for violin, viola, violoncello, double bass, and guitar. Students teach in

one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music with a concentration in music education.

MUSC 260. Voice Techniques (1-2-0)

Fall.

Principles of voice production and pedagogy. Topics include breathing, posture, registration, voice classification (adolescent through adult), principles of resonance, the physiology of singing, selecting vocalizes and warm-up techniques, vowel purity, and articulation. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree in instrumental music education.

MUSC 261. Opera Workshop (1-0-4)

Prerequisite: Sophomore standing and consent of instructor.

Fall.

A course requiring participation in an opera scenes and performance in the community recital program, including performing the prepared scenes in area schools. All roles are assigned to accommodate the specific abilities of each student. In addition, basic stage movement, audition techniques, and performance preparation are addressed. A service learning component, including a performance journal documenting your experiences in civic responsibility, is required. Please note that performances will take place off campus and outside of course hours. Required for music majors pursuing a Bachelor of Music degree with a concentration in vocal performance.

MUSC 265. Foreign Language Diction I (1-3-0)

Fall.

A course designed to introduce the correct pronunciation of English and Italian for singing. The class does not concentrate on the grammatical structures of the languages but, instead, upon the correct and proper use of the sounds of the language as appropriate for classical singing. Required for music majors pursuing the Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 266. Foreign Language Diction II (1-3-0)

Spring.

A course designed to introduce the correct pronunciation of French and German for singing. The class does not concentrate on the grammatical structures of the languages but, instead, upon the correct and proper use of the sounds of the language as appropriate for classical singing. Required for music majors pursuing the Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 295. Special Topics (credits vary 1-3)

Prerequisite: as announced.

As needed.

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

MUSC 303-304-305. History of Western Music (3-3-0)

Prerequisite for 303: MUSC 212; Prerequisite for 304: MUSC 303; Prerequisite for 305: MUSC 304;

Fall, 303 and 305; Spring, 304.

A three-semester sequence that surveys musical styles, literature, and thought in Western music from the ancient world to the present day. The courses include extensive reading, library work, and listening. Required for all music majors.

MUSC 306. WI: Global Transformations: “World Music” and the “World” (3-3-0) AIGM

Prerequisite: ENGL 123, ULLC 223.

Fall and Spring.

In this course we will examine the ways in which various world music practices and genres exemplify the main issues related to the process of globalization. While often regarded as “pure” entertainment, music provides powerful modes of interaction within and across cultures. Music also often serves as a metaphor and can be a first indicator of social and political transformations. Some of the questions we will address are: What is globalization and how is it expressed in world music? How does music influence various aspects of globalization? In what ways are musical practices heralding social and political shifts in today’s world? Partially satisfies Writing Intensive requirement.

MUSC 309-310. Advanced Ear Training (1-0-3 each)

Prerequisite for 309: MUSC 210; Prerequisite for 310: MUSC 309. Corequisite for 309: MUSC 311 or consent of instructor; Corequisite for 310: MUSC 312 or consent of instructor.

Fall, 309; Spring, 310.

MUSC 309 includes advanced dictation, sight singing, keyboard skills, diatonic, chromatic, and atonal melodies, secondary dominants, functional harmonic progressions, two-voice counterpoint, and modulation. MUSC 310 includes progressively advancing dictation, sight singing, keyboard skills, diatonic and chromatic melodies, modes, secondary dominants, extended tertians, mode mixture, chromatic mediant modulation, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

MUSC 311. Chromatic Harmony (3-3-0)

Prerequisite: MUSC 212; Corequisite: MUSC 309.

Fall.

Chromatic Harmony explores secondary function, modulation, form, mode mixture, and the Neapolitan chord. Through part-writing and analysis, students learn

to recognize and use these common chromatic techniques. Required for all music majors.

MUSC 312. Extended Tonal Techniques and Atonality (3-3-0)

Prerequisite: MUSC 311; Corequisite: MUSC 310.

Spring.

MUSC 312 introduces augmented 6ths, enharmonic reinterpretation, and other chromatic phenomena. Principles of post-tonal theory are explored through the analysis of select music of the 20th century. Required for all music majors.

MUSC 314. Principles of Choral Conducting (3-3-0)

Prerequisite: MUSC 310, 312, or consent of instructor.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis, score preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more. Students conduct live choral ensembles both in the classroom and in the rehearsal hall and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree in either choral music education or vocal performance.

MUSC 315. Digital Creativity with Music Technology (3-3-0) AICE

Prerequisite: ULLC 223.

Fall and Spring.

This course focuses on elements of creativity and self-expressions inherent in today's digital music industry. Technology is a significant force in many aspects of contemporary music. This is especially apparent in the pop world (examples including amplification, effects, synthetic instruments, music videos, and performance augmentation), but technology is not limited to this genre alone. Most professional recordings, including classical recordings, are the result of multiple takes spliced together in the studio, and even a live-performance recording requires music technology to capture the sound. Topics discussed include musical instrument digital interface (MIDI), algorithmic programming, acoustics, analog and digital audio, recording techniques, digital editing, sequencing, web creation, and multimedia applications. Creative hands-on experience with music technology is the main focus of the course.

MUSC 316. Principles of Instrumental Conducting (3-3-0)

Prerequisite: MUSC 310, 312, or consent of instructor.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis and preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport,

and more. Students conduct live instrumental ensembles both in the classroom and in the rehearsal hall and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in either instrumental music education or instrumental performance.

MUSC 361. Divas, Villains and Heroes in Popular Culture: The creation and evolution of great literary epics (3-3-0) AIWT

Prerequisite: ULLC 223.

Spring, rotational.

This course will focus on the creation and evolution of traditional epic heroes such as Faust, Othello, Don Juan, and Cinderella and how these stories have infiltrated popular culture. The course will begin by reading and discussing the original texts, tracing their development through musical drama, most notably opera, and finally, examining their influence on modern popular culture.

MUSC 391. String Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP STRINGS 232/234.

Spring, as needed.

A survey of solo and chamber music literature and the historical development of the violin, viola, violoncello, and double bass. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in string performance.

MUSC 394. Keyboard Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP KEYBOARD 232 or 234.

Spring, as needed.

Discussed are the literature and history of keyboard instruments in addition to teaching materials for both private and class instruction. Memorization and sight reading are also addressed. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in studios. Required for music majors pursuing the Bachelor of Music degree with a concentration in keyboard performance.

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

Prerequisite: as announced.

As needed.

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

MUSC 396. Woodwind Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP WOODWINDS 232 or 234.

Fall, as needed.

A survey of solo and chamber music literature and the historical development of the flute, oboe, bassoon, clarinet, and saxophone families. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in woodwind performance.

MUSC 397. Brass Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP BRASS 232/234.

Spring, as needed.

A survey of solo and chamber music literature and the historical development of the trumpet, horn, trombone, euphonium, and tuba. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in brass performance.

MUSC 398. Percussion Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP PERC 232 or 234.

Spring, as needed.

A survey of solo and chamber music literature. Also studies the origin, development, and influences of indigenous instruments and their uses in contemporary music. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in percussion performance.

MUSC 401W. WI: Seminar in Music Bibliography (1-1-0) or (3-3-0)

Prerequisite: ENGL 123, ULLC 223, MUSC 305 and 312, and junior standing.

Fall and Spring.

A writing-intensive course intended to serve as a basic course in identifying and employing materials available for music research and writing. It prepares students for using those materials as professional practicing musicians

and for the investigative study required and expected of music students in graduate programs. Partially satisfies the Writing Intensive requirement.

MUSC 408. Jazz History and Literature (3-3-0) AICE

Prerequisite: junior standing or consent of instructor.

Fall.

This course studies the evolution of jazz through various stylistic periods of the twentieth century, recognizes great jazz artists and their contributions to the idiom, and expands one's knowledge of jazz in recorded form. Required for students pursuing the Professional Certificate in Jazz Studies.

MUSC 411. Post-Tonal Theory (3-3-0)

Prerequisite: MUSC 312.

Fall, as needed.

Post-Tonal Theory explores the compositional techniques arising with the decline of tonality's preeminence in the early Modern era. By engaging important musical literature from the 20th and 21st century, flexible analytic tools are used to facilitate a contextual interpretation of works. At the end of the semester, students marshal an array of theoretical concepts and compositional techniques to produce a composition of their own. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 413. Counterpoint (3-3-0)

Prerequisite: MUSC 310, 312.

Spring, as needed.

A study through analysis and compositional assignments of modal and eighteenth-century counterpoint. After completing exercises in the techniques of species counterpoint, students study the larger forms of inventions, canons, fugues, and chorale-based compositions. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 415. Orchestration (1-1-0)

Prerequisite: MUSC 200, 310, 312.

Fall.

A course in which the basic concepts of arranging music for various groups of instruments are studied. After a general survey of the instruments of the orchestra covering ranges, clefs, timbre, special effects, and terminology, techniques of actual orchestration are studied through written projects and analysis of scores. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 416. Jazz Theory and Arranging (3-3-0)

Prerequisite: MUSC 200, 310, and 312 or consent of instructor.

Spring, as needed.

A comprehensive study of techniques used in arranging

and composing for the small jazz or jazz-rock ensemble as well as full jazz ensemble. Special emphasis is placed on melody writing and preparing a lead sheet. Works arranged and composed vary from two-part voicing to six-part voicing. Required for students pursuing the Professional Certificate in Jazz Studies.

MUSC 450. Vocal Literature (3-3-0)

Fall, rotational.

A survey of the development of Western art music song with special emphasis placed on composers, poets, and compositions since the seventeenth century. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance.

MUSC 490W. WI: The Falk Seminar in Music Historical Research (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and MUSC 303-304.

Spring.

A proseminar that facilitates the scholarly preparation, writing, and annotation of research findings through accurate and disciplined use of conventional style sheets. Students conduct research, examine and report on materials in the library, and undertake a selected writing project. Students question each other's findings, methods, and procedures orally. Partially satisfies the Writing Intensive requirement.

MUSC 491. Practicum in Music (3-0-3)

Prerequisite: senior standing or consent of instructor; cumulative GPA of 3.0 or higher; endorsement of two CNU music faculty and the Chair of Music.

As needed.

This course is a closely monitored, one-semester internship with a major arts organization, including The Virginia Symphony, The Virginia Opera, Virginia Musical Stage, Cultural Alliance of Greater Hampton Roads, WHRO, and Busch Gardens Williamsburg. Students must successfully complete a minimum of forty-two hours of on-site training for which they receive an evaluation by their training supervisor in the arts organization. The student must also present a Project Book to the training supervisor and the faculty supervisor.

MUSC 495. Special Topics (credits vary 1-3)

Prerequisite: as announced.

As needed.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. The course may also be used to obtain credit for participation in national workshops and conferences.

MUSC 496. Vocal Pedagogy (3-3-0)

Prerequisite: junior standing and APP VOICE 232 or 234.

Fall.

Techniques and methods used in voice building and coaching of song literature. Topics include voice classification, quality, diction, registration, breath management, psychology, and physiology. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance and choral music education.

MUSC 499. Independent Study or Thesis (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

As needed.

Independent study provides special opportunities for students to explore specific areas of music and research outside the limitations of regular music offerings. Students desiring to pursue independent study should first receive the approval of a faculty member whose expertise is relevant to the project and then submit a project proposal to the Chair of Music.

THE CURRICULUM IN APPLIED MUSIC

APP MUSC 130. Applied Music: piano, organ, strings, harpsichord, woodwinds, brass, percussion, voice, composition, jazz improvisation, and conducting (1-0-0.5) or (2-0-1)

Prerequisite: consent of instructor and Chair of Music.

Fall, Spring, and Summer.

For one credit hour, students receive one 25-minute lesson per week. For two credit hours, students receive one 50-minute lesson per week. APP MUSC 130 is intended for music majors pursuing a minor area of performance. The repertoire for all lessons is determined by the instructor according to the level and ability of the student. Students may repeat APP MUSC 130 up to eight times for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 131, 132, 231, 232, 331, 332, and 431. Applied Music: piano, organ, strings, woodwinds, brass, percussion, composition, jazz improvisation, and voice (1-0-0.5)

Prerequisite: music major; consent of instructor and Chair of Music.

Fall, Spring, and Summer.

Students receive one 25-minute lesson per week. Auditions are required for new students. The repertoire is determined by the instructor according to the level and ability of the student. A 15-minute hearing is required at the completion of APP MUSC 232 to determine whether or not the student may advance to APP MUSC 331. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 133, 134, 233, 234, 333, 433. Applied Music: piano, organ, strings, woodwinds, brass, percussion, voice, and conducting (2-0-1)

Prerequisite: music performance major; consent of instructor and Chair of Music.

Fall, Spring, and Summer.

Students receive one 50-minute lesson per week. Completion of APP MUSC 234 and acceptance into the Bachelor of Music degree with a concentration in performance are required to proceed to APP MUSC 333. The instructor, according to the level and ability of the student, determines the repertoire. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 334. Applied Music: Junior Recital (2-0-1)

Prerequisite: music performance major; consent of instructor and Chair of Music; junior standing.

Fall, Spring, and Summer.

A 30-minute junior recital is required during the semester of APP MUSC 334. The recital should include one work for chamber ensemble. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 432. Applied Music: Senior Recital (1-0-0.5)

Prerequisite: music major; consent of instructor and Chair of Music; senior standing.

Fall, Spring, and Summer.

A 60-minute senior recital is required during the semester of APP MUSC 432. The recital must include one work for chamber ensemble. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 434. Applied Music: Senior Recital (2-0-1)

Prerequisite: music performance major; consent of instructor and Chair of Music; senior standing.

Fall, Spring, and Summer.

A 60-minute senior recital is required during the semester of APP MUSC 434. The recital must include one work for chamber ensemble. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

NEUROSCIENCE PROGRAM

Dr. Noah Schwartz, Director

Forbes Hall

noah.schwartz@cnu.edu

Faculty

Professors: Cartwright, Lopater

Associate Professors: Grau, Velkey, Webb

Assistant Professors: Meighan, Patel, Schwartz, Wiens

Mission Statement

The Neuroscience Program is an interdisciplinary degree program housed within the College of Natural and Behavioral Sciences. Upon successful completion of the curriculum, students are awarded a B.S. in Interdisciplinary Studies with a Major in Neuroscience. The mission of the Neuroscience Program is to offer students a comprehensive, rigorous, interdisciplinary curriculum in neuroscience and its many ancillary professional applications. Excellence in didactic and laboratory investigation is the objective of this program. Students will gain a systematic introduction to the scientific methodologies, theories, and literature focused on the anatomy, physiology, and biochemistry of the nervous system. In addition, students will develop skills in conducting independent research on aspects of neural functioning reflecting both molar and molecular levels of analysis.

The members of the Neuroscience Program faculty are dedicated to presenting their students with engaging and challenging courses in the current, basic and applied discipline of neuroscience and presenting them the opportunity to engage in a diversity of undergraduate research projects in basic and applied neuroscience.

Curricular Relevance to Graduate Education

The neuroscience curriculum prepares our undergraduates for highly selective and competitive graduate programs. We aim to produce graduates prepared for and qualified to pursue postgraduate study in neuroscience, psychology, biology, pharmaceutical and medical chemistry, and medicine. As well, the interdisciplinary major in neuroscience is integral to a broad liberal arts and science undergraduate education. Our key and central objective lies in training scholars, teachers, and practitioners who will exercise their intelligence, industriousness, and integrity in the pursuit of productive personal and professional lives.

Neuroscience and Pre-Medical Education

The 2009 report of the Association of American Medical Colleges - Howard Hughes Medical Institute on *Scientific Foundations for Future Physicians* describes eight general competencies that should be explicit in each

applicant at the time of medical school matriculation. The neuroscience curriculum is designed to produce graduates who meet all eight competencies and who will compete successfully for admission to elite medical schools (generally meaning those with an explicit research orientation as opposed to those who specialize only in practitioner preparation).

The eight competencies from the AAMC-HHMI report are:

1. Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena of the natural world.
2. Demonstrate understanding of the process of scientific inquiry, and explain how scientific knowledge is discovered and validated.
3. Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems.
4. Demonstrate knowledge of basic principles of chemistry and some of their applications to the understanding of living systems.
5. Demonstrate knowledge of how biomolecules contribute to the structure and function of cells.
6. Apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out function.
7. Explain how organisms sense and control their internal environment and how they respond to external change.
8. Demonstrate and understanding of how the organizing principle of evolution by natural selection explains the diversity of life on earth.

The Bachelor of Science in Interdisciplinary Studies Neuroscience Major

The neuroscience curriculum includes the neuroscience core and electives as well as additional required coursework in biology, chemistry, mathematics, physics, and psychology and optional coursework in computer science.

The Bachelor of Science degree in interdisciplinary studies with a major in neuroscience requires the successful completion of a minimum of 55 credits in the major. In addition to the successful completion of the liberal learning

curriculum, the degree requires successful completion of the following courses:

1. Core: NEUR 201, 301W/301L, 305;
2. BIOL 211/211L;
3. CHEM 121/121L-122/122L, and 321/321L;
4. PHYS 151/151L-152/152L;
5. MATH 125 and 130 or higher (MATH 140 is strongly recommended);
6. Select two: NEUR 410, 420, PSYC 316, 404/404L, 406/406L or 408/408L;
7. Select two: BIOL 307/307L, 313, 314/314L, 411, 414/414L, CHEM 322/322L, CPSC 471, or PSYC 428/428L;
8. IDST 490.

THE CURRICULUM IN NEUROSCIENCE

NEUR 201. Introduction to Neuroscience (3-3-0)

Prerequisites: PSYC 201 or BIOL 211/211L

Spring

This course is designed to provide a comprehensive introduction to the field of neuroscience and the basic principles of organization and function of the nervous system. An exploration of the neural basis of behavior at the cellular and systems levels will span the following topics: anatomy and development of the brain, cell biology, membrane potential, synaptic transmission, sensory and motor systems, and higher brain function (memory, language, etc.).

NEUR 301W. Research Methods in Neuroscience (4-3-0)

Prerequisites: MATH 125, NEUR 201, BIOL 211/211L and ULLC 223. Corequisite: NEUR 301L

Spring

This course will provide an introduction to research design in empirical neuroscience research. General topics will include the scientific method, research ethics and research design. Students will also learn about methods such as EEG/ERP, structural and functional MRI, single- and multi-unit recording, transgenic and knockout methods with associated histological techniques, as well as lesion-based behavioral approaches. Students will write literature reviews and empirical research reports. Partially satisfies the Writing Intensive requirement.

NEUR 301L. Research Methods in Neuroscience Laboratory (0-0-4)

Corequisite: NEUR 301W

Spring

This laboratory course will provide students with an experiential introduction to research design in empirical neuroscience research. General topics will include the scientific method, research ethics and research design. Students will gain experience writing empirical research reports.

NEUR 305. Neurobiology (3-3-0)

Prerequisites: NEUR 201 and (BIOL 201/201L or BIOL 211/211L)

Fall

This course will cover the basic biological principles and processes involved in neural function, including the common architectural elements and functional processes of neurological systems, from the cellular/molecular to the organ system level. Integrative functions and behavior will be explored as well as developmental facets of neural function, neural plasticity and neuroendocrine functions.

NEUR 410. Neurobiology of Memory (3-3-0)

Prerequisites: NEUR 301W/301L and NEUR 305

Fall

The focus of this course is on the neurobiological basis of memory as viewed from an integrative framework. Coursework will explore mechanisms of memory at cellular and molecular levels, through behavioral and physiological experimental studies, and in neuropsychological case studies. The goal of the course is to understand how the brain can support proper encoding, storage, and retrieval of various types of memories.

NEUR 420. Neuroanatomy (3-3-0)

Prerequisites: NEUR 201, NEUR 301W/301L, and NEUR 305

Spring

This course provides an introduction to the anatomy and function of the human nervous system. Emphasis will be on cellular structure and function, neural development, and gross anatomy and function of the cerebrum, brainstem, cranial nerves, and spinal cord.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Dr. Lori J. Underwood, Chair
McMurrin Hall, Room 105
(757) 594-8827
underwoo@cnu.edu

Faculty

Professors: Rose, Schweig, Teschner
Associate Professors: Campbell, Redick, Strehle,
Thompson, Timani, Underwood
Assistant Professors: Jelinek, Silverman
Lecturer: Hutchinson,
Emeriti: Beauchamp, Hoaglund, Powell

Mission Statement

The mission of the Department of Philosophy and Religious Studies is to foster rational investigation toward the great philosophical questions of existence, knowledge, ethics and religious thought and practice. The faculty seeks to cultivate a learning environment in which students broaden their perspectives, refine their thinking, and learn to reason and communicate in a critical, clear, and consistent manner. Students and faculty work together addressing timeless questions related to the human search for meaning, truth, value and spirituality.

Majoring in Philosophy and Religious Studies at CNU prepares students for graduate study in diverse fields including philosophy, theology, seminary, law, education, and international studies, as well as for living a productive and creative life in any vocation. In addition to preparing people for a profession in these fields and for an enriched life generally, philosophy is also an entry point for a variety of other professions. Philosophy majors enter graduate school for advanced degrees in various humanities disciplines 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. According to the Law School Admission Council data, philosophy/theology students rank first or second highest in performance on the LSAT among a set of 29 disciplines surveyed. Additionally, philosophy majors have among the highest rates of acceptance to law school of any major. The offerings of the department fully prepare students for graduate work in philosophy and religious studies 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 benefit by enhancing their persuasive, expressive, and analytic skills. A liberal arts degree in general and a philosophy degree specifically situates students in the deepest reflections of humanity, empowering them to

go into a broad range of practical professions that make use of critical reasoning and necessary communication skills in a dramatically changing world.

The Department of Philosophy and Religious Studies offers the Bachelor of Arts in Philosophy, the Bachelor of Arts in Philosophy with concentrations in Pre-Seminary Studies or Religious Studies and a minor in philosophy. These concentrations allow students to explore their primary areas of interest while pursuing a Philosophy degree.

The **Pre-seminary** concentration provides the student with a broad view of various religions and a focus on the discipline of theology while at the same time applying religious concepts to issues of value and practice. The concentration seeks to prepare the student for further studies in religion beyond those encountered in their undergraduate education. Students who concentrate in pre-seminary studies are expected to do a practicum in the religion of their choice. The area provides opportunity to do field work at churches, mosques, synagogues, and Buddhist and Hindu temples.

The **Religious Studies** concentration enables students to engage in the empathetic and critical analysis of religious traditions in order to understand their historical 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, it involves the exploration and clarification of diverse religious traditions with particular attention towards their similarities and differences. As a part of a liberal education, religious studies fosters curiosity about the world's religious traditions and an awareness of one's own religious and cultural heritage both through knowledge of the religious traditions influencing one's own personal life and culture and also 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. A central focus of the religious studies concentration is the Vision Course Series. These courses explore the diverse visions of life opened up by religious traditions. They also provide insight into how cultures shape and are shaped by religions.

Advising

See the University Registrar to formally declare your major/minor and/or add a concentration. They will be able to assign the appropriate advisor in order to discuss career

possibilities, requirements, and scheduling. For all other questions you may contact the department secretary at (757) 594-8827.

The Bachelor of Arts degree in Philosophy

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in philosophy requires successful completion of the following courses in major and elective studies:

1. PHIL 101-102, 490W;
2. Select three (9 credits) Historical Studies courses;
3. Select two (6 credits) Value Analysis courses;
4. Select one (3 credits) Argumentation and Logic course above the 100 level;
5. Select one (3 credits) in PHIL and/or RSTD courses;
6. Select two (6 credits) 300/400 level courses in PHIL and/or RSTD.
7. Write a research paper and give an oral presentation of it (PHIL 490W);
8. Submit a portfolio of all written work completed in all philosophy and religious studies courses taken at CNU;
9. Take the CNU Philosophy and Religious Studies departmental comprehensive examination.

PRE-SEMINARY STUDIES PROGRAM

Dr. Kip H. Redick, Director
McMurrin Hall, Room 109
(757) 594-7801
kredick@cnu.edu

The Bachelor of Arts degree in Philosophy Pre-Seminary Studies Concentration

The pre-seminary studies concentration will prepare the undergraduate student for further graduate seminary education in a number of religious traditions. This concentration will give students a broad view of religion and foster the necessary intellectual methods that open them to focused studies in particular traditions. Courses taken to fulfill the requirements of the pre-seminary studies concentration will challenge personal beliefs by presenting opportunities to understand the world's diversity of religious expression and thereby provide a greater context for understanding faith in a world where people of various religious traditions interact regularly.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in pre-seminary studies requires successful completion of the following:

1. PHIL 101-102, 490W;
2. RSTD 232, 361, 362;
3. Select two (6 credits) Historical Studies courses, one at the 300-level or higher;
4. Select one (3 credits) Value Analysis course at the 300-level or higher;

5. Select one (3 credits) Comparative Studies course;
6. Select two (6 credits) courses in PHIL and/or RSTD;
7. PHIL 491;
8. Write a research paper and give an oral presentation of it (PHIL 490W);
9. Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU;
10. Take the CNU Philosophy and Religious studies departmental comprehensive exam.

Those who complete the pre-seminary studies concentration are encouraged to take elective courses that support the concentration. Students interested in scholarship or teaching are strongly encouraged to pursue language studies in Greek, Latin, or German. Students interested in practical ministry should consider language studies in Spanish.

RELIGIOUS STUDIES PROGRAM

Dr. Kenneth T. Rose, Director
McMurrin Hall, Room 129
(757) 594-7965
krose@cnu.edu

The Bachelor of Arts degree in Philosophy Religious Studies Concentration

The concentration in religious studies 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.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in religious studies requires successful completion of the following:

1. PHIL 101-102, 490W;
2. RSTD 211, 212;
3. Select three (9 credits) Historical Studies courses, two at the 300 level or higher;
4. Select one (3 credits) Value Analysis course at the 300-level or higher;
5. Select three (9 credits) courses in PHIL and/or RSTD, two at the 300 level or higher.
6. Write a research paper and give an oral presentation of it (PHIL 490W);
7. Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU;
8. Take the CNU Philosophy and Religious Studies departmental comprehensive exam.

Those who complete the religious studies concentration are encouraged to take elective courses that support the concentration.

The Minor in Philosophy of Law (18 credits)

Dr. Lori Underwood, Director

McMurrin Hall, Room 105A

(757) 594-8828

underwoo@cnu.edu

The Philosophy of Law is a liberal arts inquiry into the foundations of law and an examination of law from the point of view of traditional topics in philosophy such as ethics, epistemology, metaphysics, and the philosophy of language. The minor will approach these issues from global and comparative, classical, modern, and postmodern perspectives.

1. PHIL 205, 321(W), 425;
2. GOVT 316;
3. Select one: PHIL 337 or RSTD 321;
4. Select one: LDSP 110, 386; GOVT 240, 327; or PHIL 304.

The Minor in Philosophy and Religious Studies (18 credits)

The minor requires Philosophy 101 (Critical Thinking) and a minimum of 15 credits above the 100-level. These courses must be chosen from at least two of the following areas of the curriculum: historical studies, value analysis, argumentation and logic, textual analysis and religious studies.

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.

Practicum Program in Philosophy

The internship program provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to fields and professions outside the academic setting. Students are placed in national and regional environmental programs, hospices, national intelligence agencies, in hospital administrations, and in local church and religious organizations.

Argumentation and Logic: PHIL 101, 102, 205, 305, 320, 321.

Comparative Studies: RSTD 211, 212, 318, 330, 336, 340.

General: PHIL 395, 490W, 491, 495, 499; RSTD 395, 491, 495, 499.

Historical Studies: PHIL 201, 202, 203, 307, 312, 317, 348, 349, 350, 357, 399, 451; RSTD 220, 232, 260, 265, 319, 335, 350.

Textual Analysis: PHIL 348, 349, 357, 425; RSTD 361, 362.

Value Analysis: PHIL 304, 306, 308, 315, 319, 321, 323, 326W, 337, 374, 376, 380, 382, 383, 384, 386, 399; RSTD 326W, 337, 338.

THE CURRICULUM IN PHILOSOPHY

PHIL 101. Critical Thinking I (3-3-0) AIIF

Fall, Spring and Summer.

Designed to impart the basic skills of logical reasoning in natural languages: analyzing statements for consistency, implications, contradictions; distinguishing fact from opinion and evaluating testimony; distinguishing inference and argument from other discourse; analyzing and evaluating arguments using arrow diagrams; addressing vagueness and ambiguity by a more precise rendering of language.

PHIL 102. Critical Thinking II (3-3-0)

Prerequisite: PHIL 101 or consent of instructor.

Fall or Spring.

Familiarizes students with longer and more complex argumentative writing, as well as with methods of analyzing, evaluating, and generating such arguments. All arguments treated are in natural language, and attention goes to context. Fallacies of equivocation and relevance are treated, and a logic of conditional statements, including necessary and sufficient conditions, is emphasized. Techniques include argument diagramming, writing analyses and evaluations of longer arguments, and writing the argumentative essay.

PHIL 195. Special Topics (3-3-0)

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

PHIL 201. Ancient and Medieval Philosophy (3-3-0) AIGM

Fall, Spring and Summer.

A study of the philosophical thought of the European,

Middle Eastern, and Far Eastern cultures from ancient times to 1500 A.D. Readings from original sources will include topics such as early Greek explanations of the physical world, Plato's theory of abstract forms and his account of political obligation, Aristotle's theory of the soul, Epicurean and Stoic accounts of the highest moral good, Medieval arguments for God's existence, Confucian and Taoist concepts of the individual and society, Buddhist and Hindu views of self and world and the significance of meditative techniques and practices.

PHIL 202. Modern Philosophy (3-3-0) AIWT

Fall, Spring and Summer.

A study of the philosophical thought of the European, Middle Eastern, and Far Eastern cultures from 1500 A.D. Readings from original sources will include topics such as Descartes' theory of mind and body, Hobbes' social contract theory, Berkeley's denial of the material world, Hume's attack on miracles, Kant's theory of the phenomenal and noumenal worlds, logical positivists' criticism of ethics and metaphysics, Sartre's theory of human existence, Neo-Confucian conceptions of the Tao, and Zen Buddhism's view of knowledge and enlightenment.

PHIL 203. Introduction to Philosophy (3-3-0) AIWT

Alternate years.

The goal of this course is to familiarize the student with major philosophers and the major problems of Western philosophy. Sources that raise philosophical questions encourage the sense of wonder at the natural and cultural world cited by Aristotle as the beginning of philosophy. Students will be challenged intellectually to analyze and evaluate selected important sources from the Western philosophical tradition, and to think critically about whether and how this tradition is manifested in contemporary culture and society. Some selections from current philosophical writers will also be studied and evaluated.

PHIL 205. The Anatomy of Thought (3-3-0) AIIF

Fall or Spring.

This course is designed to strengthen reasoning skills by examining the fundamental structures of argumentation in natural and formal languages. The course focuses on basic reasoning methodologies and common reasoning errors in deductive and inductive arguments. Special attention will be given to the commonalities and distinctions between discourse in formal and natural languages.

PHIL 215. Philosophy and Literary Theory (3-3-0) AIWT

The course will study and explore recent developments in literary theory and their relevance to traditional philosophical topics concerning the nature of knowledge, language, and reality. The course will consider the way in which philosophy has impacted literary theory. The focus will be

on contemporary literary theory and criticism. Among the contemporary schools of Western literary theory, seminal writings in the areas of Cultural Studies, Semiotics, Structuralism, Poststructuralism, Deconstruction, Psychoanalysis, Marxism, Feminist Theory, and Queer Theory, will be read and discussed. Readings will be from primary sources by such as writers Saussure, Freud, Barthes, Foucault, Derrida, and Kristiva.

PHIL 252. African Philosophy (3-3-0) AIGM

The course will survey recent literature in the area of African Philosophy and explore African philosophy historically and in terms of its relevance to contemporary Western Philosophy and non-Western philosophy. Topics will include: philosophy in post-colonial Africa; contemporary Muslim philosophies in North Africa; the nature of mind, body, self identity and the moral order in indigenous African world-views; African views of power and leadership; the role of individual and community; African thought and Western science; Colonialism, Postcolonialism and African culture; racism and culture; the feminine and African moralities; African ontology; African epistemology; and treatment of the problem of evil in African thought.

PHIL 295. Special Topics (3-3-0)

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

PHIL 304. Ethics and Current Value Questions (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered at least once, Fall, Spring or Summer.

A systematic study of central problems of right action, stressing value and decision in the individual; the distinction of facts from values; rules versus ends; generalization and moral rules; the ground and nature of moral obligation; freedom; moral responsibility; the justification of punishment; the viability of egoism; the relativity of moral values. At every stage the student is provided opportunities to bring his/her new theoretical and conceptual material to bear on the analysis of moral problems in real-life situations.

PHIL 305. The Quest for Truth (3-3-0) AIGM

Prerequisite: PHIL 101, ULLC 223.

Alternate years.

This course 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 306. Search for Beauty (3-3-0) AICE

Prerequisite: ULLC 223.

Alternate years.

This course confronts the student with the artwork and its elementary descriptive terminology. It considers the general significance of the fine arts and aesthetic value in the life of man by a systematic treatment of these problems: expression; creativity; the objectivity of the aesthetic judgment; the nature of the aesthetic experience; aesthetic qualities and the aesthetic object; the analysis of aesthetic value; art and morality.

PHIL 307. Current Trends in Modern Thought (3-3-0)

Prerequisite: junior standing or consent of instructor.

Alternate years.

This course is an examination of the most important topics and theories of the leading philosophers of the 20th century. Selections from original works of major British, American and Continental philosophers will be studied. Topics include the nature and role of science, theories of language and truth, the validity of epistemology and ontology, the nature and structure of human existence, and the foundations of moral action.

PHIL 308. Philosophy of Religion (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

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 312. American Philosophy (3-3-0)

Prerequisite: PHIL 201G, 202G or junior standing or consent of instructor.

Offered once every two years.

This course is 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 315. Philosophy of Gender (3-3-0) AIII

Prerequisite: ULLC 223.

This 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. The 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) AIWT

Prerequisite: ULLC 223.

This course is a study of existentialism from its 19th-century beginnings with Kierkegaard and Nietzsche to the work of Jaspers, Heidegger, and Sartre. Topics that will be treated include the existentialist view of human existence, the concepts of anxiety, dread, and the absurd, the will to power, and the significance of human mortality. Both the methodological foundations of existentialism in the phenomenology of Husserl and its literary roots in such writers as Dostoyevsky, Tolstoy, and Camus will be treated.

PHIL 319. Philosophy of Love and Sexuality (3-3-0) AIII

Prerequisite: ULLC 223.

Alternate Years.

This course will trace the development of the concept of Eros (sexual love, desire) through selected readings from the Western philosophical tradition. Topics to be covered include the attainability of "true love," the ethical imperatives of faithfulness and monogamy, the roles of masculinity and femininity, and the categorization of "normal" and "abnormal" sexual behavior. This course will focus upon several issues: 1) why the question of Eros is fundamentally a question of human existence; 2) why certain sexual values have become privileged in our culture; and 3) if these values are conducive to living a good life. Authors to be studied include Plato, Augustine, Freud, Jung, Kristeva, Sartre, de Beauvoir, and Merleau-Ponty.

PHIL 320. Scientific Reasoning (3-3-0) AIIF

Prerequisite: ULLC 223.

Alternate years.

An analysis of scientific reasoning in the natural and social sciences. Topics to be discussed will include the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, the role of mathematics, and the use of deductive models of explanation, theory as interpretation, the role of language, the epistemological significance of the history of science, the distinction between the humanities and the sciences, and the relation between technological thinking and scientific thinking.

PHIL 321. WI: Legal Reasoning (3-3-0) AIIF

Prerequisite: ENGL 123, ULLC 223 and sophomore standing.

Offered once every two years.

Students learn how argumentation functions in the trial and the court of appeals, choice of law theory, rule/policy analysis, and the role and impact of statutes and precedence. The kind of reasoning that is involved in applying law to individual cases will be studied. The course will examine theories of legal decision making and legal interpretation from its enlightenment origins through post-realist legal thought. Partially satisfies the Writing Intensive requirement.

PHIL 323. Philosophy of Mind and Machine Intelligence (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered every three years.

This course is 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 326W. WI: Philosophy in the Movies (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and junior standing.

Offered once every other year.

This course is a philosophical and experiential exploration of philosophical concepts within popular film. Course will focus on different themes each time it is taught. Themes will include images of good and evil, images of the future, science, technology, and humanities' relationship to the environment; images of women, love and sex; images of justice, the law, and the cosmos. Partially satisfies the Writing Intensive requirement.

PHIL 337. Radical Evil and the Philosophy of Law (3-3-0) AIII

Prerequisite: ULLC 223.

Offered once every three years.

Immanuel Kant describes "radical evil" as the rational choice to make the propensity to do evil supreme among the maxims of action. He claims that it is mysterious and inscrutable. Evil threatens human reason for it challenges the hope that the world makes sense. Whether expressed in secular or theological claims, evil poses the problem about the world's intelligibility. This course will distinguish different kinds of evil according to degrees of volition and cognition covering the spectrum from 'irresistible impulse' as in insane homicide, to 'malice aforethought' that defines murder, through 'wanton vileness' that warrants the death penalty.

PHIL 344. Yoga: Philosophy and Practice (3-3-0) AIGM

Prerequisite: ULLC 223.

Yoga is not dominated by any one tradition, yet its impact

on mystical religious traditions has been powerful. This course explores the backdrop of the six systems of Indian foundational to later Hindu culture, thought and practice to understand the rich vision and many forms of yoga. Readings will include primary texts, such as the Bhagavad Gita, select Upanishads, the Yoga Sutra, as well as modern scholarly studies. The phenomena of yoga will also be examined comparatively with some of the mystical-philosophical systems in other major world religions.

PHIL 348. Asian Philosophy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

This course is an in-depth study of the history of one of the major traditions in Asian philosophy using original source material. Specific content will be determined by the instructor, but areas of emphasis may include Chinese, Japanese or Indian philosophy. 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. This course is repeatable for credit up to two times with the consent of the instructor.

PHIL 349. Islamic Philosophy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

A study of the history of Islamic philosophy using original source material. The origins of Islamic thought will be examined in Greek and Neo-Platonic philosophy and in the literary tradition founded in interpretations of the Koran. Such thinkers as Al-Kindi, Al-Farabi, Al-Ghazali, Al-Arabi, and Rumi will be read and discussed with an emphasis on the development of the philosophical and religious themes in the tradition of Islam.

PHIL 357. Comparative Philosophy (3-3-0)

Prerequisite: PHIL 201, 202, 348, 350, or 355 and junior standing or consent of instructor.

Offered once every three years.

Major texts and authors of the Western and Asian traditions will be compared and contrasted. Emphasis will be placed upon modern intellectual developments in the cultures of China, India, Japan, Europe, and the United States. Selections from the major writings of Neo-Confucianism and Neo-Taoism, of the schools of the Vedanta and Yoga, of contemporary sects of Buddhism, 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 370. Philosophy Seminar Abroad (3-3-0)

Prerequisite: Permission of the instructor.

The Philosophy Seminar Abroad is an in depth study of

a central issue or problem in the philosophical/religious traditions of Eastern or Western thought. This course will be taught on-site in a region central to the genesis or perpetuation of the issue or problem. The seminar will include classroom orientation, lectures, discussion group activities, visits to sites of significance related to the central theme of the course. Contact may include activities prior to departure, on-site, and upon return. Criteria for admission into the Philosophy Seminar Abroad may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations, and some activities, which will be published well in advance of the trip. This course will be repeat-able for additional credit up to a maximum of two times with the consent of all affected instructors.

PHIL 372. Philosophy of the Holocaust (3-3-0)

Prerequisite: junior standing or consent of the instructor.

Offered once every three years.

The course will consider the theories of evil, theories of human nature, the concept of technology, the concept of God, the concept of culture and civilization, the use and abuse of language, the meaning of the Holocaust, the relation between power and politics, the dilemma of choice, the difficulty of "representing" the Holocaust, the incomprehensibility of the Holocaust, the uniqueness and universality of the Holocaust, and Holocaust denial.

PHIL 374. Business Ethics (3-3-0) AIII

Prerequisite: ULLC 223.

Fall and Spring.

This course examines the role of ethics in the business context. The utilitarian and Kantian theories are dealt with to suggest solutions to ethical problems in these and similar areas: fairness in hiring and promotion policies; the employee's right to privacy and legitimate employer interest; the polygraph; management philosophies; conflicts of interest and bribery; responsibility to the consumer for information and safety; fair treatment of women and minorities; youth, age, and seniority; care for nature and the environment.

PHIL 376. Environmental Ethics (3-3-0)

Prerequisite: junior standing or consent of instructor.

Alternate years.

The course will analyze the major philosophical issues in the field of environmental ethics. Some of the topics will include the historical roots of the environmental crisis, a land ethic, intrinsic natural value, biocentrism, and biodiversity, the role of science and the scientific method, the aesthetic value of nature, animal rights, strong and weak anthropocentrism, Ecotheology, Deep Ecology, Ecofeminism, environmental economics, Buddhist and Taoist attitudes toward nature. In addition to Western metaphysical and ethical systems, nonWestern cultures and primal societies will be considered. The course will read and discuss major

articles and essays in the literature of the environmental movement.

PHIL 380. Philosophy of Tragedy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

The purpose of this course is to discern in the history of philosophy the tension between a rational world view and what may be called a "tragic consciousness" which challenges any absolute claims for philosophy, science, or ethics. This tension may be considered a precursor to twentieth-century postmodern deliberations upon the validity of any absolute moral claims. Specifically, this course will explore the tensions and affinities among art, metaphysics, and ethics, particularly through the discourse of philosophers upon the art form of tragedy. Through this study, students will gain an understanding that the questions raised in both philosophy and in art seek meaning and value for human existence.

PHIL 382. Technology, Self and Society (3-3-0) AIII

Prerequisite: ULLC 223.

Offered once every three years.

This course will examine the nature of technology in terms of how it relates to traditional philosophical issues in the theory of knowledge, metaphysics, religion, philosophical anthropology, the distinction between human and machine, and in theories of culture and social values. Current developments in information technology, telecommunications, artificial intelligence, natural language processing, and computer technology will be considered in particular. The course will combine traditional philosophical concerns with the latest developments in technology.

PHIL 383. Applied Social Ethics (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every two years.

The purpose of this course is to enlighten students who plan to work in service-oriented fields (such as social work, education, psychology, or nursing) of the ethical, social, and political issues, which will arise in their professional decision-making. Specific emphasis will be placed upon the study of fundamental ethical theories (Kantian, Utilitarian, Feminist, etc.) and the application of these theories to professional situations where moral dilemmas may arise. Professional issues to be considered include: informed consent, confidentiality, professional-client relationships, and the allocation of scarce resources. Specific codes of ethics, such as those of social work and nursing, will be addressed.

PHIL 384. Medical Ethics (3-3-0) AIII

Prerequisite: ULLC 223.

Fall, Spring and Summer.

The focus is on value issues in medicine. The aspects of moral theory relevant to problems in medicine are treated,

and recent biomedical technology is examined briefly to discover where value issues arise. The moral problems attending birth and death are treated, abortion and the beginning of human life, severe congenital defects, rights of the dying, the definition and the determination of death. Moral issues in the relation between the health care provider and the patient are treated: confidentiality, informed consent, how much the patient should be told, screening for genetic disease, etc., experimenting with human subjects.

PHIL 386. Values and Postmodernity (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every two years.

The rapid changes of the twentieth century, often called a postmodern era, have significantly challenged modern enlightenment ideals of individuality, free will, justice, and the good life. This course will consider, from the perspective of postmodernity, the dynamic relationship between the personal and the political. This course will also explore what factors may have led to this devaluation of values or "nihilistic" attitude, as well as how we can again instill our culture and our lives with meaning, even if not in any absolutist sense (the "revaluation" of values).

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

Prerequisite: three hours of philosophy or consent of instructor.

Fall and Spring.

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

PHIL 425. The Constitutional Theory (3-3-0)

Prerequisite: PHIL 205, ULLC 223 or consent of the instructor.

This course explores the purpose, nature, and interpretation of constitutions with particular emphasis on the United States Constitution. Students will examine Plato, Aristotle, Locke, Hobbs, Rousseau, the Federalist, John Rawls, U.S. Supreme Court decisions, foreign constitutions, and contemporary theories of constitutional interpretation. In doing so, students will explore the tension between contemporary politics and fundamental values as well as the role of the judiciary in resolving that tension.

PHIL 451. The Great Philosophers (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

This course is a comprehensive examination of the writings of one or more of the major thinkers of the ancient, medieval period or modern periods in philosophical thought. Course content will change periodically and the course is repeatable up to two times with the consent of the instructor.

PHIL 490W. WI: Senior Seminar (3-3-0)

Prerequisite: ENGL 123, ULLC 223 and Philosophy major with senior standing.

Fall or spring.

The course has a seminar format in which students are guided in the writing of a major research paper. In addition to instructor supervision, students provide feedback, commentary, and analysis of each other's work. Required for all philosophy majors. Partially satisfies the Writing Intensive requirement.

PHIL 491. Practicum (credits vary 1-3)

Prerequisite: philosophy major with senior standing.

Offered on request.

This course provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to field and professions outside the academic setting. Students are placed in national and regional environmental programs, hospices, national intelligence agencies, and in hospital administrations.

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

Prerequisite: six hours of philosophy or consent of instructor.

Offered once every three years.

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

PHIL 499. Independent Study (3-3-0)

Prerequisite: Philosophy major with senior standing, consent of instructor and Department Chair.

Offered on request.

This course involves 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 195. Special Topics (3-3-0)

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

RSTD 205. Theories, Themes and Texts (3-3-0) AIGM

Offered once every three years.

Since the beginning of human existence, religion has been the main way in which most human beings have come to terms with death and suffering. Countless religions have proposed solutions to the mysteries and difficulties of human life. In this course we will study the characteristic types of remedies and answers that religious teachers have created to overcome the difficulties of life and to explain

its pleasures and pains. The course will examine themes that religion addresses, such as the origin of suffering, the meaning of death, the right way to live, divine justice, the plausibility of religion, the possibility of miracles, and the fate of the universe.

RSTD 211. Religions of the East (3-3-0) AIGM

Fall, Spring and Summer.

This is an introduction to major religious traditions of the world, including indigenous religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto and other religions (i.e., Sikhism, Baha'i, and Japanese new religions). In the course of exploring the historical and conceptual aspects of these religions, thematic issues, such as myth, ritual, the problem of evil, and the epistemological status of religion will be addressed.

RSTD 212. Religions of the West (3-3-0) AIWT

A continuation of RSTD 211 (each course is self-contained and may be taken out of order).

Fall, Spring and Summer.

Using the same approach described in the preceding entry, this course will explore a number of ancient and modern religious traditions, such as Zoroastrianism, Judaism, Christianity, Islam, modern Western religions (Protestantism, Mormonism, Christian Science, and contemporary New Age movements).

RSTD 218. The Qur'an (3-3-0) AIGM

Alternate Years.

This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures.

RSTD 220. The Vision of Hinduism (3-3-0)

Offered once every two years.

An ancient Hindu visionary proclaimed, "Truth is one, though religious teachers call it by many names" (*Rig-Veda*). In other words, truth is universal and not the possession of any one religion. Yet, due to the different contexts within which human beings experience the sacred, there are many different ways of envisioning the universal truths of religion. Hinduism is rich with such visionary encounters with truth, as expressed, for instance, in the Vedas, the Upanishads, Vedanta, and Yoga. Depending on the focus of the course when it is offered, these topics may be addressed along with others, such as the guru-disciple relationship,

worship of the gods, temple architecture and rituals, caste, paths to enlightenment, mythology, devotional poetry, and religious philosophy.

RSTD 232. Visions of Christianity (3-3-0) AIWT

Fall and Spring.

This course is an introduction to major events, persons, issues, and ideas within the development of the Christian tradition. Topics of discussion include: doctrines of God, the role of rituals and sacraments, the Trinity, the church Christology, salvation, Scripture, creation, sin, faith and reason, and eschatology. The course explores the diversity of ancient and modern expressions of Christianity.

RSTD 236. Sacred Communication (3-3-0) AIII

Offered once every other year.

This course is a study of the religious significance of various media of sacred communication. Religion is conveyed through multiple means of communication. This course explores the effects of such media upon the actions and beliefs of people belonging to various religious traditions. Media that convey sacred communication to be explored include; sacred scriptures and holy books such as the TNK, the Bible, the Quran, etc.; sacred oral communication as found in non-literate traditions; sacred artifacts that convey information such as burial sites; the possibility of sacred electronic communication; and sacred visual communication such as iconography and possibly photography and film.

RSTD 260. The Vision of Buddhism (3-3-0)

Offered once every three years.

Buddha taught a way to overcome suffering. His teaching proved so attractive that it rapidly spread across Asia, becoming the dominant religion in Asian countries. Buddhism is a tradition of meditation, philosophical analysis, and religious worship that continues to shape much of Asian religious thought and has recently become influential as well in the West. This course will approach Buddhism through an analysis of scripture, philosophical texts, and important teachers, both ancient and modern.

RSTD 265. The Vision of Judaism (3-3-0) AIWT

Offered once every three years.

This course offers an introduction to the diverse religious life of the Jewish people, including the varieties of Israelite religion, Jewish life after the Babylonian Captivity and after the destruction of the Second Temple, the rise of rabbinical Judaism, medieval mystical and pietist movements, and trends in recent centuries. Special attention will be given to such topics as the Israelite conception of God and God's relationships to the gods and goddesses of Canaan and surrounding regions, law, prophecy, the land of Israel, the Talmud, Kabbala, Hasidism, and modern Jewish reform and renewal movements.

RSTD 270. The Vision of Islam (3-3-0) AIGM

Offered once every three years.

This course will be an introductory survey of Islam, one of the most significant religious traditions in world history. We will cover major events in Islamic history as well as important rituals, practices and teachings to get a sense of how Islam shapes the daily lives of its followers. We will study the life of the Prophet Muhammad, read selections from the *Qur'an* (in English translation), and listen to recordings of professional reciters to get a sense of the important aural aspects of Muslim life. We will pay particular attention to Sufism, Islam in America, and major issues facing Muslims in the contemporary world.

RSTD 295. Special Topics (3-3-0)

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

RSTD 310. Myth, Symbol, and Ritual (3-3-0) AIII

Prerequisite: ULLC 223.

Offered once every three years.

Everyone knows that myths are false, symbols are arbitrary, and rituals are meaningless gestures, right? WRONG! Myths are actually important articulations of truths, symbols have deep resonance, and rituals define our ways of interacting with each other. This course will explore three important aspects of world religions: myths, symbols and rituals. We will critically examine, discuss and write about various dimensions of myth, symbol and ritual, noting similarities as well as differences across religious and cultural boundaries. Our main concern will be to understand how religions shape our ways of thinking and living rather than debating alleged claims of "truth" or "falsity."

RSTD 312. Religion and the Arts (3-3-0) AICE

Prerequisite: ULLC 223.

Offered once every three years.

People have always had imaginative ways of expressing themselves in their religious lives. This course focuses on the human drive for creativity and self-expression through a study of religious invention. Students will examine creative works both structurally and within their cultural and historical contexts. This course will explore religion as it is expressed in music, dance, architecture, poetry, drama and the visual arts.

RSTD 315. Women in Islam (3-3-0) AIGM

Prerequisite: ULLC 223.

This course will discuss the role and status of women in Muslim societies from the rise of Islam in the seventh century to the present. The focus will be on women and sexuality, the rise of Islamic feminism, women in the *Shari'a* (Islamic Law), women in art and literature, and the role of Muslim women in politics. This course will help

students understand how religion and culture have shaped, affected, and influenced women's role in Muslim societies throughout the centuries, and how religion and culture have also clashed over women's issues.

RSTD 318. Theologies of Religious Pluralism (3-3-0) AIII

Prerequisite: ULLC 223.

Because of globalization and the increasing interactions between peoples of different cultural, religious, and ethnic backgrounds, it has become essential that we learn about each other's tradition and understand each other's culture. Thus, the goal of this course is to expose the students to the theologies of religious pluralism and the common word among the world's major religions and train them to be future leaders in interfaith dialogue and civic engagement. In this course, students will discuss the common beliefs and the theologies of religious pluralism in the Bible, the *Qur'an*, and other scriptures of major religions. This course is also designed as a service-learning course. Students are required to spend 20 hours during the semester in service activities.

RSTD 319. Religion and American Identity (3-3-0) AIII

Prerequisite: ULLC 223.

Americans have always had imaginative ways of expressing religious identity. This course exposes students to the institutional structures of American society and the fluid role of the individual within that society. Students will analyze concepts, patterns, and issues that affect the organization of American society, shape individual thought and social mores and mold the relationship between individuals and American society at large.

RSTD 321. The Church and the State (3-3-0) AIWT

Prerequisite: ULLC 223.

There is no more controversial issue these days than the relationship between church and state. Some believe that religion is a private matter and best left out of the political arena because it creates division and conflict. Others argue that religion is an essential aspect of our lives in general and an indispensable element of our corporate existence in particular, laying the foundation of our most sacred political concepts. In this course we will explore the religious heritage of modern ideals in Puritanism and the Reformation, trace the growth of secularism in the modern world from the times of the Enlightenment, and address contemporary issues related to the relationship of church and state

RSTD 326W. WI: Religion in the Movies (3-3-0)

Prerequisite: ENGL 123, ULLC 223 and junior standing. Offered every year.

A theoretical and experiential exploration of religious concepts within popular films. Concepts considered

will include: Rudolph Otto's *Mysterium Tremendum et Fascinans*, film as postmodern bard, sacred time and space, spiritual journey, spiritual mediation, icons, hierophanic phenomena, transcendence, and Paul Schrader's understanding of Transcendental Style in Film. Theories of religious experience from the following authors will be integrated into the examination of film as a medium of religious communication: Rudolph Otto, Mircea Eliade, Peter Berger, Clifford Geertz, Walter Ong, Marshall McLuhan, Evelyn Underhill and Paul Schrader. Partially satisfies the Writing Intensive requirement.

RSTD 330. The Mystic Quest (3-3-0)

Prerequisite: junior or senior standing or consent of instructor.

Alternate years.

Humans beings have sought spiritual experiences since before recorded history, with the result that mystical traditions have arisen all over the globe. In this course we will study accounts of mystical experience in Christianity, Hinduism, and Buddhism. We will develop a comparative religious philosophy of religious experience. The course will focus on discussion of the theoretical and practical assumptions grounding these three traditions, as expressed in classical mystical texts and in the writings of representative spiritual masters in each of these traditions.

RSTD 335. Primal Religions: Myth, Ritual, and Oral Expression (3-3-0) AIGM

Prerequisite: ULLC 223.

Alternate years.

This course will focus on religions that occur in non-literate cultures such as Native American and Australian Aboriginal societies. We will compare and contrast these oral traditions with literate traditions. These traditions will be drawn from ancient and contemporary examples. Topics to be considered include: the use of dance, vision quest, song, the bard, magic, shamanism, myth, paintings and other arts in the traditions of primal regions.

RSTD 337. Religion and Ecology (3-3-0)

Offered once every other year.

Environmental concerns have become extremely important, underlying the contemporary discussion of environmental responsibility are some basic religious questions: What is the place of human beings in the natural world? Are there limits to the responsibility that humans have toward other species? Are human beings of nature or above nature? Answers to these questions are informed by answers to more obvious religious questions: What is the meaning of life? What is our purpose, if any, in the cosmos? These questions will be explored by looking at religious traditions, both ancient and contemporary, east and west. Finally, the course will explore a rising concept, ecological spirituality.

RSTD 338. Pilgrimage on the Appalachian Trail (3-3-0)

Prerequisite: consent of instructor.

Offered Summer Term 1 only.

Hiking the Appalachian Trail can be understood as a kind of modern spiritual journey. This class will be an experiential exploration, hiking the Appalachian Trail, comparing and contrasting the experience of walking through the wilderness with traditional pilgrimages, and communicating with others who are themselves not in the class, but hiking the trail for their own reasons. Class members will learn, through reading, journal writing, and interpersonal communication, how pilgrim backpackers experience *communitas* in relation to both persons and their environment.

RSTD 340. The Origin of Religion (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

Obituaries for religion are not uncommon, yet religion shows no signs of disappearing from human experience. Individual religions die; yet new ones replace them. Religion itself is thus an inexhaustible source of ever new and exotic ways of life. Reading contemporary and classical theorists of religion, this course will attempt to uncover the theological, philosophical, and bio-historical conditions that energize the continuous appearance of new religions.

RSTD 345. Scriptures of the World (3-3-0) AIGM

Prerequisite: ULLC 223.

Offered once every three years.

This course is an examination of the way religious peoples communicate using written texts, which focuses on one way religion is communicated. The primary goal of the course is to deepen student's understanding of the complexity, subtlety, and variety of various modes of textual use reflected by the great religious traditions of the world. In reflecting on these rich scriptural practices, students should realize a new appreciation for the intricacies of their own religious traditions. The course aims to develop student knowledge of uses of sacred scriptures that range from repositories of ritual to enumerators of ethical proclamations, from prompts for sacred chant to legal documents that require multiple layers of commentary.

RSTD 350. Thinking About God (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

From a position of unquestioned absolute rule over Western intellectual life as late as the thirteenth century, God in recent centuries has been eclipsed by humanity and its concerns. God is now marginal to the learned discourse of the academy, government, and the media. But God has not gone away, for God is now as popular as ever in America and also in the Muslim world. This rebirth of passionate

concern with God is one of the most significant religious events of recent times. In this course, we will trace the theological and philosophical revolutions that brought about these startling reversals in the fortunes of God.

RSTD 361. Hebrew Bible (3-3-0) AIWT

Prerequisite: ULLC 223.

Spring.

This course concerns the writings of the Old Testament and their role in the development of Hebrew religion. Archaeological, literary, and cultural backgrounds are used to illumine the historical, legal, prophetic, and poetic sections of the writings.

RSTD 362. New Testament (3-3-0) AIWT

Prerequisite: ULLC 223.

Fall.

This course explores the place of Jesus in the writings of early Christianity to include the canonical writings of the four gospels and the writings of Paul, and the non-canonical writings of the Gospel of Thomas and the Gospel of Mary.

RSTD 366. Bhagavad Gita and Sacred Hindu Texts (3-3-0) AIGM

Prerequisite: ULLC 223

The diverse corpus of literature that constitute the sacred texts of Hindu traditions, such as Vedas, Upanishads, and the Puranas, is the general focus of this course. Among these texts, the Bhagavad Gita is the most prominent, the most loved, and the most commented upon by Hindu traditions over the millennia. Often thought of as the bible of India, it is indisputably one of the important sacred texts of the world, next to the Bible and the Qur'an. It presents a synthesis of the philosophical and religious systems of Hindu traditions, and projects a vision of the world and the human condition that has held the fascination of Western thinkers for at least two centuries.

RSTD 370. Religious Studies Seminar Abroad (3-3-0)

Prerequisite: Permission of the instructor.

The Religious Studies Seminar Abroad is an in depth study of a central issue or problem in the religious traditions of Eastern or Western thought. This course will be taught on-site in a region central to the genesis or perpetuation of the issue or problem. Criteria for admission into the Religious Studies Seminar Abroad may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations, and some activities, which will be published well in advance of the trip. This course will be repeatable for additional credit up to a maximum of two times with the consent of all affected instructors.

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

Prerequisite: junior standing or consent of instructor.

Fall and Spring.

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

RSTD 491. Practicum/Internship (credits vary 1-3)

Prerequisite: philosophy major with senior standing.

Offered on request.

This course provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to field and professions outside the academic setting. Students are placed in local church and religious organizations or non-profit organizations.

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

Prerequisite: philosophy major with senior standing and six hours of religious studies or consent of instructor.

Offered once every three years.

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

RSTD 499. Independent Research (3-3-0)

Prerequisite: philosophy major with senior standing, consent of instructor and Department Chair.

Offered on request.

A research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

DEPARTMENT OF PHYSICS, COMPUTER SCIENCE & ENGINEERING

Dr. Edward J. Brash, Chair

Gosnold Hall, Room 220

(757) 594-7065

brash@pcs.cnu.edu

Faculty

Professors: Brash, Doughty, Hibler, Zhang

Associate Professors: Flores, Game, Gerousis, Heddle,
Lambert, Riedl, Selim, Siochi,
Wang

Assistant Professors: Benmokhtar, Prok

Lecturer: Kautsch, Lindsay

Instructors: Baird, Cole

Emeriti: Buoncristiani, Caton, Moore, G. Webb,
J. Webb

Mission Statement

Our Mission is to:

- introduce all CNU students to the richness of science and engineering as a human endeavor and to emphasize their importance and utility in our lives,
- enhance awareness of the interaction between science and the other disciplines,
- prepare our graduates to enter careers as competent scientists, engineers and educators,
- give our students the lifelong learning and leadership skills that enable them to grow in their professions and advance to positions of leadership, and
- be recognized widely as a group of individuals engaged in and contributing to our various communities.

The Department of Physics, Computer Science and Engineering offers majors in fields of science and high technology. The **applied physics** major allows students to specialize in the design of instrumentation used in the scientific measurement process; to experiment with micro-processor-based control systems; to design and implement computer models and simulations of physical processes; and to study electronic and optical materials and their applications to modern devices. The **computer engineering** major is a specialized degree with emphasis on hardware and software design and integration in computer systems, and has extensive job opportunities. The **computer science** major allows students to specialize in computer architecture, data structures and operating systems, scientific computing, artificial intelligence applications and software engineering. The **information systems** major prepares students to analyze, design and implement systems that enable businesses and organizations to make effective and efficient use of today's most valuable resource: information.

The **Bachelor of Science Information Science** major is an applied major intended to address the broad scope of modern business, information and technology problems.

Minors in applied physics, computer science, or information science may be arranged to support most majors; this is particularly appropriate for science, mathematics, or business majors as preparation for advanced study or employment.

In addition to its commitment to serve the science student, the department also supports the liberal arts mission of CNU by striving to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public awareness of the relations between science and technology and the realm of human values. Many of our course offerings fulfill the liberal-learning core requirements, and are designed to complement the programs of students in the liberal arts, social sciences, and in business. CPSC 110, 125, 150, 250, 215, 216, 355, PHYS 103, 104, 105L, 141, 142, 143, 144 and 344 are examples of such courses.

A departmental brochure with detailed descriptions of these programs, including typical texts for courses and topics for undergraduate research projects, and with degree-progress sheets for each specialty, can be requested by mail or by telephone: (757) 594-7065. Requests may also be made through info@pcs.cnu.edu. More information can also be viewed at www.pcs.cnu.edu.

Equipment

The department has two state-of-the-art teaching classrooms (with touch-sensitive smartboards, multiple video projectors and video switching) for computer science and physics instruction, as well as five teaching-research labs at CNU: the Hunter Creech Computer Lab, the Laboratory for Multimedia Computing, the Engineering Electronics Lab, the Engineering Projects Lab and the Information Systems Lab. In addition, it has two general-purpose fully-computerized physics laboratories and a large commons area for student-faculty collaborations and study. All classrooms are equipped with video projection systems, and three rooms feature fully networked clusters of 22 to 46 computers. Finally, the department has three research labs in the Applied Research Center at Jefferson National Laboratory: the Laser and Photonics Lab, the Solid-State Sensors and Materials Lab, and the Advanced Circuits Lab. These research labs include instrumentation

for cryogenics, study of electronic and optical properties of matter, lasers and laser-based metrology, digital design, and high-speed data acquisition.

Major equipment in these departmental labs includes five Sun Servers with over one terabyte of storage, 10 Sun workstations, over 100 PC, Linux and Macintosh computers, digital oscilloscopes, logic analyzers, and development systems for Motorola and PIC embedded processors, and for Field Programmable Gate Arrays (FPGAs). This hardware is supported by a vast array of software tools including BlueJ, Eclipse, GNU, JDK, .NET, Xilinx Foundation Software, Final Cut Pro, Mathcad, Matlab, OpNet, Slam, Verilogger and more.

Research Projects

The Department of Physics, Computer Science and Engineering emphasizes research for both its undergraduate and graduate students. As a consequence, there are always on-going projects involving faculty members and students in a variety of research areas. At the present time there are projects sponsored by the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Thomas Jefferson National Accelerator Facility (TJNAF), Google and the Piedmont Wetlands Research Program. Faculty are involved with local companies in research and development 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, computer science 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. A list of current research projects can be found on the web site www.pcs.cnu.edu/research.

Five Year BS/MS Program

The department has programs leading to a dual BS and MS degree in Applied Physics and Computer Science after five years of study. By putting in an extra year to obtain the MS, lifetime earnings and the potential for diverse opportunities and job satisfaction increase significantly. Our programs are very flexible and students will still receive the BS degree once they complete the requirements, even if they decide not to finish the MS program. Our MS in Applied Physics and Computer Science has concentrations in Computer Science, Computer Systems Engineering and Instrumentation, and Applied Physics that correspond to our undergraduate majors of Computer Science, Computer Engineering, and Applied Physics. By taking a total of six graduate credits during the Junior and Senior year and one graduate course during the summer, the MS requirements can be completed in the following year. Interested students should talk to their advisor early in their program since

course sequencing is critical to success. Enrollment in the program requires a GPA of 3.0 or better. Application to these programs should be made during the second semester of the Junior year. An application should include a current transcript and two letters of recommendation. We have detailed brochures with five-year plans for each concentration available in our departmental office and online at www.pcs.cnu.edu.

The Bachelor of Science Degree in Computer Engineering

The Bachelor of Science degree in computer engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Computer Engineering encompasses design and analysis of both hardware and software systems. Engineering problem solving, a key component of our Computer Engineering program, is practiced in all areas studied for this degree. Computer Engineering is the application of knowledge and technology to the exciting, challenging, and ever-changing field of computer systems. Computer Engineering majors are prepared for employment in positions such as Digital Design Engineers, Software Systems Analysts, Computer Architects, Scientific and Technical Programmers, Microprocessor-based Systems Designers, Instrumentation Systems Designers, Integrated Circuit Designers, and Systems Engineers.

The Educational Objectives of the Computer Engineering Program are to ensure that within three years after graduation:

1. Our graduates will have established themselves in professional positions in industry, government, or non-profit organizations that utilize the skills and abilities associated with liberally-educated computer engineers, and/or will be enrolled in programs of graduate study.
2. Our graduates, collectively, will be competent working with both electronic hardware and software, and thus will have applied their knowledge and skills in a wide variety of fields. Furthermore, our graduates will have demonstrated their commitment to professional growth and life-long learning.
3. Our graduates will be leading lives of significance by taking on leadership roles, demonstrating independent work, and/or serving society in part through their professional contributions.

The major in computer engineering focuses on an applied approach. There is a comprehensive laboratory component to provide hands-on experiences. Computers are used throughout the curriculum as part of the engineering design process. Commercial EDA (Electronic Design Automation) software is used extensively. In addition to requiring successful completion of the liberal learning

curriculum, the major in computer engineering requires successful completion (a grade of C- or better) of the following courses in major and elective studies:

1. ECON 201 or 202;
2. CHEM 121/121L-122;
3. PHYS 201/201L-202/202L, 340, 341;
4. MATH 140, 240, 320;
5. ENGR 121, 211/211L-212/212L, 213;
6. CPEN 214, 315/315L, 371W, 414, 431, 498(W);
7. CPSC 125, 150/150L-250/250L, 270, 410, 427;
8. Six hours from professional electives: CPEN 422, 495; CPSC 360, 420, 425, 428, 440, 450, 470, 471, 480, 495; PHYS 421; PCSE 495 (only one 495 course allowed with advisor's permission); CPSC 501 or 502 (with advisor's permission).

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

- First year: CPSC 125, 150/150L, MATH 140-240, ENGR 121;
- Second year: CPEN 214, 315/315L, CPSC 250/250L, CPSC 270, ENGR 213, PHYS 201/201L-202/202L, 340;
- Third year: CPEN 371W, 414, CPSC 427, ENGR 211/211L-212/212L, MATH 320, PHYS 341; CHEM 121/121L, ECON 201 or 202;
- Fourth year: CPEN 431, CPEN 498(W), CPSC 410, two professional electives, CHEM 122.

The Bachelor of Science degree in Computer Foundations

This program is designed to prepare students in the foundations of computer hardware and software. Students in this program can choose to major in **applied physics, computer science** or **information systems**. In addition to requiring the successful completion of the liberal learning curriculum, the Bachelor of Science program in computer foundations requires the **successful completion, a grade of C- or better, of the common core courses, the major courses, and the support courses**.

The Major in Applied Physics

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

Applied physics majors can choose their electives to develop expertise in one of the following three areas: instrumentation, condensed matter or optical physics, or computational physics. Focusing on *instrumentation* prepares graduates to design instrumentation and data acquisition systems. Graduates will be prepared for employment as researchers in high technology laboratories, as designers for firms which use microelectronic controls, and as designers and researchers in companies which produce control systems or their components. Students can focus on *condensed matter and optical physics* by studying the electronic and optical properties of matter and the interaction of electromagnetic radiation with matter, especially as these subjects are applied in the development of new sensors and new measurement techniques. Graduates will be prepared to move into positions which require precise measurements using electronic and photonic sensors, and development of optoelectronic data acquisition systems. To focus on *computational physics*, students should take courses that emphasize the integration of physics and software development. There they will learn how to implement software descriptions of physical systems including successful integration of applied numerical methods, graphics, user interfaces, and data visualization. Graduates will be prepared for further study in graduate school, or employment as scientific programmers capable of contributing to the development of physical models and simulations. See your advisor or departmental brochures for more details on the applied physics major.

Common Core:

1. CPEN 371W;
2. CPSC 125, 150/150L-250/250L;
3. MATH 140;
4. PHYS 201/201L-202/202L, and 340;

Support Courses in Applied Physics:

1. ENGR 121;
2. MATH 240, 250, 320.

Major Courses in Applied Physics:

1. ENGR 211/211L;
2. CPEN 214;
3. PHYS 303, 341, 351, 401, 404;
4. Select two: ENGR 212/212L; PHYS 352, 402, 406, 421, 431, 441; or MATH 440.
See department guideposts for suggested focus areas.

Capstone Course: PCSE 498(W) (3 credits).

The Major in Computer Science

The major in computer science is designed to prepare a student for a computer-oriented career, such as scientific applications or systems programming, or for graduate work in computer science. The core courses provide a background in computer engineering, computer science,

mathematics, and physics. The major and support courses continue building this background. Advanced courses in the program provide additional study in data structures, programming languages, computer organization, operating systems, and algorithms, with additional electives to extend the student's knowledge in an area of his/her choice. Degree studies requirements are those of the Bachelor of Science degree.

Graduates will be prepared for further study in graduate school or employment as computer scientists or researchers in various high technology laboratories. Students pursuing the major in computer science are strongly encouraged to pursue studies in other academic fields in which there are significant applications of computer science. A minor in business, economics, mathematics, science, or psychology would be a viable choice. Students interested in the scientific or engineering applications of computers are strongly urged to take MATH 380 and PHYS 441. See your advisor or departmental brochures for more details on the computer science major.

Common Core:

1. CPEN 371W;
2. CPSC 125, 150/150L-250/250L;
3. MATH 140;
4. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L and PHYS 340 or MATH 235 or 260;

Support Courses in Computer Science:

1. MATH 240;
2. ENGR 213;
3. CPEN 214;
4. PHYS 341.

Major Courses in Computer Science:

1. CPSC 270, 360, 410, 420;
2. CPSC 330 or CPEN 414;
3. Select three: CPSC 425, 427, 428, 440, 450, 460, 470, 471, 480, 485, 495; any 500 level course with advisor's permission; MATH 380; PHYS 421, 441; with courses numbered 495 and above used no more than twice.

Capstone Course: PCSE 498(W) (3 credits).

The major in computer science requires satisfactory completion of an exit test administered by the department. See the assessment section of the general requirements of all baccalaureate degree programs for more information. See your advisor or departmental brochures for more details on the computer science major.

The Major in Information Systems

The major in information systems prepares students to analyze and design systems that enable businesses and organizations to make effective and efficient use of today's most valuable resource: information. What information is needed, who needs it, and how to distribute and manage it are key elements in achieving an organization's strategic goals.

The field of information systems has expanded tremendously in its focus during the past decade. With the rise of the internet, it is no longer sufficient to prepare only for traditional business and organizational needs such as payroll. Applications that formerly required trained specialists are now self-service operations, mediated by the internet (e.g., airline reservations). In this climate of accelerated change, ubiquitous computing, and 24/7 access, the information systems major must be well-rounded with a thorough grounding in computer science. In addition, the IS major must be able to interact with people and understand the way organizations behave. Without these technical and organizational skills, it is not possible to analyze and design information systems.

The core courses provide a background in computer science, mathematics, and physics. The major and support courses develop information systems foundations in both technical and organizational areas. Because of the wide variety of information systems needs, students also select additional courses in multimedia, data structures, programming languages, networking, psychology and business.

Graduates will be prepared for further study in graduate school or employment as systems analysts, systems designers, or network designers or managers.

Common Core:

1. CPEN 371W;
2. CPSC 125, 150/150L-250/250L;
3. MATH 140;
4. PHYS 151/151L- 152/152L or PHYS 201/201L-202/202L;
5. MATH 235 or 260;

Support Courses in Information Systems:

1. MATH 125 or PHYS 341;
2. ENGR 213;
3. ACCT 201 and ECON 201;
4. BUSN 303;
5. PSYC 303.

Major Courses in Information Systems:

1. CPSC 215, 270 CPSC 350-351, 430, 440;
2. Select four (at least two at the 300 level or higher): CPSC 216, 335, 336, 360, 425, 427, 428, 446, 485, 495; any CPSC 500 level course with advisor's permission; PSYC 201, 202, 313; BUSN* 311, 323, 370 or 371; ACCT 202, ECON 202; with courses numbered 495 and above used no more than twice.

Capstone Course: CPSC 445W (3 credits).

* The prerequisites for 300-level business courses include successful completion of the following courses with a C or better: ENGL 123, ULLC 223, ACCT 201-202, ECON 201, ECON 202, BUSN 201, MATH 125, MATH 135 or 140, CPSC 215.

The Bachelor of Science in Information Science Degree

Managers of information are increasingly asked to solve complex problems arising in the business world that require drawing on a diverse set of skills. The Bachelor of Science in Information Science (B.S.I.S.) degree therefore emphasizes problem solving and offers a broad range of courses to address the needed skills. The B.S.I.S. program consists of courses chosen from the fields of business, computer science, economics, mathematics, and psychology. Students are urged to take the courses CPSC 125, 215, 150/150L-250/250L, 350, and 351 early in their academic careers. These six courses cover the fundamental concepts of computer technology, the basics of spreadsheet and database software, the function and architecture of computer hardware and software, programming, information science concepts, management of information systems, systems and decision theory, and organizational models.

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Science in Information Science degree requires, for major and elective studies, successful completion (a grade of C- or better) of the knowledge areas and electives shown in the following table, and a capstone course and project:

1. The Computer Science Requirements:
CPSC 125, 150/150L-250/250L, 335.
2. The Business Requirements:
ACCT 201-202, ECON 201, 202, BUSN 303.
3. The Mathematics and Science Core:
MATH 125, 135 or 140, 235; PHYS 151/151L-152/152L.
4. The Information Science Major Requirements:
CPSC 215, 216, 350, 351
5. Major Electives:
Select five: CPSC 270, 430, 440, 485; PSYC 201-202, 303, 313; BUSN* 311, 323, 370 or 371.
6. The Capstone Course: CPSC 445W or MGMT 440(W).

* The prerequisites for 300-level business courses include successful completion of the following courses with a C or better: ACCT 201-202, ECON 201, ECON 202, BUSN 303, MATH 125, MATH 135 or 140, CPSC 110 or a passing grade on the CPSC 215 readiness exam.

Finally, the major in information science requires satisfactory completion of an exit test administered by the department. (See assessment section of the general requirements of all baccalaureate degree programs.)

The Minor in Applied Physics (26 credits)

A minor in applied physics requires satisfactory completion of PHYS 201-202-303, 351 and at least 12 additional credits in physics or engineering courses at the 300 level or higher. Persons who are majoring in biology, computer engineering, computer science, and mathematics are especially suited for such a minor program.

The Minor in Computer Science (23 credits)

The minor in computer science requires a minimum of 23 credits in computer science, including: CPSC 125, 150/150L- 250/250L, 270, and nine additional credits in computer science at the upper (300-400) level. Note that classes taken to fulfill any major requirements may not be applied toward these nine additional credits. The following courses are suggested for a minor concentration in specific application areas: (1) Business application: CPSC 335, 350, 440; (2) Natural science applications: CPEN 214, CPEN 315/315L or CPSC 330, 420; (3) Mathematics application: CPSC 350, 420, 470. *Computer Engineering majors desiring a minor in computer science must select from options 1 or 3.*

The Minor in Information Science (23 credits)

The minor in information science requires CPSC 125, 215, 150/150L, 250/250L, 335, 350 and 351.

Teacher Preparation in Computer Science

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.S. in Computer Foundations, computer science** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in computer science can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of computer science. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks in addition to the liberal learning curriculum:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.S. in Computer Foundations, computer science major.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and a science lab; HIST 121; GEOG 201; PSYC 207 or 208;

SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 314W or 316; ENGL 310 or 430.

Graduate courses* required (senior year):

Select six credits: ENGL 532, 514; MATH 570.

Secondary level (6-12) Track: Computer Science Endorsement

Major courses required:

See major requirements for the B.S. in Computer Foundations, Computer Science major.

Support courses required:

Select two: MATH 125; COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314/314L.

Graduate courses* required (senior year):

CPSC 501 and a CPSC 500-level elective. These courses replace two electives in the major.

*See the graduate catalog for graduate course descriptions.

Teacher Preparation in Physics

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **B.S. in Computer Foundations, applied physics** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in applied physics can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of applied physics. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks in addition to liberal learning curriculum:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the BS in Computer Foundations, Applied Physics major.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST111; GOVT 101; COMM 201 or THEA 230; two science courses and a science lab; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316.

Graduate courses* required (senior year):

Select six credits: ENGL 532, 514; MATH 570.

Secondary level (6-12) Track: Physics Endorsement

Major courses required:

See major requirements for the B.S. in Computer Foundations, Applied Physics major.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314 and 314L.

Graduate courses* required (senior year):

Select six credits: PHYS 501, 502, or 504 (these courses can replace PHYS 401, 402, or 404 required for the major).

*See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN COMPUTER ENGINEERING

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

Pre or Corequisite: ENGR 121 or PHYS 152 or 202 or consent of instructor.

Fall and Spring.

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

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

Prerequisite: CPEN 214, Computer Engineering or Physics major, or consent of instructor.

Pre or Corequisite: CPEN 315L, ENGR 121.

Spring.

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

CPEN 315L. Digital System Design Lab (1-0-3)

Corequisite: CPEN 315.

Spring.

Advanced sequential circuit design and implementation, design with programmable logic, digital circuit simulation. The use of modern Electronic Design Automation (EDA) tools is emphasized.

CPEN 371W. WI: Computer Ethics (2-2-0)

Prerequisite: ENGL 123; ULLC 223; ENGR 121 or CPSC 125.

Fall and Spring.

This course covers contemporary ethical issues in science and engineering. A framework for professional activity is developed, which involves considerations and decisions of social impact. Current examples will be studied, discussed, and reported: IEEE and ACM codes of ethics, software and

hardware property law, privacy, social implications of computers, responsibility and liabilities, and computer crime. Partially satisfies the Writing Intensive requirement.

CPEN 414. Computer Architecture (3-3-0)

Prerequisites: CPEN 315 or CPSC 330.

Spring.

The basic issues and techniques in computer architecture and design. Survey of architectures; instruction set design; software influences on architecture; processor implementation and simulation; pipelining; memory and I/O subsystems; special purpose architectures.

CPEN 422. Microprocessors (3-3-0)

Prerequisite: CPSC 250/250L, CPEN 315.

Spring.

In depth study of current microprocessor issues; interfacing and data communications; buses and memory/peripheral connections; parallel interfaces; serial interfaces; analog interfaces. Applications by means of the case study method.

CPEN 431. Computer Engineering Design (4-2-2)

Prerequisite: CPEN 315, CPSC 270, PHYS 340.

Fall.

Engineering design course focuses on applications of computer engineering. Engineering skills developed through supervised design projects. Design projects incorporate techniques and concepts developed in previous courses. Topics include field programmable gate arrays (FPGA) implementation, micro-programmable controllers, device interfacing, design for test and design for manufacturing techniques. Development systems and Electronic Design Automation software are used throughout the course. May be taken as research intensive.

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

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

CPEN 498. WI: Computer Engineering Capstone Project (credits vary 1-3)

Prerequisite: ENGL 123; ULLC 223; CPEN 371W (or consent), senior standing.

Capstone design project where senior student completes a practical computer engineering project, including probabilistic aspects of the design, by applying the engineering knowledge and judgment they have acquired during their college career. A formal oral presentation and a written report are required as well the artifact that is the design. Partially satisfies the Writing Intensive requirement. May be taken as research intensive.

THE CURRICULUM IN COMPUTER SCIENCE

CPSC 110. Introduction to Computing (3-3-0) AIIF

Prerequisite: high-school algebra or one semester of college-level mathematics.

Fall and Spring.

Designed for persons majoring in other than the computer sciences. Introduction to computers, their capabilities, limitations, and implications. Applications such as spreadsheets, presentation, multimedia, and webpage development. Computer terminology, hardware and software organization.

CPSC 125. Foundations of Computer Science (3-3-0) AIIF

Prerequisite: High school algebra or one semester of college-level mathematics.

Fall and Spring.

The function and architecture of computer hardware. Data and instruction representation. Networks, operating systems and their functions. Algorithms, programming languages, and software engineering. Artificial intelligence, theory of computation, and applications. This course includes a hands-on component.

CPSC 150. Computers & Programming I (3-3-0) AIIF

Prerequisite: a grade of C- or higher in CPSC 125 or a passing score on the readiness exam.

Prerequisite or Corequisite: MATH 135 or 140.

Fall and Spring.

Object-oriented programming in Java. This course is an introduction to problem solving and programming. Topics include objects, classes, methods, loops, arrays, containers and inheritance. Agile programming methods are introduced. Emphasis is placed on good design, testing and coding.

CPSC 150L. Computers & Programming I Laboratory (1-0-3) AIIF

Prerequisite or Corequisite: CPSC 150.

Fall and Spring.

Laboratory course supports the concepts in CPSC 150 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques.

CPSC 215. Software Packages for Business Applications (3-3-0) AIIF

Prerequisite: a grade of C- or higher in CPSC 110, or a passing score on the CPSC 215 readiness exam.

Fall and Spring.

For students majoring in business or information science and those wanting a more in-depth understanding

of and competence in the use of spreadsheets, databases and database management. Covers creation of complex spreadsheets using Microsoft Excel, and database queries and management using Microsoft Access.

CPSC 216. Multimedia and Web Publishing (3-3-0) AIIF

Prerequisite: CPSC 110 or 125 or experience using computers (see instructor).

Spring.

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

CPSC 250. Computers & Programming II (3-3-0) AIIF

Prerequisite: a grade of C- or higher in CPSC 150/150L or equivalent transfer credit.

Fall and Spring.

Continuation of CPSC 150. Further study of object-oriented design and verification, programming style, documentation and debugging. Algorithm development and analysis with emphasis on simple data structures such as lists. Recursion, internal search/sort algorithms.

CPSC 250L. Computers & Programming II Laboratory (1-0-3) AIIF

Prerequisite: a grade of C- or higher in CPSC 150/150L; *Prerequisite or Corequisite:* CPSC 250.

Fall and Spring.

Laboratory course supports the concepts in CPSC 250 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques.

CPSC 270. Data and File Structures (3-3-0)

Prerequisite: a grade of C- or higher in CPSC 125, 250/250L or equivalent transfer credit. *Prerequisite or Corequisite:* ENGR 213.

Fall and Spring.

Study of objects and data structures. Trees, graphs, heaps with performance analysis or related algorithms. Structure, search, sort/merge and retrieval of external files. Programming assignments will involve application of the topics covered.

CPSC 330. Computer Organization (3-3-0)

Prerequisite: CPSC 250/250L, CPEN 214.

Fall.

Study of computer organization and architecture. Examine functional organization of a von-Neumann computer including computer micro-operations, control organizations, basic instruction sets, addressing modes, CPU design,

memory organization, and Input-Output organization. More advanced topics including vector processing and multiprocessors will also be introduced.

CPSC 335. Data Communication Systems (3-3-0)

Prerequisites: CPSC 125 or 330; CPSC 250/250L; MATH 135 or 140.

Spring.

A broad overview of communications issues to include encoding, media, interfaces, error detection and correction, data compression, protocols, the OSI model, and LANs. Standard network applications such as ftp, telnet, gopher, and web browsers are discussed. Students will be required to design and implement a communications software project.

CPSC 336. Network Implementation and Administration I (3-3-0)

Prerequisite: CPSC 335.

Fall.

Study of TCP/IP based networks for a UNIX environment and the integration of different types of hardware and operating systems. Routing, domain name servers, and mail servers. Network application development tools: sockets and rpc. Projects include the configuration of a UNIX network. Introduction to Information Systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

CPSC 350. Information Systems Analysis (3-3-0)

Prerequisites: CPSC 150/150L or consent of instructor.

Fall.

Introduction to Information Systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

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

Prerequisites: CPSC 250/250L, CPSC 350.

Spring.

Lecture/project-based course for systematic design, implementation, and maintenance of computer information systems. From given requirements for a computer information system course guides student in methods, tools, and techniques for realizing the desired system.

CPSC 355. Electronic Commerce (3-3-0) AIIF

Prerequisite: CPSC 110.

Spring.

Electronic commerce is the process of electronically conducting all forms of business between entities in order to achieve the organization's objectives. Electronics com-

merce technologies embrace such activities as electronic trading, EDI, electronic banking, electronic mail, on-line services, and all forms of messaging, multimedia communications and video-conferencing. This course will concentrate on the impact of EDI to the following issues: security, social impact, marketing, governance and financial transactions.

CPSC 360. Programming Language Concepts (3-3-0)

Prerequisite: a grade of C- or higher in CPSC 250.

Fall and Spring.

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

Prerequisites: CPSC 270; CPEN 214. Pre or Corequisite: CPSC 330 or CPEN 414.

Fall.

Introduction to operating systems, I/O processing, interrupt structure and multiprocessing-multiprogramming, job management, resource management, batch and interactive processing, deadlock problem, computer net-working through timeprocessing and system performance evaluation.

CPSC 420. Algorithms (3-3-0)

Prerequisites: CPSC 270, MATH 240.

Spring.

The application of analysis and design techniques to numerical and non-numerical algorithms which act on data structures. Examples will be taken from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence.

CPSC 425. Object Oriented Programming and Design (3-3-0)

Prerequisites: CPSC 270 or consent of instructor.

Spring.

Basic object-oriented design and applications of an object oriented programming language. It introduces object-oriented design methods and provides guidance in the effective implementation of object oriented programs.

CPSC 427. C++ and .NET Programming (3-3-0)

Prerequisite: CPSC 250/250L and consent of instructor; or CPSC 270.

Fall.

Designed for students who already know Java, but not C++. This is a comprehensive introduction to C++ with an introduction to the .NET framework. The first two thirds of the course will emphasize basic C++, in particular memory management, inheritance, and features needed for low level programming. The last third of the course will cover the

.NET framework with emphasis on building components and multiple language applications.

CPSC 428. Cryptography and Network Security (3-3-0)

Prerequisite: CPSC 150, MATH 135 or 140, ULLC 223.

Spring.

Study of encryption algorithms and network security practices. Security issues, threats and attacks. Symmetric ciphers ("secret-key encryption"): classical and contemporary algorithms, standards and applications. Public-key encryption: theoretical background, practical implementations, key-management, hash algorithms. Network security practices: authentication, IP security, electronic mail and web security. System security.

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

Prerequisites: MATH 125; MATH 135 or 140; MATH 235 or 260; CPSC 250/250L.

Fall.

Course on the quantitative analysis of management problems. It is the Information Science equivalent of engineering courses in Operations Research. Emphasis on essence of systems modeling and simulation, prospects for obtaining computer solutions, and extracting the most value out of the system's model and its computer solution rather than mathematics of quantitative analysis.

CPSC 440. Database Management Systems (3-3-0)

Prerequisite: CPSC 270.

Fall and Spring.

Database (DB) concepts. Relational, hierarchical and network models. Query languages, data sub-languages and schema representations. The DB environment: DB administration, security, dictionaries, integrity, backup and recovery. May be taken as research intensive.

CPSC 445W. WI: Information Systems Laboratory (3-3-0)

Prerequisite: ENGL 123; ULLC 223; CPSC 350, 440.

Spring.

A major project that includes a study of the factors necessary for successful implementation and operation of information systems; the traditional life cycle approach to managing and controlling application development and alternative development approaches. Written and oral presentation of project. Partially satisfies the Writing Intensive requirement. May be taken as research intensive.

CPSC 446. Network Implementation and Administration II (3-3-0)

Prerequisite: CPSC 336.

Spring.

A continuation of CPSC 336 to emphasize implementation and administration of information servers such as ftp, web and database servers for multiple platforms (emphasizing

UNIX) with consideration for functionality and security. Interoperability of OS platforms for resource sharing and current web enhancements in the industry are also covered. Students are required to enhance the networks created in CPSC 336 with server implementations.

CPSC 450. Operating Systems II (3-3-0)

Prerequisites: CPSC 410.

Spring.

A continuation of CPSC 410 with emphasis on the area of intra-system communications.

CPSC 460. Introduction to Compilers (3-3-0)

Prerequisites: CPSC 260, 330.

Spring.

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

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

Prerequisites: CPSC 260, 270; MATH 240.

Fall.

Presentation of basic results relating to formal models of computation. Emphasis is placed on developing skills in understanding rigorous definitions in computing and in determining their logical consequences.

CPSC 471. Applied Artificial Intelligence (3-3-0)

Prerequisite: CPSC 270.

Fall.

This course is an introduction to some of the basic elements of artificial intelligence. Its emphasis is on those elements of artificial intelligence that are most useful for practical applications. Topics include recent developments such as neural nets, genetic algorithms, and fuzzy logic. Useful classical algorithms such as heuristic search and standard learning methods are also covered. Programming assignments are required.

CPSC 480. Software Design and Development (3-3-0)

Prerequisites: CPSC 270.

Fall.

Presentation of a formal approach to state-of-the-art techniques in software design and development. Application of such techniques in a team environment.

CPSC 485. Principles and Applications of Multimedia (3-3-0)

Prerequisite: CPSC 250.

Fall.

The purpose of this course is to learn the principles and techniques of multimedia focusing on digital images and audio. Technical topics include: the nature of sound and images and their digital representation; the different media types and formats; capture, editing, and publica-

tion techniques; workflow automation and programming; multimedia relevant web protocols. The course will also address copyright issues, graphic design, and human interface principles. A semester project is required.

CPSC 495. Special Topics (credits vary 1-3)

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

THE CURRICULUM IN ENGINEERING

ENGR 121. Engineering Design (3-3-0)

Pre or Corequisite: MATH 130 or 140.

Spring.

An introduction to the methods of modeling, analysis, design and computer programming 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 211. Introduction to Electric Circuits and Electronics (3-3-0)

Prerequisites: PHYS 202/202L; MATH 240. *Pre or Corequisite:* MATH 320.

Fall.

A study of the basic experimental laws of electrical circuits; Ohm's Law and Kirchhoff's Laws of voltage and current. Analysis techniques for DC circuits. Properties of the basic circuit elements; resistor, inductors, capacitors. AC circuits, sinusoidal AC circuits, and their solution by phasor methods. Introduction to the operational amplifier.

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

Pre or Corequisite: ENGR 211.

Fall.

ENGR 212. Electronics (3-3-0)

Prerequisite: ENGR 211/211L.

Spring.

Electronic measurements techniques. Analysis of AC circuits with an emphasis on characteristics of solid state electronic devices. Operational amplifiers and integrated circuits. Students will be taught to design, construct, and test circuits which perform a variety of specific tasks. Introduction to sensor-actuator instrumentation systems.

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

Pre or corequisite: ENGR 212.

Spring.

ENGR 213. Discrete Structures for Computer Applications (3-3-0)

Prerequisite: CPSC 150/150L.

Fall and Spring.

The concepts of modern algebra (symbolic logic, set theory, algebraic structures, groups, fields, lattices and Boolean algebra) applied to sequential machines and computer system design. Emphasis on applications to realistic problems in computer science and engineering. Case studies requiring programming.

THE CURRICULUM IN PHYSICS

PHYS 105L. Elementary Physics Laboratory (1-0-3) AINW

Prerequisite or corequisite: PHYS 103 or 104 or 141 or 142 or 143 or 144.

Fall and Spring.

Physics laboratory experiences to accompany PHYS103, 104, 141, 142, 143, 144. For nonscience students. The laboratories introduce fundamental physics principles and the application of these principals to society.

PHYS 141. How Things Work (3-3-0) AINW

Prerequisite: high-school Algebra.

Fall and Spring.

Designed for non-science majors. Physical concepts including mechanics, heat, sound, electromagnetism and nuclear physics are studied in the context of everyday phenomena. Investigation begins with whole objects and looks inside them to see what makes them work. Because it concentrates on concepts rather than math, and on familiar objects rather than abstract constructs, this course offers students with many different learning styles substantial insights into our modern world.

PHYS 142. Energy: Principles, Problems and Societal Impact (3-3-0) AINW

Prerequisite: high-school Algebra.

Spring.

Designed for non-science majors. Topics include Energy Principles, Mechanical energy, Electromagnetic energy, Thermodynamic energy, Nuclear energy, Solar energy and other energy Systems. Energy conservation, environmental issues and societal impact issues will be discussed.

PHYS 143. Physics Unveiled: The Magic and The Mystery (3-3-0) AINW

Prerequisite: high-school Algebra.

Fall and Spring.

Designed for non-science majors. This course provides an introduction to the revolutionary developments in our understanding of the magical mysteries of the physical world that evolved during the 20th century. It is intended for non-science majors and provides a background for other courses in physics and astronomy. Basic physical concepts in mechanics, electromagnetism and quantum physics will be applied to investigations of topics such as flight, space travel, medicine, communication and industry.

Course topics will cover both the macroscopic world and microscopic phenomena. The course will focus on concept development with simple problem solving.

PHYS 144. Introduction to Astronomy (3-3-0) AINW

Prerequisite: high-school Algebra.

Fall and Spring.

Designed for non-science majors. This course provides an introduction to, and survey of modern astronomy. The course will cover the observation, natural history and physical theories governing star and planet formation and evolution, galaxy formation, galactic structures and the beginning, evolution and end of the universe as a whole. The approach will be primarily descriptive although some computation and computer work will be necessary. This course provides the background for more advanced courses in astronomy and astrophysics.

PHYS 151-152. Intermediate Physics (3-3-0) AINW

Prerequisites: high school Algebra and Trigonometry or consent of instructor for PHYS 151; PHYS 151 for 152.

Fall and Spring.

A presentation of the major concepts of physics, using algebra and trigonometry. For science students (but not for engineering, physics, or mathematics students). Topics covered include mechanics, thermodynamics, waves, electromagnetism, optics, and modern physics.

PHYS 151L-152L. Intermediate Physics Laboratory (1-0-3) AINW

Pre or Corequisite: PHYS151 for PHYS151L, and PHYS152 for PHYS152L.

Fall and Spring.

Physics laboratory activities to accompany the lecture part of the course. The laboratories introduce fundamental physical principles, rudimentary data analysis, and computer-aided control and data acquisition.

PHYS 201-202. General Physics (3-3-0) AINW

Prerequisite: high school math or consent of instructor for PHYS 201; PHYS 201 for 202. Prerequisite or Corequisite: MATH 140 for PHYS 201, MATH 240 for PHYS 202.

Fall and Spring.

A presentation of the major concepts of physics from a contemporary point of view, using algebra, trigonometry, calculus and computers. For students in the physical and life sciences, mathematics, or engineering. Topics covered include mechanics, heat, sound, electromagnetism, optics, and modern physics.

PHYS 201L-202L. General Physics Laboratory (1-0-3) AINW

Pre or Corequisite: PHYS 201 for PHYS 201L, PHYS 202 for 202L.

Fall - PHYS 201L; Spring - PHYS 202L .

Physics laboratory experiences to accompany the lecture

part of the course. The laboratories introduce fundamental physical principles, data analysis skills, and data analysis tools. Computer use is integrated throughout the laboratory exercise.

PHYS 303. General Physics (3-3-0)

Prerequisite: PHYS 202. Corequisite: MATH 250.

Fall.

A presentation of the major concepts of physics from a contemporary point of view, using algebra, trigonometry, calculus and computers. For students in the physical and life sciences, mathematics, or engineering. Topics covered include heat, sound, optics, and modern physics.

PHYS 338. Apprenticeship in Teaching Physics (3-1-4)

Prerequisites: junior standing, 15 credits in major. Prerequisite or Corequisite: MATH 320.

As needed.

The student will work directly with a faculty member from the Department of Physics and Computer Science in designing laboratory experiments and demonstrations, and teaching parts of laboratories and giving demonstrations in classes. Special emphasis will be given to the use of learning technologies, including computers and multimedia in the classroom.

PHYS 340. Methods of Theoretical Physics (3-3-0)

Prerequisites: MATH 240; PHYS 303 is recommended.

Corequisite: PHYS 202/202L.

Spring.

Survey of the theoretical methods used for analyzing and predicting physical phenomena. Topics include linear systems of equations, matrices, vectors, complex variables, and linear transforms. Computers will be used to implement these methods for a variety of physical systems.

PHYS 341. Design and Analysis of Experiments (3-3-0)

Prerequisites: PHYS 151/152 or PHYS 202/202L and MATH 140.

Fall.

An introduction to the field of experimental design, with particular reference to the use of advanced statistical techniques for experimental analysis. Topics include propagation of experimental uncertainties, distributions about the mean, estimating means and errors, statistical inference, analysis of variance, single factor experiments, block designs and Latin squares, factorial experiments, and nested experiments.

PHYS 344. Introduction to Astrophysics (3-3-0) AINW

Prerequisite: two math courses above 110; PHYS 141, 142, 143, 144 OR either PHYS 151-152 or PHYS 201-202.

Spring.

This is a one semester introduction to the field of astrophysics. It focuses on several important areas of

study – the energy sources of stars, what happens when stars die, the behavior of white dwarfs, neutron stars and black holes, the formation of stars and solar systems, and the large scale structure of the universe, including the formation, evolution and eventual end of the universe as a whole. This quantitative course is aimed at interested students with some background in introductory physics or astronomy. All required mathematical techniques will be explained as they are needed during the semester.

PHYS 351. Modern Physics (3-3-0)

Prerequisite: PHYS 303 or consent of instructor.

Spring.

A survey of the developments in atomic and nuclear physics. This course provides an introduction to quantum mechanics and its application to contemporary measurement systems.

PHYS 352. Device Physics (3-3-0)

Prerequisite: PHYS 351 or consent of instructor.

Fall, even-numbered years.

The physical principles which underlie the operation of technologically important electronic and optical devices. The course deals with semi-conductor devices: junction, field effect and charge coupled devices, as well as devices based upon electro-optical effects.

PHYS 401. Models of Dynamical Systems (3-3-0)

Prerequisite: CPSC 250/250L or consent of instructor; PHYS 340; MATH 320.

Fall.

Continuous and discrete models of dynamical systems. The classical models of deterministic dynamical systems such as orbital dynamics and fluids. Nonlinear systems including continuous and discrete chaos theory. Variational methods, inertial tensor, stability, Einstein summation, Lyapunov exponent, bifurcation diagrams, phase space, Poincare projections, Universality, Cantor set, entropy and fractal dimensions. Emphasis on computer solutions using both procedural languages and symbolic manipulation.

PHYS 402. Quantum Physics (3-3-0)

Prerequisites: PHYS 351, 401; MATH 250, 320; MATH 260 or PHYS 340.

Spring, odd-numbered years.

Study of the quantum mechanics of simple physical systems. Topics include the wave function, Schrodinger's equation, one-dimensional systems, the harmonic oscillator, angular momentum, the hydrogen atom, approximation methods, scattering, and electromagnetic radiation.

PHYS 404. Electromagnetism (3-3-0)

Prerequisite: MATH 250, PHYS 303 or consent of instructor.

Spring, odd-numbered years.

The electrostatics and electrodynamics of discrete and

continuous systems. Electrostatics, magnetostatics, solution of Maxwell's equations, interaction of electromagnetic radiation with matter and relativistic electrodynamics.

PHYS 406. Thermodynamics (3-3-0)

Prerequisites: MATH 250, PHYS 303, CHEM 103 or 121, or consent of instructor.

Spring.

The formulation of the basic concepts of thermodynamics; first and second laws, energy, temperature, entropy, enthalpy, reversibility and irreversibility, ideal gases, models of real gases. Thermodynamic cycles and their applications to engineering systems and mixtures and solutions.

PHYS 421. System Design Lab (Data Acquisition) (3-3-0)

Prerequisite: ENGR 211/211L; CPEN 214; CPSC 250/250L. May be taken as research intensive.

Fall.

The use of computers as data acquisition systems; coupling tasks to micro and mini-computers; controlling single and integrated systems and processes. Development of software and integration of existing digital and analog devices. Applications by means of the case study method.

PHYS 431. Optical Physics (3-3-0)

Prerequisite: PHYS 303, 340.

Fall, odd-numbered years.

This course lays the foundation of modern optical science. It presents an overview of the properties of light, describes the basic principles for the control and detection of light beams, and surveys optical devices in use today.

PHYS 441. Modeling and Simulation (3-3-0)

Prerequisite: CPSC 250/250L or consent of instructor; PHYS 340 and MATH 320 or just MATH 380. May be taken as research intensive.

Spring, odd-numbered years.

The modeling and simulation of physical systems. Applying software methodologies to the solution of physical problems. Lectures will typically involve a short review of some physics topic such as Keplerian motion, followed by an extensive discussion on the modeling and/or simulation of the problem. A large component of the course will be a project. Students will be able to "design" their own project drawing from any area in the complete spectrum of the physics curriculum. The project might entail modeling physical systems (examples: mechanics, optics, fluids, waveguides, atmospheric propagation, or nonlinear systems.) Alternatively, the student may choose to write a simulation (examples: interplanetary spaceflight, orbital adjustment and insertion, or powered flight.)

PHYS 495. Special Topics (credits vary 1-3)

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

TOPICS COURSES AND INDEPENDENT STUDY

PCSE 195. Special Topics (credits vary 1-3)

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

PCSE 295. Special Topics (credits vary 1-3)

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

PCSE 299. Elementary Independent Study in Applied Physics and Computer Science (credits vary 1-3)

May be taken as research intensive.

Directed research or projects under the direction of a faculty advisor. This course is subject to the University policy on independent study (see index).

PCSE 395. Special Topics (credits vary 1-3)

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

PCSE 399. Intermediate Independent Study in Applied Physics and Computer Science (credits vary 1-3)

May be taken as research intensive.

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).

PCSE 495. Special Topics (credits vary 1-3)

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

PCSE 498. WI: Capstone Project in Applied Physics and Computer Science (credits vary 1-3)

Prerequisite: ENGL 123; ULLC 223; CPEN 371.

Directed research or projects under the direction of a faculty advisor. Partially satisfies the Writing Intensive requirement. May be taken as research intensive.

PCSE 499. Advanced Independent Study in Applied Physics and Computer Science (credits vary 1-3)

Prerequisite: consent of instructor and Department Chair.

May be taken as research intensive.

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).

PRE-LAW PROGRAM
William E. Thro, Pre-Law Advisor
McMurrin Hall, Room 206
757-594-7571
wthro@cnu.edu

Are you considering a career in law? The nation's top law schools seek applicants who have received a well-rounded undergraduate education--one like the liberal arts and sciences curriculum Christopher Newport University offers. Regardless of your undergraduate field of study, our Pre-Law Program will help prepare you for law school.

Like most colleges and universities, CNU does not offer a *pre-law* major. However, our liberal learning curriculum can help students from any academic major to prepare for application to law school. In addition to offering all the necessary pre-requisite coursework, CNU offers a variety of resources, such as academic and career advising, mentoring, internship opportunities, workshops, and seminars, to help any highly-motivated student gain admission to the law school of her or his choice.

Suggested Courses

While no specific courses are required for law school admission, courses that require you to write extensively, think critically, and analyze information from multiple disciplines are helpful toward preparing for the rigors of law school. Both the constitutional studies concentration in leadership and American studies and/or the philosophy of law minor offer courses particularly relevant to such preparation.

How to Get Started

We suggest that you do the following as soon as you think you might be interested in pre-law preparation at CNU:

1. Consult our web pages at <http://prelaw.cnu.edu> for more detailed information about the program, professional school requirements, curriculum guidelines, etc.;
2. Meet with the pre-law advisor about the various aspects of the legal profession that may interest you; and
3. It is also wise to experience various legal careers first-hand by volunteering at local courts, law offices, etc., and by shadowing practitioners in the various fields of interest to you.

PRE-MED AND PRE-HEALTH PROGRAM

Dr. Gwynne D. Brown, Director

McMurrin Hall, Room 108

(757) 594-8255

gwynne.brown@cnu.edu

Medical schools and other health profession programs typically seek applicants with a well-rounded undergraduate education, such as that offered by CNU's liberal learning curriculum. Like most colleges and universities, CNU does not offer a *pre-med* or *pre-health* major; our program can help students from any academic major to prepare for application to medical and other health profession programs. In addition to offering all the necessary pre-requisite coursework, CNU offers a variety of resources, such as academic and career advising, mentoring, clinical internship opportunities, workshops and seminars to help any highly-motivated student gain admission to the professional school of her or his choice.

The Council for Health Professions Preparation

The Council for Health Professions Preparation (CHPP) consists of the Director of Pre-health Programs (DPP), several faculty members, administrators and local physicians and other health practitioners. The Council acts as liaisons between pre-health students and the DPP, provides advice and guidance to the DPP with respect to the Pre-med & Pre-health Program, participates in the evaluation of all pre-med/pre-health students who request a *Committee Letter* for their application to professional schools or programs, and establishes the criteria for selection to and continuation in all health-career related programs at CNU, such as the Pre-med Scholars Program (PSP), the Riverside Scholars Program, and the B.S.-M.D. CNU-EVMS Joint Program.

How to get started

We suggest that you do the following as soon as you think you might be interested in pre-medical or pre-health preparation at CNU:

1. register with our pre-health database at <http://www.cnu.edu/prehealth/registration/index.asp>;
2. consult our web pages (<http://prehealth.cnu.edu>) for more detailed information about the Program, professional school requirements, curriculum guidelines, etc.;
3. meet with the DPP.

What if I can't decide which career I want?

Don't panic! You have time to determine the career that's right for you. You should talk with someone in the Career Development Office (594-8887, DSU 3100) and/or the DPP about the various health career possibilities available to you. It is also wise to experience various health careers first-hand by volunteering at hospitals, local clin-

ics, doctors' offices, etc., and by shadowing practitioners in the various fields of interest to you.

Academically, a good start is CHEM 121/121L (unless you have not completed high school chemistry, or are fairly certain you will pursue Physical Therapy, in which case you might take CHEM 103). If you are a Biology major, the first two years of your curriculum will take care of most of the pre-requisites for most health profession programs. If you are not a biology major, you will start with BIOL 211/211L, followed by BIOL 213/213L (you will need special permission to enroll in both--see the DPP).

SPECIAL OPPORTUNITIES

Pre-med Scholars Program (PSP)

The Pre-Med Scholars Program invites select students who meet specific criteria to participate in an enriched undergraduate experience that equips them to become strong candidates for the medical school of their choice. The Pre-Med Scholars Program offers:

- eligibility for the CNU-Eastern Virginia Medical School (EVMS) B.S.-M.D. Joint Program (early acceptance);
- opportunities for pre-med scholarships (Riverside Medical Group Leadership Scholars);
- focused, individualized advising and mentoring;
- guaranteed clinical internships & service learning opportunities.

ODU School of Physical Therapy Guaranteed Admission Agreement

Old Dominion University (ODU) School of Physical Therapy and CNU have entered into an agreement whereby CNU applicants that meet certain criteria and are recommended by the DPP and CHPP will be guaranteed admission to the ODU Doctor in Physical Therapy (DPT) program. The student will complete all other requirements of admission including volunteer hours and two additional recommendations, and will follow the normal application procedure.

Requirements:

1. The student will have taken at least 50% of his or her undergraduate courses and 80% of the prerequisite courses at Christopher Newport University;
2. The student will have an overall GPA of 3.50 or above, and a science GPA of 3.20 or above. The science courses for this GPA will include: BIOL

211/211L, 213/213L, 314/314L - 315/315L; PHYS 151/151L-152/152L; and CHEM 103/103L-104/104L or 121/121L-122/122L.

3. The student will achieve a total score of at least 1000 on the Graduate Record Examination, with a verbal score of at least 420 (450 is preferred) and writing score of at least 4.

SUGGESTED COURSE PLANS

Most medical and health profession schools use some form of Centralized Application Service (CAS); cycles usually open in spring or early summer preceding senior year. Deadlines for each profession and school vary, so be sure to check individual websites.

Pre-Medicine

The “traditional” pre-med student will apply to medical school after the third year of study; it takes a minimum of two years to complete the pre-requisite coursework. Applications are submitted one year or more before intended matriculation. In addition to the pre-requisite coursework, the successful applicant will have completed a significant number of hours of clinical internships and shadowing experiences in a diversity of medical settings, as well as having performed significant volunteer work and other extracurricular activities.

Pre-requisites for applying to medical school:

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L - 122/122L (these courses should be completed as soon as possible);
3. CHEM 321/321L - 322/322L;
4. PHYS 151/151L - 152/152L.

Most medical schools require some form of English composition for two semesters; students not taking ENGL 123 and/or ULLC 223 should be aware of this. Additional pre-requisites, such as math or an additional science course may be required. Applicants must be sure to check the individual requirements of each medical school to which they plan to apply.

Many medical schools recommend, but do not require students to take one or more of the following: BIOL 301/301L, 314/314L - 315/315L, 411, 414.

Pre-Pharmacy

Requirements for admission to pharmacy school vary among the different programs. It is critical for the prospective applicant to check the specific requirements for each program he/she intends to apply to. The pre-requisite coursework will take three years to complete. Applicants are expected to have had some experience in pharmacy

settings, and should be able to provide strong letters of recommendation from teachers, pharmacist(s), and others who can attest to the applicant’s character and attributes.

Pre-requisites for applying to a typical pharmacy program:

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L - 122/122L (these courses should be completed as soon as possible);
3. CHEM 321/321L-322/322L;
4. PHYS 151/151L-152/152L;
5. BIOL 314/314L-315/315L, 301/301L, 414;
6. MATH 125, 140;
7. COMM 201;
8. Economics may also be required by some schools.
9. The following courses are recommended, but not required: BIOL 307, 313, 411 or 412.

Pre-Dentistry

Requirements for admission to dental school vary among the different programs. It is critical for the prospective applicant to check the specific requirements for each program he/she intends to apply to. The pre-requisite coursework will take three years to complete. Applicants are expected to have had some experience in dental settings, and should be able to provide strong letters of recommendation from teachers, dentist(s), and others who can attest to the applicant’s character and attributes. Evidence of good manual dexterity is an asset.

Pre-requisites for applying to a typical dental program

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L-122/122L (these courses should be completed as soon as possible);
3. CHEM 321/321L-322/322L;
4. PHYS 151/151L-152/152L;
5. BIOL 414.
6. The following courses are strongly recommended, but not required: BIOL 301/301L, 307, 309, 313 and 314/314L-315/315L, 411.

Pre-Physical/Occupational Therapy

Most Physical and Occupational Therapy programs require only two semesters of chemistry, at least one of which includes organic and biochemistry. This can be satisfied with CHEM 103/103L - 104/104L. If you are not totally certain of which medical field you will ultimately pursue, or to be eligible for any programs, you might consider the two year chemistry sequence. In addition to the pre-requisite courses, applicants must have accumulated a significant number of hours of physical/occupational

therapy experiences, including some in acute-care settings. Some programs, such as Old Dominion University, do not interview applicants and base their decision solely on the application (including essays/personal statements) and letters of reference.

There are significant differences in the prerequisites required among different physical therapy schools. Students need to check the prerequisites for each physical therapy program. Pre-requisites for applying to a *typical* physical therapy program:

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L-122/122L or 103/103L-104/104L;
3. CHEM 321/321L-322/322L;
4. PHYS 151/151L-152/152L;
5. BIOL 314/314L-315/315L;
6. one course in psychology (3 credits) for PT; or two courses in psychology (6 credits) for OT;
7. MATH 125.

Pre-Physician's Assistant

The typical Physician's Assistant program lasts approximately 30 months and leads to a Master of P.A. but there are exceptions to this. Admission to a P.A. program is similar to that for other health careers, in that it is based on overall academic performance, performance in pre-requisite courses, personal statements, and letters of reference, including some from practicing P.A.'s. Most require a minimum of three different "shadowing" experiences.

Pre-requisites for applying to a typical physician assistant program:

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L-122/122L
3. CHEM 321/321L-322/322L or 103/103L-104/104L;
4. BIOL 301/301L;
5. BIOL 314/314L-315/315L;
6. two courses in PSYC (6 credits);
7. MATH 125.
8. The following courses are strongly recommended (required by some programs): BIOL 271, 313.

Pre-Veterinary Medicine

Because there are relatively few Veterinary Medicine Schools in the U.S., competition for admission is very intense, despite the looming shortage of practicing veterinarians. A strong GRE score is important in addition to a solid academic performance. Many hours of experience with animals is paramount; admissions committees look for confidence and competence in animal handling skills.

Exposure to a variety of animal groups (small, large, exotic, e.g.) is also important. At least one letter of recommendation from a practicing veterinarian is required.

Pre-requisites for applying to a typical veterinary medicine program:

1. BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
2. CHEM 121/121L-122/122L; (these courses should be completed as soon as possible);
3. CHEM 321/321L- 322/322L;
4. PHYS 151/151L-152/152L;
5. BIOL 414;
6. MATH (6 credits in either algebra, trigonometry, calculus and/or statistics).
7. Six credit hours in English are often required.
8. The following courses are strongly recommended, but not required: BIOL 301/301L, 307/307L, 313, 409/409L, and 420/420L.

Health Professions not Listed

Consult with the Career Development Office (594-8887, DSU 3100) and/or the DPP. Various websites also provide valuable information (such as Explore Health Careers.org: www.explorehealthcareers.org).

Pre-requisite coursework must be completed at some minimal level determined by each particular program; grades below a C are generally not accepted.

Students are ultimately responsible for determining specific course and admissions requirements for any program to which they plan to apply.

Committee Evaluation and Letter

Qualified students may request an evaluation and Committee Letter from the CHPP. A Committee Letter is usually favored by admissions committees when evaluating applicants, and is a composite of the committee's evaluation of the applicant as well as those of individual referees.

In order to receive an evaluation from CHPP, students must satisfy **all** of the following criteria by the published deadline each semester:

1. Complete a *Health Profession Intent Form* <http://www.cnu.edu/prehealth/registration/index.asp>;
2. Submit to the Director of Pre-health Programs (DPP), **in writing**, a request for a CHPP Letter of recommendation; a signed FERPA release form must be submitted with the request;
3. Assemble and maintain an electronic portfolio (available through registration with the program) that contains the necessary materials for evaluation of the

candidate. The portfolio should contain (but is not limited to):

- letters of recommendation from instructors, medical/health professionals, work/volunteer supervisors, and others who can speak to the candidate's qualifications. [It is strongly recommended that the student have letters sent directly to the DPP; *non-confidential* letters have less impact than *confidential* ones.];
- a copy of the student's academic record (an unofficial CNU Live copy is acceptable);
- documentation relating to relevant activities outside the classroom (e.g., leadership roles, volunteer work, experience in medical/clinical settings, outside interests, etc.);
- an essay written by the student describing why the student is pursuing the career path chosen and why the student is qualified and should be selected by the admissions committee; the student should submit the essay to the Writing Center or other reviewers for evaluation and revision before submitting it to the committee as part of the portfolio. **NOTE:** a copy of the AMCAS, PTCAS, CASPA, or other application form will often meet many of the above requirements;
- meet or have the potential to meet all necessary pre-requisites for admission to the selected program;
- meet at least once per semester with the DPP;
- meet at least once with at least three CHPP members;
- maintain adequate academic progress;
- participate in a Committee Interview to a satisfactory level. [**NOTE:** You should make an appointment for interview preparation in the Office of Career Development well in advance of the CHPP Committee interview.]

The Committee will select one of the following levels of evaluation:

Truly Exceptional	in the top 5%
Exceptional	6% to 15%
Outstanding	16% to 25%
Above Average	26% to 40%
Average	41% to 60%
Recommend with Reservation	below 60%
Not Able to Recommend	student doesn't meet criteria

The student will be notified of the CHPP's *level* of evaluation, and will confirm, in writing, that he/she would still like to have the letter sent. The student may request that the DPP NOT send the letter.

PRE-MED SCHOLARS PROGRAM

The Pre-med Scholars Program (PSP) provides specially selected students with an enriched undergraduate experience that will facilitate their matriculation to the medical school of their choice. Through a combination of intensive advising and mentoring, seminars and workshops, and structured clinical and service-learning experiences, the Program provides the student with all of the opportunities needed to be a strong candidate for admission to medical school.

The Pre-med Scholars Program is administered by the DPP under the guidance of the Council for Health Professions Preparation as part of the Pre-med and Pre-health Program.

Benefits of the Program

In addition to a rigorous academic program that ensures meeting medical school pre-requisites, PSP students are eligible for the CNU-EVMS B.S.-M.D. Joint Program, have opportunities for pre-med scholarships, receive focused, individualized advising from the DPP and mentoring by physicians, and are guaranteed clinical internships & service learning opportunities.

Entering the Program

Admission to the Program is open to any entering freshman with an SAT (critical reading & math) score ≥ 1250 (ACT ≥ 28) who is interested in a career in Medicine. Interested students should complete the application form distributed by the Admissions office after acceptance to the University.

Continuing CNU students with between 30-60 credit hours who have completed CHEM 121/121L and 122/122L, have an overall and science GPA ≥ 3.50 , and have an interest in applying to medical school may also apply to the program by contacting the DPP.

Program Requirements

In addition to completing the general academic requirements and specific degree requirements for the academic major of their choosing, all PSP students must:

- maintain an overall and science GPA of not less than 3.40;
- successfully complete the PMED Activities course each semester;
- complete the required coursework for application to medical school (see below) in a timely manner.

Students successfully completing the PSP will receive special letters of recommendation from the CHPP.

CNU-EVMS B.S.-M.D. Joint Program

In order to facilitate qualified CNU students' entry into medical school and permit students to broaden their academic focus and enrich their undergraduate experiences, an agreement has been reached between CNU and Eastern Virginia Medical School (EVMS) whereby selected students may receive early assurance of a position in medical school at EVMS upon satisfactory completion of their undergraduate degree program of study and on the continued high academic achievement of the student.

Students apply to the B.S.-M.D. Program in the Spring of their sophomore year by completing an application form and submitting it to the DPP. The CHPP will review the applications and select students for an interview with the CHPP. Then the CHPP submits nominees to EVMS, which invites selected nominees for interviews. After the interviews, EVMS will extend invitations for early acceptance to some of these students.

Academic Program Criteria for Program Applicants

1. College Sophomore in good standing at CNU;
2. Scholastic Aptitude Test (critical reading & math) ≥ 1250 (ACT ≥ 28);
3. an overall and science GPA from CNU of 3.40 at the time of application;
4. grades of at least a B in CHEM 121/121L-122/122L and in the first semester of CHEM 321/321L.

The successful applicant will also demonstrate an active interest in medicine and participate in extracurricular activities.

Riverside Medical Group (RMG) Leadership Scholars

Each year, two students are selected from among the PSP to receive \$5000/year scholarships. These students must maintain good standing in the PSP to maintain their scholarships. In addition to full participation in the PSP, these students will be offered a paid internship with Riverside Health Systems for one summer, usually between second and third years.

THE CURRICULUM IN PRE-MED SCHOLARS**PMED 010. PSP Activities I (0-0-1)**

Restricted to freshman PSP students.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each), as well as completion of an approved service learning activity. This course is graded *pass/fail*. May be repeated once.

PMED 020. PSP Activities II (0-0-1)

Restricted to sophomore PSP students.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each), or an alternate clinical experience approved by the DPP as well as completion of an approved service learning activity. This course is graded *pass/fail*. May be repeated once.

PMED 030. PSP Activities III (0-0-1)

Prerequisite: PMED 020, junior standing.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each) or an alternate clinical experience approved by the DPP, as well as completion of an approved service learning activity. This course is graded *pass/fail*. May be repeated once.

PMED 040. PSP Activities IV (0-0-1)

Prerequisite: PMED 030, senior standing.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each) or an alternate clinical experience approved by the DPP, as well as completion of an approved service learning activity. This course is graded *pass/fail*. May be repeated once.

PRESIDENT'S LEADERSHIP PROGRAM

Mr. Brian Larson, Director

David Student Union, Student Affairs Suite

(757) 594-7207

preslead@cnu.edu

The **President's Leadership Program** is designed for students who are interested in exploring and developing their potential for leadership. Individuals accepted into the program experience a focused curriculum of courses, workshops, service learning, internships, as well as the opportunity for international study and travel – all designed to supplement the major of each student's choice. For additional information go to <http://presidentsleadership.cnu.edu/>.

Program objectives

Understanding leadership relationships, processes, and competencies is essential to success, not only in University life, but also in private, public, and community sectors. The President's Leadership Program offers opportunities for students to:

- Study and apply leadership theory and principles
- Understand the responsibilities and commitments for ethical leadership and purposeful change
- Develop self understanding and self leadership
- Broaden and deepen world perspectives
- Strengthen oral and written communication
- Strengthen interpersonal competencies
- Develop the ability to enlist others in a common purpose
- Strengthen personal and organizational responsibility
- Develop an orientation toward positive risktaking
- Develop the ability to manage and resolve conflict
- Develop strong work ethic and high standards of excellence

Public Service

Students in the President's Leadership Program must complete a minimum of 100 hours of service under the supervision or approval of the President's Leadership Program staff. Service develops students' self-leadership, enables them to engage in leadership through service, exposes students to social problems and enables them to become part of the solution. Students may volunteer in a vast array of service organizations in the Newport News area or in program-sponsored group service projects, such as building a Habitat for Humanity House, conducting a middle school leadership program, coaching community athletic teams and visiting local retirement communities.

Internships

Having become acquainted with leadership theory, process, and practice through the President's Leadership Program curriculum, each student will enhance his/her leadership competencies through supervised internships in business, government, and not-for-profit organizations. By developing and improving these qualities in a sustained program of courses, mentoring, public service, and internships, the President's Leadership Program provides students with the academic and experiential foundation needed to succeed in academic studies, professional careers, and in their personal lives.

Eligibility

Students apply to the leadership program their Senior year in high school through an application process separate from the CNU Admissions process. At the end of the first year, students are reviewed for program continuation in accordance with the standards outlined in the PLP student contract, signed at the time of acceptance to the program. Students accepted into the program are required to live on campus. Applications are available in the Admissions Office, the President's Leadership Program Office, or on the web at <http://presidentsleadership.cnu.edu/>. This program is separate from the Honors Program and the Leadership Studies Minor.

Scholarships

Students selected for the President's Leadership Program receive a \$500, \$1000, or \$2500 scholarship (depending on the awarded scholarship) each semester that will be applied to the students account over four years at CNU. This scholarship is renewed each semester if the student lives on campus, and is based on the student's ability to meet course and program requirements.

Study Abroad

Students are encouraged to apply for study abroad stipends ranging from \$500 to \$2000 (depending on various criteria). Several incoming students will be awarded a \$3,500 scholarship to participate in a special study abroad program at Oxford University in Cambridge, England during the summer following their second year. These special awards will be given to top academic candidates who apply for the program.

Visiting Leaders

Christopher Newport University students have opportunities to meet with an array of leaders from the public and private sectors. These leaders will share insights and

responses to today's leadership challenges.

Student Life in the President's Leadership Program

The President's Leadership Program is more than an opportunity to develop personally and academically. The PLP community is also the foundation for lifelong friendships. Beginning with a Leadership Adventure, PLP first-year students bond with each other, the PLP staff, and upper class facilitators. Other traditional community activities include the Costume Bash, End of Year Picnic, Senior Celebration, and student variety shows.

President's Leadership Program Requirements

Minor in Leadership Studies

(See separate listing)

First Year:

Fall: LDSP 210*

Spring: LDSP 220*

Fall and Spring: Speakers series; public service; enrichment activities; campus involvement.

* A grade of (C) or better is required to maintain membership in good standing.

Second and Third Years:

Fall and Spring: Leadership workshops, seminars, or laboratories; speaker series; coursework in the minor; public service; campus involvement.

Fourth Year:

Fall or Spring: LDSP 491 and the supervised internship in the major or an appropriate alternate upon approval. The internship must be completed within 12 months prior to taking LDSP 491. Other appropriate courses for the leadership minor.

Fall and Spring: Leadership workshops, seminars, or laboratories; speaker series; coursework in the minor; public service; campus involvement.

Optional: International Study - Study abroad through a CNU-sponsored summer course or spend a semester abroad through a University approved exchange program.

DEPARTMENT OF PSYCHOLOGY

Dr. Kelly B. Cartwright, Chair

Forbes Hall, Room 2022

(757) 594-7094

kewright@cnu.edu

Faculty

Professors: Cartwright, Doolittle, S. Greenlee, Lopater

Associate Professors: Berry, Catanzaro, Gibbons,
Guajardo, Hart, S. Lee,
Marshall, Velkey

Assistant Professors: Carpenter, Dow, Patel, Schwartz

Lecturer: Antaramian

Emeriti: Bauer, Herrmann, Windsor

Mission Statement

The mission of the Department of Psychology is to pursue excellence in teaching, scholarship, and service. As professors, we are committed to providing students with knowledge and practice in the science of psychology, the ability to engage in disciplined and systematic inquiry, and the skills to think, act, and communicate rationally, critically, creatively, and ethically. As scholars, we are engaged in research that contributes to the field of psychology, informs our teaching and pedagogy, and mentors our students into independent and thoughtful scholars. As citizens of the Department of Psychology, we aspire to provide service and leadership to our university, civic, and professional communities. As a result of our teaching, scholarship, and service activities, we prepare students to be leaders in their communities and thoughtful citizens who will live lives of consequence and significance.

The Program

The Department of Psychology offers both Bachelor of Arts and Bachelor of Science degrees. The Psychology Department requires each undergraduate major, through a rigorous and well-planned curriculum, to study and master the literature and methods of psychology. Curricular emphases are on fundamental conceptual knowledge, methods of psychological science, practical applications of both knowledge and skills, and theoretical considerations. The psychology curriculum requires courses at elementary, intermediate and advanced levels, including courses with laboratory components. Options such as practica, seminars, individual faculty mentored research opportunities, and team research projects are available to majors. The curriculum also offers a wide range of course offerings covering the breadth of modern psychological science.

The psychology curriculum provides excellent preparation for students who wish to pursue graduate study. Others find careers as advisors, counselors, case managers, volunteer services managers, research lab managers, mental

health care workers, program managers, child care workers, social services workers, administrative assistants, customer services representatives, human resources officers, personnel officers, job analysts, marketing researchers, public relations representatives, research analysts, staff training specialists, and a variety of other career options. The psychology curriculum also provides a strong foundation for students who wish to become elementary teachers.

The Bachelor of Arts and Bachelor of Science degrees in Psychology

Students who wish to major in psychology must declare the major by submitting a *Declaration of Major* form to the Office of the Registrar. Majors will also be required to complete a comprehensive exit examination of psychological knowledge as part of the department's assessment procedure. Students will be assigned a faculty advisor by the Registrar's office. Students are urged to consult their assigned advisors regularly.

Students seeking a degree in psychology must:

- successfully complete the liberal learning core;
- complete MATH 125 and a minimum of 36 credits toward the psychology major (19 specified course credits in psychology and 17 elective credits in psychology);
- present no more than one psychology course to simultaneously satisfy the psychology major and the liberal learning core requirements;
- complete a standardized comprehensive exit examination of psychological knowledge.

Electives should be chosen in consultation with an academic advisor. Students pursuing a degree in psychology should successfully complete MATH 125, PSYC 201, 202, 300, 301W, 301L and 306 as early in their programs as feasible but in no case later than the completion of the first 90 hours of the degree. Course pre-requisites must be satisfied.

The psychology major has a restricted prerequisite structure. Thus, it is recommended that students take their major courses in the following order:

- First Year: PSYC 201, PSYC 202, MATH 125.
- Second Year: PSYC 300, PSYC 3XX elective, PSYC 3XX elective.

- Third Year: PSYC 301W/301L, PSYC 306, PSYC 3XX or 4XX elective.
- Fourth Year: PSYC 4XX/4XXL, PSYC 4YY/4YYL, PSYC 490W.

Psychology majors must earn a grade of C- or better in PSYC 201, 202, 300, 301W, 301L and 306. Before students can enroll in PSYC 300 they must earn a grade of C- or better in their introductory sequence of courses. Before majors can enroll in PSYC 301W they must earn a grade of C- or better in the introductory courses and in PSYC 300. Students may not enroll in 400 level lab courses until they successfully complete PSYC 301W with a grade of C- or better and students may not enroll in PSYC 490(W) until they successfully complete PSYC 301W and PSYC 306 with a grade of C- or better.

The Bachelor of Arts degree in Psychology

In addition to successful completion of the liberal learning curriculum, the bachelor of arts in psychology requires successful completion of the following courses:

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. PSYC 306;
6. Selection of two additional 300-level courses;
7. Selection of two additional 400-level courses with corequisite labs;
8. One PSYC elective at the 300- or 400- level;
9. PSYC 490(W).

The Bachelor of Science degree in Psychology

In addition to successful completion of the liberal learning curriculum, the bachelor of science in psychology requires successful completion of the following courses:

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. PSYC 306;
6. Selection of two additional 300-level courses;
7. Selection of two additional 400-level courses with corequisite labs;
8. One PSYC elective at the 300- or 400- level;
9. PSYC 490(W).
10. One sequence from the following list to satisfy the *University Bachelor of Science Degree Requirement*. No more than three lecture courses may be taken from the same discipline, and no more than two laboratory courses may be taken from the same discipline to satisfy the *University Bachelor of Science Degree Requirement* and the *Investigating the Natural World Area of Inquiry*.

BIOL 107, 108, 109L
 BIOL 211/211L-212/212L
 BIOL 211/211L-213/213L
 CHEM 103/103L - 104/104L
 CHEM 121/121L - 122/122L
 PHYS 151/151L - 152/152L
 PHYS 201/201L - 202/202L

The Minor in Psychology (18 credits)

Eighteen credit hours (minimum) constitute the minor, which must include PSYC 201 and 202. Nine of the remaining 12 credits must be at the 300- or 400-level. 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, pre-med, pre-law and neuroscience.

Psychology Major Requirements for Teacher Preparation

For those students who wish to become elementary teachers, CNU has a program leading to a bachelor's degree in Psychology and the M.A.T. (Master of Arts in Teaching). This program also includes teacher licensure. Students wishing to teach psychology at the secondary level must complete teacher preparation requirements in History/Social Science. Application to this program is made during the second semester of the junior year. Because course sequencing is critical to success, interested students should talk to an advisor about their interest in the five-year program early. For information about admission to the five-year program and program requirements, consult the Graduate Catalog (online at www.cnu.edu) or your department advisor.

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT scores of 1100, with scores of at least 530 on both critical reading and mathematics subtests; two letters of recommendation, and essay. Students will earn a **B.A. or B.S. in Psychology** after the first four years and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete the following track for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for a B.A. or B.S. in Psychology.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; HIST 121; GEOG 201; PSYC 207 or 208;

SOCL 314/ 314L; PSYC 312; NSCI 310; MATH 109; ENGL 310 or 430, 314W or 316; CPSC 110.

Graduate courses* required (senior year):

Select two: MATH 570; ENGL 532, ENGL 514.

*See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN PSYCHOLOGY

PSYC 195. Special Topics (3-3-0)

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

PSYC 201. Investigating the Biological Bases of Behavior and Cognition (3-3-0) AINW

This course covers basic principles of scientific psychology, including coverage of history and systems of psychology (the historical development and progression of scientific theories in psychology), the scientific method, and research methods. Additionally, this course includes coverage of biological bases of behavior (brain and nervous system structure, function, and effects on individual behavior and mental processes), sensation and perception (anatomy and function of sensory systems such as the visual system), learning and memory, intelligence, cognition, motivation, and emotion. Each of these topics will be discussed with respect to the application of the scientific method to the study of each topic and research findings relevant to contemporary understanding of human behavior and mental processes.

PSYC 201L. Biological Bases of Behavior Laboratory (1-0-3) AINW

An introduction to the methodological foundations for exploring the biological bases of behavior. Students will participate in a series of labs and computer assignments to learn about principles of psychology in a hands-on setting. Laboratory exercises will be conducted in brain-behavior relationships, behavioral phenotypes, sensation and perception, learning and memory, motivation, and emotion.

PSYC 202. Investigating the Social Context of Behavior and Cognition (3-3-0) AIII

This course provides an overview of the social science side of psychology, concentrating on the history and systems of psychology, research methods, human growth and behavior, emotions, stress & health, personality, psychological disorders, therapy, social psychology, and industrial/organizational psychology. These topics are discussed in the contexts of social, cultural and psychological influences on human behavior and mental processes. Such influences may include (but are not limited to) heredity, neurological influences, and institutions such as the family, workforce, society, and culture. You will develop a foundation for

understanding psychology and will be introduced to a variety of disciplines within psychology.

PSYC 207. Lifespan Development (3-3-0) AIII

This course offers a study of human development through the lifespan, including cognitive, physical, social and emotional processes. The course will focus on similarities and differences in development from conception to death and examine influences on individual development including social, familial, cultural, and biological influences.

PSYC 208. Child Development (3-3-0) AIII

Required for students in the Teacher Preparation Program. This course will focus on the biological, cognitive, linguistic, social, and emotional factors influencing the normal growth and development of the child from conception through adolescence. The course will focus on theories and research in child development as well as everyday applications of those theories and research.

PSYC 295. Special Topics (3-3-0)

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

PSYC 299. Field Research in Psychology (credits vary 1-3)

Prerequisite: Psychology major, consent of instructor and Department Chair.

This course is designed to allow the first or second year psychology student the opportunity to enrich his or her program of study by pursuing research work in psychology. Students who take this course will most often be working with a psychology professor on his or her research. The responsibilities of the student, time lines, and criteria for evaluation are agreed upon in writing by the student and supervising professor. Copies of the agreement must be filed with the department chair before the end of the drop/add period in the semester in which the field study will occur. A maximum of 6 hours of field research may be counted toward the degree.

PSYC 300. Statistical Applications in Social Science Research (3-3-0) AIIF

Prerequisite: PSYC 201 with a grade of C- or better and completion of MATH 125 or an equivalent statistics course.

Students who take this course will gain the ability to analyze a research situation so that the proper statistical procedures can be selected and applied to the data by understanding the basic theory that underlies those procedures. Students will also gain the confidence and skill to perform the necessary statistical calculations to complete those procedures, using both manual and computer techniques where appropriate. Finally, students will learn to interpret the results of the calculations in terms of the data or problem at hand.

PSYC 301W. WI: Research Methods in Psychological Science (3-3-0)

Prerequisite: ENGL 123, ULLC 223 and PSYC 201, 202, 300 with a grade of C- or better.

An introduction to empirical research in psychological science. Topics covered will include the scientific method, research ethics with humans and animals, variables, sampling issues, reliability and validity, research methods and designs, and finding and evaluating psychological research literature. Students will use American Psychological Association format for writing empirical research reports. Laboratory activities in selected areas will be conducted. Partially satisfies the Writing Intensive requirement.

PSYC 301L. Research Methods in Psychological Science Laboratory (1-0-3)

Corequisite: PSYC 301W.

PSYC 302W. WI: Advanced Experimental Psychology and Methodology (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and PSYC 301W/301L with a grade of C- or better. Corequisite: PSYC 302L.

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. Partially satisfies the Writing Intensive requirement.

PSYC 302L. Advanced Experimental Psychology and Methodology Laboratory (1-0-3)

Corequisite: PSYC 302W.

PSYC 303. Industrial and Organizational Psychology (3-3-0) AIII

Prerequisite: MATH 125.

An overview of the field of industrial/organizational psychology based on the application of psychological research and theory to understanding and predicting behavior in organizational settings. This course provides an examination of the dynamics of job motivation, organizational leadership, decision-making, group functioning, power relationships, personnel selection, training, performance measurement and appraisal, and other related topics.

**PSYC 304. Social Psychology (3-3-0)
[same as SOCL 306]**

Prerequisite: PSYC 201, 202.

An examination of the nature and causes of individual behavior in social situations. The focus of the course is on social thinking and beliefs, attitudes and behavior, social influence processes, and both positive and negative social interactions.

PSYC 305. Psychology of Learning (3-3-0)

Prerequisite: PSYC 201, 202.

A study of the principles and theories of human and animal learning, with consideration also given to methods of investigation and recent theories of various learning phenomena.

PSYC 306. History and Systems of Psychology (3-3-0)

Prerequisite: PSYC 201 and 202. To be completed by the end of the junior year.

This course will present the philosophical, medical, physiological and anthropological antecedents of psychological science. Additionally, the pertinence of scientific inquiry to psychology will be given special emphasis. The history and distinguishing characteristics of the major systems in psychology or "schools of thought" will be presented. Varieties of contemporary psychological theory will be discussed in terms of the individuals who have been instrumental in developing them; newer aspects of these theories will be presented in light of their historical development.

PSYC 309. Adolescent Development (3-3-0) AIII

Prerequisite: PSYC 201 or 202, and sophomore standing.

This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adolescence (from puberty to young adulthood). The course will focus on theories, research, and problems in the process of adolescent development as well as everyday applications of theories and research.

PSYC 310W. WI: Research in Child Behavior (3-3-0)

Prerequisite: ENGL 123, ULLC 223 and PSYC 301W/301L with a grade of C- or better.

This course focuses on understanding, analyzing, and interpreting theory and research on child behavior. Students will critically evaluate research and prepare a major research proposal, presented in written and oral formats. Application of primary research findings and theoretical principles to child behavior in practical settings is of central concern. Partially satisfies the Writing Intensive requirement.

PSYC 311. How to Think about Psychological Science (3-3-0) AIIIF

Prerequisite: PSYC 300 with a grade of C- or better.

An examination of the manner in which psychologists use scientific reasoning. Students learn the fallibility of relying upon intuition and "common sense" as means of explaining behavior. Critical thinking techniques are applied to teach students to recognize and evaluate pseudoscientific claims. Specific emphasis is given to testability & falsifiability, converging operations, and certain experimental methodologies and statistical techniques used in the study of behavior.

PSYC 312. Educational Psychology (3-3-0)

Prerequisite: PSYC 201 and 202 (or 207 or 208).

Required for students in the Teacher Preparation Program. This course focuses on the application of psychological facts, principles, and methods to learning in the classroom. This includes developing skills in the evaluation of student performance as an aid to learning and teaching. Students taking this course to satisfy MAT program requirements must also complete a field experience associated with this course.

PSYC 313. Human Relations in Organizations (3-3-0)

Prerequisite: PSYC 201, 202.

An experiential approach to team effectiveness, focusing on leadership, decision-making, communication, problem solving, conflict-resolution, creativity, and other issues faced by task-oriented groups in organizations. Class attendance is mandatory.

PSYC 314. Psychology of Personality (3-3-0)

Prerequisite: PSYC 201, 202.

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.

A survey of behavior pathology emphasizing anxiety, mood, somatoform, eating, gender and substance disorders, as well as disorders related to childhood. Diagnostic criteria, etiology and treatment of each disorder is presented. This class relies heavily on film as a tool for exploring the experience of mental illness, as well as societal attitudes toward psychological disorders and treatment.

PSYC 316. Cognitive Psychology (3-3-0)

Prerequisite: PSYC 201, 202.

This course examines research on human cognitive processes including perception, attention, memory, language, neuroscience, knowledge representation, decision-making, and problem solving. The course will provide an understanding of the empirical methods used, theoretical models, classic and current research, and application to everyday behaviors.

PSYC 320. Psychology of Gender (3-3-0) AIGM

Prerequisite: PSYC 201, 202.

This course introduces students to psychological research on the experiences, behaviors, and abilities of men and women. A comparative approach is used to examine historical, contemporary, and cultural differences in men and women. Topics include gender differences and

similarities in mental abilities, personality, social behavior, mental health issues, and experiences of men and women in the workplace.

PSYC 327. Theories and Principles of Child Development (3-3-0)

Prerequisite: PSYC 201, 202.

This course is designed to provide students with a foundation in the theories and principles of the science of developmental psychology. The course emphasizes developmental changes, the influence of contexts on development, theories that help us explain development, and theoretical applications. In particular, the course focuses on ways in which biological and environmental factors interact to produce individuals' outcomes.

PSYC 333. Personnel Psychology (3-3-0)

Prerequisite: PSYC 201, 202, 300 or MATH 125 or BUSN 331.

Presents the application of psychological research, theory, and methods to developing, implementing, and assessing personnel techniques and human resource functions such as job analysis, selection procedures, and performance appraisal.

PSYC 340. Adult Development and Aging (3-3-0) AIII

Prerequisite: PSYC 201 or 202, and sophomore standing.

This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adulthood (from young adulthood to the end of the life cycle). The course will focus on theories, research, and problems in the process of adult development and aging as well as everyday applications of theories and research.

PSYC 347. Psychology Seminar Abroad (3-3-0)

Prerequisite: PSYC 201 or 202.

This seminar examines the psychology of human behavior and culture through a comparative cultural perspective, and is taught on-site in a host country. Students explore the psychology of human behavior and mental processes at the individual and group level through site visits, lectures, guided tours, and on-site data collection. Student learning will be assessed through term papers, research projects, presentations, reaction papers and/or examinations, as specified in the course syllabus. Departmental application and Office of International Programs paperwork required.

PSYC 350. Forensic Psychology (3-3-0)

Prerequisite: PSYC 201, 202.

Presents an overview of psychology as it is applied in judicial and criminal justice settings. Included in the course are readings and discussions about the personality types involved in criminal behavior, the use of psychology in

law enforcement, and civil applications of forensic psychology.

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

Prerequisite: PSYC 201, 202, and consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students who are interested in having a topics course in a certain area should make their suggestion to the Department Chair. Only one elementary topics course may be offered toward a degree in psychology.

PSYC 403. Training in Organizations (3-3-0)

Prerequisite: PSYC 201, 202, 303.

Spring.

Practical and theoretical approaches to the training and development of employees in organizations from a systems perspective, including needs assessment processes, training methods and techniques, and training evaluation. Course focuses on incorporating knowledge of human learning and motivation to improve training effectiveness. Various training topics are examined, including leadership development and team-based training. May use large data bases such as Lexis for research papers and presentations.

PSYC 404. Physiological Psychology (3-3-0)

Prerequisite: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or better and senior standing or consent of instructor for non-majors. Corequisite: PSYC 404L.

A critical analysis of selected physiological mechanisms controlling behavior. Lecture topics include neuroanatomy/neurophysiology, sensory systems, homeo-statically regulated systems, psychopharmacology and the physiological basis of memory. The laboratory provides hands-on experience with physiological instrumentation, various computer simulations, and an introduction to surgical techniques.

PSYC 404L. Physiological Psychology Laboratory (1-0-3)

Corequisite: PSYC 404.

PSYC 405. Psychology of Motivation and Emotion (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or better and senior standing (PSYC 305 recommended); Corequisite: PSYC 405L.

A study of the emerging factors in behavior, including such topics as instincts, drives, homeostatically-regulated systems, emotions, stress, anxiety. Motivation is approached theoretically from a biological framework. The laboratory includes replication of important experiments using either human or animal subjects.

PSYC 405L. Psychology of Motivation and Emotion Laboratory (1-0-3)

Corequisite: PSYC 405.

PSYC 406. Psychology of Sensation and Perception (3-3-0)

Prerequisite: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or better and senior standing or consent of instructor for non-majors. Corequisite: PSYC 406L.

A study of sensory and perceptual processes presented in the framework of both theoretical and experimental issues. The laboratory includes experiments and demonstrations in several sensory/perceptual modalities.

PSYC 406L. Psychology of Sensation and Perception Laboratory (1-0-3)

Corequisite: PSYC 406.

PSYC 408. Psychopharmacology (4-3-0)

Prerequisite: Math 125 or Psyc 300 and PSYC 301/301L or NEUR 301W/301L. Corequisite: PSYC 408L.

Spring.

A survey of the pharmacology of prescription and recreational psychotropic drugs: opiates, alcohol, caffeine, hallucinogens, marijuana, nicotine, anxiolytics, antidepressants, mood stabilizers, stimulants, inhalants and anabolic steroids. A major research paper and PowerPoint presentation are required.

PSYC 408L. Psychopharmacology Laboratory (0-0-4)

Corequisite: PSYC 408.

Spring.

This laboratory course will utilize rodent models to study the effects of various pharmacological agents on mammalian physiology and behavior.

PSYC 409. Behavioral Medicine and Health Psychology (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or better and senior standing, or consent of instructor for non-majors; Corequisite: PSYC 409L.

A critical appraisal of the primary literature in behavioral medicine and health psychology. An analysis of health enhancing and health-compromising decisions. Topics include stress and coronary prone behaviors, psychoimmunology, obesity, eating disorders, exercise, smoking cessation, hypertension, diabetes, and pain management.

PSYC 409L. Behavioral Medicine and Health Psychology Laboratory (1-0-3)

Corequisite: PSYC 409.

PSYC 410. Psychological Tests and Measurements (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or better and senior standing, or consent of instructor; Corequisite: PSYC 410L.

This course explores the theory and practice of psychological assessment. Psychometric principles of test construction, development, validation, with attention to statistical

techniques, and utilization are examined. Current psychological instruments are studied in depth. Students will learn to critically evaluate current psychological tests within a variety of contexts.

PSYC 410L. Psychological Tests and Measurements Laboratory (1-0-3)

Corequisite: PSYC 410.

PSYC 415. Comparative Psychology (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or better and senior standing, or consent of instructor;

Corequisite: PSYC 415L.

This course will focus on the fundamental methods and content of comparative psychology. Classic and contemporary principles and research will be discussed. The course will include such topics as the history of comparative psychology as well as movement, foraging, social grouping, territoriality, mating systems and reproduction, predator/prey relationships, animal learning, and animal cognition. The laboratory will focus on the questions, techniques, methods, instruments, and activities related to course content.

PSYC 415L. Comparative Psychology Laboratory (1-0-3)

Corequisite: PSYC 415.

PSYC 420. Human Sexuality (3-3-0) AIII

Prerequisite: PSYC 201, 202.

The area of human sexuality includes subject matter from several disciplines and this course will deal with various aspects of the multidisciplinary nature of Human Sexuality. The course will explore the cultural and cross-cultural treatment of one of the most fundamental aspects of human nature, but an aspect long repressed by many conservative institutions of Western Civilization. An important goal of this course is to help the student communicate easily, accurately, and comfortably when discussing sexually related topics. Another major goal of this course is the recognition and understanding of sexual variation and dysfunction. Finally, this course will examine the importance of developmental processes in our understanding of normal sexual expression.

PSYC 423. Organizational Psychology: The Social Psychology of Work (3-3-0)

Prerequisite: PSYC 201, 202, PSYC 301W, PSYC 303, or consent of instructor for non-majors.

Fall.

A study of work motivation, job satisfaction, leadership, leadership within organizations, organizational development and change, and other organizational dynamics presented within the framework of theoretical and practical applications. The relationships between these variables/processes and organizational outcomes (e.g., productivity,

turnover) will be examined from the perspective of the organization as a system.

PSYC 428. Cognitive Development (3-3-0)

Prerequisite: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or better and senior standing or consent of instructor for non-majors; Corequisite: PSYC 428L.

This course will focus on the development of cognitive processes from infancy to adolescence. Classic and contemporary theories and research will be discussed. The course will include such topics as attention, perception, brain development, memory, mental representation, language acquisition, conceptual development, social cognition, literacy acquisition, and numerical concepts.

PSYC 428L. Cognitive Development Laboratory (1-0-3)

Corequisite: PSYC 428.

PSYC 431. Psychology of Architecture and Industrial Design (3-3-0) AICE

Prerequisite: PSYC 301W/301L with a grade of C- or better and senior standing, or consent of instructor; Corequisite: PSYC 431L.

This course investigates psychological principles important to environmental, architectural, and product design issues. An overview will be provided on how the science of psychology informs our understanding of how people use structures and products in their lives. The course examines the historical and creative influence of noted architects and designers, concentrating on how they dealt with human-environment issues, such as: crowding, privacy, efficiency, and socialization. The laboratory provides an opportunity for students to identify, analyze, and solve design problems using a studio and fieldwork approach. The course culminates with the preparation and delivery of a major presentation and term paper illustrating a creative solution to a design problem.

PSYC 431L. Psychology of Architecture and Industrial Design Studio-Lab and Fieldwork (1-0-3) AICE

Corequisite: PSYC 431.

PSYC 451. Advanced Statistics and Multivariate Analysis (3-3-0) AIIIF

Prerequisite: PSYC301W/301L with a grade of C- or better and senior standing, or GOVT352 or SOCL392 or consent of instructor; Corequisite: PSYC 451L.

This course will introduce multivariate analyses covering repeated measures, Analysis of Covariance, MANOVA, Multiple Regression, Factor Analysis, Discriminate Analysis, and a brief overview of Path Analysis, Log Linear designs, and Meta-Analysis. The logical properties of multivariate techniques and interpretation of research results are stressed. Multivariate statistical procedures are

compared covering the various strengths and weaknesses. Finally, this course will focus on how to organize, analyze, and interpret complex data.

PSYC 451L. Advanced Statistics and Multivariate Analysis Laboratory (1-0-3)

Corequisite: PSYC 451.

PSYC 490. WI: Senior Seminar (3-3-0)

Prerequisite: ENGL 123; ULLC 223; senior standing; PSYC 301W/301L and 306 with a grade of C- or better.

Topical seminars to cover a variety of areas. These seminars are limited to seniors only. Partially satisfies the Writing Intensive requirement.

PSYC 491. Practicum in Psychology (3-3-0)

Prerequisite: Senior standing; completion of PSYC 301W/301L and 306 with a grade of C- or better; prior permission of the instructor.

Requirements for the practicum are set forth in the Field Manual for Practicum Students in Psychology, which is available in the Office of the Department of Psychology. Students enrolling in this course will participate in an organization, agency or other placement appropriate to the student's educational and professional goals. Those wishing to enroll in this course must contact the instructor of the course prior to the preregistration period to receive permission to enroll. Students failing to receive prior permission by the instructor will be unable to register for the course. Students will play a major role in finding an appropriate placement. Failure to comply with the above requirements can result in no placement. A maximum of one registration can be counted toward a degree.

PSYC 492. Directed Research in Psychology (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or better.

Directed study consisting of either library or empirical research supervised by a professor from the Department of Psychology.

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

Prerequisite: PSYC 201 and completion of all required 300-level PSYC courses.

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

PSYC 499. Independent Study in Psychology (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-lines, and criteria for evaluation are agreed upon in writing by the student and supervising instructor. Copies of the study plan must be filed with appropriate University offices, attached to an Independent Study Authorization Form. This form is available through the Office of the Registrar. The necessary paperwork must be completed by the end of registration in the semester in which the study is to be completed. The research conducted may consist of bibliographic or experimental research. A maximum of six hours earned in PSYC 499 may be counted toward a degree.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

Dr. Marion R. Manton, Chair

BTC, 2nd Floor

(757) 594-7110

marion.manton@cnu.edu

Dr. Carolyn Bartick Ericson, Social Work Major Director

(757) 594-8483

carolyn.ericson@cnu.edu

Faculty

Associate Professors: Lewis, Manton, Waldron

Visiting Associate Professor: Ericson

Assistant Professors: Byrd, Chambers, Gustafsson,
Russett, Valutis

Lecturers: Heidemann, Timmer

Emeriti: Durel, Healey, Kernodle, Mathews, Pellett,
Purtle

Social Work Field Coordinator: Russett

Field Instructors: Alvord, Barnett, Gallas, Graul,
Johnson, Kerns, Lowe, Moore,
Newby, Norfleet, Schulte, Smith,
Thompson, Watson

The Department of Sociology, Social Work, and Anthropology offers a Bachelor of Arts in sociology with a major in sociology as well as a major in social work accredited by the Council on Social Work Education. The sociology major includes concentrations in anthropology and criminology; minors in anthropology and sociology are also available, as well as a program of Teacher Preparation. Sociology majors acquire a strong liberal arts background as well as experience in understanding society from a sociological perspective. The major emphasizes and develops the ability to analyze significant social issues, conduct research, and communicate the results of scholarly investigation. Majors in sociology learn to apply conceptual models and conduct research in the context of a global and broadly comparative perspective on the world today. The major in sociology provides practical skills for the work-world, valuable preparation for graduate study, and a solid foundation for intelligent citizen participation.

The major in social work offers a strong liberal arts base and has the principal educational objective of preparing students for beginning generalist social work practice. The highly integrated curriculum includes sequences of study in social welfare policy and services, human behavior and the social environment, research, and social work practice. Coursework includes the study of individuals, families, groups, organizations, and communities; it also integrates content on values and ethics of the profession, diversity and special populations, social and economic justice, and a strengths perspective. The culmination of

the major is the educationally directed field instruction which places students in social agencies in the community. Graduates find employment in such area as public and private social service agencies in the fields of family and child welfare, health, mental health, drug and alcohol rehabilitation, schools, corrections, and probation.

Mission Statement

The Department of Sociology, Social Work and Anthropology's mission is to present the intellectual foundations of Sociology, Social Work, Anthropology and Criminology. Built on a strong liberal arts base, our programs are mindful of each discipline's responsibility to mentor students who will be engaged citizens in a multicultural, diverse and global society. Our instructional mission is to provide students with the knowledge and skills that are applicable to a broad range of settings, including the public and private sector, and to better prepare students to pursue graduate and professional degrees in Sociology, Social Work, Anthropology, Criminology and related disciplines. In addition to these, the Social Work program prepares students for entry level social work practice. We emphasize each discipline's core concepts, theories, bodies of knowledge, techniques of social research, the ability to think critically, and the clear expression of ideas, written and oral. This educational mission promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, our programs advocate service to the community and Commonwealth.

The Bachelor of Arts degree in Sociology

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. All courses must be selected in consultation with an advisor from this department. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in sociology requires successful completion of the following major and elective courses:

1. MATH 125;
2. SOCL 201 or SOCL 205;
3. Any one SOCL or ANTH 200-level course;
4. Any one 200- or 300-level SOCL or ANTH course;
5. SOCL 301W, 392, and 480W; all completed at CNU in this department only and passed with a grade of C- or better;

6. Select eighteen hours of ANTH or SOCL at the 300-400 level, of which no more than six hours may be ANTH courses;
7. In total, at least eighteen hours in SOCL courses must be earned at CNU;
8. Successful completion of departmental qualifying examinations administered as part of SOCL 301W.

The Bachelor of Arts degree in Sociology Anthropology Concentration

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in Sociology with a concentration in anthropology requires successful completion of the following major and elective courses:

1. MATH 125;
2. ANTH 200 and 203;
3. SOCL 201 or 205;
4. SOCL 301W, 392, and 480(W); all completed at CNU in this department only and passed with a grade of C- or better;
5. Additional eighteen hours in ANTH above the 200 level;
6. In total, at least eighteen hours in ANTH and SOCL courses must be earned at CNU;
7. Successful completion of departmental qualifying examinations administered as part of SOCL 301W.

The Bachelor of Arts degree in Sociology Criminology Concentration

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in Sociology with a concentration in criminology requires successful completion of the following major and elective courses:

1. MATH 125;
2. SOCL 201 or 205;
3. Any two SOCL or ANTH 200 level courses;
4. SOCL 301W, 392, 480(W); all completed at CNU in this department and passed with a grade of C- or better;
5. SOCL 319, 321, 491;
6. Select three: SOCL 304, 316, 318; SOWK 373; GOVT 243, 368W;
7. Students concentrating in criminology must earn a minimum of 36 hours in SOCL and ANTH courses;
8. In total, at least eighteen hours in SOCL courses must be earned at CNU;
9. Successful completion of departmental qualifying examinations administered as a part of SOCL 301W.

The Minor in Sociology (18 credits)

The minor in sociology requires a minimum of 18 credits in sociology. To complete the minor, students must take SOCL 201, 205, and 12 hours of additional SOCL courses at the 300 or 400 level selected in consultation with an advisor from the department.

The Minor in Anthropology (18 credits)

The minor in anthropology requires a minimum of 18 credits in anthropology. Required courses are:

1. ANTH 200 and 203;
2. Additional twelve hours in ANTH courses above the 200-level;

Sociology Major Requirements for Teacher Preparation

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (MAT) program. Application to the program must be made in spring of the junior year and will require: 3.0 GPA; passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn the B.A. in Sociology (without a concentration) and then complete an additional year of study leading to an MAT Degree. The courses and degree requirements for the MAT are found in the graduate catalog. Students accepted into this program must complete the following track for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See B.A. Sociology (no concentration) major requirements.

Support courses required:

ENGL 123, 310 or 430, 314W or 316; ULLC 223; COMM 201 or THEA 230; two science courses and one science lab; HIST 111, 121; GOVT 101; GEOG 201; MATH 125, 308; NSCI 310; PSYC 207, 312; and CPSC 110.

Graduate courses* required (senior year):

Select six credits: MATH 570; ENGL 532, 514.

* See the graduate catalog for graduate course descriptions.

The Bachelor of Arts degree in Sociology Social Work Major

Mission Statement

The Social Work program ascribes to and fully supports the mission of the Department of Sociology, Social Work and Anthropology. In addition, the program is committed to a curriculum of excellence built on the competencies required for social work practice that meets the accreditation standards of the Council of Social Work Education and prepares social work majors for entry level baccalaureate level generalist social work practice. Finally, the program places special emphasis on service to community, Commonwealth and beyond, prepares students to be aware of, preserve and promote human rights and practice within the values of social work.

Social Work Program Goals

- Exceptionally competent baccalaureate generalist social workers prepared in a liberal arts foundation.
- Social science scholars who are technologically competent and prepared for critical thought and scientific inquiry.
- Citizens of the community and Commonwealth who are informed about the social environment including national and global issues and ready advocates of human and civil rights for social and economic justice.
- Individuals who demonstrate effective interpersonal and professional communication skills and the ability to use self-as-instrument practice.
- Professionals imbued with the social work strengths perspective and able to apply knowledge of diversity and difference in practices.
- Social workers prepared to apply theory and knowledge of biological, psychological, sociological and spiritual views of person and environment interaction.
- Leaders dedicated to service and prepared with an understanding of the value base of the social work profession and its ethical standards and principles.

In addition to successful completion of the liberal learning curriculum, the major in social work requires successful completion of the following courses in major and elective studies:

1. BIOL 109L and one BIOL 100-level course;
2. MATH 125;
3. PSYC 201;
4. SOCL 201, 205, or ANTH 203;
5. SOCL 392;
6. SOWK 201, 210, 211, 216, 301, 301L, 302, 368W, 393(W), 401, 402, 403, and 498.
7. Because of their highly sequential nature, students are required to meet regularly with a social work faculty advisor.

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 Social Work Major Coordinator.

Entrance to the Social Work Major

In addition to admission as a classified student at CNU and formal declaration of social work as a major, students must apply for "entered status" as a CNU baccalaureate social work major. Requirements for entrance to the social work major includes:

- Completion of at least 30 hours of academic work, showing progress toward meeting CNU's general education requirements;
- Successful completion (a grade of C or better) of SOWK 201 or acceptable equivalent, to insure at least a basic understanding of the career choice being made;
- An overall grade point average (GPA) of 2.5 and a GPA of at least 2.75 in all courses required for social work; and
- Three reference letters, a written application, an admission statement, and possibly a personal and/or panel interview.

For continuance in the Social Work Major

A student must demonstrate readiness to enter and continue in the professional or upper level courses in the baccalaureate social work program of study. This requires:

- Academic achievement (maintenance of overall GPA of 2.5 and GPA of 2.75 in the courses required for social work);
- Personal and professional behavior consistent with the NASW Code of Ethics;
- Effectiveness in work with client systems as demonstrated through laboratory and field courses; and
- Capacity to master the necessary skills of generalist social work practice.

For further information on these requirements, the social work major furnishes an information and application package to interested students through the department office. Entrance to the major consists of the following parts:

- Entrance. Applications for entrance to the social work major are accepted from students who are currently enrolled at the University, have at least 30 hours of academic work, and have completed or are currently enrolled in Introduction to Social Work (SOWK 201). Transfer students who meet these requirements and who transfer a course evaluated by the Chair of Social Work as equivalent to SOWK 201 may also

apply. Applications are accepted through out the year, but students **MUST** be approved as a social work major prior to enrollment in Social Work Practice I (SOWK 301) and the corresponding laboratory class (SOWK 301L).

- **Interview.** Once a complete application package is received, an interview or panel interview may be scheduled. Interviews are usually scheduled with the Social Work Major Director. However, the applicant, a social work faculty member, or the Social Work Major Director may request an interview and decision by a panel of three social work faculty members in lieu of an individual interview and decision by the Social Work Major Director.
- **Disposition.** Students will be informed of the disposition of their applications, in writing, within two weeks of the interview or panel interview. The following dispositions are possible: **Full Entrance**, **Probationary Entrance** (spells out requirements for full acceptance), and **Denial**.

Students who have been granted probationary entrance or who have been denied may appeal such decisions through the regular appeal channels of the University (see University Handbook, Student Handbook, or seek assistance from the Student Government or the Office of the University Registrar).

Continuing GPA and Other Requirements

Automatic review of entrance standing occurs when grades of *D* or *F* are made in any required course in the major or when a student is on academic probation. Probationary status in the major prevents a student from entering or continuing in 400-level social work (SOWK) courses. Re-entrance to good standing will be determined by GPA and approval of the Social Work Major Coordinator and/or a panel of three social work faculty members.

Successful completion of SOWK 301 and 301L (grade of C or better). A written evaluation of generalist practice skills demonstrated in the Social Work Practice I Laboratory class, completed by the 301L instructor(s), will become part of the student's permanent record. A grade below a *C* or an unfavorable laboratory evaluation of skills will result in automatic probationary status and denial of entry to 400-level classes until such time as entrance status is reinstated.

Field Instruction Application Requirements:

1. Senior status;
2. Successful completion (grade of *C* or better) of SOWK 301 and 301L, with favorable evaluation of skill performance in 301L;
3. Overall GPA of 2.5 and GPA of 2.75 in the courses required for the major; and
4. Completed and approved application for entrance to Field Instruction I (SOWK 401).

An application for Field must be filed with the Field Instruction Coordinator in the spring semester directly preceding fall placement by the last day for withdrawing from classes without grade penalty.

Important Note: All of the foregoing may be appealed by students through regular University appeals channels.

THE CURRICULUM IN ANTHROPOLOGY

ANTH 195. Special Topics (3-3-0)

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

ANTH 200. Human Adaptation (3-3-0) AINW

The course will focus on the processes and principles relevant to understanding the biological history of the human species and the variation this species exhibits today. Because of the unique nature of humans as culturally dependant organisms, aspects of human cultural evolution are also discussed, with an emphasis on the interaction of cultural and biological factors. Topics to be emphasized are the history of evolutionary thought, the application of the evolutionary process to humans, human genetics, human variation, the relationship of humans to other organisms (particularly in the order Primates), the human fossil record, archaeology.

ANTH 203. Cultural Anthropology (3-3-0) AIII

Fall and Spring.

An anthropological and comparative study of humans and the cultures they have created. The focus of the course is the study of pre-industrial and non-Western societies, including social and political organization, religion, economics, mythology and traditions, and intellectual and artistic life.

ANTH 295. Special Topics (3-3-0)

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

ANTH 309. The Refugee Experience (3-3-0) AIGM [Same as SOCL 309]

Prerequisite: any SOCL or ANTH 200 level course with a minimum grade of C-.

This course examines what people go through when they are forced to flee their homelands under duress, and the obstacles/opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the refugee experience, looking at the history of immigration to the U.S. and linking the current refugee crisis to global economics and politics. Given the unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

ANTH 310. Fear and Magic (3-3-0)

Prerequisite: ANTH 203.

This course investigates what various cultures consider frightening, and the magical means they use to overcome those fears. Using an anthropological approach to religion and magic, the course examines how magical beliefs and practices are embedded and enacted within specific cultural contexts, including our own.

**ANTH 325. Food and Culture (3-3-0) AIGM
[Same as SOCL 325]**

Prerequisite: any SOCL or ANTH 200 level course.

This course is designed to develop an appreciation for the role of food in culture. The course will survey how food has been a central pawn in the political strategies of states and households; marks social differences, boundaries, and bonds, and how eating is an endless enactment of gender, family, and community relationships. Exploring cultural similarity and difference through food will provide course participants with a concrete and accessible yet powerful example of the cultural construction of reality, the ecological bases behind that construction, and their own participation in that process.

**ANTH 330. Language and Culture (3-3-0) AIGM
[Same as SOCL 330 and ENGL 330]**

Prerequisite: ULLC 223; ENGL 208 with a minimum grade of C-.

This course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world. Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. At the same time, students will acquire a thorough grounding in knowledge of the linguistic and cultural diversity that exists in the United States (in general) and the Mid-Atlantic region (in particular).

**ANTH 377. Women, Gender, and Culture (3-3-0)
[Same as SOCL 377]**

Prerequisite: any SOCL or ANTH 200 level course.

This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

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

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

ANTH 484. Ethnographic Methods (3-3-0) [Same as SOCL 484]

Prerequisite: any SOCL or ANTH 200 level course, SOCL 392, and SOCL 301W.

Spring, alternate years.

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: SOCL 392.

Fall and Spring.

The practicum in anthropology consists of 150 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. Practicum must be approved by the department before registering.

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

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

THE CURRICULUM IN SOCIOLOGY

SOCL 195. Special Topics (3-3-0)

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

**SOCL 201. Globalization and Society (3-3-0) AIGM
Fall and Spring.**

This course addresses globalization in the 21st century and its implications for the U.S. and the world. The course will devote considerable attention to the inequalities and tensions created by this form of globalization, to the critiques developed by non-Western thinkers, and to the experiences of specific developing and undeveloped nations through case studies. The course provides a macro-sociological perspective on the intersections between culture, polity and market in the present global system of societies.

**SOCL 203. Sociology of Sport (3-3-0) AIII
Spring.**

This course develops an understanding of the way sports as an institution impacts the individuals who participate in it as players, coaches, and fan or any other form of participation. In addition, the course will examine how sports informs the larger societal culture through media, cultural values,

language and the ways sports gives members of society cues on how to behave when confronting particular circumstances.

SOCL 205. Identity, Community, and the Individual (3-3-0) AIII

Fall and Spring.

This course will apply the perspectives, theories, and methodologies of sociology to the processes by which an individual becomes and remains a member of society. The focus will be on culture and socialization, the presentation of self in everyday life, mechanisms of social control, and the impact of inequalities of class, race, and gender. The course will include a cross-national, comparative perspective. Students will become more aware of how their views, values, and opinions are shaped by the larger society and the social forces that constrain their actions and reinforce their social identities.

SOCL 215. Media & Crime (3-3-0) AIII

Spring

This course provides an introduction to the entertainment and news media's portrayal of crime, criminals and the criminal justice system. In the course we will compare the media's images to the reality of crime in American society. We will examine the media's depiction of crime in terms of race, class and gender. In addition, we will explore the effects of the media's construction of crime such as the misperception of crime fighting careers, adding to the culture of fear and the development of criminal justice policies.

SOCL 295. Special Topics (3-3-0)

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

SOCL 301W. WI: Sociological Theory (3-3-0)

Prerequisite: ENGL 123, ULLC 223, any two SOCL or ANTH 200 level courses, and junior standing.

Fall and Spring.

The history, development, and current status of sociology. A consideration of major theorists and perspectives. Partially satisfies the Writing Intensive requirement

SOCL 303. The Family in Transition (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

Fall and Spring.

The application of sociological theory and research to U.S. marriage and family issues from a social change perspective. Emphasis is placed on changing gender roles and diversity in families. Variations in norms by social class, race, ethnicity, and family structure are presented.

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

Prerequisite: any SOCL or ANTH 200 level course.

Emphasis will be on the generic process by which individuals become members of society. Consideration of the

impact of family, sex, race, and socioeconomic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group, and media.

SOCL 305. Sociology of Aging (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

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: PSYC 201, 202.

Fall and Spring.

An examination of the psychological processes involved in social relationships of various types. The focus is upon person-perception processes, self-concept, attitude change, aggression, and interpersonal influence.

SOCL 309. The Refugee Experience (3-3-0) AIGM [Same as ANTH 309]

Prerequisite: any SOCL or ANTH 200 level course with a minimum grade of C-.

This course examines what people go through when they are forced to flee their homelands under duress, and the obstacles/opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the refugee experience, looking at the history of immigration to the U.S. and linking the current refugee crisis to global economics and politics. Given the unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

SOCL 313. Sociology of Religion (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

A sociological analysis of religion as a social institution with emphasis on the interrelationship between religion, society, and the individual. Topics covered include theoretical perspectives, empirical measurements of religiosity, and trends in secularization and religious pluralism.

SOCL 314. Education, Culture and Society (3-3-0)

Prerequisite: junior standing or consent of department.

Fall and Spring.

This course examines underlying ideologies as expressed in educational theory and practice and the role of education in modern social, economic, and political life. A participatory forum for discussion of a variety of perspectives and issues will provide a basis for students to explore the purpose and future of education in a free and democratic society.

SOCL 314L. Education, Culture and Society Lab (1-1-2)

Prerequisite: enrollment limited to students in the teacher preparation program. Prerequisite or corequisite: SOCL 314.

Fall and Spring.

The purpose of this lab is to take what students have learned from social science research on education, culture and society, and apply it to a classroom setting. By the end of this course students will be able to apply social science theory to the everyday interactions that take place in schools.

SOCL 315. Sociology of Health and Health Care (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

Analysis of the sociocultural 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. Racial and Ethnic Relations (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

Fall and Spring.

A comprehensive analysis of a variety of minority groups including Native Americans, women, Hispanic and Asian minorities, European immigrants, and Black Americans. The course will concentrate on the problems of prejudice and discrimination, integration and conflict, and trends of change.

SOCL 318. Social Problems (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

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: any SOCL or ANTH 200 level course.

Spring.

An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the social construction of deviance, and the effects of societal responses to deviance. Various forms of deviance will be analyzed, including eating disorders, sexual deviance, and elite deviance.

SOCL 320. Sociology of Media and Popular Culture (3-3-0) AIII

Prerequisite: Any SOCL or ANTH 200 level course

The class takes a critical approach to the production and consumption of the mass media, with a focus on both the economics and politics of the media industry in the United States. We examine the influence of media messages in

terms of socialization, identity, norms, rituals, stereotypes, deviance, crime and violence. This course also addresses the growth of new media technologies, current dilemmas facing media policy makers, and the impact of the media on globalization. Finally, we examine how relations of race, social class, and gender are intricately tied to cultural production and consumption in society.

SOCL 321. Criminology (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

Fall and Spring.

A sociological analysis of the nature and extent of crime as revealed by official statistics, victimization surveys, and self-reported crime. Emphasis will be on sociological theories of crime; characteristic patterns of crime; psychological, biological, and economic factors in criminal behavior; crime and social change; and the relationship between social policies and criminal behavior.

SOCL 325. Food and Culture (3-3-0) AIGM [Same as ANTH 325]

Prerequisite: Any SOCL or ANTH 200 level course.

This course is designed to develop an appreciation for the role of food in culture. The course will survey how food has been a central pawn in the political strategies of states and households; marks social differences, boundaries, and bonds, and how eating is an endless enactment of gender, family, and community relationships. Exploring cultural similarity and difference through food will provide course participants with a concrete and accessible yet powerful example of the cultural construction of reality, the ecological bases behind that construction, and their own participation in that process.

SOCL 330. Language and Culture (3-3-0) AIGM [Same as ENGL 330 and ANTH 330]

Prerequisite: ULLC 223; ENGL 208 with a minimum grade of C-.

This course looks at cultural and ethnic differences in communicative style, language use, and language socialization in speech communities around the world. Students will learn about recent trends in linguistic anthropological research in such areas as: communicative competence, communicative style and performance, language ideologies, language socialization, narrative, politeness and face, and ethnographic approaches to the analysis of interaction. At the same time, students will acquire a thorough grounding in knowledge of the linguistic and cultural diversity that exists in the United States (in general) and the Mid-Atlantic region (in particular).

SOCL 333. Occupations and Society (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

An analysis of occupations with particular emphasis on the interrelationship between work, society, and the indi-

vidual. 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 375. Social Class in Modern Society (3-3-0)

Prerequisite: any SOCL or ANTH 200 level course.

A sociological analysis of social stratification within capitalist societies. Topics include social inequality and mobility; systems of power, prestige, and privilege; agencies of class reproduction such as labor markets and schools; and a current assessment of poverty and development in the capitalist world system.

SOCL 377. Women, Gender, and Culture (3-3-0)

[Same as ANTH 377]

Prerequisite: any SOCL or ANTH 200 level course.

This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOCL 392. Statistics for Social Research (3-3-0)

Prerequisite: MATH 125, any SOCL or ANTH 200 level course.

Fall and Spring.

Data-analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

SOCL 395. Special Topics (Credits vary 1-3)

Prerequisite: any SOCL or ANTH 200 level course.

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

SOCL 480. WI: Research Methods and Design (3-3-0)

Prerequisite: ENGL 123; ULLC 223; Any SOCL or ANTH 200 level course, SOCL 392 and SOCL 301W with a C- or better.

Fall and Spring.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling. Partially satisfies the Writing Intensive requirement.

SOCL 484. Ethnographic Methods (3-3-0) [Same as ANTH 484]

Prerequisite: any SOCL or ANTH 200 level course, SOCL 392, and SOCL 301W.

Spring, alternate years.

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 490W. WI: Senior Seminar in Sociology (3-3-0)

Prerequisite: ENGL 123; ULLC 223; SOCL 301W, 392, 480(W) or 484 and successful completion of qualifying exams; senior standing.

Fall and Spring.

A writing-intensive "capstone" course designed for senior sociology majors and minors. The course includes an overview of the development of the discipline and an investigation of major theoretical paradigms with applications to contemporary society. Partially satisfies the Writing Intensive requirement.

SOCL 491. Practicum in Sociology (3-0-8)

[Same as ANTH 491]

Prerequisite: SOCL 301W and 392.

Fall and Spring.

The practicum in sociology consists of 150 hours in an approved community setting. Its purpose is to give the student the opportunity to correlate theory with practice. Written work will include a log and a final paper synthesizing the student's experience. Practicum must be approved by the department before the student registers.

SOCL 492. Readings in Sociology (Credits vary 1-3)

Prerequisite: consent of instructor.

Fall and Spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

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

Prerequisite: nine credits in sociology, junior or senior status or consent of instructor.

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

SOCL 499. Independent Research or Research Internship (3-0-8)

Prerequisite: SOCL 301W, 392, senior standing, a 3.00 GPA (both overall and in the major), consent of instructor and Department Chair.

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 195. Special Topics (3-3-0)

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

SOWK 200. Volunteer Services (3-2-3) AIII

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 201. Introduction to Social Work and Social Welfare (3-3-0)

Introduces and examines the social work profession and the social welfare settings in which it is practiced. Includes the historical development, central concepts, and institutional nature of social welfare as well as the origins, history, values and practices of social work as a profession. This course includes a service-learning component.

SOWK 210. Human Behavior and the Social Environment I (3-3-0) AIII

Prerequisite: PSYC 201; or SOCL 201, or 205; or ANTH 203.

Fall.

This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development in pregnancy and infancy and older adulthood with attention to how individuals, families, organizations, and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

SOWK 211. Human Behavior and the Social Environment II (3-3-0) AIII

Prerequisite: SOWK 210 with a minimum grade of C- or better.

This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development from early childhood through middle adulthood with attention to how individuals, families, organizations, and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

SOWK 216. Diversity and Cultural Competence (3-3-0) AIGM

Prerequisite: sophomore standing

This course is designed to provide students with a positive perception of cultural diversity. The most important elements of cultural diversity, understanding and awareness, will be addressed and examined. By understanding the concepts of "culture" and "diversity" the student will have a better grasp of diversity categories and the characteristics and systems of diverse cultures. The overall goal is to examine the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society. The use of legislation and literature will help overcome some common misunderstandings, while a number of useful case studies are made available to reinforce critical thinking skills.

SOWK 220. Mediation (3-3-0)

This is a basic course in the dispute resolution technique of mediation. In addition to focus on the concept, history, process, and applications of mediation, the course will examine related concepts such as conflict, power, and communication. Considerable student participation is required for experiential learning of mediation skills and techniques. Preparation and delivery of a mediation session is required. This course may be used to meet the Virginia Supreme Court basic education requirements for general mediation, a major component of the certification process.

SOWK 295. Special Topics (3-3-0)

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

SOWK 301. Social Work Practice I (3-3-0)

Prerequisite: entrance as a social work major. Corequisite: SOWK 301L.

Fall.

An 80 clock-hour laboratory which experientially reinforces the content of SOWK 301. Includes off-campus observation of social agencies, use of video equipment, role-playing exercises, various methods of practicing culturally sensitive generalist social work and a service-learning component to practice interviewing skills in a community agency.

SOWK 301L. Social Work Practice Lab I and Junior Field Instruction (2-0-6)

Prerequisite: acceptance as a social work major. Corequisite: SOWK 301.

Fall.

An 80 to 120 clock-hour laboratory which experientially reinforces the content of SOWK 301. Includes off-campus observation of social agencies, use of video equipment, role-playing exercises, various methods of practicing culturally sensitive generalist social work and some limited experience in a community social service setting.

SOWK 302. Social Work Practice II (3-3-0)

Prerequisite: grade of C- or better in SOWK 301 and 301L.

Spring.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Work with groups and families is stressed as well as integration of concurrent field experience.

SOWK 320. Family Mediation (3-3-0)

This is a course in the dispute resolution technique of family mediation. It is an analytical and applied exploration of family mediation and arbitration with significant focus on experiential learning and an emphasis on building the skills necessary to be an effective mediator. This course may be used to meet the Virginia Supreme Court basic education requirements for family mediation, a major component of the certification process.

SOWK 321. Spirituality and Social Work (3-3-0)

This course provides students an opportunity to study the place of spirituality and religion when working with people in a professional helping role. It examines the specifically spiritual nature of client strengths; the formal and informal interface of spirituality, religion and social work; and facilitates a beginning understanding of the use of spirituality in baccalaureate social work practice.

SOWK 330. The Impact of AIDS (3-3-0) AIGM

Pre or Corequisite: ENGL 123.

This Course will examine the many dimensions of the HIV infection in American and African societies. Students will be introduced to the history of the virus and up to date knowledge regarding diagnosis, treatment, and medical research. Global response to this disease will be analyzed. This will include discussions of stigma and the role of sexual orientation, ethical dilemmas, legal and economic problems, educational efforts, and mandatory testing. Students will have the opportunity to talk with individuals with HIV infection and will consider the dilemmas they and their families face in seeking health care and other resources.

SOWK 367. The Changing Face of Social Services (3-3-0)

Prerequisite: SOCL 201 or 205, or ANTH 203; and sophomore standing.

Fall.

Fall 2011 will be the last term this course will be offered. 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 368W. WI: Social Policy Analysis (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and SOCL 201 or 205 or ANTH 203. (SOWK 367 required for social work majors).

Spring.

Introduces a framework for the analysis of social policies and services. Focuses upon the variables that shape human service delivery systems. Application of analytical skills to a social policy is a required component of the course. Includes a service-learning project that is designed to develop political advocacy and lobby skills. Partially satisfies Writing Intensive requirement.

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 383. International Human Rights-Study Abroad (3-2-3)

Prerequisite: junior standing or permission of instructor.

This course will be offered in location abroad during the summer session. It will focus on the global issue of human rights with an emphasis on the country of location. Over the course of three weeks the students will be immersed in the culture of the host country, including lectures on the culture, the history of its human rights challenges and visits to agencies whose mission is to advance human rights. A week of language classes will be provided to facilitate interaction while in the country. Departmental application and Office of International Programs paperwork required. A service-learning experience will be included.

SOWK 393. WI: Methods of Social Work Research (3-3-0) AIIF

Prerequisite: ENGL 123, ULLC 223, and any 200 level SOCL course.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling. Partially satisfies the Writing Intensive requirement.

SOWK 395. Special Topics (credits vary 1-3)

Prerequisite: SOWK 260, junior standing or consent of department.

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

SOWK 401. Field Instruction I (6-2-16)

Prerequisite: SOWK 302 with a grade of C- or better and acceptance of field instruction application.

Fall.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly. Social work majors must earn a grade of C- or higher.

SOWK 402. Field Instruction II (6-2-16)

Prerequisite: SOWK 401. Corequisite: SOWK 498.

Spring.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly. Social work majors must earn a grade of C- or higher.

SOWK 403. Social Work Practice III (3-3-0)

Prerequisite: SOWK 302 with a grade of C- or better.

Corequisite: SOWK 401.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Macro level generalist practice with organizations and communities is stressed. Includes a service-learning component to integrate experience working with an actual community agency or project.

SOWK 470. Seminar in Civic Engagement & Social Entrepreneurship (3-3-0)

Prerequisite: SOWK 216; BUSN 340, ENGL 454

Fall and Spring.

This is the capstone course for the minor in Civic Engagement and Social Entrepreneurship. This seminar draws on the student's course work and experiential learning in the minor. Students will: 1. Identify a community need 2. Develop a partnership with a community agency to provide semester long service hours [minimum of 100 hours] 3. Create a proposal of reflection, research and action. 4. Complete and present a paper on the project. This is a service-learning course.

SOWK 474. Substance Abuse Intervention (3-3-0)

This course builds a framework for intervention with substance-abusing clients, providing guidelines for professional practice with families, groups, and communities and describing the settings in which intervention might occur. Some knowledge of substance abuse is assumed. Health 330 is recommended. This course is intended to help develop the skills to work in the field of substance abuse.

SOWK 492. Readings in Social Work (credits vary 1-3)

Prerequisite: twelve credits in sociology or social work, senior standing, a 2.75 GPA (both overall and in the major), and consent of department.

Fall and Spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

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

Prerequisite: nine credits in social work, senior standing and consent of instructor.

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

SOWK 498. Senior Seminar in Social Work (3-3-0)

Prerequisite: SOWK 401 and 403. Corequisite: SOWK 402.

Spring.

This course provides a capstone experience in seminar format aimed at comprehensive achievement of the social work program objectives. Faculty members serve as consultants and mentors as students integrate research and practice-based learning with theories for practice. Students demonstrate their ability to assess a client system; to propose a policy change and evaluation method; to analyze an ethical issue; to assess their cultural competence; to review the qualities of leadership in social work; and to demonstrate effective use of the professional change process.

SOWK 499. Independent Research or Research Internship (3-3-0)

Prerequisite: SOCL 392, SOWK 393, senior standing, a 3.00 GPA (both overall and in the major), consent of instructor and Department Chair.

Fall and Spring.

Independent research allows the student to do a research project on a chosen subject under the direction of a faculty member. The research topic must be decided upon and permission of faculty member and Social Work Director 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.

OFFICE OF TEACHER PREPARATION

Dr. Marsha M. Sprague, Director

McMurrin Hall, Room 253

(757) 594-7388

msprague@cnu.edu

Mission

The mission of the CNU Master of Arts in Teaching (M.A.T.) Program is to prepare highly qualified teachers who are licensed to teach in the Commonwealth of Virginia and in reciprocal states throughout the United States.

Five-Year Teacher Preparation Programs

CNU has teacher preparation programs leading to a B.A. (Bachelor of Arts), B.S. (Bachelor of Science) or B.M. (Bachelor of Music) and an M.A.T. (Master of Arts in Teaching). These programs qualify students for a license to teach elementary or secondary school in the state of Virginia. Application to these programs is made during the second semester of the junior year. Because course sequencing is critical to success, interested students should talk to an advisor about the Five-Year M.A.T. early in their program. The Five-Year M.A.T. will require that students take two or more graduate level courses in their senior year. Students who wish to pursue teacher preparation should consult the teacher preparation sections in the individual department (listed below) and the CNU Graduate Catalog for a description of the Master of Arts in Teaching Program.

Areas of Teaching and Required DegreesElementary, grades PK-6 Track

The grades PK-6 track requires teaching all subjects in elementary school. Any liberal arts or science major (B.A. or B.S.). See individual departments for list of courses needed to prepare for the M.A.T. in elementary education.

Grades PK-12 Track

- **English as a Second Language (ESL)** requires a B.A. or B.S. in any liberal arts or science major. M.A.T. ESL course requirements are listed in the English Department.
- **Visual Arts** requires a B.A. in fine and performing arts with a studio art concentration.
- **French** requires a B.A. in foreign languages and literatures with a French major.
- **Music, Choral or Instrumental** requires a B.M. in music with either the choral music education concentration or instrumental education concentration.
- **Spanish** requires a B.A. in foreign languages and literatures with a Spanish major.

- **Visual Arts** requires a B.A. in fine and performing arts with a studio art concentration.

Grades 6-12 Track

- **Biology** requires a B.S. in biology any concentration.
- **Chemistry** requires a B.S. in chemistry
- **Computer Science** requires a B.S. in computer foundations with a computer science major.
- **English** requires a B.A. in English any concentration.
- **History and Social Science** requires either a B.A. in history or a B.A. in political science.
- **Mathematics** requires either a B.S. or B.A. in mathematics.
- **Physics** requires a B.S. in Computer Foundations with an applied physics major.

See individual departments for specific requirements.

DEPARTMENT OF THEATER AND DANCE

Professor Tanya E. Sweet, Chair

Ferguson Hall, Room A140

(757) 594-7475

tsweet@cnu.edu

Faculty

Associate Professors: Breese, Gillman, Hillow,
Jaremski, Lloyd, Sweet

Assistant Professors: Lent, Mazzocca, Wynn

Visiting Assistant Professor: Rogerson

Lecturer: Godwin

Emeritus: Wood

Mission Statement

- To **OFFER** our students the means to become a liberally educated person of the theater;
- To **PROVIDE** an intellectually and artistically stimulating environment in which to study the art of theater within a liberal arts context;
- To **PRACTICE** the art of theater by actively engaging in a search for vital connections between theater's role in the past and present, and its future purpose in the world;
- To **PREPARE** our students for success at the finest graduate schools and the world of professional theater;
- To **BROADEN** our students' understanding of society and culture by exploring personal expression through a variety of theatrical disciplines;
- To **ENRICH** our students awareness and appreciation for the art of theater as central to the liberal arts
- To **SERVE** as a major artistic and cultural resource for Christopher Newport University and the greater Hampton Roads community

For more than twenty-five centuries the art of theater has illuminated human feeling and behavior. A self-rewarding humanist discipline, the study of theater stimulates self-knowledge, intensifies social awareness, encourages interdisciplinary collaboration and holds a vital place in liberal arts education. The Department of Theater and Dance offers a Bachelor of Arts degree in fine and performing arts with a major in theater, a minor in theater as well as a minor in dance.

A theater education at CNU combines hands-on experience in all aspects of stagecraft—acting, directing, playwriting, music-theater/dance, design/technical theater, stage management and theater management with a critical appreciation of dramatic literature. A rigorous yet flexible

curriculum balances classroom study with practical production application. Our production season includes four ambitious mainstage offerings and between five and eight second-stage and experimental productions.

The Department of Theater and Dance, which produces under the banner TheaterCNU, *practices professionalism*. Through small classes, attentive advising and active collaboration, the faculty of professional theater artists, scholars and practitioners mentor the artistic development and academic progress of each student. The Department of Theater and Dance prepares its graduates for a variety of professional opportunities, graduate study and/or careers in theater education.

The Department of Theater and Dance is housed in CNU's new Ferguson Center for the Arts: a state-of-the-art performance and teaching facility housing two theaters of 440 and 125 seats, along with scenic and costume shops, design labs, dance and rehearsal studios, classrooms and theater library.

The Department of Theater and Dance is accredited by the National Association of Schools of Theatre (NAST) and holds students to high artistic standards, collaborative conduct and scholastic achievement. The program requires incentive and commitment—in the classroom, the rehearsal hall, backstage and in performance. The program expects all students to embrace appropriate discipline and professional conduct. These expectations, policies and practices are clearly articulated in the *TheaterCNU Handbook*. The *Handbook* is updated each year and is used in conjunction with this catalog when framing a student's course of study in theater. The Department of Theater and Dance offers various levels of artistic skill-based classes. Students frequently find it valuable and desirable to take some of these upper-level classes a second time in order to enhance skill in a particular area (i.e.: design, acting, dance, etc.). The Department offers students the opportunity to re-take many of these upper-level skill classes for additional credit. The expectations, assessment procedures, and grading of these classes is done on a case-by-case basis and is designed to best accommodate and serve the student repeating a class. The classes currently designated as "repeatable for credit" are: THEA 130, 144, 200L, 233, 244, 250L, 336, 344, 351, 354, 356, 380, 381, 430, 438, 444, 452, 456, 491.

Students wishing to re-take any of these classes should consult their academic advisor prior to registration.

The Bachelor of Arts degree in Fine and Performing Arts

Theater Major

In addition to successfully completing the liberal learning curriculum requirements, the theater major requires the following courses:

1. Degree-seeking students pursuing the major in theater must achieve a minimum grade point average of 2.50, with no grades below C- in all Theater courses. Please be advised that these standards exceed university minimums.
2. Degree-seeking students in theater must choose a concentration, before the fall semester of the junior year. The Department of Theater and Dance offers five concentrations, each with additional course requirements, in the following disciplines:
 - Acting
 - Arts Administration
 - Design/Technical Theater
 - Directing/Dramatic Literature
 - Music-theater/Dance
 - Theater Studies
3. Students who wish to graduate with two or more concentrations must complete a senior thesis for each concentration.

Acting Concentration

Students entering the acting concentration undergo the challenging rigors of actor training and rehearsal to expand and extend their own expressive capabilities through performance. Opportunities to perform include mainstage plays and musicals, one-act festivals in the Studio Theater, student-directed scenes/one acts, and occasional roles at regional commercial venues. Grading policy in studio courses emphasizes focused participation and meaningful progress in conjunction with inherent talent and acquired skill. Production and class critiques provide an open forum to provide feedback and acknowledge strengths and discoveries.

In addition to satisfying the liberal learning curriculum the acting concentration requires the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - Three Semesters of THEA 250L;
2. THEA 233^, 332, 334, 430^, 432;
3. Select one: THEA 258, 338, 431, or 434;
4. Twelve additional hours of approved Theater electives;
5. Performance participation in at least three approved public performances
6. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Art Administration Concentration

The arts administration concentration is an interdisciplinary course of study that provides students with learning experiences in multiple fields within a liberal arts context. This diverse course of study seeks to instill the student-artist with the business savvy necessary to succeed in our highly competitive marketplace, and to free the business student to think and work more creatively. The arts administration concentration prepares students for graduate study or a career in arts leadership.

In addition to satisfying the liberal learning curriculum the arts administration concentration recommends a minor in business. The concentration requires the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - One Semester of THEA 250L*;
 - Three semesters of THEA 200L*;
2. THEA 200, 451, 492, ACCT 201, ENGL 353W, 454(W), PHIL 374, LDSP 220, 310;
3. Select one: COMM 310 or 345;
4. Successful completion of the Theater Graduation Examination.

* Three semesters of THEA 200L replaces three semesters of THEA 250L in the Theater Core.

Design/Technical Theater Concentration

The theatrical design arts – scenography, costume design, lighting, sound and make-up – define setting, mood and style, giving sensory life to the spectacle of drama. The design/tech concentration equips students to approach plays with both imagination and technical expertise – from research and conceptualization to drafting and execution. The technical theater component offers hands-on training and experience in the backstage operations of theater production and in the craft of stage management.

In addition to satisfying the liberal learning curriculum the design/technical theater concentration requires the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - Three Semesters of THEA 250L;
2. THEA 150, 351, 354^, 356^, 452^;
3. 15 additional hours of approved Theater electives;
4. Design and/or Technical assignments in at least three approved public performances;
5. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Directing/Dramatic Literature Concentration

Emphasizing critical inquiry, scholarship, script analysis and practical studio application, students work to develop mastery in the close reading and imaginative realization of plays. Augmented with courses in English, the directing/dramatic literature concentration approaches texts and trends in a variety of contexts, with persuasive relationships to the world outside the theater. This concentration prepares students to undertake graduate study/professional training in directing, literature and criticism, playwriting or dramaturgy.

In addition to satisfying the liberal learning requirements the directing/dramatic literature concentration recommends: ENGL 421 and 352. The concentration requires the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - Three Semesters of THEA 250L;
 2. ENGL 308W;
 3. THEA 233, 336, 451;
 4. Select two: THEA 233, 346, 461W, 468(W);
 5. Twelve additional hours of approved Theater electives;
 6. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Music-Theater/Dance Concentration

The music-theater/dance concentration demands the energy, discipline and dedication to pursue simultaneous studies in acting, vocal performance and dance.

In addition to satisfying the liberal learning curriculum and Theater Core requirements, the musical theater/dance concentration recommends MUSC 209-210 (Ear Training), as well as a dance minor and requires the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - Three Semesters of THEA 250L;
 2. At least nine credit hours chosen from: THEA 130/APP MUSC 130, 131, 132, 231, 232 ;
 3. Successful completion of THEA 130 Voice Jury in the freshman or sophomore year as adjudicated by the Theater faculty;
 4. THEA 233^, 344^, 346, 444^;
 5. Nine additional hours of approved theater electives;
 6. Performance participation in at least three approved public performances;
 7. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Theater Studies Concentration

The theater studies concentration gives students a comprehensive experience, equally combining theoretical and practical courses. The curriculum is purposefully flexible allowing students to choose from the wide range of sub-disciplines of theater. While students will pursue their individual theatrical interests they do so within the context of a broader understanding of theater, which opens the mind to larger questions of psychology, social identity and history. Students are encouraged to augment their studies with cognate disciplines such as music, art, English, history, philosophy, religious studies, mathematics or foreign languages. The theater studies concentration prepares students for graduate study in theater criticism, history, and scholarship.

In addition to the liberal learning curriculum the theater studies concentration will require the following courses:

1. Theater Core:
 - THEA 100, 210, 232, 250, 252, 310, 498;
 - Three Semesters of THEA 250L;
 2. THEA 336;
 3. Select one: THEA 354^, 356^ or 452^;
 4. Select one: THEA 242, 261, 361, 370 or other upper level theater literature course;
 5. Fifteen additional hours of approved theater electives, of which there can be a maximum of 6 hours of performance classes, a maximum of 6 hours of design classes and a maximum of 6 hours of dance classes;
 6. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Theater Graduation Examination

Successful completion of the theater program requires each student to pass a practical examination prior to graduation. See Theater Handbook for detailed descriptions and specific requirements for each concentration.

Theater Literature

The theater reading list includes important dramatic literature that provide necessary background for the aspiring artist or educator. This list in addition to the reading required for specific concentrations, serves as the basic curriculum for the Department of Theater and Dance.

- Core Curriculum Reading List
David Ball, *Backwards and Forwards*
Sophocles, *Oedipus Rex*
Euripides, *Medea*
Hrosvitha, *Dulcitudes*
Shakespeare, *Richard III*, *Hamlet*, *The Tempest*,
Twelfth Night
A. Behn, *The Rover*
Sheridan, *The Rivals*
Corneille, *The Cid*

Moliere, *Tartuffe*
 Ibsen, *A Doll House*
 Anton Chekhov, *The Seagull*
 Bertolt Brecht, *Galileo*
 Pirandello, *Six Characters in Search of an Author*
 Beckett, *Waiting for Godot*
 Mamet, *Oleanna*
 Williams, *A Streetcar Named Desire*
 Miller, *Death of a Salesman*
 Parks, *Topdog/Underdog*
 A. Wilson, *Fences*
 Fugard, *Master Harold and the Boys*
 Kushner, *Angels in America (Parts I & II)*
 Bernstein, Sondheim, Robbins, *West Side Story*
 Rodgers & Hammerstein, *Oklahoma!*
 Kander & Ebb, *Cabaret*

- Acting Reading List
 Shurtleff, *Audition*
 Benedetti, *The Actor at Work*
 Stanislavski, *An Actor Prepares*
 David Ball, *Actor's Checklist*
 Hagan, *Respect for Acting*
- Music-Theater / Dance Reading List
 Shurtleff, *Audition*
 Benedetti, *The Actor at Work*
- Design / Technical Theater Reading List
 J. M. Gillette, *Theatrical Design & Construction*
- Directing / Dramatic Literature Reading List
 David Ball, *Backwards and Forwards*
 William Ball, *Sense of Direction*
- Arts Administration Reading List
 William J. Burnes, *Management and the Arts*

The Minor in Theater (16 credits)

In addition to assuming successful completion of all liberal learning curriculum and major degree requirements, the minor program in theater requires the following courses:

1. THEA 210;
2. Select one: THEA 230 or 232;
3. Select one: THEA 250 or 252;
4. Select one: THEA 200L or 250L;
5. Select three 200-level or higher THEA electives;
6. Select three 300-level or higher THEA electives.

The Minor in Dance (15 credits)

The dance minor, offered through the Department of Theater and Dance, allows students to pursue formal dance study while completing a degree in another major area of study. The program is designed to appeal to a broad spectrum of students who may utilize the minor to complement their major studies. Potential career opportunities aligned with

dance exist for students majoring in Music, Masters of Education, Theater, Communication Studies, and others. Fifteen credits are required for completion of the dance minor with six credits of the theoretical component and nine credits of the movement component. Consistent with all areas of study in the Department of Theater, students must maintain a **minimum grade point average of 2.50, with no grades below C- in all required course in the minor.** Please be advised that these standards exceed university minimums.

In addition to successful completion of the liberal learning curriculum, the minor program in dance requires the following courses:

1. Two ballet courses: THEA 144^, 244^ (THEA 144 may be repeated if competency is not achieved);
2. Select one course (3 credits): THEA 145, 344^;
3. Two theoretical courses: THEA 249, 349.
 ^ Repeatable for credit

THE CURRICULUM IN THEATER ARTS

Performance: THEA 130, 230, 232, 233, 332, 334, 338, 430, 431, 432, 434, 438, 493.

Design: THEA 150, 254, 257, 258, 351, 353, 354, 355, 356, 359, 452, 456.

THEA 100. Dramatic Structures (1-1-0)

Fall, Spring.

At the center of all drama is dramatic literature – the play. Understanding how to read a play is central to becoming a theater artist. This course will introduce students to a specific methodology for analyzing and interpreting a play script. These concepts will be applied to the reading of three modern plays. Students will also be introduced to the theatre curriculum core reading list and the basics of the graduation examination. This course may require attendance of TheaterCNU productions.

THEA 130. Private Voice (2-1-0)

Prerequisite: Theater major or minor; consent of instructor and Director of Theater.

Fall, Spring.

Students receive one sixty-minute lesson per week. Auditions are required for new students. The instructor, according to the level and ability of the student, determines the course repertoire. A fifteen-minute hearing is required at the completion of class to determine whether or not the student may continue private voice. This course can be repeated eight times for credit. An applied fee is charged each semester (see fees and financial information).

THEA 144. Ballet I (3-3-0) AICE

In this course students will explore the basic vocabulary and techniques of the classical ballet. Through practical

application students will learn the historical foundations and development of this dance form. In this physically rigorous course students will be in the studio and dancing each class. This course can be repeated three times for credit. Proper attire and footwear required.

THEA 145. Classic Jazz Technique (3-3-0) AICE

This course will explore the basic elements of classic jazz dance from its roots in African and Latin dance to its development into an intrinsically American dance form. Utilizing the concepts and techniques of Luigi, Matt Mattox, Gus Giordano, Jack Cole, and others, the student will learn the basics of jazz dance and how these disparate elements are integrated into jazz technique. In this physically rigorous class students will be in the studio working each session. Proper attire and footwear are required.

THEA 150. Drawing and Drafting for the Stage (3-3-0) AICE

Drawing is a fundamental communication skill that lies at the heart of the theatrical design process. Conceiving of an idea and communicating it visually are cornerstone abilities for all designers of costumes, scenery, lighting and props. Drawing for the stage will develop in every student the ability to draw, regardless of initial skill level, and it will deepen the student's sense of fluency in this visual language. Sketching, figure drawing, perspective drawing and drafting will be emphasized. This class is open to freshman and will satisfy the FNAR 218 requirement for theater majors with a design/tech emphasis.

THEA 195. Special Topics (3-3-0)

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

THEA 200. Principles of Arts Administration (3-3-0)

Alternate years.

This course provides an overview of topics encountered in the administration of not-for-profit arts organizations, including: leadership and team management; organizational development and management and financial management. Students are expected to participate in courses as self-directed learners, contributing through: team work and oral presentations; in-class discussions; self-reflection through journalizing; and peer-review. This is a course designed for students who have a strong desire to actively participate in the learning process.

THEA 200L. Arts Administration Internship-Lab (1-0-1)

Spring, Fall.

This Arts Administration Laboratory is a course designed primarily for Theater Majors declared on the Arts Administration concentration. Its purpose is to provide students with practical understanding, appreciation and experience

with a wide variety of artistic forms/expressions. Further, it is intended to give the student a clear perspective on what it means to be a patron of the arts and to enhance their ability to critically evaluate artistic work. Students will attend various professional performances (both at CNU and throughout the greater Hampton Roads region), and critique the work presented. Repeatable for credit up to eight times for a maximum of eight credits. Course is graded Pass/Fail only.

THEA 210. The Modern Dramatic Impulse (3-3-0) AICE

Theater major/minor pre or corequisite: THEA 100.

Non-theatre majors prerequisite: none.

Fall, Spring.

What distinguishes the drama from all other genres of imaginative writing? In its long evolution the drama has provided a stage for religious celebration, civic debate, social propaganda, moral persuasion and artistic storytelling in a rich range of styles. Through close reading of representative plays students will develop and practice skills in critical reading, thinking and writing. This class is strongly recommended for the non-major and required for Theater majors. THEA 210 focuses on the study of dramatic texts in the context of performance and examines the history of western theatre from the Eighteen Century to present day. This course may require attendance of TheaterCNU productions.

THEA 211. The Classical Dramatic Impulse (3-3-0) AICE

Prerequisite: THEA 100 or 210.

Spring.

What prompts a culture to animate stories through actors, dialogue and spectacle? In its long evolution the drama has provided a stage for religious celebration, civic debate, social propaganda, moral persuasion and artistic storytelling in a rich range of styles. It is through the performance of these texts that the art of theater is experienced in all its many glories. THEA 211 examines the history of western theatre beginning with its primitive origins and continues through to the Greeks, Romans, Middle Ages, Renaissance, and the Neoclassical era along with an overview of Eastern Theatre Traditions. Some of the playwrights that may be explored include, Sophocles, Aristophanes, Marlowe, Shakespeare and Moliere. This course may require attendance of TheaterCNU productions.

THEA 230. Practical Acting: From Broadway to Boardroom (3-3-0) AICE

Acting is not pretending. Acting is living truthfully under artificial circumstances. It is playing different roles as defined by differing situations and relationships. It is, in short, an everyday activity. Learning to move and speak, analyze and create, and understand the motivations of others, are skills valuable off stage as well as on. This

course endeavors not only to give the student a greater understanding of the actor's art, but a grasp on how the actor's skills may be applied to everything from the boardroom to the classroom, from a job interview to psychological role-playing. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 232. Beginning Acting: Playing an Action (3-3-0)

Prerequisite: Declared theater major.

For Theater majors. The art of acting tunes the body and opens the voice, sharpens awareness and inspires generosity. Through safe play and rigorous exercise, this introduction to acting explores ensemble viewpoints and soundwork, being present, developing a personal warm-up, making and accepting offers through improvisation, and various approaches to handling text. For majors only, this course emphasizes participation and progress in conjunction with performance expectations. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 233. Pursuit of Realism (3-3-0)

Prerequisite: THEA 232.

The next step in the first year acting sequence, emerging actors explore the basic operations of the actor's craft in relation to realistic texts: playing an action with clarity, conviction and responding truthfully under imaginary circumstances. This course can be repeated three times for credit. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 242. Laughing Matters (3-3-0) AICE

Everybody loves a good laugh, but nobody takes it seriously. LAUGHING MATTERS examines the crucial role that humor, laughter and comedy play in our lives on a regular basis. Why has nature provided us with a sense of humor? What happens when we laugh, and where in our hierarchy of social values do we rank sense of humor? How do we use comedy, humor and laughter as tools? A diverse body of readings and multimedia materials including plays will serve as the lens through which these questions are examined. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 244. Ballet II (3-3-0)

Prerequisite: THEA 144 or consent of instructor

This course builds upon the vocabulary and technique of classical ballet presented in Ballet I. The course will emphasize proper alignment and carriage of the body, complex technical exercises, and expanded repertoire. In this physically rigorous course, students will be in the studio and dancing each class. This course can be repeated three times for credit. Proper attire and footwear required. Class can be repeated for credit.

THEA 249. Dance Composition (3-3-0)

Alternate years.

The purpose of this bi-modal course is to explore the rhythmic, melodic and harmonic systems of music and to examine the basic concepts of music and dance theory and composition. Students will investigate the relationship between music and dance and examine differing ways in which each discipline can work independently of, yet complement, the other.

THEA 250. Scene Design and Technology (3-3-0) AICE

Recommended Corequisite: THEA 250L.

Fall, Spring.

The student will study important visionary theater designers, artists and theorists, and how their visions made/make significant impression on the art of theater/performance. Through practical experience, connections are made between written/drawn artistic concepts and realized images. Students learn to interpret the artistic expectations of the designer as they engineer scenery. Fundamentals of scenery construction, stage lighting and production techniques in the contemporary theater are practiced. By the completion of this class, the student has participated in Theater Department production assignments and has also completed several significant personal projects including participation in the design process which is central to the art of theater. Class includes a competency checklist.

THEA 250L. Backstage Practicum (1-0-3)

Pre or Corequisite: THEA 250 (or) THEA 252.

Fall, Spring.

Laboratory experience to accompany THEA 250 and to provide students with practical understanding, appreciation and hands on training in all areas of theatrical production. This hands-on experience also gives students the opportunity to assume a variety of essential artistic and administrative responsibilities directly tied to practical theatrical production. Assignment and assessment is managed by the CNU Technical Director in consultation with the Director of Theater. Repeatable for credit up to eight times for a maximum of eight credits. **This course is graded Pass/fail.**

THEA 252. Costume Design and Technology (3-2-3)

Fall, Spring.

This course introduces the student to basic costume construction techniques. Students learn principles of patterning, sewing, fabrics and fabric treatments. Required lab hours provide hands-on experience with construction techniques and many other aspects of the working costume design/construction studio. By the completion of this class, the student has participated in Theater Department production assignments and has also completed several

significant personal projects including participation in the creative processes of costume design which is central to the art of theater.

THEA 254. Rendering for the Theater (3-3-0)

Prerequisite: THEA 150 or FNAR 118.

A studio class where students will learn about color mixing, watercolor, colored pencil, pen and ink and various other artist's mediums. Using these tools students will create a variety of different textures and drawings that can be added to their artistic portfolios. This class will also cover types of paper and some experimental techniques for special effects.

THEA 257. Stage Mechanics: Rigging and Metal Work (3-3-0)

Prerequisite: THEA 250 with a C- or better.

The term mechanic relates to work or skill. Ergo, Stage Mechanics is any work or skill applied to theater. This session will concentrate on the mechanics of rigging and metal working. Rigging topics include studies or rope, wire rope, rigging systems mechanical advantage, trusses, and load bearing structural force. Metal work topics include theoretical concepts, layout and fabrication, welding, cutting, grinding and problem solving. Throughout this class safety and environmental awareness will be emphasized. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 258. Makeup for the Theater (3-3-0)

Prerequisite: THEA 250 or consent of instructor.

Alternate years.

This practical workshop introduces students to the basic principles of theatrical makeup design and application. Students will investigate the makeup design process through research, character analysis, production concept, rendering and actualization.

THEA 295. Special Topics (3-3-0)

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

THEA 310. Classical Theater History (3-3-0) AICE

Prerequisite: ULLC 223

This course provides a rigorous introduction to theater history and the theatrical, literary, geographic, economic, legal and philosophical cultures within which they were produced. Included will be a broad survey of two thousand years of growth and development of Western theater, while providing substantive depth and probing of key periods of theatrical evolution. Students will seek to specify what differentiates theater from other forms of cultural expression and what the historical study of the various elements of theater reveal about its purpose, value and significance.

THEA 332. The Actor's Voice (3-3-0)

Prerequisite: THEA 232.

Fall.

An essential element of the actor's education, this studio course provides concentrated training in vocal production for the stage. Combining exercises in relaxation, breathing and projection with flexible approaches to speech and text, students develop techniques to break down acquired habits, neutralize regional inflections, and liberate the natural voice as an expressive instrument of range, power and emotional truth.

THEA 334. The Actor's Body (3-3-0)

Prerequisite: THEA 232.

Fall.

This studio course will introduce actors in training to the physical language of expressive stage movement. Through structured exercises and non-verbal improvisation, students will develop heightened awareness of their bodies as flexible instruments of theatrical focus, gesture and characterization.

THEA 336. Fundamentals of Play Directing (3-1-4)

Prerequisite: THEA 210, 232, and sophomore status.

Spring.

In this practical introduction to the craft and complexity of stage directing, students will investigate the empty stage space, learn to manipulate elements of composition and blocking, and explore the basic vocabulary of storytelling in the theater – focusing on the clarity and impact of stage pictures. Students keep a journal of their directorial notes and progress. This course can be repeated three times for credit.

THEA 338. Introduction to Stage Combat (3-2-2)

Prerequisite: THEA 233.

Stage combat is the art of creating the illusion of violence on stage, or, to quote Bruce Lee from *Enter the Dragon*, "Fighting without fighting". As with the study of martial arts, the study of stage combat must begin with empty-hand, or unarmed, combat to master the use of our own bodies before moving on to the use of weapons. This class explores the governing concepts and principles of safety and dramatic effect applicable to all combat styles, armed and unarmed, through instruction in a myriad of unarmed techniques. These techniques include falls, rolls, punches, kicks, grabs, blocks and avoidances. Yet in the end, staged violence must support the greater needs of story and character, thus great emphasis is placed on *acting the fight*. Please note, this class is physically demanding and requires appropriate athletic attire.

THEA 344. Dance Styles for the Musical Theater (3-3-0)

Suggested prerequisite: THEA 144.

Alternate years.

In this course students explore the basic dance vocabularies traditionally found in musical theater. A practical and rigorous physical course, students will be introduced to a variety of dance styles including (but not limited to), Jazz, Tap and Ballet. Students will be in the studio and dancing each class. Previous dance class helpful but not necessary. This course can be repeated three times for credit.

THEA 346. History of Musical Theater (3-3-0)

The evolution and variety of the musical theater genre from its melting-pot origins in minstrelsy, operetta, vaudeville and immigrant street song to the distinctly American post-war Broadway musical. Largely shaped by the genius of Gershwin, Kern, Rodgers and Hammerstein, Bernstein, Sondheim and Lloyd Webber, the contemporary musical continues to explore new forms of expression on the world stage. This course will consider the books and scores of selected musical theater highspots, including *Showboat*, *Oklahoma*, *West Side Story*, *Candide*, *Jesus Christ Superstar* and *Sweeney Todd*.

THEA 349. Dance History and Contemporary Perspectives (3-3-0)

By exploring the works of the traditional and contemporary repertoires, this course will examine the historical importance of dance in various cultures. From religious ritual to social outlet to communication medium to marketing tool, dance has embodied a variety of purposes and functions through the ages. Concentrating primarily on western European dance traditions, the course will study the impact of ritual, liturgical and social dance traditions and how these traditions have influenced our contemporary dance society and set the expectations for the directions that dance is following today.

THEA 351. Tech Theater II (3-1-6)

Prerequisite: THEA 250.

Spring.

Tech Theater II is an intensive class offered for the dedicated student of Theater. The course format combines studio/practicum with integrated lecture. The necessary construction and scenic studio time will be scheduled individually in order to fabricate the required assignments. This course requires students to further develop the skills and techniques addressed in THEA 250. This includes (but is not limited to), welding, drafting and fundamentals of Technical Direction (planning, estimating, time management, etc). Students will be given greater latitude and greater responsibility as they improve technical competency and learn the use of more exotic tools and practices. May

require attendance of TheaterCNU productions outside of scheduled class times. This course can be repeated three times for credit.

THEA 352. Art, Clothing and Society (3-3-0) AICE

Prerequisite: ULLC 223.

An investigation into the history of clothing and how economics, religion, art and politics helped shape what people wore. Students will study artists and their work to understand the clothing of past periods. Students will also study how the politics, religion and society affected not only the fine arts but also the clothes people would wear.

THEA 353. Scene Painting (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

Scene Painting is a studio class which examines the art and craft of painting scenery and properties for the stage. Lecture demonstrations focus on the tools, techniques and materials of the scenic artist's discipline. In addition to supporting departmental productions, assignments will include wood graining, marbling, grid transfers, architectural trompe l'oeil painting, aging, stenciling and tie dying. As is the case with many studio and art classes, students will be required to purchase their own lining brushes, sponges, charcoal, etc. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 354. Scene Design (3-2-2)

Prerequisite: THEA 150 or consent of instructor.

Alternate years.

A theoretical and practical introduction to the art and craft of scenic design in the theater. Students will explore the collaborative design process as it evolves from script to sketch to model, and will learn to communicate through drawing, drafting, rendering and model-making. May require attendance of TheaterCNU productions outside of scheduled class times. This course can be repeated three times for credit.

THEA 355. Sound Design (3-3-0)

Alternate years.

A theoretical and practical introduction to the art, craft and technology of contemporary sound design for the theater. Students learn to articulate a theatrical vision of sound based on script analysis and collaboration. Sound design software tools are utilized in arranging and manipulating the mechanics of sound. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 356. Lighting Design (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

An introduction to the art, craft and technology of contemporary lighting design for the theater. Students will learn to articulate a theatrical vision of lighting based on

script analysis and collaboration, and how to manipulate lighting mechanics to realize that vision on stage. Lab hours require participation in a TheaterCNU productions. May require attendance of TheaterCNU productions outside of scheduled class times. This course can be repeated three times for credit.

THEA 359. Designing in CAD (3-3-0)

Prerequisite: THEA 150 with a C- or better.

This course introduces students to the operation of a Computer Aided Drafting system and reinforces drafting and design standards. Competency will be developed in the use of straight lines, curved lines, complex curves, dimensions, tolerances and terminology associated with CAD. This course also offers introduction to 3D modeling techniques, CAD and spreadsheets specific to the Lighting Designer, as well as a discussion of advanced computer tools in all Theatrical technical areas.

THEA 361W. WI: Broadway to Hollywood and Back (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

Since the advent of the talkies, plays of all types have been regularly adapted for presentation as film. As storytelling mediums, film and theater share many similarities but are, at heart, vastly different art forms in terms of their texts, modes of presentation, and audience sensibilities. This writing intensive (WI) course examines famous plays of all genres, classics, musicals, dramas, and comedies and uses their transformations from stage to screen as a basis to appreciate dramatic literature and to compare both art forms. The more recent trend of transforming films into plays is also examined. May require attendance of TheaterCNU productions outside of scheduled class times. Partially satisfies the Writing Intensive requirement.

**THEA 368. Science on the Stage (3-3-0) AICE
[Formerly THEA 261- Not equivalent]**

Prerequisite: ENGL 123.

Alternate years.

This course explores through reading, discussion and research the symbiotic relationship between the sciences and the performing arts, and specifically, what unique factors make the dramatic text and the theatre an ideal medium to tell the challenging story of scientists and scientific knowledge. As E.O. Wilson states in his 1998 book *Consilience*, "The greatest enterprise of the mind has always been and always will be the attempted linkage of the sciences and the humanities". This class will explore the cultural factors and paradigm shifts within the scientific and artistic communities that have created a flowering of contemporary dramatic works such as "Arcadia", "Proof", and "Copenhagen" that explore the "Scientist" and "Scientific Knowledge" as a central dramatic metaphor.

THEA 370. A Movable Feast (3-3-0)

Prerequisite: THEA 210 and 211.

Summer.

This class offers the student of theater the opportunity to intensively study theatrical experiences by traveling to one of the world capitals of live theater, such as London or New York, and attending plays and related activities over a two-week period after the regular school year. Based upon the specifics of the individual trip, a text, additional reading selections, and a term paper assignment will supplement the on-site activities. Class meetings prior to the trip will orient the student to the trip's academic component and trip logistics, and on-site class meetings will sharpen the critical focus of scheduled activities. Costs for travel, accommodations, activities and tuition and a schedule for payment will be published well in advance of each trip.

THEA 380. Production (credits vary 0-3)

Prerequisite: consent of instructor.

Fall and Spring.

All CNU students may perform in mainstage productions (see *Theater Handbook* for audition details). All full-time students who are cast in TheaterCNU mainstage productions must enroll in THEA 380. (Number of credits to be determined by the production director). Repeatable for credit (unlimited repeats, but only totaling six credit hours toward graduation).

THEA 381. Production in Dance (credits vary 0-2)

All CNU students may perform in mainstage productions. Full-time students whose work on stage may be categorized as "dance" or contains a significant dance component may seek elective credit for their participation - one or two credits per show to be determined by the director. Repeatable for credit (unlimited repeats, but only totaling six credit hours toward graduation).

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

Prerequisite: consent of instructor.

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

THEA 430. Scene Study (3-3-0)

Prerequisite: THEA 233 and consent of instructor.

Concentrated practice in the analysis, preparation, rehearsal, performance and critique of exemplary scenes from selected plays. May require attendance of TheaterCNU productions outside of scheduled class times. This course can be repeated three times for credit.

THEA 431. Styles of Acting (3-3-0)

Prerequisite: THEA 233.

In this advanced actor's workshop, students will confront the necessary challenges and problems of playing particular periods and styles on the contemporary stage, from the

heightened formality of classical and neoclassical tragedy and comedy to the expressionistic freedoms of avant-garde theater. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 432. The Actor's Voice II—Verse and Text (3-3-0)

Prerequisite: THEA 332.

Spring, alternate years.

For advancing students in the Performance and Music Theater concentrations, this course expands the principles and intensifies the discipline of THEA 332 including explorations into heightened language verse and poetry. This course places emphasis on vocal power and articulation as well as understanding scanning and performing Shakespeare's verse and other classical texts.

THEA 434. The Actor's Body II (3-3-0)

Prerequisite: THEA 334.

Spring, alternate years.

This advanced workshop incorporates movement, mime, dance and Laban techniques into improvisational exercises and creative movement projects designed to challenge and enhance the expressive capabilities of the actor. Applying concepts developed by Rudolf Laban and Irmgard Bartenieff, students will intensify and refine awareness of their bodies as flexible instruments of theatrical focus, gesture and characterization.

THEA 438. A Call to Arms. (3-2-2)

Prerequisite: THEA 338.

There is a fundamental difference between armed and unarmed combat. While hand-to-hand fighting has a core similarity throughout the ages relying greatly on instinct, strength and reflexes, the way people choose to arm themselves is a reflection of era, style, education, and social standing. Add to this the inherent challenges presented by weapons of steel and wood on stage and the actor enters a whole new level of technique and discipline. This course will introduce the techniques, theories and historical perspective of armed personal combat. The styles of Elizabethan and Medieval weaponry will be addressed on a rotating basis. This course is repeatable for credit (up to three times) when course work addresses a different weapon style than previously encountered by the student. There is a lab fee of \$10 associated with this course for weapons maintenance.

THEA 444. Advanced Dance Styles/Musical Theater (3-3-0)

Prerequisite: THEA 344 or consent of instructor.

Alternate years.

For students advancing on the musical theater/dance concentration, this rigorous dance class will focus on the variety of jazz dance styles typical of the American musical theater. Through choreographed exercises and projects,

students experience how theatrical dances enhance story, character, mood and period. This course can be repeated three times for credit.

THEA 451. Stage Management (3-3-0)

Prerequisite: THEA 250.

Alternate years.

This highly practical course examines the pivotal role and complex craft of the stage manager in the theater. Students will learn the vocabulary, techniques and professional protocols necessary to organize and manage every aspect of theatrical production – from posting the first audition notice to calling the final light cue on closing night. Acquired skills include: organizing production meetings, developing a rehearsal schedule, maintaining a blocking script, running tech rehearsals, and collaborating with the director, designers, actors, crews and house staff.

THEA 452. Costume Design (3-3-0)

Prerequisite: THEA 252.

Alternate years.

This course considers principles and practices of costume design for the theater – from concept to rendering. Students will study rendering techniques drawing the human body and begin building a portfolio of their work. This course can be repeated three times for credit.

THEA 456. Lighting Design II (3-1-4)

Prerequisite: THEA 356.

Alternate years.

Advanced study in lighting design, students will work to create a lighting design portfolio that includes project analyses, light plots, instrument schedules and related documents. Directed projects may also include design assignments for mainstage, studio or off-campus productions. This course can be repeated three times for credit.

THEA 461W. WI: The One-Act Play (3-3-0)

Prerequisite: ENGL 123; ULLC 223, THEA 210 & 211.

From the Greeks and Moliere to Chekhov and Mamet, the one-act play, like the short story to the novelist, has offered dramatists a powerful venue for diverse experiment and concentrated theatrical effect. Students will encounter seminal examples of short plays by Moliere, Anton Chekov, August Strindberg, Eugene O'Neill, Thornton Wilder, Tennessee Williams, Edward Abee, Samuel Beckett, Leroi Jones, Tom Stoppard, Sam Shepard and Peter Handke. May require attendance of TheaterCNU productions outside of scheduled class times. Partially satisfies the Writing Intensive requirement.

THEA 468. WI: Playwriting Seminar (3-3-0) AICE

Prerequisite: ENGL 123; ULLC 223; THEA 210 & 211.

What makes a story a script? What makes a script stage-worthy? Building from simple scenarios, scores and

situations, students will work to develop a playwright's vocabulary of dramatic form and theatrical expression, including principles of structure, action, dialogue, and character. The seminar culminates in the authorship and revision of original ten-minute one-act plays – with opportunities to mount new works in CNU's Studio Theater. Open to motivated writers of all backgrounds. May require attendance of TheaterCNU productions outside of scheduled class times. Partially satisfies the Writing Intensive Requirement.

THEA 491. Theater Practicum (credits vary 1-3)

Prerequisite: major with junior or senior standing.

Student-proposed practical or theoretical projects carried out in collaboration with CNU or off-campus organizations. Requires faculty approval and supervision. Repeatable for credit (limit 3 repeats for a maximum of (9) credit hours toward graduation).

THEA 492. Arts Administration Internship (3-0-10)

Part-time internship (100-120 hours) in arts administration in association with local arts organizations. The internship provides the student the opportunity to assist in areas such as special events planning, publicity, press relations, grant writing and research, education and program development, finance and volunteer management or other arts administration tasks appropriate to the needs of the supervising agency.

THEA 493. Play Directing II: Practicum (3-0-6)

Prerequisite: THEA 336

Building on the foundations of picturization and storytelling, students will apply basic directorial skills to the hands-on preparation, rehearsal and production of a short one-act play. Students will learn to research and defend a theatrical concept, construct a director's worksript, analyze a text into actions and beats, design a dynamic ground plan, and collaborate with actors through various coaching techniques. This course is required if the student is selected to direct in the departmentally produced one-act play festival. Students also keep a journal of their directorial notes and progress.

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

Prerequisite: junior or senior standing or consent of instructor.

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

THEA 498. Thesis Project (3-0-9)

Prerequisite: junior or senior theater major.

The Thesis Project is a capstone class required of all Theater Majors created/arranged by the student in consultation with a faculty thesis advisor. The student and faculty thesis advisor determine the calendar of meeting times and due dates.

THEA 499. Independent Study (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

An opportunity for independent study under the guidance of a faculty advisor.

U.S. NATIONAL SECURITY STUDIES

Dr. Nathan E. Busch, Director

McMurrin Hall, Room 359E

(757) 594-8498

nbusch@cnu.edu

**The Minor in U.S. National Security Studies
(21 Credits)**

As the United States enters the second decade of the 21st Century, it faces a multitude of new and unprecedented threats to its national security interests. From the proven and suspected weapons of mass destruction (WMD) programs in North Korea, Iran, and Syria, to the ongoing War on Terrorism, the collective threats to U.S. national security are serious and enduring.

Given this dangerous international environment, there is a pressing need both to improve our understanding of the threats facing the United States and to prepare the next generation of governmental leaders to meet the challenges facing the nation. This interdisciplinary minor brings together the courses across the curriculum that would help prepare the future diplomats, intelligence analysts, and academic scholars in the field of U.S. National Security.

The minor will accomplish these goals by exploring the rich, and often controversial, legacy of U.S. diplomatic and national security policies from its founding to the present, beginning with the principles of U.S. foreign policy rooted in the Constitution and tracing the evolution of U.S. national security through the Cold War and Post-Cold War eras. The minor will also examine the specific internal mechanisms by which national security policies are formulated, as well as the theoretical debates in international relations scholarship on the nature of the international system, the role of power, calculations of national interest, and the affect of institutions such as international law in governing state behavior. Finally, the minor will study the political and historical contexts for current regional conflict areas, and the “new dimensions” of U.S. national security including WMD proliferation, ethnic conflict and conflict resolution, the “War on Terrorism,” and human, environmental, and energy security.

Program Objectives:

1. Investigate the history and evolution of America’s national security interests and policies from the founding to the present, the contemporary international threats and challenges facing the United States, and the diplomatic and military mechanisms necessary for addressing these threats.
2. Examine the specific internal mechanisms by which U.S. national security policies are formulated.
3. Serve as a minor for those students who wish to extend their work in a major to include the study of U.S. national security.

Program Requirements:

1. A minimum of 21 credits, chosen from the courses listed below, is needed to complete the minor.
2. Core requirements: AMST 100 and GOVT 215.
3. Select four additional classes (12 credits) from the elective courses listed below. Of these 12 credits, at least three must be from AMST, GEOG, or HIST.
4. A 202-level foreign language course (three credits).
5. Certain internships, independent studies, study abroad courses, and special topics courses may also count toward the minor as determined by the Director.

**THE CURRICULUM IN U.S. NATIONAL
SECURITY STUDIES**

The following course descriptions appear in appropriate sections throughout the catalog.

Core

- AMST 100 Founding the American Experiment
GOVT 215 Comparative and International Politics

Electives

- AMST 300 The American Experiment: Global Influence
GEOG 202 Introduction to Geography II
GOVT 323 American Foreign Policy
GOVT 327 International Law
GOVT 338 Politics of Weapons Proliferation
GOVT 340 Might and Right Among Nations
GOVT 380 Terrorism
GOVT 402 International Relations Theory and World Issues
HIST 325 Cold War Politics and Culture
HIST 336 Modern American Diplomatic History
HIST 340 America and the Second World War
HIST 351 American Military History
HIST 480 The United States as a World Power

UNIVERSITY LIBERAL LEARNING CURRICULUM

Principles of Liberal Learning: Christopher Newport University involves students in a rich, multifaceted tradition of intellectual exploration grounded in the common principles of liberal learning. The program of study develops students' capacities of empowerment, knowledge and responsibility, whose key intellectual and personal attributes are enumerated below. All coursework at CNU—whether in the liberal learning core, in the major, or in elective courses or courses in a minor—seeks to introduce, reinforce, and advance student aptitude in these primary capacities.

The Essential Learning Outcomes

Beginning in school and continuing at successively higher levels across their college studies, students prepare for twenty-first century challenges by gaining:

- Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. **Focused** by engagement with big questions, both contemporary and enduring.
- Intellectual and Practical Skills, including: inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; teamwork and problem solving. **Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
- Personal and Social Responsibility, including: civic knowledge and engagement – local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. **Anchored** through active involvement with diverse communities and real-world challenges.
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies. **Demonstrated** through the application of knowledge, skills, and responsibilities to new setting and complex problems.

**UNIVERSITY LIBERAL LEARNING
CURRICULUM****ULLC 100. First Year Seminar (3-3-0)**

Through unique courses tied to a common theme, the First Year Seminar focuses on the intellectual expectations and values of the academic community, and encourages participation in the broader culture of the University. The seminar emphasizes the foundational disciplines at the core of liberal learning: critical thinking; analytical

reading; effective writing and speaking; informed curiosity; problem solving; locating and evaluating information through research; and student participation in artistic, intellectual, service, and cultural events on campus. The specific seminar topics are listed at: <http://liberallearning.cnu.edu/documents/FYSMBookletFinal.pdf>.

ULLC 223. Second Year Writing Seminar (3-3-0)

Prerequisite: ENGL 123 and sophomore standing.

Fall, Spring, Summer.

The Second-Year Writing Seminar enhances the critical reading and writing foundations introduced in English 123, and fuses them with oral communications skills. Seminars center on topics of intellectual and academic interest selected by the course instructor. Seminar topics will be discipline-specific, but accessible to students in any major. Each topic will require students to evaluate, synthesize, and present primary and secondary sources in two formats: a) a polished 10- to 15- page research paper and b) a formal oral presentation. ULLC courses are taught by faculty in COMM, ENGL, FNAR, GOVT, HIST, HONR, LAMS MCLL, MGMK, MUSC, PHIL, PSYC, RSTD, SOCL and THEA. *Students must earn a C- or higher to satisfy University degree requirements.*

COLL 150. The Intentional Learner (2-2-0)

Prerequisite: academic probation status.

Spring.

The student will understand the significance of a liberal arts education, examine his/her role in and responsibility for learning, understand and apply college study skills, comprehend university policies and procedures, develop long- and short-term goals for college success, and explore career goals through preparation for academic advising, major exploration and clarification of the decision-making process. The course will also give attention to college reading and its centrality to academic achievement.

WOMEN'S AND GENDER STUDIES

Dr. Roberta Rosenberg, Director

McMurran Hall, Room 201J

(757) 594-7149

rrosenb@cnu.edu

The Minor/Certificate Program in Women's and Gender Studies (15 credits)

The minor/certificate program in women's and gender studies brings together those courses offered by the University which focus upon questions of gender, giving students the opportunity to explore relationships among genders, through concentrated study across several diverse fields.

Program Objectives:

1. To provide students with a multi-disciplinary perspective regarding issues of gender (drawing upon such fields as English, philosophy, anthropology, sociology, social work, psychology, government, and communications).
2. To offer a minor for students who wish to enrich their major field of study through a study of gender roles.
3. To offer a certificate program for students to emphasize their concentrated study of these issues (for use in career or graduate school goals).

Program Requirements:

Students should seek advising from the Director in choosing the courses for the minor.

1. A minimum of 15 credits as listed below are required to complete the minor.
2. Courses must be from three different disciplines and must focus one-half to two-thirds of their material on women/gender issues.
3. Core requirements: PHIL 315 or COMM 330 and two additional core courses (9 credits).
4. Two additional courses (6 credits) may be chosen from the program's core or elective list.
5. Special Topics and other courses can be used if approved by the Director.

THE CURRICULUM IN WOMEN'S AND GENDER STUDIES

The following course descriptions appear in appropriate sections throughout the catalog.

Core

ANTH 377	Women, Gender, and Culture
CLST 313	Women in Ancient Greece and Rome
COMM 330	Gender Communication
COMM 430	Sexuality, Sex and Gender
ENGL 320W	WI:Studies in Women and Literature
ENGL 412	Multicultural American Literature
ENGL 425	Cultural Studies in World Literature
GOVT 382	Women and Politics
HIST 304	U.S. Women's History
HIST 489	Women and Social Movements in U.S. History
PHIL 315	Philosophy of Gender
PHIL 319	Philosophy of Love and Sexuality
PSYC 320	Psychology of Gender
PSYC 420	Human Sexuality
RSTD 312	Women in Islam
SOCL 303	The Family in Transition
SOCL 395	Special Topics
SOWK 395	Special Topics

Electives

ENGL 314W	WI:Children's Literature
ENGL 315	Adolescent Literature
GOVT 375	Employment Law
PHIL 383	Applied Social Ethics
PHIL 386	Values and Postmodernity
PSYC 309	Adolescent Development
PSYC 340	Adult Development and Aging
SOCL 361	Human Ecology
SOWK 369	Child and Family Welfare

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Listed below is the annual notification of the Family Educational Rights and Privacy Act of 1974 (FERPA). The University is required to inform enrolled students annually of their rights under the terms of FERPA. The act does not apply to students admitted to the University who have not officially enrolled.

Note: Students should access <http://www.cnu.edu/regis/pdf/ferpa.pdf> for the latest changes to CNU directory information and updates regarding the Family Educational Rights and Privacy Act of 1974 (FERPA).

A. Policy Intent

1. The University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.
2. The CNU student record policy is formulated to protect the privacy of student information that is maintained and yet provide access to student records for those having a legitimate educational interest in viewing such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.

B. Student Rights under FERPA:

1. Enrolled students have the right to inspect their education record within 45 days of the request for inspection and are entitled to an explanation of any information therein. "Record" 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 that student. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Students must submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. A University official will make arrangements for access and notify the student of the time and place where the record(s) may be inspected. If the University official to whom the request was submitted does not maintain the requested record(s), that official shall advise the student of the correct official to whom the request should be addressed.
2. Information to which the student does not have access is limited to the following:
 - a. Confidential letters and recommendations 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. Letters of recommendation are removed from the Admissions files before the files are forwarded to the Office of the Registrar.

- 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.
 - d. Education records, which contain information about more than one student; in such cases, CNU will allow the inquiring student access to the part of the record, which pertains only to the inquiring student.
 - e. Records of the Admissions Office concerning students admitted but not yet enrolled at the University.
 - f. Medical/psychological records used in connection with treatment of the student. A physician or psychologist of the student's choice may view such records;
 - g. University Police Department records, when utilized for internal purposes by this office in its official capacities.
3. 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, nor will copies of such documents be given to the student. The student should request such records from the originating institution.
 4. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, he/she should write the University official responsible for the record, clearly identify the part of the record he/she wants changed, and specify the information he/she feels is inaccurate or misleading. 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 Dean of Enrollment Services and University Registrar.
 5. Students have the right to consent to disclosures of personally identifiable information contained in the

student's education record, except to the extent that FERPA authorizes disclosure without consent (see C3 below).

6. Students have the right to file a complaint with the US Department of Education concerning alleged failures by CNU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

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 school officials. Such information is defined as the following:

- a. Student's name, address, telephone number (permanent and local)
- b. CNU email address
- c. Date of birth
- d. Dates of attendance at the University, field of concentration, degrees, honors and awards
- e. Enrollment status – full-time or part-time
- f. Height and weight of members of athletic teams
- g. 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 Office of the Registrar. 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. "School Official" is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including university law enforcement personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); or a person serving on the Board of Visitors.

- b. A school official must have a legitimate educational interest in order to review an education record. A legitimate educational interest is the demonstrated 'need to know' and is further defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility or the University; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of University employment. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- c. Information requested by student organizations of any kind will be provided only when authorized by the Dean of Students.

4. Disclosure to parents and organizations providing financial support to a student: It is the University's policy to release the academic transcript to parents and/or organizations only upon the student's written request or authorization, a policy consistent with the University's interpretation of FERPA.

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. Disclosure to 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.

BOARD OF VISITORS

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Suffolk, Virginia
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Preston M. White
Virginia Beach, Virginia
Term Expires 6/30/13

Veasey Wilson
Yorktown, Virginia
Term Expires 6/30/11

FACULTY

TAREK M. ABDEL-FATTAH

Associate Professor of Chemistry. B.S., M.S., Alexandria University (Egypt); Ph.D., Northeastern University. (1999)

JANA L. ADAMITIS

Associate Professor of Classical Studies. B.A., University of Pennsylvania; M.A., Ph.D., University of Pittsburgh. (2003)

ROBERT BOLLING ATKINSON

Professor of Organismal and Environmental Biology. B.S., M.S., James Madison University; Ph.D., Virginia Polytechnic Institute and State University. (1995)

FOROOZ FRANCIS BADAVI

Instructor in Chemistry, Sponsored Research. B.S., M.S., Old Dominion University. (1991)

AMY ADAMS BAIRD

Instructor in Computer Science. B.S., Virginia Polytechnic Institute and State University; M.S., Old Dominion University. (2006)

REBECCA OWEN BARCLAY

Instructor in English. A.B., Randolph-Macon Woman's College; M.A., Fairleigh Dickinson University. (2004)

STEPHANIE HUNEYCUTT BARDWELL

Associate Professor of Management. B.A., State University of New York at Albany; J.D., Golden Gate University School of Law; LL.M., The College of William & Mary. (1994)

MICHELLE ANNE BARNELLO

Associate Professor of Government. B.A., Le Moyne College; M.A., Ph.D., State University of New York at Binghamton. (2001)

BOBBYE HOFFMAN BARTELS

Associate Provost. Professor of Mathematics. B.A., Lawrence University; A.M., Ph.D., University of Illinois. (1994)

MARTIN WILLIAM BARTELT

Professor of Mathematics. B.A., Hofstra University; M.A., Ph.D., University of Wisconsin. (1975)

LINDA LEE BAUGHMAN

Associate Professor of Communication Studies. B.A., University of Kentucky; Ph.D., University of Illinois. (2002)

FATIHA BENMOKHTAR

Assistant Professor of Physics. B.S., M.S., University of Science and Technology of Algiers (Algeria); Ph.D., Rutgers University. (2010)

DANIEL REX BERNARD

Instructor in Communication Studies. B.A., M.A., California State University, Fresno. (2010)

THOMAS D. BERRY

Associate Professor of Psychology. B.S., University of Florida; M.S., Ph.D., Virginia Polytechnic Institute and State University. (1995)

MARY DENISE BEST

Instructor in Communication Studies. B.A., Pennsylvania State University; M.A., William Paterson College. (1998)

SUSAN BOOKER

Lecturer in English. B.A., M.A., Ph.D., Iowa State University. (2010)

BRIAN DAVID BRADIE

Director of First and Second Year Student Success. Professor of Mathematics. B.S., M.S., Ph.D., Clarkson University. (1993)

EDWARD JAMES BRASH

Professor of Physics, Computer Science and Engineering. B.Sc., M.Sc., Queen's University (Ontario); Ph.D., Simon Fraser University (British Columbia). (2004)

STEVEN BREESE

Dean, College of Arts and Humanities. Associate Professor of Theater. B.A., Baldwin-Wallace College; M.F.A., California Institute of the Arts. (2000)

GWYNNE DAY BROWN

Lecturer in Biology. B.A., University of Virginia; M.A., Ph.D., The College of William and Mary. (2008)

WILLIAM SCOTT BROWN

Associate Professor of Music. B.M.E., M.M.E., North Texas State University. (1997)

KATHLEEN ELIZABETH BRUNKE

Professor of Chemistry. B.S., Portland State University; Ph.D., Montana State University. (1993)

IMOGENE WHITE BUNCH

Instructor in English. B.A., Christopher Newport University; M.A., Old Dominion University. (2003)

ELIZABETH KAUFER BUSCH

Associate Professor of Leadership and American Studies. B.A., Emory University; Ph.D., Michigan State University. (2005)

NATHAN EDWARD BUSCH

Associate Professor of Government. B.A., University of Toronto (Ontario); M.A., Michigan State University; Ph.D., University of Toronto (Ontario). (2004)

BRADLEY BUSZARD

Associate Professor of Classical Studies. B.A., University of Michigan; M.A., Ph.D., University of North Carolina. (2005)

STEPHANIE ELLEN BYRD

Assistant Professor of Sociology. B.A., University of Virginia; M.A., Ph.D., New York University. (2007)

JOHN FORTUNE CAMOBRECO

Associate Professor of Government. B.A., State University of New York at Albany; Ph.D., State University of New York at Binghamton. (1999)

DEBORAH CARTER CAMPBELL

Associate Professor of Philosophy. B.S., University of Scranton; M.A., Ph.D., Binghamton University. (1993)

PETER MICHAEL CARLSON

Professor of Government. B.A., Willamette University; M.S. Ed., Western Oregon University; M.P.A., D.P.A., University of Southern California. (2000)

JEFFREY MUNSON CARNEY

Assistant Professor of Chemistry. B.S., Syracuse University; Ph.D., University of Notre Dame. (2009)

FACULTY

DEANNA CARPENTER

Assistant Professor of Psychology. B.A., Bates College; Ph.D., Indiana University. (2006)

KELLY BRANAM CARTWRIGHT

Professor of Psychology. B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Arkansas. (1998)

DIANE CATANZARO

Associate Professor of Psychology. B.A., Dickinson College; M.A., Fairleigh Dickinson University; Ph.D., Old Dominion University. (1991)

KATHERINE CAVE

Instructor in Leadership Studies. B.S., St. Joseph's University; M.B.A., Auburn University. (2009)

CHERYL L. CHAMBERS

Assistant Professor of Sociology. BA., Michigan State University; M.A., University of South Carolina. (2005)

HONGWEI CHEN

Professor of Mathematics. B.S., Hunan Normal University (China); M.S., Huazhong University of Science and Technology (China); Ph.D., North Carolina State University. (1991)

RICHARD WENTWORTH CHENEY, JR.

Professor of Biology. B.S., University of Massachusetts; Ph.D., Duke University. (1985)

MICHAEL JOHN CLAYTON

Assistant Professor of Marketing. B.A., University of Miami; M.A., Michigan State University; Ph.D., University of Florida (2009)

RONNIE COHEN

Professor of Accounting. B.A., Kirkland College; J.D., LL.M., The College of William & Mary. (1983)

LEON DAWYANE COLE

Instructor in Physics, Computer Science, and Engineering.. B.S., Jackson State University; M.S., Hampton University. (2008)

ROBERT ERNEST COLVIN

Dean, College of Social Sciences. Associate Professor of Leadership and American Studies. B.S., M.B.A., Radford University; Ph.D., Virginia Commonwealth University. (1998)

SEAN THOMAS CONNABLE

Lecturer in Leadership and American Studies. B.A., M.A., Ph.D., University of Memphis. (2010)

WILLIAM FRANCIS CONNELL

Associate Professor of History. B.A., M.A., University of South Carolina; Ph.D., Tulane University. (2004)

CHRISTOPHER COOK

Visiting Assistant Professor of Music. B.M., University of Louisville; M.m., D.M., Indiana University. (2009)

JAMES ARCHIE CORNETTE, JR.

Instructor in English. B.A., The College of William & Mary; M.A., Duke University. (2003)

JENNIFER LEA CORNETTE

Instructor in English. B.A., Christopher Newport College; M.A., Pittsburg State University. (1998)

JOHN FREDERICK COWLING

Associate Professor of Accounting. B.A., M.B.A., Ph.D., Indiana University. (2008)

M. KENT CUEMAN

Associate Professor of Physics. B.S., Randolph-Macon College; M.S., Ph.D., The College of William & Mary. (2007)

BRENT EDWIN CUSHER

Assistant Professor of Leadership and American Studies. B.A., Carleton College; Ph.D., University of Toronto. (2011)

LAURA CHRISTINE DEIULIO

Vice Provost. Associate Professor of German. A.B., Washington University; M.S., Ph.D., Princeton University. (2003)

BORGA DENIZ

Assistant Professor of Management. B.S., Middle East Technical University (Turkey); M.S., Ph.D., Carnegie Mellon University. (2005)

ABBE S. DEPRETIS

Instructor in Communication Studies. B.A., University of Pittsburgh; M.A., University of Maryland. (2011)

REBECCA A. DIVERNIERO

Lecturer in Communication Studies. B.A., Appalachian State University; M.A., University of North Carolina. (2010)

MIHAELA LUDMILA DOBRESCU

Assistant Professor of Mathematics. B.S., University of Bucharest (Romania); M.S., Ph.D., Louisiana State University. (2006)

DOROTHY COSBY DOOLITTLE

Professor of Psychology. B.A., University of Georgia; M.S., Ph.D., University of Tennessee. (1988)

DAVID CHARLES DOUGHTY, JR.

Dean, College of Natural and Behavioral Sciences. Professor of Physics, Computer Science and Engineering. B.A., Rutgers University; Ph.D., University of Pennsylvania. (1984)

BRANTLEY THOMAS DOUGLAS, III

Associate Professor of Music. B.Mus., University of Wisconsin; M.M.E., S.M.E., University of Michigan. (2004)

GAYLE TRACY DOW

Assistant Professor of Psychology. B.A., California State University; M.A., University of California; Ph.D., Indiana University. (2008)

J. ERIC DUSKIN

Associate Professor of History. B.A., Wesleyan University; M.A., Ph.D., University of Michigan. (2002)

INGRID KALFUS EDERY

Instructor in Spanish. B.A., University of Virginia; M.A., New York University. (2007)

MICHELLE ANN ERHARDT

Associate Professor of Art History. B.A., University of Michigan; M.A., George Washington University; Ph.D., Indiana University. (2005)

CAROLYN BARTICK ERICSON

Associate Professor of Social Work. B.A., M.S.W., Clark University; Ph.D., University of Maryland. (2006)

ANDREW FALK

Associate Professor of History. B.A., M.A., George Washington University; Ph.D., University of Texas. (2005)

JEAN SMITH FILETTI

Associate Professor of English. B.S., Clarion University of Pennsylvania; M.A., Ph.D., University of Toledo. (1995)

SARAH E.W. FINCH

Lecturer in Biology. B.A., Miami University; Ph.D., University of Georgia. (2009)

ROBERTO AUGUSTO FLORES

Associate Professor of Physics, Computer Science and Engineering. B.S., Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico); M.Sc., Ph.D., University of Calgary (Alberta). (2004)

LAUREN PATRICIA FOWLER

Associate Professor of Music. B.M.E., Concordia College; M.M., University of Arizona; D.M.A., University of Northern Colorado. (2000)

ELIZABETH ANN FREUND

Visiting Assistant Professor of Government. B.A., Mount Union College; M.P.A., University of Akron; Ph.D., University of Maryland. (2009)

VERONIQUE GHISLAINE FRUCOT

Associate Professor of Accounting. B.B.A., University of Texas; M.B.A., Ph.D., Texas A&M University. (1998)

ELIZABETH MUNLEY GAGNON

Lecturer in Leadership and American Studies. B.A., Virginia Wesleyan College; M.A., Regent University; Ph.D., Old Dominion University. (2007)

DAVID EARL GAME

Associate Professor of Physics, Computer Science and Engineering. B.S., Massachusetts Institute of Technology; M.S., The College of William & Mary; Ph.D., Old Dominion University. (1978)

FERMIN GARCIA

Lecturer in Spanish. B.A., M.A., Ph.D., University of Nebraska. (2010)

COSTA P. GEROUSIS

Associate Professor of Physics, Computer Science and Engineering. B.S.E., M.S.E., Ph.D., Arizona State University. (2003)

JEFFREY ALAN GIBBONS

Associate Professor of Psychology. B.A., Western Michigan University; M.S., Ph.D., Kansas State University. (2000)

NOELLE GIGUERE

Lecturer in French. B.A., Smith College; Ph.D., Emory University. (2010)

DENISE RAE GILLMAN

Associate Professor of Theater. B.F.A., West Virginia University; M.F.A., California Institute of the Arts. (2002)

LAURA GRACE GODWIN

Lecturer in Theater. B.S., Ball State University; M.A., Ph.D., University of Illinois at Urbana-Champaign. (2010)

DARREN JASON GOOD

Assistant Professor of Marketing. B.A., University of Wisconsin; M.A., Pepperdine University. (2009)

LINDA MAUREEN GORDON

Instructor in English. B.A., Christopher Newport College; M.A., Old Dominion University. (1998)

HAROLD JAMES GRAU

Associate Professor of Biology. B.A., Towson State University; M.S., Ph.D., University of Oklahoma. (1993)

GARY SANFORD GREEN

Professor of Government. B.A., University of California, Irvine; M.A., Rutgers University; Ph.D., University of Pennsylvania. (1999)

SHANNON KEENAN GREENE

Lecturer in German. B.A., State University of New York; M.A., McMaster University (Canada); Ph.D., University of Pennsylvania. (2010)

HARRY GREENLEE

Associate Professor of Government. B.A., M.A., Hampton Institute; J.D., Ohio State University. (1988)

SHELIA PARKER GREENLEE

Professor of Psychology. B.A., Norfolk State University; M.A., Ph.D., Ohio State University. (1987)

NICOLE RUTHER GUAJARDO

Executive Assistant to the President for Retention. Associate Professor of Psychology. B.A., M.A., Wake Forest University; Ph.D., West Virginia University. (2004)

MAI LAN GUSTAFSSON

Assistant Professor of Sociology and Anthropology. B.A., Rutgers University; M.A., Ph.D., Syracuse University. (2006)

THOMAS WILLIAM HALL

Associate Professor of Economics. B.A., M.A., The Johns-Hopkins University; Ph.D., University of Southern California. (2006)

PHILIP FORREST HAMILTON

Associate Professor of History. B.A., Gettysburg College; M.A., George Washington University; Ph.D., Washington University. (2002)

CHRISTI HARRIS

Assistant Professor of Fine Art. B.F.A., Southwest Missouri State University; M.F.A., Rhode Island School of Design. (2004)

JASON W. HART

Associate Professor of Psychology. B.S., M.S., Ph.D., Virginia Commonwealth University. (2004)

NATHAN W. HARTER

Professor of Leadership and American Studies. A.G., Butler University; J.D., Indiana University School of Law. (2011)

ROBERT BAKER HASBROUCK

Associate Dean, Luter School of Business. Associate Professor of Management. B.A., Marshall University; M.S., Ph.D., Clemson University. (2003)

MARY RYLAND HEALY

Instructor in English. B.A., The College of William & Mary; M.A., Georgetown University. (2004)

DAVID PAUL HEDDLE

Associate Professor of Physics. B.S., M.S., Ph.D., Carnegie-Mellon University. (2008)

KAI ALAIN HEIDEMANN

Lecturer in Sociology. B.A., University of Massachusetts; M.A., University of Pittsburgh (2010)

GREGORY ALPHONSO HENRY

Associate Professor of Fine Art. B.F.A., Ohio University; M.F.A., Maryland Institute College of Art. (1992)

AMANDA E. HERBERT

Assistant Professor of History. B.A., University of Washington; M.A., The Johns Hopkins University. (2009)

MATTHEW HETTICHE

Assistant Professor of Marketing. B.A., La Salle University; M.A., Certificate in Marketing AACSB AQ Program, Virginia Polytechnic and State University; Ph.D., Purdue University. (2009)

FACULTY

SEAN MICHAEL HEUVEL

Instructor in Leadership and American Studies. B.S., The College of William & Mary; M.S., University of Richmond. (2006)

DAVID LARRY HIBLER

Professor of Physics, Computer Science and Engineering. B.S., Ph.D., University of Texas; M.S., Ph.D., University of South Carolina. (1989)

GEORGE JOSEPH HILLOW, III

Associate Professor of Theater. A.B., Duke University; M.A., Memphis State University; M.F.A., Virginia Commonwealth University. (1991)

THEODORE POLHEMUS HOAGLAND

Instructor in Botany. B.S., Kent State University; M.A., University of Dayton. (2006)

RACHEL JOAN HOLLAND

Assistant Professor of Music. B.M., Butler College; M.Mus., D.Mus., Indiana University. (2005)

PATRICIA DANNETTE HOPKINS

Assistant Professor of English. B.A., Queens College; M.A., Ph.D., University of Pennsylvania. (2006)

DAWN LOUISE HUTCHINSON

Lecturer in Philosophy and Religious Studies. B.M., Christopher Newport University; M.A., University of South Florida, Ph.D., Florida State University. (2004)

JOHN OLIVER HYLAND

Assistant Professor of History. B.A., Cornell University; M.A., Ph.D., University of Chicago. (2006)

KATHLEEN M. JAREMSKI

Associate Professor of Theater. A.B., M.F.A., Indiana University. (2004)

ELIZABETH JOANN JELINEK

Assistant Professor of Philosophy. B.A., Wellesley College; Ph.D., Duke University. (2011)

STEPHAN JOHANN KAUTSCH

Lecturer in Physics. M.S., University of Vienna (Austria); Ph.D., University of Basel (Switzerland). (2009)

KARA KAY KEELING

Professor of English. B.A., Carleton College; M.A., Purdue University; Ph.D., Indiana University. (1993)

CHRISTOPHER BRUCE KENNEDY

Assistant Professor of Mathematics. B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. (2006)

PARVIZ KHAJEH KHALILI

Professor of Mathematics. B.S., Arya Mehr, Sharif, University (Iran); M.S., Michigan State University; Ph.D., University of Michigan. (1985)

QUENTIN KIDD

Associate Professor of Government. B.A., M.A., University of Arkansas; Ph.D., Texas Tech University. (1997)

GEOFFREY CHRISTOFFERSEN KLEIN

Assistant Professor of Chemistry. B.S., The College of William & Mary; Ph.D., Florida State University. (2006)

JENNIFER L. KNIES

Assistant Professor of Biology. B.S., Gettysburg College; Ph.D., University of North Carolina. (2012)

BRENNAN KRAXBERGER

Assistant Professor of Geography. B.A., University of Missouri; M.A., Ph.D., University of Iowa. (2005)

KATHLEEN MARY KUEHN

Assistant Professor of Communication. B.A., Rutgers University; M.A., University of Arizona. (2011)

LYNN LAMBERT

Associate Professor of Physics, Computer Science and Engineering. B.A., Wellesley College; M.S., Shippensburg University of Pennsylvania; Ph.D., University of Delaware. (1992)

BENJAMIN F. LASSETER

Lecturer in Chemistry. B.A., University of Dallas; Ph.D., Texas A & M University. (2011)

MARY JO LEBER

Lecturer in Chemistry. B.A., Texas A & M University; M.A., Ph.D., Rice University. (2009)

SHERMAN A. LEE

Associate Professor of Psychology. B.A., University of Hawaii; M.S., Emporia State University; Ph.D., University of Kentucky. (2005)

TERRENCE OLIVER LEE

Associate Professor of English. B.A., M.A., Ph.D., Syracuse University. (1994)

JENNIFER KRISTEN LENT

Assistant Professor of Dance. B.A., The College of William and Mary; M.F.A., Florida State University. (2009)

MICHAEL ALAN LEWIS

Associate Professor of Sociology. B.A., University of Colorado; M.A., Ph.D., University of Virginia. (2002)

LUCAS RANDALL LINDSAY

Instructor in Physics. B.S., College of Charleston; M.S., Boston College. (2009)

GABRIELE J. LINGENFELTER

Instructor in Accounting. B.S., Cameron University; M.B.A., Northwest Missouri State University. (2004)

GREGG CHRISTOPHER LLOYD

Associate Professor of Theater. B.A., North Central College; M.F.A., Western Illinois University. (2004)

SANFORD EDWARD LOPATER

Professor of Psychology. B.A., Miami University; M.A., Ph.D., University of Virginia. (1973)

CHRISTOPHER D. LOY

Lecturer in Sociology. B.A., Colorado College; M.A., Ph.D., Binghamton University. (2011)

JESSICA LYNAM

Assistant Professor of Spanish. B.S., M.A., Ph.D., Western Michigan University. (2008)

LINDA DIANA MANNING

Associate Professor of Communication. B.A., Duke University; M.A., University of North Carolina; Ph.D., University of Denver. (2004)

MARION R. MANTON

Associate Professor of Sociology. B.A., M.S., Ph.D., North Carolina State University. (2005)

MARGARITA MARINOVA

Associate Professor of English. B.A., M.A., Sofia University (Bulgaria); M.A., Stephen F. Austin State University; M.A., Ph.D., University of Texas. (2005)

TIMOTHY RAY MARSHALL

Associate Professor of Psychology. B.S., University of Idaho; M.S., Ph.D., Virginia Polytechnic Institute and State University. (1992)

JAMES ELDER MARTIN

Professor of Mathematics. B.S., University of Pittsburgh; M.S., M.S., Ph.D., Brown University. (1993)

MARIO DOMINIC MAZZARELLA

Professor of History. A.B., Providence College; M.A., University of Rhode Island; Ph.D., American University. (1969)

ANN ENGLISH MAZOCCA

Assistant Professor of Dance. B.A., Amherst College; M.A., M.F.A., University of California. (2011)

JOAN MARIE MCMAHON

Associate Professor of Management. B.A., State University of New York at Oneonta; M.Ed., James Madison University; M.S., Ph.D., Virginia Polytechnic Institute and State University. (2002)

CHRISTOPHER MICHAEL MEIGHAN

Assistant Professor of Biology. B.S., Rider University; Ph.D., Princeton University. (2010)

CLAUDIA E. MENDEZ

Assistant Professor of Spanish. B.A., Instituto del profesorado "Verbo Divino" (Argentina); M.A., Ph.D., University of Maryland. (2008)

MATTHEW MENDHAM

Assistant Professor of Government. B.A., Taylor University; m.a., Fordham University; Ph.D., University of Notre Dame. (2011)

MICHAEL DALE MEYER

Assistant Professor of Biology. B.S., University of California, Davis; M.S., Ph.D., Purdue University. (2005)

MICHAELA D.E. MEYER

Associate Professor of Communication Studies. Ph.B., Miami University; M.S., Ph.D., Ohio University. (2004)

ERIC JEFFREY MICHEL

Instructor in Leadership and American Studies. B.A., M.B.A., Bradley University. (2009)

BRANISLAVA BRANA MIJATOVIC

Assistant Professor of Music. B.A., University of Arts in Belgrade (Serbia); M.A., Ph.D., University of California, Los Angeles. (2005)

ELAINE MARNELL MILLER

Associate Professor of Spanish. B.A., Juniata College; M.A., Pennsylvania State University; Ph.D., University of Maryland. (2004)

CHRISTOPHER L. MOONEY

Instructor in Music. B.Mus., University of Texas; M.Mus., The Julliard School. (2005)

ELIZABETH MORAN

Assistant Professor of Fine Art and Art History. B.A., Hunter College; M.S., Ph.D., City University of New York. (2007)

ROBERT ANDREW MORGAN

Lecturer in Biology. B.A., M.A., University of North Texas; Ph.D., Cornell University. (2009)

JOSEPH WADE MORRIS

Instructor in Accounting. A.B., The College of William and Mary; M.S., Old Dominion University. (2007)

ROSA MARIA MOTTA

Lecturer in Italian. B.A., Università di Catania (Italy); M.A., Old Dominion University; Ph.D., University of Virginia. (2008)

DONNA THERESA MOTTILLA

Professor of Management and Marketing. B.A., M.S., M.B.A., Shippensburg State College; D.B.A., Kent State University. (1999)

ROARK RICHARD MULLIGAN

Associate Professor of English. B.A., University of California, Berkeley; M.S., M.A., Ph.D., University of Oregon. (1994)

MICHAEL JAMES MULRYAN

Assistant Professor of French. B.A., St. Bonaventure University; M.A., Seton Hall University; Ph.D., University of Illinois at Urbana-Champaign. (2009)

JEANNE NAILOR

Lecturer in Mathematics. B.S., Grove City College; M.A., Ph.D., Duke University. (2007)

JOHN GRAYSON NICHOLS

Associate Professor of English. B.A., University of Richmond; M.A., Ph.D., University of Pittsburgh. (2000)

NICOLAY OSTRU

Instructor in German. Zwischenprüfung, Ludwig-Maximilians-Universität; M.A., Wayne State University

MARK W. PADILLA

Provost and Professor of Classical Studies. B.A., University of California Santa Cruz; M.A., Ph.D., Princeton University. (2007)

URVI JITENDRA PATEL

Assistant Professor of Psychology. B.A., University of California; M.A., California State University; Ph.D., University of Rhode Island. (2007)

JAY SNYDER PAUL

Professor of English. B.A., Hartwick College; M.A., Ph.D., Michigan State University. (1978)

KRISTEN PELLEGRINO

Lecturer in Music. B.M., Eastman School of Music; M.M., University of Michigan. (2010)

BELLE LAWSON PENDLETON

Associate Professor of Fine Art. B.A., University of South Alabama; M.A., Tulane University; Ph.D., Northwestern University. (1991)

DOUG PIETROWSKI

Lieutenant Colonel, United States Army. Professor of Military Science. B.A., St. Johns University; M.S., Florida Institute of Technology. (2008)

SCOTT THOMAS POLLARD

Professor of English. B.A., Santa Clara University; M.A., Ph.D., University of California, Irvine. (1992)

DAVID MICHAEL POLLIO

Associate Professor of Classical Studies. B.A., Rutgers University; M.A., Tufts University; M.A., Ph.D., Bryn Mawr College. (2004)

PAMELA FRANCIS PRINGLE

Instructor in Management and Marketing. B.A., Brock University; M.B.A., McMaster University (Ontario). (2001)

YELENAA. PROK

Assistant Professor of Physics. B.A., Ph.D., University of Virginia. (2007)

BRIAN M. PUACA

Associate Professor of History. B.A., Indiana University; M.A., Ph.D., University of North Carolina. (2005)

LAURA MICHELETTI PUACA

Assistant Professor of History. B.A., Rutgers University; M.A., Ph.D., University of North Carolina. (2008)

NIAZUR RAHIM

Associate Professor of Finance. B.S., Bangladesh University of Engineering and Technology; M.B.A., Hampton University; Ph.D., Virginia Commonwealth University. (1998)

BENJAMIN W. REDEKOP

Associate Professor of Leadership and American Studies. B.A., Fresno Pacific College, M.A., Ph.D., University of British Columbia (2008)

KIP HAMILTON REDICK

Associate Professor of Philosophy and Religious Studies. B.A., Christopher Newport College; M.A., Ph.D., Regent University. (1991)

MARK UEL REIMER

Professor of Music. B.M.E., Drake University; M.Mus., University of Cincinnati; D.Mus., Indiana University. (1992)

TINA KEMPIN REUTER

Assistant Professor of Government. M.A., Ph.D., University of Zurich (Switzerland). (2006)

ANTON RIEDL

Associate Professor of Physics, Computer Science and Engineering. M.S.E.E., Purdue University; Dipl.-Ing, Ph.D., Munich University of Technology (Germany). (2003)

TATIANA PETROVA RIZOVA

Assistant Professor of Political Science. B.A., American University, Bulgaria; M.A., University of Wisconsin; Ph.D., University of California, Los Angeles. (2008)

ROBERT MUJICA ROGERSON

Visiting Assistant Professor of Theater. B.F.A., University of Miami; M.F.A., George Washington University. (2009)

KENNETH THOMAS ROSE

Professor of Philosophy and Religious Studies. B.A., Ohio State University; M.Div., A.M., Ph.D., Harvard University. (1992)

ROBERTA KATZ ROSENBERG

Professor of English. B.A., Queens College; Ph.D., University of North Carolina. (1986)

KELLY ROSSUM

Assistant Professor of Music. B.M., University of Nebraska; M.M., University of North Texas; D.M.A., University of Minnesota. (2011)

SHARON MELISSA ROWLEY

Associate Professor of English. B.A., Temple University; M.A., Ph.D., University of Chicago. (2003)

LAUREN GRIFFEN RUANE

Assistant Professor of Biology. B.S., Tufts University; Ph.D. Harvard University. (2008)

DAVID SADLIER

Assistant Professor of Music. B.M., Loyola University; M.M., D.Mus., Indiana University. (2009)

JILL LYNNE RUSSETT

Assistant Professor of Social Work. B.S., Syracuse University; M.S.W., Virginia Commonwealth University; Ph.D., The College of William and Mary. (2008)

LELIA MOLTHROP SADLIER

Lecturer in Music. B.M., Eastman School of Music; M.M., The Julliard School. (2010)

ANTHONY RICHARD SANTORO

Distinguished Professor of History. President Emeritus. A.B., College of the Holy Cross; M.A., University of California, Riverside; Ph.D., Rutgers University. (1987)

NOAH Z. SCHWARTZ

Assistant Professor of Psychology. B.A., Knox College; Ph.D., University of Southern California, Los Angeles. (2009)

GRAHAM MANFRED SCHWEIG

Professor of Philosophy and Religious Studies. B.A., American University; M.A., University of Chicago; M.T.S., Th.M., Th.D., Harvard University. (2000)

RAOUF LOTFI SELIM

Associate Professor of Physics, Computer Science and Engineering. B.S.E.E., Cairo University (Egypt); M.S., Ain Shams University (Egypt); M.A., Ph.D., Temple University. (1986)

NIGEL ANTHONY SELLARS

Associate Professor of History. B.A., B.A., M.A., Ph.D., University of Oklahoma. (2000)

DMITRIY SHALTAYEV

Associate Professor of Management. B.S., M.S., Moscow Institute of Technology (Russia); M.A., Ph.D., University of Alabama. (2005)

RICHARD ELLIS SHERWIN

Associate Professor of Organismal and Environmental Biology. B.S., M.S., Brigham Young University; Ph.D., University of New Mexico. (2004)

LYNN SHOLLEN

Assistant Professor of Leadership Studies. B.S., M.S., Ithaca College; Ph.D., University of Minnesota. (2010)

KEVIN KELLY SHORTSLEEVE

Assistant Professor of English. B.F.A., Emerson College; M.A., University of Florida; Ph.D., University of Oxford. (2009)

HUI SHENG SHOU

Lecturer in Government. B.A., China University of Political Science and Law; M.A., Beijing University; M.A., University of Missouri; Ph.D., University of Illinois. (2010)

SHERI MARIE SHUCK-HALL

Associate Professor of History. B.A., Berry College; M.A., Ph.D., Auburn University. (2006)

ERIC JASON SILVERMAN

Assistant Professor of Philosophy. B.A., Rutgers University; M.A., Baylor University; Ph.D., Saint Louis University. (2008)

ANTONIO CARVALHO SIOCHI

Associate Professor of Physics, Computer Science and Engineering. B.S., Ateneo de Manila University (Philippines); M.S., Ph.D., Virginia Polytechnic Institute and State University. (1990)

SHUMET SISHAGNE

Associate Professor of History. B.A., Haile Selassie University (Ethiopia); M.A., Addis Ababa University (Ethiopia); Ph.D., University of Illinois. (1991)

ALAN SKEES

Lecturer in Fine Art. B.F.A., University of Alabama; M.F.A., University of Arizona. (2010)

KRISTEN SKEES

Lecturer in Fine Art and Art History. B.F.A.M.L.I.S., University of Alabama; M.F.A., University of Arizona. (2010)

TIMOTHY MCCALVIN SMITH

Assistant Professor of Chemistry. B.S., Shippensburg State University; Ph.D., Carnegie Mellon University. (2009)

PETER M. SNOW

Assistant Professor of English. B.A., Middlebury College; M.A., University of New Mexico; Ph.D., University of California, Los Angeles. (2005)

STEVEN DOUGLAS SPALDING

Assistant Professor of French. B.A., Connecticut College; M.Lit, Dpl. Etd.App, Université de Paris; Ph.D., University of Michigan. (2006)

LISA DISALVO SPILLER

Professor of Marketing. B.S.B.A., M.B.A., Gannon University; Ph.D., University of Missouri. (1991)

MARSHA MAKIBBIN SPRAGUE

Professor of English. B.A., Wellesley College; M.Ed., Pennsylvania State University; Ed.D., University of Miami. (1992)

JEFFREY JOHN STECKROTH

Lecturer in Mathematics. B.A., The College of William and Mary; M.Ed., George Washington University; Ph.D., University of Maryland. (2011)

MARK ALLAN STEINER

Assistant Professor of Communication Studies. B.A., Willamette University; M.A., Texas A & M University; Ph.D., Indiana University. (2007)

DANIELLE M. STERN

Assistant Professor of Media Studies. B.S., M.S., Southern Illinois University; Ph.D., Ohio University. (2008)

BARBARA STREATER

Major, United States Army. Instructor in Military Science. B.A., University of Delaware; M.S.Ed., Old Dominion University. (2010)

STEPHEN ALAN STREHLE

Associate Professor of Philosophy and Religious Studies. B.S., Virginia Polytechnic Institute and State University; M.Div., Columbia University; S.T.M., Th.D., Dallas Theological Seminary; D. Theol., Universität Basel (Switzerland). (2002)

TYLER ANDREW SULLENS

Assistant Professor of Chemistry. B.S., University of Montevallo; Ph.D., Auburn University. (2008)

TANYA ELAINE SWEET

Associate Professor of Theater. B.A., Beloit College; M.F.A., University of Illinois. (2002)

TRAVIS KENDALL TAYLOR

Associate Professor of Management and Economics. B.A., University of Richmond; M.A., Ph.D., University of Connecticut. (2004)

GEORGE ALBERT TESCHNER

Professor of Philosophy and Religious Studies. B.A., Rutgers University; M.A., New York University; Ph.D., The New School for Social Research. (1976)

JESSICA SUZANNE THOMPSON

Assistant Professor of Zoology. B.A., Bard College; Ph.D., North Carolina State University. (2007)

JOHN MCLANEY THOMPSON

Associate Professor of Philosophy and Religious Studies. B.A., The College of William & Mary; M.T.S., Boston University; Ph.D., Graduate Theological Union. (2004)

WILLIAM E. THRO

University Counsel and Associate Professor of Government. B.A., Hanover College; M.A., University of Melbourne (Australia); J.D., University of Virginia. (2008)

HUSSAM S. TIMANI

Associate Professor of Philosophy and Religious Studies. B.A., University of California, Irvine; Ph.D., University of California, Los Angeles. (2005)

ANDRIA D. TIMMER

Lecturer in Anthropology. B.A., University of North Texas; M.A., Ph.D., University of Iowa. (2010)

DENISE C. TOMBOLATO-TERZI

Lecturer in Molecular Biology. B.S., University of Sao Paulo; M.S., Ph.D., University of Florida. (2011)

ZHENG TONG

Instructor in Mathematics. B.S., Medical Institute of Beijing (China); M.S., Wright State University. (2004)

LORI JILL UNDERWOOD

Associate Professor of Philosophy and Religious Studies. B.A., M.A., University of Memphis; Ph.D., University of Missouri. (1999)

MICHELLE ALBERT VACHRIS

Professor of Economics. B.A., The College of William & Mary; M.A., Ph.D., George Mason University. (1994)

STEPHANIE A. VALUTIS

Assistant Professor of Social Work. B.A., Taylor University; M.S.W., Ph.D., University of Pittsburgh. (2010)

DANIEL VASILIU

Assistant Professor of Mathematics. B.S., M.S., A.I.I. Cuza University of Iasi (Romania); Ph.D., Michigan State University. (2005)

DANIELLE CAHILL VELARDI

Associate Professor of Spanish. B.A., Wheeling College; M.A., Middlebury College; Ph.D., Catholic University of America. (1992)

ANDREW JAMES VELKEY, II

Associate Professor of Psychology. B.S., Millsaps College; M.A., Ph.D., University of Montana. (2001)

RONALD LEE VON BURG, II

Associate Professor of Communication Studies. B.A., B.S., Arizona State University; M.A., Ph.D., University of Pittsburgh. (2005)

LINDA MARIE WALDRON

Associate Professor of Sociology. B.A., Bloomsburg University of Pennsylvania; M.A., Ph.D., Syracuse University. (2004)

PATRICK DOUGLAS WALKER

Assistant Professor of Management. B.S., M.B.A., Hampton University; J.D., Regent University. (2005)

EMERITI FACULTY

DOUGLAS BRENDAN WALLACE

Instructor in Music. B.M. Eastman School of Music; M.M., The Julliard School. (2010)

DALI WANG

Associate Professor of Physics, Computer Science and Engineering. B.S., Huazhong University of Science and Technology (China); M.S., North China Institute of Electrical and Power; Ph.D., Florida Atlantic University. (2002)

ELIZABETH WARD

Instructor in Physics, Computer Science and Engineering, Sponsored Research. B.A., The College of William & Mary; M.A.Ed/ED.D, East Carolina University; M.S., University of Notre Dame. (2001)

LISA SMITH WEBB

Associate Professor of Molecular Biology and Chemistry. B. A., Maryville College; M.Ed., University of Georgia; Ph.D., University of Tennessee. (2004)

THOMAS EDWARD WEISS, JR.

Professor of Biology. B.A., The Johns-Hopkins University; M.S., Tulane University; Ph.D., University of Georgia. (1980)

REBECCA S. WHEELER

Professor of English, Sponsored Research. B.A., University of Virginia; M.S., Georgetown University; Ph.D., University of Chicago. (1999)

JONATHAN W. WHITE

Visiting Assistant Professor of American Studies. B.A., Pennsylvania State University; M.A., Ph.D., University of Maryland. (2009)

GARY JOHN WHITING

Professor of Biology. B.S., University of Cincinnati; Ph.D., University of South Carolina. (1993)

KATIE MARIE WIENS

Assistant Professor of Biology. B.S., Kansas State University; Ph.D., University of Minnesota. (2011)

MARY WILSON

Assistant Professor of English. B.A., The College of William and Mary; M.A., University of Massachusetts (2009)

ROBERT CHARLES WINDER

Professor of Economics and Finance. A.B., Rutgers College; M.A., University of Connecticut; Ph.D., Rutgers University. (1991)

MARY WRIGHT

Associate Professor of English. B.A., Virginia Wesleyan College; M.S., Old Dominion University; Ph.D., Florida State University. (2004)

GENEVA JO SUTTER WYNN

Assistant Professor of Theater. B.F.A., Valdosta State University; M.F.A., Florida State University. (2007)

XIAOQUN XU

Associate Professor of History. B.A., Shanghai Teachers College (China); M.S., East China Normal University; M.S., University of Akron; Ph.D., Columbia University. (2004)

PHILIP ROSS YOUNG

Visiting Associate Professor of Chemistry. B.S., Emory and Henry College; M.S., Ph.D., Virginia Polytechnic Institute and State University. (2004)

GEORGE KONSTANTINOS ZESTOS

Professor of Economics and Finance. B.A., Saginaw Valley State University; M.A., Michigan State University; Ph.D., Indiana University. (1993)

MING ZHANG

Professor of Physics, Computer Science and Engineering. B.S., M.S., Ph.D., East China Normal University. (2000)

EMERITI FACULTY

DAVID FRANCIS ALEXICK

Professor Emeritus of Fine Art. B.F.A. Richmond Professional Institute; M.F.A., Virginia Commonwealth University; Ph.D., Pennsylvania State University.

BETTY LOCKHART ANGLIN

Instructor in Fine Art. B.A., The College of William & Mary.

JOHN JOSEPH AVIOLI

Professor Emeritus of Mathematics and Computer Science. B.S., West Chester State College; M.S., Ph.D., University of Delaware.

DAVID ALLEN BANKES

Professor Emeritus of Biology. B.S., University of Delaware; M.S., Ph.D., Ohio State University.

FRANKLIN SAMUEL BAUER

Professor Emeritus of Psychology. B.A., M.A., Ph.D., University of Illinois.

RICHARD ARTHUR BEAUCHAMP

Professor Emeritus of Philosophy and Religious Studies. B.A., Randolph-Macon College; M.Div., Yale University; Ph.D., Duke University.

HENRY MARSHALL BOOKER

Professor Emeritus of Economics. B.A., Lynchburg College; Ph.D., University of Virginia.

THEODORA PIERDOS BOSTICK

Professor Emerita of History. A.B., Mundelein College; M.A., Ph.D., University of Illinois.

EDWIN CANNON BOYD

Professor Emeritus of Management. A.B., Duke University; M.B.A., University of Pennsylvania.

CLYDE WARING BROCKETT

Professor Emeritus of Music. A.B., The College of William & Mary; M.A., Ph.D., Columbia University.

SANDRA LUMPKIN BRYAN

Professor Emerita of Education. B.S., University of Georgia; M.Ed., Ed.D., Auburn University.

ALFRED MARTIN BUONCRISTIANI

Professor Emeritus of Physics, Computer Science and Engineering. B.A., University of Santa Clara; Ph.D., University of Notre Dame.

RANDALL HUBERT CATON

Professor Emeritus of Physics, Computer Science and Engineering. B.S., University of Minnesota; M.S., University of Pennsylvania; Ph.D., The City University of New York.

ALMA JANE CHAMBERS

Professor Emerita of English. B.A., Pfeiffer College; M.A., University of Arkansas; Ph.D., University of North Carolina.

CHIE KEN CHANG

Professor Emeritus of Chemistry. B.S., Taiwan University; Ph.D., University of Notre Dame.

ROBERT CHARLES COKER

Professor Emeritus of Marketing. B.S., West Virginia Wesleyan College; M.S., Ph.D., University of Illinois.

HAROLD NELSON CONES, JR.

Distinguished Professor Emeritus of Biology. B.S., Maryville College; M.A., The College of William & Mary; Ph.D., Bowling Green State University.

ROBERT HENRY CUMMINGS

Professor Emeritus of Leisure Studies and Physical Education. B.S., University of Maryland; M.A., West Virginia University; Ph.D., University of South Mississippi.

MARY HURLEY DANIEL

Professor Emerita of Library Science. B.A., Adams State College; M.S.L.S., University of Tennessee.

JOHN WILLETT DAWSON

Professor Emeritus of Accounting. B.G.E., University of Omaha; M.B.A., Virginia Commonwealth University.

ROBERT DALE DOANE

Professor Emeritus of Government and Public Affairs. B.A., Lynchburg College; M.A., George Washington University; Ph.D., Temple University.

ROBERT JOHN DUREL

Professor Emeritus of Sociology. B.A., M.A., Ph.D., University of Notre Dame.

ROBERT JOHNSON EDWARDS

Professor Emeritus of Biology. B.A., Hobart College; Ph.D., University of Rochester.

ROBERT EVANS FELLOWES

Professor Emeritus of Accounting. B.S., United States Naval Academy; M.S., Massachusetts Institute of Technology.

LORA RUTH FRIEDMAN

Professor Emerita of Education. B.S.Ed., M.A., City College of New York; Ed.D., University of Florida.

DOUGLAS KIRKE GORDON

Professor Emeritus of English. B.A., University of Virginia; M.A., Ph.D., University of Tennessee.

GARY G. HAMMER

Professor Emeritus of Chemistry. B.S., M.S., Wichita State University; Ph.D., Georgia Institute of Technology.

JOSEPH FRANCIS HEALEY

Professor Emeritus of Sociology. A.B., M.A., The College of William & Mary; Ph.D., University of Virginia.

ROBERT WILLIAM HERRMANN

Professor Emeritus of Psychology. B.A., George Washington University; M.A., Ph.D., Michigan State University.

JAMES ROBERT HINES

Professor Emeritus of Music. B.A., Old Dominion University; M.M., Virginia Commonwealth University; Ph.D., University of North Carolina.

JOHN ARTHUR HOAGLUND

Professor Emeritus of Philosophy. B.A., University of Vienna; Ph.D., Free University of Berlin (Germany).

RITA COOPER HUBBARD

Professor Emerita of Communication Studies. A.B., College of Notre Dame; M.A., The Johns-Hopkins University; Ph.D., Temple University.

JAMES NIMMO HUBBARD, III

Professor Emeritus of Leisure Studies and Physical Education. B.S., M.Ed., The College of William & Mary.

RICHARD LEWIS HUNTER

Professor Emeritus of Management and Marketing. B.A., Duke University; M.B.A., New York University.

JOHN EMMETT JENKINS

Professor Emeritus of Education. A.B., University of Richmond; M.Ed., The College of William & Mary.

ELIZABETH F. JONES

Professor Emerita of Classical Studies. A.B., State University of New York at Albany; Ph.D., University of North Carolina.

LELAND GONCE JORDAN

Professor Emeritus of Accounting. B.S., University of Florida; M.S., Air Force Institute of Technology; D.B.A., George Washington University.

RUTH LYNCH KERNODLE

Professor Emerita of Sociology. B.A., Madison College; M.A., University of North Carolina.

PAUL CHESTER KILLAM

Professor Emeritus of Government and Public Affairs. B.S., M.A., Ph.D., University of Massachusetts; M.C.P., Yale University.

BRUNO ALFONS KOCH

Professor Emeritus of Theatre and Speech Communication. B.A., Baylor University; M.A., University of Houston; Ph.D., University of Michigan.

STAVROULA ERIKETTA KOSTAKI-GAILEY

Professor Emerita of Mathematics. B.A., Ed.D., University of North Carolina at Greensboro; M.A., Western Carolina University.

CHERYL MARIE MATHEWS

Assistant Professor Emerita of Social Work. B.A., Grove City College; M.S.W., University of Hawaii.

KATHRYN O'BRIEN MCCUBBIN

Professor Emerita of Management Information Systems. B.S., M.S., Marquette University.

BUCK GWYNN MILLER

Professor Emeritus of Government and Public Affairs. B.A., Gettysburg College; M.P.A., Ph.D., New York University.

LAWRENCE LEE MILLS

Professor Emeritus of Management and Marketing. B.S., Oklahoma State University; M.B.A., Ohio State University; M.S.W., Norfolk State University.

RONALD SAMUEL MOLLICK

Professor Emeritus of Biology. B.S., M.S., San Diego State University; Ph.D., North Carolina State University.

JAMES IRWIN MOORE

Professor Emeritus of Computer Science. B.S., United States Naval Postgraduate School; M.A.P.A., Ph.D., University of Oklahoma.

JAMES M. MORRIS

Professor Emeritus of History. A.B., Aquinas College; M.A., Central Michigan University; Ph.D., University of Connecticut.

SANG OH PARK

Professor Emeritus of Economics. B.A., M.A., Florida State University; Ph.D., University of North Carolina.

LEA BUCHANAN PELLETT

Professor Emerita of Sociology. B.A., Hampton Institute; M.A., The College of William & Mary; M.S.W., Norfolk State University.

ANNE WITT PERKINS

Professor Emerita of Leadership and American Studies. B.A., M.A., University of Richmond; Ed.D., The College of William & Mary.

JOUETT LYNN POWELL

Professor Emeritus of Philosophy and Religious Studies. B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Phil., Ph.D., Yale University.

JEAN ELIZABETH PUGH

Professor Emerita of Biology. B.S., Madison College; M.A., Ph.D., University of Virginia.

VIRGINIA SUE PURTLE

Professor Emerita of Sociology. B.S., M.S., Oklahoma State University; Ph.D., Louisiana State University.

JAMES ROBERT REED, JR.

Professor Emeritus of Biology. A.B., Harvard University; M.S., Cornell University; Ph.D., Tulane University.

DELIA DORIS REPPEN

Professor Emerita of Spanish. B.A., University of Buenos Aires; M.A., University of California.

DONALD BENNETT RILEY

Professor Emeritus of Accounting. B.S., The College of William & Mary; M.B.A., University of North Carolina; M.S., Virginia Commonwealth University.

MARY LUELLA ROYALL

Professor Emerita of Leisure Studies and Physical Education. B.S.Ed., Madison College; M.Ed., Ed.D., University of North Carolina at Greensboro.

LAWRENCE JOSHUA SACKS

Professor Emeritus of Chemistry. A.B., Drew University; M.S., Pennsylvania State University; Ph.D., University of Illinois.

WALLACE STEPHEN SANDERLIN, JR.

Professor Emeritus of English. A.B., The College of William & Mary; M.A., Ph.D., University of Virginia.

ROBERT MILLER SAUNDERS

Professor Emeritus of History. B.A., M.A., University of Richmond; Ph.D., University of Virginia.

WAYNE MORRIS SCHELL

Associate Professor Emeritus of Accounting. B.S., Old Dominion University; M.B.A., The College of William & Mary; Ph.D., Virginia Polytechnic Institute and State University.

TRACEY TEETS SCHWARZE

Distinguished Professor Emerita of English. B.A., University of Virginia; M.A., University of Dayton; Ph.D., University of California, Riverside.

SUSAN SMITH ST. ONGE

Distinguished Professor Emerita of French. B.A., Ph.D., Vanderbilt University; M.A., University of Wisconsin.

RICHARD MARION SUMMERVILLE

Distinguished Professor Emeritus of Mathematics. B.S., Clarion State College; A.M., Washington University; Ph.D., Syracuse University.

JANE CARTER WEBB

Professor Emerita of Physics. B.A., M.A., Ph.D., Tulane University.

GEORGE RANDOLPH WEBB

Professor Emeritus of Physics, Computer Science and Engineering. B.S., Massachusetts Institute of Technology; Ph.D., Virginia Polytechnic Institute and State University.

CECIL HARVEY WILLIAMS, JR.

Professor Emeritus of Government and Public Affairs. A.B., Duke University; M.Div., Crozer Theological Seminary; M.A., University of Virginia.

JAMES CLAYTON WINDSOR

Professor Emeritus of Psychology. B.A., The College of William & Mary; M.Div., University of Rochester; M.S., Virginia Commonwealth University; Ed.D., University of Virginia.

WILLIAM CHARLES WINTER

Professor Emeritus of Government and Public Affairs. B.S., State University of New York; M.A., Ph.D., American University.

L. BARRON WOOD, JR.

Professor Emeritus of English and Fine and Performing Arts. A.B., Hampden-Sydney College; M.A., University of Pennsylvania.

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