



2007 • 2008 ADMISSIONS
UNDERGRADUATE CATALOG



Undergraduate Catalog

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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 and safe campus create an environment that is hard to find in public higher education today. That's why we'd like to share a few highlights of the quality of life you will enjoy here.

Our Students

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

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

Our students are friendly and lively. They thrive on the close relationships they form with professors inside and outside of the classroom. Many of our students work with professors on pioneering research — from the wetlands to dolphins to particle research at the Thomas Jefferson National Accelerator Facility.

In recent years, interest in CNU has increased dramatically, as has the quality of our applicants. Applications from freshmen and transfer students have skyrocketed, and more students than ever before are seeking entry into our distinguished Honors Program and President's Leadership Program.

The Professors

If you're looking for an education with teachers who love to teach, then CNU is the right place for you. In fact, most of our professors will tell you that the reason they chose CNU is because of its commitment to excellent teaching. Outstanding veteran faculty members are in the classroom, offering an incredible depth of experience and knowledge to every student. You won't find graduate students in lecture halls with hundreds of students at CNU! Our classes average about 25 students, including our laboratory classes for the sciences and technology.

Our professors have won a wide array of awards for great teaching and many large grants for research. They regularly publish highly regarded books and articles on myriad topics, often working with students who share authorship! One biology professor won a \$700,000 grant to study wetlands pollution and uses part of the funds to support undergraduate students who work with him on the project. Three CNU professors have been chosen in recent years for top teaching and service awards from among 16,000 faculty in Virginia.

Our professors lead their students to do great things. Our marketing students and our Small Business Institute have recently won top honors regionally and nationally for their original programs. CNU's Small Business Institute has claimed top honors nationally for the last three years.

The 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. Our psychology students regularly make presentations at top East Coast conferences, where they are often mistaken for graduate students because of the quality of their work.

Small wonder then that 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.

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

Captain Pride

Playing to win is the watchword at CNU. As part of the NCAA Division III, our athletes don't play for money; so, the results of our sports teams come from a fire in the heart! Since 1980, CNU has produced 510 All-Americans in 24 intercollegiate sports, won 75 national team and individual titles and has made history in football.

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. They returned to the playoffs again in 2002, 2003, 2004 and 2006, advancing twice to the second round.

CNU's baseball team has finished second and third in the nation in the last five years. Last spring they played in their beautiful new stadium on campus.

The women's and men's soccer teams also went to the NCAA tournament this year, as did the field hockey team.

Overall, CNU athletics has also received top honors as winner of the USA South Athletic Conference President's Cup for nine years in a row.

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

Student Life

CNU students participate in nearly 100 clubs and organizations, along with dozens of recreational and club sports. Whether you're interested in biology field trips to the ocean or becoming a leader in campus government, there is a rich array of activities here to make your time outside the classroom memorable.

Perhaps you'd enjoy our Equestrian Club or Ice Hockey Team that compete successfully around the state. Or, if you're service-oriented, Alpha Phi Omega is a co-ed

service fraternity that works on campus and around our area on a variety of projects. Our campus clubs and activities focus on the individuality of each member and make it simple for you to get involved.

Each year, you'll enjoy performances by major artists, renowned speakers and the many student festivals like Spring Fest, Family Weekend and Homecoming. Every spring CNU also hosts the Ella Fitzgerald Music Festival. The Ferguson Center for the Arts, our world-class performing arts venue, features a 500 seat Music & Theater Hall, a 200-seat Experimental Theater, and the awe-inspiring, 1700-seat Concert Hall for performances by internationally known stars. Jewel, Andrea Bocelli, David Copperfield, B. B. King and Whoopi Goldberg have taken the stage here recently. Our students may attend performances for \$5 to \$25!

CNU students and Student Life staff collaborate to sponsor dances, clubs, Greek events, multicultural activities, comedy nights, "speed dating" parties, recently released movies, dances and outdoor festivals, among many other events.

Our Region

When you choose a university, a great location makes for a great experience. Our region is not only a resort area that attracts millions of visitors each year, but 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, along with its new amphitheater, which has hosted performers like Jimmy Buffet, Sarah McLachlan, the Dave Matthews Band and Kenny Chesney. A 20-minute ride west leads to Williamsburg and Jamestown, where many of our students appreciate the splendor of American history and may also find internships at Colonial Williamsburg and Busch Gardens.

Our own new \$60 million Ferguson Center for the Arts also ranks as a regional attraction for guests from Hampton Roads and the world!

The Campus - Present and Future

CNU's campus encompasses 260 acres of beautiful lawns, gardens and tall trees in a park-like setting in Newport News. Visitors often remark on the beauty of the campus as a highlight of their tour! Our university has a tradition of building everything to the highest standards. Adding in CNU's annual ranking as one of the safest campuses in Virginia, you have an ideal environment in which to live, study and relax.

Your first glimpse of campus will focus on the new Paul and Rosemary Tribble Library with its 14-story tower that is lighted day and night. With 110,000 square feet, this superb facility is the information technology center

of the campus. And it features a 1600 square foot gourmet coffee shop with study rooms for quiet collaboration with friends.

The Ferguson Center for the Arts was designed by 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.

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

CNU's residence halls are described by students as "the best they've seen." Local phone and cable, a built-in microfridge, Internet access, carpet, air conditioning and suite-style rooms make living on campus very attractive for our freshmen. CNU also offers wireless service in all public areas on campus so you can enjoy sunshine on the lawn while doing Internet research!

CNU Village, the second apartment complex on campus, provides elegant apartments above numerous eateries—including Panera Bread, Subway and Tropical Smoothie. With six dazzling residential facilities, 3,000 students now make CNU their home.

The Freeman Center, for sports and convocation, features a 200-meter indoor track, three basketball courts, and 10,000 square feet of personal recreation/fitness space in The Trieshmann Fitness Pavilion. The Freeman Center is one of the finest centers of its kind in the nation for a school with a Division III sports program.

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 Mariner's Park with 600 acres of trails and woodlands.

With new residence halls and apartments, the Freeman Center, the Ferguson Center for the Arts, the Paul and Rosemary Tribble Library and the new \$35 million David Student Union, CNU will soon complete \$500 million in new facilities.

We Invite You to Visit!

If you would like to see first-hand the quality of Christopher Newport University, we welcome your visit Monday through Saturday (except major national holidays) throughout the year. Simply call Admissions at (757) 594-7334 or at (800) 333-4268 to arrange a time. You may also wish to visit our website 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 (students, faculty, administrators and staff) agree to the following:

The Honor Code:

“On my honor, I will maintain the highest possible 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, stealing or cheating 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 that 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 the “job” of learning as their top priority;
- Take initiative to participate actively in their own learning;
- Prepare of 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 2007-2008

Fall 2007 – Spring 2008

Fall 2007

August	24	F	Freshman Convocation and Honor Code Induction Ceremony
	27	M	Classes Begin
	27-31	M-F	Add/Drop period
	31	F	Last day to <i>Add/Drop</i> and elect <i>Audit</i> status
September	3	M	Labor Day – Classes Meet
October	6	S	<i>Fall Recess begins after last class meets</i>
	10	W	Classes Resume
	10	M	Freshmen Mid-term grade Entry Begins 8:00am
	16	T	Freshmen Mid-term grades due by noon
	31	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
November	20	T	<i>Thanksgiving recess begins after last class meets</i>
	26	M	Classes Resume
December	7	F	Classes End
	8-9	S-SU	University Reading/Study Day
	10	M	Final Examinations Begin
	10	M	Final Grade entry begins 8:00a.m.
	12	W	University Reading/Study Day
	15	S	Final Examinations End
	17	M	GRADES DUE by 12:00 noon

Spring 2008

January	21	M	Classes Begin
	21-25	M-F	Add/Drop period
	25	F	Last day to <i>Add/Drop</i> and elect <i>Audit</i> status
March	3	M	Freshmen Mid-term grade entry begins 8:00am
	7	F	Freshmen Mid-term grades due by noon
	8	S	<i>Spring Recess begins after last class</i>
	17	M	Classes Resume
	31	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
May	2	F	Classes End
	3-4	S	University Reading/Study Day
	5	M	Final Examinations Begin
	5	M	Final Grade entry begins 8:00a.m.
	7	W	University Reading/Study Day
	10	S	Final Examinations End
	12	M	GRADES DUE by 12:00 noon
	16-17	F-S	Commencement Weekend Activities
	18	SU	<i>Commencement</i>

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

Summer 2008**Summer 2008 Term 1****The first 5-week session (MTWTh); after graduation start.**

May	19	M	Classes Begin
	20	T	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
	26	M	Holiday: No classes
June	9	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
	18	W	Classes End
	19	Th	Final Examinations
	23	M	Final Grades Due Noon

Summer 2008 Term 2**The 10-week session (M/W and T/Th).**

May	26	M	Holiday: No classes
	27	T	T/Th Classes Begin
	28	W	M/W Classes Begin
	28	W	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
July	4	F	Holiday: No classes
	14	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
	24	Th	T/Th Classes End
	28	M	M/W Classes End
	29	T	T/Th Final Examinations
	30	W	M/W Final Examinations
	31	TH	Final Grades Due Noon

Summer 2008 Term 3**The second 5-week session (MTWTh); after Fourth of July start.**

July	7	M	Classes Begin
	8	T	Last day to <i>Drop/Add</i> and elect <i>Audit</i> status
	24	TH	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i>
August	5	T	Classes End
	6	W	Final Examinations
	8	F	Final Grades Due Noon

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

"We aspire to be a pre-eminent, 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 that 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 art 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 established and authorized by the Virginia General Assembly in its 1960 session as a two-year branch of the College of William and Mary. The University derives

its name from Captain Christopher Newport, the English mariner who was among the most important men connected with the permanent settling of Virginia. It was Captain Newport who was put in sole charge and command of the small squadron of three ships 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 of 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.

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 number (404) 679-4501) to award degrees at the baccalaureate and master's degree levels.

ADMISSION TO THE UNIVERSITY

Patricia Patten Cavender, Dean
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 Advising Center and 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 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 Freshman Applicants

The deadline to apply as a freshman degree-seeking student for fall is March 1. Nov. 15 is the deadline for spring semester. Applications received after these deadlines will be considered on a space-available basis. Applicants are encouraged to apply on-line.

Freshman Admission Requirements for Degree-seeking Admission

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

- 1) Graduation from an accredited secondary school or its equivalent, as shown by examination. Since Christopher Newport University emphasizes strong academic preparation, freshman applicants 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 3.1-3.9 GPA and a 1090-1260 SAT (critical reading and math sections only). Each applicant is reviewed individually.

- 2) The University requires either SAT (Scholastic Assessment Test) or ACT (American College Test) scores and will accept the best of multiple tests. The SAT with or without a writing sample is accepted.
- 3) Degree-seeking applicants must submit a non-refundable application fee (see Undergraduate General Fees).

Full-time freshmen and sophomores are required to live on campus unless they live in one of the following exempted areas: Gloucester/Matthews, Hampton, Isle of Wight, James City County, Newport News, Poquoson, Williamsburg and York County.

Documentation Requirements for Freshman Applicants

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

- 1) **Current High School Students:** An official secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school. SAT or ACT scores are also required. High school students may apply any time after the junior year.
- 2) **High School Graduates/Adults:** Applicants who graduated 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 Schoolers:** Applicants must submit a transcript describing their college-preparatory courses and either SAT or ACT scores.

Early Action

Dec. 1 is the "early action" (non-binding) deadline for high ability students who would like to receive first priority consideration for merit scholarships. Freshman applicants may be considered for scholarships if they present minimum SATs of 1200 (critical reading and math) and a grade point average of 3.5 or better.

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, translated academic transcripts from all secondary schools, colleges, and universities.
- 3) Submit all official transcripts to the World Education Services (WES) for a course-by-course review. Send copies of this evaluation to the Office of Admissions.
- 4) Submit Scholastic Assessment Test (SAT) scores to the Office of Admissions.
- 5) Submit scores from the Test of English as a Foreign Language (TOEFL). (A score of 530 or above is required for the paper-based test and a score of 197 or above for the computer-based test to be considered for admission.)
- 6) Complete a financial certification form (official bank affidavit) guaranteeing that adequate funds (in US currency) are available for college study, prior to coming to the United States.
- 7) 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 better;
- Present SAT scores of 580 critical reading /520 mathematics or better.

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

- Have cumulative grade point averages of 3.5 or better;

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

Advanced Placement

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 2008 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	3	4	MATH 140
Calculus BC	3	8	MATH 140 & 240
Chemistry	4	8	CHEM 121/121L & 122 (C*)
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 208 & English Elective Credit
English Lit/Comp	4	3	English Elective Credit
French	4	12	FREN 101-102/201-202
French	3	6	FREN 101-102
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	5	6	LATN 101-102
Physics B	4	7	PHYS 103, 104 & 105L
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

COMMENTS:

A*: Department makes individual recommendation.

B*: Credit is dependent upon portfolio and documentation.

C*: Credit is not awarded for CHEM 122L. A major in Biology or Chemistry requires CHEM 122L. Liberal Arts majors require only one lab.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM CREDIT

The following scores are effective for Fall 2008 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)	6	10	CHEM 121, 122 & labs
Computer Science (higher level)	4	3	CPSC 125
	5	7	CPSC 125, 150, 150L
	7	11	CPSC 125, 150, 250 & labs
Economics (higher level)	4	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)	4	3	PHIL 101
	5	6	PHIL 101, 102
Physics (higher level)	4	4	PHYS 201, 201L
	5	8	PHYS 201, 202 & labs
Physics (subsidiary level)	4	4	PHYS 103, 103L
	5	7	PHYS 103, 104 & 105L
Psychology	4	3	PSYC 201

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 Math	A, B or C	4	Math 140
• Statistics	A, B or C	5	Math 125
Music	A, B or C	4	Music 141
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 105
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, 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 March 1 for admission to fall semester and October 1 for admission to spring semester.

Transfer Admission Requirements for Degree-seeking Applicants

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 3.0 GPA from each college attended.)

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 Undergraduate General Fees).
- 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 was five years ago or less from high school.

Degree Completion Requirement

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

Documentation Requirements 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 admitted upon review of a partial transcript; however, a final offer of admission will not be made without an official final transcript.
- 3) **Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. New 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

The Office of the Registrar will carefully review all application materials and inform transfer applicants of the admission decision. In addition to weighing grades and test scores, the Office of the Registrar considers, when relevant, co-curricular activities, community involvement, letters of recommendation, and the applicant's own educational and career objectives. The Office of the Registrar evaluates credit for applicants transferring to the University from other colleges and universities. Upon completion of transfer evaluations, a summary of transferable credits is posted to the student's Web-based account called 'my cnu' under the 'CNU Live' tab. This is posted after the student accepts the offer of acceptance to the University and 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) A maximum of 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 21 semester hours of transfer credit will be granted for courses which carry a grade of C or better and represent the applied arts and sciences,

including skill in a musical instrument, ceramics, arts and crafts, and etcetera.

- 4) 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, U.S. military schools or departmental challenge examinations.
- 5) 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.
- 6) 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.

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 Undergraduate General Fees). The application/credential deadline for the fall semester is March 1 and for the spring semester is October 1.

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

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 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. Non-degree students are not eligible for financial aid and must meet prerequisites for individual courses. The application/credential deadline for the fall semester is March 1 and for the spring semester is October 1.

Categories of non-degree students

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

Non-Degree Admission Requirements

- 1) Applicants in this category must submit official copies of academic credentials in order to attend part-time (less than 12 hours). 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 3.0 overall GPA on all past academic work.
- 3) For students beginning in non-degree status and wishing to change to degree-seeking status, past academic credentials from high school and/or college will be reviewed and regular admission standards will apply.
- 4) 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

(757) 594-7042

staccts@cnu.edu

Student Accounts and Cash Services

Office Hours:

Monday - Friday:

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

FEES AND FINANCIAL INFORMATION

Academic Tuition

Undergraduate Full-Time Rate (12 to 16 credits)

Virginia Resident: \$7,050 per year

(\$3,525 per term)

Out-of-State Student: \$ 14,150 per year

(\$7,075 per term)

Undergraduate Academic Tuition Part-Time Rate

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

Credits	In-State	Out-of-State
1	\$ 294	\$ 591
2	\$ 588	\$ 1,182
3	\$ 882	\$ 1,773
4	\$ 1,176	\$ 2,364
5	\$ 1,470	\$ 2,955
6	\$ 1,764	\$ 3,546
7	\$ 2,058	\$ 4,137
8	\$ 2,352	\$ 4,728
9	\$ 2,646	\$ 5,319
10	\$ 2,940	\$ 5,910
11	\$ 3,234	\$ 6,501

Graduate tuition and fee rates are listed in the Graduate Catalog.

Undergraduate General Fees*

Academic Transcripts	No Charge
Application Fee	\$45
APP MUSIC Fee (per credit hour)	\$150
Challenge Examination Fee (per exam)	\$50
First Year Orientation Fee	\$250
Housing Deposit	\$250
Late Penalty and Administrative Fee (per payment)	\$50
Parking fee (per academic year)	\$250
Parking fee (summer only)	\$125
Reinstatement Fee (second week of classes)	\$100
Reinstatement Fee (third week of classes)	\$200
Returned Check Fee (per return)	\$25
Study Abroad Fee	\$50

* The fees listed above are not refundable.

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

Tuition

Undergraduate students who have registered for 12 to 16 credit hours will be defined as full-time students and will qualify for the full-time rate. Any combination of credit courses and audit courses satisfies the 12-credit-hour minimum for eligibility for the full-time rates. The full-time rate does not apply to registration for summer term courses even though the student may be registered for more than 12 credit hours during the summer terms.

Students who register for more than 16 credit hours will be charged the full-time rate plus the appropriate per-credit-hour rate for each additional hour above 16 credit hours. Tuition payments for students who register for fewer than 12 credit hours are based on a charge for each credit hour of instruction. The tuition and fees for auditing a course are the same as the tuition and fees for taking a course for credit.

The tuition and fee rates are established each year by the Rector and Board of Visitors of Christopher Newport University. The rates listed in this catalog are applicable only for the academic year 2007-2008, which begins with the Fall Term of 2007, and ends with Summer Term 3 of 2008.

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.

EXPENSES

General Fees

Students who wish to be admitted to the University **must pay a application fee** (see Undergraduate General Fees).

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 at the rate of \$150 for a one credit hour course.

A \$250 non-refundable **first year orientation fee** is required for all entering freshman.

A **late fee penalty** of \$50.00 is charged for additional charges and balances billed and not paid by the applicable payment deadline.

Schedule Changes (Adds and Drops)

The amount of tuition and fees will not increase if a full-time student (taking at least 12 credit hours) increases his or her academic workload to no more than 16 credit hours unless the course added requires an applied music fee. If a full-time student (taking at least 12 credit hours) decreases his or her academic workload to fewer than 12 credit hours, eligibility for the full-time tuition rate is voided; and tuition and fees will be adjusted to the per credit hour rates. If a full-time student (taking at least 12 credit hours) increases his or her academic workload to exceed 16 credit hours, the full-time rate will be charged plus the per-credit-hour rate for each credit hour over 16 credit hours.

A part-time student who increases his or her academic workload to 12 to 16 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 funds are due by the payment due date or no later than the end of the schedule adjustment period.

Students who are using the TuitionPay annual payment plan and who drop a course or courses may reduce their payment schedules through TuitionPay. Students should contact TuitionPay directly (at 1-800-635-0120) 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

Coming Soon!! You will be able to view your student account charges on-line and make eCheck or Credit Card payments to pay your tuition and fees, and room and board charges online.

- 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.

QuikBill/QuikPay will be available by July 15, 2007. Please visit our website www.cnu.edu/tuition for more details and instructions.

Billing

Christopher Newport University bills tuition and fees and room and board charges by term. Fall bills are mailed in mid-July and payment is due the first week of August. Spring bills are mailed in early December and are due the first week of January. Bills are mailed to the mailing or permanent address provided to the Office of the Registrar. If a bill has not been received by the date published each term, it is the student's responsibility to contact the Office of Student Accounts to obtain a copy of the bill. Failure to receive a bill does not waive the student from any financial penalties.

For 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: businessoffice.cnu.edu for additional information and due dates.

Payments

Payment must be made at the Cashier's Office with cash, check payable to Christopher Newport University (CNU), or money order. All payments, except cash, may

be placed in the drop-box located outside the Office of Student Accounts, Administration Building, Room 210. Social Security Number or student ID number must be enclosed with payment. Students may also pay their tuition bills to the University through a deferred payment program offered by Sallie Mae TuitionPay, discussed later in this publication.

Please take careful note of the following:

- 1) Students who owe the University any charges accrued from previous terms (i.e. tuition, room-and-board, parking fines, library fines, bookstore charges, etc.) are required to pay these charges before being permitted to register.
- 2) Students who are receiving any form of tuition assistance must provide the Office of Student Accounts with properly approved tuition assistance forms and pay any balance by the payment due date or a late payment fee will be assessed.
- 3) Students who are receiving any form of financial aid must have 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 or 7060.

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.

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 after schedule adjustment week for a reinstatement fee of \$100.00 plus a \$50.00 late payment fee. Students may be reinstated during the second week following schedule adjustment week for a reinstatement fee of \$200.00 plus a \$50.00 late payment fee.

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

During the reinstatement period, students may not make any schedule changes. They will be reinstated for the original schedule only. Reinstatements will only be permitted for two weeks following 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.

SALLIE MAE TUITIONPAY

Tuition Payment Plan

This payment option allows payment of annual tuition and fees in ten (10) equal monthly installments. The plan begins on June 1 with the last payment due March 1. Participation in the plan is on an annual basis, at an ANNUAL cost of \$50.00. When determining the amount to budget, please consider tuition and fees for FALL AND SPRING terms, applied music fees, and room and board (if applicable). This plan may be used by full-time or part-time students. TuitionPay may not be used for only one term. Fall term tuition and fees must be paid in full by the 5th payment, which will be made on October 1st. If this payment does not pay Fall term charges, transcripts will be held and registration for the Spring term will not be permitted.

The University assesses a \$50.00 late payment fee for each payment that is made to TuitionPay late. This fee is payable directly to the University. Information concerning this plan will be forwarded separately or may be obtained by calling TuitionPay Services directly, toll free at (800) 635-0120. 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. Students do not have to apply through the University's Office of Financial Aid to participate in the TuitionPay tuition payment plan.

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

For refund policies concerning Summer Terms 1, 2, and 3, please refer to the Business Office Website. 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 budgeting plan and whose payments received by the University exceed the amount owed in accordance with the policy listed above will receive a direct refund from the University. Please do not attempt to obtain a refund from TuitionPay directly.

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

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

Returned Checks

A returned check fee of \$25.00 will be assessed for all checks returned from the bank to the University for any reason. An individual has seven (7) calendar days to repay the amount of the check and the returned check fee. If a check for tuition and fees is returned to the University from the bank for any reason a \$50.00 late payment fee will be assessed in addition to the returned check fee. If the student does not repay the total amount due within seven (7) calendar days, his or her registration will be cancelled. If a student who is being reinstated presents a check to the University that is returned by the bank for any reason, his or her registration will be cancelled. If the University receives two non-sufficient fund checks from a student, the University will no longer accept checks from the student or on the students 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 \$25 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 \$50 late payment penalty and administrative fee. The University may turn the account over to a third-party collection agency/credit bureau, the Department of Taxation, and the Attorney General's Office. The University is permitted under Virginia Law to attach Virginia State income tax refunds or lottery winnings in repayment of any debt which is owed to the University. In the event an account becomes delinquent, the student is responsible for all reasonable administrative costs, collection fees, and attorney's fees incurred in the collection of funds owed to the University.

Incidental Expenses

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

Veterans' Benefits

Students who are 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 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 201****(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 1st.

The University offers financial aid awards each year to qualified applicants who have been admitted to the University as degree-seeking students. Some awards are available to Virginia residents only, while others are made without regard to state residency. Most financial aid offered is based on established financial need and/or scholastic achievement. Financial need is defined as the difference between the Cost of 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 Stafford 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 1st. (Allow four to six weeks for processing.)
- 3) The Financial Aid Office recommends that the completed FAFSA be submitted by February 1st, which will allow it to be processed by the priority filing date.

Paper FAFSA applications are available in the Office of Financial Aid. 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.

AVAILABLE FEDERAL AND STATE PROGRAMS**Federal Programs**

Federal Pell Grant
 Federal Supplemental Education Opportunity Grant (SEOG)
 Federal Academic Competitiveness Grant (ACG)
 Federal National Science and Mathematics Access to Retain Talent Grant (SMART)
 Federal Work-Study (student employment program)
 Federal Stafford Student Loans
 Federal Parent Loan for Undergraduate Students (PLUS)
 ROTC Scholarships

State Programs

College Scholarship Assistance Program (CSAP)
 Virginia Guaranteed Assistance Program (VGAP)
 Virginia Commonwealth Award
 Virginia War Orphans' Education Program Scholarship

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.

For specific information concerning application procedures and eligibility procedures for federal, state, and private programs, please visit our scholarship webpage at http://financialaid.cnu.edu/cnu_scholarships.html.

Student Loans

Students who need assistance in addition to those grants and scholarships listed above may want to consider the federal Stafford student loan program or request assistance through the federal 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 Stafford and PLUS Loan Programs or who need additional funding.

Federal Stafford Student Loans

Federal Stafford Student Loans may be need-based (subsidized loans) or non-need-based (unsubsidized loans). Subsidized loans are interest free to the borrower while the borrower is enrolled on at least a half-time basis. For unsubsidized loans, the borrower is responsible for the interest during the period of enrollment. Eligible students may borrow up to \$3,500 during their freshman year, \$4,500 during their sophomore year and \$5,500 during the remaining years of undergraduate study. Independent students may borrow \$7,500 in their freshman year, \$8,500 in their second year, and \$10,500 for remaining years less any amount received as a subsidized loan. Graduate students who have been unconditionally accepted into a Masters program can borrow up to \$20,500, not to exceed the cost of attendance. Only \$8,500 of this may be subsidized.

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 needs analysis accomplished by completing a Free Application for Federal Student Aid and providing the results to the Financial Aid Office at CNU.

Federal PLUS Loan Program

Federal 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. Graduate students may also apply for a PLUS loan in addition to their Stafford loans to cover their cost of attendance.

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://financialaid.cnu.edu/> 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.

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.

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 state-of-the-art residence halls with superb 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-a-day security at the front desk; coin-and flex-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 entryways. 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.

Freshman and Sophomore Residency Requirement

First and second year students are required to live on campus unless they live in one of the following exempted areas: Gloucester/Matthews, Hampton, Isle of Wight, James City County, Newport News, Poquoson, Williamsburg and York County.

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 upper-class 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 upper-class 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.

Barclay Apartments

Our Barclay Apartments offer upper-class students the option of a single and double two-bedroom unit that accommodates 3 students. Barclay Apartments also offer upper-class students apartment living with all of the advantages of campus life.

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 2-, 3- and 4-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 reserved parking space. Located on the first floor Wilson are retail shops, which cater to the CNU student and the community.

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 either a 19, 14 or 10 meal plan. For the convenience of upper-class residents with kitchens and off-campus students we offer a 5 meal plan to assist in meet 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 a new operation featuring a huge selection of menu choices. We serve lunch and dinner Monday through Friday and Brunch and dinner on Saturday and Sunday. Everyday, every meal you find an enhanced variety of selections. Some of these selections: 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, you select the ingredients and we sauté to order. 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 2006-2007 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: \$2750.00 per semester; single occupancy for upper-class residents is an additional \$300.00 per semester.

Room fees for CNU Apartments and CNU Village: \$7800.00 for a 12-month lease.

Board fees for 19-, 14-, & 10-meal plan: \$1300.00 per semester: 5-meal plan: \$575.00 per semester (Only residents with kitchenettes are eligible for this plan).

To apply, submit a Housing and Dining Services Contract Acceptance Form along with a \$250.00 deposit to the Cashier's Office located on the second floor of the Administration Building; or mail to:

Christopher Newport University
Cashier's Office
1 University Place
Newport News, VA 23606-2998

Occupancy is on a first-come/first-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

- Students who cancel their contract after occupancy but who remain enrolled at the University will remain liable for the entire room and board fees for the term of the contract.
- Students who fail to meet obligations under the terms of the contract may qualify for a partial refund.
- 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 500 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, four NCAA South Regional Cross Country Championship meets, as well as the 1983 and 1991 National Championship meets. Additionally, CNU has hosted three NCAA playoff games in football, four in men's soccer, eight in women's soccer and one in field hockey.

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, Methodist College, North Carolina Wesleyan College, Peace College and Shenandoah University. 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, seven of the last eight years and 14 of the past 22 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 was founded in the fall of 2005 and is comprised of the program areas of Intramural Sports, Sports Clubs and Outdoor Recreation. Each of these program areas has grown tremendously over the past two years with hundreds of participants engaging in various activities on campus.

Some of the intramural sports offered include: badminton, basketball, dodge ball, flag football, soccer, softball and tennis. In addition, 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 15 sport clubs on campus. These include: bowling, disc golf, equestrian, cycling, fishing, men's ice hockey, men's lacrosse, motor sports, paintball, men's rugby, men's soccer, tae kwon do, men's tennis, women's tennis and ultimate frisbee. These clubs aim to compete for CNU at the collegiate level against other sport clubs in the area.

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.

INTERNATIONAL PROGRAMS

Constance Gianulis, Director
David Student Union, Suite 3100
(757) 594-7767
iif@cnu.edu

Christopher Newport University supports and encourages its students to include a study abroad component into their academic program. As part of its commitment to the ideals of scholarship, leadership and service within a liberal learning environment, Christopher Newport University recognizes the importance of preparing its students to become leaders in the international sphere and to be active participants in a global setting. The Office of International Programs serves as a resource for students seeking information about study abroad; many students plan to include such an endeavor as a part of their academic experience at Christopher Newport University. This worthwhile goal further enriches the student's undergraduate academic program.

CNU students may study for a summer session, for a semester, or for a full year, either through CNU programs and affiliations, through direct application to a university overseas, or through other sponsoring organizations. Participation through direct application to a university overseas, or through other sponsoring/facilitating organizations, is reviewed and approved by the Director of International Programs. Coursework earned through non-CNU programs must be approved for transfer credit prior to the study abroad. University regulations governing minimum GPA for transferred credits will apply to credits earned through study abroad as well.

All academically qualified CNU students are encouraged to participate in study abroad, and may do so during a full academic year, a semester, or in a summer program.

CNU faculty lead a number of summer programs abroad each year. These, and other summer programs, can run for as short a time as one week, or for the entire summer break. Students also may participate in short-term study abroad programs during winter break or spring break.

For additional information about study abroad, please contact the Office of International Programs at (757) 594-7767.

FELLOWSHIPS AND PRESTIGIOUS SCHOLARSHIPS

Dr. Quentin Kidd, Coordinator
Ratcliff Hall, room 204
(757) 594-7971
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.

STUDENT AFFAIRS

Donna M. Eddleman, Dean of Students
David Student Union
(757) 594 -7160

The student affairs operation is under the direction of the Dean of Students. It is comprised of professionals working in the areas of Student Activities, which includes Greek Life; Orientation; The Centers for Honor Enrichment and Community Standards (CHECS) and Counseling, Coaching and Consulting; Residence Life; and Multicultural Affairs. These areas work collaboratively to provide enrichment, excitement, and the opportunity to interact socially in several hundred activities offered annually. These co-curricular experiences, which are designed to bring to life the lessons of the classroom, promote growth and development and facilitate greater involvement with the community at large.

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 115 clubs and organizations on campus, have included major concerts, dynamic leadership speakers, the most popular comedians, and annual events such as Fall and Spring Fest, Family Weekend, and Homecoming.

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

Orientation programs help new students successfully transition to college life. *Setting Sail* and August Welcome Week programs are required of all new students, providing guidance and insight into life as a CNU student.

The Center for Honor Enrichment & Community Standards facilitates the integration of honorable living into the campus community and the lives of our community members. Additionally, we strive to uphold the community standards of the university. We accomplished these tasks through educational programming and the adjudication of violations to the Honor Code and Student Code of Conduct. Of primary importance is the *Honor U* initiative which highlights the honorable lifestyle expected of CNU community members.

The Office of Residence Life (ORL) cultivates the rich campus living experience by encouraging students to develop their life skills as they explore their social, personal and moral 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 mission of the Multicultural Affairs operation is to serve as an advocate for students from diverse backgrounds by promoting an environment that creates cultural understanding and an inclusive campus community. The Office is committed to providing: educational, cultural and social opportunities for diverse interactions; cultural education that enhances student awareness, understanding, and appreciation for diversity; and the skills necessary for personal development and success.

The Center for Counseling, Coaching and Consulting facilitates students personal exploration to assist them in being successful in all of their endeavors at CNU. Through large and small group programming, one-on-one counseling, academic and life coaching, and a multitude of resource materials available to students, the Center helps ensure our students have the tools they need to be successful in and out of the classroom.

Whether the concern or need 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.

**UNIVERSITY HEALTH AND WELLNESS
SERVICES**

Ms. Rita Cennane, RN, Clinic Coordinator
First floor, James River Hall
(757) 594-7661
uhws@cnu.edu

University Health and Wellness Services (UHWS) is a health-care partnership between CNU and Riverside Healthcare Systems. UHWS, through a contractual arrangement with Riverside, offers many services to support healthy living as well as helps students learn to take responsibility for their own wellness. Its main objective supports the CNU mission of education of mind, body and soul through teaching a diverse student population how to assess their own health status, access medical resources, know their rights and responsibilities as patients, and how to 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: www.cnu.edu/clinic

Clinic Services Requiring a Fee:

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

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**

Dr. George R. Webb, Chief Information Officer
McMurrin Hall, Room 119
(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 may obtain 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 a 155 megabit full-duplex connection 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: a Sunfire V1280 and Sunfire v480s. These systems can be accessed from all networked machines on campus as well as through the internet to gain access to the MyCNU portal, email, calendaring, online registration, the WebCT online course support system, and other services.

Open PC Labs/Classrooms

Personal computer labs are maintained at a variety of locations on campus including McMurrin Hall, Ratcliff 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, and the new Student Center now contain wireless access points.

**THE CENTER FOR COUNSELING,
COACHING AND CONSULTING**

Dr. Anita R. Tieman, Director
72 Shoe Lane
(757) 594-7047
cccc@cnu.edu

The Center for Counseling, Coaching and Consulting 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. Coaching is a new and rapidly growing path for 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 active 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 CCCC services wisely will assist student's adjustment to the University and develop skills they will need to meet the challenges of the future. Sample services are listed below.

Counseling Support Services:

Individual Counseling
Crisis Intervention
Relationship Counseling
Support Groups
Group Seminars and Workshops
Self-help Pamphlets at: www.cnu.edu/occs.home.htm
Referral Services
Hospital Visitation

Coaching Services:

Personal Mission Statement
Values Clarification
Goal Setting
Positive role modeling
People Skills Certification

Consulting:

Faculty Early Alert System
Crisis management considerations
Myers-Briggs Type Indicator
Faculty/Staff Training

Educational Outreach:

Classroom presentations suitable to faculty needs
Residence Life presentations
Programming for clubs and organizations
Awareness Weeks
Community talks and workshops

OFFICE OF CAREER DEVELOPMENT

Lisa Burris, M.A., NCC, Director
David Student Union, 3100
(757) 594-8887
odc@cnu.edu

The Office of Career Development provides services which assists students and alumni to achieve their career goals. The office provides career counseling for those concerned about choosing a major and/or career direction. Helpful online assessments and evaluations of assessments by a career counselor are provided along with additional information and resources for further career exploration. Students are assisted with internship and employment searches and can utilize an online resume referral service to become connected with employers. The office also coordinates an annual spring career fair on campus where students learn about employment and internship opportunities and provide resumes to employers. This event is an excellent way to develop knowledge about careers and companies and increase networking resources. Students also receive graduate school information from the Office of Career Development. Please visit our office or schedule an appointment, we are happy to assist you.

Career Counseling Services:

Career and Majors Counseling
Interest and Personality Type Assessment
Computer-Assisted Career Guidance Services (FOCUS)
Career Resource Center (CRC)

Employment and Internship Support Services:

Job and internship vacancy information
Volunteer Opportunities
Job search skills development
Internet job search resources
Annual Spring Career Fair
Resume and cover letter writing assistance
On-Campus Recruitment
Mock Interviewing
Resume Referral Service

Graduate School Planning:

Graduate School related resources
Graduate School examination preparation courses
Annual Graduate School Fair

ACADEMIC ADVISING CENTER

Wade Oliver, Director

David Student Union, Room 3125

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

advise@cnu.edu

Philosophy of Academic Advising

Christopher Newport University (CNU) recognizes academic advising as a critical component in the education of its undergraduate students. Academic advising at CNU is a teaching and learning experience that encourages students to be actively engaged in developing and implementing a sound educational plan based on individual values, goals, interests and abilities.

The key element of the advising process is the relationship between the advisor and the student which promotes student exploration and the achievement of academic and life goals. It is in this relationship that students learn “how to go to college,” to include understanding program requirements, institutional navigation, institutional policies & procedures, and the responsibilities of both students and advisors.

Advising for All Students

Students have an academic advisor who is a faculty member in their major. Faculty are specialists in their academic disciplines and work with students to ensure the selection of courses appropriate to the student’s goals and interests as well as the departmental requirements for graduation. Certain programs and departments have restricted admission, which requires pre-authorization before a student may major in that discipline. Students who have not yet chosen a major are advised by the full-time advisors in the Academic Advising Center where they may find assistance in academic planning and selecting a major. Students may declare a major at any time and must do so by the time they have acquired 60 semester hours.

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

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

Services for Students with Disabilities

CNU provides reasonable accommodations to make education accessible to students with disabilities. The Academic Advising Center assists students with disabilities by understanding the individual student’s particular strengths

and needs and providing support to help the student achieve academic goals. Students with disabilities may consult with the Coordinator before or during their active enrollment at CNU. New students, especially new freshmen, will want to contact the Coordinator well before beginning their first semester if special services will be required. While consultation with the Coordinator is always available, students who request accommodation by the University must formally declare their disability by completing a form obtained from Disability Services located in the Academic Advising Center.

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

Coordinator for Students with Disabilities
Academic Advising Center
Christopher Newport University
1 University Place
Newport News, VA 23606-2998

Evaluation information concerning a student’s disability is private. Such information will be provided to instructional or staff members only when they have a legitimate “need to know,” and only then with the student’s agreement. Questions concerning reasonable accommodation of a student’s disability or handicap should be directed to the Coordinator by mail, by calling (757) 594-8763, TDD: (757) 594-7938, or TDD: (800) 828-1120, the Virginia Relay Center, or email: advise@cnu.edu.

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.

Opening in 2007, 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. The Tribble Library is the intellectual center of the University, both in its content and architecture.

Tribble Library houses 225,000 volumes and 1,551 periodical titles. Seven professional librarians and eleven library assistants provide students and faculty easy access to its resources and services. A newly designed 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 9,100 volumes, plus an extensive online collection. Special services are offered through reference, including individualized consultation on term papers and research projects.

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, Infotrac, 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 library collections from Williamsburg to Virginia Beach. Through these arrangements the library resources of the nation are available to Christopher Newport University students.

ACADEMIC ORGANIZATION OF THE UNIVERSITY

The faculty and academic departments of the University are organized into the College of Liberal Arts and Sciences and the School of Business. 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. The faculty and programs of the University are organized into the following departments:

College of Liberal Arts and Sciences

Biology, Chemistry and Environmental Science
Communication Studies
English
Fine Art and Art History
Government
History
Honors
Leadership and American Studies
Mathematics
Military Science
Modern and Classical Languages and Literature
Music
Philosophy and Religious Studies
Physics, Computer Science, and Engineering
Psychology
Social Work
Sociology and Anthropology
Theater and Dance

The School of Business

Accounting, Economics and Finance
Management and Marketing

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 at Christopher Newport University:

Bachelor of Arts

Biology
Communication Studies
English – Creative Writing, Journalism, Language Arts, Literature, Technical Writing, 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 or Music/Dance concentration required
History
Interdisciplinary Studies – American Studies major optional

Mathematics

Modern Foreign Languages – French, German, or Spanish major required

Philosophy – Critical Thinking, Indic Studies, Pre-Seminary Studies, Religious Studies, or Values and the Professions concentration optional

Political Science

Psychology

Sociology – Anthropology, Criminology or Culture, Socialization & Society concentration optional
Social Work major

Bachelor of Music

History/Literature, Jazz Studies, Performance, or Theory/Composition concentration required

Bachelor of Science

Biology, Environmental Sciences, or Ornamental Horticulture major required
Chemistry
Computer Engineering
Computer Foundations – Applied Physics, Computer Science or Information Systems major required
Interdisciplinary Studies
Mathematics
Psychology

Bachelor of Science in Business Administration

Accounting, Economics, Finance, Management, or Marketing major required

Bachelor of Science in Information Science

Minors

American Studies, Anthropology, Applied Physics, Art History, Biology, Business Administration, Chemistry, Childhood Studies, Classical Civilization, Communication Studies, Computer Science, Dance, Economics, Film Studies, French, German, Gerontology, History, Information Science, Journalism, Latin Classical Studies, Leadership Studies, Literature, Mathematics, Music, Philosophy and Religious Studies, Political Science, Studio Art, Psychology, Sociology, Spanish, Theater, Women's and Gender Studies, Writing

Certificate Programs

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

Childhood Studies, Digital Design, Film Studies, Gerontology, Jazz Studies, Object-Oriented Programming, Women's and Gender 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 **3 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 sup-

port 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 **12 endorsement areas : Art, Biology, Computer Science, Elementary, English, French, History & Social Science, Mathematics, Music (Choral or Instrumental), Physics, Spanish or Theater**. Faculty are utilized from 13 academic departments and supplemented by practicing schoolteachers to provide students with a strong background in their selected teaching area.

The Associate Provost for Research and Graduate Studies reports to the Provost and is responsible for promoting and directing the educational and research activities which support the graduate program. The **Office of Graduate Studies** is located in **McMurrin Annex, Room 101** and welcomes undergraduate students interested in the 5 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, 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:

- Coordinates with academic deans' offices and departments to build a schedule of classes;
- Evaluates and awards transfer and advance placement credit;
- Facilitates on-line web-based registration;
- Coordinates and processes course schedule adjustments, including but not limited to drops, adds, exceptions, and withdrawals;
- Provides on-line 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;
- Certifies student enrollment and academic information to authorized requesting agencies;
- Provides analysis of students' progress toward degree requirements;
- Reviews and acts on applications for transfer admission, non-degree admission, and readmission to the University;
- Certifies that graduation requirements are satisfied;
- Issues academic transcripts;
- Provides on-line web-based unofficial transcripts;
- 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 and academic information through Web-based access. When students visit CNU for new student orientation, they will activate their access to Web-based functions such as on-line registration and viewing mid-term and final grades, major, unofficial degree progress evaluations, unofficial transcript, holds, and address and telephone information.

Academic Policies and Procedures

Matters of interpretation of these policies are decided by the Provost or the Provost's designee. These policies and procedures are administered by the Office of the Registrar.

Academic Continuance at the University

The University expects degree-seeking 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. 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. 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). Students are expected to maintain a minimum grade point average of 2.0 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

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

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 and Part-time Status

Students who enroll in 12 or more credit hours in a regular semester (fall and/or spring) are considered full-time. The average course load for full-time students at the University 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) without special permission. Students wishing to exceed these credit hours should see the section entitled "Overload Schedule." Students, whose initial matriculation at CNU is full-time and who enroll in fewer than 12 credit hours in a regular semester are considered part-time, will be required to obtain special permission to enroll as a part-time student during a regular semester. Such students wishing to enroll for less than full-time status should see the section entitled "Permission to Take Underload."

Permission to take Underload

Students who initially matriculated as full-time freshmen are expected to carry at least the minimum course load of 12 credit hours per semester. Graduating seniors, with fewer than 12 credit hours remaining to satisfy degree requirements, may petition the University Registrar for permission to take an underload for their last semester. Other full-time students who wish to take fewer than 12 credit hours must petition the Academic Advising Center for permission to take an underload. Forms for permission to take an underload are available in the Office of the Registrar and on the Office of the Registrar website. Students enrolled as less than full-time should be reminded that financial aid and/or eligibility for University housing may be impacted.

Overload Schedule

The University Registrar is authorized to approve overload requests for students wishing to carry 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), provided they have completed at least 12 hours at CNU and have an overall GPA of at least 3.50. Students with a GPA below 3.50 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 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. Petitioning students must complete the *Petition for 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 at least one week prior to the meeting of the next published Academic Status Committee. Meeting dates are published on the Office of the Registrar website.

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 but not on the student's permanent academic record.

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 an advisor or the Academic Advising Center 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: A student will not be placed on academic suspension unless s/he 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 the Academic Advising Center before October 15 to return in the spring semester and before March 15 to return in the summer or 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 (academic contract) in conjunction with the Academic Advising Center. This plan of study will indicate the credit hour limits the students must observe and a schedule of courses to be taken each semester. If the student follows this contract and earns at least a 2.00 term GPA, the student will not be suspended a second time even if the cumulative GPA is below the minimum standard for continuance. If the student does not follow the plan of study, or does not earn a 2.00 or higher term GPA, the student may be academically dismissed. Once a student's cumulative GPA meets minimum good standing (2.00), the contract is considered complete. A cumulative GPA of 2.00 is required for graduation.

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 Admissions. These applications will be judged by the admission standards current at the time of application for readmission.

Academic Dismissal

Students who fail to meet minimum standards for continuance will be academically dismissed from the University upon receiving the second academic suspension. 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 Christopher Newport University 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 are excluded from the 125% calculation. Impacted students may appeal to the Office of the Registrar for a waiver as provided by the Code of Virginia.

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/immunization04.pdf>) 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 procedure. Dates and times for registrations are published prior to each semester (Fall, Spring and Summer). Typically there are at least two weeks of published advising for currently enrolled students prior to the registration period. Students are expected to adhere to the advice of their academic advisors when registering for classes. Students' schedules should focus on academic success and progress toward the degree. Students who are required to meet with their 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 PIN is issued for each registration period.**

Students who register during the published registration periods will receive a bill for tuition and fees through the mail. The balance must be paid by the deadline noted on the 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 registering for classes. During their orientation program, these students will receive information on how to access their web-based registration account. Newly admitted transfer 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. 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.

Inactive students who wish to register must seek readmission to the University through the Office of the Registrar. Students who have a 'hold' on their account may not register for courses until the 'hold' has been resolved. To determine whether there is a 'hold' on their record, students should access the 'myCNU' tab within 'my cnu' via the Web. If a 'hold' exists on a student's record, s/he must resolve that hold with the office issuing the hold. Students are responsible for ensuring that they have met the appropriate course prerequisites and/or registration restrictions for entrance into a course.

Schedule Adjustment (add/drop)

After registering for classes, students may make changes to their class schedules via the 'myCNU' tab within their 'my cnu' account during published schedule adjustment periods. If a student has a 'hold' on his/her account, s/he will not be able to make schedule adjustments until the 'hold' has been resolved with the appropriate office. 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.

Withdrawal from a Course

Five (5) course withdrawals (grades of *W*) are permitted during a student's academic career at CNU. The sixth and subsequent *W*s will be computed as *F*s in the grade point average. Please note that courses carrying zero credit hours and/or courses taken on an audit basis are not counted against 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 by completing a *Withdrawal from Course* form obtained in the Office of the Registrar or available on the Office of the Registrar's website. Please remember that *Withdrawal from Course* forms must also be signed by the instructor of record for the course in which the student seeks withdrawal, even if the course is for a zero credit hour course or course taken on an audit basis. 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. 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. ***The instructor must sign the Withdrawal from Course form.*** 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 ninth week.

Medical/Administrative Withdrawal

Students who wish to withdraw from the semester for medical reasons (*medical* withdrawal) must complete a *Withdrawal from Semester Form* and submit a letter to the Office of the Registrar outlining justification for the request. In addition, the student must provide a written statement on official letterhead from his/her physician certifying that s/he is/was incapable of completing the academic work for the semester due to medical reasons. After the University Registrar reviews the request, the student will be notified in writing of the decision.

In other extenuating 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 academic dean of his/her college or school. The academic dean must approve the request. After the academic dean has reviewed the request, the Office of the Registrar will notify the student in writing of the decision.

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's GPA. Students may not exercise the medical/administrative withdrawal option to withdraw from individual courses; if a medical or administrative withdrawal is approved, all courses will be assigned a grade of *M*.

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 additional details concerning audit charges.) **Changes from audit to credit status or credit to audit status may be made only during schedule adjustment periods.**

Independent Study Procedures

The purpose of Independent Study is to enable qualified upperclassmen (see "Classification of Students") to enrich

their programs through directed reading or independent research under faculty supervision and for University credit. Independent Study may be offered in a regular semester or during a summer session. 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 by the end of the registration period for the semester/term in which the Independent Study is to occur.

Independent Study is ordinarily limited to the students' major or minor fields of study, where they have qualified themselves by previous academic training. Students may 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.)

To qualify for Independent Study:

- 1) the student must have a cumulative grade point average of 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 s/he can be registered in the desired course. 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.
- 4) the deadline for the submission of an approved *Independent Study Authorization Form* will be no later than the last date as stated on the academic calendar for the term requested to drop/add a course.

Class Attendance

The University expects that students will regularly attend all of their scheduled classes. An educational system based largely upon classroom instruction and analytical discussion depends upon the faithful attendance of all students. The University does not, however, establish specific attendance policies. These are established at the discretion of the individual schools, departments, and/or instructors. Students with excessive absences will receive

a grade of *F* upon the instructor's recommendation. If excessive absences are caused by an extreme emergency and the instructor penalizes the student, the student may appeal the decision through the Grade Appeal Policy (see *Student Handbook* for details).

Other regulations are:

- 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 examinations scheduled in four consecutive periods. If a student is forced by conflict to request a change, the request must be made through the department chair or instructor to the appropriate academic dean.

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 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

- 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 laboratory 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. Most course taken at CNU in which a grade is earned may be repeated **no more than twice** (total of three enrollments). **Courses completed at CNU with a grade of *D* or *F* cannot be repeated at another institution.** Students who, after their third attempt, do not successfully complete a course required for a specific degree at CNU will not be allowed to graduate with that degree, as determined by the student's academic department. 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. Contact the Office of the Registrar for guidance with these petitions.

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 Senior Pass/Fail Option

Seniors (see "Classification of Students") **may take one non-program elective course each semester, for a total of two non-program elective courses maximum, on a Pass/Fail basis. Courses fulfilling the general education or liberal learning curriculum, major, minor, concentration, degree studies (for students admitted or readmitted prior to Fall Semester 2006), or writing intensive course requirements cannot be taken on a Pass/Fail basis.**

To exercise this option, seniors must file a *Pass/Fail Form* in the Office of the Registrar by the end of the withdrawal period. Once exercised, the Pass/Fail Option can be revoked only by withdrawal from the course or by withdrawal from the University. University Pass/Fail designated courses are exempt from this policy.

Note: Credit(s) for a passing grade will count toward graduation, but will not be used in determining the grade point average. Credit(s) for a failing grade will not be given; however, a grade of *F* will be computed in the cumulative GPA.

Final Grade Reports

Students may access their final grade reports by accessing their Web-based, 'mycnu' account and clicking on the 'CNU Live' tab. Final grades are available at the end of each semester and summer terms.

Dean's Academic Honor List

Students who, in any given semester, are enrolled in at least 12 credit hours, have earned no final grade below *C*, have not received a grade of *I* in any academic subject, and whose term grade point average is at least 3.50, are placed on the Dean's Academic Honor List.

Permission 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 University.** This rule also applies to courses taken through the Virginia Tidewater Consortium (VTC). Students must complete a *Request to Take Courses Elsewhere* form, available in the Office of the Registrar. 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. **Transfer credits 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.

Challenging a Course

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the University may challenge these courses. Students may earn credit for such courses upon demonstration of proficiency through procedures established by each academic department at the University. Only those courses that do not appear on the student's CNU permanent academic record or on any

other college transcript may be challenged. Students may challenge a given course only once. When a course is successfully challenged, the non-traditional credits will be posted to the permanent academic record. Unsuccessful challenges will not appear on the academic record. Details concerning this process, 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://public.cnu.edu/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 for academic forgiveness to the University Registrar. The student must be currently enrolled at CNU and have completed at least 12 credit hours with a 2.00 grade point average. The University Registrar will act on the 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 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.

Major Changes

Degree-seeking students must 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 in the Office of the Registrar, and return it to that office. A major must consist of a minimum of 30 semester hours and a maximum requirement of 42 semester hours in the major field. 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, but 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.

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 in the Office of the Registrar, and return it to that office. In the case of a double major, two baccalaureate degrees will not be awarded. However, a notation recognizing the completion of the requirements for the second major will be posted to the student's permanent academic record at the time of graduation.

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 in the Office of the Registrar, and return it to that office. A maximum of two minors may be formally declared. The minor must include from 15 to 21 credit hours of course work above the 100-level, as determined by the department of the minor field.

Second 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 a regionally accredited college or university, and who wish to become candidates for a second degree, must earn a minimum of 45 hours of 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 (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 3.0 grade point average 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 second graduate level course, the undergraduate student must have earned a minimum grade of B- in the first 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 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.

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.

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 Spring Commencement ceremony. (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 ten 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 concerning rehearsal and attendance. Those students planning to attend Commencement must notify the Office of the Registrar by the announced deadline so that seating arrangements can be finalized for all who plan to participate. Prospective graduates will be advised when to order caps and gowns from the University Bookstore. Students who plan to attend Commencement must keep the Office of the Registrar informed of any address changes so that they can receive important information concerning graduation. **Students will not be permitted to participate in commencement ceremonies unless all requirements, including courses, GPAs, credits, and financial obligations are completed prior to the ceremony**

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 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
- 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 an academic advisor who assists in planning their programs of study. Students should refer to the school and/or departmental listings in the appropriate University Catalog for specific requirements. See #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 BSBA degree may come from courses in the disciplines of the Luter School of Business. (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 as electives any academic courses 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 *University 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 University 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 BS 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	CHEM 103/103L - 104/104L
BIOL 151/151L - 152/152L	CHEM 121/121L - 122/122L
BIOL 151/151L - 201/201L	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: The Luter School of Business requires a minimum grade of C for entrance into the business 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) **Effective for all transfer students entering the university in Fall 2006 and after:** All students must complete the Foreign 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 Modern and Classical Languages and Literatures Department.

Course Descriptions

Organization of the Catalog:

- Courses of instruction are found following departmental descriptions. Disciplines are identified by the four letter course prefix.
- Departmental descriptions appear in alphabetical order within each college.
- Colleges also appear in alphabetical order in this catalog. Course descriptions appear in sections beginning with "Curriculum in..."
- Within the course descriptions, courses numbered 100-200 series are primarily for freshmen and sophomores, 300-series for juniors, and 400-series for seniors.

Courses of instruction and how they appear:

- A continuous course sequence, indicated by a hyphen between course numbers (e.g. THEA 210-211) 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 etcetera). 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) or whose course title begins with a 'WI' are writing intensive and satisfy the University Writing Intensive requirement.
- Area of Inquiry Courses (A of I) are designated as follows:

CXP: Creative Expressions

FIR: Formal and Informal Reasoning

GMP: Global and Multicultural Perspectives

IIS: Identity, Institutions and Societies

INW: Investigating the Natural World

WST: Western Traditions

Liberal Learning Core Curriculum (*all prerequisites must be met*)**46 hours minimum****I. Liberal Learning Foundations (18 hours minimum)¹**

- ◆ **First-Year Seminar (3 hours)**
 - ULLC 100
 - All first-year students and transfer students with less than 30 transferable hours at CNU are required to complete this course.
- ◆ **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 (3 hours minimum)²**
 - 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) (22 hours minimum)^{3,4,5}

<p>◆ Western Traditions (WST) (3 hours minimum)</p> <p>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.</p>	<p>◆ Investigating the Natural World (INW) (7 hours minimum)⁶</p> <p>Two lectures and one accompanying lab required 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.</p>
<p>◆ Global and Multicultural Perspectives (GMP) (3 hours minimum)</p> <p>These courses probe conflicts and creative resonances shaped by cultural difference, as well as bridges built by shared understanding. Courses in this area 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.</p>	<p>◆ Identity, Institutions and Societies (IIS) (3 hours minimum)</p> <p>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.</p>
<p>◆ Creative Expressions (CXP) (3 hours minimum)</p> <p>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 in these courses will examine creative works both structurally and within a larger context; they may also produce works of creative expression.</p>	<p>◆ Formal and Informal Reasoning (FIR) (3 hours minimum)</p> <p>These courses investigate the structure and methods of formal and informal reasoning strategies. Students will study the nature and applicability of structures found in such areas as mathematical inquiry, formal logic, informal logic, and natural and artificial languages.</p>

III. Liberal Learning Emphasis (LLE) (6 hours minimum)^{5,7}

Students take at least six additional hours in an A of I, with at least three hours at the 300-level or higher

IV. Writing Intensive

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

V. Major and Elective Studies

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.

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

² Second Language Literacy is graduation requirement for all students

³ No more than one course in the discipline of the major may be presented to satisfy the A of I requirements

⁴ No more than eight hours across the Areas of Inquiry may be taken from any single discipline to satisfy the A of I requirements

⁵ WI courses may be used to satisfy the A of I and LLE requirement

⁶ The seven hour minimum must include two lecture courses and one accompanying laboratory from this A of I

⁷ Courses taken to satisfy the LLE may NOT be in the department of the major or, except in the case of the interdisciplinary studies degree, in any discipline for which the major requires coursework at the 300-level or above

Liberal Learning Area of Inquiry (Aof I) courses:

CXP	FIR	GMP	IIS	INW	WST
ENGL 208	COMM 239	ANTH 325	ANTH 203	ANTH 200	CLST 101
FNAR 119	CPSC 110	ANTH 330	CLST 213	BIOL 107	CLST 201
FNAR 128	CPSC 125	CLST 215	COMM 211	BIOL 108	CLST 202
FNAR 201	CPSC 150	COMM 340	COMM 250	BIOL 109L	CLST 211
FNAR 202	CPSC 150L	ENGL 205	COMM 311	BIOL 111	CLST 212
FNAR 204	CPSC 215	ENGL 206	COMM 330	BIOL 112	CLST 214
FNAR 241	CPSC 216	ENGL 313	COMM 430	BIOL 113	CLST 301(W)
FNAR 371(W)	CPSC 250	ENGL 320W	ECON 201	BIOL 114	COMM 249
FNAR 372	CPSC 250L	ENGL 324	ECON 202	BIOL 115	ECON 320
FNAR 373	CPSC 355	ENGL 330	ECON 303	CHEM 103	ENGL 271
FNAR 374	ECON 485	FREN 312	ECON 400	CHEM 103L	ENGL 381
FNAR 376	ENGL 310	GOVT 210	ECON 475	CHEM 104	FREN 311
FNAR 378	ENGL 430	HIST 111	ENGL 314	CHEM 104L	FREN 354
FNAR 379	MATH 310	HIST 112	ENGL 315	CHEM 121	GERM 311
MLAN 203	MATH 345	HIST 205	GOVT 101	CHEM 121L	GERM 312
MLAN 207	MATH 360	HIST 262	GOVT 204	CHEM 122	GERM 351
MLAN 217	MATH 370	HIST 374	GOVT 303	CHEM 122L	GERM 352
MUSC 205	PHIL 101	MLAN 308	GOVT 320	PHYS 103	GOVT 380
MUSC 315	PHIL 205	MUSC 224	GOVT 382	PHYS 104	HIST 101
MUSC 350	PHIL 320	MUSC 306(W)	HIST 317	PHYS 105L	HIST 102
MUSC 365	PHIL 321(W)	PHIL 201	HIST 344	PHYS 141	HIST 121
PHIL 306	PSYC 300	PHIL 305	LDSP 330	PHYS 142	HIST 122
PSYC 431	PSYC 311	PHIL 340	PHIL 315	PHYS 143	HIST 220
PSYC 431L	PSYC 451	PSYC 320	PHIL 319	PHYS 144	HIST 340/440
RSTD 312	SOWK 393	RSTD 205	PHIL 333	PHYS 151	HIST 349
THEA 144		RSTD 211	PHIL 337	PHYS 151L	HIST 355
THEA 145		RSTD 218	PHIL 374	PHYS 152	MLAN 205
THEA 150		RSTD 270	PHIL 382	PHYS 152L	MLAN 206
THEA 210		RSTD 315	PHIL 384	PHYS 201	MLAN 211
THEA 211		RSTD 335	PSYC 202	PHYS 201L	PHIL 202
THEA 230		RSTD 345	PSYC 303	PHYS 202	PHIL 203
THEA 242		SOCL 201	PSYC 207	PHYS 202L	PHIL 215
THEA 250		SOCL 325	PSYC 208	PHYS 344	PHIL 317
THEA 261		SOCL 330	PSYC 309	PSYC 201	RSTD 212
THEA 352		SOWK 216	PSYC 340		RSTD 232
THEA 366W		SPAN 312	PSYC 420		RSTD 265
THEA 468(W)		SPAN 351	RSTD 236		RSTD 361
		SPAN 352	RSTD 310		RSTD 362
			RSTD 319		
			SOCL 203		
			SOCL 205		
			SOCL 320		

UNIVERSITY LIBERAL LEARNING CURRICULUM

The liberal learning curriculum invites students to participate in a rich, multi-faceted tradition of intellectual exploration grounded in the common principles of liberal learning. Our ultimate aim is to produce empowered, informed, and responsible learners, whose key intellectual and personal attributes are enumerated below. All coursework at CNU — whether in the liberal learning curriculum, in the major or in the advanced program of integrated study — seeks to develop, reinforce, and advance student aptitude in these primary domains.

Goals of Liberal Learning*

To be empowered intellectually and practically, CNU students should be able to:

- effectively communicate orally, visually, and in writing
- demonstrate communicative competency in a second language
- solve problems using quantitative and qualitative tools
- interpret and evaluate information from a variety of sources
- understand and work with diverse groups
- transform knowledge and beliefs into action
- engage in the creative process and cultivate one's imaginative powers
- develop the habits of mind that are part of a lifelong pursuit of knowledge

To be aware of the world in which they exist, CNU students should seek to understand:

- the historical and philosophical traditions that have shaped the world
- the interrelations within and among global and cross-cultural communities
- the means of modeling the natural, social and technical worlds
- the principles and histories of liberal democracies
- the depth of knowledge that allows one to make a significant contribution to society
- [the variety of] ways of using appropriate media to present knowledge gained from the synthesis of critical research and critical thinking

To be responsible for the world in which they exist, CNU students should value:

- intellectual honesty, social justice and the discernment of the ethical consequences of actions
- active participation as an ethical and engaged citizen of a diverse society
- an understanding of one's self and recognition of the complex identities of others, their histories and their cultures

- their own physical and emotional well being

*The Liberal Learning Council thanks the Association of American Colleges and Universities for "Greater Expectations", the document that inspired and shaped these goals.

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, ULLC 100 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. *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.



COLLEGE OF LIBERAL ARTS AND SCIENCES

Dr. Douglas Gordon, Dean

Dr. Bobbye Hoffman Bartels, Associate Dean

Lorraine K. Hall, M.A., Assistant to the Dean

Gosnold Hall, Room 105

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DEPARTMENTS

Biology, Chemistry and Environmental Science

Communication Studies

English

Fine Art and Art History

Government

History

Honors Program

Leadership and American Studies

Mathematics

Military Science

Modern and Classical Languages and Literatures

Music

Philosophy and Religious Studies

Physics, Computer Science and Engineering

Psychology

Social Work

Sociology and Anthropology

Teacher Preparation

Theater and Dance

An education in the College of Liberal Arts and Sciences prepares students for a lifetime of reasoned inquiry, reflection, intellectual growth, and ethical citizenship. Students in the College are supported in their study by a talented faculty dedicated to outstanding teaching and learning informed by significant research and scholarship.

Beginning university students will be introduced to the rich tradition inherent in the liberal arts and sciences with a first year seminar. Limited to an enrollment of nineteen, these seminars are designed to provide students with unique topics studied in the context of the expectations and values of the academic community. In addition, students will choose from a broad array of courses in the liberal arts and sciences structured in Western Traditions, Global and Multicultural Perspectives, Investigating the Natural World, Institutions, Identities and Societies, Creative Expressions, and Formal and informal Reasoning. More detail about the university's Liberal Learning Core is available at cnu.edu/liberallearning.

The depth of study required by a specific discipline can begin as early as the second year by students' choosing from any of twenty majors and forty-two concentrations within departments. The University's departmental faculty and designated advisors welcome meetings with students to explain both the ideal and practical consequences of choosing a particular major and to plan a four year course of study leading to a baccalaureate degree.

The College supports and promotes undergraduate research through its academic departments, the Undergraduate and Graduate Research Council, and its annual CNU Paideia student research conference. It also provides interdisciplinary programs, examines and cultivates leadership through the Department of Leadership and American Studies, and offers a wide variety of internships to allow students to extend their learning in professional workplaces outside the university. Additional special study opportunities are available through the Honors Program.

The Faculty of the College of Liberal Arts and Sciences invites students to join our community of scholars in the hard work and rewards of higher education.

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

Dr. Harold N. Cones, Chair
Science Building, Room 138
(757) 594-7126
hcones@cnu.edu

Faculty

Distinguished Professor: Cones

Professors: Atkinson, Cheney, Mollick, Weiss, Whiting

Associate Professors: Abdel-Fattah, Brunke, Grau,
Gray, Savitzky, Young

Assistant Professors: Anand, Clark, Johnson, Klein,
Meyer, Sherwin, Thompson,
Webb

Emeriti: Bankes, Chang, Hammer, Pugh, Reed, Sacks,
Simmons

Mission Statement

The Department of Biology, Chemistry and Environmental Science 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, chemistry, and environmental science; this is achieved through coursework complemented by research and independent study opportunities. The BCES 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 Biology, Chemistry and Environmental Science are to acquaint students with the body of knowledge in these disciplines and to teach them to apply this knowledge usefully and responsibly. Coursework includes discussion of historical and philosophical developments of biology, chemistry and environmental science. The biology program is organized to enable the major student to survey the entire field of biology and also to focus in one of a number of various areas, including botany, marine science, cell biology-biochemistry, microbiology-genetics, environmental science, ornamental horticulture, zoology, or preparation for one of the many health professional programs. 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.

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 three possible majors,

Biology, Environmental Science, and Ornamental Horticulture. Additional information about the department, the degrees offered, and other opportunities can be obtained from the department office or the department website at bces.cnu.edu.

Health-Related Professions

The Department of Biology, Chemistry and Environmental Science provides guidance and support for those preparing for a career in one of the many medical fields. A student may prepare for not only a traditional medicine program but also the biomedical sciences, osteopathic medicine, physical and occupational therapy, pharmacy, dentistry, podiatry, optometry, and veterinary medicine.

The Health Professions Advisory Committee (HPAC) serves to advise students on career choices and application procedures. The committee, consisting of CNU faculty and staff as well as local medical professionals, works with students to maximize the chances of a successful application by providing oversight, guidance, and letters of recommendation. Additional information can be obtained at bces.cnu.edu/prehealthprofessions.htm.

The Bachelor of Arts Degree in Biology

The Bachelor of Arts degree in Biology requires a minimum of 40 credits in biology, including BIOL 151/151L, 152/152L, 201/201L and 202/202L. **Students may present no more than two BIOL courses with grades lower than C-.**

In addition to the successful completion of the Liberal Learning Curriculum and completion of the Senior Exit Test in Biology, the Bachelor of Arts degree in Biology requires the successful completion of the following courses:

- 1) **Biology Core:** The Tetrad: BIOL 151/151L, 152/152L, 201/201L, 202/202L; junior level writing intensive course, 491W (Biology core courses are successfully completed with a grade of C- or better).
- 2) **Biology Electives:** 22 additional BIOL credits are required with 19 of these at the 300-/400-level. At least 4 of the courses at the 300-/400-level must have laboratory components. The selection of these courses is done based on areas of interest and in consultation with an advisor.
- 3) CHEM 103/103L-104/104L;
- 4) MATH 125 and MATH 130 or higher

The Bachelor of Science Degree in Biology

The Bachelor of Science degree in Biology requires a minimum of 40 credits in Biology, including BIOL 151/151L, 152/152L, 201/201L and 202/202L. Biology courses are to be selected with the aid of the student's departmental advisor. **Students may present no more than two BIOL courses with grades lower than C-.**

In addition to a B.S. degree with no specialization, students can specialize with a major in Environmental Science or a major in Ornamental Horticulture. **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 Exit Test in Biology, the Bachelor of Science degree in Biology requires successful completion of the following courses as specified by the major:

The Major in Biology

- 1) **Biology Core:** The Tetrad: BIOL 151/151L, 152/152L, 201/201L, 202/202L; junior level writing intensive course; 491W (Biology core courses are successfully completed with a grade of C- or better).
- 2) **Biology Electives:** 22 additional BIOL credits are required with 19 of these at the 300-/400-level. At least 4 of the courses at the 300-/400-level must have laboratory components. The selection of these courses is done based on areas of interest and in consultation with an advisor.
- 3) CHEM 121/121L-122/122L;
- 4) CHEM 321/321L-322/322L;
- 5) MATH 125, and MATH 130 or higher;
- 6) PHYS 151/151L-152/152L.

The Major in Environmental Science

- 1) **Biology Core:** The Tetrad: BIOL 151/151L, 152/152L, 201/201L, 202/202L; junior level writing intensive course; 491W (Biology core courses are successfully completed with a grade of C- or better).
- 2) **Environmental Science Core:** BIOL 306/306L, 407/407L, 301/301L or 450/450L;
- 3) **Environmental Science Electives:** select three: BIOL 302/302L, 304/304L, 312/312L, 320/320L, 321/321L-322/322L, 403/403L, 430, 435/435L;
- 4) CHEM 121/121L-122/122L;
- 5) CHEM 321/321L-322/322L;
- 6) MATH 125 and MATH 130 or higher;
- 7) PHYS 151/151L-152/152L.

The Major in Ornamental Horticulture.

- 1) **Biology Core:** The Tetrad: BIOL 151/151L, 152/152L, 201/201L, 202/202L; junior level writing intensive course; 491W (Biology core courses

are successfully completed with a grade of C- or better).

- 2) **Ornamental Horticulture Core:** BIOL 200/200L, 317/317L.
- 3) **Ornamental Horticulture Electives:** select four: BIOL 303/303L, 304/304L, 311/311L, 415/415L, 416/416L.
- 4) CHEM 121/121L-122/122L or CHEM 103/103L-104/104L.
- 5) MATH 125 and MATH 130 or higher.
- 6) PHYS 151/151L-152/152L.

Students with an interest in business may choose a minor in Business Administration. Those who anticipate graduate work in horticulture should also complete organic chemistry.

The Minor in Biology (20 Credits)

A minor in biology requires 20 hours of biology coursework, including BIOL 151/151L, 152/152L, 201/201L, 202/202L, and one additional course at the 300-/400-level with a laboratory component. **The biology minor is not available to Environmental Science and Ornamental Horticulture majors.**

The Bachelor of Science Degree in Chemistry

The Bachelor of Science degree in chemistry requires a minimum of 37 credits in chemistry above the 100 level. Majors should select, with the aid of their advisor, electives from chemistry and university courses as is appropriate for their interests and goals. In addition to the chemistry courses and required support courses in the major, Liberal Learning curriculum courses must be completed.

The Bachelor of Science degree in chemistry requires successful completion of the following courses:

I. Required Support Courses

- 1) CHEM 121/121L-122/122L;
- 2) MATH 140/240;
- 3) PHYS 151/151L-152/152L or PHYS 201/201L-202/202L-303.

II. Required Chemistry Courses

- 1) CHEM 321/321L-322/322L;
- 2) CHEM 341-342/342L;
- 3) CHEM 361/361L;
- 4) CHEM 445/445L;
- 5) CHEM 401/401L;
- 6) CHEM 490 (will become a writing intensive course);
- 7) A second writing intensive chemistry course is required.

The Minor in Chemistry

A minor in chemistry requires CHEM 121/121L, 122/122L, 321/321L, 322/322L and six 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 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, or students interested in careers involving environmental assessment, monitoring, or conservation.

How and When to Apply

After completion of 30 credit hours of undergraduate study, complete the *Statement of Intent* to participate in the Five Year program. In this Statement, the student and his or her undergraduate advisor design a tentative five-year course schedule and discuss the objectives and requirements of the program. This form is distributed to the faculty advisor, the graduate program director and the department graduate program coordinator.

After completion of 65 credit hours of undergraduate study, the application to the Five Year BS/MS Program is submitted no later than February 1 of the junior year. Applications for admission to the Five Year Program are available from the BCES Graduate Program Coordinator. Formal acceptance by the Office of Graduate Studies will constitute admission to the Master of Science in Environmental Science Program.

Requirements for Admission

Criteria for student admission into the Five Year Program:

- a) Undergraduate cumulative GPA of 3.0 or higher.
- b) GPA in the student's major of at least 3.0.
- c) Submission of one of the following:
 - i) A minimum **SAT** Score of 1100 with a minimum of 530 in the verbal and quantitative sections (must be less than five years old);
 - ii) 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.
- d) 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.

Program Requirements

- a) Once accepted into the Five Year Program, students work with their academic advisors and Graduate Program Coordinator to determine a specific Course Plan of Study. Students begin taking graduate courses in their senior year at CNU.
- b) To continue in the Five Year Program a student must maintain a 3.0 GPA and remain in good standing.
- c) Upon completion of the normal requirements in their respective undergraduate programs, a baccalaureate degree will be awarded to the students.

Graduate Course Hours

Graduate credit hours taken as a Five Year BS/MS undergraduate are subject to the following requirements:

- a) A maximum of eight hours of credit will be allowed while classified as an undergraduate.
- b) All courses must be approved by the student's advisor and part of the student's Plan of Study.
- c) Five Year Program students are held to the same standards in graduate classes as MS graduate students.
- d) To continue to take graduate courses as an undergraduate, a student must complete each course with a grade of B- or better.
- e) Four (4) graduate credit hours will count toward the 120 hours required for an undergraduate degree. They will not count directly toward the MS. An additional four (4) graduate credit hours may be transferred to the graduate transcript once the BS is obtained.
- f) Graduate cross-listed courses will count toward the student's major requirements in exactly the same way that the corresponding undergraduate cross-listed courses would count. If a graduate course, which is not cross-listed, is used to satisfy a requirement of the undergraduate major then the student must get the course substitution approved by the department chair to substitute the graduate course for a required course in the major. (Ref: *Authorization for Course Substitution* form)
- g) Students in the Five Year Program who have taken graduate courses (up to 8 credit hours) as an undergraduate will be required to take additional graduate hours (26 credit hours at a minimum) for the M.S. in Environmental Science thesis track as a graduate student. The number of graduate credit hours (ENVS or CHEM) must total 34 overall, including 4 credit hours counted as part of the undergraduate degree.

More information about this program can be found on-line at bc.es.cnu.edu/fiveyearprogram.html.

Teacher Preparation in Biology

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a Bachelor Degree in Biology during the first four years and complete an additional year of study leading to a MAT 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 of secondary school grades six through 12. The courses and degree requirements for the MAT 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 BA or BS in Biology.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; COMM 201 or THEA 230; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 308; ENGL 310 or 430; ENGL 314; CPSC 110; and other support courses for the BA or BS Degree in Biology.

Graduate courses* required (senior year):

MATH 570; ENGL 532; ENGL 514.

* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track

Major courses required:

- 1) BIOL 107, 108, 109L or BIOL 151/151L, 152/152L, 201/201L, 202/202L, junior level (BIOL) writing intensive course, BIOL 491W;
- 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, Evolution, and BIOL 314/314L, Human Anatomy and Physiology or BIOL 420/420L are recommended for all secondary biology teachers.).

Support courses required:

CHEM 121/121L, CHEM 122/122L; CHEM 321/321L, CHEM 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; ENVS 518; ENVS 522; ENVS 530; ENVS 532/532L; ENVS 536/536L; ENVS 540/540L; ENVS 550; ENVS 590.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN BIOLOGY

BIOL 107. General Biology I (3-3-0) INW

Fall, Spring and Summer.

First semester of introductory biology sequence for nonmajors; major topics covered are ecology, genetics, evolution, and diversity. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall, Spring and Summer.

Second semester of introductory biology sequence for nonmajors; major topics covered are energy metabolism, cell biology, biotechnology, plant biology, and animal biology. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall, Spring and Summer.

Laboratory exercises to accompany any BIOL Area of Inquiry course Liberal Learning curriculum. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall and Spring.

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. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall and Spring.

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. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall and Spring.

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. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall and Spring.

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. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

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

Fall and Spring.

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. *Not for Biology, Environmental Science, or Ornamental Horticulture majors.*

BIOL 151. General Zoology (3-3-0)

Prerequisites: Freshman or Sophomore standing.

Fall and Spring.

This course with BIOL 152/152L forms the first half of the four-semester introductory biology sequence for majors. It provides students with a general body of information about members of the animal kingdom and other animal-like organisms. Topics covered include general principles of animal biology, animal diversity, and animal anatomy and physiology.

BIOL 151L. General Zoology Laboratory (1-0-4)

Pre- or Corequisite: BIOL 151.

Fall and Spring.

BIOL 152. General Botany (3-3-0)

Prerequisites: Freshman or Sophomore standing.

Fall and Spring.

This course with BIOL 151/151L forms the first half of the four-semester introductory biology sequence for majors. It provides students with a basic understanding of plants, algae, fungi and bacteria. Topics covered include morphology and anatomy of plants, algae, fungi and bacteria; basic plant physiology and taxonomy; evolutionary history of plants.

BIOL 152L. General Botany Laboratory (1-0-4)

Pre- or Corequisite: BIOL 152

Fall and Spring.

BIOL 195. Special Topics (credits vary)

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

BIOL 200. Basic Horticulture (4-3-4)

Corequisite: BIOL 200L.

Spring, odd years.

A survey of horticultural practices. Topics covered include foliage plant culture, lawn establishment and maintenance, flower garden care, vegetable gardens, woody plants for the home landscape, and principles of good landscape design.

BIOL 200L. Basic Horticulture Laboratory

Corequisite: BIOL 200.

Spring, odd years.

BIOL 201. Molecular and Cellular Biology (3-3-0)

Prerequisites: Freshman or Sophomore standing; BIOL 151/151L and 152/152L with a C- or better; and either CHEM 104/104L or 122/122L.

Fall and Spring.

This course is part of the second half of the four-semester introductory biology sequence for majors. It provides students with a solid understanding of the cell, its composition and functioning. Topics covered include basic cell chemistry and biology, cell signaling, Mendelian and molecular genetics, and metabolism.

BIOL 201L. Molecular and Cellular Biology Laboratory (1-0-4)

Pre- or Corequisite: BIOL 201.

Fall and Spring.

BIOL 202. Evolution and Ecology (3-3-0)

Prerequisites: Freshman or Sophomore standing; BIOL 151/151L and 152/152L with a C- or better; and either CHEM 104/104L or 122/122L.

Fall and Spring.

This course is part of the second half of the four-course introductory biology sequence for majors. It provides students with a solid understanding of the processes and patterns of life on Earth. Topics covered include processes of biological evolution, the relationship between physical and biological processes and the effect of human activity on those processes.

BIOL 202L. Evolution and Ecology Laboratory (1-0-4)

Corequisite: BIOL 202.

Fall and Spring.

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

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

Spring.

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

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 251. Biological Terminology (1-1-0)

Fall.

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

BIOL 262. Child Biology (3-3-0)

Recommended Prerequisite: Completion of INW A of I.

Spring, even years.

An examination of the biology of humans from birth through adolescence, including aspects of genetics, development, anatomy, physiology, and pathology. (*This course is part of the core requirements for the program in Childhood Studies*)

BIOL 289. Nature Photography (1-1-0)

Fall, odd years.

Principles and techniques of photography and their application to nature photography.

BIOL 295. Special Topics (credits vary)

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 300W. General Biology III for majors-WI (3-1-3)

Prerequisite: ENGL 123; ULLC 223; BIOL 107, 108 and 109L with a grade of C- or better; and CHEM 103/103L or 121/121L; BIOL major.

Fall, Spring, and Summer.

Introduction to biological techniques for majors. Scientific experimentation, data gathering and analysis, use of the scientific literature, and oral and written communication in science will be major topics. Students must earn a C- or better to satisfy major requirements. Partially satisfies the Writing Intensive requirement.

BIOL 301. Microbiology (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or

better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 301.

Fall.

BIOL 302. Oceanography - An Introduction to Marine Science (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 302L.

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

Corequisite: BIOL 302.

Spring, odd years.

BIOL 303. Fundamentals of Landscape Design (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; and BIOL 317/317L. Corequisite: BIOL 303L.

Spring, even years.

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

BIOL 303L. Fundamentals of Landscape Design Laboratory

Corequisite: BIOL 303.

Spring, even years.

BIOL 304. Soils (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 304.

Spring, even years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 305L.

Structure and arrangement of cells and tissues in higher

plants; cytology, physiology, taxonomy, ecology, evolution, and development where related to anatomy.

BIOL 305L. Plant Anatomy Laboratory

Corequisite: BIOL 305.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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.

Off campus field trips to resource utilization areas.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 307L.

Fall.

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

BIOL 307L. Cell Biology Laboratory

Corequisite: BIOL 307.

Fall.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 308L.

Spring, odd years.

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

Corequisite: BIOL 308.

Spring, odd years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 309.

Spring.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 310L.

Spring, even years; Fall, odd years.

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

BIOL 310L. Morphology and Phylogeny of Plants Laboratory

Corequisite: BIOL 310.

Spring, even years; Fall, odd years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 311L.

Spring, odd years.

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

BIOL 311L. Ornamental Plant Propagation Laboratory

Corequisite: BIOL 311.

Spring, odd years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 312.

Spring.

BIOL 313. Genetics (3-3-0)

Prerequisite: ENGL 123; BIOL 107, 108 and 109L with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; and CHEM 103/103L or 121/121L.

Fall and Spring.

Mechanisms of inheritance, mutation, recombination, ge-

netic expression, and regulation at all levels of biological organization.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 314L.

Fall.

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

BIOL 314L. Human Anatomy and Physiology I Laboratory

Corequisite: BIOL 314.

Fall.

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

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

Corequisite: BIOL 315.

Spring.

BIOL 317. Plant Materials for Landscape Use (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 317L.

Fall, odd years.

Identification and design characteristics of ornamental plants.

BIOL 317L. Plant Materials for Landscape Use Laboratory

Corequisite: BIOL 317.

Fall, odd years.

BIOL 320. Natural History of the Vertebrates (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 320L.

Fall, odd years.

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

Corequisite: BIOL 320.

Fall, odd years.

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

Prerequisites for BIOL 321: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

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

Spring-Fall, odd years.

BIOL 325. Human Population Biology (2-2-0)

Recommended prerequisite: completion of INW 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 395. Special Topics (credits vary)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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 (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 403.

Spring, even years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 407L.

Fall.

Properties and processes of ecosystems, communities, and populations, with consideration given to man's influence on each level.

BIOL 407L. General Ecology Laboratory

Corequisite: BIOL 407.

Fall.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 409L.

Fall, even years.

General chordate anatomy, emphasizing the vertebrates, considered on a comparative, evolutionary, and functional basis. Laboratory work includes dissection and study of mudpuppy, mink, shark, and other supplemental chordates.

BIOL 409L. Comparative Anatomy of Vertebrates Laboratory

Corequisite: BIOL 409.

Fall, even years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; CHEM 321/321L; and PHYS 151/151L or 201/201L. Corequisite: BIOL 412L.

Spring, even years.

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

Corequisite: BIOL 412.

BIOL 414. Introductory Biochemistry (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or

better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Additional Pre- or Corequisite: CHEM 104/104L or 322/322L. Corequisite: BIOL 414L.

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

Corequisite: BIOL 414.

Spring.

BIOL 415. Pathology of Ornamental Plants (3-3-0)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 415L.

Fall, odd years.

A course stressing the principles of plant pathology with regard to prevention, diagnosis, and control of diseases of ornamental plants. Some emphasis will be given both to beneficial insects and to insect pests of ornamental as well as to control techniques.

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

Corequisite: BIOL 415.

Fall, odd years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 416L.

Fall, even years.

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

BIOL 416L. Nursery and Garden Center Management Laboratory

Corequisite: BIOL 416.

Fall, even years.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 418L.

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)

Corequisite: BIOL 418.

Fall even years.

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

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; and CHEM 104/104L or 122/122L; 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. Lab exercises will complement and reinforce lecture concepts, as well as provide students with the opportunity to perform physiology experiments and data analysis.

BIOL 420L. Animal Physiology Laboratory

Corequisite: BIOL 420.

Spring, odd years.

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

Extended field trip, each of which is preceded by classroom instruction. Possible destinations include, Northern Coastal Plain (Acadia National Park, Maine-summer); Southern Coastal Plain (Everglades National Park, Florida-January); Barrier Islands (North Carolina, May), Deserts of the Southwest (summer). May involve additional fees. (A maximum of 4 credit hours can be counted toward a biology degree.)

BIOL 425. Ornithology (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 425L.

Spring.

An introduction to the biology of birds. Topics covered include anatomy, physiology, behavior, ecology, evolution, identification, and conservation.

BIOL 425L. Ornithology Lab

Corequisite: BIOL 425.

Spring.

Lab is field-oriented and includes several Friday afternoon field trips and two weekend trips lasting one or two days. Students are required to attend Friday afternoon trips and at least one weekend trip. Lab focuses on the identification of birds using both ocular and acoustic characters.

BIOL 430. Biogeography (3-3-0)

Prerequisites: BIOL 300W and 313 with a grade of C- or

better; or BIOL 201/201L and BIOL 202/202L with a C- or better.

Spring, odd years.

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 (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

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.

BIOL 440. Herpetology (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better. Corequisite: BIOL 440L.

Spring, odd years.

The study of the reptiles and amphibians. Evolutionary history, taxonomy, and ecology will be emphasized.

BIOL 440L. Herpetology Laboratory

Corequisite: BIOL 440.

Spring, odd years.

BIOL 441. Urban Wildlife (3-3-0)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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 (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

Corequisite: BIOL 445.

Fall.

The lab will be field oriented, and will include regular field trips through which we will explore field biology and field identification.

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

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

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 457. Entomology (4-3-4)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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

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.

BIOL 491W. Biology Seminar-WI (1-1-0)

Prerequisites: ENGL 123; and ULLC 223; and BIOL 300 and 313 with a grade of C- or better or BIOL 201/201L and BIOL 202/202L with a C- or better; and CHEM 104/104L or 321/321L; and Junior or Senior standing.

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. Partially satisfies the Writing Intensive requirement.

BIOL 492. Undergraduate Research Experience (credits vary)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; and Junior or Senior Standing.

Fall, Spring and Summer.

This course is designed to provide the qualified student involvement in 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)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L 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).

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; Junior or Senior 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.

Students wishing to enroll in this course must obtain approval from the departmental Coordinator of Practicum Studies prior to registering for the course. 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)

Prerequisites: BIOL 300W and 313 with a grade of C- or better; or BIOL 201/201L and BIOL 202/202L with a C- or better; Junior or Senior Standing.

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) INW

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) INW

Pre- or Corequisite: CHEM 103.

Fall.

An introduction to the experimental techniques and methods of chemistry.

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

Prerequisite: CHEM 103.

Spring.

The fundamentals of organic and biochemistry.

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

Pre- or Corequisite: CHEM 104.

Spring.

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

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

Fall and Spring.

Fundamental principles of chemistry. Strong algebra skills recommended.

CHEM 121L. General Chemistry I Laboratory (2-0-4) INW

Pre- or Corequisite: CHEM 121.

Fall and Spring.

Application of experimental methods to the solution of chemical problems.

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

Prerequisite: CHEM 121.

Fall and Spring.

Fundamental principles of chemistry. Strong algebra skills recommended.

CHEM 122L. General Chemistry II Laboratory (2-0-4) INW

Pre- or Corequisite: CHEM 122.

Fall and Spring.

Application of experimental methods to the solution of chemical problems.

CHEM 195. Special Topics (credits vary)

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

CHEM 295. Special Topics (credits vary)

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.

Fall.

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

CHEM 321L. Organic Chemistry Laboratory I (2-0-4)

Pre- or Corequisite: CHEM 321.

Fall.

Chemical kinetics and equilibrium are studied using analytical procedures with emphasis on instrumental methods.

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

Prerequisite: CHEM 321.

Spring.

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

CHEM 322L. Organic Chemistry Laboratory II (2-0-4)

Pre- or Corequisite: CHEM 322.

Spring.

Introduction to common techniques in synthesis and qualitative organic analysis.

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

Prerequisite: CHEM 322, MATH 240, PHYS 152/152L or 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 (2-1-4)

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; Corequisite: CHEM 361L.

Spring.

This course addresses the fundamental principles of analytical techniques, volumetric and gravimetric analysis, electro-chemistry, and the treatment of experimental data. Will also introduce cutting-edge instrumental methods of analysis.

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

Corequisite: CHEM 361.

Spring.

Laboratory course involving analytical techniques, volumetric and gravimetric analysis, electro-chemistry, and the treatment of experimental data. Will also use instrumentation.

CHEM 391. WI:Investigating Chemical Literature (2-2-0)

Prerequisite: ENGL 123; ULLC 223; CHEM 322 or 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)

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; Corequisite: CHEM 401L.

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 (2-1-4)

Corequisite: CHEM 401.

Fall.

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

CHEM 414. Introductory Biochemistry (4-3-0)

Prerequisite: CHEM 322/322L. Corequisite: CHEM 414L.

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 414. Introductory Biochemistry Lab (0-0-4)

Corequisite: CHEM 414L.

This is the accompanying lab for Chemistry 414L.

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; *Corequisite:* CHEM 445L.

Fall.

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

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

Corequisite CHEM 445.

Fall.

This is the accompanying lab for Chemistry 445. Students will use modern instrumentation and see the theory learned in lecture put into practice.

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 490. Seminar (1-1-0)

Prerequisite: CHEM 322.

Spring.

Review of current periodicals, presentations of current Literature, and demonstrations of writing ability from Literature reading.

CHEM 491. WI:Proposal Writing (2-2-0)

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

Fall.

This course will focus on the development of a chemically related research proposal. Through an iterative process of writing and reviewing each proposal component, students will learn the professional process of both writing and peer reviewing a scientific proposal. The final research proposal

product will be presented orally and in writing. Partially satisfies the Writing Intensive requirement.

CHEM 495. Special Topics (credits vary)

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

CHEM 499. Independent Study and Research (credits vary)

(See section on Independent Study Procedures).

HEALTH

HLTH 200. Personal Health (2-2-0)

Students will receive a general overview of major health topics, including mental health, nutrition, exercise, drugs and alcohol, sexual health, disease processes and prevention, the health care system, medical self-care, public health, and ethical issues in health.

CHILDHOOD STUDIES

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The Minor/Certificate Program in Childhood Studies (18 credits)

Christopher Newport University offers a multi-disciplinary minor in childhood studies for undergraduates and a certificate program for practitioners in the community. The program is designed to meet the following student goals:

1. Provide a body of knowledge about children and adolescents combined with skills obtained from the student's major discipline to prepare for careers in social work, counseling, administrative positions in community programs for children and adolescents, juvenile justice programs, and others.
2. Offer a certificate program to practitioners in child-related fields who wish to extend their knowledge base about children and childhood while working in the community. Suggested prerequisite is an Associate degree or equivalent. Specific course pre-requisites must be met or waived by consent of instructor.
3. To serve as a minor for the student who has no career goals in the field but has an interest in the study of childhood. Any of the courses may be taken without commitment to the entire program.

The program in Childhood Studies requires successful completion of 18 credits of coursework, 12 credits of which are core requirements. The additional six credits must come from at least two courses, which must be from different departments. Students should seek advising from the Director of the Childhood Studies program in choosing the courses for the minor.

Core requirements for the program in Childhood Studies are:

- 1) BIOL 262;
- 2) PSYC 208;
- 3) SOCL 304;
- 4) ENGL 314W or 315.

Electives for the program in Childhood Studies are:
 ENGL 314W, 315; PSYC 207, 208, 309, 310W, 312, 327, 428; SOCL 303, 314; SOWK 369. Course descriptions appear in appropriate sections throughout the catalog

The following practicum and internship courses may also apply if they deal directly with children are subject to the approval of the Childhood Studies Director: GOVT 491; PSYC 491; SOCL 491; and BUSN 480. Occasional special topics courses (295, 395, 495) from the departments listed above, as well as new courses as departments develop them, may be credited toward the minor if they have the approval of the childhood studies Director. Students using these elective courses for the program in Childhood Studies will be expected to focus on children and adolescents. Students must meet prerequisite requirements prescribed in the University Catalog to enroll in elective courses. Elective courses are not necessarily offered on a regular basis.

THE CURRICULUM IN CHILDHOOD STUDIES

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

BIOL 262. Child Biology (3-3-0)

Recommended prerequisite: completion of INW A of I. Spring, even years.

An examination of the biology of humans from birth through adolescence, including aspects of genetics, development, anatomy, physiology, and pathology.

PSYC 208. Child Development (3-3-0) IIS [formerly PSYC 308]

Prerequisite: sophomore standing or ULLC 100.

This course will focus on the biological, cognitive, 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.

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 socio-economic class on socialization and personality. The importance of the major agencies of socialization, such as family school, peer group, and media. Socialization through adolescence.

ENGL 314W. Children's Literature-WI (3-3-0) (MW) IIS

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. Partially satisfies the Writing Intensive requirement.

ENGL 315. Adolescent Literature (3-3-0) (MW) IIS

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.

DEPARTMENT OF COMMUNICATION STUDIES

Dr. Linda Baughman, Chair
Commonwealth Hall, Room 30
(757) 594-8732
baughman@cnu.edu

Faculty

Associate Professors: Baughman, Harper

Assistant Professors: French, Grau, I., Manning,
Meyer, Von Burg

Instructor: Best

Emeriti: Hubbard, Koch

**The Bachelor of Arts degree in
COMMUNICATION STUDIES**

For almost 3000 years in Western civilization, the study of communication has been marked by the evolution of a set of principles that have taken on the characteristics of the societies and eras in which they exist. The inherently dynamic nature of communication has led to a corresponding evolution in the theoretical scope and content of the Communication discipline, reflecting a rich intellectual tradition. Students choosing Communication Studies as their major will acquire an understanding of the relationship between the study of communication and the communities in which they live, as well as gain an appreciation for the connections between theory and everyday life experiences. Areas for study and analyses include a focus on communication as represented in relationships, groups, organizations, cultures, and mass media, as well as an examination of politics, social policy, and ethics upon which the communication tradition is built. In an era where over 50% of the U.S. labor force is engaged in some form of transferring, reprocessing, and transmitting of information, it is essential that we provide students an opportunity to grow and develop as skilled communicators.

Mission Statement

Our mission is that students of communication studies will achieve an understanding of the role communication plays in the generation of knowledge and structuring of society, develop critical and analytical skills, and acquire an appreciation for the complex and delicate interrelationship of practice and ethics.

In addition to requiring successful completion of the liberal learning curriculum, the major in communication studies requires the following courses:

- 1) COMM 201, 249, 250;
- 2) COMM 325, 330, 450, 452W;
- 3) Eighteen additional credit hours in COMM courses; at least 12 hours must be at the 300-400 levels.

In courses applied toward the major, students must achieve a minimum grade point average of 2.00. Students may have no more than 2 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 courses in Communication with a minimum grade point average of 2.00. Students may have no more than two grades below C- in the major.

**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)

Fall and Spring.

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

**COMM 211. Interpersonal Communication (3-3-0)
IIS**

Fall and Spring.

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

**COMM 239. Debate and Argumentation (3-3-0) FIR
Spring.**

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) WST

Fall and Spring.

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) IIS

Fall and Spring.

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)

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, 211.

Spring.

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 310. Business and Professional Communication (3-3-0) [formerly COMM 401]

Prerequisite: COMM 201 and junior standing.

Spring, alternate years.

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) IIS

Prerequisite: COMM 201, 211.

Fall, alternate years.

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

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

Prerequisite: COMM 201, 211, 250.

Fall, alternate years.

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, 250.

Spring.

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

COMM 325. Persuasion (3-3-0)

Prerequisite: COMM 201, 249, 250 junior standing.

Fall and Spring.

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

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

Prerequisite: COMM 201, sophomore standing.

Fall and Spring.

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

COMM 335. Communication and Politics (3-3-0)

Prerequisite: COMM 201, junior standing.

Spring, alternate years.

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) GMP

Prerequisite: COMM 201, 250, sophomore standing.

Fall, alternate years.

This course is an exploration into human communication in cross-cultural settings. Students examine the basic human communication process and determine how it is shaped by

cultural values. Additionally, they learn how to confront and manage culture shock effectively in cross-cultural encounters.

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

Prerequisite: COMM 201, junior standing.

Fall and Spring.

Course focuses on analyzing communication in organizations and on organizational communication theory and practice. Multiple-level learning approach allows students to study organizational communication both academically and experimentally in both classroom and “real-world” settings. This course takes as its goal the preparation of each student to be a skilled and effective communicator in organizational settings.

COMM 350. Media Criticism (3-3-0)

Prerequisite: COMM 201, 249, 250.

Spring, alternate years.

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, 250.

Fall or Spring.

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

COMM 430. Sexuality, Sex, and Gender (3-3-0) IIS

Prerequisite: COMM 201, junior standing.

Spring.

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 450. Communication Theory (3-3-0)

Co-requisite: COMM 325, senior standing.

Fall and Spring.

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

COMM 452W. Senior Research in Communication Studies-WI (3-3-0)

Prerequisites: ENGL 123; ULLC 223; COMM 450; senior standing.

Fall and 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 491. Practicum in Communication Studies (credits vary)

Prerequisite: COMM 201, 249, 250, 345, junior standing and consent of Internship Program Director.

Fall, Spring and Summer.

Part-time internship in association with local organizations. Periodic conferences, written evaluations.

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

Prerequisite: COMM 201, 249, 250, 325 senior standing.

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

COMM 499. Independent Study (credits vary)

Prerequisite: COMM 201, 249, 250, senior standing and consent of advisor.

Fall, Spring and Summer.

Independent research done in consultation with a member of the faculty.

DEPARTMENT OF ENGLISH

Dr. Tracey Schwarze, Chair

Ratcliffe Hall, 2nd Floor

(757) 594-7024

schwarze@cnu.edu

Faculty

Professors: D. Gordon, Paul, Rosenberg, Sprague

Associate Professors: Filetti, Keeling, Lee,
Mulligan, Nichols, Pollard,
Rowley, Schwarze, Wheeler

Assistant Professors: Clark, Hopkins, Marinova,
Miscec, Snow, Wright

Instructors: Barclay, Bunch, J.A. Cornette,
J. L. Cornette, L. Gordon, Healy

Emeriti: Chambers, 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 from first-year composition to the literature, professional writing, and language arts classes and concentrations, 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.

The department's six concentrations and two minors work to develop mastery of applied skills and theoretical approaches to the study of writing and literature. The department welcomes and values both the literary and writing enthusiast, those who will major in our department and those who will choose courses to satisfy their own desires and the liberal learning Curriculum. The concentrations are as follows:

- 1) B.A. in English, Literature
- 2) B.A. in English, Journalism
- 3) B.A. in English, Creative Writing
- 4) B.A. in English, Technical Writing
- 5) B.A. in English, Writing
- 6) B.A. in English, Language Arts

Recent graduates of the Department of English work in management, newspaper, and public relations positions; teach in high, middle, and elementary schools; practice law; and teach in colleges and community colleges. Several have published poetry and fiction in nationally known magazines.

Goals

Literature courses, which comprise the core of each concentration of the major, move toward more sophisticated study: Courses 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.

The **Creative Writing** concentration intensifies the experience of writing—and reading—poetry and fiction. The **Journalism** concentration deepens skills and hands-on experience in reporting, writing and editing. The **Language Arts** concentration blends advanced study of language, literature and writing for prospective elementary and secondary English teachers. The **Technical Writing** concentration prepares students for professional writing careers (other than journalism) such as grant writing, public relations and technical writing. Across the department, courses open up both global perspectives—in the study of world literatures—and local perspectives—with internships in professional settings such as *The Daily Press*, hospitals, not-for-profit agencies, and government agencies.

Advising

Undergraduate students should contact the Academic Advising Center 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 (descriptions appear on following pages) are available in the department office.

Courses used to satisfy major and elective studies must include at least 30 credit hours on the 300- and 400-levels.

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.

The English Department requires graduating seniors to turn in a writing portfolio (a selection of graded essays from 200-, 300- and 400-level classes, including 490) to the English Department the semester that they graduate.

Course Availability etc.

ENGL 208, 308W, 314W, 315, 353W, 460, 490W, and 491 are offered every semester. Either ENGL 421W or 423W is offered every semester. One or two courses in American Literature (341, 342, 343, 410, 412) are offered every semester. One or two courses in British Literature (370, 372, 374, 376) are offered every semester. One or two courses in Journalism (260, 360W, 361W, 362, 363) are offered every semester. Several courses in Writing (309W, 350, 353W, 354W, 355) are offered every semester. At least one course in Creative Writing (351, 352, 450) is offered every semester.

ENGL 314, 430 and 490 are offered most summers. Other advanced courses are offered in the summer based on an annual survey of student requests.

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.

All students are required to take a common written final examination in the First Year Writing Seminar. 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. For more information, contact Dr. Mary Wright, Writing Program Administrator at (757) 594-7716.

To assist students in preparing for the rigors of reading and writing, the English Department provides, in addition to well trained and committed teachers, tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during spring and fall semesters. For more information, contact Dr. Jessica Clark, Alice Randall Writing Center Director.

The Bachelor of Arts degree in English CREATIVE WRITING CONCENTRATION

In addition to requiring successful completion of the liberal learning curriculum, the creative writing concentration, requires successful completion of the following courses in major and elective studies:

- 1) ENGL 123; ULLC 223;
- 2) ENGL 208, 308W, 490W;
- 3) Select one: ENGL 321, 322, 325 or 425;
- 4) Select one: ENGL 341, 342, 343, 410, or 412;
- 5) Select one: ENGL 370, 372, 374 or 376;
- 6) Select one: ENGL 421 or 423;
- 7) Select one: ENGL 320, 339W, 395 (lit topic), or 415;
- 8) Select five (5), at least four from bolded courses: ENGL 260, **309W**, 350, **351**, **352**, 353W, 354W, 355, 360W, 361W, 395 (writing topic), **450**, 461, 462, **THEA 468**.

This program focuses on the craft of fiction, poetry, and/or other creative forms, while providing familiarity

with significant literary examples. Students practice various forms, while developing an ability to critique and revise, and have opportunity to do advanced work through independent study. Persons interested in this program should contact Dr. Jay Paul at 594-7072 for information.

The Bachelor of Arts degree in English JOURNALISM CONCENTRATION

In addition to requiring successful completion of the liberal learning curriculum, the journalism concentration, requires successful completion of the following courses in major and elective studies:

- 1) ENGL 123; ULLC 223;
- 2) ENGL 208, 308W, 490W, and 460 or 491;
- 3) Select one: ENGL 321, 322, 325 or 425;
- 4) Select one: ENGL 341, 342, 343, 410 or 412;
- 5) Select one: ENGL 370, 372, 374, or 376;
- 6) Select one: ENGL 421 or 423
- 7) Select one: ENGL 320, 339W, 395 (lit topic) or 415;
- 8) Select four (4), at least three from **bolded** courses: ENGL **260**, 309W, 350, 351, 352, 353W, 354W, 355, **360W**, **361W**, **362**, **363**, 395 (writing topic), 450, **461**, **462**;
- 9) Either ENGL 460 or 491;
- 10) Be an active member of *The Captain's Log*. Complete portfolio of work.

This program acquaints students with the methods and technologies current in the journalism profession. By participating in course work, the campus newspaper, and off-campus internships, students will progress toward professional competence. Persons interested in information about this program should consult Dr. Terry Lee at (757) 594-7686.

The Bachelor of Arts degree in English LANGUAGE ARTS CONCENTRATION

In addition to requiring successful completion of the liberal learning curriculum, the language arts concentration, requires successful completion of the following major and elective courses:

- 1) ENGL 123; ULLC 223;
- 2) ENGL 208, 308W, 311, 430, 490W;
- 3) Select one: ENGL 321, 322, 325 or 425;
- 4) One of the following options:
 - a) 6-12: ENGL 309W or 339W, 315, 412 (or 512), 421;
Select one: ENGL 341 or 342;
Select one: ENGL 343 or 410;
Select one: ENGL 370 or 372;
Select one: ENGL 374 or 376.
 - b) Pre-K - 6: ENGL 314W, 315, 412;
Select one: ENGL 309W;
Select one: ENGL 341, 342, 343, or 410;

Select one: ENGL 370, 372, 374, 376 or 421;

Select one: ENGL 320W, 339W, 395 (lit topic) or 415.

Persons interested in this program should first consult Dr. Kara Keeling or Dr. Marsha Sprague for academic advising.

The Bachelor of Arts degree in English LITERATURE CONCENTRATION

In addition to requiring successful completion the liberal learning curriculum, the literature concentration, requires successful completion of the following courses in major and elective studies:

- 1) ENGL 123; ULLC 223 and continued competence thereafter in written and/or oral expression (transfer students and others desiring to pursue this degree who are weak in composition skills will be required to complete ENGL 309 successfully);
- 2) ENGL 208, 308W, and 490W;
- 3) Select one: ENGL 321, 322, 325 or 425;
- 4) Select one: ENGL 341 or 342;
- 5) Select one: ENGL 343, 410, or 412 ;
- 6) Select one: ENGL 370 or 372;
- 7) Select one: ENGL 374 or 376;
- 8) Select one: ENGL 421 or 423;
- 9) Select one: ENGL 320, 339W, 395 or 415;
- 10) Three 300- or 400-level ENGL electives.

Persons interested in this program should consult the Department Chair for academic advising.

The Bachelor of Arts degree in English TECHNICAL WRITING CONCENTRATION

In addition to requiring successful completion of the liberal learning curriculum, the technical writing concentration, requires successful completion of the following courses in major and elective studies:

- 1) ENGL 123; ULLC 223;
- 2) ENGL 208, 308W, and 490W;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) Select one: ENGL 341, 342, 343, 410, or 412;
- 5) Select one: ENGL 370, 372, 374, or 376;
- 6) Select one: ENGL 421 or 423;
- 7) Select one: ENGL 320, 339W, 395 (lit topic) or 415;
- 8) Select five: ENGL 350, 353W, 354W, 355, 362, 430.

This program is designed for students who are preparing themselves for professional writing careers (other than journalism) such as public relations and technical writing. Students interested in this program should first meet with the Dr. Jean Filetti.

The Bachelor of Arts degree in English WRITING CONCENTRATION

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 123; ULLC 223;
- 2) ENGL 208, 308W, and 490W;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) Select one: ENGL 341, 342, 343, 410, or 412;
- 5) Select one: ENGL 370, 372, 374, or 376;
- 6) Select one: ENGL 421 or 423;
- 7) Select one: ENGL 320, 339W, 395 (lit topic) or 415;
- 8) Select five (5): ENGL 260, 309W, 350, 351, 352, 353W, 354W, 355, 356W, 360W, 361W, 362, 363, 395 (writing topic), 450, 460, 461, 491; THEA 468.

This program is designed for students who wish to select their own variety of writing courses to comprise a concentration. Students interested in this program should first meet with the Department Chair.

The Minor in Journalism (21 credits)

The minor in journalism requires the successful completion of the following courses: ENGL 260; ENGL 360 or ENGL 361; ENGL 460 or ENGL 491A or ENGL 491B; ENGL 412 or SOCL 316; ENGL 339W or ENGL 430; ENGL 362 or ENGL 462; ENGL 363 or ENGL 395 (J) or ENGL 461 or ENGL 354W. Total credit hours: 21.

The Minor in Literature (18 credits)

The minor in literature requires successful completion of ENGL 208 and 308W as well as twelve additional credits in 300- and 400-level courses in English, in any combination of the following courses: ENGL 313, 314, 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, 354W, 355, 360W, 361W, 362, 363, 395 (topic in writing only), 430, 450, 460, and 491. To maximize the benefit of the minor, advising is recommended. In journalism, see Dr. Terry Lee. In business writing and public relations, see Dr. Jean Filetti or Dr. 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 (MAT) program. Students will earn a **BA in English** during the first four years and then take an additional year of studies leading to an MAT 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. The courses for the MAT are found in the graduate catalog. 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 verbal and quantitative subtests; two letters of recommendation; essay specifying the reason for applying to the program. 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 BA in English with a language arts concentration.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; 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 308; CPSC 110.

Graduate courses* required (senior year):

Select two: 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 BA in English with a language arts concentration.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 308; SOCL 314/314L; PSYC 312; CPSC 110.

Graduate courses* required (senior year):

Select two: ENGL 512; ENGL 521; ENGL 532.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN ENGLISH

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

ENGL 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) GMP

Prerequisite: 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) GMP

Prerequisite: 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) CXP

Prerequisite: ENGL 123.

Fall and Spring.

This course introduces students to "close reading" to develop critical and interpretive skills for reading and writing about literature. Students will read poetry, fiction, and drama; study literary terms and effects; and write brief interpretive essays.

ENGL 260. News Writing and Reporting (3-3-0)

Prerequisite: ENGL 123, corequisite: ULLC 223.

Teaches what you need to know to develop, report, and write news stories. We use the classroom as a newsroom, working together to focus story ideas, working together to craft and polish our stories. Local news editors and reporters visit the classroom; we visit their newsroom.

ENGL 271. The Arthurian Legend in Fiction and Film (3-3-0) WST

Prerequisite: 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 a few 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 308W. Literature, Theory, and Culture-WI (3-3-0)

Prerequisite: ENGL 123, 208 with a minimum grade of C-; ULLC 223.

Fall and Spring.

The course introduces critical contexts useful for interpreting literature. Short papers permit practice in presenting analysis in support of interpretations, laying essential groundwork for the major. A 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. Prose Writing-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

Recommended Pre- or Corequisite: ENGL 430.

Practice in writing essays and articles, some autobiographi-

cal, some analytical, some persuasive. This course is intended for people in all majors. Especially recommended to all students who desire further training and practice in correct and effective writing. Partially satisfies the Writing Intensive requirement.

ENGL 310. Introduction to Linguistics (3-3-0) FIR

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) GMP

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 314W. Children's Literature-WI (3-3-0) (MW) IIS

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. Partially satisfies the Writing Intensive requirement.

ENGL 315. Adolescent Literature (3-3-0) (MW) IIS

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 320W. Studies in Women and Literature - WI (3-3-0) (MW) GMP

Prerequisite: ENGL 123; ULLC 223.

Students will analyze the influence of gender on literary texts 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.

ENGL 321. Literature of the Ancient World (3-3-0)

Prerequisite: ENGL 208 with a minimum grade of C-.

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 208 with a minimum grade of C-.

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) GMP

Prerequisite: ENGL 208 with a minimum grade of C-.

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) (MW)

Prerequisite: ENGL 208 with a minimum grade of C-.

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) [Same as SOCL 330 and ANTH 330] GMP

Prerequisite: 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).

ENGL 339W. Teaching in the Writing Center-WI (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. 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 offered only on a Pass/Fail basis; 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) (MW)

Prerequisite: ENGL 208 with a minimum grade of C-.

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) (MW)

Prerequisite: ENGL 208 with a minimum grade of C-.

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) (MW)

Prerequisite: ENGL 208 with a minimum grade of C-.

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 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. Writing for Business and the Professions-WI (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 354W. Public Relations Writing-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223 and junior standing.

This course explores various facets of Public Relations, from basic models of mass communication to the most effective forms of persuasive communications. Students will learn how to write for specific audiences, overcome barriers to communication, and understand the importance of public relations to the management planning process. Partially satisfies the Writing Intensive requirement.

ENGL 355. Writing for Non-profit Organizations (3-3-0)

Prerequisite: ENGL 123; ULLC 223, junior standing, grade of B- or higher in ENGL 353.

This course will integrate community-based or service learning and writing, and link students with a nonprofit organization and require 15-20 hours of service-site volunteer work. Students will learn about the structure and institutional life of the nonprofit agencies they are serving, about how non-profits function, and about how social problems get addressed in those institutions in both productive and unproductive ways. Classroom instruction in document design and content will enable students to critically assess the non-profit's informational/promotional materials. In addition, students will receive in-depth instruction in grant writing—how to research sources of funding, evaluate/match foundations with nonprofit organizations, and write grants. The course will cover the components of a grant (introduction, need statement, objectives, methods, evaluation plan, future funding plans, budget, and project timeline) and require a written grant directed to a specific foundation or agency.

ENGL 356W. Writing about Film-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

This course offers students the opportunity to hone their analytic writing skills by investigating the artistic and cultural construction of films and how writers write about film. This course is required for the film studies minor. Partially satisfies the Writing Intensive requirement.

ENGL 360W. Advanced Journalism: Narrative Reporting and Writing-WI (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 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. Feature Reporting and Writing-WI (3-3-0)

Prerequisite: ENGL 123, 260 or 360; 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 Desktop Publishing (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

Students will practice analytical and critical copy editing skills. Course gives special attention to understanding what decisions go into presenting the news in the print media. Students will develop and apply desktop publishing skills in a computer lab, working to master basics in a program such as PageMaker.

ENGL 363. Photojournalism (3-3-0)

Prerequisite: sophomore standing.

Basic techniques of news and human-interest photography, with heavy emphasis on shooting assignments in the field. Special attention is given to developing skills in visual storytelling. Students must supply their own basic, but fully adjustable 35mm camera.

ENGL 370. Early British Literature (3-3-0)

Prerequisite: ENGL 208 with a minimum grade of C-.

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 208 with a minimum grade of C-.

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 208 with a minimum grade of C-.

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. Rosetti, C. Rosetti, 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 208 with a minimum grade of C-.

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 208 with a minimum grade of C-.

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. This course counts toward credit in the film studies minor.

ENGL 381. The Roaring Twenties: Film, Literature, and Drama of the Jazz Age (3-3-0) WST

Prerequisites: ENGL 208 with a minimum grade of C- or consent of the instructor.

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 395. Special Topics (3-3-0)

Prerequisite: ENGL 208 with a minimum grade of C-.

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) (MW)

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) (MW)

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. Studies in Literary Genre (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C- or consent of instructor.

Study of the concept and practice of literary genre through analysis of works drawn from the American, British, or

world literary traditions. Course material, which will vary based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, and linked/framed narrative.

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, or Garcia-Marquez.

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) FIR

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.

The culmination of the creative writing concentration, 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 460. Captain's Log Internship (3-0-10)

Prerequisite: for writing and editing: ENGL 260 or 360, 361 or 362, and consent of Captain's Log advisor; For photojournalism, ENGL 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 461. The Working Press (1-3, 1-3, 0)

Prerequisite: ENGL 260, 360W, 361W or 362, or permission of the Journalism Concentration advisor.

Working journalists come to the classroom to explore issues, methodologies, and skills of the print and web newspaper media in the 21st century. Topics of each 1-credit unit will vary. From one to three 1-credit units may be scheduled in a given semester. Each 1-credit unit includes a student project and report, or a paper, plus a cumulative test.

English 462. Community Storytelling & Documentary Studies (4-3-3)

Prerequisites: Permission of Instructor. Summer Term 1 or 3.

The class studies /and /applies documentary reporting and photography, producing a narrative record of the lives that they observe and in which they participate for class fieldwork. Students report for two weeks in a community, immersing themselves in the culture and documenting aspects of community life, gathering stories and research and creating interesting narratives in images, prose and/or video from that material. Students from any major with an interest in written and photographic documentary are encouraged to apply for permission to enroll: see Dr. Terry Lee. **Note:** Do not enroll in another summer class that meets in the same session. This course has 40 lab hours requiring class research and writing beyond regular class meetings.

ENGL 490W. Senior Seminar-WI (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 491A. Internship in Journalism (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 journalism. See Dr. Terry Lee for availability and eligibility requirements for writing, reporting, and photojournalism internships at a newspaper. For more information, see the website: users.cnu.edu/~tlee. Can be repeated once for credit.

ENGL 491B. Internship in Public Relations (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 public relations in association with local businesses, arts organizations, and governmental or non-profit agencies. See Dr. Tracey Schwarze for availability. For more information, see the website: pages.prodigy.net/schwarzet/page12.html.

ENGL 491C. Internship in Technical 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 technical writing or grant writing in association with local businesses, arts organizations, and governmental or non-profit agencies. See Dr. Jean Filetti for availability. For more information, see the website: <http://pages.prodigy.net/schwarzet/page12.html>.

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 or consent of instructor.

FILM STUDIES

Dr. John G. Nichols, Director
Associate Professor of English
Ratcliffe Hall, Room 226
(757) 594-8896
jnichols @ cnu.edu

Participating Faculty

Dr. Laura Deiulio (Modern and Classical Languages and Literature), Dr. Eric Duskin (History), Prof. George Hillow (Theater), Dr. Michaela D.E. Meyer (Communication Studies), Dr. John Nichols (English), Dr. Kip Redick (Philosophy and Religious Studies), Dr. Roberta Rosenberg (English/Women's and Gender Studies), Dr. Sharon Rowley (English), Dr. Anthony Santoro (History), Dr. Roberta Tabanelli (Modern and Classical Languages and Literature), Dr. George Teschner (Philosophy and Religious Studies), Dr. Joseph White (Music).

The Minor/Certificate Program in Film Studies

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/certificate 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:

- 1) ENGL 356W is required of all students in the program.
- 2) A minimum of 15 approved program credits is required to complete the minor and to obtain certification.

- 3) In addition to the courses listed below, certain internships, independent studies, and special topics courses focusing on film may also count toward the minor/certificate as determined by the Film Studies Director.
- 4) Students should consult the Film Studies Director on matters of course selection and advising.

THE CURRICULUM IN FILM STUDIES

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

COMM 350. Media Criticism (3-3-0)

Prerequisite: COMM 201, 249 or 250.

Spring, alternate years.

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, 250.

Fall or Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. This course's topics vary each semester; consequently, only those topics that involve film, such as documentary, will be credited toward the film studies minor.

ENGL 271. The Arthurian Legend in Fiction and Film (3-3-0) WST

Prerequisite: 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 a few informal essays, a research paper, and two exams.

ENGL 320W. Studies in Women and Literature - WI (3-3-0) (MW) GMP

Prerequisite: ENGL 123, ULLC 223.

Students will analyze the influence of gender on literary texts 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.

ENGL 324. Vampires: Representing Power, the Self, and the Other in World Literature and Film (3-3-0) GMP

Prerequisite: ENGL 208 with a minimum grade of C-.

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 356W. Writing about Film-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

This course offers students the opportunity to hone their analytic writing skills by investigating the artistic and cultural construction of films and how writers write about film. This course is required for the film studies minor. Partially satisfies the Writing Intensive requirement.

ENGL 380. Film and Literature (3-3-0)

Prerequisite: ENGL 208 with a minimum grade of C-.

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. This course counts toward credit in the film studies minor.

ENGL 381. The Roaring Twenties: Film, Literature, and Drama of the Jazz Age (3-3-0) WST

Prerequisites: ENGL 208 with a minimum grade of C- or consent of the instructor.

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 395. Special Topics (3-3-0)

Prerequisite: ENGL 208 with a minimum grade of C-.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. English majors may enroll only once for credit. Only topics that involve film will count toward the film minor.

ENGL 415. Studies in Literary Genre (3-3-0)

Prerequisite: ENGL 308W with a minimum grade of C- or consent of instructor.

Study of the concept and practice of literary genre through analysis of works drawn from the American, British, or world literary traditions. Course material, which will vary based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, and linked/framed narrative. Only the focus on satire will count toward the film minor.

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 327. History on Film (3-3-0)

Prerequisite: History 111 or junior standing or consent of instructor.

Spring and Summer.

An analysis in depth of the relationship between film and historical record. In conjunction with lectures and class discussions, students will view and analyze classic popular fictional films as well as political, documentary and propaganda films. The course will focus on understanding the sometimes blurred lines between history and fiction or “docu-drama” written for political or social purposes. Films examined in the course will vary from term to term and there are sometimes specific themes in a particular term. A typical course may include Ingmar’s Bergman’s *The Seventh Seal*; Leni Riefenstahl’s *Triumph of the Will*; *Inherit the Wind*; *Spartacus*; *The Crucible*; *Gandhi*; *Nixon*; *JFK*; *The Paths of Glory*; *The Life of Emile Zola*; and *Schindler’s List*.

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. Only topics that involve film will count toward the film minor.

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 public enlightenment. After a brief survey of propaganda in earlier times, the course covers the period from the French Revolution to the present. The emphasis in the course is on European propaganda, although America and other areas of the world will be covered as well. Students will analyze, critique, and examine propaganda in various formats and also write on films screened in class or viewed outside of class. Partially satisfies the Writing Intensive requirement.

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.

MLAN 207. History of German Cinema (3-3-0) CXP

This course will examine the cinematic traditions that have developed in German-speaking countries. Representative works will be screened and discussed from the Weimar era, the Third Reich, the German Democratic Republic, the New German Cinema, and post-reunification Germany. Lectures and discussions will provide the students with the historical background necessary to analyze the films in their cultural context. 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.

MLAN 217. International Film Traditions: Italy (3-3-0)

This course will offer an historical overview of Italian cinema from the origins to the present. It will introduce students to the masterpieces of Italian cinema, with examples from the silent era, Neorealism, art films, and the newer trends, and will hone the analytical 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.

MUSC 205. Genre and Genius: Collaboration and Transcendence in Movie Music (3-3-0) CXP

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.

PHIL 326W. Philosophy in the Movies-WI (3-3-0)

Prerequisites: ENGL 123, ULLC 223, and junior standing.

Offered at least once every other year.

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.

RSTD 326W. Religion in the Movies-WI (3-3-0)

Prerequisites: ENGL 123, ULLC 223 and junior standing.

Offered at least once every other 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.

THEA 361W. Broadway to Hollywood and Back-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

Alternate Years.

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. Partially satisfies the Writing Intensive Requirement.

DEPARTMENT OF FINE ART AND ART HISTORY

Dr. Michelle Erhardt, Chair

Ferguson, Room 118A

(757) 594-7930

Faculty

Associate Professors: Henry, Pendleton

Assistant Professors: Erhardt, Garrett, Harris

Instructor: Anglin

Emeritus: 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

The Bachelor of Arts degree in fine and performing arts requires that students fulfill University general education, degree studies requirements, and successfully complete the minimum number of credits in their major. Specifics for all programs follow. 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 from the Department of Fine Art and Art History 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 118, 119, 121, 220, 201, 202;
- 2) Select one: FNAR 329, 341, 351;
- 3) Select one: FNAR 228, 230, 324, 352, 421;
- 4) FNAR 371 or 377;
- 5) Six credits in 300-400 level art history courses;
- 6) Twelve credits in 300-400 level studio courses;
- 7) Three credits in FNAR 488.

Art History Concentration

- 1) FNAR 118, 119, 201, 202;
- 3) FNAR 371 or 377;
- 4) FNAR 373 or 379;
- 5) One non-western art history elective;
- 6) One studio art course;
- 7) Fifteen credits in 300-400 level art history courses;
- 8) FNAR 490.

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 from either FNAR 118, 121 or 241; along with nine credits in art history electives.

The Minor in Studio Art (24 credits)

- 1) FNAR 118, 119, 201, 202;
- 2) Select one: FNAR 228, 230, 322, 323;
- 3) Select one: FNAR 329, 341, 351;
- 4) One art history course at the 300-400 level;
- 5) One studio art course at or above the 200 level.

Teacher Preparation in Art

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in Fine and Performing Arts** after the first four years and then complete an additional year of study leading to an MAT 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 MAT 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) TrackMajor/concentration courses required:

See requirements for the BA 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, 112; 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 308; ENGL 314; ENGL 310 or 430; CPSC 110.

Graduate courses* required (senior year):

ENGL 532, ENGL 514, MATH 570.

* See the graduate catalog for graduate course descriptions.

Elementary/Secondary level (PK-12) Track: Art EndorsementMajor/concentration courses required:

In addition to the requirements for the BA in Fine and Performing Arts with a studio Art concentration the student needs to complete: FNAR 118, 119, 128, 201, 202, 224, 226, 241 or 251, 252, 121 or 322, 488; and three courses in art history electives.

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 two: FNAR 534; FNAR 589; ENGL 514.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN ART

Art History Courses: FNAR 371, 372, 373, 374, 375, 376, 377, 378, 379, 395 (in art history), 490.

Non-western Art History Courses: FNAR 374, 375, 395 (in non-western art history).

Studio Art Courses: FNAR 118, 119, 121, 128, 130, 203, 220, 224, 226, 228, 229, 230, 241, 251, 252, 322, 324, 326, 329, 330, 341, 348, 351, 352, 421, 424, 488.

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 119. 3D Design (3-0-6) CXP

Fall and Spring.

This course is designed to achieve an understanding of 3-D design through assignments that require hands-on experience with tools and materials as they prepare for effective creativity in ensuing course work. 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. Basic Drawing (3-0-6)

Prerequisite: FNAR 118 or consent of instructor.

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. Visual Literacy Through Computer-Generated Art (3-0-6) CXP

Fall and Spring.

This course offers conceptual tools with which to interpret and evaluate imagery and iconography and its impact on information and communication. As a “hands-on” course, students are required to apply his or her understanding of concepts (*the conceptual tools*) using computer-generated art. Students learn basic skills for software programs while generating their artwork. This course is essential in the development of visual literacy, which is the ability to read and interpret images and to understand how imagery influences our language and thinking. 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) CXP

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 203. Watercolor (3-0-6)

Prerequisite: FNAR 118 or consent of instructor.

Spring.

Course introduces students to watercolor techniques

through teacher demonstrations, studio setups and outdoor field sketching trips. It includes a survey of materials as well as the use of watercolor in conjunction with other media. Design and composition in picture making are stressed. The student must purchase all personal and expendable art material.

FNAR 204. The Artistic Process (3-2-4) CXP

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 at an undergraduate, lower-level which surveys works of art and architecture. The close relationship between art and its cultural contexts is examined by studying works of art in their original locations. Depending on where in the world this course is taught, the emphasis of FNAR 204 addresses specific aspects of the artist’s culture: history, politics, religion, science and technology, while investigating more subjective influences: an artist’s training, use of materials, personal psychology, habits, and the advantage (or not) of friends, enemies and potentates. The course may be applicable to foundation requirements for either studio or art history majors and minors. The course requires hands-on participation in the form of sketchbooks and journals and applied art, and two written essays.

FNAR 220. Color (3-0-6)

Prerequisite: FNAR 118 and 119.

Spring.

This course will focus on the impact of changing visual relationships emphasizing color concepts. Color will be explored through pigment mixing and color interaction exercises using various color systems. The student must purchase all personal and expendable art material.

FNAR 224. Painting I (3-0-6)

Prerequisite: FNAR 118 or consent of instructor.

Fall.

The student will be exposed to the techniques and processes used in multi and mixed media; acrylic, oil, watercolor. From academic still life setups in the studio to beginning figure study from the model, the student will learn about accurately translating form, value and color. Through lecture and group critique, the proper use of design elements contributing to successful picture making will be stressed. The student must purchase all personal and expendable art material. Required for art education majors.

FNAR 226. Crafts (3-0-6)

Prerequisite: FNAR 118, 119 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 228. Computer Art II (3-0-6)

Prerequisite: FNAR 118 and 128 with grade of C- or higher or consent of instructor.

Spring.

The objective of Computer Art II is to expand modes of communication using computer technology and principles of art and design. This course develops understanding of imagery and typography in its function as an iconic and symbolic language. The student will continue to increase visual literacy as he or she heightens aesthetic awareness. Technical skill using software programs like Adobe Photoshop and Illustrator are essential. This course addresses a new set of demands placed on artist's sensibilities by technological advancements. The student must purchase all personal and expendable art material.

FNAR 229. Pottery I (3-0-6)

Fall and Spring.

An introductory course devoted to the throwing of functional domestic ware on the electric potter's wheel; students will master the ability to "center clay" and to make a series of cylinders; from this, students will develop the art to center, open, pull-up walls, shape, trim, and create select domestic ware for glazing and firing. The student must purchase all personal and expendable art material.

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) CXP

Prerequisite: FNAR 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 119 or consent of instructor.

Fall.

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.

Alternate Fall Semesters.

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 119 and 121 or consent of instructor.

Fall.

This course is designed to teach drawing skills in relation to 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 119 and 224 with a grade of C- or higher or consent of instructor.

Spring.

This is a course in oil painting there will be assigned problems from 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. Advanced Crafts (3-0-6)

Prerequisite: FNAR 118, 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 329. Pottery II (3-0-6)

Prerequisite: FNAR 119 and 229.
Spring.

This course will provide intermediate students with a series of wheel-forming assignments to advance the basic skills learned in Pottery I. The assignments will be aimed at improving control, making larger and more complex pieces than before, and making uniform sets of objects, with associated concerns of functionality and aesthetics. The emphasis will be on practice and on the production of a set range of objects, but students will also be exposed to the historical background of pottery making and to works from various cultures from antiquity to the present, from which they can draw ideas and inspiration for their own work. The student must purchase all personal and expendable art material.

FNAR 330. Photography III (3-0-6)

Prerequisite: FNAR 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, infra-red 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 338. Apprenticeship in Teaching Art (3-1-4)

Prerequisite: junior standing and FNAR 118 and 119 with a grade of C- or higher.

Prospective teachers are introduced to techniques, methods, materials, and evaluative procedures for art in grades Pre-K through 12. Students will be apprenticed to members of the department having expertise in various areas of specialization, including drawing, design, painting, printmaking, sculpture, ceramics, and crafts. Emphasis will be placed on how these processes can be applied in educational settings.

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

Prerequisite: FNAR 118 and 241 with a grade of C- or higher or consent of instructor.
Spring, alternate years.

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 348. Junior Seminar in Studio Art and Art History (3-0-6)

Prerequisite: Junior Standing.
Spring.

The Junior Seminar in Studio Art and Art History will serve as a methods and methodology course focusing on the theme of preparing an art exhibition. The topics covered in this course will include all aspects of designing and staging an art exhibition. Among them, students will be exposed to the various roles played in a museum/gallery environment including: Artist (creation of individual works by the students for a Junior exhibition); Curator (critiquing artwork, designing the exhibition, researching, creating text, producing a catalogue; Registrar (cataloguing, portfolio production, framing, matting, pedestal building) and Marketing (artist statements, biographies, press-releases, and resumes, and advertising). Lectures and projects will be augmented by guest speakers and readings on graduate study in art and art history, careers in art, and topics facing the contemporary art world.

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

Prerequisite: FNAR 118 and 251 with a grade of C- or higher or consent of instructor.
Spring, alternate years.

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. Intaglio (3-0-6)

Prerequisite: FNAR 118, 119, and 252 with a grade of C- or higher or consent of instructor.
Fall, alternate years.

Continuing skills of printmaking introduced in Printmaking I, focusing exclusively on intaglio techniques using a metal plate. Techniques include drypoint, hard-and soft-ground,

and aquatint techniques. Emphasis is placed on the development of technical and conceptual skills with regard to the creative process of printmaking. The student must purchase all personal and expendable art material.

FNAR 371. WI:Modern Art (3-3-0) CXP

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) CXP

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) CXP

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

A study in the development of art from the early Renaissance through the 16th century. Special attention is given to the changing role of the artist, the effects of Roman and Greek archaeology, increasing nationalism, as well as establishing our conceptual vision of the world.

FNAR 374. Asian Art. (3-3-0) CXP

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-Colombian America. (3-3-0)

Prerequisite: FNAR 201, 202 or consent of instructor.
Spring, every third year.

A study of the arts of the complex of cultures indigenous to Native Americans, Central Africa, and the South Pacific

islands. The course emphasizes the historical development of the arts of these areas and the role of art in this wide variety of social contexts.

FNAR 376. Medieval Art. (3-3-0) CXP

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

Survey of painting, sculpture and architecture of the middle ages from the Carolingian through the Gothic periods. This course emphasizes the relationship of medieval art to religious, philosophical and social developments in Western Europe.

FNAR 377. 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) CXP

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) CXP

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 395. Special Topics. (Credits vary)

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 and watercolor. 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. Basic anatomy and musculature will be taught and tested. The student must purchase all personal and expendable art material.

FNAR 424. Painting III (3-0-6)

Prerequisite: FNAR 324.

Fall and Spring.

The student should have a good knowledge of the use of oil-media as well as a strong foundation in design for this class. As an upper-level painting class, there will be 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 that is unified into a portfolio that could be submitted for job consideration or graduate study. This work will be developed in conjunction with the student's written mission statement. The student must purchase all personal and expendable art material.

FNAR 434. Theory and Practice of Art Education (3-3-0)

Prerequisite: junior standing and six hours of education or psychology courses or field experience in teaching art.

A study of the theories of art education related to child development, perceptual theory, and general educational philosophy. Course focuses on the disciplines of art, art history, art production, art criticism and aesthetics.

FNAR 488. Senior Seminar in Studio Art (variable)

Fall and Spring.

Required of all Art Majors concentrating in Studio Art. 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 for art education majors. Repeatable once for a total of three credit hours.

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)

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)

Prerequisite: senior standing and consent of advisor.

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

Prof. Cheryl Mathews, Director
Assistant Professor of Social Work
Business and Technical Center, Room 227
(757) 594-7111 or 7110
cmathews@cnu.edu

The Minor/Certificate Program in Gerontology

Christopher Newport University offers a multi-disciplinary minor in gerontology for undergraduates and a certificate program for practitioners in the community. The program is designed to meet the following student goals:

- 1) Provide a body of knowledge about older persons combined with skills obtained from the student's major discipline to prepare for careers in nursing home administration, administrative positions in community aging programs, research and planning, recreation, social work, counseling, adult education, and others.
- 2) Offer a certificate program to practitioners in gerontology-related-fields who wish to extend their knowledge base in gerontology while working in the community. Suggested prerequisite is an associate degree or equivalent. Specific pre-requisites must be met or waived by consent of instructor.
- 3) Serve as a minor for the student who has no career goals in the field but has an interest in gerontology. Any of the courses may be taken without commitment to the entire program.

The program in gerontology requires successful completion of 18 credits of course work, 12 credits of which are core requirements. The additional six credits may be chosen according to the student's interests. Core requirements for the program in gerontology are:

- 1) BIOL 234,
- 2) PSYC 340,
- 3) SOCL 305,
- 4) SOCL 491, SOWK 401, or approved substitute.

It is anticipated that courses in the core requirements will be offered in alternate years.

The following courses, with course descriptions appearing in appropriate sections throughout the catalog, are electives for the program in gerontology: PHIL 384; SOCL 315; SOWK 260; SOWK 368W; and SOCL 492 or SOWK 492. Students wishing to use others courses as gerontology electives must have the advance written approval of the Director of Gerontology. Students using these elective courses for the program in gerontology will be expected to do assignments within the courses to focus on the study of the elderly. Elective courses are not necessarily offered on a regular basis.

THE CURRICULUM IN GERONTOLOGY

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

Prerequisites: 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. Relationship of physiological changes to health and nutritional problems. Survey of major health problems and interventive possibilities.

PSYC 340. Adult Development and Aging (3-3-0) IIS

Prerequisite: PSYC 201 and sophomore standing, or ULLC 100.

This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adulthood. Theories, research, and problems in the process of adult development and aging as well as everyday applications of theories and research.

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 491. Practicum in Sociology (3-0-8)

[Same as ANTH 491]

Prerequisite: SOCL 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.

SOWK 401. Field Instruction I (5-1-16)

Prerequisite: acceptance of field instruction application.

Corequisite: SOWK 302 and 406.

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.

DEPARTMENT OF GOVERNMENT

Professor Harry Greenlee, Chair

200 Ratcliffe Hall

(757) 594-7469

hgreenle@cnu.edu

Faculty

Associate Professors: Barnello, Busch, Camobreco,
Carlson, Green, Greenlee, Kidd

Assistant Professors: Kempin, Kraxberger,
Prud'homme

Instructors: Dunning, Pinkard

Emeriti: Doane, Killam, Miller, Williams, Winter

Mission Statement

The study of political science is an integral part of the liberal arts education at Christopher Newport University. Political science empowers students by teaching them to identify and define important issues in the world around them, to think critically about these issues, and to engage others in making a positive difference. Political science also helps students improve their analytical and problem-solving skills by teaching them to develop and evaluate arguments using different methods of analysis. In exposing students to cultures, values, ideas and perspectives that differ from their own, from ancient Greek political theory to modern techniques of policy evaluation, the study of political science provides opportunities for students to investigate human society and to understand their role as responsible citizens in today's diverse world.

Political science is often understood as the study of current events or contemporary political history. The discipline of political science also applies theories, concepts, and methods to the study of political phenomena. Students of political science consider, for example, the nature of equality, crime and justice, the reasons for and alternatives to war, the challenges of balancing social controls with personal freedoms, the politics of punishment, the conditions that are necessary for democracy to flourish, the role of gender in public life, the policy options for dealing with AIDS in Africa, the future of the United Nations, and the causes of revolution and criminality in government.

Because our students are trained to question traditional interpretations of the political world, to wrestle with fundamental problems, and to develop their own ideas about the forces that guide politics, they are prepared for careers in a wide variety of fields. Recent CNU political science graduates have gone on to careers in local, state, and federal governments, public and semi-public agencies, non-profit organizations, international organizations, business, politics, as well as to advanced studies in graduate and law schools.

Internship Opportunities

The Department participates with public, non-profit and for-profit organizations in the creation of internship experiences. The Department believes that a planned and supervised on-the-job internship serves to further the educational interests of the student and the University and to strengthen the interdependence between the University and the community. An intern secures valuable, first hand knowledge of an actual work situation and contributes his or her abilities to the operation of the sponsoring organization. The participating organization has the opportunity to assist in the educational process by providing a vibrant learning environment and communicating the interest and concerns of the community to the University.

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 departmental graduates have been admitted to law schools at the University of Richmond, the University of Virginia, the College of William and Mary, George Mason University, the University of Delaware, the University of Nebraska, Penn State University, the University of Pittsburgh, and the University of Wisconsin, among others. Students interested in attending law school should contact their academic advisors to plan an appropriate course of study.

Graduate Studies Preparation

The Bachelor of Arts in Political Science is excellent preparation for admission to and success in graduate studies. Political science students can pursue graduate studies in numerous areas related to political science, public administration, criminal justice, and international relations. Recent departmental graduates have been admitted to graduate programs at Old Dominion University, The College of William and Mary, George Mason University, American University, Virginia Tech University, the University of Illinois, the University of Florida, the University of Mississippi, University of San Diego, University of Maryland, California State University at Long Beach, and the University of Michigan, among others. Students interested in pursuing graduate studies should consult their academic advisors to plan an appropriate course of study.

Bachelor of Arts Degree in Political Science

The Bachelor of Arts in political science is a rigorous academic program that provides a general liberal arts background for the study of government and politics. The department offers courses in American politics, pre-law, justice studies, international relations and comparative politics, public administration, and political theory.

In addition to the liberal learning curriculum, the major in political science requires successful completion of the following courses:

- 1) **Core Courses:** GOVT 100, 101, 215, 352, 490(W).
- 2) Select 21 hours in GOVT courses in consultation with your academic advisor. At least 18 hours must be numbered at the 300-400 levels.

The Minor in Political Science (18 credits)

The minor in political science requires 18 credits in Political Science, including six credits chosen from GOVT 100, 101 or 202. Students seeking a minor must choose their courses in consultation with an assigned departmental advisor.

Teacher Preparation in Government

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in Political Science** after the first four years and then complete an additional year of study leading to an MAT 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 MAT 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 BA in Political Science.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; 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 308; ENGL 310 or 430, 314; CPSC 110.

Graduate courses* required (senior year):

Select two: MATH 570; ENGL 532, 514.

* See the graduate catalog for graduate course descriptions.

Secondary level History (6-12) Track: Social Science Endorsement

Major courses required:

See major requirements for the BA 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 two: 500 level History courses; GOVT 595.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN POLITICAL SCIENCE

GOVT 100. Political Thought and Society (3-3-0)

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) IIS

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, bureaucracy, elections, political parties, and interest groups. The course emphasizes critical thinking about politics, governmental institutions, and power in the United States.

GOVT 125L. Model United Nations Laboratory (Conferences) (Credits vary)

Prerequisite: consent of instructor.

Spring.

A study of the structure, history and functions of the United Nations, and of the major economic, social and political issues currently before the United Nations. The course combines both substantive knowledge and debates of major issues with preparation for Model United Nations conferences. In simulated committee settings, students represent an assigned state, and work with other students in preparation of proposed resolutions, and then present their proposals. This course includes instruction in the rules of

procedure and protocol, resolution writing and preparation of state and issue briefs. This is a variable credit hour laboratory; one to three per semester. The maximum allowed credit hours for this laboratory is six. Students register for the number of hours in accordance with expected conferences to be attended. The course will run concurrently for the first three weeks with GOVT 325 or 323.

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)

Fall, Spring and Summer.

A survey of the structure, functions, and issues of state and local governments in the U.S. Includes such topics as federalism, the new role of the states, local government structures and elections, reform movements, and issues and problems of modern local governments.

GOVT 204. Hate Crime Realities and Consequences (3-3-0) IIS

Spring.

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 210. Religion and Politics in Latin America (3-3-0) GMP

This course covers the relationship between religion and politics in Latin America. It explores such topics as the connection between religious and political institutions; the role of religion in shaping political culture; the rise of Liberation Theology and its critics; the development of Protestantism in Latin America and its impact on political thought and development; and the impact of secularism in the region.

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 243. Introduction to Criminal Justice (3-3-0)

Fall.

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)

Fall and Spring.

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 303. The Appalachian Trail: Legend, Land and Law (3-3-0) IIS

Prerequisite: ULLC 223.

The Appalachian Trail is the premier hiking path in the world, extending through fourteen states and over 2100 miles. It was conceived as a “footpath for those who seek fellowship with the wilderness,” an economic initiative to invigorate the economies of rural Appalachia, a place of recreation for urban masses, and a wilderness preserve. Each year hundreds of pilgrims undertake journeys heading north from Springer Mountain, Georgia or south from Katahdin Mountain, Maine. Conservationists seek to expand the protected corridor and its vistas. Developers eye the prime real estate and natural resources. The course examines: (1) How we see ourselves as individuals and societal needs from environmental and economic perspectives. (2) Hikers’ motivation to endure blistering heat, sleet, freezing temperatures, bugs, skunks, bears, and physical pain to complete the trail. (3) How individuals organize themselves into interest/advocacy groups to press

their agendas in the legislative process. (4) The struggle of conflicting values over land as a community-held resource or private possession open for economic development.

GOVT 311W. Comparative Politics-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223, GOVT 100 or 101. Fall.

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 316. Constitutional Law (3-3-0)

Prerequisite Courses: Minimum junior standing or consent of instructor. Spring.

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) IIS

Prerequisite: ULLC 223. Fall.

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. Spring, alternate years.

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 325. International Organizations (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor. Spring, alternate years.

A seminar examining the influence of state and non-state international organizations on the world system. Particular attention is given to international organizations as an integrated system operating in a post-Cold War environment.

GOVT 327. International Law (3-3-0)

Fall, alternate years.
An examination of the nature, sources, and applications

of international law; international agreements, territorial authority; nationality and statelessness. State responsibility and international claims; and force and the law of wars.

GOVT 332. Citizen-Organizations (3-3-0)

Prerequisite Courses: Minimum junior standing or consent of instructor.

Examines organizations as citizens in the socio-political 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. Fall, alternate years.

A seminar focusing on the concepts and theoretical tools commonly used in the analysis of legislative bodies and legislation. Particular attention is given to understanding how an individual wins a congressional election, how members of Congress act and why they act the way they do, and what impact Congress has on public policymaking.

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 close reading and critical examination of classics in the tradition of political philosophy. Reading will be drawn from the works of classical thinkers including Thucydides, Machiavelli, Grotius, Hobbes, Rousseau, and Kant, as well as selections from some representative contemporary theorists. From these will emerge the concepts, assumptions, issues, and main lines of debate that continue to dominate thinking about world politics today: the legitimate basis of political authority, the nature of sovereignty, the rights and duties of individuals and groups, the implications of "human nature" for world politics, the existence and significance of "international society," and the possibilities and limits of international ethics.

GOVT 344. The Presidency (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

Fall, alternate years.

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.

Fall, alternate years.

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 antifederalists, 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.

Fall.

An examination of institutional analysis of the judiciary in the context of socio-political conceptions of adjudication with emphasis on the role of courts in American society.

GOVT 365. Crime and Defendants' Rights (3-3-0)

Spring.

First Amendment rights and the rights of criminal defendants, public law principles defining criminal acts, and the rules of evidence used in criminal trials and in administrative proceedings.

GOVT 368W. Comparative Criminal Justice Systems-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

Spring.

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. Public Administration-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223.

Fall.

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. Employment Law (3-3-0)

Fall.

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) WST

Prerequisite: ULLC 223.

As needed.

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) IIS

Prerequisite: ULLC 223.

Spring.

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.

As needed.

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 450. Ethics in Government and Politics (3-3-0)

Fall and Spring.

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)

Spring, alternate years.

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.

Spring and Fall.

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.

Fall, Spring and Summer.

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 advising tracks in American Politics, Justice Studies, Public Administration and International Relations. A maximum of six credits may be counted toward a degree.

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

Prerequisite: senior standing and consent of instructor.

As needed.

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)

Prerequisite: junior or senior standing and consent of instructor.

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 2.5. Copies of the study plan, attached to an independent study authorization form, must be filed with appropriate college offices. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his/her total academic program.

THE CURRICULUM IN GEOGRAPHY

GEOG 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)

Fall and Spring.

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)

Spring.

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.

Fall.

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 352. Economic Geography (3-3-0)

Prerequisite: GEOG 201 or consent of instructor.

As needed.

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.

DEPARTMENT OF HISTORY

Dr. Phillip Hamilton, Chair
McMurrin Hall, Room 206
(757) 594-7567
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Faculty

Distinguished Professor: Santoro

Professor: Mazzarella

Associate Professors: Duskin, Hamilton, Sellars,
 Shuck-Hall, Sishagne, Xu

Assistant Professors: Connell, Falk, Hyland, Puaca

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) HIST 111, 112, 121, 122, 390W, 490;
- 2) A minimum of 21 additional credit hours in 300-400 level history courses from which a student selects a minimum of 6 credits of American history, 6 credits of European history, 6 credits of the history of the Other Regions of the World and special subjects history (African, Asian, Latin American, Caribbean, Middle Eastern, Central Asian, and History on Film), and 3 credits of the student's choice, excluding History 491, and 499. At least three of these courses (9 hours) must be taken at the 400 level. A course taken at one level (e.g., 300) may not be repeated at another level; no credit will be awarded for such repetition of a course. Further, a course enrolled in at one level (e.g., 400) may not be changed to another level at any time after the drop/add period.
- 3) A maximum of six hours in HIST 395/495 courses may be applied toward the Bachelor of Arts degree in history.

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 take HIST 213 to study abroad, 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, combined with a minor program in government, represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. Specific course requirements and recommendations for both the history major and the 18-hour government minor are available from the departmental pre-law advisor.

The History-Business Program

The Bachelor of Arts degree in history may be taken with a minor program in business administration to attain a liberal arts education plus preparation for a career in business. The total program of study must satisfy all requirements for the Bachelor of Arts degree in history and the minor program in business administration. 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 (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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in History** after the first four years 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 one of the following tracks with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the BA in History;

Support courses required:

ENGL 123; 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 308; ENGL 310 or 430; CPSC 110.

Graduate courses* required (senior year):

Select two; ENGL 514, 532; MATH 570.

* See the graduate catalog for graduate course descriptions.

Teacher Preparation in History (6-12) Track: Social Science, secondary level

Major courses required:

See major requirements for the BA in History.

Support courses required:

MATH 125; COMM 201 or THEA 230; PYSC 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 two: 500 level History courses; GOVT 595.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN HISTORY

To complete specific departmental degree requirements, please note the following designations;

American History: HIST 325, 336, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 372.

Contemporary History: 363.

European History: 301, 302, 309, 310, 318, 319, 320, 321, 326, 333, 334, 337, 338, 347.

Other Regions of the World: 312, 327, 360, 362, 364, 365, 367, 368, 370, 375.

Survey: 101, 102, 111, 112, 121, 122.

HIST 101. The ancient and Medieval West: Classical Greece to the Renaissance (3-3-0) WST

Fall and Spring.

A survey of the history of culture of Western man. Beginning with the traditions of the ancient world, the course traces the major developments of Western civilization to 1550.

HIST 102. The Modern West: Kings, Commoners, and Colonialism (3-3-0) WST

Fall and Spring.

A survey of the major political, social, cultural, and intellectual developments of Western civilization from 1550 to the present.

HIST 111. The Ancient and Medieval World (3-3-0) GMP

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. History of World Civilizations since the mid-16th Century (3-3-0) GMP

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) WST [formerly HIST 201]

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) WST [formerly HIST 202]

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) GMP

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 215. Sports in America (3-3-0) IIS

Fall or Spring.

This course examines the role organized games and sports such as boxing, baseball, and football have played in American history and how they have become an institution that serves to define American society and identity. Subjects covered by the course include the role of sports in defining manliness in American culture and the shift from popular interest in baseball to football as America industrialized and urbanized.

HIST 220. War in the Ancient World (3-3-0) WST

Fall or Spring.

This course will examine the crucial role of warfare in the societies of the ancient world, from Greece and Rome to Assyria, Persia, and China. Themes will include different societies' criteria for military service; soldiers' social roles and interactions with civilians; the effects of cultural values on military methods; the development of professional writing on the art of war; strategic and tactical features of major conflicts such as the Persian and Punic Wars; and how military systems designed for conventional battle adjusted to cope with the challenges of nomadism, insurgency, and piracy. The course is structured around lecture and discussion and will be three credit hours.

HIST 262. Discovering Latin America (3-3-0) GMP

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 295. Special Topics (3-3-0)

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

HIST 301. Ancient Near East and Greece (3-3-0)

Prerequisite: HIST 111 or junior standing or consent of instructor.

Fall.

A history of the civilizations of the ancient Near East and of ancient Greece to the death of Alexander the Great.

HIST 302. 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 309W. The Renaissance-WI (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) IIS

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 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 and Summer.

An in-depth examination of the history and structure of the Nazi Party, including the SA, SS, RAD, youth, labor and party theory groups; a study of the Holocaust and the apparatus of the death camps; and the trial of the major war criminals at Nuremberg, the verdicts, and the precedents established by the trials. 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 \$35.00 student 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.

Spring and Summer.

An analysis in depth of the relationship between film and historical record. In conjunction with lectures and class discussions, students will view and analyze classic popular fictional films as well as political, documentary and propaganda films. The course will focus on understanding the sometimes blurred lines between history and fiction or "docu-drama" written for political or social purposes. Films examined in the course will vary from term to term, and there are sometimes specific themes in a particular term. A typical course may include Ingmar Bergman's *The Seventh Seal*; Leni Riefenstahl's *Triumph of the Will*;

Inherit the Wind; *Spartacus*; *The Crucible*; *Gandhi*; *Nixon*; *JFK*; *The Paths of Glory*; *The Life of Emile Zola*; and *Schindler's List*.

HIST 333. Tudor England (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall.

A history of England from the beginning of the modern English state under the Yorkists and early Tudors through the Elizabethan Age.

HIST 334. Stuart England (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Spring.

A history of England in the 17th century from the advent of the Stuarts through the Glorious Revolution.

HIST 336. Modern American Diplomatic History (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

Fall or Spring.

An examination of American diplomatic relations with the rest of the world.

HIST 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 340/440. America and the Second World War (3-3-0) WST

Prerequisites: HIST 201 or HIST 202 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 342. Environmental History (3-3-0)

Prerequisite: ULLC 223.

Fall or Spring.

Explores how nature and the natural world have helped to shape the historical circumstances of human populations over time. Particular emphasis will be placed on exploring environmental explanations for change as articulated by environmental historians. Topics will include the development of human habitats, conservation, disease, industrialization, environmental movements, and globalization.

HIST 344. Self, Family, and Society in Chinese Tradition (3-3-0) IIS

Prerequisite: ULLC 223.

This course will examine the fundamental assumptions behind one of the most influential Confucian creeds – “cultivate self, regulate family, maintain political order, and achieve peace in the world” -, i.e. the concepts of “self,” “family,” and “society (world)” in Chinese tradition that profoundly influenced the course of Chinese history and the conditions of contemporary China. It looks at how those concepts came into being and how they interacted with social-political institutions and reinforced one another in the past two millennia, in come comparison with related concepts and institutions in Western tradition.

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) WST

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 Native Americans and their contacts with colonial European and post-revolutionary U.S. governments from the 16th century to the present. Included will be accounts of the origins and cultural developments of Native Americans.

HIST 351. American Military History (3-3-0)

Prerequisite: HIST 121 or 122 or junior standing or consent of instructor.

Fall or Spring.

Survey of American military history from the colonial era to the present. Major military developments, institutional changes, and modes of warfare will be studied including strategy, tactics, weaponry, conscription and volunteerism, command decision-making, and the interrelationships between the military and civilian spheres of American life.

HIST 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 Native-Americans 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) WST

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 Classical Asian Civilizations (3-3-0)

Prerequisite: HIST 111 or 112 or junior standing or consent of instructor.

Spring.

An analysis of traditional Asian societies focusing on the centrality of the Chinese Empire, its client states, and the birth of traditional Japanese imperial society. The course will conclude about 1800.

HIST 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 363. The Contemporary World (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

An historical analysis of world developments since World War II, with particular emphasis on the development of ideological and regional tensions. The goal of the course is to place the major concerns of the present in their proper historical perspective.

HIST 364. History of Brazil (3-3-0)

Prerequisite: HIST 112 or 121 or 122 or junior standing or consent of instructor.

Fall.

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 surveys the transformation of China from a traditional Confucian empire to a Communist state since about 1600, with an emphasis on the 20th century. It examines the major events, processes and persons in imperial dynasties, the Nationalist Republic and the Communist regime, helping students to get a full sense of China's current triumphs and frustrations and of the resources that the Chinese call upon to solve their problems.

HIST 368. Modern Japanese History (3-3-0)

Prerequisite: HIST 111 and 112 or junior standing or consent of instructor.

Fall or Spring.

The course traces the evolution from a feudal state to an economic superpower. It begins with the Tokugawa Shogunate; discusses warfare and isolationism; the Meiji Restoration; the Dutch learning and Perry mission; World War II and the American occupation; and postwar growth and social changes. It examines how Japan resembles the cultures of mainland Asia, yet refuses to follow many Asian stereotypes, and how several of its governmental systems have followed those of Europe and the US but otherwise remain worlds apart.

HIST 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) GMP

Prerequisite: HIST 121 or 122 or junior standing.

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 average Americans have interacted with the world in a variety of settings – 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. Historical Methods and Historiography-WI (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 and to historical writing. 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 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 102 or 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 public enlightenment. After a brief survey of propaganda in earlier times, the course covers the period from the French Revolution to the present. The emphasis in the course is on European propaganda, although America and other areas of the world will be covered as well. Students will analyze, critique, and examine propaganda in various formats and also write on films screened in class or viewed outside of class. Satisfies Writing Intensive requirement. This course also counts toward the Film Studies Minor program.

HIST 453. Colonial North America and the Creation of the United States, 1715-1790 (3-3-0)

Prerequisite: HIST 112 or junior standing or consent of instructor.

Fall or Spring.

An examination of the interactions among Africans, Europeans, and Native Americans in English, French, and Spanish North American settlements and provinces in the 18th century, concluding with the creation of the United States in the 1770s and 1780s.

HIST 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 469. The United States and East Asia (3-3-0)

Prerequisite: HIST 111 and 112 or junior standing or consent of instructor.

Spring.

This course is designed to offer a critical review of American-East Asian relations since the pioneering voyage of the American vessel, Empress of China, to Asia, but intensive classroom discussion is on the 20th century. It examines the major phases and incidents of cooperation and confrontation between the United States and different East Asian countries (e.g., China, Japan, and Korea).

HIST 473W. Major Themes in Contemporary African History-WI (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. Satisfies Writing Intensive Requirement.

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

Prerequisite: twelve credit hours in history above the 200-level, of which at least three credit hours must be at the 400- level.

Fall and Spring.

Required of all history majors. A seminar dealing with selected problems in history and an examination of historiography, methodology, and philosophy of history. The focus, form, and content of each seminar will be determined by the instructor. The nature of the seminar will be announced well in advance after consideration of student interest and staff availability.

HIST 491. Practicum (3-3-0)

Prerequisite: twelve credit hours in history above the 200- level, of which at least three credit hours must be at the 400- level.

Fall, 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 120 hours/semester under the direction of an agency supervisor, the student's duties assigned by agreement between the student, the agency supervisor, and the History Department. Credit hours gained in this course may not be applied toward departmental requirements for graduation.

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)

Prerequisite: HIST 111 and 112; HIST 121 and 122, and at least six hours of 300- or 400-level history courses.

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

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Mr. Octavius Pinkard, Asst. Director

Ratcliffe Hall, 220

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Mission Statement

The Honors Program provides an enriched educational experience for academically talented students motivated to participate in challenging courses and cultural and intellectual activities. The Honors education encourages far-reaching curiosity, independent thinking, rigorous study, and open-minded consideration of the ideas of others. The Honors curriculum invites students to explore a rich diversity of cultural ideas and perspectives, culminating in a capstone course that encourages students to think about relationships between governments and thereby preparing them to be citizens of the world. Indeed, a goal of the Honors program is to encourage students to prepare themselves for outstanding opportunities, such as prestigious scholarships, and to proceed into graduate studies.

The Honors Program is governed by the University Honors Council, a committee of four students, the Provost, the Director of Admissions, and six faculty members representing various disciplines on campus. The Program serves Honors Students, who are full-time students drawn from the freshman, sophomore, junior, and senior classes. The Honors Council, acting as an academic department, administers the Honors Program and those courses which are a part of the Honors curriculum.

Why Be an Honors Student?

Honors classes are full of outstanding, motivated students, so discussions are always interesting, and sometimes unpredictable. Honors faculty can design classes and expectations to encourage rigorous, creative thought, and create assignments that challenge, and thereby, stretch one's intelligence. Honors Students not only have the exclusive privilege of enrolling in such classes; they also can register in advance of most other students, thus making schedule planning convenient and purposeful.

The Honors Program provides high quality academic advising, and the Director assists faculty in major departments in mentoring students in regard to internships, prestigious scholarships, and graduate studies.

Honors Students also 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 exciting opportunities outside the class room, such as Research Support Grants to support required research during the academic year; \$1000 Summer Research Stipends for independent projects, which often involve international travel; fully funded International Research Assistantships during the summer; and support to attend conferences to present research (see <http://honors.cnu.edu/>).

The Honors Program participates in opportunities for international study, including the CNU Semester in Prague, Spring Break trips to Belgium and other countries, and summer offerings for academic credit (China, Costa Rica, Germany, France, etc.).

Acknowledgement of successful completion of the Honors Program appears on all transcripts.

Entering the Program

Admission to the Honors Program is selective, competitive, and based on the availability of space. The Honors Council exercises discretion in admitting the best-qualified applicants. Applications will be reviewed for strength of high school curriculum, including core curriculum courses. All first-time, full-time, degree-seeking freshman applicants with appropriate high school records, with a high school grade-point-average of at least 3.50 (on a 4.00 scale), and a minimum total score of 1200 on the SATs (at least 580 on the SAT Critical Reading Test) or a composite score of 27 on the ACT (at least 25 on the ACT verbal) are invited to become Honors Students. The writing sample with the new SAT will be considered, if submitted, but we will honor both the old and the new SAT, along with ACT scores with or without the writing sample. As we receive more information from the College Board, we will post to CNU's website the scores we are looking for on the writing sample.

Other students interested in the Honors Program may apply during spring semester of their first year at CNU. A minimum grade point average of 3.50 is required for consideration. Deadline: March 1.

Program Requirements

(Registration: the schedule of classes will list designated sections for honors)

- 1) ULLC 100

- 2) ENGL 123
- 3) ULLC 223
- 4) At least six courses from (a) HONR 330 and RSTD 338, (b) Honors-approved courses in the Areas of Inquiry, and (c) Honors-approved courses in the major department [note: with the consent of the Director, student may use the International Research Assistantship or semester-long study abroad to substitute for one or more of these requirements]
- 5) In February of second semester: submit "Plan of Study"
- 6) G.P.A. after first year: 3.25 or higher
- 7) HONR 020, 030, 040
- 8) HONR 490W
- 9) G.P.A. at graduation: 3.5

The Pass/Fail Option may not be applied to Honors Program Requirements.

Continuing in the Program

In order to continue in the program beyond the first year, freshmen Honors students must earn a 3.25 grade point average by the end of their first two semesters. They must submit a written plan of academic study (available on the web site) to the Honors Program Director by March 1.

Academic Standards

- 1) By the end of the second semester of the freshman year (at least 24 credit hours), Honors Students must achieve a grade point average of 3.25 or higher.
- 2) To complete the program, Honors students must earn a CNU degree, satisfy all Program requirements, and achieve a grade point average of 3.50 or higher.

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.

Wallace B. Greene Scholars

Greene Scholarships of about \$2000 each are awarded annually by the Honors Council to the Honors Students with the highest grade point average in the sophomore, junior, and senior classes, regardless of major.

Keith McLoughland Scholar

In memory of the long-time Dean of Admissions and a founder of the CNU Honors Program, an annual award will be presented to an outstanding Honors Student majoring in liberal arts.

Karl E. and Elizabeth H. Beamer Scholars

Each year, one or more full-tuition-and-fees scholarships will be awarded to Honors Scholars who have

demonstrated excellence in and commitment to the study of science and mathematics.

Alumni Honors Scholar

Thanks to the generosity of the CNU Alumni Society, an annual award of \$1000 will be presented to an outstanding Honors senior.

Annual Honors Scholarships

The university has provided for \$1000 awards to be presented annually to a senior, two juniors, and two sophomores in the Honors Program.

International Research Assistantships (IRAs)

The Honors Program offers fully funded opportunities for students to travel to Brussels, Belgium, to work as Research Assistants at the Brussels School of International Studies, a graduate program run jointly by the University of Kent at Canterbury and the University of Brussels. Students will spend approximately six weeks working with some of the leading scholars of International Relations.

Summer Research Stipends

The Honors Program offers awards of \$1000 for summer research springing from a previously taken CNU course. Go to <http://honors.cnu.edu/> and click on the word "apply" in the line announcing the stipends to download an application. The deadline falls in the second half of the spring semester. **All CNU students are eligible to apply.** 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.

THE HONORS CURRICULUM

Honors courses to fulfill various Areas of Inquiry requirements will appear in each semester's schedule.

ENGL 123. First-Year Writing Seminar (3-3-0)

Fall, Spring.

Select the Honors designated section in the Class Schedule.

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 100. First Year Seminar (3-3-0)

Select the Honors designated section in the Class Schedule.

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, ULLC 100 and sophomore standing.

Fall, Spring, Summer.

Select the Honors designated section in the Class Schedule.

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. *Students must earn a C- or higher to satisfy University degree requirements.*

HONR 020. Sophomore Activities (0-0-1)

Fall and Spring.

Involvement in cultural and intellectual activities in either semester of the sophomore year. Students attend at least eight events on the Honors Activity Calendar (see web site: “Activities”) and submit brief reflective reports. Pass/fail.

HONR 030. Junior Activities (0-0-1)

Fall and Spring.

Involvement in cultural and intellectual activities in either semester of the junior year. Students attend at least eight events on the Honors Activity Calendar (see web site: “Activities”) and submit brief reflective reports. Pass/fail.

HONR 040. Senior Activities (0-0-1)

Fall and Spring.

Involvement in cultural and intellectual activities in either semester of the senior year. Students attend at least eight events on the Honors Activity Calendar (see web site: “Activities”) and submit brief reflective reports. Pass/fail.

HONR 195. Special Topics (credits vary)

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)

Restricted to Honors Program students.

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

HONR 300. Issues in Science (3-3-0)

Prerequisites: Six Honors Sections of General Education Courses.

An exploration of an issue or issues of contemporary significance in science selected by the instructor, the course features guest speakers and student interaction—oral and written. Selected readings provide context and perspective. *The Pass/Fail Option may not be used in this course.*

HONR 310. Issues in Social Science (3-3-0)

Prerequisites: Six Honors Sections of General Education Courses.

An exploration of an issue or issues of contemporary significance in social science selected by the instructor, the course features guest speakers and student interaction—oral and written. Selected readings provide context and perspective. *The Pass/Fail Option may not be used in this course.*

HONR 320. Issues in Humanities (3-3-0)

Prerequisites: Six Honors Sections of General Education Courses.

An exploration of an issue or issues of contemporary significance in humanities selected by the instructor, the course features guest speakers and student interaction—oral and written. Selected readings provide context and perspective. *The Pass/Fail Option may not be used in this course.*

HONR 330. The New York Experience (2-0-8)

Restricted to Honors Program Students with sophomore status or above.

Summer.

This interdisciplinary course provides an insider’s perspective on selected topics, such as museums, neighborhoods, Central Park, theater, ethnic communities, and the United Nations—with plenty of leisure time

to sightsee, browse in shops, go to shows, etc. Each faculty member will conduct parts of the class, providing opportunities to meet and interact with New Yorkers. The trip occurs immediately after finals week of spring semester. While the course will be listed in the summer schedule, required meetings will occur prior to May, and preliminary assignments will be given. There will be a deadline during the summer to submit final assignments.

HONR 395. Special Topics (credits vary)

Restricted to Honors Program students.

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

**HONR 490W. Problems in the Modern World-WI
(3-3-0)**

Prerequisites: ENGL 123; ULLC 223; Two of HONR 300, 310, 320.

Fall and Spring.

This team-taught, interdisciplinary course is designed to encourage students to examine the special concerns of the world they are about to enter. The course will have its own unique focus, which may change each year. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's major discipline. *The Pass/Fail Option may not be used in this course.* Partially satisfies the Writing Intensive requirement.

HONR 495. Special Topics (credits vary)

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)

Prerequisite: Consent of Director.

**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.

INTERDISCIPLINARY STUDIES

Dr. Anne W. Perkins, Coordinator of Interdisciplinary Studies

Professor of Leadership Studies

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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 total program of study must include at least 60 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.
- 3) The student's educational goals must be such that they cannot be achieved by a regular departmental major supported by a minor and/or careful selection of electives.
- 4) The student's total program of study must conform to and meet all requirements of the curricular structure for baccalaureate degrees, including 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 Coordinator of Interdisciplinary Studies. Proposals must be submitted to the Interdisciplinary Studies coordinator by November 1 during the fall semester or March 15 dur-

ing the spring semester. It is advisable for a student to discuss his/her plan of study with the coordinator before submitting a proposal.

The Coordinator of Interdisciplinary Studies reviews the student's proposed plan of study. If the Coordinator 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.

DEPARTMENT OF LEADERSHIP AND AMERICAN STUDIES

Dr. Robert E. Colvin, Chair

(757) 594-8907

rcolvin@cnu.edu

Faculty

Professor: Perkins**Associate Professor:** Colvin**Assistant Professors:** Kaufer, McDougall**Instructor:** Heuvel

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.

**The Bachelor of Arts 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 five 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 a concentration in either social sciences or humanities.

American studies core courses (15 hours):

- AMST 100, 200, 300, 490
- AMST xxx American Studies Methods

Humanities Concentration

Humanities concentration requires (24 credits) Only one course (3 credits) may be at the 100 or 200 level; 21 hours must be at the 300 or 400 level.

- 1) Select five from two disciplines: AMST 195, 295, 395, 495; ENGL 341, 342, 343, **381***, 410, 412; HIST **121***, **122***, 336, **340/440***, **349***, 350, 351, 352, 354, **355***, 356, 357, 358, 372, 453; PHIL 312; RSTD 338; FNAR **372***, 375, MUSC 408; THEA 346, 361W.
- 2) Select two: AMST 195, 295, 395, 495; ECON 302, 375(W), 435, **475***; GOVT **101***, 202, **303***, 316, **320***, 323, 332, 333, 344, 354, 359, **382***, 395; RSTD **319***; SOCL 303, 314, 316, **320***, SOWK 367, 368W, 369.
- 3) 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 of these A of I courses may count toward both the Liberal Learning Core A of I requirements and the major requirements in the concentration.

Social Sciences Concentration

Social science concentration (24 credits) Only one course (3 credits) may be at the 100 or 200 level; 21 hours must be at the 300 or 400 level.

- 1) Select five from two disciplines: AMST 195, 295, 395, 495; ECON 302, 375(W), 435, **475***; GOVT **101***, 202, **303***, 316, **320***, 323, 332, 333, 344, 354, 359, **382***, 395; RSTD **319***; SOCL 303, 314, 316, **320***, SOWK 367, 368W, 369.
- 2) Select two: AMST 195, 295, 395, 495; ENGL 341, 342, 343, **381***, 410, 412; HIST **121***, **122***, 336, **340/440***, **349***, 350, 351, 352, 354, **355***, 356, 357, 358, 372, 453; PHIL 312; RSTD 338; FNAR **372***, 375, MUSC 408; THEA 346, 361W.
- 3) 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 of these A or I courses may count toward both the Liberal Learning Core A or I requirements and the major requirements in the concentration.

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 (21 credits)

Leadership involves establishing trust and achieving change through shaping vision, values, and culture. 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. Leadership occurs in families, neighborhoods, communities, civic clubs, organizations, states, and nations.

The Leadership Studies minor is open to all CNU students, congruent with the idea that students from all fields would be empowered to enact their liberal education through a better understanding of the process of leadership. The Leadership Studies minor is required for President's Leadership Program (PLP) students, but also is an attractive curriculum for other interested students. The Leadership Studies Minor is interdisciplinary and highly complementary to any liberal arts and sciences or professional education.

- 1) Prerequisite to the minor: PHIL 101 or 205 (Must be taken in the freshman or sophomore year) ;
- 2) **Minor core:** LDSP 220, 310, 320 and 491;
- 3) Select one: LDSP 386, MLSC 302 or an approved special topics course;
- 4) Select one: MLAN 308 or an approved special topics course;
- 5) Select one: LDSP 195, 295, 384, 395, 399, 499; MLSC 401-401L; MGMT 310, or an approved Special Topics Course.

THE CURRICULUM IN AMERICAN STUDIES

AMST 100. The American Experiment: Formation of Democratic Life (3-3-0)

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 criti-

cally 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. Topics in American Studies (3-3-0)

Fall, Spring.

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)

Prerequisite: completion of AMST 100 with a C or better. 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)

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. Topics in American Studies (3-3-0)

Fall, Spring.

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)

Prerequisite: completion of AMST 100 with a C or better is required; completion of AMST 200 is recommended.

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 worldviews of a number of influential philosophers, scholars, leaders, and policymakers 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)

Prerequisite: ULLC 223; AMST 100 or ECON 201.

A study of the workings of the American economy using selections from literature, in addition to reading the full version of *Atlas Shrugged* by Ayn Rand, course readings will include excerpts and short works by authors including

Frost, Steinbeck, Tan, and others. Topics to be covered include supply and demand, capitalism, income inequality, public goods and government regulation, and labor markets.

AMST 395. Topics in American Studies (3-3-0)

Fall, Spring.

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

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. Topics in American Studies (3-3-0)

Fall, Spring.

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

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 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, summer leadership adventure, 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. Required for the President's Leadership Program.

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.

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.

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. Middle Earth: Social Identity and Leadership in a Global Society (3-3-0)

Prerequisite: LDSP 220 and LDSP 310, both with grade of C- or higher, or consent of instructor.

Old maps of a "flat" world show the area of origin as the center of 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)

Prerequisite: LDSP 220 and LDSP 310, both with grade of C- or higher, or consent of instructor.

Fall.

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)

Prerequisite: LDSP 220 and LDSP 310, both with grade of C- or higher, or consent of instructor.

Spring.

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. Topics in Leadership (3-3-0)

Prerequisites: LDSP 220, with grade of C- or higher, or consent of instructor.

Fall, Spring.

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

LDSP 399. Independent Study in Leadership (credits vary)

Prerequisite: consent of instructor.

Fall, Spring.

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.

Fall, Spring.

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)

Prerequisite: consent of instructor.

Fall, Spring.

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. Brian D. Bradie, Chair

Gosnold Hall, Room 201

(757) 594-7194

bbradie@pcs.cnu.edu

Faculty**Professors:** Avioli, Bartels, Bartelt, Bradie, Chen,
Khalili, Kostaki-Gailey, Martin, Weber**Assistant Professors:** Dobrescu, Kennedy, Persky,
Vasiliu**Instructors:** Rich, 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.

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 (BA) 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 (BS) degree in mathematics must successfully complete PHYS 201/201L-202/202L¹ **plus two lectures² and one laboratory²** to satisfy the INW-Area of Inquiry: Requirement.

¹ It is advisable to students to take PHYS 201/201L-202/202L after first completing MATH 140.

² For 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) One 400-level MATH course (not including MATH 499);
- 3) Nine additional credit hours in MATH at the 300-400 level, excluding 301W, 302W, or 308;
- 4) Either (a) six additional credits in MATH at the 300-400 level, excluding 301W, 302W, 308 or 338, 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);
- 5) PHYS 201/201L-202 is strongly recommended for Bachelor of Arts;
- 6) CPSC 150/150L and CPSC 125 or 250/250L.

The Major in Mathematics - Bachelor of Science

- 1) MATH 250, 260, 310, 360, 370;
- 2) One 400-level MATH course (not including MATH 499);
- 3) Nine additional credit hours in MATH at the 300-400 level, excluding 301W, 302W, 308;
- 4) Either (a) six additional credits in MATH at the 300-400 level, excluding 301W, 302W, 308, or 338, 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);
- 5) PHYS 201/201L-202/202L (required for Bachelor of Science);
- 6) 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 (MAT) 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 verbal and quantitative subtests; and two letters of recommendation. Students will earn either a **BA or BS in Mathematics** after the first four years and then take an additional year of studies 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 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 BA in Mathematics.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; COMM 201 or THEA 230; HIST 201; GEOG 201; PSYC 207 or 208; SOCL 314/ 314L; PSYC 312; NSCI 310; MATH 308; ENGL 310 or 430; ENGL 314; CPSC 110.

Graduate courses* required (senior year):

Select two: ENGL 532, 514; MATH 570.

* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track: Math endorsement

Major courses required:

In addition to the major requirements for either the BA or the BS 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 BS degree must take PHYS 201 and PHYS 202 with the accompanying laboratories.

Graduate courses* required (senior year):

Select two: MATH 570, 578, and 538.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN MATHEMATICS

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.

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.

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.

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.

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.

MATH 130. Elementary Functions and Analytic Geometry (3-3-0)

Prerequisite: through Algebra II in high school or MATH 110.

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.

MATH 135. Calculus for Business and Social Sciences (3-3-0)

Prerequisite: Algebra II in high school or MATH 110.

Fall and Spring.

An introduction to the calculus of functions arising in business and the social sciences. Exponential and logarithmic functions, differentiation, and integration. Modeling and applications will be stressed.

MATH 140. Calculus and Analytic Geometry (4-4-0)

Prerequisite: three-and-a-half years of high school mathematics or MATH 130.

Fall and Spring.

An introduction to the calculus of elementary functions, continuity, derivatives, methods of differentiation, the Mean Value Theorem, curve sketching, applications of the derivative, the definite integral, the Fundamental Theorems of Calculus, indefinite integrals, and log and exponential functions. The software package MAPLE will be used.

MATH 145. Discrete Mathematics (3-3-0)

Prerequisite: three-and-a-half years of high school mathematics or MATH 130.

The development of theoretical tools suitable for describing algorithmic applications. Topics such as sets, number systems, nature of proofs, formal logic, recursion, combinatorics, graph theory, network algorithms, vectors, linear transformations, and linear programming will be covered.

MATH 195. Special Topics (3-3-0)

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

MATH 205. College Geometry (3-3-0)

Prerequisite: through Algebra II in high school or MATH 110.

Spring.

An axiomatic development of Euclidean geometry with emphasis on formal proofs. Introduction to non-Euclidean geometries including projective geometry.

MATH 235. Applied Matrix Techniques (3-3-0)

Prerequisites: MATH 135 or MATH 140, CPSC 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 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 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)

Prerequisite: announced at the appropriate time.

Offered 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. Writing in Mathematics I-WI (1-1-0)

Prerequisites: ENGL 123; ULLC 223; MATH 240 and junior or senior 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. (Course cannot be taken concurrent with 302W.)

MATH 302W. Writing in Mathematics II-WI (1-1-0)

Prerequisites: ENGL 123; ULLC 223; MATH 240 and junior or senior 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. (Course cannot be taken concurrent with 301W.)

MATH 308. Exploring Mathematics Concepts (3-3-0)

Prerequisites: six semester hours of mathematics, acceptance into the Teacher Preparation Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)

Spring.

Emphasizes key mathematical concepts which underlie elementary school mathematics. The process of problem-solving will be presented and used as an integral part of the course.

MATH 310. Proofs and Discrete Mathematics (3-3-0) FIR

Prerequisite: MATH 240 and 260 or permission of 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)

Prerequisites: MATH 240.

Fall and Spring.

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

MATH 335. Applied Probability (3-3-0)

Prerequisites: MATH 240, CPSC 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 338. Apprenticeship in Teaching Mathematics (3-2-1)

Prerequisites: junior standing, 15 credits in major, acceptance into Teacher Preparation. Does not apply toward the 300-level mathematics major requirements.

Fall.

Course emphasizes key mathematical ideas which underlie secondary school mathematics, strategies for teaching these concepts, and the development and use of instructional materials for teaching mathematics.

MATH 345. Number Theory (3-3-0) FIR

Prerequisite: MATH 260 or consent of instructor.

Spring, even numbered years.

Topics include prime numbers, linear Diophantine equa-

tions, congruencies, theorems of Fermat, Wilson, and Euler, and numbers in other bases.

MATH 350. Vector Calculus (3-3-0)

Prerequisite: MATH 250.

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.

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) FIR

Prerequisites: 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) FIR

Prerequisites: 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)

Prerequisites: MATH 240, 260; 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)

Prerequisites: MATH 240, 260, CPSC 150/150L or consent 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)

Prerequisite: consent of instructor or Chair, unless otherwise listed.

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)

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: MATH 320, 360 or consent 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)

Prerequisites: 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)

Prerequisites: MATH 320, 360 or consent 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 490. Internship in Mathematics (credits vary)

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 must be taken on a "pass/fail" basis. Credit earned in this course will not apply toward meeting the requirement for "one 400-level MATH course" that is attendant to completing the BA or BS degree in mathematics; however, such credit may, where otherwise applicable, be applied toward meeting any other requirement for unspecified 300-400 level mathematics courses for the BA or BS degree in mathematics.

MATH 495. Special Topics (credits vary)

Prerequisite: consent of instructor or Chair, unless otherwise listed.

Taught when appropriate.

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

MATH 499. Independent Research (credits vary)

Prerequisites: junior or senior standing and approval of Chair. *Taught when appropriate. May be taken as research intensive.*

Individual research on an approved subject may be taken for one to three credits. See the Catalog description of Independent Study (see *General Requirements for Graduation* 5e.)

DEPARTMENT OF MILITARY SCIENCE (ARMY)

Lieutenant Colonel Richard Monohan, Chair

Ratcliffe Hall, Room 119

(757) 594-8497/7851 or (757) 221-3600

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 MSL 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. Danielle C. Velardi, Chair
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(757) 594-7020
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Faculty

Distinguished Professor: St. Onge

Professor: Padilla

Associate Professor: Velardi

Assistant Professors: Adamitis, Buszard, Calvo-Peña,
Carter, Deiulio, Georgescu,
Miller, Pollio, Sánchez-Samblás,
Spalding, Tabanelli

Emeriti: Jones, King, Reppen

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 students by integrating speaking, reading, writing, and listening skills into every course at every level. 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 and to speak a foreign language with facility; to develop skills in reading and writing; and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for the teaching professions, the domestic and international business world, government work, social work, careers in science and medicine, work in and relating to the fine and performing arts, and research leading to advanced degrees. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The department offers the Bachelor of Arts with majors in French, German, and Spanish. Also available are teacher education programs in French and Spanish, and minor programs in Classical Civilization, 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 Graduation 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 Foreign 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 Foreign 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 graduation 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.
- LATN 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 Foreign Language Literacy requirement.

International Baccalaureate (IB): Students who have received 12 International Baccalaureate credits have fulfilled the graduation 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 graduation 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 graduation requirement. A student may not enroll in 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 Foreign 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 modern language degree.

Language Not Offered at CNU: Students who took a foreign language not currently offered at CNU for 3 or more years may fulfill the Foreign 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 wavier 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 Foreign Language Literacy requirement. Documentation of the secondary program must be on file in the Registrar's Office.

The Bachelor of Arts degree in Modern Languages

The Bachelor of Arts degree in Modern Languages can be taken with a major in French, a major in German, or a major in Spanish. In addition to the required twenty-four hours of course work above the 202 level in their area of major, all modern language majors must take MLAN 308, MLAN 490 (students who begin in the Fall 2005 and thereafter), and four semesters of a language different from the one of their major OR MLAN 308, MLAN 490 (students who begin in the Fall 2005 and thereafter), two semesters of a language other than the one of their major, either MLAN 205 or MLAN 206 and an additional elective in the language of their major at the 300 level or higher. A minimum grade of C- is required in all courses that are to be counted toward the completion of a major or minor program in modern languages. Selected modern language majors may be asked to take a state-mandated assessment test during the year in which they complete their major program. Native speakers of French, German, and Spanish who choose to major in their native language may ***not*** register for 300 or 400 level conversation courses but may substitute any other 300 or 400 level elective course to complete the required number of hours for the modern language degree. *No student may present more than twelve hours of topics credit or six hours of independent study credit toward the major program.* Once a student has established competency at a specific level in a foreign language, no credit can be obtained for course work taken at a lower level in the same foreign language.

**The Bachelor of Arts degree in Modern Languages
FRENCH MAJOR**

In addition to requiring successful completion of the liberal learning curriculum, the major in French requires successful completion of the following courses in major and elective studies:

- 1) Either FREN 301 or 303W;

- 2) Select one: FREN 302, 304, or 308 (Except native speakers — choose a French elective);
- 3) FREN 310;
- 4) Either FREN 311 or 312;
- 5) FREN 351 and 352;
- 6) FREN 353 or 354;
- 7) One 300- or 400- level FREN elective;
- 8) MLAN 490 (students who begin in the Fall 2005 and thereafter);
- 9) MLAN 308 and competency through the 202 level in a language different from the one of concentration, OR MLAN 308, competency through the 102 level in a language other than the one of concentration, either MLAN 205 or 206 and one additional French elective at the 300 level or higher.

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 18 credits in French above the 100 level, at least 12 of which must be on the 300 level or higher, and MLAN 308. No specific French courses are required.

A minimum grade of C- is required in all courses that are to be counted toward the completion of the major or minor program in French.

Teacher Preparation in French

Those students who wish to become licensed 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, 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 verbal and quantitative subtests; and two letters of recommendation. Students will earn a **BA in Modern Languages, French concentration** after the first four years and then complete an additional year of studies leading to an MAT 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 MAT 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) Tracks

Major/concentration courses required:

See major and concentration requirements for the BA in Modern Languages with a French concentration.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; COMM 201 or THEA 230; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 308; ENGL 310 or 430; ENGL 314; CPSC 110; and other support courses for the Degree in Modern Languages - French Major.

Graduate courses* required (senior year):

Select two: ENGL 512, 532; PHIL 521; MATH 570.

* See the graduate catalog for graduate course descriptions.

Elementary/Secondary level (PK-12) Track: French Endorsement

Major courses required:

In addition to the major and concentration requirements for the BA in Modern Languages with a French concentration 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: FREN 503, 532; ENGL 512.

* See the graduate catalog for graduate course descriptions.

The Bachelor of Arts degree in Modern Languages GERMAN MAJOR

In addition to requiring successful completion of the liberal learning curriculum, the major in German requires successful completion of the following courses in major and elective studies:

- 1) GERM 301 and 303;
- 2) Select one: GERM 302 or 308 (Except native speakers — choose a German elective);
- 3) GERM 311 and 312;
- 4) GERM 351 and 352;
- 5) One 300- or 400- level GERM elective;
- 6) MLAN 490 (students who begin in the Fall 2005 and thereafter);
- 7) MLAN 308 and competency through the 202 level in a language different from the one of concentration, OR MLAN 308, competency through the 102 level in a language different from the one of concentration, either MLAN 205 or 206 and one additional GERM elective at the 300 level or higher.

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 18 credits in German above the 100 level, at least 12 of which must be on the 300 level or higher, and MLAN 308. No specific German courses are required.

A minimum grade of C- is required in all courses that are to be counted toward the completion of the major or minor program in German.

The Minor in Latin Classical Studies (18 credits)

Latin language and literature are among the very foundations upon which western civilization rests. Not only is Latin the mother tongue of all the romance languages, it also serves as one of the sources from which a significant portion of English vocabulary is derived; and in the post-Classical period, Latin became the standard language for philosophers, theologians, physicians, scientists and mathematicians, who wanted to share their ideas with colleagues across the western world. In addition, Latin texts exerted a profound influence on the development of literature in the west, from medieval courtly romance, to the epic and pastoral poems of the Renaissance, to more recent works such as Derek Walcott's critically acclaimed *Omeros*. Given the significance of Latin in western culture, particularly in the spheres of language and literature, a minor in Latin will be especially useful for students who wish to pursue degrees in Modern Languages, English, History, Philosophy and Religious Studies, as well as for students pursuing degrees in math or the sciences who wish to study the historical background of their disciplines in greater depth.

The Latin minor is designed to provide students with mastery of Latin grammar and syntax as well as the skills necessary for translating original Latin texts from all time periods accurately and efficiently; upper-level courses will also provide instruction in the criticism and interpretation of ancient Latin texts. Supplementary courses in Greco-Roman literature, culture, and history will provide a wider background for understanding Latin literature in its context.

The curriculum for the Latin minor is as follows:

- 1) Four LATN classes at the 200-level or above;
- 2) Select two electives from the following:
 - LATN: any 300 level or above
 - CLST: any 200 level or above
 - GREK: any course
 - HIST 302 Roman History

A minimum grade of C- is required in all courses that are to be counted toward the completion of the minor program in Latin.

The Bachelor of Arts degree in Modern Languages SPANISH MAJOR

In addition to requiring successful completion of the liberal learning curriculum, the major in Spanish requires successful completion of the following courses in major and elective studies:

- 1) Either SPAN 301 or 303;
- 2) Select one: SPAN 302, 304, or 308 (Except native speakers — choose a Spanish elective);
- 3) SPAN 311 or 312;
- 4) Select three: SPAN 351, 352, 353, or 354;
- 5) Two 300- or 400- level SPAN electives.
- 6) MLAN 490 (students who begin in the Fall 2005 and thereafter);
- 7) MLAN 308 and competency through the 202 level in a language different from the one of concentration, OR MLAN 308, competency through the 102 level in a language other than the one of concentration, either MLAN 205 or 206 and one additional Spanish elective at the 300 level or higher.

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 18 credits in Spanish above the 100 level, at least 12 of which must be on the 300 level or higher, and MLAN 308. No specific Spanish courses are required.

A minimum grade of C- is required in all courses that are to be counted toward the completion of the major or minor program in Spanish.

Teacher Preparation in Spanish

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in Modern Languages, Spanish concentration** after the first four years and then complete an additional year of study leading to an MAT 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 MAT 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 major and concentration requirements for the BA in Modern Languages with a Spanish concentration.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; COMM 201 or THEA 230; HIST 121; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 308; ENGL 310 or 430; ENGL 314; CPSC 110; and other support courses for the Degree in Modern Languages - Spanish Major.

Graduate courses* required (senior year):

Select two: ENGL 514, 532; MATH 570.

* See the graduate catalog for graduate course descriptions.

Elementary/Secondary level (PK-12) Track: Spanish Endorsement

Major courses required:

In addition to the major and concentration requirements for the BA in Modern Languages with a Spanish concentration 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 532, 512; SPAN 596.

* See the graduate catalog for graduate course descriptions.

The Minor in Classical Civilization (18 credits)

The legacy of the ancient Greeks and Romans has had a profound influence on virtually all aspects of Western civilization. We can trace the roots of our form of government and legal system back to the Greeks and Romans, as well as contemporary concepts of education, engineering, medicine, science, philosophy, art, architecture, and literature. In keeping with the mission of Christopher Newport University, a minor 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 curriculum is as follows:

- 1) One LATN or GREK course at the 200-level or above, or the equivalent;
- 2) CLST 211 and 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 295 or above; HIST 301, 302, 312, or 415; LATN 202 and any 300 level course or above; PHIL 201 or 451.

A minimum grade of C- is required in all courses that are to be counted toward the completion of the minor program in Classical Civilization.

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.

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 201 will be offered in AY 08-09 thus allowing students to complete their foreign language literacy requirement.

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 will be offered in AY 08-09 thus allowing students to complete their foreign language literacy requirement.

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. Conducted 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. Conducted 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. Conducted chiefly in French. Not open to native speakers of French.

FREN 303W. Process Writing-WI (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. Techniques of translation will be used as means to improve the students' basic vocabulary and appreciation for levels of style and usage in French. 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. Extensive use of laboratory materials.

FREN 311. French Civilization (3-3-0) WST

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.

FREN 312. Contemporary France (3-3-0) GMP

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.

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. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession.

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) WST

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.

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. Advanced Writing and Stylistics-WI (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 405. Techniques of Translation (3-3-0)

Prerequisite: FREN 301 or FREN 303 or Consent of the Instructor.

Students are familiarized with the techniques of translation from French to English. Foundation concepts, such as translation units, context, deceptive cognates, borrowings, calques, transposition, and modulation will be defined, discusses and explored. Students will participate on a weekly basis in activities related to these concepts. Students will also be required to do longer translations of both literary and non-literary texts. There will be a culminating translation project tailored to the individual student's particular area of interest.

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 Modern Language majors to participate in an internship or other practicum experience that is not a part of regular department course offerings. Such experiences might include teaching foreign language in elementary schools, serving as an aid to primary or secondary teachers, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, translating official documents for organizations and residents in the community, or serving as an assistant in MCLL courses on campus, etc. 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)

Prerequisite: Modern Language major or minor; junior or senior standing and consent of instructor required. 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 translating.

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 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 German. 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. Techniques of translation will be used as means to improve the students' basic vocabulary and appreciation for levels of style and usage in German. 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) WST

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 and interpret representative examples of visual art, music, literature, philosophy, and social customs. Readings and classroom discussions will be conducted primarily in German, but as this course does not include a review of grammatical fundamentals, students should have completed at least the intermediate level of German language study. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. German 312 continues the material presented in German 311, but the courses may be taken independently.

GERM 312. German Cultural History II (3-3-0) WST

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 and interpret representative examples of visual art, music, film, literature, philosophy, and social customs. Readings and classroom discussions will be conducted primarily in German, but as this course does not include a review of grammatical fundamentals, students should have completed at least the intermediate level of German language study. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. German 312 continues the material presented in German 311, but the courses may be taken independently.

GERM 351. Studies in the Early Modern Era (3-3-0) WST

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 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 German, 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.

GERM 352. Studies in the Modern Era (3-3-0) WST

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 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 German, 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.

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 Modern Language majors to participate in an internship or other practicum experience that is not a part of regular department course offerings. Such experiences might include teaching foreign language in elementary schools, serving as an aid to primary or secondary teachers, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, translating official documents for organizations and residents in the community, or serving as an assistant in MCLL courses on campus, etc. 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.

GERM 499. Independent Study (credits vary)

Prerequisite: Modern Language major or minor; junior or senior standing and consent of instructor required. 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 GREEK

GREK 101. Elementary Ancient Greek I (3-3-0)

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, specifically 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. This course is designed to prepare students to read the Classical poets (e.g. Homer, Sappho, Aristophanes, and Euripides), historians (Herodotus, Thucydides), orators (Lysias, Demosthenes), and philosophers (Plato, Aristotle) as well as the New Testament in the original Greek.

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.

Greek 102 is a continuation of Greek 101.

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.

An introduction to understanding, speaking, reading, and writing Italian. The student uses the language in practical situations while also acquiring a basis for reading and writing.

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. An introduction to understanding, speaking, reading, and writing in Italian. The student uses the language in practical situations while also acquiring a basis for reading and writing.

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 in Italian 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. Conducted 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. Conducted 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. Independent Study (credits vary)

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's *Ars Amatoria*, an elegiac poem that purports to offer the youth of Rome instructions on "The Art of Love", or more specifically on how to begin and subsequently maintain a successful love affair. In this course students continue to master Latin morphology and syntax and refine their translation skills, learn to scan elegiac poetry accurately and read it aloud metrically, and analyze the content of the *Ars Amatoria* both within its original cultural context and within the context of the modern American "relationship". The course will conclude with an examination of the influence of Ovid's *Ars Amatoria* on later literature, particularly the medieval poetry of "courtly love".

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)

Recommended prerequisite : LATN 202, 4 or more years of high school Latin, or permission of the instructor.

This course is a thorough introduction to the genre of lyric poetry in Late Republican and Augustan Rome. We will begin with the poetry of Catullus, who paved the way for Latin lyric poets with the raw emotion of his verses on love, loss, and the art of being "cool". We will then move on to an examination of Horace's *Odes*, in which lyric poetry serves not simply as an emotional outlet but also as an appropriate medium for the dissemination of political and philosophical ideals as well as an "artifice of eternity" that immortalizes both the poet and those who inhabit his verses. In addition to improving upon their metrical and translation skills, students will analyze the verses of Horace and Catullus both within their original cultural and literary

contexts and within the theoretical framework of modern scholarship on Greco-Roman lyric 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.

LATN 302/402. Roman Historians I: Livy's *Ab Urbe Condita Libri* (3-3-0)

Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of the instructor.

This course will focus primarily on Book 1 of Livy's history, which is a particularly engaging treatment of the foundation of Rome and its Regal period that relates a unique blend of myth and history in memorable narrative and furnishes the reader with vivid illustrations of the Romans' conception of both noble and ignoble behavior. In addition to increasing their ability to translate, parse, and appreciate Latin prose, students will examine Livy's aims and methods, as well as his place in the Roman historiographical tradition. In addition, students will engage in the analysis and interpretation of Book 1 in its concrete historicity—that is, in its diverse philological, historical, aesthetic, and cultural contexts—and come to understand why and how literature both transcends the time and place in which it is created and retains its significance and potency even after several millennia. 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.

LATN 304/404. Vergil (3-3-0)

Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of the 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.

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 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, 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.

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. Advanced Grammar and Composition (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

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. Reading and writing skills also are enhanced through the use of short compositions and discussions based on reading selections. Conducted chiefly in Spanish.

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)

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, and music. PowerPoint presentations will supplement the readings and enable the students to more closely examine important concepts that have shaped Spain and Spanish identity.

SPAN 312. Spanish American Civilization and Culture (3-3-0) GMP

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.

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 (Native speakers exempted from prerequisite, see Department Chair).

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. Conducted 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 (Native speakers exempted from prerequisite, see Department Chair).

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. Conducted in Spanish.

SPAN 321. Techniques of Translation and Interpretation (3-3-0)

Recommended prerequisite: SPAN 301 or 303, its equivalent or consent of instructor (Native speakers exempted from prerequisite, see Department Chair).

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 & II (3-3-0 each) GMP

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor (Native speakers exempted from prerequisite, see Department Chair).

Offered every other year.

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. Conducted in Spanish.

SPAN 353, 354. Introduction to Spanish Literature I & II (3-3-0)

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor (Native speakers exempted from prerequisite, see Department Chair).

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. Conducted in Spanish.

SPAN 390. 19th Century Spanish American Literature: Civilización y barbarie (3-3-0)

Recommended prerequisite: SPAN 202 and 301 or 303, and SPAN 351 (Native speakers exempted from prerequisite, see Department Chair).

A critical and historical study of representative works of 19th Century Spanish American authors, the course will consider the themes of "civilización" and "barbarie" as they were coined in Domingo Faustino Sarmiento's Facundo as a point of reference for the analysis of previous and subsequent works in this critical period of literary production for the Spanish speaking regions of the Americas. Conducted in Spanish.

SPAN 392. Twentieth-Century Spanish Literature (3-3-0)

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor (Native speakers

exempted from prerequisite, see Department Chair).

Critical and historical study of representative works of the 20th century. Conducted in Spanish.

SPAN 393. Pre-Columbian and Colonial Spanish American Literature: Voices of the Conquest (3-3-0)

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor (Native speakers exempted from prerequisite, see Department Chair).

In this course students will read selected excerpts of works from the pre-Columbian and colonial periods in Spanish America. The course will also include the study of history in order to situate the readings in the cultural and political context of the Spanish conquest of the Americas. Conducted in Spanish.

SPAN 394. Twentieth-Century Spanish-American Literature (3-3-0)

Recommended prerequisite: SPAN 202 and 301 or 303, its equivalent or consent of instructor (Native speakers exempted from prerequisite, see Department Chair).

Critical and historical study of representative works of the 20th century. Conducted in Spanish.

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. Studies in Cervantes-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223; SPAN 353 or 311 and 301 or 303 (Native speakers exempted from prerequisite, see Department Chair).

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. Conducted 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 Modern Language majors to participate in an internship or other practicum experience that is not a part of regular department course offerings. Such experiences might include teaching foreign language in elementary schools, serving as an aid to primary or secondary teachers, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, translating official documents for organizations and residents in

the community, or serving as an assistant in MCLL courses on campus, etc. 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.

SPAN 499. Independent Study (credits vary)

Prerequisite: Modern Language major or minor, junior or senior standing and consent of instructor required. 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 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) CXP

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) WST

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) WST

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. History of German Cinema (3-3-0) CXP

This course will examine the cinematic traditions that have developed in German-speaking countries. Representative works will be screened and discussed from the Weimar era, the Third Reich, the German Democratic Republic, the New German Cinema, and post-reunification Germany. Lectures and discussions will provide the students with the historical background necessary to analyze the films in their cultural context. 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 211. Italian Culture and Civilization (3-3-0) WST

In this interdisciplinary course, we shall seek to answer the question, "How did the qualities of 'Italianess' that make Italy unique arise in history?" In order to address the phenomenon of Italy in all its grandeur and diversity, this course will focus on a broad range of major Italian achievements, movements, and events from the Middle Ages to the present. Taking St. Francis of Assisi as our starting point, we will consider both Italy's socio-political history and the main developments in the fields of arts, literature, music, cinema, philosophy, and science. We will read excerpts from Dante, Boccaccio, and Machiavelli; we will admire Caravaggio's art and Galileo's scientific method; we will discuss Neorealism, mafia, and Italian pop-culture.

MLAN 217. Italian Cinema (3-3-0) CXP

This course will offer an historical overview of Italian cinema from the origins to the present. It will introduce students to the masterpieces of Italian cinema, with examples from the silent era, Neorealism, art films, and the newer trends, and will hone the analytical 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) GMP

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. A theoretical base for cultural study will be established by first examining American culture as it is viewed by and taught to foreigners. Basic cultural principles, such as concepts of time, space, formality and informality, intimacy, etc. will then be explored from a cross-cultural perspective, as different members of the Department of Modern Languages treat the application of these general concepts in the French-, Spanish-, and German-speaking environment. Emphasis will be given to the seemingly small points of cultural interaction that can often cause large misunderstandings. MLAN 308 is a particularly relevant course for majors in any field that normally entails dealing with peoples of other cultures.

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 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. Senior Seminar: Cultural Identities in the European Framework (3-3-0)

This course is the capstone experience for graduating seniors in modern and classical languages and literatures. As such, it is required for all seniors with a declared major in modern languages who enter CNU in Fall 2005 and thereafter. Students who are studying contiguous fields or who are minoring in a modern language are encouraged to take the class as well. This seminar-style course will explore intellectual and artistic responses to the emerging concept of "European" identity in order to provide a

theoretical framework for the study of contemporary national identities. Each seminar participant will write an individual research paper on his/her area of specialty.

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 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) WST

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) WST

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) WST

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. Democratic Ideology and Civic Identity in Fifth-Century Athens (3-3-0) WST

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) WST

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 213. Women in Ancient Greece and Rome (3-3-0) IIS

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 214. Dictators, Demagogues, and Decline (3-3-0) WST

The last two hundred years of western tradition might suggest that democracy is a natural state of affairs, but the classical world demonstrates the fallacy of this view: representative governments like that in the Roman republic and democracies like fifth-century Athens are exceedingly rare exceptions to the norm. The writers of these exceptional societies were themselves usually members of the political elite, and so necessarily grappled with the social and political dangers that beset them. CLST 214 will study the persistent depiction of social decline in these authors, assess the validity of their analyses, and consider the great influence of their ideas upon our own society. Three guest lectures in the final week of the semester will complement the more literary material with historical analyses of two modern dictators and one modern demagogue, whom students will then be able to assess in light of their classical precedents.

CLST 215. Borders and Bandits (3-3-0) GMP

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. Its subject matter comprises the words and deeds of marginalized groups themselves as well as those of the Roman authorities who had to confront their opposition. 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 and their use of these conceptions to progressively redefine their own culture.

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: Sacred Violence: The Cultural Context of Greek Tragedy (3-3-0) WST

Prerequisite: ENGL 123, ULLC 223.

In Sacred Violence students analyze selected Greek tragedies within their original socio-political 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 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 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.

CLST 499. Independent Study (credits vary)

Prerequisite: Junior or senior standing and consent of instructor required.

Taught upon request and at the instructor's discretion.

No student may present more than six credits of 499 toward the major program.

DEPARTMENT OF MUSIC

Dr. Mark Reimer, Chair

Ferguson, Room A130

(757) 594-7074

reimer@cnu.edu

FACULTY

Professors: Hines, Reimer

Associate Professors: W. Brown, Douglas, Fowler,

Assistant Professors: J. Brown, Holland, Koster,
Mijatovich, White

Instructors: Doherty, Mooney

Emeritus: Brockett

The music program at Christopher Newport University is accredited by the National Association of Schools of Music and offers courses in music education, history, theory/composition, literature, pedagogy, performance, and conducting. Professional instruction is available on all woodwind, brass, percussion, string, and keyboard instruments as well as in voice, composition, jazz improvisation, and conducting. Music majors graduating with the Master of Arts in Teaching, Bachelor of Music, or Bachelor of Arts in fine and performing arts with a major in music are encouraged to pursue graduate study, although some students prefer to enter their profession immediately after graduation.

Mission Statement

The music program is committed to transforming the lives of its students. The music faculty strive 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. Music 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, music students learn to embrace the truth that musicianship and scholarship are lifetime pursuits.

Goals of the Department of Music

1. To provide a rigorous and comprehensive curriculum accredited and assessed by the National Association of Schools of Music, the Southern Association of Colleges and Schools, and Christopher Newport University.
2. To provide music faculty and guest artists who are recognized experts in their field and who have a passion for learning and teaching.
3. To accept music students who have the demonstrated skills, knowledge, and potential necessary to complete a degree in music.
4. To provide music students with the knowledge, skills, and experiences necessary to become

successful teachers, scholars, performers, and composers.

5. To provide serious, high achieving music students with scholarships to support performance, education, creativity, and research.
6. To provide the instruments, equipment, materials, classrooms, rehearsal rooms, and performance halls necessary for the study and performance of music.
7. To provide a wide variety of concerts, recitals, lectures, films, masterclasses, and festivals that educate students and enrich the cultural life of the University and the community.
8. To offer select music courses and performance opportunities to all students of the University and the community.
9. To provide students with additional opportunities for leadership, fellowship, and learning through student music organizations such as Phi Mu Alpha Sinfonia, Sigma Alpha Iota, MENC, and Pi Kappa Lambda.
10. To produce graduates who, upon their graduation, will enter their profession, pursue graduate studies, or maintain their involvement in music.
11. To serve as a significant resource of knowledge, information, strategies, methods, and materials for music students and teachers in the University, the community, and beyond.

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, history and literature, instrumental music education, performance, theory/composition, and jazz studies.

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 MAT 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 MAT degree and teacher certification (PK-12). For more information, see the CNU Graduate Catalog.

Minor in Music (18 credits)

The minor in music requires successful completion of a minimum of eighteen credits in music above the 100 level. The minor program in music requires four semesters of MUSC 012; MUSC 209-210; MUSC 211-212; MUSC 306(W); APP MUSC 131-132 and 231-232; and four semesters of a major ensemble.

Professional Certificate in Jazz Studies

The music program offers the Professional Certificate in Jazz Studies for students who possess a strong interest and talent in jazz performance. The following curriculum is designed to offer students the basic courses and performance experience required for entry into jazz performance and jazz education. The required courses include: four semesters of MUSC 103 and MUSC 108, APP IMPROV 131-132 and 231-232, MUSC 315, MUSC 408, and MUSC 416. A student must present a sixty-minute recital at the completion of APP IMPROV 232 or at the highest level beyond APP IMPROV 232 that he/she successfully completes. A minimum grade of C- must be earned in each course.

Assessment Procedures

The rigor of the academic curriculum of the music program at Christopher Newport University is 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

Music students are assessed in numerous ways throughout their tenure at CNU. A student intending to matriculate in the music program at CNU must first satisfy all entrance requirements, including an entrance audition, interview, two professional recommendations by music educators, and entrance examinations in music theory and music history.

Degree Program Admission Requirements

Once admitted to the music program, the student must successfully complete all prerequisites for upper-level music courses with a grade of C- or better. To be admitted into either the Bachelor of Music degree or the Bachelor of Arts degree programs, referred to as, "Sophomore Check Point," the following prerequisites must be satisfied: four semesters of music theory and ear training (MUSC 211-212, 209-210, 311-312, 309-310), critical listening (MUSC

141), four semesters of keyboard skills (MUSC 115-116, 215-216), 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 and ULLC 223, four courses from the Area of Inquiry, and a cumulative GPA of 2.5 or higher (2.8 for teacher certification and 3.0 for the MAT).

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, the piano proficiency examination, and have passed the exit examinations in music theory and music history. The senior recital or thesis 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 voice, keyboard, instrumental 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

CHORAL MUSIC EDUCATION CONCENTRATION

- 1) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 314;
- 2) MUSC 220, 230, 240, 250;
- 3) MUSC 265, 266, 520, and 596;
- 4) APPMUSC 131-132, 231-232, 331-332, 431-432 (recital);
- 5) Eight credits in MUSC 105, 106, or 117;
- 6) MATH 125; PSYC 207, 312; SOCL 314, and COMM 201;

- 7) Four semesters of piano; successful completion of the piano proficiency examination;
- 8) Eight semesters in MUSC 012 (Performance Attendance);
- 9) Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

Bachelor of Music

HISTORY AND LITERATURE CONCENTRATION

- 1) MUSC 408;
- 2) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 314 or 316;
- 3) Six credits of upper-level Music History and Literature electives and six credits of upper-level, non-music electives;
- 4) APP MUSC 131-132 and 231-232;
- 5) MUSC 490W (Falk Seminar in Music Historical Research);
- 6) MUSC 499 (3 credits in research and 3 credits in thesis);
- 7) Eight credits in either MUSC 101, 102, 105, 106, 111, 112, 114, 117, and two credits of World Music Ensemble;
- 8) Four semesters of piano; successful completion of the piano proficiency examination;
- 9) Eight semesters in MUSC 012 (Performance Attendance);
- 10) Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

Bachelor of Music

INSTRUMENTAL MUSIC EDUCATION CONCENTRATION

- 1) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 316;
- 2) MUSC 220, 230, 240, 250, 260, 570, and 580;
- 3) Either MUSC 530 or 540, depending on area of concentration and MUSC 510;
- 4) APP MUSC 131-132, 231-232, 331-332, and 431-432 (senior recital);
- 5) Eight credits in either MUSC 101, 102, 111, 112, or 114, depending on area of concentration (two credits of MUSC 112 are required for band majors);
- 6) MATH 125; PSYC 207, 312; SOCL 314, and COMM 201;
- 7) Four semesters of piano; successful completion of the piano proficiency examination;
- 8) Eight semesters in MUSC 012 (Performance Attendance);
- 9) Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

Bachelor of Music

JAZZ STUDIES CONCENTRATION

- 1) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, and 314 or 316;
- 2) MUSC 315, 408, 416, and 491 (2 credits);
- 3) APP IMPR 131-132, 231-232, 331-332, and 431-432 (senior recital);
- 4) Sixteen credits in ensembles: 6-8 credits must be in either Vocal Jazz Ensemble (vocalists) or Jazz Ensemble (instrumentalists), and 6-8 credits must be in Jazz Combo, as determined by the Director of Jazz Studies (instrumentalists) or the Director of Vocal Jazz (vocalists);
- 5) Four semesters of piano; successful completion of the piano proficiency examination;
- 6) Eight semesters in MUSC 012 (Performance Attendance);
- 7) Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.

Bachelor of Music

PERFORMANCE CONCENTRATION

(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

- 1) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 314 or 316;
- 2) Instrumentalists must take MUSC 391, 392, 394, 397, or 398, depending on area of concentration. Vocalists must take also 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) APP MUSC 133-134, 233-234, 333-334 (junior recital), and 433-434 (senior recital);
- 5) 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;
- 6) Four semesters of piano; successful completion of the piano proficiency examination;
- 7) Eight semesters in MUSC 012 (Performance Attendance);
- 8) Completion of the exit examinations in music theory and music history with a minimum score of 70 percent or higher.

Bachelor of Music

THEORY/COMPOSITION CONCENTRATION

- 1) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 314 or 316;
- 2) MUSC 411, 413, 415;
- 3) Three credits in a writing intensive music literature elective and 10 credits of music or non-music electives;

- 4) APP MUSC 131-132 and 231-232;
- 5) Three credits of MUSC 499 in research or composition and three credits of MUSC 499 in thesis or composition;
- 6) Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117;
- 7) Four semesters of piano; successful completion of the piano proficiency examination;
- 8) Eight semesters in MUSC 012 (Performance Attendance);
- 9) 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 all general education and degree studies requirements (see index), the Bachelor of Arts degree in Fine and Performing Arts with a major in music requires successful completion of the following courses:

- 1) Six credits of upper-level music electives;
- 2) MUSC 141, 200, 209-210, 211-212, 303-304, 306(W), 309-310, 311-312, 314 or 316;
- 3) APP MUSC 131-132 and 231-232;
- 4) Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117 depending on area of concentration; two credits of chamber ensembles;
- 5) Four semesters of piano; successful completion of the piano proficiency examination;
- 6) Eight semesters in MUSC 012 (Performance Attendance);
- 7) COMM 201 and PHIL 304;
- 8) Six credits of upper-level, non-Music electives and nine credits of upper- or lower-level non-Music electives;
- 9) 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 either the required courses for teacher certification or the Master of Arts in Teaching (MAT) 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 MAT 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 verbal and quantitative subtests; an essay specifying the reason for applying to the program; and two letters of recommendation. Students accepted into the MAT 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 MAT degree and teacher certification. See the CNU Graduate Catalog for the requirements leading to the MAT.

Elementary level (PK-6)

Major/concentration courses required:

See major requirements for the Bachelor of Music with a concentration in either Choral or Instrumental Music.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; COMM 201 or THEA 230; two science courses and one science lab; HIST 201; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 308; ENGL 314; ENGL 310 or 430; CPSC 110.

Graduate courses* required (senior year):

Select two: MATH 570; ENGL 532; ENGL 514.

* See the graduate catalog for graduate course descriptions.

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.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 and 208, 312; SOCL 314.

Graduate courses* required (senior year):

For Choral Music students: MUSC 520, 596.

For Instrumental Music students: select six credits from either MUSC 510, 530/540, 570 or 580.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN MUSIC

MUSC 012. Performance Attendance

Fall and Spring.

All students who are enrolled in MUSC 012 must attend the weekly convocation and a minimum of fifteen performances for the semester. Students are encouraged to attend all concerts, lectures, and recitals presented on the campus

of Christopher Newport University. A student does not receive MUSC 012 credit for a performance or lecture in which he or she participates. A minimum of twelve credits must be from University concerts and recitals; and a minimum of three credits must be from professional concerts and recitals. Required for all music majors.

MUSC 101. Wind Ensemble (1-0-4)

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)

Fall and Spring.

An auditioned orchestra that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the orchestral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 103. Jazz Ensemble (1-0-3)

Fall and Spring.

An auditioned jazz ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, 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)

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)

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 towards 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 109. Collegium Musicum (1-0-3)

As needed.

An ensemble that affords a rare opportunity to learn about early music and acquire skills by performing it. The variety of sacred and secular music read gives the student an understanding of music's scope throughout the Middle Ages to 1500.

MUSC 110. Vocal Jazz Ensemble (1-0-3)

Corequisite: MUSC 105, 106, or 117.

Fall and Spring.

A year long, auditioned, small ensemble open to any CNU student. Strong vocal, musical, and theoretical background is desirable. The Vocal Jazz Ensemble performs a variety of jazz literature, unaccompanied and with rhythm section. Styles include Swing, Blues, Funk, Latin, Doo Wop, and Pop. Strong vocal technique, theoretical knowledge, and solo styling ability are required. Rehearsals focus on ensemble blend, style integration, stage presence, tuning, improvisation, listening, and history of jazz. Outside rehearsal preparation is required. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 111. Guitar Orchestra (1-0-4)

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)

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)

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 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)

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 towards graduation.

MUSC 118. World Music Ensemble (1-0-3)

Fall and Spring.

This auditioned ensemble is a unique experience, incorporating world music instruments and traditions. The ensemble performs once per semester, with the option of performing more as opportunities arise. Students may register each semester, but no more than eight credits can count 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 121. Flute Choir (1-0-3)

Prerequisite: audition.

Fall and Spring.

This course puts a special focus upon the literature and performance practice of the flute choir. As this is a performance-oriented ensemble, flute choir performs at least once per semester, with the option of performing more as opportunities arise. Flute Choir is available through

audition only, which is administered each semester during the first week of classes. The audition includes: all major and minor scales with the quarter note equal to 120 on the metronome; sight-reading; and a prepared piece from the standard flute repertoire. Students may register each semester, but only eight credits may be counted toward graduation.

MUSC 122. String Quartet (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 141-142. Critical Listening for Music Majors (2-1-2)

Prerequisite: Music Major; for MUSC 142: MUSC 141. Corequisite: For MUSC 141: MUSC 211; for MUSC 142: MUSC 212.

Fall and Spring.

These courses introduce first-year music majors to an appreciation of music literature through listening. A few selected works by masters in the classical tradition are studied in depth as an introduction to the study of music. All works are from the Common Practice Period to the present, although at the discretion of the professor, non-traditional or ethnic music may be included in lieu of one composer during the second semester. The course is composer based. In the first semester, works by four specific composers are studied chronologically: Bach, Beethoven, Verdi, and Stravinsky. During the second semester, works by five or six composers selected by the professor are studied in any order. They cover a wide range of styles and periods but do not include the composers studied in the first semester. The works include one lieder composer, such as Schubert or Schumann; one French composer, such as Saint Saens or Debussy; one American composer, such as Copland or Bernstein; and one post-1960 composer, such as Ligeti or Larsen. MUSC 141 is required for all first-year music majors.

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 is designed for musicians and music educators who need to learn publishing, quality professional music notation skills, and digital recording concepts. Coda Music's Finale music notation software is used for notation and Midi

playback. Garageband software is used for sound recording and Midi sequencing. Digital audio files generated from music notation will give the musician a chance to hear as well as see the music to be performed. Creating and editing musical scores for printing and publication will be a major focus for this class. Students will be able to produce professional lead sheets, instrumental and vocal parts, chamber music parts, and full scores. Various methods of data entry, editing, score and part printing, and other specialized notational software techniques are studied.

MUSIC 205. Genre and Genius: Collaboration and Transcendence in Movie Music (3-3-0) CXP

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

Fall and Spring.

A sequence that surveys music and musical styles from throughout the world including folk and popular musics as well as traditional Western art music. Emphasis is placed on the social and historical settings of music and musical performance as well as on musical style. Outside listening assignments are an integral part of the courses, but no previous musical experience is required. The first semester includes the development of folk music and Western art music through the eighteenth century. The second semester includes the development of popular music and Western art music in the nineteenth and twentieth centuries.

MUSC 209-210. Elementary Ear Training (1-0-3)

Prerequisite for 209: music major, minor, 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, minor, 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, and an introduction to part-writing. 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 is the study of chord function and voice-leading norms in tonal music. Students develop skills in part-writing and analysis as well as an understanding of the tonal phrase. 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. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 224. Listening to the Planet: Global Music Exploration (3-3-0) GMP

This class is to awaken students to the enormous variety of musical practices on our planet, to enable students to explore music and cultures other than their own, and to nourish self images as citizens of a worldwide community, with respect to other world citizens who live in ways differing from mainstream society. In this course, students will examine world cultures as they existed before Western contact, followed by a deeper examination of the cultural and artistic results of post contact, looking closely at how outside cultures have shaped and influenced existing cultures both positively and negatively. The student will also examine how the intruding culture(s) socially, economically, politically, and artistically gained from the process of contact with a non-mainstream community.

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. 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. 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. 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. 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 either an opera scenes recital program or a fully-staged opera production. All roles are assigned to accommodate the specific abilities of each student. In addition, basic stage movement, audition techniques, and performance preparation are addressed. Required for music majors pursuing a Bachelor of Music degree with a concentration in 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)*Prerequisite: as announced.**As needed.*

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

MUSC 303-304. History of Western Music (3-3-0)*Prerequisite for 304: MUSC 303;**Fall, 303; Spring, 304.*

A two-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) GMP*Prerequisite: ENGL 123, ULLC 223.**Fall and Spring.*

In this course the ways in which various world music practices and genres exemplify the interrelations, negotiations, and contestations of the main issues related to the process of globalization are examined. While often regarded as “pure” entertainment, a leisure activity serving to distract and remove one from the reality of everyday life, music provides powerful modes of interaction within and across cultures. Music also often serves as a metaphor and often a first indicator of social and political transformations. Some of the questions addressed include: What is globalization and how is it expressed in world music? How does music production across the globe influence (and is influenced by) various aspects of globalization? In what ways are musical practices heralding social and political shifts in today’s world? A number of intercultural musical encounters will be studied and what kinds of power-relations are at play, how those encounters changing the cultures are involved, and how social identities are expressed, contested, or transformed through these processes will be examined. And finally, the significance these intercultural musical encounters have for broader global political and cultural transformations will be examined. Required for all music majors and minors. Partially satisfies the 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 and modulation and the larger harmonic articulations of form. Through part-writing and analysis, students distinguish between various techniques composers use to modulate from one key to another and employ these techniques in their own work. 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 Neapolitan chords, augmented 6ths, mode mixture, enharmonic reinterpretation, and other chromatic phenomena. Non-functional harmonic and linear techniques and 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. 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) CXP*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. Required for music majors pursuing the Bachelor of Music degree with a concentration in either instrumental music education or instrumental performance.

MUSC 350. Opera to Broadway: The Evolution of Creativity (3-3-0) CXP

Prerequisite: ULLC 223.

Fall.

Perhaps now more than ever, we are seeing operatic works being modified, adapted, and used as inspiration for the new works on Broadway. This course examines the creative processes involved bringing these new works to the modern stage. Three standards of the operatic repertoire (Aida, La Bohème, and Madama Butterfly) and their recent manifestations on the Broadway musical scene will be analyzed. The historical source material is reviewed and CDs/videos/DVDs are used to demonstrate the creative process involved in bringing these works to the public. Students observe excerpts and full performances, including live performances in the Ferguson Center for the Arts. Critical reviews of these performances are a major part of the curriculum. Arrangements are made for students to attend these events at a much reduced cost.

MUSC 365. Divas and Deviants of Modern Opera (3-3-0) CXP

Prerequisite: ULLC 223.

Four masterpieces of modern opera are studied in depth: Alban Berg's Lulu, Dmitri Shostakovich's Lady Macbeth

of Minsk, Kurt Weill's The Rise and Fall of Mahagonny, and Benjamin Britten's Death in Venice. Literary, dramatic, social, and political issues will be considered in these operas, as well as the literary texts upon which each is based. The political circumstances in which these operas came to be are of interest such as the critical firestorm unleashed by the Soviet political apparatus after Stalin heard Lady Macbeth.

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. 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 232/234.

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. 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 232/234.

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. 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. 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 232/234. 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. Required for music majors pursuing the Bachelor of Music degree with a concentration in percussion performance.

MUSC 401W. Seminar in Music Bibliography-WI (1-1-0)

Prerequisite: ENGL 123, ULLC 223, and junior standing. Fall.

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. Required for all music majors. Partially satisfies the writing intensive course requirement.

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

Prerequisite: ENGL 123, ULLC 223, and junior standing; MUSC 303 and 304. Spring.

A writing-intensive course in which music is studied as a part of America's cultural history. Beginning with the music transported to the New World by the Pilgrims and Puritans, musical activity is traced chronologically into the twentieth century. Among major topics discussed are the singing school movement, nineteenth-century popular music, the development of music education, American band music, the beginnings of jazz, the establishment of an indigenously American expression, and the coming of world prominence in music of the twentieth century. Partially satisfies the writing intensive course requirement.

MUSC 408. Jazz History and Literature (3-3-0)

Prerequisite: junior standing or consent of instructor. Fall, as needed.

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 Bachelor of Music degree with a concentration in jazz studies and for 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 theory/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 theory/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 theory/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 ar-

ranged and composed vary from two-part voicing to six-part voicing. Required for students pursuing the Bachelor of Music degree with a concentration in jazz studies and for 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. The Falk Seminar in Music Historical Research -WI (credits vary)

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. Required for music majors pursuing the Bachelor of Music degree with a concentration in music history and literature. 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)

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 232/234.

Fall, as needed.

Techniques and methods used in voice building and coaching of song literature. Topics include voice classification, quality, diction, registration, breath management, psychology, and physiology. Students teach in one-on-one and class settings. Required for music majors pursuing the Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 499. Independent Study or Thesis (credits vary)

Prerequisite: junior or senior standing.

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. Required for music majors pursuing the Bachelor of Music degree with a concentration in either music theory/composition or music history and literature.

THE CURRICULUM IN APPLIED MUSIC**APP MUSC 130. Applied Music: piano, organ, strings, harpsichord, woodwinds, brass, percussion, voice, theory, 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, theory, composition, jazz improvisation, and voice (2-0-1)

Prerequisite: music major or minor; consent of instructor and Chair of Music.

Fall, Spring, and Summer.

Students receive one 50-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).

APPMUSC 133, 134, 233, 234, 333, 433. Applied Music: piano, organ, strings, woodwinds, brass, percussion, voice, and conducting (3-0-1)

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 (3-0-1)

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 (2-0-1)

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 (3-0-1)

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).

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Dr. Deborah Carter Campbell, Chair
Business & Technology Building, Room 200A
(757) 594-8827
dcampbel@cnu.edu

Faculty

Professors: Beauchamp, Hoaglund, Powell, Rose,
Teschner

Associate Professors: Campbell, Redick, Schweig,
Strehle, Underwood

Assistant Professors: Carr, Hutchinson, Thompson,
Timani

Emeritus: Powell

Mission Statement

The mission of the Department of Philosophy and Religious Studies is to foster sophisticated critical thinking skills that will allow the student to appreciate and evaluate a wide range of historical-social-cultural norms, values, and beliefs in diverse times and societies. The department seeks to promote in the student an empathetic and critical analysis of philosophical and religious traditions in order to understand their development and present character. As an academic discipline, the department does not seek to promote or to censure any particular creed, institution, or way of life. Its goal is the exploration and clarification of the widest range of values and worldviews, so that students are able to reflectively consider the origin and impact of the dominant philosophical, religious, and ethical structures upon their lives, as well as to have the chance to challenge and critically evaluate those systems of thought and action. The department is committed to creating the highest quality learning environments through the use of educational technologies. Majoring in Philosophy and Religious Studies at CNU is preparation both for graduate study in diverse fields such as philosophy, theology, and the law, and for living a productive and creative life in any vocation.

The Department of Philosophy and Religious Studies offers the Bachelor of Arts in Philosophy, the Bachelor of Arts in Philosophy with concentrations in Critical Thinking, Indic Studies, Pre-Seminary Studies, Religious Studies, Values and the Professions, and a minor in philosophy. The philosophy program at the University emphasizes the development of critical thinking skills through courses in informal and formal logic and theory of knowledge. It encourages a global understanding of diverse philosophical traditions through courses in Western, Middle-Eastern, and Asian philosophy. It promotes an appreciation of value theory through courses in aesthetics and ethics.

The department offers five concentrations, each of which allow students to explore their primary area of interest while pursuing the Philosophy degree. The **Critical**

Thinking concentration affords students the opportunity to refine their skills in reasoning, problem solving, devising and evaluating arguments, and making inferences and judgments. Among areas emphasized in the concentration are legal reasoning, scientific reasoning, and theories of knowledge and truth. The concentration is appropriate for philosophy majors entering graduate programs, particularly those preparing to study law or teach critical thinking. It is also an excellent double major concentration for any majors preparing for graduate or professional programs, and for majors whose careers require sustained reasoning and well-developed communication skills.

The **Indic Studies** concentration allows the student to focus attention on the philosophies and religions of South East Asia such as Buddhism, Sikhism, Jainism, and the various traditions and schools within Hinduism. The concentration includes study in appropriate languages in preparation for graduate work in this area. A merit scholarship in Indic Studies is awarded annually to students enrolled in the concentration.

The **Pre-seminary** concentration provides the student with a broad view of religions while at the same time looking at the application of 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, 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 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, this study fosters 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.

The **Values and the Professions** concentration offers students the opportunity to engage in ethical/moral discourse on two primary tracks. The applied ethics track is especially useful for students planning to enter into professional careers upon graduating. Courses in this track include Environmental Ethics, Business Ethics, and Medical Ethics. The values track provides students an opportunity to consider the origin and impact of dominant moral structure upon our lives today, as well as the chance to challenge these values. This track would be of interest to students preparing for graduate work in philosophy, as well as to any student who would like to arrange his/her course work in philosophy to focus primarily upon questions of values and morality. Courses in this track include Ethics, Philosophy of Technology, Philosophy of Gender, and Philosophy of Love and Sexuality.

The offerings of the department fully prepare students for graduate work in philosophy as well as for the continuation of their education in other academic disciplines. Students who minor in philosophy are enriched in their understanding of their major field of study by gaining broader insight into its intellectual history and theoretical presuppositions. Students who take only a few courses in philosophy benefit by enhancing their persuasive, expressive, and analytic skills by the study of philosophy.

In addition to preparing people for a profession in philosophy and for an enriched life generally, philosophy is also an entry into a variety of other professions. Many philosophy majors enter careers in publishing, journalism, broadcasting, business, marketing, and governmental administration. A number of philosophy majors enter graduate school for advanced degrees in humanities and then go on to college-level teaching. Others enter graduate programs in business administration or law, for which training in logical analysis and value-awareness provides an excellent background.

Advising

See the Academic Advising Department 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 Historical Studies courses;
- 3) Select two Value Analysis courses;
- 4) Select one Argumentation and Logic course above the 100 level;
- 5) Three additional credit hours in PHIL and/or RSTD courses;
- 6) Six additional credit hours chosen from 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.

CRITICAL THINKING PROGRAM

Dr. John A. Hoaglund, Director
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The Bachelor of Arts degree in Philosophy

CRITICAL THINKING CONCENTRATION

The ability to understand and critically evaluate language-conveyed information in its many forms is essential to the success of people in all facets of life. On a daily basis, we are met with a barrage of information that we are expected to sort through, process, and utilize. This is especially true in today's increasingly interconnected global community. Since we are provided access to virtually unlimited information, it is important that we develop the reasoning skills that will enable us to organize that information and to sort out the reliable information from the unreliable.

The concentration in critical thinking trains students in strategies that are useful in understanding and making the most of language-conveyed information. Courses focus on the development of skills and dispositions that will aid students in comprehending oral and written forms of discourse. Courses also focus on enhancing reasoning and communication skills so that students are able to communicate their own ideas more accurately and efficiently. Students will have the opportunity to develop their speaking and writing skills, and will be introduced to some common mistakes in reasoning. The concentration in critical thinking offers students the opportunity to develop basic practical and academic dispositions that enable us to make the best use of our primary method of communication – language. The major in philosophy with a concentration in critical thinking is recommended for students interested in the post-baccalaureate study of law due to the intense focus on the fundamentals of argumentation. The concentration in critical thinking is also recommended as a double

major for students in business, politics and the sciences as these fields rely on effective language comprehension and reasoning skills.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in critical thinking requires successful completion of the following:

- 1) PHIL 101, 102, 465, 490W;
- 2) Select three Historical Studies courses;
- 3) Select two PHIL 205, 305, 320, 321, and Special Topics courses (395);
- 4) Three additional credit hours in PHIL and/or RSTD courses;
- 5) Six additional credit hours chosen from 300/400 level courses in PHIL and/or RSTD;
- 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.

INDIC STUDIES PROGRAM

Dr. Graham M. Schweig, Director
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gschweig@cnu.edu

The Bachelor of Arts degree in Philosophy INDIC STUDIES CONCENTRATION

Students desiring to focus on the cultures and civilizations of South Asia and the religious and philosophical traditions originating in India, such as Buddhist, Jain, Sikh, Vaishnava as well as other Vaidika (Hindu) and Dharma traditions, will take this concentration. Depending on the student's particular interests, this concentration can involve comparative studies of other religious or philosophical traditions and cultures with those of South Asia, with an emphasis on the latter.

This concentration is directly associated with the Institute for Indic Studies housed in this Department, which will award a merit scholarship to a student within Indic Studies and, additionally, bring to campus a prominent Indic Studies scholar once a year to present a university-wide lecture within the field. Additionally, the international periodical in Indic studies, *Journal of Vaishnava Studies*, is published in cooperation with the Department of Philosophy and Religious Studies.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in Indic studies requires successful completion of the following:

- 1) PHIL 101, 490W; RSTD 499 (Topic in Indic Studies with Director);

- 2) RSTD 211, 212;
- 3) Select two Historical Studies courses;
- 4) Select three (courses whose content is Indian Philosophy and Religion): chosen from PHIL 348, 357; RSTD 220, 260, 330;
- 5) Select two courses chosen from 300/400 level courses in PHIL and/or RSTD;
- 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.

PRE-SEMINARY STUDIES PROGRAM

Dr. Kip H. Redick, Director
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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 education in a graduate seminary. This concentration will give students a broad view of religion. Courses taken to fulfill the requirements of the pre-seminary studies concentration will challenge the student's personal beliefs by presenting opportunities to understand the world's diversity of religious expression.

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 Historical Studies courses;
- 4) Select one Value Analysis course;
- 5) Select one Comparative Studies course;
- 6) Six additional credit hours chosen from RSTD 220, 260, 265, 330, 335, 336, 340, 350, 395, 495 or 499;
- 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
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kröse@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 Historical Studies courses;
- 4) Select one Value Analysis course;
- 5) Select one: RSTD 232, 265, 325, 330, 335, 361, 362, 395, and 495;
- 6) Six additional credit hours chosen from 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 written philosophy and religious studies courses taken at CNU;
- 9) 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.

VALUES AND THE PROFESSIONS PROGRAM

Dr. Deborah Carter Campbell, Director
Business & Technology Building, Room 208
(757) 594-7770
dcampbel@cnu.edu

The Bachelor of Arts degree in Philosophy VALUES AND THE PROFESSIONS CONCENTRATION

Our society is increasingly becoming aware of how thoroughly questions of value underlie much of our professional lives. Every day, we are immersed in debates over issues such as autonomy, dignity, and justice, which shape our professional and social existence. Now that the

world is literally at our fingertips (via the capabilities of the World Wide Web), we are realizing that our decisions and actions may have a profound affect on many other people's lives.

The concentration in values and the professions provides students an opportunity to explicitly consider the questions of value, which will inevitably arise, in their professional lives. Courses focus upon the ontological and epistemological foundations of value systems, the study of classical moral theories, the practice of ethical decision-making in today's professions (such as business, medicine, and politics), and the prospects for a sense of moral community in a culture, which has become increasingly fragmented by disenchantment and cynicism. Thus the concentration in values and the professions explores our society's ethical and moral standards, as well as the values, which underlie and inform these standards. The concentration in values and the professions is also recommended as a double major for students who are pursuing careers in professions such as business, medicine, science, politics, and the law.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in values and the professions requires successful completion of the following:

- 1) PHIL 101, 102, 490W;
- 2) Select three Historical Studies courses;
- 3) Select four: PHIL 304, 306, 315, 317, 319, 374, 380, 382, 383, 384, 386, 388, and Special Topics courses (395);
- 4) Six additional credit hours chosen from 300/400 level courses in PHIL and/or RSTD. Select two PHIL 305, 320, 321, and Special Topics courses (395);
- 5) Write a research paper and give an oral presentation of it (PHIL 490W);
- 6) Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU;
- 7) Take the CNU Philosophy and Religious Studies departmental comprehensive exam.

The Minor in Philosophy and Religious Studies (15 credits)

The minor requires a 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.

Online Courses in Philosophy

The Department offers courses for the Bachelor of Arts degree in philosophy and the Bachelor of Arts degree in philosophy with a concentration in critical thinking, religious studies, or values and the professions, in a computer mediated environment entirely online, outside the classroom, accessible by telephone line and over the Internet. Many online courses are integrated with classroom courses giving the online student the opportunity of interacting with classroom students and participating in classroom projects. The online environment offers opportunities to the online major to participate in online internships and teaching assistantships, independent studies, research projects, and online discussion forums.

THE CURRICULUM IN PHILOSOPHY

To complete specific departmental degree requirements, please note the following administrative categories:

Argumentation and Logic: PHIL 101, 102, 205, 305, 320, 321, 465.

Historical Studies: 201, 202, 307, 312, 317, 348, 349, 350, 355, 357, 399, 451, 452.

Value Analysis: 304, 306, 308, 315, 319, 323, 326W, 374, 376, 380, 382, 383, 384, 386, 388, 399.

Textual Analysis: 348, 349, 350, 355, 357.

General: 395, 490W, 491, 495, 499.

PHIL 101. Critical Thinking I (3-3-0) FIR

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. See *Supplementary Sections of Critical Thinking* above for additional information.

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) GMP

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) WST

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) WST

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) FIR

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) WST

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 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 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) GMP

Prerequisite: PHIL 101, ULLC 223.

Alternate years.

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) CXP

Prerequisite: ULLC 223.

Alternate years.

Confronts the student with the artwork and its elementary descriptive terminology. It considers the general significance of the fine arts and aesthetic value in the life of man by a systematic treatment of these problems: expression; creativity; the objectivity of the aesthetic judgment; the nature of the aesthetic experience; aesthetic qualities and the aesthetic object; the analysis of aesthetic value; art and morality.

PHIL 307. Current Trends in Modern Thought (3-3-0)

Prerequisite: junior standing or consent of instructor.

Alternate years.

An examination of the most important topics and theories of the leading philosophers of the 20th century. Selections from original works of major British, American and Continental philosophers will be studied. Topics include the nature and role of science, theories of language and truth, the validity of epistemology and ontology, the nature and structure of human existence, and the foundations of moral action.

PHIL 308. Philosophy of Religion (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered 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.

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) IIS

Prerequisite: ULLC 223.

Course will focus upon recent literature in the philosophy of Feminism. Feminist critiques of knowledge, metaphysics, history, morality, philosophical anthropology, and social institutions will be examined and discussed. Course will deal with such topics as ideals of masculinity and femininity, feminine and masculine paradigms, the social construction of reality, human nature, reason, sex and gender, ego and self, autonomy, caring and maternal thinking, the implications of feminist thought for concepts of language, authorship, literature, and the feminist claims concerning the epistemological role of theory, practice and experience. The philosophy of non-Western cultures will be considered in the light of the feminist critique.

PHIL 317. Existentialism (3-3-0) WST

Prerequisite: ULLC 223.

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) IIS

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) FIR

Prerequisite: ULLC 223.

Offered once every two years.

An analysis of scientific reasoning in the natural and social sciences. Topics to be discussed will include the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, the role of mathematics, and the use of deductive models of explanation, theory as interpretation, the role of language, the epistemological significance of the history of science, the distinction between the humanities and the sciences, and the relation between technological thinking and scientific thinking.

PHIL 321. WI:Legal Reasoning (3-3-0) FIR

Prerequisite: ENGL 123, ULLC 223 and sophomore standing.

Offered once every two years.

The course teaches legal reasoning through a case study method. Students will learn how to synthesize rules by reasoning from the general to the specific and from the specific to the general. The use of deduction and analogy will be examined in the context of the jury system. Students learn about the functions of the trial and the court of appeals, jurisdiction, choice of law theory, rule/policy analysis, and the role and impact of statutes and precedence. The kind of reasoning that is involved in applying law to individual cases will be studied. The course will examine theories of legal decision making and legal interpretation from its enlightenment origins through post-realist legal thought. Students will interpret constitutional law decisions from the point of view of Legal Formalism, Legal Realism and Post-Realist Legal Thought. 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.

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. Philosophy in the Movies-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and junior standing.

Offered once every other year.

A philosophical and experiential exploration of philosophical concepts within popular film. Course will focus on dif-

ferent 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 333. The Philosophy of Law and the Freedom of Religion (3-3-0) IIS

Prerequisite: ULLC 223.

Offered once every three years.

May a local school board expel Jehovah Witnesses who refuse to salute the American flag because it is a gesture forbidden by command of Scripture? Is animal sacrifice a constitutionally protected religious exercise? Are sacramental users of peyote who are fired from their jobs eligible for unemployment compensation benefits? Essential questions about the historical relationship between God and government, the meaning of religion, and moral "beliefs" versus "religion" will be examined through the study of landmark Supreme Court decisions that have grappled with the church-state problem. The course will closely examine the philosophical assumptions and logical argumentation in these cases. The course is taught once every two years.

PHIL 337. Radical Evil and the Philosophy of Law (3-3-0) IIS

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. It confronts philosophy with fundamental questions: Can there be meaning in a world where innocents suffer? Can belief in divine power or human progress survive the cataloging of evil? Is evil profound or banal? The law elaborately categorizes homicide and insanity defenses according to states of mind, some of which correspond to what Kant calls "radical" or "diabolical evil." 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 340. The Self in Asian Philosophy (3-3-0) GMP

Prerequisite: ULLC 223.

Offered once every three years.

This course is a study of the three major philosophical traditions of India, China and Japan, emphasizing how each

of these traditions understands the nature of the self. Primary source material will be read from the Indian tradition—the Upanishads, the Bhagavad Gita, the Pali Canons—from the Chinese tradition—the Analects of Confucius, the Tao Te Ching, the Chuang Tzu, and the writings of Wang Yang Ming and Chu Hi—from the Japanese tradition—the Koan literature, the writings of Basho and Dogen. The course will compare and contrast the image of the self according to these three major religions. In addition to content, the course is designed to give the student opportunity for informal writing and communication.

PHIL 348. Indian Philosophy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

A study of the history of Indian philosophy using original source material. Emphasis will be placed upon the development of Hindu and Buddhist thought through a study of the major classics of Indian philosophy such as the Bhagavad Gita, the Samkhya Karika, Shankara's Commentary on the Vedanta Sutra, the Pali Canons, the Prajnaparamita Sutra, and the Surangama Sutra. Topics will include varieties of knowledge, liberation and enlightenment, the nature of the self and substance, techniques of meditation and concentration, and theories of action.

PHIL 349. Islamic Philosophy (3-3-0)

Prerequisite: junior standing or consent of 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 350. Chinese Philosophy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

A study of the history of Chinese philosophy using original source material. An emphasis will be placed upon the development of Confucian, Taoist, and Buddhist thought and the variety of reactions, which these world views engendered within the Chinese tradition. Major classics such as the Analects, the Great Learning, Doctrine of the Mean, the Mencius, the Tao Te Ching, the Chuang Tzu the writings of Wang Yang Ming and Chu Hsi, and Mahayana sutras in the Buddhist tradition will be read and discussed.

PHIL 355. Japanese Philosophy (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

The course will examine the developments of the traditions

of Shintoism, Buddhism, Confucianism, Zen Buddhism and the evolution of Japanese aesthetics in the intellectual tradition of Japan. Selections from sources such as The Vimalakirti Sutra, the Lotus Sutra, the Prajnaparamita Sutra, the Lankavatara Sutra, the writings of Kukai, Honen, Eisai, Bankei, Dogen and others representative of the major intellectual trends will be read and discussed. The course is intended to give an overview of Japanese culture with an emphasis upon its roots in its philosophical tradition.

PHIL 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 in China, of the schools of the Vedanta and Yoga in India, of contemporary sects of Buddhism in Japan, and of European existentialism and the tradition of Analytic Philosophy in England and the United States will be read and discussed. Such thinkers as Wang Yang Ming, Chu Hsi, Shankara, Krishnamurti, Dogen, Nishida, Heidegger, and Wittgenstein will be covered.

PHIL 374. Business Ethics (3-3-0) IIS

Prerequisite: ULLC 223.

Fall and Spring.

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 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, and thus may be considered as 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. Works to be studied include Sophocles' *Antigone*, Plato's *Republic*, Aristotle's *Poetics*, Kant's *Critique of Judgement*, Heidegger's *Introduction to Metaphysics* and *The Origin of the Work of Art*, and Merleau-Ponty's *Eye and Mind*.

PHIL 382. Technology, Self and Society (3-3-0) IIS

Prerequisite: ULLC 223.

Offered once every three years.

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. This course also will give special attention to vulnerable populations, groups which have been excluded from society's dominant power bases. Topics to be discussed in this area include: definitions of social justice and injustice, racism, sexism, classism, homophobia, disability, work and welfare issues, family and reproductive

issues, affirmative action, education, identity politics, and cultural pluralism. Case studies will mediate the discussion of these issues.

PHIL 384. Medical Ethics (3-3-0) IIS

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. Also covered are the moral problems of behavior modification and control; genetic engineering, psychosurgery, the insanity plea, and involuntary commitment. Finally, attention is also devoted to problems of social justice and health care delivery: medicine in the market place, the health maintenance organization, the putative right to health care, and the allocation of scarce resources.

PHIL 386. Values and Postmodernity (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every two years.

The rapid changes of the twentieth century, often called a postmodern era, have significantly challenged modern enlightenment ideals of individuality, free will, justice, and the good life. This course will consider, from the perspective of postmodernity, the dynamic relationship between the personal and the political. Although primary emphasis will be given to nineteenth- and twentieth-century texts, historical readings will also be included. Suggested readings include selections from Marx, Nietzsche, Arendt, Derrida, Foucault, Lyotard, Deleuze and Guattari, as well as readings from the areas of American pragmatism, feminism, and multiculturalism.

PHIL 388. Crisis and Culture (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every two years.

Many of the cultural institutions of the West have become fragmented and weakened by the rapid scientific and technological advances of the last century, which often have challenged traditional conceptions of who we are as human beings and how we find meaning in our existence. Friedrich Nietzsche argued that this crisis of culture resulted from a fundamental "devaluation" of our values. This course

will explore what factors may have led to this devaluation of values or "nihilistic" attitude, as well as how we can again instill our culture and our lives with meaning, even if not in any absolutist sense (the "revaluation" of values). Besides Nietzsche, authors to be studied include Freud and Heidegger; readings from critical theory and feminism may also be included.

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 399. Philosophy of the Holocaust (3-3-0)

Prerequisite: junior standing or consent of the instructor.

Offered once every three years.

This course will examine the events of the Holocaust and the philosophical reflections that the Holocaust has provoked. A concrete and existential understanding of the perspectives, beliefs and experiences of the victims, perpetrators, accomplices, and bystanders is sought through reading first hand accounts and video footage. The ideological foundations of National Socialism as a political, social, economic, and philosophical movement will be studied by looking at its racial and political theories, its eugenics policies, its theories of history, technology, culture and the land. 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 451. Great Ancient Philosophers (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

A comprehensive examination of the writings of one of the major thinkers of the ancient or medieval period, such as Parmenides, Plato, or Aristotle, Confucius, Chuang Tzu, Mo Tzu, and Nagarjuna.

PHIL 452. Great Modern and Contemporary Philosophers (3-3-0)

Prerequisite: junior standing or consent of instructor.

Offered once every three years.

A comprehensive examination of the writings of one of the major thinkers of the period from the 1500 A.D. to the present, such as Descartes, Locke, Hume, Kant, Nietzsche, Heidegger, Shankara, Wang Yang Ming, and Ghandi.

PHIL 465. Advanced Critical Thinking (3-3-0)

Prerequisite: PHIL 101 or its equivalent.

Offered once every three years.

Both theoretical and operational problems of advanced critical thinking are considered, e.g. that of generalizability or the role of skills and dispositions in recent work by Robert H. Ennis. Advanced problems of argument analysis e.g. the distinction of linked and convergent, the merits of different analytical schemes, criteria for premise relevance, the relation of argument to explanation and inference, as well as arguments by analogy and conditional arguments, are among topics to be considered in such writers as Trudy Govier, Alec Fisher, and James K. Freeman. Different theories of informal logical fallacies will be examined in the work of John Woods, Douglas N. Walton, Ralph H. Johnson, and J. Anthony Blair.

PHIL 490W. Senior Seminar-WI (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)

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.

Offered on request.

A research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

THE CURRICULUM IN RELIGIOUS STUDIES

To complete specific departmental degree requirements, please note the following administrative categories:

Comparative Studies: RSTD 211, 212, 330, 336, 340.

Historical Studies: 220, 232, 260, 265, 335, 350.

Value Analysis: 326W, 337, 338.

Textual Analysis: 361, 362.

General: 395, 491, 495, 499.

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) GMP

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. The countless religions that human beings have invented over the last 100,000 years or so have proposed solutions to the mysteries and difficulties of human life through relating to a spiritual order peopled by heroes, gods, spirits, and ancestors. This order is revealed in the rituals, texts, legal codes, revelations, prophecies, and mystical illuminations that were invented by sages and prophets. 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) GMP

Fall, Spring and Summer.

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) WST

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) GMP

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. By studying the Qur'an, the students will be able to have a better understanding of Islam as a religion and culture and how the Qur'an has impacted other cultures as well. The students will also learn how the Qur'an has contributed to politics, economy, philosophy, theology, and law, and how the Qur'an has influenced and changed cultures and societies throughout the centuries. This course will help students understand how and why Muslim societies owe their beliefs and practices to the Islamic scripture. Because the Qur'an provides guidance on how people should govern, how people should deal with legal and economic matters, and how to view the nature of God and the universe, Muslims and non-Muslims have used the Qur'an to draft political treatises, create laws, plan an economy, and debate philosophical and theological issues. Thus, the students will have the opportunity to read and analyze the writings that contributed to the development of creative expression/movements that excelled in the fields mentioned above.

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) WST

Offered once every two years.

An introduction to major events, persons, issues, and ideas within the development of the Christian tradition. Special attention is given to the early years of formation within the worlds of Palestinian Judaism and of the Roman Empire and to modern tensions with science and secularism. Topics include: theological debates regarding the nature of Jesus, the Trinity, the nature of salvation, faith and reason; the development of the church as an institution; the authority of the Bible; the role of rituals and sacraments.

RSTD 236. Sacred Communication (3-3-0) [formerly RSTD 336]

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. Theories of religious communication from the following authors are integrated into the examination of the sacred as mediated by writing and artifact; Rudolph Otto, Mircea Eliade, Peter Berger, Clifford Geertz, Walter Ong, Marshall McLuhan, Evelyn Underhill, Frederick M. Denny, and Rodney L. Taylor.

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) WST

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) GMP

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. In addition to lecture and discussion the course will include in-class exercises, films and possible guest lectures or field trips.

RSDT 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) IIS

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." Most of our readings will be from major scholars of religion but we will also read religious texts to see how scholarly findings help illuminate them. In addition to lecture and discussion the course will include in-class exercises, films and possible guest lectures.

RSTD 312. Religion and the Arts (3-3-0) CXP

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) GMP

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. In this course, we will discuss the misconceptions and the negative portrayal of Muslim women in the U.S. and how the U.S. media has contributed to such image. 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. In this class, we will also explore the role and status of women in the three Abrahamic religions and discuss similarities and differences. This course will also introduce students to the emerging scholarship on women in Islam. Moreover, this course will shed lights on how Muslim women have contributed to Islamic religion and culture as well as to other religions and cultures. This course is important because it discusses a topic that is timely and is still very much neglected in the West.

RSTD 319. Religion and American Identity (3-3-0) IIS

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 326W. Religion in the Movies-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223 and junior standing.

Offered once every other 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.

Human 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) GMP

Prerequisite: ULLC 223.

Alternate years.

Course will focus on religions, which occur in non-literate cultures such as Native American and Australian Aboriginal societies. We will compare and contrast these oral traditions with literate traditions. These traditions will be drawn from ancient and contemporary examples. Topics to be considered include: the use of dance, vision quest, song, the bard, magic, shamanism, myth, paintings and other arts in the traditions of primal regions.

RSTD 337. Religion and Ecology (3-3-0)

Offered once every other year.

Environmental concerns have become extremely important, evidenced in references to "global warming", "ozone depletion", "polluted waters", "acid rain", etc. 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? Should human beings attempt to conform to the natural world, shape the world in their own image, or find a middle path? 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? Is earth a home or are we sojourners on the earth? What is the cosmic story? 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 I 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. Religious Studies Theory and Methods (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) GMP

Prerequisite: ULLC 223.

Offered once every three years.

This course is an examination of the way religious peoples communicate using written texts. In light of Emile Durkheim's argument that religion plays a central role in society, this course 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. The Death and Rebirth of 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 and the concern with secular and human interests is now central. 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) WST

Prerequisite: ULLC 223.

Offered once every two years.

Concerns the writings of the Old Testament and their role in the development of Hebrew religion. Archaeological, literary, and cultural backgrounds are used to illumine the historical, legal, prophetic, and poetic sections of the writings.

RSTD 362. New Testament (3-3-0) WST

Prerequisite: ULLC 223.

Offered once every two years.

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 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)

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.

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.

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. David C. Doughty, Chair

Gosnold Hall, Room 220

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doughty@pcs.cnu.edu

Faculty**Professors:** Caton, Doughty, Hibler, G. Webb**Associate Professors:** Anyiwo, Brash, Chaudhury,
Game, Hardie, Knipp, Lambert,
Selim, Siochi, Zhang**Assistant Professors:** Flores, Gerousis, Mandour,
Riedl, Wang**Instructor:** Baird**Emeriti:** Buoncristiani, Moore, J. Webb

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. Furthermore, because of the importance of computer science to many fields, the department recognizes a major responsibility to provide instruction for students earning degrees in other fields.

A departmental brochure with detailed descriptions of these programs, including typical texts for courses and topics for undergraduate research projects, and with degree-progress sheets for each specialty, can be requested by mail or by telephone: (757) 594-7065. Requests may also be made through info@pcs.cnu.edu. More information can also be viewed at www.pcs.cnu.edu.

Mission Statement

Our Mission is to:

- introduce all of our 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.

Equipment

The department has six teaching-research labs at CNU: the Unix based Hunter Creech Computer Lab, the Laboratory for Multimedia Computing, the Engineering Electronics Lab, the Engineering Projects Lab, the Macintosh Lab and the Information Systems Lab. In addition, it has two general-purpose physics laboratories and a large commons area for student-faculty collaborations and study. All classrooms are equipped with video projection systems, and the James I. Moore Computer Classroom features a network of 30 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, 30 Sun workstations, over 100 PC 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 Office of Naval Research (ONR), the Thomas Jefferson National Accelerator Facility (TJNAF) and the IEEE Foundation. 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.

Special Courses for Students in the Liberal Arts, Social Sciences and Business

In addition to its commitment to serve the science student, the department has two special goals: to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public

awareness of relations between science and technology and the realm of human values. Because of these special goals, the department offers many courses designed to complement the programs of students in the liberal arts, social sciences, and in business. CPSC 110, 125, 215, 216, 355, PHYS 103, 104, 105L, 141, 142, 143, 144, 344 and ENGR 121 are examples of such courses.

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 produce graduates possessing:

- A. a thorough understanding of one or more of the following areas:
 - design of digital systems
 - computer architecture
 - software engineering
 - microprocessor control of systems
 - data acquisition and signal processing;
- B. the knowledge and skills to advance in a dynamic technological environment and to succeed in advanced study;
- C. a strong liberal arts background and the ability to communicate well orally and in writing;
- D. the abilities to develop new knowledge and new skills, to analyze and solve problems creatively, and to serve in a variety of roles such as a responsible team member or an effective team leader.

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, 499W;
- 7) CPSC 125, 150/150L-250/250L, 260, 270, 410, 427;
- 8) Six hours from professional electives: CPEN 422, 495, CPSC 420, 425, 440, 450, 470, 471, 480, 495, PHYS 421, PCSE 495 (only one 495 course allowed with advisor's permission); CPSC 501 and 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: ENGR 121, MATH 140-240, PHYS 201/201L-202/202L, ENGL 123, CPSC 125, 150/150L;
- Second year: CPSC 250/250L, CPSC 270, ENGR 211/211L-212/212L, 213, MATH 320, CPEN 214, 315/315L, PHYS 340, ULLC 223;
- Third year: CPEN 414, 371W, CPSC 260, 427, PHYS 341;
- Fourth year: CPEN 431, CPSC 410, CPEN 499W, CHEM 121/121L-122, two professional electives.

The Bachelor of Science degree in Computer Foundations

This program is designed to prepare students in the foundations of computer hardware and software. Students in this program can choose to major in **applied physics**, **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 of the common core courses, the major courses, and the support courses**.

Common Core Courses:

- 1) CPEN 371W;
- 2) CPSC 125, 150/150L-250/250L;
- 3) MATH 140;
- 4) For applied physics: PHYS 201/201L-202/202L, PHYS 340;
- 5) For computer science: PHYS 151/151L-152/152L or PHYS 201/201L-202/202L and PHYS 340 or MATH 235 or 260;
- 6) For information systems: PHYS 151/151L-152/152L or PHYS 201/201L-202/202L and MATH 235 or 260;

*For the BS degree no more than three of the four lecture courses may be from the same discipline and no more than two laboratory courses may be from the same discipline. To satisfy the INW-Area of Inquiry requirement, no more than one additional physics lecture course may be presented.

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.

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: CPEN 315/315L, 422;
ENGR 212/212L, PHYS 352, 402, 406, 421, 431,
and either 441 or MATH 440.

See department guideposts for suggested focus areas.

Capstone Course: PCSE 499W (3 credits).

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

The Minor in Applied Physics (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 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.

Support Courses in Computer Science:

- 1) MATH 240;
- 2) ENGR 213;
- 3) CPEN 214;
- 4) PHYS 341.

Major Courses in Computer Science:

- 1) CPSC 260, 270, 410, 420;
- 2) CPSC 330 or CPEN 414;
- 3) Select three: CPSC 425, 427, 440, 450, 460, 470, 471, 480, 485, 495, and 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 499W (3 credits).

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

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 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.

Support Courses in Information Systems:

- 1) MATH 125 or PHYS 341;
- 2) ACCT 201 and ECON 201;
- 3) BUSN 201
- 4) 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, 260, 335, 336, 360, 425, 427, 446, 485, 495, and any CPSC 500 level course with advisor's permission; PSYC 201, 202, 303, 313; BUSN 311*, 323*, 370*; 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 (BSIS) degree therefore emphasizes problem solving and offers a broad range of courses to address the needed skills. The BSIS 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.

Course Requirements and Electives:

- 1) **The Computer Science Requirements:**
CPSC 125, 150/150L-250/250L, 335.
- 2) **The Business Requirements:**
ACCT 201-202, ECON 201, 202, BUSN 201.
- 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, 313, BUSN 311*, 323*, 370*; PSYC 303.
- 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: ENGL 123, ULLC 223, ACCT 201-202, ECON 201, ECON 202, BUSN 201, MATH 125, MATH 135 or 140, CPSC 215.

Finally, the major in information science requires satisfactory completion of an exit test administered by the department. (See assessment section of the general requirements of all baccalaureate degree programs.)

The Minor in Information Science (23 credits)

The minor in information science requires CPSC 125, 215, 150/150L, 250/250L, 335, 350 and 351.

The Certificate Program in Communications (DATA)

This certificate program covers fundamental concepts of networks and data communications, practical programming for networks and communications, and network configuration and management. Students will work on projects that include design, development, and maintenance of intranets and LANs, distributed databases, and web programming. The prerequisites for the certificate program in communications (data) are: one year of programming experience (C++ or Java) or CPSC 250/250L. The cur-

riculum requires successful completion of: CPSC 335, 336, 446; PCSE 495 (Network Programming) or PCSE 499 (Capstone Project in Communications).

The Certificate Program in Digital Design

The digital design certificate program creates technical professionals proficient in the modern digital technology. It describes the fundamental hardware design concepts of combinational and sequential circuits; introduces electronic design automation tools; covers the latest architectural features of today's processors and teaches quantitative analysis of hardware/software trade-offs. Finally, the capstone course surveys the processors currently in use and focuses on design of microprocessor-based systems. The prerequisite for the certificate program in digital design is a Bachelor of Science in Computer Science or Information Science. The curriculum requires successful completion of: CPEN 214, 315, 414, and 422.

The Certificate Program in Object-Oriented Programming

This certificate program prepares participants for object-oriented design and programming. It covers the two most widely used object-oriented programming languages, C++ and Java. It provides guidance in the effective usage of these languages; common abstractions in object-oriented programming; and an introduction to formal design methods. Applications are geared to real-world problems including Internet programming. The prerequisite for the certificate program in object-oriented programming is MATH 130. The curriculum includes successful completion of: CPSC 150/150L-250/250L, 425 and 427.

Teacher Preparation in Computer Science

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BS in Computer Foundations, Computer Science** after the first four years and then complete an additional year of study leading to an MAT 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 MAT 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 BS in Computer Foundations, Computer Science major.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111, 112; 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 308; ENGL 314; ENGL 310 or 430; CPSC 110.

Graduate courses* required (senior year):

Select two: ENGL 532, 514; MATH 570.

*See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track: Computer Science Endorsement

Major courses required:

See major requirements for the BS 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; CPSC 110.

Graduate courses* required (senior year):

CPSC 501 and a CPSC 500-level elective. These courses replace two electives.

* 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 (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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BS in Computer Foundations, Applied Physics** after the first four years and then complete an additional year of study leading to an MAT 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 MAT 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; HIST 111, 112; COMM 201 or THEA 230; two science courses and a

science lab; HIST 201; GEOG 201; PSYC 207 or 208; SOCL 314/314L; PSYC 312; NSCI 310; MATH 308; ENGL 314; ENGL 310 or 430.

Graduate courses* required (senior year):

Select two: ENGL 532, 514; MATH 570.

* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track: Physics Endorsement

Major courses required:

See major requirements for the BS 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 two: 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)

Prerequisite or Corequisite: 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: ENGR 121, CPEN 214, Computer Engineering or Physics major, or consent of instructor.

Prerequisite or corequisite: CPEN 315L.

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. Computer Ethics WI (1-1-0)

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. May be taken as research intensive.

Fall.

Engineering design course focuses on applications of computer engineering. Engineering skills developed through supervised design projects. Design projects incorporate techniques and concepts developed in previous courses. Topics include 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.

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

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

CPEN 499W. Computer Engineering Capstone Project WI (credits vary)

Prerequisite: ENGL 123; ULLC 223; CPEN 371W (or consent), 414, CPSC 410, PHYS 340, senior standing, and permission of the department. May be taken as research intensive.

Capstone design project where senior student completes a

practical computer engineering project, including probabilistic aspects of the design, by applying the engineering knowledge and judgment they have acquired during their college career. A formal oral presentation and a written report are required as well the artifact that is the design. Partially satisfies the Writing Intensive Requirement.

THE CURRICULUM IN COMPUTER SCIENCE

CPSC 110. Introduction to Computing (3-3-0) FIR

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) FIR

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) FIR

Prerequisite: a grade of C- or higher in CPSC 125.

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)

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) FIR

Prerequisite: a grade of C- or higher in CPSC 110.

Fall and Spring.

For students majoring in information science and those wanting a more in-depth understanding of and competence in the use of spreadsheets, databases and database management. Creating spreadsheet templates, database management systems, and elements of desktop publishing are included.

CPSC 216. Multimedia and Web Publishing (3-3-0) FIR

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) FIR

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, stacks and queues. Recursion, internal search/sort algorithms.

CPSC 250L. Computers & Programming II Laboratory (1-0-3) FIR

Prerequisite: a grade of C- or higher in CPSC150/150L;

Prerequisite or corequisite: CPSC250.

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 260. 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 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 analysing 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) FIR

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 commerce technologies embrace such activities as electronic trading, EDI, electronic banking, electronic mail, on-line services, and all forms of messaging, multimedia communications and video-conferencing. This course will concentrate on the impact of EDI to the following issues: security, social impact, marketing, governance and financial transactions.

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

Prerequisites: CPSC 270; CPEN 214. *Prerequisite 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 networking through teleprocessing 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 426. Java (3-3-0)

Prerequisite: CPSC 250/250L and consent of instructor; or CPSC 270.

Summer.

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

CPSC 427. Object Oriented Design (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. May be taken as research intensive.

Fall and Spring.

Database (DB) concepts. Relational, hierarchical and network models. Query languages, data sub-languages

and schema representations. The DB environment: DB administration, security, dictionaries, integrity, backup and recovery.

CPSC 445W. Information Systems Laboratory-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223; CPSC 350, 440. May be taken as research intensive.

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.

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.

Spring.

Presentation of a formal approach to state-of-the-art techniques in software design and development. Application of such techniques in a team environment.

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 publication 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)

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)

Prerequisite or Corequisite: MATH 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. Prerequisite 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)

Prerequisite 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)

Prerequisite 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 103-104. Elementary Physics (3-3-0) INW

Prerequisite: high-school Algebra for PHYS 103; PHYS 103 for 104.

Fall and Spring.

A survey of classical and modern physics with discussion of their historical development and implication to society. Analysis of problems in mechanics, heat, sound, electromagnetism, and modern physics. Influence of physics on areas of the culture such as art, literature, and values. Satisfies general education requirements in the field of science.

PHYS 105L. Elementary Physics Laboratory (1-0-3) INW

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) INW

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) INW

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) INW

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) INW

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) INW

Prerequisite Courses: 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) INW

Prerequisite or corequisite courses: 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) INW

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) INW

Prerequisite 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: PHYS 202/202L; ENGR 211/211L; MATH 320; PHYS 303 is desirable.

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) INW

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, Schroedinger'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, 491 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)

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

THE CURRICULUM IN NATURAL SCIENCE

NSCI 310. Natural Science (4-4-0)

Prerequisite: science distribution courses.

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 charac-

teristics of the learner, and develop effective instructional strategies and assessment instruments needed to teach science.

TOPICS COURSES AND INDEPENDENT STUDY

PCSE 195. Special Topics (credits vary)

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

PCSE 295. Special Topics (credits vary)

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)

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)

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)

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)

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

PCSE 499W. Independent Study in Applied Physics and Computer Science WI (credits vary)

Prerequisite: ENGL 123; ULLC 223; CPEN 371; 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). Partially satisfies the Writing Intensive Requirement.

PRESIDENT'S LEADERSHIP PROGRAM

Mr. Brian Larson, Director
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(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. Completion of this program will be noted on the official CNU transcript. 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 risk-taking
- Develop 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 their 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 or \$1000 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, 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 first 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 problems.

PRESIDENT'S LEADERSHIP PROGRAM

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, Winter Wonderland Dance, End of Year Picnic, Senior Celebration, student variety shows, and sports tournaments.

President's Leadership Program Requirements

Minor in Leadership Studies

(See separate listing)

Liberal Learning Curriculum:

PHIL 101 or 205

First Year:

Fall: LDSP 210 (*First year students only*)

Spring: LDSP 220 *Fall and Spring:* Speakers series; public service

Second and Third Years:

Fall and Spring: Three leadership workshops, seminars, or laboratories; speaker series; coursework in the minor; public service

Fourth Year:

Fall or Spring: LDSP 491 and the supervised internship in the major or an appropriate alternate upon approval

Fall and Spring: Three leadership workshops, seminars, or laboratories; speaker series; coursework in the minor; public service

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. Shelia P. Greenlee, Chair
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(757) 594-7094
sgreenle@cnu.edu

Faculty

Professors: Bauer, Doolittle, S. Greenlee,
 Lopater

Associate Professors: Berry, Cartwright, Catanzaro,
 Gibbons, Guajardo, Marshall,
 Velkey

Assistant Professors: Carpenter, Hart, S. Lee,
 Malaspina

Emeriti: J. Anderson, Doerries, 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.

Many students majoring in psychology will go on to graduate study or find careers as advisors, counselors, case managers, volunteer services managers, mental health care workers, program managers, child care workers, teachers

of early childhood education or special education, social services workers, administrative assistants, customer services representatives, human resources officers, personnel officers, job analysts, marketing researchers, public relations representatives, staff training specialists, and a variety of other career options.

The Bachelor of Arts and Bachelor of Science degrees in Psychology

Students who wish to major in psychology must come to the Psychology Department Office to provide the department with student information. Majors will also be required to complete a comprehensive exit examination of psychological knowledge as part of the department's assessment procedure. The department Chair will assign a faculty advisor and provide students with a permit to officially declare the major in the Academic Advising Center. Students are urged to consult their assigned advisors regularly.

Students seeking a degree in psychology must:

- successfully complete the liberal learning core;
- complete 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 Area of Inquiry requirement;

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.

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 major 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 co-requisite 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 and the BS* degree requirement, the major 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 co-requisite labs;
- 8) One PSYC elective at the 300- or 400-level;
- 9) PSYC 490(W).

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 BS degree lecture courses may be from the same discipline. No more than two laboratory courses may be from the same discipline.

BIOL 107, 108, 109L
BIOL 151/151L - 152/152L
BOIL 151/151L - 201/201L
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. 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 and pre-law.

Teacher Preparation in Psychology

For those students who wish to become elementary teachers, CNU has a program leading to a bachelor's degree in Psychology and the MAT (Master of Arts in Teaching). This program also includes teacher licensure. 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 Verbal and Quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA or BS in Psychology** after the first four years 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 major requirements for a BA or BS in Psychology.

Support courses required:

ENGL 123; ULLC 223; MATH 125; HIST 111-112; 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 308; ENGL 310 or 430, 314W; Reading field experience; 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) INW

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 202. Investigating the Social Context of Behavior and Cognition (3-3-0) IIS

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. Life-Span Development (3-3-0) IIS [formerly PSYC 307]

Prerequisite: sophomore standing or ULLC 100.

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) IIS [formerly PSYC 308]

Prerequisite: sophomore standing or ULLC 100.

This course will focus on the biological, cognitive, 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)

Prerequisite: Psychology major and consent of instructor.

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) FIR

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. Research Methods in Psychological Science-WI (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. Advanced Experimental Psychology and Methodology-WI (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, ad-

vanced 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) IIS

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 and Cognition (3-3-0)

Prerequisite: PSYC 201, 202.

A study of the principles of human and animal learning, retention, and problem-solving, with consideration also given to methods of investigation and recent theories of learning and cognition.

PSYC 306. History and Systems of Psychology (3-3-0)

Prerequisite: PSYC 201, 202 and ULLC 100. 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) IIS

Prerequisite: PSYC 201, sophomore standing, or ULLC 100.

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. Research in Child Behavior-WI (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) FIR

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, 202 (or PSYC 207 or 208 for non-majors).

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.

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) GMP

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) IIS

Prerequisite: PSYC 201 and sophomore standing, or ULLC 100.

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 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 with a grade of C- or better 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 (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 with a grade of C- or better; 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 409. Behavioral Medicine and Health Psychology (3-3-0)

Prerequisite: PSYC 301W with a grade of C- or better 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; 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; 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) IIS

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 with a grade of C- or better 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, 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) CXP

Prerequisite: PSYC 301W/301L with a grade of C- or better or consent of instructor for non-majors; 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) CXP

Corequisite: PSYC 431.

PSYC 451. Advanced Statistics and Multivariate Analysis (3-3-0) FIR

Prerequisite: PSYC300 or GOVT352 or SOCL396 or consent of instructor

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 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)

Prerequisite: senior standing and consent of instructor.

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-lines, and criteria for evaluation are agreed upon in writing by the student and supervising instructor. Copies of the study plan must be filed with appropriate University offices, attached to an Independent Study Authorization Form. This form is available through the Office of the Registrar. The necessary paperwork must be completed by the end of registration in the semester in which the study is to be completed. The research conducted may consist of bibliographic or experimental research. A maximum of six hours earned in PSYC 499 may be counted toward a degree.

DEPARTMENT OF SOCIAL WORK
Professor Cheryl Mathews, Chair
Business and Technology Center 227, 2nd Floor
(757) 594-7110
cmathews@cnu.edu

Faculty

Assistant Professors: Ericson, Mathews, Thornton, Williams

Field Instructors: Ackley, Allen, Brandau, Bridges, Britt, Christie, Diesch, Dudley, Favors, Graham, Graul, Killan, Lewis, Moore, Prater, Robinson, Sawyer, Schwartz, Steck, Stovall, Tirado, Wells, Whitehead

The Department of Social Work offers a Bachelor of Arts in social work.

The social work degree offers a strong liberal arts base and has the principal educational objective of preparing students for beginning generalist social work practice. **The Bachelor of Arts degree with a major in social work is accredited by the Council on Social Work Education.** The highly integrated curriculum includes sequences of study in social welfare policy and services, human behavior and the social environment, research, and social work practice. Coursework includes work with 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 program is the educationally directed field instruction which places students in social agencies in the community. Graduates of the program find employment in such areas as public and private social service agencies in the fields of family and child welfare, health, mental health, drug and alcohol rehabilitation, schools, corrections, probation, etc.

The Bachelor of Arts degree with a major in SOCIAL WORK

Mission Statement

The Social Work Program is committed to provision of an undergraduate social work program of excellence designed to educate the Christopher Newport University social work major for baccalaureate level generalist social work practice. Built on a strong liberal arts base, the Social Work major also prepares students for graduate studies. In its educational mission, the Social Work Program promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, the Program advocates service to community and Commonwealth and commitment to the values of the social work profession.

The goals of the Social Work Program are to produce: 1) excellent practitioners prepared as liberal arts based baccalaureate level generalist social workers; 2) social science scholars who are prepared for scientific inquiry, technologically competent and knowledgeable of diverse and special populations; 3) citizens of the community and Commonwealth who are informed about the world around them, and ready advocates for social and economic justice; 4) communicators who are capable of collaboration across disciplines, client populations, and communities; 5) professionals imbued with the social work strengths perspective and able to use self-as-instrument in practice that includes biological, psychological, sociological and spiritual views of person-situation-interaction; 6) 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) SOWK 210, 211, 216, 260, 301, 301L, 302, 367, 368W, 392, 393, 401, 402, 403, and 498;
- 6) Three hours from SOWK 320, 321, 330, 369, 373, 395, 474, 492, 495 or 499.

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 Chair of Social Work.

Admission to the Social Work Major

In addition to admission as a classified student at CNU and formal declaration of social work as a major, students must apply for "accepted status" as a CNU baccalaureate social work major. Requirements for admission to accepted status include:

- 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 260 or acceptable equivalent, to insure at

least a basic understanding of the career choice being made;

- An overall grade point average (GPA) of 2.5 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 a personal and/or panel interview.

For continuance in the Social Work Program

A student must demonstrate readiness to enter and continue in the professional or upper level courses in the baccalaureate social work program of study. This requires:

- Academic achievement (maintenance of overall GPA of 2.5 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 Program furnishes an information and application package to interested students through the department office. Admission to accepted status in the major consists of the following parts:

- **Application.** Applications for admission to the social work major are accepted from students who are currently enrolled at the University, have at least 30 hours of academic work, and have completed or are now enrolled in Introduction to Social Work (SOWK 260). Transfer students who meet these requirements and who transfer a course evaluated by the Chair of Social Work as equivalent to SOWK 260 may also apply. Application packages may be obtained from the Social Work Office or from the Chair of Social Work. Applications are accepted throughout the year, but students **MUST** be admitted to the social work major prior to enrollment in Social Work Practice I (SOWK 301) and the corresponding laboratory class (SOWK 301L).
- **Interview.** Once a complete application package is received, an interview or panel interview will be scheduled. Interviews are usually scheduled with the Chair of Social Work. However, the applicant, a social work faculty member, or the Chair of Social Work may request an interview and decision by a panel of three social work faculty members in lieu of an individual interview and decision by the Chair of Social Work.

- **Disposition.** Students will be informed of the disposition of their applications, in writing, within two weeks of the interview or panel interview. The following dispositions are possible:

Full Acceptance

Probationary Acceptance (spells out requirements for full acceptance)

Denial

Students who have been granted probationary acceptance or who have been denied may appeal such decisions through the regular appeal channels of the University (see University Handbook, Student Handbook, or seek assistance from the Student Government or the Registrar's Office).

Continuing GPA and Other Requirements

Automatic review of accepted standing occurs when grades of D or F are made in any required course in the major or when a student is on academic probation. Probationary status in the major prevents a student from entering or continuing in 400-level social work (SOWK) courses. Readmission to good standing will be determined by GPA and approval of the Chair of Social Work 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 accepted status is reinstated.

Field Instruction Application

Requirements include:

- 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 admission to Field Instruction I (SOWK 401).

An application for Field must be filed with the Field Instruction Coordinator in the spring semester directly preceding fall placement by the last day for withdrawing from classes without grade penalty.

Important Note: All of the foregoing may be appealed by students through regular University appeals channels.

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)

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 210. Human Behavior and the Social Environment I (3-3-0)

Prerequisite: PSYC 201, a 100-level BIOL course, and SOCL 201, 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 from pregnancy and infancy through early childhood 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)

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 middle childhood through late 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) GMP

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 260. Introduction to Social Work (3-3-0)

Prerequisite: three credits in social science or consent of department.

An examination of the profession of social work and the settings in which it is practiced. Emphasis will be on social work as a profession, generalist social work practice, and the types of agencies in which social workers practice. Sixteen to twenty hours of volunteer work is an optional assignment in this class.

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: acceptance as a social work major. Corequisite: SOWK 301L.

Spring.

Designed to develop beginning professional social work skills, knowledge, and values. Provides an introduction to the generalist approach, systems theory, and planned change process as utilized in work with individuals, families, groups, organizations, and communities. Teaches skills in: use of self in the helping role; interviewing techniques; client assessments, intervention strategies, evaluation of outcomes; and integration of these skills with knowledge of diverse lifestyles and racial, ethnic, and cultural patterns. Stresses work with individuals.

SOWK 301L. Social Work Practice Lab I and Junior Field Instruction (credits vary)

Prerequisite: acceptance as a social work major. Corequisite: SOWK 301.

Spring.

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 (credits vary)

Prerequisite: grade of C- or better in SOWK 301 and 301L.
Corequisite: SOWK 401 and 406.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Work with groups and families is stressed as well as integration of concurrent field experience.

SOWK 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)

Prerequisite: 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, 205, or ANTH 203; and junior standing.
Fall.

History, philosophy, and issues of the social welfare system and the profession of social work in the United States. In-

cludes 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. Social Policy Analysis-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and SOCL 201, SOCL 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. 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 373. Social Work and the Law (3-3-0)

An examination of the legal basis for public and private intervention programs, including adoption, child custody, marriage, divorce, rights of children and youth, the aged, and the mentally ill.

SOWK 392. Statistics for Social Research I (3-3-0)
[Same as SOCL 392]

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.

SOWK 393. Methods of Social Work Research (3-3-0)
[formerly SOWK 391]

Prerequisite: SOWK 392 or SOCL 392.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling.

SOWK 395. Special Topics (credits vary)

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 (5-1-16)

Prerequisite: acceptance of field instruction application (See admission and evaluation procedures). Corequisite: SOWK 302 and 406.

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 (5-1-16)

Prerequisite: SOWK 401. Corequisite: SOWK 403.

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 and 401. Corequisite: SOWK 402.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Macro level generalist practice with organizations and communities is stressed. Integrates concurrent field experience, all areas of the social work curriculum, and continued professional growth.

SOWK 406W. Human Behavior in the Social Environment-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223, PSYC 307 and acceptance as social work major. Corequisite: SOWK 302 and 401.

Fall.

This course focuses on building and using knowledge from selected behavioral, biological and social theories for assessment and intervention in generalist social work practice. A general systems framework is used to present human behavior as an adaptive process for living in one's environment, and presents the social environment as the structure whereby individuals are shaped into social beings through processes of enculturation and socialization. Partially satisfies the Writing Intensive Requirement.

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)

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: SOWK 392, 393, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor.

Fall and Spring.

Independent research allows the student to do a research project on a chosen subject under the direction of a faculty member. The research topic must be decided upon and permission of faculty member secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Students interested in the internship must receive permission from the Social Work Program Director prior to registration. Final paper will be presented orally to the department.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Dr. Linda Waldron, Chair
Business and Technology Center, 2nd Floor
(757) 594-7110
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Faculty

Professors: Healey

Assistant Professors: Byrd, Griffin, Gustafsson, Lewis,
Manton, Perez, Waldron

Instructor: Chambers

Emeriti: Durel, Kernodle, Pellett, Purtle

The Department of Sociology and Anthropology offers a Bachelor of Arts in sociology, concentrations in criminology, anthropology and culture, socialization and society, as well as a program of Teacher Preparation, and minors in anthropology and sociology. Sociology majors acquire a strong liberal arts background as well as experience in understanding society from a sociological perspective. The program emphasizes and develops the ability to analyze significant social issues, conduct research, and communicate the results of scholarly investigation. Majors in sociology learn to 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.

Mission Statement

Our mission is to present the liberal arts traditions of sociology and anthropology. We emphasize the discipline's core concepts, theories, and bodies of knowledge, the techniques of social research, the ability to think critically, and the clear expression of ideas in writing. Our program combines scientific and humanistic perspectives to the study of urban and rural life, family patterns and relationships, inter-group relations, social class and race, cross-cultural comparisons, technology and communications, health care, environment, social movements and social change, and pressing contemporary social issues.

As faculty members, we value excellence in teaching, rigor in research and active service to the department, the University, the community, and to the discipline.

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) Any two SOCL or ANTH 200 level courses;
- 3) SOCL 301W, 392, and 480;
- 4) Select fifteen hours of 300-400 level SOCL courses;
- 5) Select six hours of 300-400 level ANTH or SOCL courses;
- 6) In total, at least eighteen hours in SOCL courses must be earned at CNU;
- 7) Successful completion of departmental qualifying examinations administered as part of SOCL 301W.

Courses in (3) above are considered successfully completed with a grade of C- or better.

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) One additional SOCL course at the 200 level;
- 4) SOCL 301W, 392, SOCL 480;
- 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 301.

Courses in (4) above are considered successfully completed with a grade of C- or better.

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) Any two SOCL or ANTH 200 level courses;
- 3) SOCL 301W, 392, 480 or 484, 490W;
- 4) SOCL 319, 321, 491;
- 5) Select three: SOCL 304, 316, 324; SOWK 367, 373; GOVT 243, 368W;
- 6) Students concentrating in Criminology must earn a minimum of 36 hours in SOCL and 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 a part of SOCL 301 and SOCL 480 or 484.

Courses in (1) above are considered successfully completed with a grade of C- or better.

The Bachelor of Arts degree in Sociology CULTURE, SOCIALIZATION AND SOCIETY 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 culture, socialization, and society requires successful completion of the following major and elective courses:

- 1) MATH 125;
- 2) Any two SOCL or ANTH 200 level courses;
- 3) SOCL 301W, 392, 480 or 484, and 490W;
- 4) SOCL 314 and 491;
- 5) Select three: SOCL 303, 304, 306, 316, 319, 321, 324, 361, and 375;
- 6) Select two:
 - a) ANTH 203;
 - b) GOVT 101 or GOVT 202;
 - c) HIST 202;
 - d) PSYC 207 or PSYC 208;
 - e) SOWK 260;
 - f) SOWK 369.
- 7) In total, at least eighteen hours in SOCL courses must be earned at CNU;
- 8) Successful completion of departmental qualifying examinations administered as a part of SOCL 301 and SOCL 480 or 484.

Courses in (3) above are considered successfully completed with a grade of C- or better.

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

The minor in anthropology requires a minimum of 18 credits in anthropology. Required courses are:

- 1) ANTH 203, 484;
- 2) Additional eighteen hours in ANTH courses above the 200-level;
- 3) One seminar or practicum in anthropology approved by the anthropology advisor.

Teacher Preparation in Sociology

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in Sociology** after the first four years 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:

SOCL 201, 205, 301W, 314/314L, 392, 480, 491.
Select four: SOCL 303, 304, 306, 316, 319, 321, 361, 375.
Select two: ANTH 203, GOVT 101 or 102, HIST 202, PSYC 207, SOWK 260, 369.

Support courses required:

ENGL 123, 310 or 430, 314; ULLC 223; COMM 201 or THEA 230; HIST 111, 112, 121; GEOG 201; MATH 125, 308; NSCI 310; PSYC 207 or 208, 312; and CPSC 110,

Graduate courses* required (senior year):

Select two: MATH 570; ENGL 532, 514.

* See the graduate catalog for graduate course descriptions.

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) GMP *Fall and Spring.*

This course addresses globalization in the 21st century and its implications for the U.S. and for the world system of societies. The course covers the development of human society from hunting and gathering to post-industrial with a specific focus on the processes that led to the rise of Western

cultural, political, and economic systems and the spread of Western and U.S. dominance across the globe. 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) IIS

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) IIS

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 295. Special Topics (3-3-0)

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

SOCL 301W. Sociological Theory-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223, and any 2 SOCL or ANTH 200 level courses.

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 socio-economic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group, and media. Socialization through adolescence.

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 or 210, 211.

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 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 (1-1-0) IIS

Fall and Spring.

Examines the history, politics, structure and culture of education and covers varying aspects of education, including the interplay between education and peer groups, teachers, family and community. The course also examines the impact that macro level structures have on education, such as the role of government, social policy and inequality. 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 socio-cultural context of illness, including disease etiology, epidemiology, and illness behaviors. The formal and informal organization of the health professions and institutions, and the system of health care delivery.

SOCL 316. Minorities in Society (3-3-0)

Prerequisite: 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.

Fall and Spring.

An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the cultural context of deviance, deviant behavior patterns, and the effects of societal responses to deviance. Various forms of deviance will be analyzed, including sexual deviance, mental illness, alcoholism and drug abuse, crime, and juvenile delinquency.

SOCL 320. Sociology of Media and Popular Culture (3-3-0) IIS

Prerequisite: Any SOCL or ANTH 200 level course

This course relies on a variety of sociological perspectives to examine the role of media and popular culture in everyday life. 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 and identity, norms and rituals, as well as 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) [Same as ANTH 325] GMP

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) [Same as ENGL 330 and ANTH 330] GMP

Prerequisite: 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 individual. Topics covered include work as a social institution, occupational specializations, career choice and mobility, occupational status and professionalization, and the socio-cultural dimensions of labor force participation.

SOCL 361. Human Ecology (3-3-0) [Same as ANTH 361]

Prerequisite: any SOCL or ANTH 200 level course.

Fall.

Introduction to population and cultural, social, economic, political, and environmental factors that influence population distributions and patterns of change. The course includes a survey of theories and methods for studying human populations and a cross-cultural overview of reproduction and population-regulating conditions and practices.

SOCL 375. Social Class in Modern Society (3-3-0)

Prerequisite: 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 socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences. 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) [Same as SOWK 392]

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)

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 301.

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 301.

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. Senior Seminar in Sociology-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223; SOCL 301, 392, 480 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 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)

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 391, 392, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor.

Fall and Spring.

Independent research allows the student to do a research project on a chosen subject under the direction of a staff member. The research topic must be decided upon and

permission of department secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Final paper will be presented orally to the department.

THE CURRICULUM IN 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) INW [formerly ANTH 101]

An introduction to the study of human evolution and the emergence of modern human biological variation. 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 and the archaeological evidence for the emergence and development of human culture during the Pleistocene and early Holocene.

ANTH 203. Cultural Anthropology (3-3-0 each) IIS

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 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) [Same as SOCL 325] GMP

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) [Same as SOCL 330 and ENGL 330] GMP

Prerequisite: 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 350. Peoples and Cultures of Oceania (3-3-0)

Prerequisite: sophomore or above standing.

This course is an exploration of the peoples and cultures of Oceania, otherwise known as the Pacific region. We will learn about the area's rich cultural heritage prior to European contact and settlement through archeological studies, what life was like after contact with Europeans through historical documents and analysis, and the challenges and contemporary perspectives of scholars and inhabitants of the region.

ANTH 361. Human Ecology (3-3-0) [Same as SOCL 361]

Prerequisite: any SOCL or ANTH 200 level course.

Fall.

Introduction to population and cultural, social, economic, political, and environmental factors that influence population distributions and patterns of change. The course includes a survey of theories and methods for studying human populations and a cross-cultural overview of reproduction and population-regulating conditions and practices.

ANTH 377. Women, Gender, and Culture (3-3-0) [Same as SOCL 377]

Prerequisite: any SOCL or ANTH 200 level course.

This course introduces the socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences that shape their knowledge and behavior. Recurrent themes in

women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

ANTH 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 301.

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.

OFFICE OF TEACHER PREPARATION

Dr. Marsha M. Sprague, Director

Ratcliffe Hall, Room 124

(757) 594-7388

msprague@cnu.edu

Mission

The mission of the CNU MAT Teacher Preparation 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 BA (Bachelor of Arts), BS (Bachelor of Science) or BM (Bachelor of Music) and an MAT (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 MAT early in their program. The Five-Year MAT 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 Majors

Elementary, grades PK-6 Track

- Any liberal arts or science major

(grades PK-6 endorsement requires teaching all subjects)

Grades PK-12 Track

- **Art:** art major
- **French:** French major
- **Music, Choral or Instrumental:** music major
- **Spanish:** Spanish major
- **Theater:** theater major

Grades 6-12 Track

- **Biology:** biology major
- **Computer Science:** computer science major
- **English:** English major
- **History and Social Science:** history or the political science major (see Government Department)
- **Mathematics:** mathematics major
- **Physics:** physics major

See individual departments for specific requirements.

Note: the political science major is found in the Government department.

Institutional pass rate for PRAXIS

2005-2006 Academic Year Cohort:

PRAXIS I: Reading, Writing, Mathematics

- Aggregate Pass Rate 100% (Statewide 99%)
- Academic Content Areas 100% (Statewide 99%)

DEPARTMENT OF THEATER AND DANCE

Professor Steven Breese, Department Chair and Director of TheaterCNU
 Ferguson, Room A140
 (757) 594-8825
 sbreese@cnu.edu

Faculty

Associate Professors: Breese, Hillow, Sweet

Assistant Professors: Gillman, Hurst, Jaremski, Lloyd, Wynn

Instructors: Estrada, Fluharty

Emeritus: Wood

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 4 ambitious mainstage offerings and 5-8 second-stage and experimental productions.

The Department of Theater and Dance (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. TheaterCNU 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.

Mission Statement

- To **OFFER** our students opportunities to discover what it is to be a person of the theater.
- To **PROVIDE** an intellectually and artistically stimulating environment in which to study the art of theater.

- To **BROADEN** our students' understanding of society and culture by exploring personal expression through a variety of theatrical disciplines.
- To **PRACTICE** 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 **SERVE** as a major artistic and cultural resource for Christopher Newport University and the greater Hampton Roads community.

The theater major at CNU 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 *Theater CNU 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	Private Voice
THEA 144	Ballet I
THEA 233	Pursuit of Realism
THEA 244	Ballet II
THEA 336	Fundamentals of Play Directing
THEA 344	Dance Styles for the Musical Theater
THEA 351	Technical Theater II
THEA 354	Scene Design
THEA 356	Lighting Design
THEA 430	Scene Study
THEA 444	Advanced Dance Styles/Musical Theater
THEA 452	Costume Design
THEA 456	Light Design II
THEA 438	A Call to Arms

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 recommends FNAR 201 or 202, MUSC 207 or 208, and requires the following courses:

- 1) Theater Core curriculum requirements:
 - THEA 100, 210, 211, 232, 250, 252, 498*
 - Four Semesters of THEA 250L
 - Select one course from: THEA 346, 366W, 367, 461W or 361W
- 2) Successfully complete all course work in one Theater Concentration
- 3) 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.

* Students who wish to graduate with two or more concentrations must complete a senior thesis for each concentration.

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
- Music-theater/Dance
- Design/Technical Theater
- Directing/Dramatic Literature
- Arts Administration

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 and Theater Core requirements, the acting concentration requires the following courses:

- 1) THEA 233^, 332, 334, 430^, 432
- 2) Select one: THEA 258, 338, 431, or 434
- 3) Twelve additional hours of approved Theater electives
- 4) Performance participation in at least three approved public performances

- 5) 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) Successful completion of THEA 130 Voice Jury in the freshman or sophomore year as adjudicated by the Music and Theater faculty.
- 2) At least five additional credit hours chosen from: THEA 130/APP MUSC 130, 131, 132, 231, 232
- 3) THEA 233^, 344^, 346, 444^
- 4) Select one: THEA 332, 334, 430^, 431
- 5) Twelve 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

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 and Theater Core requirements, the design/technical theater concentration requires the following courses:

- 1) THEA 150, 351, 353, 354^, 356^, 452^
- 2) Twelve additional hours of approved Theater electives
- 3) Design and/or Technical assignments in at least three approved public performances
- 4) 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 & criticism, playwriting or dramaturgy.

In addition to satisfying the liberal learning requirements and Theater Core requirements, the directing/dramatic literature concentration recommends: ENGL 421 and 352. The concentration requires the following courses:

- 1) ENGL 308W
- 2) THEA 336, 350
- 3) Select two: THEA 233, 346, 366W, 367, 461W, 468(W)
- 4) Twelve additional hours of approved Theater electives
- 5) 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 and Theater Core requirements*, the arts administration concentration recommends a minor in business. The concentration requires the following courses:

- 1) THEA 200, ACCT 201, ENGL 353W, 355, PHIL 374, THEA 492
- 2) Three semesters of THEA 200L*
- 3) Select one: COMM 328, 345, PSYC 313
- 4) Select one: GOVT 385, 401
- 5) Successful completion of the Theater Graduation Examination.

* Three semesters of THEA 200L replaces the THEA 250L requirement in the Theater Core.

Theater Graduation Examination

Successful completion of the theater program requires each student to pass practical and written examinations prior to graduation. 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 written portion of the exam. See

Theater Handbook for detailed descriptions and specific requirements for each concentration.

- Core Curriculum Reading List
David Ball, *Backwards and Forwards*
Sophocles, *Oedipus Rex*
Euripides, *Medea*
Hrosvitha, *Dulcites*
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

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 100, 210, 211, 232, 250L

- 2) Select one: THEA 250 (or) 252
- 3) Select one: THEA 346, 361W, 366W, 367, 461W, ENGL 421

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 6 credits of the theoretical component and 9 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: THEA 145, 344^, 444^
- 3) Two Theoretical courses: THEA 249, 349

^ Repeatable for credit

Teacher Preparation in Theater (15 credits)

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 verbal and quantitative subtests; essay specifying the reason for applying to the program; and two letters of recommendation. Students will earn a **BA in Fine and Performing Arts with a theater major** after the first four years and then complete an additional year of study leading to an MAT degree. Students majoring in theater can prepare to teach elementary school, all core subjects pre-kindergarten through grade six, or elementary through secondary school in the content area of theater, grades pre-kindergarten through 12. The courses and degree requirements for the MAT are found in the graduate catalog. Undergraduates accepted into this program must complete one of the following tracks for graduation along with the bachelor's degree. In addition to satisfying the liberal learning curriculum and Theater Core requirements the teacher preparation track requires:

Elementary Level (PK-6) Track

Major/concentration courses required: see major and concentration requirements for the BA in Fine and Performing Arts/Theater major with either an acting, music-theater/dance, design/technical theater, or directing/dramatic literature concentration.

Support courses required:

ENGL 123, 310 or 430, 314; ULLC 223; MATH 125, 308; HIST 111, 112, 121; COMM 201; two science courses and a science lab; GEOG 201; PSYC 207 or 208, 312; SOCL 314/314L; PSYC 312; NSCI 310; CPSC 110 (Some of these courses may be used to simultaneously satisfy liberal learning curriculum requirements.)

Graduate courses* required (senior year):

Select two: MATH 570; ENGL 532; ENGL 514.

* See the graduate catalog for graduate course descriptions.

Elementary and Secondary Level (PK-12) Track: Theater Endorsement

Major/concentration courses required:

In addition to the major and concentration requirements for the BA in Fine and Performing Arts/Theater major with either an acting, music-theater/dance, design/technical theater, or directing/dramatic literature concentration the student needs to complete: THEA 233, 336; and select two: THEA 351, 354, 356, 452.

Support courses required:

COMM 201; MATH 125; PSYC 207 or 208; SOCL 314/314L; PSYC 312; CPSC 110 (Some of these courses may be used to simultaneously satisfy liberal learning curriculum requirements.)

Graduate courses* required (senior year):

THEA 568; THEA 561 or 546.

* See the graduate catalog for graduate course descriptions.

THE CURRICULUM IN THEATER ARTS

THEA 100. What Is Theater? (1-1-0)

Fall.

An orientation to the foundational elements of drama and theater—both theoretical and practical. What are the origins and nature of dramatic illusion? What social, political and religious forces have shaped and re-shaped the theater? This introductory course will investigate the basic genres, concepts and tools of dramaturgy: tragedy, comedy and tragicomedy; action, plot, character, theme and spectacle; the evolution of the stage director and scenography. Required of all majors.

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. Class can be repeated for credit. An applied fee is charged each semester (see fees and financial information).

THEA 144. Ballet I (3-3-0) CXP

Fall, Spring.

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. Proper attire and footwear required.

THEA 145. Classic Jazz Technique (3-3-0) CXP

Spring.

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) CXP

Fall.

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)

Fall, 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.

THEA 210. The Dramatic Impulse (Modern) (3-3-0) CXP

Fall, Spring.

What distinguishes the drama from all other genres of imaginative writing? 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 210 concentrates on the influence of western drama in the 20th century, and examines the popular emergence of non-western theatrical voices. Through close reading of representative plays including: Ibsen, Chekhov, O'Neil, Williams, Miller, Beckett, Ionesco and Mamet, students will develop and practice skills in critical reading, thinking and writing. This class is strongly recommended for the non-major—required for Theater majors. THEA 210 focuses on the study of dramatic texts in the context of their intended venue: performance.

THEA 211. The Dramatic Impulse (Classical) (3-3-0) CXP

Prerequisite: THEA 210.

Spring.

What distinguishes the drama from all other genres of imaginative writing? 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 concentrates on the evolution of the dramatic form from its classical origins including encounters with ancient Asian drama. Some of the playwrights explored include, Sophocles, Aristophanes, Marlowe, Shakespeare and Moliere. THEA 211 classes focuses on the study of dramatic texts in the context of their intended venue: performance.

THEA 230. Practical Acting: From Broadway to Boardroom (3-3-0) CXP

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. By addressing the skills an actor develops to adapt to these changing circumstances, we can learn to apply these tools in a myriad of real world situations. 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.

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.

THEA 233. Pursuit of Realism (3-3-0) [formerly THEA 330]

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.

THEA 242. Laughing Matters (3-3-0) CXP

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, exactly, 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? What

are the various types of comedy? A diverse body of readings and multimedia materials including plays will serve as the lens through which these questions are examined. Homework assignments will include practical exercises designed to sharpen the student's sense for humor.

THEA 244. Ballet II (3-3-0)

Prerequisite: THEA 144 or consent of instructor Spring.

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. Proper attire and footwear required.

THEA 249. Music Analysis and Dance Composition (3-3-0)

Fall, 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. Technical Theater (3-3-0) CXP

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. Such designers may include Robert Edmond Jones, Jo Mielziner, Boris Aronson and Ming Cho Lee. Through practical experience student will make connections between written/drawn artistic concepts and realized images. Students, informed by the great artistic visionaries of the theater, learn to interpret the artistic expectations of the designer as they engineer scenery. Additionally, the student will engage in practicing the fundamentals of scenery construction, stage lighting and production techniques in the contemporary theater. Students will apply acquired skills to active backstage participation in a mainstage TheaterCNU production. Finally, the student experiences creative expression of the artist in the quintessential experiential learning format—from imagination to drawing board to blueprints to realized artistic expression. By the completion of this class, the student has participated in Theater Department production assignments and has also completed several significant personal projects. Class includes a competency checklist and students must demonstrate knowledge of significant artistic concepts and well as a number of learned skills.

THEA 250L. Backstage Practicum (1-0-3)

Pre- or co-requisite: 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.

THEA 252. Introduction to Costume (3-2-3)

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.

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 258. Makeup for the Theater (3-3-0)

Prerequisite: THEA 250 or consent of instructor.

Fall, 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 261. Science on the Stage (3-3-0) CXP

Prerequisite: ENGL 123.

Fall 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 295. Special Topics (3-3-0)

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

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.

THEA 338. Introduction to Stage Combat (3-2-2)

Prerequisite: THEA 233.

Fall.

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.

Fall 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.

THEA 346. History of Musical Theater (3-3-0)

Spring, alternate years.

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 350. Stage Management (3-3-0)

Prerequisite: THEA 250.

Fall, 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 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.

THEA 352. Art, Clothing and Society (3-3-0) CXP

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.

Fall.

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.

THEA 354. Scene Design (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

Fall, 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.

THEA 356. Lighting Design (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

Varies.

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.

THEA 361W. Broadway to Hollywood and Back-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223.

Alternate Years.

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. Partially satisfies the Writing Intensive Requirement.

THEA 366W. The Rise of Realism in the Theater-WI (3-3-0) CXP

Prerequisite: ENGL 123; ULLC 223, THEA 210.

Fall, alternate years.

The closing decades of the nineteenth century engendered a period of intense intellectual probing that summoned humankind to answer the fundamental question: what is *real*? Dramatists took up this responsibility in their theaters, revolutionizing dramatic style and substance. Ibsen, Strindberg, Chekhov, Shaw and Wedekind created a body of plays that followed this question into the extreme forms of social and individual behavior. Representative texts may include study of: *Hedda Gabler*, *The Wild Duck*, *The Weavers*, *The Three Sisters*, *Heartbreak House* and *The Marquis of Keith*. Partially satisfies the Writing Intensive Requirement.

THEA 367. Modernism and the Avant-Garde (3-3-0)

Prerequisite: THEA 210 & 211 or consent of instructor.

Spring, alternate years.

Experiment as the means to uncover the situation of humankind defines twentieth century life, and especially its theater. A collection of dramatists working as experimenters, playwrights of the *avant-garde*, created works that seem strangely separated from humanity's past and more strangely attached to something shocking or profound. Strindberg, Pirandello, Lorca, Brecht, Ionesco and Beckett wrote plays that help us experience the vitality of theater as experiment, forming what we have called "modernism." Representative texts may include: *The Ghost Sonata*, *Six Characters in Search of an Author*, *Yerma*, *The Life of Galileo*, *The Bald Soprano* and *Endgame*.

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 (1-0-3) or (2-0-6)

Prerequisite: consent of instructor.

Fall and Spring.

All CNU students may perform in mainstage productions (see *Theater Handbook* for audition details). Full-time students may seek elective credit for their participation – one or two credits per show to be determined by the director.

THEA 381. Production in Dance (1-0-3) or (2-0-6)

Spring.

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.

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.

Spring, alternate years.

Concentrated practice in the analysis, preparation, rehearsal, performance and critique of exemplary scenes from selected plays.

THEA 431. Styles of Acting (3-3-0)

Prerequisite: THEA 233.

Spring, alternate years.

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 neo-classical tragedy and comedy to the expressionistic freedoms of avant-garde theater.

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 437. Managing a Performance Career (3-3-0)

Prerequisite: THEA 233.

Fall, alternate years.

Why does an acting audition succeed or fail within the first five seconds? What do directors look for and respond to? This intensive workshop course coaches advancing students to select, prepare and perform effective monologues. Relevant issues include audition etiquette, anxiety and relaxation, handling verse and heightened physicality, casting types and playing against the text.

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 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.

Fall, 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.

THEA 452. Costume Design (3-3-0)

Prerequisite: THEA 252.

Fall, 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.

THEA 456. Lighting Design II (3-1-4)

Prerequisite: THEA 356.

Fall, 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.

THEA 461W. The One-Act Play-WI (3-3-0)

Prerequisite: ENGL 123; ULLC 223, THEA 210 & 211.

Fall, alternate years.

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. Partially satisfies the Writing Intensive Requirement.

THEA 468. WI:Playwriting Seminar (3-3-0) CXP

Prerequisite: ENGL 123; ULLC 223; THEA 210 & 211.

Fall, alternate years.

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. Partially satisfies the Writing Intensive Requirement.

THEA 491. Theater Practicum (credits vary)

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.

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

Varies.

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)

Prerequisite: junior or senior standing, consent of instructor.

An opportunity for independent study under the guidance of a faculty advisor.

WOMEN'S AND GENDER STUDIES

Dr. Roberta Rosenberg, Director

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The Minor/Certificate Program in Women's and Gender Studies

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:

- 1) A minimum of 15 credits in those courses deemed part of the program (listed below) are required to complete the minor and to obtain certification.
- 2) PHIL 315 or COMM 330 or equivalent is required of all students in the program.
- 3) Courses from three different departments must be represented in the minimum 15 credits.
- 4) Three courses must be taken from the program's core curriculum.
- 5) Two additional courses may be chosen from the program's core or elective curriculum (also listed below).
- 6) Students should work with the Director to complete the program.

THE CURRICULUM IN WOMEN'S AND GENDER STUDIES

Courses focus one-third to three-fourths of their material on women/gender issues:

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

CLST 213. Women in Ancient Greece and Rome (3-3-0) IIS

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.

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

Prerequisite: COMM 201, sophomore standing.

Fall and Spring.

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

ENGL 320W. Studies in Women and Literature-WI (3-3-0) (MW) GMP

Prerequisites: ENGL 123, ULLC 223.

Students will analyze the influence of gender on literary texts 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.

ENGL 412. Multicultural American Literature (3-3-0) (MW)

Prerequisite: ENGL 308 with a minimum grade of C-.

Study of writers who have added their voices to Multi-cultural 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 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, United States, and Western Europe.

GOVT 382. Women and Politics (3-3-0)

Prerequisite: ULLC 223.

Spring.

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.

PHIL 315. Philosophy of Gender (3-3-0) IIS

Prerequisite: ULLC 223.

Course will focus upon recent literature in the philosophy of Feminism. Feminist critiques of knowledge, metaphysics, history, morality, philosophical anthropology, and social institutions will be examined and discussed. Course will deal with such topics as ideals of masculinity and femininity, feminine and masculine paradigms, the social construction of reality, human nature, reason, sex and gender, ego and self, autonomy, caring and maternal thinking, the implications of feminist thought for concepts of language, authorship, literature, and the feminist claims concerning the epistemological role of theory, practice and experience. The philosophy of non-Western cultures will be considered in the light of the feminist critique.

PHIL 319. Philosophy of Love and Sexuality (3-3-0) IIS

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, deBeauvoir, and Merleau-Ponty.

PSYC 420. Human Sexuality (3-3-0) IIS

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.

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 395. Special Topics (Credits vary)

Prerequisite: any SOCL or ANTH 200 level course.

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

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 socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's, experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOWK 395. Special Topics (Credits vary)

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.

Elective Curriculum

Courses focus one-half to two-thirds of their material on Women/Gender issues: ENGL 314W, 315; GOVT 375; PHIL 383, 386; PSYC 309, 340; SOCL 361; SOWK 369, 406W.

Special Topics courses will also be developed for this minor. See Dr. Rosenberg if you would like to have another course considered for the minor.



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Associate Professors: Frucot, Gudikunst, Hall, Jordan,
Rahim, Schell, Vachris, Zestos

Assistant Professors: Gibson, Taylor

Instructor: Lingenfelter

Emeriti: Booker, Dawson, Fellowes, Hicks, Park, Riley

Management and Marketing

Dr. Stephanie Bardwell, Chair

Business School, 4th Floor (757) 594-7139

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Professors: Mottilla, Spiller

Associate Professors: Bardwell, Hasbrouck

Assistant Professors: McMahon, Pashtenko,
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Emeriti: Boyd, Coker, Hunter, McCubbin, Mills

The Joseph W. Luter, III School of Business offers the BS in Business Administration (BSBA) with majors in designated fields. The Luter School is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs worldwide. The School's vision, mission, and values are the product of faculty, business community, and student participation, and represent our commitment to you. We invite you to explore these pages to see what CNU has to offer students who intend to study business- and management-related fields.

Our Mission... is to educate and prepare undergraduate students for graduate studies and for leadership in business and society. We accomplish this by building on students' liberal academic foundation and enhancing communication, analytical, and technological skills through individual attention, intellectual growth, and applied learning.

Our Vision... is to become a model for excellence in the application of liberal education to the study of business disciplines. We seek to develop students intellectually, professionally, and personally through a rigorous program that will distinguish our graduates as innovative thinkers, articulate communicators, and ethical business leaders.

We Value...

- the disciplined inquiry, reflective thought, reasoned judgment, and responsible citizenship engendered by a liberal arts curriculum;
- honesty, integrity, and a strong work ethic;
- a learning-centered approach to professional education in which the professor leads inquisitive students to understanding and appreciation;
- an academic environment characterized by its small class size and collaborative relationship between teacher and student;
- the lifelong pursuit of knowledge and understanding, by both faculty and students, through continued learning and development;
- supportive student programs which focus on students' career and personal development;
- the willingness to shoulder responsibility, to celebrate success, to learn from failure, and to continue to aspire to excellence; and
- a strong relationship with the business community that recognizes the mutual interests that unite us.

CENTER FOR ECONOMIC EDUCATION**Dr. Donna Mottilla, Director****Ms. Gemma Kotula, Education Program Coordinator
(757) 594-7404****econedu@cnu.edu**

The mission of the Christopher Newport University Center for Economic Education is to promote economic education to area K-12 students. Our purpose is to help these students to understand the economy and economic principles and to develop the decision-making skills necessary to be informed citizens, productive employees and wise consumers. To achieve its goals the CNU Center for Economic Education offers seminars, workshops, and courses to area K-12 teachers. It also provides teachers with teaching materials, most of these free of charge. The CNU Center for Economic Education is one of twelve such centers in the Commonwealth of Virginia. All centers are members of the Virginia State Council on Economic Education, which sponsors the programs of all twelve centers.

SMALL BUSINESS INSTITUTE (SBI)**Dr. Stephanie Bardwell, Director****(757) 594-7139****bardwell@cnu.edu**

The Small Business Institute (SBI) offers free business assistance to small firms located in the Hampton Roads area. The primary mission of the SBI is to enhance 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, marketing plans, market research studies, promotional plans; accounting, financial, and business systems analysis; and web site development. Teams of senior-level business students, under faculty supervision, provide semester-long business consultation to selected small businesses. Selection of both clients and students is based on application and interview with the SBI Director. For more information visit our website at <http://smallbusinessinstitute.cnu.edu>.

Requirements and Procedures for Admission to and Declaring a Major in the Luter School of Business

The School of Business 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 proper prerequisites. Upper division courses may be taken by students who have met the requirements for formal admission to the School of Business. **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.** Students majoring in other programs may take up to 9 credit hours of upper division

courses within the School so long as they have satisfied course prerequisites.

A. Procedures for Admission to the School of Business for CNU Students**Freshman/Sophomore Years (Pre-Business Major)**

Students intending to major in business administration are admitted to the University as pre-business students. Admission requirements for pre-business are the same as for the entire University. (New freshmen and transfer students with fewer than 60 credit hours are admitted as pre-business students.) Pre-business students follow university-wide Liberal Learning Curriculum and degree studies requirements. By the end of the sophomore year, the student must have completed the following course work, called pre-business requirements, **with a grade not less than C¹ in each course**:

- ENGL 123;
- ULLC 223 ;
- MATH 125, 135 ²,
- ACCT 201-202³;
- ECON 201, 202;
- CPSC 215. (Students may be required to complete CPSC 110 prior to enrollment in CPSC 215.)

¹ The Undergraduate Catalog assigns a quality point value of 2.0 to the grade of C and a quality point value of 1.7 to the grade of C-. The grade of C- is not equivalent to the grade of C.

²MATH 135 and MATH 125 should be taken in the freshman year .

³ACCT 201 and ACCT 202 must be completed with grades of B- or better as pre-requisites for ACCT 301 and ACCT 302.

BUSN 201 and BUSN 231 are lower division business core courses that must be completed with a minimum grade of C prior to admission to the Luter School and should be taken in the sophomore year.

The School of Business enforces item 10(c) of the *General Requirements* for graduation specified in this catalog. Students who cannot earn the minimum required grade in any lower division course in three attempts will not be admitted to the School of Business.

Junior/Senior Years (Business Major)

Application for admission to the School of Business is accomplished during the second semester of the sophomore year (during the semester in which the student anticipates completing the pre-business requirements and the lower division core courses) preferably prior to early registration for the next semester.

Students who apply for admission must have:

- a minimum cumulative grade point average of 3.0, and
- a minimum grade point average of 2.5 in the pre-business and lower division core courses.

Application is made through the Office of the Dean where *Declaration of Major Forms* may be obtained. The Dean acts upon applications and notifies students of the decision. Students who have not completed the lower division requirements cannot be admitted to the Luter School and may not take any upper division business courses. Any exception to this rule will be made on a case-by-case basis by the Dean.

Second Degree

Graduates of Christopher Newport University who hold a degree in either Business Administration or Accounting **cannot** earn a second degree in Business Administration.

B. Admission Policies for Transfer Students

Full Admission to the School of Business

Transfer applicants are selected and admitted to the University by the University's Office of Admissions under current competitive and increasingly selective admission standards. The Office of Admissions evaluates credits for applicants transferring to the University from other regionally accredited colleges and universities. Upon completion of transfer evaluations, a written summary of transferable credits is issued to the student and the student's faculty advisor. (See Admission to the University in this Catalog.) Application for admission to the School of Business is made after a student has been admitted to the University and all pre-business and lower division core courses have been or are in the process of being completed. Junior and senior level business courses will be transferred only from AACSB accredited business programs.

A student who has completed the following prerequisites will be fully admitted to the School of Business, pending the successful completion of required courses in which the student is currently enrolled:

- 1) Completion of at least 54 hours of course work including English 123 and ULLC 223 with a minimum cumulative grade point average of 3.0 on a 4.0 scale;
- 2) Completion of ACCT 201, ACCT 202, ECON 201, ECON 202, MATH 125, MATH 135, and CPSC 215, with a grade in each course of not less than C.
- 3) Completion of BUSN 201 and BUSN 231 with a grade in each course of not less than C.

- 4) Completion of equivalent pre-business requirements and lower division core courses with an average grade of not less than 2.5.

At least 50 percent of the business credit hours required for the BSBA must be earned at Christopher Newport University.

General Academic Policies for the School of Business

Minimum Grade Point Average

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

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

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

The Luter School enforces item 10(c) of the General Requirements for graduation specified in this catalog. Students who cannot earn the minimum required grade in any lower division course in three attempts will not be admitted to the School of Business. Students who cannot pass any required upper division courses in three attempts will be dismissed from the program.

Degree Qualification Requirements

- 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 School's curriculum may change and the School of Business has the right to substitute courses in place of courses retired from the catalog.

- 2) Students must have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale in both the *business courses attempted* and in all the other courses attempted. Students may have accumulated no more than two *D*'s in their major field. For this purpose the major field is defined as all courses (other than courses meeting the Liberal Learning Curriculum) that are specifically required in the catalog for the degree, including ACCT 201, 202; ECON 201, 202; and BUSN 201, 231.
- 3) No more than 50 percent of the 120 credit hours required toward the degree may come from courses in the School of Business. Students may exempt as many as nine semester hours of economics and six semester hours of statistics from the 50 percent rule.
- 4) Senior students are required to participate in program assessment activities.
- 5) Two majors within the Luter School of Business may be declared. **Note:** This will require more than 120 credit hours to graduate.

Special Programs

Non-Business Majors

Students not planning to major or minor in business or minor in economics 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. A **maximum** of nine semester hours of upper division business courses may be completed by such students. Approval to take courses must be obtained from the Office of the Dean of the School of Business.

The Minor in Business Administration (27 credits)

This interdisciplinary program in business administration is designed for students who are not seeking the BSBA 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 (with a minimum 2.0 grade point average) of ACCT 201-202; ECON 201, ECON 202; BUSN 201, 300, 311, 323, and BUSN 351, and one non-core business elective. **The minor can be declared after the completion of ACCT 201, 202 and ECON 201, 202 with the required minimum grade of C in each course.** MATH 125 and CPSC 215 are highly recommended. Students must have a CNU GPA of 3.0 and the approval of the Dean of the School of Business to declare the minor in business administration.

The Minor in Economics (21 credits)

The minor program in economics requires successful completion of: ECON 201, 202, 303, 304, and 475 plus six additional credits in upper-level (300-400) economics

courses. Students pursuing the BSBA may not minor in Economics. The minor can be declared after completion of ECON 201-202 with the required minimum grade of C. Students must have a CNU GPA of 2.0 and the approval of the Dean of the School of Business to declare the minor in Economics.

Majors

Students can choose among five areas of study in the BSBA degree: accounting, economics, finance, management, and marketing. The majors consist of six courses (18 credit hours) beyond the business core curriculum.

Accounting is called the 'language of business.' It is the activity in the firm responsible for collecting, summarizing, interpreting, and communicating information about the firm's operations and financial condition. Such information allows executives and investors to make informed decisions about the firm's ability to compete successfully. The accountant's skills and knowledge are essential to every organization, whether it be profit-making or not-for-profit, public or private sector.

Economics is the study of the allocation of scarce resources. The curriculum in economics is a classical approach to the analysis of the choices made by public policy makers, business managers, and private consumers. The study of economics provides a framework for simplifying complex situations and developing models that allows the decision-maker to anticipate the outcomes of choices made in the ever-present environment of scarcity. These analytical skills are highly sought after in business and government.

The study of finance examines corporate financial decisions and the behavior of financial markets. The role of financial managers in leading firms to profitability and increased shareholder wealth is a central issue in the courses comprising this concentration. Analytical methods and financial decisions, value, debt, risk, market efficiency, mergers and acquisitions, investment management, portfolio planning, and financial institutions are explored.

The curriculum in management provides a more in-depth exposure to business functions than is accomplished by the core curriculum. The management curriculum is designed to identify best practices in managing the human resources of the firm, the systems that create and distribute the firm's product or service. The curriculum forms the basis for examining the important role of productivity, quality, and the work environment in devising competitive strategies. Students who study management are excellent candidates for positions in business consulting, technology management, and operations and project management.

Students who study marketing will focus on the application of marketing principles to direct and interactive marketing, briefly defined as the process of building profit-

able customer relationships. Direct/interactive marketing has grown from its infancy in direct mail advertising to a mature and opportunity-rich field that harnesses the power of technology to create mass customization. The essential philosophy underlying this approach is the idea that it is more effective to retain and develop a loyal customer base than to continually recruit new customers.

All majors within the BSBA require the successful completion of the liberal learning curriculum and the pre-business requirements (see Index). Note that some of the pre-business courses also satisfy liberal learning curriculum requirements. In addition to that coursework, students must complete the following courses for their chosen major.

Accounting Major

- 1) Business Core;
- 2) ACCT 301, 302, 303, 401, 405W, 451.

Economics Major

- 1) Business Core;
- 2) ECON 303, 304, 375(W), 470, 475, 485.

Finance Major

- 1) Business Core;
 - 2) FINC 324, 325, 422, 424, 425, 428(W).
- Note: BUSN 323 minimum grade of C- required.

Management Major

- 1) Business Core;
- 2) MGMT 310, 400, 410, 420, 430, 440(W).

Marketing Major

- 1) Business Core;
- 2) MKTG 310, 320, 330, 455, 460, 470(W).

The Business Core

All students must complete the following core of subjects:

- BUSN 201. Business Essentials
- BUSN 231. Applied Business Statistics
- BUSN 300. Organizational Behavior
- BUSN 311. Marketing Management
- BUSN 323. Financial Management
- BUSN 350. WI:Business Ethics & the Regulatory Environment
- BUSN 351. The Law of Commerce
- BUSN 370. Business and Accounting Information Systems
- BUSN 410. Operations Management
- BUSN 418. Strategic Planning

These courses have been designed to give all business graduates the fundamentals necessary to succeed in the global business environment.

THE BUSINESS CORE CURRICULUM

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

BUSN 201. Business Essentials (3-3-0)

Prerequisite: ECON 201 or ECON 202 each with a grade of at least C. Pre-corequisite: ACCT 201 (If ACCT 201 has been completed, then grade must be at least C).

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 231. Applied Business Statistics (3-3-0)

Prerequisite: MATH 125, MATH 135, each with a grade of at least C, ability to enter and manipulate data in Excel.

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: BUSN 201 and junior standing.

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. Topics include: perception, personality, values, learning, motivation, leadership, team dynamics, decision making, creativity, communication, conflict, organizational culture, and organizational structure. Management majors must earn a minimum grade of C.

BUSN 311. Marketing Management (3-3-0)

Prerequisite: BUSN 201, ACCT 202 each with a grade of at least C and junior standing.

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 323. Financial Management (3-3-0)

Prerequisite: ACCT 201, 202 and BUSN 201 each with a grade of at least C and junior standing.

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 350. WI:Business Ethics & the Regulatory Environment (3-3-0)

Prerequisite: ENGL 123, ULLC 223; BUSN 201 with a grade of at least C and junior standing.

Fall and Spring.

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: BUSN 201 with a grade of at least C and junior standing.

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 370. Business and Accounting Information Systems (3-3-0)

Pre-requisites: ACCT 202, BUSN201, CPSC215 with grades of at least C and junior standing.

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 410. Operations Management (3-3-0)

Prerequisites: BUSN 231 with a grade of at least C, 311, 323, and junior standing.

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. It is intended to provide managers in all functional areas with sufficient knowledge to make informed "business decisions" and to introduce standard terms and concepts for communications with operating personnel. In such a course it should be recognized that breadth of subject matter, not depth of topic, will be the goal.

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

Prerequisite: BUSN 231, 311, 323, 350(W) or 351, 410 and senior standing.

Fall and Spring.

Strategic planning entails making long-range plans for organizations. This course examines analysis of corporate strategies and includes the formulation of business case studies. 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 shall be taken in the last semester prior to graduation.

Other Business Courses

BUSN 205. Business Practicum (1-0-0)

Prerequisite: pre-business students must have 30 earned credit hours, a 3.0 GPA, and permission of the Dean; BSBA students, permission of the Dean.

Fall, Spring, and Summer.

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. Course will be graded as Pass/Fail.

BUSN 395. Topics in Business (credits vary)

Prerequisite: varies with topic, and junior standing.

As needed.

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

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

Prerequisite: senior standing and permission of the Dean.

Fall and Spring.

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

BUSN 491. Brout Seminar (3-3-0)

Prerequisite: senior standing and permission of the instructor.

Fall.

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

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

Prerequisite: senior standing and permission of the instructor.

Spring.

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

BUSN 495. Topics in Business (credits vary)

Prerequisite: varies with topic; senior standing.

As Needed.

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

THE CURRICULUM IN ACCOUNTING

ACCT 201. Principles of Accounting I: Financial (3-3-0)

Prerequisite: sophomore standing or permission of the chair. Recommended Co-requisite: CPSC 215.

Fall and Spring.

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)

Prerequisite: ACCT 201 and sophomore standing or permission of the chair. Co-Requisite: CPSC 215.

Spring 2005; Fall and spring thereafter.

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)

Prerequisite: ACCT 201, 202 with a grade of at least B- in each course, or consent of Chair, CPSC 215, junior standing.

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-, junior standing.

Fall and Spring.

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

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

Prerequisite: ACCT 201, 202, BUSN 231, CPSC 215 with a grade of at least C in each course.

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 401. Taxation (3-3-0)

Prerequisite: ACCT 201, 202, CPSC 215 with a grade of at **least C** in each course.

Fall and Spring.

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

ACCT 405W. Auditing-WI (3-3-0)

Prerequisite: ENGL 123, ULLC 223; ACCT 302 with a grade of at **least C-**; BUSN 231.

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) [same as MGMT 430]

Prerequisites: ACCT 202, BUSN300.

Spring.

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 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 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-**.

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.

THE CURRICULUM IN ECONOMICS**ECON 201. Principles of Macro Economics (3-3-0) IIS**

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 Micro Economics (3-3-0) IIS

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)

Prerequisite: 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 governmental functions at the local, state, and federal levels. The American tax system is given detailed consideration.

ECON 303. Intermediate Microeconomic Analysis (3-3-0) IIS

Prerequisite: ECON 201, 202, each with a grade of at **least C**.

Fall.

Intermediate Microeconomics is the study of consumer and producer behavior. This course builds upon the Principles of micro Economics courses 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)

Prerequisite: ECON 201, 202, each with a grade of at **least C**.

Spring.

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

ECON 320. European Integration (3-3-0) WST

Prerequisite: 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)

Prerequisite: 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 included: market structures, vertical structure of markets, welfare losses due to market power, market power impact on distribution pricing policies, and the role of government in promoting and preventing competition. Provides the student with a theoretical, empirical, and descriptive framework of industrial organization and social/business policy. Partially satisfies the Writing Intensive Requirement.

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

Prerequisite: 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)

Prerequisite: 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) IIS

Prerequisites: ECON 201, 202, and at least one course at the ECON 300-level, or permission from the instructor.

Offered as needed.

This course introduces students to 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 435. History of Economic Thought (3-3-0)

Prerequisite: 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)

Prerequisite: ECON 201, 202 each with a grade of at least C.

Fall.

Development of International Trade Theory. The theory of

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

ECON 475. Money and Banking (3-3-0) IIS

Prerequisite: ECON 201 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 485. Methods in Economic Research (3-3-0) FIR

Prerequisite: ECON 201, 202; MATH 135; BUSN 231 each with a grade of at least C.

Spring.

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

Prerequisite: ECON 201, 202.

As needed.

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

ECON 499. Independent Study (Credits vary)

Prerequisite: ECON 201, 202, junior standing, and consent of Department Chair.

As needed.

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

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 324. Principles of Investment (3-3-0)

Prerequisite: BUSN 323, a minimum grade of C- is required for Finance Majors.

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 for Finance Majors.

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 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: FINC 324.

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.

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: INC 324.

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)

Prerequisite: ENGL 123, ULLC 223; FINC 324, 422.

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 495. Advanced Topics in Finance (credits vary)

Prerequisite: consent of Department Chair.

Offered as required.

Topical seminars in finance.

FINC 499. Independent Study (credits vary)

Prerequisite: BUSN 323, junior or senior standing, and consent of Department Chair.

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

THE CURRICULUM IN MANAGEMENT**MGMT 310. Leadership in Business (3-3-0)**

Prerequisite: BUSN 201, BUSN 300.

Fall and 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 the 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 400. Managing Human Capital (3-3-0)

Prerequisite: BUSN 300.

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)

Co-requisite: BUSN 410.

Fall and spring.

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: demand management, optimization of logistic networks, inventory management, sourcing and supplier contracting, information technology, globalization, product design, and performance measurement.

MGMT 420. Technology & Innovation Management (3-3-0)

Prerequisites: BUSN 410, BUSN 370.

Fall.

This course will examine issues and cases in the development, application, and management of technological resources and innovations for competitive advantage in the changing global business environment. The objective is to consider technology in the context of industry norms, market realities, and corporate culture. Innovative and integrative techniques will be discussed with an emphasis on project management.

MGMT 430. Analysis for Decision Making (3-3-0)

[Same as ACCT 430]

Prerequisites: ACCT 202, BUSN 300.

Spring.

Management accounting and analysis 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. The 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 and preparation of decision papers presenting that analysis.

MGMT 440. WI:Small Business Institute (3-3-0)

Prerequisite: ENGL 123, ULLC 223; senior standing and permission of SBI Director.

Fall and Spring.

A hands-on 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, marketing plans, market research studies, promotional plans; accounting, financial, and business systems analysis; and web site development. Students will gain real-world exposure to the dynamic forces (ethical, technological, global, etc.) affecting small firms. Students will have an opportunity to develop and refine critical thinking written and oral communication skills in the development and presentation of their professional-caliber final consultation reports to the client. Partially satisfies the Writing Intensive Requirement.

MGMT 499. Independent Study (credits vary)

Prerequisite: junior or senior standing and consent of Department Chair.

An opportunity for independent study or research with guidance of faculty advisor.

THE CURRICULUM IN MARKETING

MKTG 310. Interactive Marketing (3-3-0)

Prerequisite: BUSN 311, with a grade of C for marketing majors.

Fall and 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. Marketing Research (3-3-0)

Prerequisite: BUSN 311.

Spring.

This course details the marketing research process from problem definition, research objectives, research design, information types and sources, survey development, sampling methods, data collection, data analysis and research report preparation. Special consideration is given to direct marketing testing and experimentation as a supplement and/or an alternative to primary and secondary data collection.

MKTG 330. Internet Marketing (3-3-0)

Prerequisite: BUSN 311.

Fall.

Principles of Internet Marketing contains three major com-

ponents to provide students with an understanding of current issues. The first component provides a framework for understanding Internet marketing and associated business models, the second component explores important online marketing possibilities that emerge from this framework, and the third component emphasizes implementation issues.

MKTG 455. Database Marketing (3-3-0)

Prerequisite: BUSN 311, MKTG 310, 320. Corequisite: MKTG 460.

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: BUSN 311; MKTG 310, 320. Corequisite: MKTG 455.

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)

Prerequisite: ENGL123, ULLC 223; BUSN 311; MKTG 310, 455, 460.

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 499. Independent Study (credits vary)

Prerequisite: junior standing and consent of Department Chair.

An opportunity for independent study or research with guidance of faculty advisor.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Listed below is the 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: Access www.cnu.edu for the latest changes to 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 Registrar's Office.
 - 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, s/he should write the University official responsible for the record, clearly identify the part of the record s/he wants changed, and specify the information s/he 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 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. Date of birth
 - c. Dates of attendance at the University, field of concentration, degrees, honors and awards
 - d. Enrollment status – full-time or part-time
 - e. Height and weight of members of athletic teams
 - f. Participation in officially recognized activities
2. Directory information will not be released for commercial purposes by administrative offices of the University under any circumstances. **Students may request that directory information not be released by written request to the 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 officials 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.

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