CHRISTOPHER NEWPORT UNIVERSITY

UNDERGRADUATE CATALOG

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WELCOME TO CHRISTOPHER NEWPORT UNIVERSITY

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

Our Students

There's no such thing as a typical Christopher Newport student! Our students hail from every part of Virginia, and dozens of other states and foreign countries.

Our students thrive on the close relationships they form with their professors. Many work with faculty on pioneering research — from wetland studies at the Great Dismal Swamp National Wildlife Refuge to robotics at NASA and particle research at the Thomas Jefferson National Accelerator Facility.

Our nationally acclaimed President's Leadership Program and our signature Honors Program offer students unique opportunities and benefits.

Christopher Newport also offers many international study opportunities, including a new program in Florence, Italy and dozens of smaller, faculty-led programs.

Professors and Academics

Our professors love to teach and offer an incredible depth of experience and knowledge. Many of our classes have 19 or fewer students.

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

Christopher Newport has received top recognition from *Forbes, Kiplinger's Personal Finance* and other publications. *Princeton Review* says our students are among the happiest on any campus in the nation and *U.S. News & World Report* ranks CNU as the best regional public university in Virginia and #3 in the South.

Intercollegiate Athletics

Playing to win is a passion at Christopher Newport. As part of NCAA Division III, our athletes excel in the classroom and on the field of play through 24 varsity teams. Since 1980, we have produced more than 725 All-Americans and won more than 80 national team and individual titles.

Exceptional venues for all teams make it easy to cheer on the Captains. We consistently have the top winning percentage among all Virginia universities.

Student Life

A community of honor, Christopher Newport is a place where students, faculty and staff care about each other and help make the college experience positive. Our students participate in more than 200 clubs and organizations, along with dozens of recreational and club sports and service projects. Whether you're interested in biology field trips to the ocean or launching a campus club, our diverse activities make time outside the classroom memorable.

Each year you'll enjoy performances by major artists and renowned speakers, plus special events like SpringFest, Family Weekend and Homecoming. The Ferguson Center for the Performing Arts, our world-class performing arts venue, features the 500-seat Peebles Theatre, a 200-seat experimental theater, and the awe-inspiring, 1,700-seat Diamonstein Concert Hall for performances by internationally known stars. Jewel, Wayne Brady, "Dancing With the Stars," Andrea Bocelli, Queen Latifah, David Copperfield, B.B. King and the Broadway hit "STOMP" have taken the stage here, among countless others. Students can attend most shows with deeply discounted tickets! The Mary M. Torggler Center for Fine Arts is a nexus for the visual arts in Virginia and provides world-class opportunities for students to experience and create art of all types.

Students and student life staff sponsor dances, clubs, Greek events, multicultural activities, comedy nights, recently released movies and outdoor festivals, among many other events.

Our Region

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

Students have easy access to the rolling dunes and pounding surf of Virginia Beach. A 20-minute ride west leads to Williamsburg and Jamestown; many students appreciate the splendor of American history and find internships at Colonial Williamsburg and hair-raising roller coasters at Busch Gardens.

The Campus: Present and Future

We take pride in building everything to the highest standards. Christopher Newport also ranks as one of the safest campuses in Virginia.

We have completed $1 billion in new capital construction, including Christopher Newport Hall, which houses in one location all vital services as students transition from

admission through graduation. The Paul and Rosemary Trible Library is the intellectual center of campus. It features a gourmet coffee shop with study rooms for quiet collaboration with friends, spacious reading rooms, and quiet corners for reflection and study.

Lewis Archer McMurran, Jr. Hall is home to our superb liberal arts programs. Mary Brock Forbes Hall, our integrated science center, provides a 21st-century hub for education and discovery. A new Science and Engineering Research Center is under construction. Joseph W. Luter Hall houses the Luter School of Business; Economics; Sociology, Social Work and Anthropology; Leadership and American Studies; Mathematics; and Physics, Computer Science and Engineering.

The Mary M. Torggler Fine Arts Center is a stunning new addition to campus. Graced by an entry rotunda of cascading glass domes, the Torggler features technologically advanced exhibition space, community art facilities and classrooms, offices and studio space.

Technologically advanced laboratories in computer science, computer engineering, physics, instrumentation and the natural sciences enhance the close interaction between professors and students.

Christopher Newport's residence halls win rave reviews from students and parents alike. Basic cable, a built-in micro-fridge, Internet access, carpeting, air conditioning and suite-style rooms make campus living attractive. We also offer WiFi in all public areas.

CNU Village, an elegant apartment complex on campus, provides private rooms with private baths, kitchens, washers and dryers, living rooms, cathedral ceilings, and your own private parking space! CNU Village is home to numerous eateries — including Panera Bread, Subway, and Tropical Smoothie, among others. Thanks to our dazzling residential facilities, most students now make campus their home.

The Freeman Center, for sports and convocations, features a 200-meter indoor track, three basketball courts and personal recreation and fitness space in the Trieshmann Health and Fitness Pavilion. The Freeman Center is one of the nation's finest facilities of its kind. The building houses the 400-seat Gaines Theatre, as well as the James C. Windsor Center for Health and Counseling Services.

Surrounded by beautiful neighborhoods, Christopher Newport 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. We are also adjacent to pristine Lake Maury, surrounded by Mariners' Museum Park with 600-acres of trails and woodlands.

Come Visit!

See firsthand the quality of Christopher Newport University. Stop by campus any time for a stroll around and we welcome your visit by appointment Monday through Saturday (except major national holidays) throughout the year. Call (757) 594-7015 or (800) 333-4268 to arrange a time. Also visit us online at admission.cnu.edu for special visit dates.

We look forward to welcoming you to Christopher Newport!

THE UNIVERSITY HONOR SYSTEM

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

The Honor Code:

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

Under the Honor Code of Christopher Newport University, it is expected that all members of the university community will demonstrate honesty and integrity in their conduct. Intentional acts of lying, cheating or stealing are violations of the Code that 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/she/they believes any person may have violated the Honor Code. Members of this university community are obligated to report violations to appropriate university personnel in order to ensure the efficacy of the system.

STUDENT ACADEMIC RESPONSIBILITIES

CNU is a community comprised of students who:

- Value higher education and the community of scholars;
- Understand the meaning and aims of liberal learning;
- Establish learning as their top priority;
- Take initiative to participate actively in their own learning;
- Prepare for class, and attend regularly and on time;
- Take learning seriously in thought, word, and conduct;
- Complete assignments on time and with care;
- Respect all members of the academic community;
- Follow proper procedures and lines of authority for pursuing concerns and complaints;
- Know, understand and follow the *University Honor Code,* and the *General Requirements for Graduation*; and
- 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
FALL 2024 – SPRING 2025

If applicable, detailed changes to the 2024-2025 academic calendar can be found at cnu.edu/public/calendar/.

Fall 2024: August 26- December 17

August	16-30	F-F	Final Add/Drop period
	23	F	Academic Convocation and Honor Code Induction Ceremony
	26	**M**	**Classes begin**
	30	F	Last day to change to Audit status (5:00 p.m.)
	30	F	Last day to Add/Drop (11:59 p.m.)
September	2	M	Labor Day – classes meet
	13	F	Deadline for faculty to submit *Change of "I" Grade* or *Extension of "I" Grade* for undergraduate or graduate students for Spring/Summer 2024 "I" grades (5:00 p.m.)
	16	M	Three Week grade entry begins (8:00 a.m.)
	20	F	Three Week grades due (12:00 Noon)
October	7	M	Mid-term grade entry begins (8:00 a.m.)
	11	F	Mid-term grades due (12:00 noon)
	11	F	Fall Recess (begins at 5:00 p.m.)
	16	W	Classes resume
	23	W	Last day to *Withdraw* and elect *Pass/Fail* option (5:00 p.m.)
November	5	T	Election Day – classes do not meet
	26	T	Thanksgiving Recess (begins after last class meets)
December	2	M	Classes resume
	9	M	Classes conducted for those classes scheduled to have met on Tuesday, 11/5
	9	M	Classes end
	10	T	University Reading/Study Day
	11	W	Final examinations begin
	11	W	Final grade entry begins (8:00 a.m.)
	12-14	Th-S	Final examinations continue
	15	Su	University Reading/Study Day
	16	M	Final examinations end
	17	T	FINAL GRADES DUE (12:00 Noon)

Spring 2025: January 13 - May 6

January	8-17	W-F	Final Add/Drop period
	13	**M**	**Classes begin**
	17	F	Last day to change to Audit status (5:00 p.m.)
	17	F	Last day to Add/Drop (11:59 p.m.)
	20	M	Martin Luther King Jr. Day – classes do not meet
	31	F	Deadline for faculty to submit *Change of "I" Grade* or *Extension of "I" Grade* for undergraduate or graduate students for Fall 2024 "I" grades (5:00 p.m.)
February	3	M	Three Week grade entry begins (8:00 a.m.)
	7	F	Three Week grades due (12:00 Noon)
	24	M	Mid-term grade entry begins (8:00 a.m.)
	28	F	Mid-term grades due (12:00 noon)
	28	F	Spring Recess (begins at 5:00 p.m.)
March	10	M	Classes resume
	21	F	Last day to *Withdraw* and elect *Pass/Fail* option (5:00 p.m.)
April	28	M	Classes end
	29	T	University Reading/Study Day
	30	W	Final examinations begin
	30	W	Final grade entry begins (8:00 a.m.)
May	1-2	Th-F	Final examinations continue
	3-4	S-Su	University Reading/Study Days
	5	M	Final examinations continue
	6	T	Final examinations end

	9	F	FINAL GRADES DUE (10:00 a.m.)
	12-16	M-F	Commencement Week activities
	17	S	Spring Commencement

Summer 2025

May 2025 Term **Three-week session: M-F Classes May 12 - May 30**

May	**12**	**M**	**Classes begin**
	13	T	Last day to *Drop/Add* (11:59 p.m.) and elect *Audit* status (5:00 p.m.)
	21	W	Last day to *Withdraw* and elect *Pass/Fail* (5:00 p.m.)
	26	M	Memorial Day – classes do not meet
	29	Th	Classes end
	30	F	Final grade entry begins (8:00 a.m.)
	30	F	Final examinations
June	4	W	FINAL GRADES DUE (12:00 noon)

Summer 2025 **Extended Term: May 12 - August 8**

May	**12**	**M**	**Classes may begin**
August	1	F	Final grade entry begins (8:00 a.m.)
	8	F	Classes may end
	8	F	FINAL GRADES DUE (12:00 noon)

Summer 2025 Term 1 **Four-week session: M-F Classes June 2 - June 27**

June	**2**	**M**	**Classes begin**
	3	T	Last day to *Drop/Add* (11:59 p.m.) and elect *Audit* status (5:00 p.m.)
	18	W	Last day to *Withdraw* and elect *Pass/Fail* (5:00 p.m.)
	19	Th	Juneteenth – classes do not meet
	26	Th	Classes end
	27	F	Final examinations
	27	F	Final grade entry begins (8:00 a.m.)
July	2	W	FINAL GRADES DUE (12:00 noon)

Summer 2025 Term 2 **Five-week session: M-Th Classes July 7 - August 8**

July	**7**	**M**	**Classes begin**
	8	T	Last day to *Drop/Add* (11:59 p.m.) and elect *Audit* status (5:00 p.m.)
	16	W	Last day to *Withdraw* and elect *Pass/Fail* (5:00 p.m.)
August	7	Th	Classes end
	8	F	Final examinations
	8	F	Final grade entry begins (8:00 a.m.)
	12	T	FINAL GRADES DUE (12:00 noon)

"We aspire to be the #1 regional public university in the U.S. and the most inclusive university in Virginia."
President William G. Kelly

Vision

Christopher Newport 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, regional public liberal arts and sciences university. We are anchored in 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 offer an intimate, diverse, residential community that attracts academically talented, inquisitive and intellectually adventuresome students. We ignite in our students a love of learning and instill a sense of responsibility and civic duty. They graduate with the knowledge and confidence to engage as responsible leaders and citizens in their communities, the nation and the world.

Mission

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

Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish.

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 founded in 1960 as a two-year branch of the College of William & Mary and was initially known as Christopher Newport College (CNC). Classes were held in an old building in downtown Newport News and most of the students were from the local area. As the college came to life, the City Council wanted to find a permanent location for the University and focused on a tract of land along Shoe Lane. Racial segregation in public schools and neighborhoods was still common at the time. CNU historian Dr. Phil Hamilton of the History Department shared the following perspective from his research on our community:

"(The 60 acres) were owned by a small community of African Americans. Thus many Blacks across the Peninsula thought the City Council was attempting to use the college as a way to remove these Black landowners and halt further African American migration into this section of town."

In spite of strong opposition from Black residents then living along Shoe Lane, the city utilized eminent domain and deeded the land to William & Mary. The campus grew and took shape on that land and adjacent property. CNU grew rapidly, opening its first residence hall in 1994 and acquiring Ferguson High School in 1995, which is now home to the Ferguson Center for the Performing Arts.

There was a massive building boom on campus during President Paul Trible's tenure in the late 1990s and early 2000s. The Freeman Center and residence halls opened. Most students lived on campus and they came from all regions of Virginia as CNU emerged as a nationally recognized, residential liberal arts university.

Recent media coverage of the early days of the University has spurred new efforts, led by President Kelly, to understand our history and the growth of the University on Shoe Lane and to discern its impact today.

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. Trible, Jr.,
1996-2022
Adelia P. Thompson,
Interim President
2022-2023
William G. Kelly,
2023 -

Accreditation

Christopher Newport University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the baccalaureate and master's degree levels. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Christopher Newport University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website, www.sacscoc.org.

ADMISSION TO THE UNIVERSITY

Robert Lange, Dean of Admission
Christopher Newport Hall 200
(757) 594-7015 Toll Free: (800) 333-4268 Fax: (757) 594-7333
Tour Information (757) 594-7334
admit@cnu.edu

The Office of Admission provides the following services:

- Reviews and acts on applications for freshman admission to the University and merit scholarship candidacy.
- Collaborates with academic departments on discipline-specific messaging and makes referrals for curricular advising.
- Provides guided tours of the campus.
- Conducts information sessions on and off campus.
- Collaborates with the Office of Communication and Public Relations on marketing and advertising for the purposes of new student recruitment.
- Manages extensive print, email, text, social media and phone communication plan distributed to prospective students, applicants, parents, school counselors and other influencers.
- Determines eligibility for in-state tuition benefits.
- Represents the University at high school visits, college fairs, panel presentations and other recruitment venues.
- Sponsors on- and off-campus recruitment events.
- Conducts individual admission and scholarship application interviews in-person and virtually.

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. Christopher Newport University does not discriminate in admission on the basis of race, gender, color, age, religion, veteran status, national origin, disability, sexual orientation or political affiliation. Students may be admitted as degree-seeking students to the University beginning in the fall or spring semesters. Applicants must meet published deadlines, and the University will accept the best-qualified applicants on a space-available basis.

Admission Deadlines for Fall Freshman Applicants

Application	Deadline	Notification Date
Early Decision	November 15	December 15
Early Action	December 1	January 15
Regular Decision	February 1	March 15

Admission Deadlines for Spring Freshman Applicants

Application	Deadline	Notification Date
Regular Decision	October 1	Rolling

Freshman Admission Requirements, Degree-seeking

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

- Graduation from an accredited secondary school or its equivalent. Christopher Newport University emphasizes strong academic preparation. Freshman applicants are expected to have completed a college preparatory curriculum, such as Virginia's 26-unit Advanced Studies Diploma (ASD) requirements, or its equivalent. The ASD requires four units of English, four units of history and social sciences, four units of mathematics, four units of laboratory science, three units of one foreign language or two units of two foreign languages, two units of health and physical education, one unit of fine arts or career and technical education, one unit of economics and personal finance, and three units of electives. The mid-range (middle 50 percent) for successful applicants is a 3.5-4.0 GPA and an 1100-1260 SAT (Evidence-Based Reading and Writing and Math) or 23-27 ACT (Composite). Each applicant is reviewed individually and holistically.
- American sign language courses may be used to meet minimum high school foreign language course requirements.
- The University considers results from either the SAT or ACT. Students may apply to the University without submitting a standardized test score. Test Optional applicants will be reviewed for the strength of their academic curriculum, recommendations, personal statement, extra-curricular involvement and admission interview. The Classical Learning Test (CLT) is also considered if submitted.
- The admission application requires an essay or personal statement of approximately 250-500 words.
- All admission applicants are strongly encouraged to schedule an admission interview. Interviews are required for all merit scholarship applications administered by the Office of Admission.
- Personal recommendation, preferably from a teacher in a core academic subject.
- Degree-seeking applicants must submit a non-refundable application fee (see Undergraduate General Fees).

First, second and third year students are required to live on campus unless they live with a relative within 25 miles to campus. The residential experience is designed for students who reach 17 to 22 years of age by September 1, 2022. Students who are younger or older than the previously stated ages will receive consideration on a case-by-case basis.

Documents Required for Freshman Applicants

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

1. **Current High School Students:** An official transcript from the applicant's secondary school.
2. **High School Graduates/Adults:** Applicants who graduated prior to the current year must also submit an official final high school transcript designating graduation date.
3. **Home School Students:** Applicants must submit a transcript describing their college-preparatory courses and test results from either the SAT or ACT.

Admission for International Students

Christopher Newport University is authorized by federal law to enroll non-immigrant alien students. The admission application deadlines for international students are February 1 and October 1, for the fall and spring semesters, respectively. Since the University is a state-supported institution, it cannot provide financial aid to international students. International students are eligible for merit scholarships. International applicants who are not U.S. citizens are required to:

1. Submit an application for admission under degree-seeking status.
2. Submit official copies of secondary school transcript(s). If these documents are not in English, certified English translations are required.
3. Submit official scores from the SAT or ACT if native language is English. Results should be sent directly from the testing agency. The CNU SAT code is 5128 and the ACT code is 4345.
4. Submit scores from one of the following testing agencies to demonstrate English proficiency if native language is not English: Test of English as a Foreign Language (TOEFL); International English Language Testing System (IELTS); International Test of English Proficiency (iTEP); Michigan English Language Assessment Battery (MELAB); Trinity Integrated Skills in English (ISE); Global Test of English Communication (GTEC CBT); Pearson Test of English (PTE Academic); Duolingo English Test (DET).
5. Submit a *Financial Resources Statement,* including any official bank statements or affidavits to demonstrate the financial resources required to pay the cost of attendance at Christopher Newport.
6. Submit a non-refundable application fee (see *Undergraduate General Fees).*

Enrichment Program for High School Students

The University offers well qualified high school juniors and seniors an opportunity to enroll in limited coursework at Christopher Newport University 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 only courses for which they meet the prerequisites. An interview with the Dean of Admission is required, after receipt of the following application materials.

- Non-Degree Application for admission, including a $65 application fee.
- Official high school transcript.
- Official SAT or ACT scores.
- Letter of recommendation from high school principal, granting permission to take college courses at Christopher Newport University.

Placement Credit Policies

The University will review student records for placement credit in accordance with the following policies. Please note that these policies and the required scores are reviewed and updated annually. Official score reports from each testing agency are required. All placement credit is posted to the advising transcript available on the student's individual CNU Live account after the May 1 Enrollment Deposit Deadline based on the test score and applicable Christopher Newport credit chart published annually. Prospective students should check the Christopher Newport University website for updates at cnu.edu/registrar/placement.

- **International Baccalaureate (IB) Program.** Students who want to have courses reviewed for college credit must supply official proof of IB Diploma completion (in addition to official test score reports) to the Office of Admission. Departmental or elective credit is awarded based on individual exam score.
- **Advanced Placement Program (AP) of the College Board.** Departmental or elective credit is awarded for each eligible course based on exam score.
- **University of Cambridge International Examinations.** Departmental or elective credit is awarded for each eligible course based on exam score.

ADVANCED PLACEMENT (AP) CREDIT

The following scores are effective for Fall 2025 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 Christopher Newport website for updates at cnu.edu. Christopher Newport University offers credit according to the following minimum scores:

AP Test	Minimum Score	Credit	CNU Equivalent
African American Studies	3	3	ENGL 2XX
Art History	3	3	FNAR 201
	4	6	FNAR 201, 202
Biology	3	3	BIOL 107
	4	7	BIOL 107, 108, 109L
Calculus AB	3	3	MATH 135
	4	4	MATH 140
Calculus BC	3	8	MATH 140, 240
Chemistry	3	4	CHEM 103/103L
	4	7/8	CHEM 121/121L, 242/*
Chinese**	3	6	CHIN 101, 102
Comparative Government and Politics	3	3	POLS 215
Computer Science A	3	3	CPSC 110
	4	4	CPSC 150/150L
Computer Science Principles	3	3	CPSC 110
Drawing	3	3	FNAR 1XX
English Lang/Comp	4	3	ENGL 123
	5	6	ENGL 123, 1XX
English Lit/Comp	4	3	ENGL 1XX
	5	6	ENGL 1XX
Environmental Science	3	4	BIOL 115, 109L
European History	3	3	HIST 1XX
French**	3	6	FREN 101, 102
German**	3	6	GERM 101, 102
Human Geography	3	3	GEOG 210
Italian**	3	6	ITAL 101, 102
Japanese**	3	6	ELEC 1XX
Latin**	3	6	LATN 101, 102
Macroeconomics	3	3	ECON 201
Microeconomics	3	3	ECON 202
Music Theory	3	3	MUSC 211
Physics 1	4	4	PHYS 151/151L
Physics 2	4	4	PHYS 152/152L
Physics C: Electricity & Magnetism & Calculus AB (4) or BC (3)	4	4	PHYS 202/202L
Physics C: Mechanics & Calculus AB (4) or BC (3)	4	4	PHYS 201/201L
Precalculus	3	3	MATH 1XX
	4	3	MATH 132
Psychology	4	3	PSYC 201
Spanish Language**	3	6	SPAN 101, 102
Spanish Literature**	3	6	SPAN 101, 102
Statistics	3	3	MATH 125
3-D Art and Design	3	3	FNAR 1XX
2-D Art and Design	3	3	FNAR 1XX
United States Government and Politics	3	3	POLS 101
United States History	3	3	HIST 121
	5	6	HIST 121, 122
World History (Ancient)	3	3	HIST 111
World History (Modern)	3	3	HIST 112

*Academic department makes individual recommendations for CHEM 242L.

**Score of 4 results in 6 additional credits (201-202 or 2XX) which satisfies the Liberal Learning Foundation Second Language Literacy Requirement.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM CREDIT

The following scores are effective for Fall 2025 applicants.

Credit received through the International Baccalaureate (IB) program 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 Christopher Newport website at cnu.edu. Christopher Newport University offers credit according to the following minimum scores:

IB Exam Subject	Minimum Score	Credit	CNU Equivalent
Biology (HL)	4	4	BIOL 107, 109L
	5	8	BIOL 211/211L, 212/212L
Biology (SL)	5	4	BIOL 107, 109L
Business Management (HL)	4	3	BUSN 1XX
Business Management (SL)	5	3	BUSN 1XX
Chemistry (HL)	4	3	CHEM 103
	5	7/8	CHEM 121/121L, 242/*
Chemistry (SL)	7	4	CHEM 121/121L
Classical Languages (HL)	4	6	LATN or GREK 101, 102
	5	12	LATN or GREK 101, 102, 201/2XX, 202/2XX
Classical Languages (SL)	5	9	LATN or GREK 101, 102, 201/2XX
Computer Science (HL)	4	3	CPSC 125
	5/6	7	CPSC 125, 150/150L
	7	11	CPSC 125, 150/150L, 250/250L
Dance (HL)	4	3	DANC 2XX
Dance (SL)	5	3	DANC 2XX
Economics (HL)	4	3	ECON 202
Environmental Systems & Societies (SL)	5	3	BIOL 1XX
Geography (HL)	4	3	GEOG 210
	5	6	GEOG 210, 211
Geography (SL)	5	3	GEOG 210
Global Politics (HL)	4	3	POLS 215
History (HL)	4	3	HIST 1XX
History of Africa and the Middle East (HL)	4	3	HIST 1XX
History of the Americas (HL)	4	3	HIST 1XX
History of Asia and Oceania (HL)	4	3	HIST 1XX
History of Europe	4	3	HIST 1XX
Information Technology in a Global Society (HL)	4	3	CPSC 125
Language A:	6	3	ENGL 123
Language and Literature (HL)	7	6	ENGL 123, 1XX
Language A: Literature (HL)	6	3	ENGL 123
	7	6	ENGL 123, 1XX
Language B (HL)***	4	6	LANG 101, 102
	5	12	LANG 101, 102, 201, 202
Language B (SL)****	5	9	LANG 101, 102, 201
Language ab initio (SL)**	5	9	LANG 101, 102, 201
Mathematics (HL)	4	4	MATH 140
Mathematics: Analysis and Approaches (HL)	4	8	MATH 140, 240
Mathematics: Analysis and Approaches (SL)	5	7	MATH 195
Mathematics: Applications and Interpretation (HL)	4	7	MATH 125, 140
Mathematics: Applications and Interpretation (SL)	5	3	MATH 1XX
Music (HL)	4	1	MUSC 209
	6	7	MUSC 209, 211, 1XX

Philosophy (HL)	4	3	PHIL 202
Physics (HL/SL)	4	4	PHYS 151/151L
	5	8	PHYS 151/151L, 152/152L
Psychology (HL)	4	3	PSYC 201
Social and Cultural Anthropology (HL)	4	3	ANTH 203
Social and Cultural Anthropology (SL)	5	3	ANTH 203
Sports, Exercise, & Health Science (SL)	4	3	BIOL 250
Theater (HL)	4	3	THEA 210
Visual Arts (HL)	4	3	FNAR 1XX
	5	6	FNAR1XX
	5	6	FNAR 118, 1XX
Visual Arts (SL)	5	3	FNAR 1XX

*CHEM 242L awarded for non-Chemistry or Biochemistry majors.
**Language ab initio exams accepted at CNU: Arabic, French, German, Italian, Japanese, Malay, Mandarin, Russian, Spanish, and Swahili.
*** Language B (Higher Level) exams accepted at CNU: Arabic, Chinese (Cantonese and Mandarin), Danish, Dutch, Finnish, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish.
**** Language B (Standard Level) exams accepted at CNU: Arabic, Chinese (Cantonese and Mandarin), Danish, Dutch, Finnish, French, German, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

The following scores are effective for Fall 2025 applicants.

Advanced standing credit is awarded for Cambridge examinations. The pre-approved departmental equivalencies for qualifying examination scores are listed below. Please note that these policies and the required scores are reviewed and updated annually. Prospective students should check the Christopher Newport website at cnu.edu. Christopher Newport University offers credit according to the following minimum scores:

Cambridge Exam	Grade	Credit	CNU Equivalent
Accounting (A-level)	A, B, C, D or E	3	ACCT 202
Afrikaans (A-level)*	D or E	6	ELEC 1XX
Afrikaans Language (AS-level)*	D or E	6	ELEC 1XX
Arabic (A-level)**	D or E	6	ARAB 101, 102
Arabic Language (AS-level)*	D or E	6	ARAB 101, 102
Art and Design (AS & A-level)	A, B, C, D or E	3	FNAR 1XX
Biblical Studies (AS & A-level)	A, B, C, D or E	3	RSTD 232
Biology (AS & A-level)	A, B, C, D or E	6	BIOL 107, 108
Business (AS & A-level)	A, B, C, D or E	3	BUSN 2XX
Chemistry (AS & A-level)	A, B, C, D or E	6	CHEM 121, 242
Chinese (A-level)*	D or E	6	CHIN 101,102
Chinese Language (AS-level)*	D or E	6	CHIN 101, 102
Classical Studies (AS & A-level)	A, B, C, D or E	6	CLST 2XX
Computer Science (AS & A-level)	A, B, C, D or E	3	CPSC 125
Digital Media and Design (AS & A-level)	A, B, C, D or E	3	FNAR 1XX
Divinity (AS & A-level)	A, B, C, D or E	3	RSTD 232
Economics (AS & A-level)	A, B, C, D or E	6	ECON 201, 202
English Language (AS & A-level)	A, B, C, D or E	3	ENGL 123
Environmental Management (AS-level)*	A, B, C, D or E	3	BIOL 1XX
French (A-level)*	D or E	6	FREN 101, 102
French Language (AS-level)*	D or E	6	FREN 101, 102
Geography (AS & A-level)	A, B, C, D or E	3	GEOG 210
German (A-level)*	D or E	6	GERM 101, 102
German Language (AS-level)*	D or E	6	GERM 101, 102
Global Perspectives & Research (AS & A-level)	A, B, C, D or E	3	SOCL 220

Hindi (A-level)**	D or E	6	ELEC 1XX
Hindi Language (AS-level)*	D or E	6	ELEC 1XX
Hindi Literature (AS-level)*	D or E	6	ELEC 1XX
Hinduism (AS & A-level)	A, B, C, D or E	3	RSTD 220
Information Technology (AS & A-level)	A, B, C, D or E	3	CPSC 1XX
Islamic Studies (AS & A-level)	A, B, C, D or E	3	RSTD 270
Japanese Language (AS-level)*	D or E	6	ELEC 1XX
Marine Science (AS & A-level)	A, B, C, D or E	3	BIOL 115
Mathematics (AS & A-level)	A, B, C, D or E	4	MATH 140
Mathematics - Further (AS & A-level)	A, B, C, D or E	4	MATH 140
Media Studies (A-level)	A, B, C, D or E	6	COMM 2XX
Media Studies (AS-level)	A, B, C, D or E	3	COMM 2XX
Physics (AS & A-level)	A, B, C, D or E	6	PHYS 151, 152
Portuguese (A-level)*	D or E	6	ELEC 1XX
Portuguese Language (AS-level)*	D or E	6	ELEC 1XX
Psychology (AS & A-level)	A, B, C, D or E	3	PSYC 201
Sociology (AS & A-level)	A, B, C, D or E	3	SOCL 205
Spanish (A-level)*	D or E	3	SPAN 101, 102
Spanish Language (AS-level)*	D or E	3	SPAN 101, 102
Spanish - First Language (AS-level)*	D or E	3	SPAN 101, 102
Spanish - Literature (AS-level)*	D or E	3	SPAN 101, 102
Tamil (A-level)*	D or E	6	ELEC 1XX
Tamil Language (AS-level)*	D or E	6	ELEC1XX
Thinking Skills (AS & A-level)	A, B, C, D or E	3	PHIL 101
Urdu (A-level)*	D or E	6	ELEC 1XX
Urdu Language (AS-level)*	D or E	6	ELEC 1XX

* Score of A, B, or C results in 6 additional credits (201-202 or 2XX) and satisfies the Liberal Learning Foundation Second Language Literacy requirement.

ADMISSION FOR TRANSFER, RE-ADMIT AND NON-DEGREE STUDENTS

Dr. Evanne C. Raible, Senior Director of Transfer and Student Success Services
Christopher Newport Hall, First Floor
(757) 594-7296
Fax: (757) 594-7711
transfer@cnu.edu

The Transfer Center provides the following services:

- Reviews and acts on undergraduate transfer, non-degree and re-admission applications.
- Serves as the institutional official for matters related to visas and is the liaison to the U.S. Department of State and the Department of Homeland Security.
- Facilitates international student services and maintains associated records.
- Coordinates the Domicile Appeals Committee, makes decisions regarding non-freshman undergraduate applications for in-state tuition, and reviews applications for reclassification.
- Manages the evaluation, articulation, and awarding of transfer, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB) and University of Cambridge International Examination (CIE) credit.
- Reviews and provides guidance on the Request to Take Course(s) Elsewhere process and the Virginia Tidewater Consortium (VTC) agreements (see "Academic Policies and Procedures" section of the *Undergraduate Catalog)*.

Transfer Admission for Degree-Seeking Students

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 applicants presenting a minimum 2.8 cumulative grade point average (GPA), 12-15 hours of college-level credit, and completion of one course in college-level mathematics and one course in college-level English. The Transfer Center staff carefully review all application materials and inform applicants of the admission decision in writing. In addition to weighing grades and test scores, the Transfer Center may consider co-curricular activities, community involvement, letters of recommendation, admission interview and the applicant's educational and career objectives. The priority application date is March 1 for the fall semester and October 1 for the spring semester. The final application/credential deadline is mid-July for the fall semester and mid-December for the spring semester. Please see cnu.edu/admission/transfer for exact deadlines.

Transfer applicants who are enrolled elsewhere when they apply may be conditionally admitted upon review of transcripts with coursework still in-progress and/or mid-term grades; however, a final offer of admission will not be made without a final official transcript. Once all final items are received, Christopher Newport's Code of Conduct permits the University to rescind any offer of admission and cancel registration as necessary.

Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. After the point of admission, all students who plan to enroll at Christopher Newport are required to submit a transfer college report (enrollment and conduct verification) from each institution previously attended. Should Christopher Newport learn of conduct that would violate Christopher Newport's Code of Conduct or Honor Code standards, the Transfer Admission Committee may reconsider the admission decision and may rescind the offer.

New transfer students are admitted on a full-time or part-time basis. If admitted as a full-time student, students are expected to enroll full-time (12 or more hours) each semester at Christopher Newport. To receive a baccalaureate degree, transfer students must complete at least 45 semester hours of credit in residence at Christopher Newport.

Transfer Admission Requirements

Degree-seeking applications for all individuals, including degree-seeking applicants under the Senior Citizens Higher Education Act of 1974, will be considered complete once the following have been received:

1. Common Application or Coalition Application which includes an essay and non-refundable application fee.
2. Official college transcript(s) from all colleges and/or universities attended. Christopher Newport accepts electronic college transcripts through an official transcript provider. (Transcripts with coursework still in-progress or mid-term grades are encouraged for those applicants who are currently enrolled at another college or university).
3. Official high school transcripts regardless of the graduation year. Home-schooled applicants must submit the Common Application School Report form or a detailed description of the curriculum. See the Transfer Center website for details: cnu.edu/admission/transfer

Recommended Actions

1. Submit SAT/ACT test results if graduation from high school was five years ago or less.

2. Schedule an interview with Transfer Center staff. Interviews are not mandatory but they are highly recommended.

3. One letter of recommendation through the Common Application. Students are welcome to submit two or more via fax, email or mail.

Re-admission to the University

Students must apply for re-admission 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 Christopher Newport. Competitive admission standards in effect at the time of re-admission are used. Re-admission applicants must submit the Common Application online with the non-refundable application fee. The application/credential deadline is mid-July for the fall semester and mid-December for the spring semester. Please see cnu.edu/admission/readmit/ for exact deadlines. Once re-admitted, students will be required to meet all liberal learning curriculum, major, minor, and concentration requirements that are in effect (per the *Undergraduate Catalog*) for their academic year of re-admission to Christopher Newport.

Students who left the University while on Academic Suspension must complete an *Academic Recovery Agreement* with the Center for Academic Success. Students should review the *Academic Performance Policies* section of the *Undergraduate Catalog* which details this process.

Non-Degree Admission

Applicants who do not wish to seek a degree or are taking classes for career enhancement or personal growth, may earn academic credit as a part-time student in the same way as degree-seeking students. Please note that all academic and administrative policies also apply to non-degree seeking students. Financial aid is not available and prerequisites must be met for individual courses. The application/credential deadline is mid-August for the fall semester and mid-December for the spring semester. Please see cnu.edu/admission/nondegree for exact deadlines.

Students who begin at Christopher Newport in non-degree seeking status and wish to change to degree-seeking status must reapply for admission to be considered for degree-seeking status. Past academic credentials from high school and college will be reviewed and regular admission standards will apply.

Categories of Non-Degree Students

1. Students who, at the time they enroll, do not wish to pursue a degree program.
2. Students who wish to take a course for personal enrichment or to explore the possibility of pursuing a degree at a later time.
3. Students who want to earn academic credit applicable to a degree at another college or university.
4. Students who wish to enroll under the Senior Citizens Higher Education Act of 1974 and do not wish to pursue a degree program. See "Senior Citizens Higher Education Act of 1974 Applicants" section below.
5. Christopher Newport employees using a tuition waiver.

Non-Degree Admission Requirements

Non-degree applications will be considered complete and ready for review once the following have been received:

1. Application for Undergraduate Non-degree, which includes an essay and non-refundable application fee.
2. Official college transcript(s) from all colleges and/or universities attended. The Transfer Center accepts electronic college transcripts through an official transcript provider. (Transcripts with coursework still in progress or mid-term grades are encouraged for those applicants who are currently enrolled at another college or university).
3. Official high school transcripts regardless of graduation year. (Home-schooled applicants must submit the Common Application School Report form or a detailed description of curriculum. See the Transfer Center website for details.)

Senior Citizens Higher Education Act of 1974 Applicants

Individuals who wish to enroll under the Senior Citizens Higher Education Act of 1974 are required to submit an application for admission to Christopher Newport. If applicants are interested in pursuing a degree, they should follow the process for transfer admission, but if applicants are not interested in earning a degree at Christopher Newport, they should follow the process outlined below:

In accordance with the Senior Citizens Higher Education Act of 1974, senior citizens can enroll in courses as full-time or part-time students for academic credit, without charge, provided that taxable income for federal income tax purposes did not exceed $23,850 for the year preceding the enrollment year. Senior citizens may also, without charge, audit courses and enroll in non-credit courses without regard to income. Senior citizens will be required to pay applied music fees and laboratory fees for any course for which such a fee is applicable. 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 resident of Virginia for one year. Initial eligibility is completed at the point of admission. Eligibility for subsequent terms is completed by the Office of Student Accounts.

Please note that all academic and administrative policies apply to students in this category. Financial aid is not available and prerequisites and corequisites must be met

for individual courses. The application/credential deadline is mid-August for the fall semester and mid-December for the spring semester. Please see cnu.edu/admission/nondegree/ for exact deadlines.

Application requirements for senior citizens interested in taking a course for credit:

Non-degree applicants interested in attending Christopher Newport to take a course for credit under the Senior Citizens Higher Education Act of 1974 will be considered complete and ready for review once the following have been received:

1. Complete the Application for Non-Degree Admission under the Senior Citizens Higher Education Act of 1974.
2. Submit official high school transcript and official college transcripts from all colleges and universities attended. Christopher Newport accepts electronic transcripts through an official transcript provider.

Application requirements for senior citizens interested in auditing a course:

Non-degree applicants interested in attending Christopher Newport to audit courses (does not yield academic credit) under the Senior Citizens Higher Education Act of 1974 will be considered complete and ready for review once the following have been received:

1. Complete the Application for Non-Degree Admission under the Senior Citizens Higher Education Act of 1974.
2. For courses in which there are prerequisites, please submit an official college transcript showing those courses which you believe satisfy the prerequisites. It is helpful if transcripts from all colleges and universities are submitted. If no prerequisites are required and a college transcript is not available, please submit an official high school transcript. A high school transcript is not a replacement for a college transcript verifying the completion of prerequisite courses. Christopher Newport accepts electronic transcripts through an official transcript provider.

Registration for Non-Degree Seeking Students

Registration for non-degree seeking students begins the business day prior to the start of classes for that term. To register, students may either log-in to their CNU Live account or come to the Office of the Registrar. Students will be eligible to register for classes once they have submitted all required application materials, have been officially admitted, and if there is space available in the course. Please note that no more than three audit enrollments are allowed per individual class section.

Transfer Credit

The Transfer Center manages the evaluation, articulation and awarding of transfer, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and University of Cambridge credit. Upon completion of the transfer credit evaluation, a summary of transferable credits is posted to the student's online account via CNU Live, available by clicking the "MyCNU" link on Christopher Newport's homepage. Credit is posted to a student's record 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 higher and which are comparable to courses offered by Christopher Newport University.
2. Of the allowable 92 semester hours of transfer credit, no more than 66 semester hours of transfer credit will be granted for junior or community college courses in which the student has earned a grade of *C* or higher.
3. AP, IB, Cambridge, two-year college and community college credit will transfer to Christopher Newport at the 100- or 200-level only.
4. A maximum of 60 semester hours of credit, referred to as transfer credit, will be granted for work completed through Cambridge, CLEP, AP and IB. (Note: Christopher Newport does not typically award credit based on the presentation of student portfolios.)
5. When awarding credit for coursework completed elsewhere, Christopher Newport makes no distinction between high school dual enrollment credit and other college credit presented for evaluation.
6. Unless otherwise authorized by the Transfer Center, all students, including students who already hold baccalaureate degrees, will have the maximum allowable number of credits transferred and recorded on their Christopher Newport academic record. When the number of transferable credits previously earned exceeds the maximum allowable credit, the choice of credits to be transferred will be determined by the Senior Director of Transfer and Student Success Services in collaboration with advising, academic administration and/or student success administration.
7. Grades for courses taken at another college or university will be recorded on the student's Christopher Newport record with a grade of *T*. The course credit will count toward graduation from Christopher Newport but will not be computed in the grade point average (GPA). Credit for developmental, remedial and activity courses do not transfer to Christopher Newport.
8. Transfer credit policies pertaining to prior service in the Armed Services of the United States, the Community College of the Air Force and the ACE Military Guide are posted at cnu.edu/registrar/transfer/.

Office of Student Accounts, Cash Services

Diane Reed, University Comptroller
Christopher Newport Hall, first floor
(757) 594-7195 Student Accounts
(757) 594-7042 Cash Services

Student Accounts and Cash Services
Office Hours:
Monday - Friday:
8:00 a.m. - 5:00 p.m.

Tuition, Fees and Financial Information

Current tuition and fees can be found on the Christopher Newport University Business Office website at: cnu.edu/tuition.

Tuition, fees, and room and board rates are determined annually and approved by the Board of Visitors for the following academic year. Current rates and information can be found on the Christopher Newport Business Office website at cnu.edu/tuition.

Interpretation of matters concerning fees is the responsibility of the Chief Financial Officer. The President of Christopher Newport University has final authority in the interpretation.

Tuition

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

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

Room and Board

Students, who reside in university housing and have a meal plan, will be billed the current room and board rates as approved by the Board of Visitors. Current room and board rates can be found on the Housing website at cnu.edu/life/housing/roomandboard.

Tuition Surcharge

Beginning in 2006, the Commonwealth of Virginia enacted legislation to place a limitation on student's eligibility for in-state tuition. Upon completion of 125 percent of the credit hours required to obtain a degree in the student's program, the student may be assessed a surcharge which is equivalent to the cost of tuition at the out-of-state rate. Please note that certain courses and credit hours may be excluded from the 125 percent calculations.

Students who have or will have earned 145 or more credit hours should contact the Office of the Registrar for more information. Impacted students may appeal to the Office of the Registrar for a waiver as provided by the *Code of Virginia*, Section 23-7.4.

General Fees

Current fees can be found on the Christopher Newport Business Office website at: cnu.edu/tuition.

Students who wish to be admitted to the University must pay an **application fee**. This fee is non-refundable and may not be applied to other fees. If the fee is paid with the initial application for admission but the student does not enroll in the term for which he or she originally applied, it may be carried forward only to the next term. The fee does not apply to continuing education courses.

- A per credit fee is required on all courses taught in the Luter School of Business.
- A non-refundable **applied music instruction fee** is charged per one credit hour course.
- A **laboratory fee** is assessed on specific arts and sciences courses.
- A non-refundable **orientation fee** is required for all entering freshman and transfer students.
- A **late fee penalty** is charged for additional charges and balances billed and not paid by the applicable payment deadline.
- A **parking fee** is charged per academic year.
- A **Luter School of Business fee** is charged per credit hours on specific courses.
- A **Graduation fee** is assessed on all degrees.
- A **returned check fee** is charged for each returned check.
- A **study abroad fee** is required on specified courses.

- An **online course fee** is assessed on all summer online courses.

SCHEDULE CHANGE (ADD/DROP)

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

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

Schedule changes that result in additional charges are due by the payment due date. If this date has passed, then payment is due upon receipt of a bill.

Students who are using the semester payment plan and who add/drop a course or courses may increase or reduce their payment schedules. Students should contact Student Accounts directly to take this action.

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, telephone (757) 594-7170.

PAYING YOUR BILLS AT THE UNIVERSITY

You can view your student account bill and make eCheck (electronic check transfer) or credit card payments to pay your tuition and fees, and room and board charges online, through your CNU Live account. There is a convenience fee for all credit card payments and a $0.50 fee for an eCheck payment. **No paper bills will be mailed.**

Please visit our website at cnu.edu/tuition for more details and instructions.

Billing

Christopher Newport University bills tuition, fees, room and board charges by term. Fall bills are posted online in July and payment is due in August. Spring bills are posted in November and payment is due in December. It is the student's responsibility to contact the Office of Student Accounts if they are having a problem accessing their bill. Failure to receive a bill does not waive the student from any financial responsibilities or 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. If this date has passed, payment is due upon receipt of a bill. It is the student's responsibility to pay all charges by the payment due date each term.

Please visit our website: cnu.edu/tuition for additional information and due dates.

Payments

1. You may view, pay your bill online, or sign up for the payment plan (discussed under Monthly Payment Plan) through your CNU Live account by going to cnu.edu, clicking on myCNU at the top right corner and then selecting CNU Live.
2. Payment may also be made in person at the Cashier's Office, located on the first floor of Christopher Newport Hall, with cash, money order, or check payable to Christopher Newport University or you may mail a money order or check to:

   Christopher Newport University ATTN: Cashier's Office, 1 Avenue of the Arts, Newport News, VA 23606-3072.

Please take careful note of the following:

1. Students who owe the University any charges, equal to or greater than $200, accrued from previous terms (i.e., tuition, room and board, parking fines, library fines, etc.) are required to pay these charges before being permitted to register. A hold will be placed on all student accounts with outstanding balances, equal to or greater than $200, which will prevent students from registering, adding or dropping classes and receiving diplomas.
2. Students who receive 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 after the add/drop period.
3. Students who receive any form of financial aid must accept the 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. See **Tuition Refund Policy** below for withdrawal deadlines. 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, located on the first floor of Christopher Newport Hall, email studentaccts@cnu.edu or telephone (757) 594-7195.

Payment Policy

Tuition and fees are considered fully earned and are due at the time of registration or no later than the payment due date established for each term. Tuition payment may be mailed if **received** in the Student Accounts/Cashier's Office **by the payment due date.** You may also pay online with an eCheck ($0.50 fee) or credit card: VISA, American Express, Discover and Mastercard (a 2.75% convenience fee applies with credit card use).

The University may cancel the registration for all students who have not made financial arrangements or contacted the Business Office, on how the bill will be paid, by the end of the add/drop period. These students may register again during scheduled registration periods, if available. 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. If a student's financial account has a balance of equal or greater than $200 by the end of add/drop, the University will charge a late payment fee and place a hold on the account that will prevent registration, adding or dropping classes, and receiving diplomas. Outstanding balances less than $200 will receive a hold that prevents receiving diplomas.

Late Fees

The University charges a $20 late fee on balances between $200 and $499 and a $50 late fee on all balances equal to or greater than $500, that are still outstanding after the add/drop period.

Monthly Payment Plan

Students may select to use the monthly payment plan and must sign up separately for each semester. There is a $35 enrollment fee to enroll in a payment plan. This fee is charged each semester. This payment option allows payment of tuition and fees in monthly installments. The University offers three types of payment plans:

- Auto Adjusted – this plan pulls the amount from the student's account to determine the amount of the payment plan automatically.

- Fixed Plan – this plan will need to be determined by the student/parent by inserting the budget amount to pay.

- Fixed Plan 529 – this plan requires prior approval from Student Accounts and is utilized for 529 plans and prepaid payments. Please contact studentaccts@cnu.edu for more information.

When determining the amount to budget, please consider tuition and fees, applied music fees, lab fees and room and board (if applicable). These plans may be used by full-time or part-time students. The initial payment for the Auto Adjusted or Fixed Plan plan is due at the time of enrollment. Please "opt in" for automatic payments when you enroll.

Payment plans become available for enrollment in July for the Fall semester and December for the Spring semester. Please see the payment plan information on the website for the most up to date information at cnu.edu/businessoffice/payment/.

Students are encouraged to enroll for the plan as soon as possible, since late enrollment in the plan requires a larger initial payment and/or subsequent monthly payments. Students who have applied for and receive financial aid may participate in the monthly tuition payment plan. A $10 late payment fee is assessed for each payment that is made late by the Plan Administrator. Failure to budget adequately, or not accept increases in plan amounts due to additional charges, may incur a late fee of up to $50 plus a hold placed on the account that will prevent registration, adding or dropping classes and receiving diplomas.

Information concerning this plan may be obtained on our website at cnu.edu/businessoffice/payment, or by calling (757) 594-7582.

Tuition Refund Policy

If the University cancels a course for which a student has registered and paid, 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 Undergraduate Catalog as a non-refundable fee, unless the course is cancelled by the University. Tuition and comprehensive fees will be refunded for Fall and Spring terms in accordance with the following policy:

- 100% for all courses dropped through the end of the first week of the academic term or for any course which is cancelled by the University.
- 75% for all courses withdrawn from during the second week of the academic term.

- 50% for all courses withdrawn from during the third and fourth week of the academic term, after which time there shall be no refund.

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. The 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 or withdraw from courses on or before the deadlines listed above in order to be eligible for a refund. Students who are participating in the semester tuition payment plan, who withdraws from the University and whose payments received by the University exceed the amount owed in accordance with the policy listed above will receive a refund from the University.

Per the Department of Defense Memorandum of Understanding, Christopher Newport University will return any unearned tuition assistance funds on a proportional basis through at least 60 percent portion of the period for which the funds were provided for all qualifying Veterans Affairs students in accordance with the following policy:

- **100% return** for all courses dropped/withdrawn from during the first and second week of classes

- **75% return** for all courses withdrawn from during the third and fourth week of classes

- **50% return** for all courses withdrawn from during the fifth through eighth week of classes

- **40% return** for all courses withdrawn from during the ninth and 10th week of classes

- **0% return** for all courses withdrawn from after the 10th week of classes

TUITION APPEALS

Christopher Newport University will refund a student's tuition and allowable fees provided the student has extenuating circumstances, such as mandatory job transfer or active duty military deployment, mobilization or change of duty assignment from the Hampton Roads area documented by a letter from the employer and/or a copy of military orders; or an extended period of inpatient hospitalization documented by a physician's statement or a military service connected medical condition documented by a physician's statement, submits supporting documentation and is approved by the Tuition Appeal Review Committee.

Students must officially withdraw from classes with the Registrar's Office before their appeal will be reviewed. The appeal form is located at **cnu.edu/tuition/**, under Forms and Resources, **and must be completed within 30 days from the date of the withdrawal**. Failure to complete the form timely could result in denial of the appeal. Any appeal filed after the term may be denied regardless of the circumstances.

Submit appeals and documentation to: studentaccts@cnu.edu, or in person at: Christopher Newport Hall, room 106. Filing a withdrawal form with the Registrar's Office does not automatically constitute a refund of tuition and fees. A separate appeal form must be filed with the Office of Student Accounts. The appeal will be reviewed by the Tuition Appeal Review Committee and notification of the final decision will be made within two to four 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.

RETURNED CHECKS

A $35 returned check fee will be assessed for all checks and eChecks 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 the University receives two non-sufficient fund checks or eChecks from a student, the University will no longer accept checks or eChecks from the student or on the student's behalf.

CASHING OF STUDENT CHECKS

The Business Office will cash checks up to $25.00. Checks should be made payable to *Cash*. Under regulations governing state-supported agencies, the University is not permitted to cash checks made payable to Christopher Newport University. A **$35 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,

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. Students may not be permitted to register for subsequent terms. This also will apply to students who retain property that belongs to the University.

In accordance with Code of Virginia §2.2-4805 additional financial obligations, you may be subject to a late fee or additional penalties, if a student's financial account becomes delinquent, the University may turn the account over to internal collections, a third-party collection agency or credit bureau, the Department of Taxation, and the Attorney General's Office, in accordance with Code of Virginia §2.2-4806. 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 administrative costs, collection fees, based on the percentage stated in the collection agency contract in effect, 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.

Senior Citizens

The 1989 session of the Virginia General Assembly amended and reenacted the Senior Citizens 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 $23,850 (effective July 1, 2015) 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 and laboratory fees for any course for which such a fee is applicable. Interested senior citizens must contact the Transfer Centerto pursue admission. 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 for Virginia (SCHEV) 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 toward a degree, the University is authorized to make individual exceptions to such procedures as may be established by the SCHEV.

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, located on the first floor of Christopher Newport Hall, and must be completed for each academic term.

Classification as an In-State Student

All students claiming 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 Residency section of the admission application (online).** Freshman applicants should direct questions to the Office of Admission, transfer, re-admit, and non-degree applicants should direct questions to the Transfer Center and graduate applicants should direct questions to the Office of Graduate Admission.

Continuing undergraduate students who believe that changes subsequent to their initial enrollment justify a reclassification of domiciliary status may complete the *Application for Reclassification for Virginia In-State Rates* form and return it to the Transfer Center.

Procedure

Upon receipt in the Office of Admission, the Transfer Center or the Office of Graduate Admission, 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 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, within ten 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

Keely Haynes, Director
Christopher Newport Hall 107
(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. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) annually, as soon as possible on or after October 1 for the following academic year. Students can complete the FAFSA at: studentaid.gov

If students are not eligible to complete a FAFSA based on their citizenship status, but are eligible for in-state tuition through Virginia domicile requirements, military dependents provision or tuition equity provision, they are encouraged to complete a Virginia Alternative State Aid (VASA) Application. More information on eligibility can be found on Virginia's Level Up website: levelupvirginia.org/finance/financial-aid/vasa-application. Students who are not eligible to complete the FAFSA are not eligible for federal student aid, but may be eligible for state financial aid, based on the submission of the VASA and meeting all other eligibility criteria.

The University offers financial aid packages each year to qualified applicants who have been admitted to the University as degree-seeking students. Some financial aid programs are available to Virginia residents only, while others are made without regard to state residency. Most financial aid programs are 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 Student Aid Index (SAI), which is determined by the Free Application for Federal Student Aid (FAFSA).

To be eligible for most financial aid programs at Christopher Newport University, a student must be:

- Enrolled as a degree-seeking student
- In good academic standing
- Maintaining full-time enrollment
- Making satisfactory academic progress
- A U.S. citizen, permanent resident, or eligible noncitizen

Financial aid is packaged for one academic year at a time but, upon reapplication and continued eligibility, may be renewed for succeeding years. The priority filing deadline for applying for all financial aid administered by Christopher Newport University is March 1 for the following academic year. Eligibility for the Federal Pell Grant and Federal Direct Student Loans are not limited to the March 1 priority filing dead-line. Prospective students must be admitted to the University before receiving a financial aid package.

For returning students who submit applications by the priority filing date financial aid offers are normally made beginning in March. The Office of Financial Aid notifies all students of their financial aid status via email. Students are instructed to log in to their electronic aid package via CNU Live, acknowledge the terms and conditions of their package and accept or decline federal student loan offers.

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 U.S. Department of Education each year. **Christopher Newport University's federal code for the FAFSA is 003706.** The priority filing deadline for Christopher Newport University is March 1 of each year. To meet this deadline, students should complete the FAFSA online at studentaid.gov as soon as possible after it is released in October. Applications will be accepted beyond the March 1 deadline; however, funding may be limited.
3. File a Virginia Alternative State Aid (VASA) Application, if they are not eligible to file a FAFSA. The priority filing deadline is March 1 of each year for the VASA Application as well. VASA Applications can be completed online at levelupvirginia.org/finance/financial-aid/vasa-application.

Available State and Federal Programs

Federal Programs

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

State Programs

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

tion Program (VMSDEP), formerly Virginia War Orphans Education Program
Virginia Line of Duty Survivor Education Benefits

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

Federal and State Grants

For specific information concerning application and eligibility requirements for federal and state programs, please visit our financial aid website at financialaid.cnu.edu. General descriptions are provided below:

Commonwealth Award is a need-based grant program funded by Virginia. Recipients must be Virginia residents. The Commonwealth Award is restricted to paying the cost of tuition and fees only. If students receive any additional tuition-based assistance, the Commonwealth Award may be reduced or cancelled. Students must be enrolled at least half-time (6 credit hours) to qualify. Awards for students enrolled less than full-time will be prorated.

Federal Pell Grant is a need-based federal grant. Students must demonstrate the highest level of financial need. Grant amounts and need criteria are provided by the U.S. Department of Education each year.

Federal Supplemental Educational Opportunity Grant (SEOG) is a need-based federal grant. Students must demonstrate the highest level of financial need with consideration given to when the FAFSA was submitted.

Federal Work Study (FWS) is a federal need-based work program that pays for the hours a student works on campus. FWS is not used toward a student's institutional charges. Students are paid biweekly. FWS recipients are selected each year based on the student's financial need and interest in FWS.

Virginia Guaranteed Assistance Program (VGAP) is a need-based grant program funded by the Commonwealth of Virginia. Freshmen must graduate from a Virginia high school with a minimum GPA of 2.50 and maintain Virginia residency. Continuing students must maintain consecutive, full-time enrollment, Satisfactory Academic Progress (SAP), and a cumulative grade point average of 2.00 or higher to receive the grant. Students must also continue to meet financial need requirements and progress to the next class level each academic year for renewal. Class level is determined by the **number of credits completed toward a degree**, not by the number of semesters attended. The VGAP award is restricted to paying a maximum of the cost of tuition, fees and a book allowance only. VGAP award amounts will be determined based on the student's demonstrated financial need, with consideration given to other aid received. If the student receives any additional tuition-based assistance, the VGAP award may be reduced or cancelled. VGAP awards are restricted to two semesters per class level (freshman, sophomore, junior, senior). Awards may not be reinstated for students who fail to meet the SAP, GPA and/or full-time enrollment requirements. VGAP awards are restricted to a maximum of eight semesters.

Virginia Two-Year College Transfer Grant Program is a need-based grant program for transfer students who have received an associate's degree at a Virginia two-year public institution and graduated with a cumulative 3.00 GPA or higher. Students must submit a FAFSA and not exceed a maximum Student Aird Index (SAI) to be determined by the State Council of Higher Education for Virginia (SCHEV). Continuing students must maintain full-time enrollment, minimum SAI requirements, and a cumulative 3.00 GPA or higher to renew the grant. Grant amounts are determined by the Commonwealth of Virginia.

State Waivers

Virginia Military Survivors and Dependent Education Program (VMSDEP) provides eligible students, as confirmed by the Virginia Department of Veterans Services (DVS), with a waiver of all tuition and mandatory fees at a Virginia public college or university. In addition, as funds are available, eligible students may receive a stipend to offset other educational expenses, such as room and board. To review eligibility criteria and benefits, please visit the DVS website: dvs.virginia.gov/.

Virginia Line of Duty Survivor Educational Benefits are available to students whose parent or spouse was disabled or killed in the line of duty while employed or serving as a public safety officer with the Commonwealth of Virginia or one of its political subdivisions. Students are entitled to a waiver of undergraduate tuition and required fees at a Virginia public college or university under certain conditions.

Above referenced public safety occupations include law-enforcement officers, public university campus police officers, sworn law-enforcement officers, firefighters, forest wardens, rescue squad members, special agents of the Virginia Alcoholic Beverage Control Authority, state correctional, regional or local jail officers, regional jail or jail farm superintendents, sheriffs, or deputy sheriffs, members of the Virginia National Guard, or members of the Virginia Defense Force.

For more information, please visit the Virginia Line of Duty Act website: valoda.org.

Institutional Scholarships

Merit-based scholarships available for participation in the President's Leadership Program and the Honors Program are awarded at the time of admission by the Office of

Admission. Continued eligibility is monitored by the Office of Financial Aid.

Other institutional scholarships made possible through contributions from alumni, faculty, staff, corporations and friends of the University are awarded to students based on a variety of factors. Determinations are made by the Office of Financial Aid, academic departments and other campus offices, dependent on the scholarship criteria.

Student Loans

Students who need assistance in addition to those grants and scholarships listed above may want to consider the Federal Direct Student Loan Program or request assistance through the Federal Direct Parent PLUS Program. A description of each program is listed below. Also, Private Education Loan Programs are available for those who do not qualify to borrow through the Direct Loan Programs or who need additional funding. For a private education loan, students and/or parents select a lending institution of their choice to apply and borrow funds.

Federal Direct Student Loans

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

A dependent student whose parents have been denied a Federal Direct Parent PLUS Loan will be offered Federal Direct Student Loans at the independent level, for the aid year in which the PLUS loan was denied.

The Department of Education also limits the total amount of Federal Direct Student Loans that can be borrowed during the total period of undergraduate study. The maximum amount of combined loans a student may borrow is as follows:

- $31,000 as a dependent undergraduate student, only $23,000 of which may be subsidized
- $57,500 as an independent undergraduate student, only $23,000 of which may be subsidized

Class level 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 FAFSA on file.

Federal Direct Parent PLUS Loan Program

Federal Direct Parent PLUS loans are available to the parents of dependent students. Parents, with the absence of an adverse credit rating, may borrow up to the cost of attendance less any financial aid received by the student. A FAFSA must be completed and received in the Office of Financial Aid before a Parent PLUS loan can be certified. Parent PLUS loan applications must be submitted electronically at studentaid.gov. Parent PLUS loans will not be offered to those who do not apply, as a credit check must be performed (with the consent of the borrower) prior to an award offer.

Satisfactory Academic Progress (SAP)

Students receiving financial aid must be making Satisfactory Academic Progress, as defined by the U.S. Department of Education, toward the completion of their degree. Students are reminded of this policy by way of the terms and conditions of their aid package each year. SAP is calculated annually, at the completion of the spring semester.

Students who are not maintaining the minimum SAP requirements are notified via email and are directed to log in to their CNU Live account to view the details of their status. Students may appeal the loss of their financial aid eligibility if it was caused by unusual extenuating circumstances.

More information on SAP requirements and the appeal process can be found at cnu.edu/financialaid/conditions/sappolicy.

Estimated Cost of Attendance

Estimated Cost of Attendance at Christopher Newport University consider both direct and indirect costs. Direct costs are expenses such as tuition and fees, that are paid directly to the University by way of the student account. Indirect costs are additional expenses that may be incurred to include books, transportation and miscellaneous personal expenses.

Study Abroad/Study Away

Students who are in a degree-seeking program at Christopher Newport University and whose classes taken elsewhere fit into their degree program may be eligible to use their financial aid to help pay for the program. Students must contact the Office of Financial Aid for instructions. Deadlines apply and specific documentation is required.

Return of Title IV Funds

If a student withdraws from Christopher Newport University for any reason before 60 percent of the semester has been completed, the University may be required to return all or a portion of funds the student received from any federal and/or state financial aid programs. The student may owe the University for charges left unpaid. This applies to both official and unofficial withdrawals.

VETERANS AFFAIRS

Christopher Newport Hall , First Floor
(757) 594-7155
vetaffairs@cnu.edu

Veterans Affairs Educational Benefits

Christopher Newport is committed to supporting the continuing education and academic success of veterans. We are your liaison with the U.S. Department of Veteran Affairs (VA), and can assist you in the process of using your VA benefits.

Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31, 33, 35 (a "certificate of eligibility" can also include a website – eBenefits, or VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

The University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the require a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31, 33, or 35.

In accordance with U.S. Code, 38 United States Code (U.S.C.) 3679(c). Veterans Access, Choice and Accountability Act of 2014, the following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill®-Active Duty Program) or Chapter 33 (Post 9/11 G.I.Bill®), of Title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- Anyone using transferred Post-9/11 GI Bill® benefits who lives in the state where the IHL is located, and the transferor is a member of the uniformed service serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- A spouse or child using benefits under Survivors' and Dependents' Education Assistance (Chapter 35) living in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence).
- An individual using educational assistance under Chapter 31, Veteran Readiness and Employment (VR&E) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of their formal state of residence) effective for courses, semesters, or terms beginning after March 1, 2019.
- Anyone described above remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. Therefore, the described person must be enrolled in the institution and use educational benefits under Chapters 30, 31, 33, or 35 of Title 38, United States Code.

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.

For more information please contact our Veteran Affairs Educational Benefits team, located on the first floor of Christopher Newport Hall or via vetaffairs@cnu.edu or (757) 594-7155.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at https://www.benefi ts.va.gov/gibill

Virginia Military Survivors and Dependent Education Program

The Virginia Military Survivors and Dependent Education Program (VMSDEP) provides eligible students, as confirmed by the Virginia Department of Veterans Services (DVS), with waiver of all tuition and mandatory fees at a Virginia public college or university. In addition, as funds are available, eligible students may receive a stipend to offset other educational expenses, such as room and board.

To be eligible, children and spouses of qualifying veteran service members must meet the following requirements:

1. The dependent child must be between the ages 16 and 29 inclusively; there is no age restriction for spouses.

2. The qualifying military service member must be a current Virginia citizen or maintain a physical presence in the Commonwealth of Virginia presently and for five consecutive years prior to the date of application submission or must have entered military service as a resident of Virginia.

3. In the case of a deceased qualifying military service member, the surviving spouse can meet the residency requirements by:

a. Having been a Virginia resident or maintained physical presence in the Commonwealth of Virginia for five consecutive years prior to marrying the military service member, or

b. Presently being a Virginia resident or maintained a physical presence in the Commonwealth of Virginia for five consecutive years prior to the date of application submission.

For more information on VMSDEP, please reach out to the Office of Student Accounts located on the first floor of Christopher Newport Hall or via studentaccts@cnu.edu or 757-594-7195.

Credit for Military Education, Training and Experience:

Students who have prior service in the U.S. Armed Services may present the Joint Services Transcript or other official credentials for evaluation. Christopher Newport will use the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services in the review and determination of course equivalents; however, the ACE guide recommendations will not automatically apply. In cases where a comparable course exists, credit may be awarded to the student and recorded as part of the student's official academic record.

Students may also earn credit for coursework completed at the Community College of the Air Force. Such coursework is reviewed based on the official credential presented and credit may be awarded depending on the existence of a comparable Christopher Newport course and whether a minimum score equivalent to a grade of *C* or better has been earned.

For more information on transfer credit, please reach out to the Transfer Center located on the first floor of Christopher Newport Hall or via transfer@cnu.edu or 757-594-7296.

Military Withdrawal

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

For more information regarding Student Military Activation -Withdrawal and Return or Readmission for Students in "Uniformed Services" policy go to cnu.edu/public/policies/policy/student-services-policies/cnu-policy-9010_military_activation_readmission_withdrawal_policy.pdf or reach out to the Office of the Registrar located on the first floor of Christopher Newport Hall or via register@cnu.edu or 757-594-7155.

Army ROTC Program

Please refer to the Department of Military Science section of this catalog.

OFFICE OF RESIDENCE LIFE AND HOUSING ADMINISTRATION

David Student Union 3125
(757) 594-7527
reslife@cnu.edu

Living on Campus

With a three year residency guarantee, our residence halls provide a progressive living experience. Most first year students are assigned to suite-style rooms featuring 2-person bedrooms with a shared bathroom. The majority of second year students reside in suite style rooms with 2-person bedrooms and shared bath and living room space. Many third and fourth year residents enjoy private rooms within two to four person apartments. All halls are fully furnished and have WiFi internet access, micro-fridge units, laundry facilities and vending machines.

Within the residence halls, there are resident assistants assigned to specific groups of rooms. These trained student leaders interact regularly with residential students. They set the tone for the social environment of the residence halls and the community of honor that guides our campus. Our student staff serves as a resource helping to facilitate conversations and communication among roommates and empower students to find solutions to challenges they face. They also connect students to the myriad of university resources available on campus. The University employs full-time professional staff to serve as assistant directors and residential fellows within the residence hall system. These staff help to implement our residential curriculum which has five stated goals for residents: gain an understanding of self and others; build positive relationships with others; make connections at the University and within the community; take ownership of their experience and their actions; move toward independence. The Residence Life and Housing staff focuses on creating an intentional educational experience outside of the classroom environment.

Security is one of the primary concerns for our resident assistants and professional staff; it is considered a shared responsibility with the residents. Exterior points of entry are monitored and electronic locks are featured on interior doors and entryways. On the main campus, an information desk in the lobby of each residence hall is staffed more than 12 hours a day with 24-hour on-call service provided to all residents. University police work closely with Residence Life and Housing staff and residents to create a safe living environment. Services include on-call emergency access to professional staff and counselors as well as community programming. Other safety measures include fire and smoke monitoring systems, fire suppression systems, and the Alertus emergency notification system.

Christopher Newport University undergraduates are expected to live on campus as doing so enhances their opportunities for academic success and engagement with the university community. CNU guarantees university housing for all incoming freshmen for three years. Transfer students are eligible for university housing. Transfer students securing a space will be guaranteed university housing through the completion of their junior year. Students may request an exemption from this requirement by submitting the request for residency exemption form and all required documentation: Additional information may be found on the website: cnu.edu/life/housing/residencyrequirement/.

Santoro Hall

A first-year residence hall housing approximately 430 students, Santoro Hall is arranged in two-person rooms – four students share two bedrooms and one attached bathroom. Approximately 35 students reside in separate floor "wings," with three wings comprising one floor.

York River Hall

York River Hall houses approximately 550 first-year students. This residence 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 attached bathroom.

Potomac River Hall

Potomac River Hall houses approximately 480 students. Potomac River North is all first-year students, and Potomac River South is comprised of students at multiple levels. Similar to York River Hall, Potomac River Hall consists of two separate buildings, Potomac River North and Potomac River South. It has four-person suites sharing two bedrooms, one attached bathroom and a common living area.

James River Hall

This unique facility houses nearly 450 students in a variety of housing configurations: theme units, apartments and suites. All of the living arrangements feature a common living area, and bathroom(s) in each unit, and the theme units and apartments are equipped with kitchens. Single rooms are also available in the theme units and apartments. James River is primarily for second-year students, although new incoming transfer students and third-year or fourth-year students may reside here in theme units or apartments.

Warwick River Hall

Warwick River Hall accommodates just over 450 primarily second-year residents in four-, five- and six-person suites. Residents share two community kitchens located in the atrium area on each floor.

CNU Apartments

The CNU Apartments offer upper-level 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, comprise this apartment complex. The apartments are upscale two-, three- and four-bedroom units offering each student their own private bedroom and bath. Each unit offers a full kitchen, a furnished living and dining room and a washer and dryer.

CNU Village

The CNU Village is comprised of two-, three-, and four-bedroom units offering each student their own private bedroom and bath. Each unit offers a full kitchen, a fully furnished living and dining room and a washer and dryer. The complex is composed of three buildings, Tyler, Taylor, and Wilson, surrounding a centrally-located parking garage. The parking garage offers each resident a parking space. Located on the first floor of Wilson are retail shops, which cater to Christopher Newport University students and the surrounding community.

Greek Village Special Interest Housing

The special interest houses known as Greek Village provide an opportunity for four of our social Greek letter organizations to reside in traditional houses designed specifically for small group living. Reserved for third- and fourth-year residents, the houses accommodate approximately 25 students each in single or double occupancy bedrooms. Each house has a large living room, study room, dining area, kitchen, laundry area, and outdoor space.

CNU Landing

This apartment complex offers additional Greek housing for students in these designated groups. Two-, three- and four-bedroom apartments are available in 28 units located behind CNU Village. Each apartment offers a full kitchen, living room, private bedrooms, and private bathrooms.

Rappahannock River Hall

Rappahannock River Hall is comprised of upscale two-, three- and four-bedroom units offering most students their own private bedroom and bath. Each unit offers a full kitchen, a fully furnished living and dining room and a washer and dryer. The complex has an attached parking garage for students who reside there.

Presidents Hall

Presidents Hall offers upper-level students the opportunity to experience the independence and convenience of apartment living with all the advantages of campus life. The apartments are two-, three- and four- bedroom units offering each student their own private bedroom and bathroom. Each unit offers a full kitchen, a furnished living and dining room and a washer and dryer.

Dining Choices

Dining Services offers several dining plans to meet the variety of needs of the campus community. First-year residential students are required to participate in a dining plan, choosing from either the unlimited dining plan or the 14-meal dining plan option. Returning students living in units without private kitchens must choose between the unlimited, 14- or 10-meal dining plans. For the convenience of upper-level residents with private kitchens and off-campus students, we offer a voluntary 80 block dining plan to assist in meeting their dining needs. Residential students participating in the dining plan program may choose to eat in The Commons or Regattas. Dining plan options may change when room and board rates are approved. Dining plan details are available on the Dining Services website: dining.cnu.edu.

The Commons is located near Santoro Hall and offers an expansive selection of entrees served buffet style with specialty self-service venues. The Commons serves breakfast, lunch and dinner Monday through Thursday, and breakfast and lunch on Fridays.

Regattas, located in the David Student Union, is an operation featuring a wide selection of menu choices. Regattas serves lunch and dinner Monday through Friday and brunch and dinner on Saturday and Sunday. Selections include: the grill with burgers, hot dogs, grilled cheese and fries; make your own waffles with fresh fruit; multiple hot entrees and vegetables; extensive salad bars; three fresh made soups; pizza from our stone oven; and a Mongolian Grill.

The Commons and Regattas offer an All-You-Care-To-Eat fare with daily vegetarian, vegan and gluten free selections. The David Student Union also houses several retail operations, including Chick-fil-A, Discovery Pizzeria, Discovery Grille and Discovery Bistro, all serving their own signature menus. Other retail operations include Einstein's Café for fresh-brewed coffee and espresso, located in the Trible Library, and The Palette Café for brunch or lunch, located in the Torggler Fine Arts Center rotunda.

Financial Information

The Housing and Dining Service rates are determined annually, approved by the Board of Visitors, and established and announced in the spring or early summer for the following academic year.

To apply for housing, complete the *Housing and Dining Services Contract Acceptance Form* available in the admitted student system or on the Residence Life and Housing administration website: housing.cnu.edu.

Deadlines

Room and Board fees must be paid in full through Student Accounts 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 should check with the Financial Aid Office to ensure all paperwork is in order and that they are eligible to receive aid. Dining plan changes must be received by 9 a.m. Friday during the first week of classes in either semester.

Contract Cancellation

1. Students who cancel their contract after occupancy but who remain enrolled at the University will remain liable for all room and board fees for the term of the contract, unless otherwise specified in the *Housing and Dining Services Contract*.
2. New students who are granted a residency release and cancel their contract up until July 1 may cancel without any cancellation fee. For all other cancellations, please refer to the terms detailed in your *Housing and Dining Services Contract*.

DEPARTMENT OF ATHLETICS

Kyle McMullin, Director
Freeman Center 217
(757) 594-7025
kyle.mcmullin@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. In 2021, CNU Women's Soccer secured the first NCAA Tournament Championship in school history after completing an undefeated 22-0-1 season under first year head coach Jamie Gunderson. The following Spring, the Christopher Newport softball program put together one of the finest seasons in NCAA history with a 47-1 overall record to capture the team's first ever national championship. In March of 2023, the CNU Men's Basketball team captured the first men's team national championship in program history, capping a 30-3 season with a buzzer-beating title win over Mount Union. Since 1980, Christopher Newport University has produced over 740 Division III All Americans, more than 70 individual national champions and 15 NCAA team championships. These recipients have participated in football, men's and women's basketball, men's and women's soccer, softball, men's and women's tennis, men's and women's golf, baseball, cross country, men's and women's lacrosse, 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. From 2014-19, the Christopher Newport University Cheerleading squad captured four national championships in six years. They won the first Cheer Ltd. Open College National Championship in 2014 and went back-to-back in 2017, 2018 and 2019. 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. Christopher Newport University's first four-time All-American outside of track and field, women's basketball player Chelsie Schweers, concluded her career as the second all-time leading scorer and most prolific three-point shooter in NCAA Division III history. Sheila Trice, a 30-time All-American, is the most decorated female athlete in track & field history and would go on to be inducted into the sport's national Hall of Fame. In the Spring of 2023, she became the first Christopher Newport athlete to be inducted into the Virginia Sports Hall of Fame.

In addition to participating in NCAA championships, the University has hosted 22 NCAA Regional basketball games, the 2012 NCAA Baseball Regional Championship, the five NCAA Softball Regional Championships, three straight NCAA Volleyball Regionals from 2010-12 and again in 2014, eight NCAA South Regional Cross Country Championship meets, as well as the 1983 and 1991 National Championship meets. In the fall of 2010, Christopher Newport hosted the NCAA Division III Field Hockey Championships and will again serve as host in 2023. Additionally, CNU has hosted three NCAA playoff games in football, nineteen in men's soccer, sixteen in women's soccer, eight in field hockey, three in men's lacrosse, and three in women's lacrosse. In the fall of 2014, the University also hosted the NCAA Division III Women's Volleyball National Championship at the Freeman Center, allowing the Captains' volleyball team to compete for the championship on their home floor for the first time.

The University competes in 22 varsity sports plus cheerleading and the CNU Storm Dance Team. 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, golf, 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 Coast-to-Coast Athletic Conference which also includes: University of Mary Washington, Mills College, Mount Mary University, Pratt Institute, Salisbury University, UC Santa Cruz, and Warren Wilson College.

Christopher Newport was a member of the USA South Athletic Conference from 1972-2012, and through 2014 as an affiliate member of the league for football. Starting in the 2015 season, Christopher Newport football became an affiliate member of the New Jersey Athletic Conference, one of the top Division III football conferences in the nation.

As a measure of the overall strength of Christopher Newport University's athletics program, the University won the USA South/Dixie Conference President's Cup, symbolic of the top overall athletics program, for the last 16 years and 22 of 28 years to end its tenure in the league. As a member of the Capital, Christopher Newport captured its first Richard C. Cook All-Sports Award in 2014, compiling 183.5 points to win the overall all-sports crown. In 2017-18, the Captains

captured their fourth All-Sports Trophy in just five years in the Capital Athletic Conference, while sweeping all three awards (All-Sports, Mens, and Women's), for the second time. After the league rebranded as the Coast-To-Coast in 2021, CNU captured the All-Sports Trophy in the first year, sweeping all three awards again.

Mission Statement

As part of the University experience, the Department of Athletics contributes to learning, fosters the development of community and emphasizes student persistence. The department promotes the development of student leadership, teamwork, health and well-being. Moreover, the department directly supports student recruitment and builds positive recognition of Christopher Newport University. To accomplish its mission, the department offers a program of 22 varsity intercollegiate sports and a variety of intramural activities and recreational sports.

The Office of Recreational Services

The Office of Recreational Services (CNURec) was founded in the fall of 2005 and is comprised of the program areas of Intramural Sports, Sports Clubs and Outdoor Adventure & Recreation (OAR). Intramural Sports and Sport Clubs have grown tremendously over the years with over 1500 participants engaging in various activities on campus. OAR offers various outdoor recreational activities and adventure trips, and has gained great interest from the student body.

Some of the intramural sports offered include: badminton, basketball, dodge ball, flag football, kickball, soccer, softball and volleyball. In addition, CNURec provides special tournaments such as 3v3 basketball, sand volleyball, table tennis and cornhole.

The Intramural program employs over 40 students each year as officials and supervisors. Through employment, students learn transferable skills that prepare them for future challenges. These positions of leadership also enhance the student's social experience on campus and solidify Christopher Newport University at the forefront of student development in the field of collegiate athletics and recreation.

The Sport Club program on campus is home to over 30 clubs. These clubs can be either competitive or recreational in nature and are a great way to continue a sport you love or try out something new. The more competitive clubs will hold tryouts and practices in preparation of competing against other colleges and universities in the area. Some even move on to compete in regional and national tournaments. The more recreational clubs exist to allow students the opportunity to learn a sport or continue to develop skills they already possess. For more information about the specific clubs on campus, you can view their Compass pages via cnu.edu.

OAR provides adventure trips for students, faculty and staff as well as special events and workshops to enhance the Christopher Newport community's outdoor experiences. Through fun, physical, and mental challenges, OAR provides leadership and learning opportunities and furthers the interest and passion of outdoor recreation and environmental awareness.

Philosophy

Each of these program areas strives to fulfill the campus recreation needs of current Christopher Newport University 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 Christopher Newport students as well as faculty, and staff employed by the University (full-time or part-time only; volunteers not accepted). Christopher Newport University alumni and spouses of Christopher Newport 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 in 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. Clubs must accommodate any interested parties and work to maintain a balance among the more proficient participant and the novice. Unlike varsity sports, sport clubs are run by students for students.

STUDENT AFFAIRS

Dr. Kevin M. Hughes, Vice President of Student Affairs
David Student Union, 3rd Floor
(757) 594 -7160
dosa@cnu.edu

Student Affairs represents a comprehensive educational experience led by the Vice President of Student Affairs. Professional staff members work in Orientation and Student Involvement which includes Greek Life; the President's Leadership Program; the Office of Residence Life and Housing Administration; the James C. Windsor Center for Health and Counseling Services; the Center for Honor Enrichment and Community Standards (CHECS); Student Accessibility and Care Team Support, and the Student Mailroom. These areas work collaboratively to support the academic mission of the University, facilitate students' success and engagement, and foster the opportunity to interact socially in several hundred activities offered annually.

Orientation activities help new students successfully transition to college life. The Setting Sail, Changing Tides and Welcome Week programs are required of all new students, providing guidance and insight into life as a Captain. Closely connected to the Orientation program are our efforts at engaging students. Student Involvement provides meaningful and developmental opportunities and programs that supplement what students learn in the classroom, engage them in leadership outside the classroom, and empower them to serve the campus community. These programs, many of which are jointly operated by one of the over 200 clubs and organizations on campus, have included musical performances, leadership speakers, comedians, festivals and other activities.

Greek Life works closely with social fraternities and sororities as well as historically African American Greek-letter organizations to provide a meaningful educational, service and social experience for students. Christopher Newport students are able to join one of the nine fraternities, eight sororities or eight historically African American Greek-letter organizations.

The President's Leadership Program (PLP) is a four-year leadership education experience that empowers students to recognize their leadership potential and develop personal responsibility for the betterment of self and society. PLP uses a developmental framework to structure out-of-class experiences through distinct areas of focus. The framework serves as an integrated approach that engages students in the development of personal and social responsibility.

The Office of Residence Life and Housing Administration (RHLA) cultivates a campus living environment that supports residents as they transition toward independence. Our progressive housing model systematically moves students from residence halls with a focus on interpersonal skills and community development through residence halls with a focus on personal ownership and community contribution. RHLA also manages room assignments, billing and meal plans.

The James C. Windsor Center for Health and Counseling Services facilitates students' personal exploration to assist them in being successful in their endeavors. Students can access basic medical support through the Health & Wellness Clinic. Student-focused group counseling and individually-based short term clinical support is available to any student in need of assistance through the Office of Counseling Services.

The Center for Honor Enrichment and Community Standards facilitates the integration of honorable living into the campus community and the lives of our community members. CHECS upholds the community standards of the University by working closely with the students responsible for administering the student-led Honor Council. The Center accomplishes these tasks through educational programming and the adjudication of violations to the Honor Code and Student Code of Conduct. Of primary importance is the Honors Convocation, which formally welcomes new students to Christopher Newport University through the signing of the Honor Code.

Accessibility and Care Team Support (ACTS) provides assistance to students experiencing a wide range of needs. Students with disabilities may seek support and services through Student Affairs. Through accommodations received from the University, students with disabilities are provided the opportunity to access educational programs and services in support of their learning efforts. Additionally, ACTS works with complex student situations that have impacted the student's ability to function successfully in the University community. The staff provides confidential support services to student complainants and/or respondents in the University's Title IX process and will help facilitate a student's access to, and appropriate utilization of, University and/or community services.

The Student Mailroom, located in the David Student Union, provides mailboxes for residential students. Mail is distributed directly to student mailboxes, while packages remain in the safekeeping of the mailroom until students pick them up.

ACADEMIC ADVISING

Lori Throupe
Faculty Director of Academic Success
(757) 594-8919
lori.throupe@cnu.edu

Advising relationships involve important mutual responsibilities between faculty and students as students discern an optimal academic trajectory within their college experience towards post-graduate life and career success.

Core Advisor

At Christopher Newport, first-year students work with a faculty member who serves as their Core Advisor for the first two years of their experience (even if the student changes his or her area of academic interest). This means all first year students have a fixed faculty core advisor to support them during their first two years of study. Core Advisors assist students in their transition from high school to college, facilitate and encourage students' intellectual exploration, assist students in curricular course planning decisions, and encourage students to become active members of the university community.

Major Advisor

Students are assigned Major Advisors within their selected field of study following their formal declaration of major at Sophomore Signing Day. Major advisors engage with students concerning course selection and planning for the remainder of their degree program, as well as opportunities to engage in research, internships and career planning towards their graduate study and/or career goals.

Student Ownership in their College Learning Experience and Advising Relationships

At Christopher Newport, we promote the opportunity and responsibility of student ownership in making choices about areas of academic interest, responding to learning feedback and making meaning/telling the story of their overall college learning experience. Advising relationships are designed to provide a contact point who comes alongside and helps, supports, and connects students with resources along the way. As they engage advising relationships, students:

- Take responsibility for their educational planning and professional development as they engage respectfully and honestly with their advisor, asking questions and completing necessary course planning materials to bring to scheduled meetings for advisor review and feedback.
- Demonstrate curiosity as they familiarize themselves with academic opportunities, requirements, policies, and procedures by exploring their year's *Undergraduate Catalog*, learning to navigate campus systems and take advantage of campus resources such as the Center for Career Planning, Center for Student Success, involvement opportunities, and more.
- Consider stewardship of their personal integrity as they clarify personal values and goals and reflect on what they aspire to gain from their liberal arts education within and beyond Christopher Newport.
- Recognize that advisors provide guidance and support throughout the advising process, however, final decisions ultimately belong to the student.

Advisor Role in the Advising Relationship

At Christopher Newport, we promote the opportunity and responsibility to care and engage as citizens in our community of learning and beyond. The advising experience is designed to:

- Encourage students to take personal ownership and responsibility of the decision making, learning and planning within their education as well as to recognize, connect with and engage learning within community
- Recognize the unique nature and interests of each student and provide timely, accurate advising that serves all constituents.
- Offer accountability for student awareness of major program and graduation requirements.
- Connect students with signature liberal learning opportunities to engage research, internships, service-learning, study abroad and leadership development opportunities that will enhance their liberal arts education
- Foster professional relationships among students and faculty beyond the classroom.
- Help students explore and serve as they consider their civic engagement and what they can contribute as well as gain within and beyond the University.

Pre-Law or Pre-Health Advising

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

- Pre-Law at prelaw.cnu.edu
- Pre-Health at prehealth.cnu.edu

STUDENT SUCCESS, WRITING CENTER

Christopher Newport Hall 124
(757) 594-7684
studentsuccess@cnu.edu

Dr. Evanne C. Raible, Senior Director of Transfer and Student Success Services

Dr. Nicole Emmelhainz – Writing Center Director

The Center for Student Success (CSS) and the Alice F. Randall Writing Center support students during their academic journey. Professional staff members, peer mentors, and peer tutors provide academic assistance and referrals to other campus resources. Using a holistic approach to foster independent learning, the CSS seeks to help students identify challenges to academic success, develop strategies to overcome them and provide support systems and resources for students to achieve their academic goals.

The Center for Student Success offers a variety of services to all Christopher Newport students. To learn more about student success services, visit cnu.edu/academicsuccess

- One-on-one Success Coaching offers targeted guidance on study skills, time management, goal setting, and test preparation.
- Peer Tutoring with trained peers who help students review course material.
- Peer Mentoring with upperclassmen who provide guidance as students acclimate to the academic rigor on campus. In addition, they help students with goal setting and establishing connections to valuable campus resources.
- Topic Based Workshops focus on topics such as time management, study skills and test preparation.
- Captains Care Referral Program provides early identification and intervention to students in need.
- Academic Recovery Agreements and Plans help students in academic jeopardy. These students will meet with a member of the CSS staff to formulate an academic recovery plan of action that addresses specific challenges and needs.
- Captains Launch is a summer transition program offered to incoming students as an enhanced support system through their first semester of college.

The Alice F. Randall Writing Center is staffed by trained peer writing consultants. The Writing Center provides the following appointment types:

- Individual writing tutoring
- Online appointments with Google Meet
- Asynchronous appointments

Students may make appointments at any stage of the writing process, from brainstorming to polishing a final draft. In addition, we host writing workshops that focus on concerns such as style, organization and grammar run several times throughout the year.

The University Writing Program empowers Christopher Newport University students to continue improving their writing. Through training, resources and events, the program helps students develop and refine their ideas and use language to articulate and construct their thoughts.

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

FELLOWSHIPS AND PRESTIGIOUS SCHOLARSHIPS

Dr. Brian Puaca
McMurran Hall 317
(757) 594-7225
bpuaca@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 Christopher Newport community and the community at large. Students of all majors should consider prestigious scholarships or fellowships, which may be discipline-specific or wide-ranging in scope. For additional information about prestigious scholarships, please contact the Coordinator of Fellowships.

James C. Windsor Center for Health and Counseling Services

Dr. Bill Ritchey
Executive Director of Health and Counseling Services
Freeman Center H230
(757) 594-7047

University Health and Wellness Services

Freeman Center, H155
(757) 594-7661
uhws@cnu.edu

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

Free Clinic Services
First aid
Blood pressure monitoring
Assistance in finding local physicians, dentists, psychologists, psychiatrists and other medical resources can be found on the UHWS website at studentclinic.cnu.edu.

Clinic Services Requiring a Fee
All physicals and visits with the Nurse Practitioner (by appointment only)
Lab tests
Immunizations and injections
Tuberculosis screens and testing
Flu shots
Stitch and staple removal
Allergy injections
Wound care

Free Health and Wellness Education Opportunities
Educational materials and resources
Nutrition and fitness counseling
Health screenings

The Office of Counseling Services

Freeman Center H230
(757) 594-7047

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

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

Counseling Services
Individual Counseling
Crisis Intervention
Relationship Counseling
Support Groups
Group Seminars and Workshops
Referral Services

Consulting Services
Participation in the Captain's Care System
Myers-Briggs Type Indicator Presentations
Faculty/Staff Training

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

INFORMATION TECHNOLOGY SERVICES

HelpDesk
Trible Library 24/7 Room
(757) 594-7079
helpdesk@cnu.edu
its.cnu.edu

Christopher Newport has committed to providing a robust technology infrastructure that enhances the teaching and learning environment.

Network Services

The University provides high-speed wireless internet access in each residence hall student room. The campus also has wireless internet throughout its academic and administrative buildings and in our green spaces, such as the Great Lawn and various other locations.

Online Services

The university intranet provides Google Workspace for Education access, including email, calendaring, video conferencing, collaborative documents, CNU Live course registration and the Scholar learning management system. Scholar allows students to interact with instructors, participate in video conferencing, submit assignments, take tests and quizzes and view grade calculations.

Support Services

Information Technology Services supports students and faculty by providing recommendations for computer purchases, support for university-provided applications, and assistance via the Help Desk at the Trible Library 24/7. The University also allows students to access the latest version of Microsoft Office on up to five computers as long as they remain students at Christopher Newport.

Labs and Printing

Computer labs are available in the Trible Library, McMurran Hall, Forbes Hall, and Luter Hall. Most labs run Microsoft Windows and provide various application software, including department-specific software and Microsoft Office. Printing is available anywhere on or off campus using the PrintAnywhere mobile app and from an on-campus computer with the Print Anywhere software. Printers are in the Trible Library, Luter Hall, McMurran Hall, Forbes Hall, and the David Student Union. See the Captains Card Office for specific information on student printing costs.

STUDENT ACCESSIBILITY AND CARE SUPPORT TEAM

Student Affairs
David Student Union 3127
(757) 594-7160 Fax: (757) 594-8439
dosa@cnu.edu

Students with disabilities may consult with Student Affairs before or during their active enrollment at CNU. New students, especially those who received accommodations in high school or at other post-secondary institutions, should contact the office well before beginning their first semester at CNU if accommodations are required. Students who request accommodations from the University must formally declare their disability by completing the *Request for Services and Accommodations* form obtained from the Office of the Vice President of Student Affairs and submitting appropriate support documentation. Consultation with the Director of Student Accessibility and Care Team Support is available and encouraged as part of the interactive process in determining accommodations or the specific needs of individual students.

There are core elements to the liberal arts experience that are essential to a CNU education. To graduate from CNU, students are expected to demonstrate proficiency in logical reasoning through abstract thinking, written communication literacy, second language literacy, mathematical literacy and economical modeling and analysis. As essential elements of the curriculum these requirements cannot be waived. However, students whose disabilities present challenges in these areas will be reasonably accommodated in their efforts at meeting the requirements so that they may access educational programs at CNU. Questions about accommodations, as well as any essential elements required by a faculty member for a particular class, may be directed to the Director of Student Accessibility and Care Team Support or the Office of the Vice President of Student Affairs.

In order to determine reasonable accommodations, students with disabilities must submit recent documentation which generally should be no more than three years old. Such documentation must be provided in writing from a qualified professional source. It should include the adult-normals test (instruments) used with scores, subset scores and suggestions for possible accommodations as they relate to the diagnosed disability. Appropriate accommodations cannot be provided without the necessary documentation. Accommodations are not retroactive; students are encouraged to submit documentation prior to the beginning of the term in order to be reasonably accommodated. Documentation should be submitted to the Office of the Vice President of Student Affairs. Evaluation information concerning a student's disability is private and will only be shared when there is a legitimate "need to know" or at the request of the student.

The Care Team works with complex student situations that have impacted the student's ability to function successfully in the University community. Complex situations include students with significant and ongoing transition issues, students with disability support needs, and students needing continual oversight upon return from behavioral intervention. Additionally, the Care Team will provide confidential support services to student complainants and/or respondents in the University's Title IX process, and will help facilitate a student's access to, and appropriate utilization of, University and/or community services.

Center for Career Planning

Sarah Hobgood, Director
Christopher Newport Hall 305
(757) 594-8887
ccp@cnu.edu

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

Career Development Topics
Academic Major Choice
Career Exploration
Interest and Personality Type Assessment
Internship and Job Search
(including a 1-3 credit(s) internship course)
Graduate School Planning
Interview Preparation
Resume and Cover Letter Writing
Networking

Developing a Diverse Global Network
Handshake at CNU, Online Recruitment Database
Internship, Job and Graduate School Fairs
Employer & Graduate School Information Sessions
On-Campus & Virtual Interviews
LinkedIn Training
Web-based Job Search Resources
Alumni Networking Opportunities
Career and Industry Panels
Employer Site Visits

Assistance for Christopher Newport Alumni
Career-related appointments
Access to Handshake at CNU
Participate in career fairs and other events hosted by CCP

Study Abroad

Amanda Pierce, Director
David Student Union 180
(757) 594-8083
studyabroad@cnu.edu

All academically qualified Christopher Newport students are encouraged to participate in study abroad, and may do so for a full academic year, a semester or during the extended summer session. Participation in any study abroad endeavor must be approved by university officials. Students may study for a semester or for a full year through Christopher Newport University programs, partnerships or affiliations; through direct application to a university overseas; or through other approved sponsoring universities or organizations. Coursework earned through non-CNU program providers must be approved prior to the study abroad term. Christopher Newport faculty lead a number of outstanding short term programs during summer session. Occasionally, faculty will offer a spring semester course with a spring break travel component. Students are eligible to participate in approved study abroad programs if they:

- demonstrate good academic and social standing at the University;
- are 18 years or older by the first day of the intended semester or summer abroad;
- enroll in and complete the associated course.

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

CENTER FOR COMMUNITY ENGAGEMENT

Vanessa Buehlman, Director
David Student Union 185
(757) 594-7492
cnuengage@cnu.edu

The Center for Community Engagement (CNU Engage) connects students with off-campus partnerships and experiences that lead to at least three primary learning outcomes: love of learning as it relates to personal and community development; active and responsible civic leadership; and, professional skills and experience. All students are encouraged to enroll in the Service Distinction Program, the completion of which is a recognized graduation honor. Those interested in deeper engagement and the scholarship of civic and community engagement should consider the Service Distinction Leader Program, the Ferguson Fellowships in Community Engagement program and the Minor in Civic Engagement and Social Justice.

Service Distinction students follow a four-year developmental pathway, where they first explore the history, culture and context of the local community, along with the ten Service Tracks organized through CNU Engage. Service Track examples include Youth Development, Arts and Culture, and Hunger and Housing. Second-year students are encouraged to become regular volunteers or interns at a primary service site, one of the Center's vetted community partners. Third- and fourth- year students often pair their continued service work with community-based undergraduate research, international service, or senior-level capstone projects that benefit their service site.

The following are the Service Distinction requirements for graduation:

- At least 140 service hours prior to graduation;
- At least 100 of those hours served (1) in one service track, (2) in Hampton Roads, and (3) during the academic semester.

Service Distinction Leader

- At least 400 service hours prior to graduation;
- At least 250 of those hours served (1) in one service track, (2) in Hampton Roads, and (3) during the academic semester;
- Participation in NN 101 and CNU Engage 101 Training.

OFFICE OF RESEARCH AND CREATIVE ACTIVITY

Dr. David A. Salomon, Director
Trible Library 230
(757) 594-8586
orca@cnu.edu

The Office of Research and Creative Activity (ORCA) at Christopher Newport University facilitates the integration of student learning through research and creative activity beyond the traditional classroom. The Office provides opportunities for students to expand research literacy skills and engage in projects that put classroom course work and academic theory into practice. The ORCA at Christopher Newport views research as a deep learning experience, which motivates understanding of basic concepts through their application to a question or problem to help students to develop a deeper understanding of more complex issues. The ORCA is open to students across Christopher Newport University, regardless of their major or stage of educational development. We advise and prepare undergraduates on how to find research opportunities, how to work with faculty and how to collaborate with each other in innovative and interdisciplinary ways. The Passport to Research program is designed to help students build their research skills into a portfolio. Finally, the ORCA supports the presentation of research and creative activity in local (including Christopher Newport University's annual student research conference Paideia), regional and national conferences, juried shows, performances, competitions, other presentation modalities and journal publication (including Christopher Newport's student research journal, *The Cupola*). The ORCA Research Match is an online platform where students can establish research profiles and search for Christopher Newport faculty and students with similar research interests.

Christopher Newport University students are eligible for a wide array of funding and support opportunities:

- Research Apprentice Program - supporting beginning researchers
- Summer Scholars Program - collaborative work with faculty
- Independent Research Grants - independent work with faculty oversight
- Research LENS Travel Fund - travel to present or conduct research and creative work

ORCA also administers to Undergraduate Certificate in Research and Creative Activity.

Paul and Rosemary Trible Library

Mary K. Sellen, University Librarian
(757) 594-7130
library@cnu.edu

The Paul and Rosemary Trible 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.

The Trible 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. Library 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, a 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. Professional librarians and library assistants provide students and faculty easy access to its resources and services. The library's web page, library.cnu.edu, connects students to the library's electronic and internet resources.

Reference

Trible Library offers professional reference services to provide aid with student information needs. It houses an extensive reference collection of print and online sources. Numerous journals and online databases are available, including ProQuest, EBSCOHost, and JSTOR, which cover areas of science, business, law, economics, the social sciences, and the humanities. Special services are offered through reference, including individualized consultation on term papers and research projects.

Library Instruction

Through its instruction programs, Trible 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.

Media Services

The Media Center in the library helps students with a multitude of creative endeavors. The latest software and equipment for scanning, printing, and video editing are available, as well as instruction in the use of these resources.

Interlibrary Loan

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

Special Collections

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

OFFICE OF THE PROVOST

Dr. Quentin Kidd, Provost
Dr. Lori Underwood, Vice Provost
Christopher Newport Hall 412
(757) 594-7050

Academic Organization

The faculty and academic departments of the University are organized into the College of Arts and Humanities, College of Natural and Behavioral Sciences, College of Social Sciences and the Joseph W. Luter, III 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 requirements for the department's programs. The chair is the chief administrative officer at the departmental level.

Baccalaureate Degrees Offered

Christopher Newport University is approved to offer a wide variety of baccalaureate degree programs and certificates. 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*. Christopher Newport offers the following degree programs:

Bachelor of Arts

Art and Art History

Biology

Communication

Economics (concentration optional)
- Economic Policy
- International Economics
- Mathematical Economics

English (concentration optional)
- Literature
- Writing

Fine and Performing Arts (major required)
- Theater major (concentration required in Acting, Arts Administration, Design/ Technical Theater, Directing/ Dramatic Literature, Music Theater/ Dance, or Theater Studies)

General Foreign Languages (major required)
- Classical Studies major
- French major
- German major
- Spanish major

History

Interdisciplinary Studies (major optional)
- American Studies major
- Environmental Studies major
- Global Commerce and Culture major
- Leadership Studies major

Mathematics

Music (concentration required)
- Creative Studies
- Music Studies

Philosophy (concentration optional)
- Pre-Seminary Studies
- Studies in Religion

Political Science (major optional)
- International Affairs

Psychology

Social Work

Sociology
- Anthropology major
- Criminology major
- Sociology major

Bachelor of Music

Music (concentration required)
- Composition
- Performance
- Pre-Certification Choral
- Pre-Certification Instrumental

Bachelor of Science

Biology (major required)
- Cellular, Molecular and Physiological major
- Integrative major
- Kinesiology major
- Organismal and Environmental major

Chemistry (major required)
- Biochemistry major
- Chemistry major

Computer Engineering

Computer Foundations (major required)
- Computer Science major
- Cybersecurity major
- Physics major

Electrical Engineering

Interdisciplinary Studies

Mathematics (major optional)
- Computational and Applied Mathematics major (concentration required in Biology and Life Sciences, Economics, Physics and Engineering, or Electrical Engineering)

Neuroscience

Psychology

Bachelor of Science in Business Administration

General Business (major required)
- Accounting major
- Finance major
- Management major
- Marketing major

Bachelor of Science in Information Science

Information Science

Baccalaureate or Undergraduate Certificate
- Data Analytics for the Social Sciences
- Professional Ethics
- Research and Creative Activity

Division of Graduate Studies

Dr. Lynn Lambert
Associate Provost for Research and
Dean of Graduate Studies
Trible Library 243
(757) 594-8585
gradstudy@cnu.edu

Graduate Studies is located in Trible Library 243 and welcomes undergraduate students interested in the Bachelor's to Masters Five-Year Program or the Masters in Financial Analysis. From the website, cnu.edu/gradstudies, students may apply for admission, contact a graduate program director, and view the *Graduate Catalog* to see specific curriculum and course descriptions, and find more information about the graduate program. Please contact the Office of Graduate Studies at gradstudy@cnu.edu or gradadmit@cnu.edu.

Graduate Studies

Christopher Newport University provides four master's level programs for the educational, professional enhancement, and enrichment of students in response to the needs of the Christopher Newport community:

- Master of Arts in Teaching (MAT)
- Master of Financial Analysis (MFinA)
- Master of Science in Applied Physics and Computer Science (APCS)
- Master of Science in Environmental Science (ENVS)

Bachelor's to Master's Program

Through the Bachelor's to Master's Five-Year Program, eligible Christopher Newport University students, who apply by February 1st in their junior year and are accepted, can earn a master's degree in our MAT, APCS, or ENVS graduate disciplines with one additional year beyond the senior year by following a prescribed curriculum and taking graduate level classes in their senior year. At the end of four years of study, a student earns a bachelor's degree and the student enrolls the next term in graduate courses leading to a master's degree. Please note that the use of the term 'five-year' is not meant to ensure the completion of the master's in precisely five years. While in most cases this should be possible, the number of graduate hours completed while an undergraduate, the number of hours required for the master's degree and the time necessary for thesis research may require a specific student to take longer than five years. The MFinA program is normally one year past the bachelor's, but juniors may apply to the MFinA program in their spring semester and take graduate classes in their senior year.

Master of Science in Applied Physics and Computer Science

The degree is designed to produce graduates ready to make strong contributions to their professions and/or to continue toward a Ph.D. degree in applied physics, computer engineering or computer science. Students may select from three concentrations: computer science, computer systems engineering and instrumentation, or applied physics. Many opportunities are available to Christopher Newport graduate students because of our location in the heart of high-tech Hampton Roads and our ties with area national labs and newly developing companies. Graduate students may be able to:

- participate in funded research at both the Thomas Jefferson National Accelerator Facility and the NASA Langley Research Center
- conduct research in nuclear physics, astrophysics, robotics, sensor networking, artificial intelligence and multi-agent systems
- learn in an interdisciplinary and collegial environment
- work in well-equipped laboratories on campus, NASA Langley, and Thomas Jefferson National Accelerator Facility
- publish their research in papers and conference presentations nationally and internationally

Master of Science in Environmental Science

This degree program is designed to meet the interests and needs of students pursuing careers in environmental assessment, monitoring, and conservation and students planning to pursue a Ph.D. in these or related fields. The curriculum is designed to enhance the understanding of population, community, and ecosystem ecology, the interactions between organisms and their environment, conservation, and environmental chemistry. Courses address skills and content mentioned by employers, consultants and educators as those needed for successful employment. Students spend considerable time in the field collecting data and gain experience in experimental design, statistical analysis and scientific communication. Graduates from this program will:

- have a solid background in ecological and environmental conservation theory
- have the skills required for employment with environmental assessment and monitoring businesses and state and federal governmental agencies
- have research and technical writing skills
- be prepared for further graduate work, for example a Ph.D.

Master of Arts in Teaching (M.A.T)

Christopher Newport University's Master of Arts in Teaching Program (MAT), is nationally-accredited by the Council for Accreditation for Educator Preparation (CAEP), the sole nationally recognized accrediting body for educator preparation. In addition to meeting the rigorous, nationally recognized standards developed by CAEP to ensure excellence in educator preparation programs, Christopher Newport's MAT curriculum is based on recognized needs for teacher education as identified by bodies such as the National Board of Professional Teaching Standards and the Interstate Teacher Assessment and Support Consortium. The mission of the Christopher Newport University Teacher Preparation Program is to prepare students to become highly qualified teachers, licensed to teach in the Commonwealth of Virginia and in reciprocal states throughout the United States. Students select one of the following endorsement areas: art (visual arts), biology, chemistry, elementary, English, English as a second language, history and social science, mathematics, music (choral or instrumental), physics, or Spanish. Faculty from 12 academic departments and practicing public school educators provide students with a strong background in their selected teaching areas.

Master of Financial Analysis

Although not part of the Bachelor's to Master's five-year program, the Master of Financial Analysis (MFinA) degree program is designed to prepare students for careers in accounting firms, investment and wealth management firms, financial institutions and corporations that require a deep understanding of data analytics and new technologies. Equipped with advanced knowledge of data analytics software such as Python and Tableau, the new technologies such as artificial intelligence and blockchain, and their application to analyze and communicate complex financial information, graduates of the program will be able to command higher salaries and quicker advancement than their counterparts in Master of Accountancy, Master of Finance, and Master of Business Administration programs.

The program will prepare students to sit for the certifications required for advancement in investment firms, wealth management firms, financial institutions, CPA firms and other business enterprises. These certifications include the Chartered Financial Analyst (CFA), the Certified Financial Planner (CFP) and the Certified Public Accountant (CPA).

Office of the Registrar

Julianna Wait, Associate Vice President for Enrollment Services and University Registrar
Christopher Newport Hall, First Floor
(757) 594-7155 Fax: (757) 594-7711
register@cnu.edu

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

- Provides analysis of students' progress toward degree requirements and certifies that graduation requirements are satisfied for degree conferral
- Maintains permanent student academic records and issues transcripts
- Coordinates and collaborates with university departments to build, publish and maintain a schedule of classes
- Coordinates and publishes the final exam schedule
- Manages online course registration
- Processes and manages course enrollment schedule adjustments, including drops, adds, exceptions and all types of withdrawals
- Provides online access to faculty for entry of grades and student viewing of three-week, mid-term and final grades and degree progress evaluations
- Provides access to and training for online access of student records for faculty advisors
- Provides online access to unofficial academic records
- Facilitates meetings of the Undergraduate Degrees Committee (UDC) and the Academic Status Committee (ASC)
- Provides academic accommodations to students with authorized accommodations under the Americans with Disabilities Act
- Certifies student enrollment and other student education record information to authorized requesting agencies
- Verifies and records students' certificates of immunization
- Serves as university official regarding the Family Educational Rights and Privacy Act (FERPA) and use of student data and provides relevant training
- Manages the Veterans Affairs Educational Benefits program

Students' Online Access to Academic Record

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

Academic Policies and Procedures

Matters of interpretation of these policies are determined by the Vice President for Enrollment, Student Success, and Institutional Effectiveness. These policies and procedures are administered by the Office of the Registrar.

Academic Continuance at the University

The University expects students to make reasonable progress toward degree completion. 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 performance is measured by grade point average (GPA). Undergraduate students are expected to maintain a minimum grade point average of at least 2.00 each semester, both overall and in their major field of study. Academic performance is assessed at the end of each regular (fall and spring) semester. 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 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 permanent record. Students who are placed on academic probation are strongly urged to consult with their advisor and the Center for Student Success 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 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 appears on the student's academic record.

ACADEMIC PERFORMANCE POLICIES

MINIMUM STANDARDS FOR ACADEMIC CONTINUANCE

FIRST SEMESTER, FIRST-TIME FRESHMEN

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

ALL OTHER STUDENTS AND SEMESTERS

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

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

Students receiving financial aid must use the Christopher Newport University Financial Aid Guide to determine *Satisfactory Academic Progress*. Please visit financialaid.cnu.edu for the latest update.

All students with a cumulative GPA below 2.0 must develop an Academic Recovery Plan with the Center for Student Success by the third week of the next regular academic term.

Academic Suspension

Academic suspension results from the cumulative grade point average (GPA) dropping below the minimum standard for continuance while the student is on academic probation. After students have been placed on academic probation and continue to perform below minimum standards, they will be placed on academic suspension. *(Note: With the exception of first-semester, first-time freshmen, a student will not be placed on academic suspension unless the student was on academic probation for his or her previous term of enrollment at Christopher Newport.)* 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 permanent academic record. Credit for courses taken at other institutions while on suspension may be transferred to Christopher Newport University with special permission from the Center for Student Success and the Office of the Registrar. Courses taken at other institutions during this period of academic suspension may not be taken through the Virginia Tidewater Consortium (VTC). Credit from these courses may only be transferred back to Christopher Newport University if previously approved by the Center for Student Success and the Transfer Center.

Students who wish to return to Christopher Newport University after their one semester suspension must:

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

Students academically suspended after the fall semester are eligible to return in the summer or fall following their suspension term. Students academically suspended after the spring semester are eligible to return in the spring following their suspension term. Academically suspended students who do not return for the next regular semester (excluding summer terms) immediately following their semester of suspension must apply for readmission through the Transfer Center. These applications will be judged by the admission standards in effect at the time of application for readmission. Readmitted students return under the catalog (curriculum) requirements applicable at the time of readmission.

Returning students must develop a plan of study *(Academic Recovery Agreement)* in conjunction with the Center for Student Success. This plan of study will indicate the credit hour limits the student must observe, the conditions of the agreement, and a schedule of courses to be taken each semester. If the student follows this agreement and earns at

least a 2.00 term GPA, the student will not be academically dismissed even if the cumulative GPA is below the minimum standard for continuance. If the student does not follow the plan of study, does not meet the terms of the agreement, or does not meet the minimum standard for continuance (GPA), the student will be academically dismissed. Students are required to initiate the *Academic Recovery Agreement* each semester of continuous academic probation following academic suspension. Once a student's cumulative GPA meets the minimum good standing range (2.00 or higher), the contract is considered complete.

Academic Dismissal

Students who have already been academically suspended, are on academic probation, and fail to meet minimum standards for continuance will be academically dismissed from the University. The notation *Academic Dismissal* will be placed on the dismissed student's 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 Christopher Newport will be considered part of the relevant materials for readmission to the University.

Academic progress must be sufficient to support degree completion 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. Completed written appeals must be received in the Office of the Registrar at least one week prior to the next published committee meeting. Deadlines for receipt of complete appeals are published on the Office of the Registrar website. Forms for appealing academic progress are available in the Office of the Registrar and on the Office of the Registrar website.

Student Classification / Student Level

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

Full-time Status

Students who enroll in 12 or more credit hours in a regular semester (fall or spring) are considered to be enrolled full-time. Christopher Newport University expects first-time in college students to maintain full-time enrollment status. Transfer students are permitted to enroll part-time, if admitted part-time. The average course load for full-time undergraduate students at Christopher Newport is approximately 15 credit hours during either fall or spring semester. Students may enroll in up to 18 credit hours in a regular semester and up to 18 credit hours in the entire summer session (no more than two courses or six credit hours in each summer term or a total of 18 credit hours in any combination of summer terms) without special permission. Students who register for more than 17 credit hours will be charged the full-time rate plus the appropriate per-credit-hour rate for each additional hour above 17 credits (for more information see the section of the catalog entitled "Tuition and Fees").

Course Overload Schedule

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

- Students who wish to enroll in up to 21 credit hours in a regular semester (fall or spring) or more than 18 credit hours in the entire summer (with no more than six credit hours in one summer term or a total of 18 credit hours in any combination of summer terms), provided they have earned at least 12 credit hours at Christopher Newport and have an overall GPA of at least 3.00
- Students who wish to enroll in up to 19 credits in a regular semester (fall or spring) when the one credit hour overload is for a lab and have an overall GPA of at least 2.50

Students with a GPA below 3.00 may request permission to carry up to 21 credit hours in a regular semester or up to 19 credit hours in the entire summer session (or any combination of summer terms) by appealing to 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 or term with overload hours. Students must complete the *Request for Overload* form, which is available in the Office of the Registrar or on the Office of the Registrar website. The completed appeal must be received in the Office of the Registrar no later than the deadline published on the Office of the Registrar website. Appeals received after the deadline will be held for the following scheduled Academic Status Committee meeting.

Permission for Underload

Students admitted as full-time students must seek permission for less than full-time enrollment from the University Registrar. Such requests must be made prior to the first day of the term. The form for *Permission to take an Underload* is available on the Registrar's website. Additional documentation may be required for the request such as a letter from your employer or your treating physician (MD or DO). Students enrolled as less than full-time should consider carefully the non-academic ramifications of less than full-time enrollment. For example, financial aid, Veteran Affairs benefits, health insurance, NCAA athletics, progress toward

degree, immigration status and eligibility for university housing may be impacted. **Students whose request for an underload is denied and who do not appeal their less than full-time status and do not subsequently enroll and maintain full-time status will be disenrolled from the University for that semester.**

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 percent 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 maybe excluded from the 125 percent calculation. Students who have or will have earned 145 or more credit hours should contact the Office of the Registrar for more information. Impacted students may appeal to the Office of the Registrar for a waiver as provided by the *Code of Virginia*, Section 23-7.4.

General Academic Policies

Immunization Requirements for New Students

In an effort to provide a healthy environment in which to live and learn, Christopher Newport University 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 graduate, non-degree, and transfer students) are required to 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 move into university-assigned housing or attend classes at the beginning of the semester. In some cases, students may sign a waiver of the recommended immunization and be in compliance with University policy and the Code of Virginia. Copies may be obtained from the Office of the Registrar website (registrar.cnu.edu/forms/) or by contacting the Office of the Registrar. Questions about this requirement or the waiver should be directed to the Office of the Registrar at (757) 594-7155 or via email at immunizations@cnu.edu.

Registration

The University's registration system is an online registration process. Dates and times for registration periods are published on the Office of the Registrar website prior to each term (fall, spring and summer). There is a scheduled advising period that typically runs during the two weeks prior to the published registration period. Advising students is a critical responsibility of Christopher Newport faculty and staff and is highly valued by the University. Advisors work with students in their transition from high school to college, throughout their college career, and as they plan post-graduate lives.

Currently enrolled students are expected to meet with their advisor during the published advising period to discuss their academic plans and any potential registration planning questions. Students are expected to adhere to the guidance of their academic advisors when registering for classes but students must also recognize that they are responsible for their own educational planning by actively engaging in the advising process. Final decisions regarding educational planning ultimately belong to the student. Students' schedules should focus on academic success and progress toward their intended degree. Students are also responsible for ensuring that they have met the appropriate course prerequisites and registration restrictions for entrance into a course. Students who have not met the course prerequisites and registration restrictions, as detailed in this catalog, will not be allowed to register for the course without special permission from the department. Students who are required to meet with their academic advisors prior to registering will be given a registration (also called alternate) PIN used for online registration, schedule adjustment and add/drop purposes. Registration PINs are specific to registration periods: fall, spring and summer. **A new registration PIN is issued for each registration period.**

Students who have a 'hold' on their account which prevents registration adjustments may not register during the initial registration period or make any schedule adjustments for courses until the 'hold' has been resolved. Prior to advising, registration, schedule adjustment periods, and the final add/drop period, it is the student's responsibility to determine whether there is a 'hold' on their record. Students should access the CNU Live link within MyCNU. If a 'hold' exists on a student's record, they must resolve that hold with the office issuing the hold. While students are expected to enroll during the initial registration period, on a space available basis, students may register for a semester during the published schedule adjustment periods or the final add/drop period. **Adjustments to registration (adding or dropping a course) are not allowed after the last day of the published add/drop period**.

Registered students should log in to their CNU Live account to review their charges. Paper bills are not generated or mailed. The student's balance must be paid by the deadline noted on the online billing statement and announced on the Christopher Newport 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 in full.

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

receive information on how and when to access their online registration account with their admission materials.

Students who have not registered nor attended for two consecutive regular semesters (fall and spring) will become inactive. Inactive students who wish to register must seek readmission to the University through the Transfer Center. 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.

Schedule Adjustment Period

After registering for classes during the initial registration period, or if a student has resolved a "hold" which prevented registration during the initial registration period, on a space available basis, students may make changes to their class schedules via the CNU Live link within their MyCNU account during published schedule adjustment periods. If a student has a 'hold' on their account, the student will not be able to make schedule adjustments until the 'hold' has been resolved with the appropriate office. If the 'hold' has not been resolved by the end of the schedule adjustment period, the student may not make additional schedule adjustments for that term. Schedule adjustment periods are published on the Office of the Registrar website. Courses dropped during this period do not become part of the student's permanent academic record.

Final Add/Drop Period

Following the published schedule adjustment periods, there is a final add/drop period. This is the last period of time that a student may add or drop a course for a specific semester. If a student has a "hold" on their account, the student will not be able to make schedule adjustments during this final add/drop period until the "hold" has been resolved with the appropriate office. If the "hold" has not been resolved by the end of the final add/drop period, the student may not register or make additional schedule adjustments for that term. Final add/drop 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. **Adjustments to registration (adding or dropping a course) are not allowed after the last day of the published add/drop period.**

Enrollment in Extended Summer Term

All Extended Summer courses are travel courses for Study Abroad, and travel on these study abroad trips requires concurrent enrollment in the associated coursework. Students enrolling at Christopher Newport as freshmen may not participate in study abroad programs until their fourth semester of enrollment at Christopher Newport. Students must be in good financial and social standing at the University to be eligible to enroll in these courses. Registration for these courses must be processed through the Study Abroad Office and the Office of the Registrar. *No degree conferrals will occur after completion of an Extended Summer Term course.*

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

Withdrawal from a Course

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

- Courses taken on an 'audit' basis do not count toward the limit of five *W* grades;
- Corequisite courses, when all corequisite courses are withdrawn from, count as one *W* toward the limit of five;
- Corequisite courses, when only one of the corequisite courses is withdrawn from, count as one *W* toward the limit of five.

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. The limit of five course withdrawals began with Fall Semester 2002 enrollments.

During the published course withdrawal period, students may withdraw from a course by completing a *Course Withdrawal* form obtained through CNU Live. Students are required to receive approval from their course instructor(s) if they are requesting to withdraw from only one corequisite class. 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 and computed as such in the student's grade point average. If a student has a 'hold' on their account, the student will not be able to withdraw from courses until the 'hold' has been resolved with the appropriate office. Note that if the 'hold' has not been resolved by the end of the course withdrawal period, the student may not withdraw from that course. Course withdrawal periods are published on the Office of the Registrar website and in the academic calendar.

Students who are considering withdrawing from a course should be reminded that graduate and professional schools, as well as future employers, may discount academic performance if it is apparent that withdrawing from courses was used as a mechanism for avoiding poor grades. Students should make these decisions carefully and only after consulting with the academic advisor and the instructor. A student who stops attending a class and who does not

complete a *Course Withdrawal* form will be assigned the earned grade in that course. A grade of *W* cannot be assigned after the end of the published withdrawal period.

Withdrawal from a Semester

Students who wish to withdraw from all courses after the final add/drop period must complete a *University Withdrawal* form and submit it to the Office of the Registrar by the withdrawal deadline. Course withdrawals included in a semester withdrawal still count towards the allowed five (5) course withdrawals (grades of W).

Medical, Administrative, and Military Withdrawals

Students who appeal to withdraw from the semester after the final add/drop period for medical reasons (medical withdrawal) must complete a *University Withdrawal* form and submit detailed documentation to the Office of the Registrar outlining the justification for the request. Appeals for medical withdrawals must be timely and must be submitted as close as reasonably possible to the accident or incident causing the need for the medical withdrawal. The student must also provide a written statement on official letterhead from the student's treating physician (MD or DO) certifying that the student is/was incapacitated and is incapable of completing the term due to medical reasons. Appeals for medical withdrawals which are received after the last day of regular classes will be considered late and must have a written statement by the student indicating the compelling reason for the late request. Late requests are strongly discouraged and will be considered on a case by case basis; only those requests involving exceptional, well-documented circumstances which could not have been addressed earlier in the semester will be considered. After the Office of the Registrar receives all required documentation, a review committee will begin a thorough review of the student's request and determine the appropriateness of the medical withdrawal. After the review has been completed, the review committee will approve or disapprove the request, and the student will be notified in writing of the decision. If the request is approved and the student wishes to return to the University for a future term, the student will need to provide written documentation from the treating physician (MD or DO) that the student is eligible to return to full-time study. If the student has not enrolled for two consecutive semesters, the student must apply for readmission to the University in addition to providing written documentation from the treating physician of the student's eligibility to return to full-time study. A student is permitted one medical withdrawal during their academic career at Christopher Newport University. It is extremely rare that two medical withdrawals will be approved. It is also rare that a request for a medical withdrawal received near the end of a term or after a term has ended will be approved or that a medical withdrawal will be approved retroactively for a previous period of enrollment. In such extreme instances of physical incapacitation, additional documentation from the physician (MD or DO) and the student will be required to justify the lateness of the appeal and the extenuating circumstances contributing to the need for the withdrawal.

In other extenuating (non-medical) circumstances requiring the student to withdraw from the semester after the final add/drop period, the student must complete a *University Withdrawal* form and a written personal statement outlining the extenuating circumstances justifying the need for an administrative withdrawal. Requests for an administrative withdrawal must be submitted to the Office of the Registrar for approval by an appropriate university official (the student's academic dean, the Vice President for Enrollment, Student Success, and Institutional Effectiveness, or the Provost). After the appropriate university executive administrator has reviewed the request and made a decision, the Office of the Registrar will notify the student in writing of the decision. Students may not have two administrative withdrawals approved. It is extremely rare that more than one administrative withdrawal will be approved during a student's entire academic career at Christopher Newport or that an administrative withdrawal will be approved near the end of a term, after the term has ended or retroactively for a previous period of enrollment.

If a request for a medical or administrative withdrawal is approved, all grades for the semester in question will be noted as M on the student's transcript, and the student will earn no credit for that term. The M grades will not be counted toward the maximum course withdrawals permitted and will not be computed in the student's GPA. Students may not exercise the medical or administrative withdrawal option to withdraw from individual courses. Students with an approved medical or administrative withdrawal will be ineligible for any refund of tuition or fees unless the complete request for withdrawal (including required documentation) was received by the Office of the Registrar during the regular published refund period for withdrawals. Students who submit requests for withdrawals after the refund period will be ineligible for any refund of tuition or fees. Students with approved medical or administrative withdrawals may be eligible for prorated housing and meal plan rates after consultation with the Office of Housing Administration and submission of any required documents. Students with an approved medical or administrative withdrawal will be ineligible for any refund of their university parking fee.

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 "Transfer Center" and its subsection concerning Senior Citizens for details concerning audit charges.) **Changes from audit to credit status or credit to audit status may be made only during published schedule adjustment periods and in compliance with established deadlines.** No more than three audit enrollments are allowed for any single section of a course in any given term. Students who switch from audit status to credit status are expected to make satisfactory academic progress according to the *University Minimum Standards for Academic Continuance.*

Independent Study Procedures

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

Independent study courses are normally limited to the students' major or minor fields of study, where they have qualified themselves by previous academic training. Students may present a maximum of six credit hours of independent study credit toward the undergraduate degree. *(Note: No more than three credit hours of independent study are allowed in one term.)*

To qualify for Independent Study:

1. The student must have a cumulative grade point average of at least 2.50;
2. The student and the faculty member directing the independent study must complete an *Independent Study Authorization* form (available on the Office of the Registrar website);
3. Students must register for the Independent Study course through the Office of the Registrar (not online). Within five days of being signed by both parties, the *Independent Study Authorization* form must be submitted to the appropriate department chair and academic dean. (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 by the end of the final add/drop period so the student can be registered in the desired course. Incomplete forms will not be processed.
4. The deadline for submission of an approved *Independent Study Authorization* form is the last date, as stated on the Office of the Registrar website for the term requested, to add or drop a course. If the addition of the independent study course will cause an overload (more than 18 credit hours in a regular semester), the student must submit the form along with an appeal for an overload. Deadlines for submission of appeals to the Academic Status Committee are posted at registrar.cnu.edu/committees. Completed appeals should be submitted to the Office of the Registrar by the published deadline.

Class Attendance

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

Other regulations include:

1. Missing a class meeting does not in any way lessen the student's responsibility for that part of the course that has been missed.
2. Instructors may differentiate between excused and unexcused absences and authorize makeup tests when appropriate.
3. Students who miss classes to represent the University must notify the class instructors in advance of those absences. Given prior notice, instructors will allow students to make up class work or to complete work in advance of class absence. In cases of disagreement about whether an activity represents the University, the appropriate academic dean will make the determination.
4. Students who receive federal financial aid and who discontinue class attendance without formally withdrawing from the course may jeopardize current and 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. Exams shall not be completed on a University Reading Day. Students are required to take all final examinations at the times scheduled unless excused as noted below (see *Absence from Final Examinations*). The University does not authorize re-examination nor will changes be permitted unless the student has three or more examinations in a 24-

hour period. Students with more than two examinations scheduled on a single day may request to have any additional examination(s) rescheduled. Such requests must be directed to the instructor(s) before the final exam period begins. At their discretion, instructors may resolve such conflicts using the conflict resolution period (but not the University Reading/ Study Day) or by other arrangement, such as allowing the student to take the exam in another course section or re-scheduling the latest final on a given day. Students with other verifiable conflicts that would force a rescheduling in the exam time may request such a change but the request must be approved by the academic dean after student consultation with the instructor and/or department chair.

Absence from Final Examinations

A student may be excused from taking an examination at the scheduled time by prior approval of the instructor. The student may be excused on the grounds of illness when it is verified by a physician and received by the instructor or department chair. The instructor must be notified as soon as possible if illness or any other emergency causes a student to be absent from an examination. If the instructor cannot be notified because the student is physically unable to do so, the Office of the Registrar must be notified as soon as possible and the Office of the Registrar will contact the instructor. Verification is required.

Grade-Point Average

The 'cumulative GPA' is the total number of grade points earned (for Christopher Newport University courses) divided by the total number of credit hours attempted (at Christopher Newport). 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 toward a degree.

Grading System

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

AU Indicates that a student has audited a course (no degree credit is awarded) and is not computed in the cumulative GPA.

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

M Indicates that a student has received a medical/administrative/military/judicial withdrawal 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.

UI Indicates an 'unauthorized incomplete' denoting that a student did not participate academically in a course beyond the 60 percent date in the semester; this is computed in the cumulative GPA as an *F*.

W Indicates that a student withdrew from a course and is not computed in the cumulative GPA.

Z Indicates a zero credit course and is not computed in the cumulative GPA.

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 or extended by the above indicated deadline in the following **spring** semester.
- Incomplete grades given in the **spring** must be removed or extended by the above indicated deadline in the following **fall** semester.
- Incomplete grades given in the **summer** must be removed or 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 the extension date has expired. **Note: Degrees will not be conferred for a student with a missing grade or grade(s) of Incomplete, *I*, on their academic record and the student's anticipated semester of graduation will be moved to the following term.**

Grade 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 average. **Courses completed at Christopher**

Newport with a grade of *D* or *F* cannot be repeated at another institution. Students who, after their third attempt (excluding course withdrawals designated by a grade of *W*), do not complete a course required for a specific degree at Christopher Newport may not be allowed to graduate with that degree, as determined by the student's academic department. Students whose academic department removes them from the major because of three unsuccessful attempts (excluding course withdrawals designated by a grade of *W*) in a required course, may appeal to the Undergraduate Degrees Committee for reinstatement to their former major. Students who fail to successfully complete the mandatory general education or liberal learning curriculum courses after three enrollments may be academically dismissed from Christopher Newport. Students who wish to appeal either committee should consult the Office of the Registrar website for deadlines, forms, and instructions regarding the appeal process. Completed appeals should be submitted to the Office of the Registrar by the published deadline. Appeals received after the published deadline will be held for the next scheduled meeting. Completed appeals should be submitted to the Office of the Registrar by the published deadline.

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

Grade Appeal Procedure

If a student believes that the grade that they were assigned in a course is incorrect, the student should first discuss the course grade with the relevant instructor. Should a resolution not be reached, the student may begin the Grade Appeal process as outlined in the *University Handbook*. The student files a formal, written appeal of a course grade with the department chair. In cases where the instructor is the department chair, the faculty member who is senior in terms of years serving as a faculty member assumes the duties of the department chair. Students must file no later than the third week of classes of the fall semester to appeal spring and summer grades and no later than the third week of classes of the spring semester to appeal fall semester grades. The student may obtain the *Student Appeal of Course Grade* form from the Office of the Registrar.

Exceptional Cases

If the professor whose grade is appealed is no longer with the University or otherwise unavailable, the relevant "department as a whole" will take the place of the instructor and will make every effort to seek all relevant evidence. The department will operate by majority vote, and is empowered to make a grade change in the name of the instructor on a timely basis.

The Pass/Fail Option

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

- To register for a course under the Pass/Fail Option, an undergraduate must have at least junior standing (see *Classification of Students*) with a cumulative grade point average (GPA) of at least 2.00.
- To exercise this option, students must complete and submit a *Pass/Fail* form to the Office of the Registrar by the published pass/fail deadline. Once exercised, the Pass/Fail Option can be revoked only by withdrawal from the course or by withdrawal from the University.
- Undergraduate students can complete no more than 12 credit hours under this option during their tenure at Christopher Newport.
- Undergraduate students can register for no more than six credit hours of pass/fail in any one term (counted fall, spring, or summer).
- Courses which may **not** be taken on a pass/fail basis include those satisfying the liberal learning curriculum (liberal learning foundations, areas of inquiry, and writing intensive) or requirements in the major, minor, concentration, or degree studies and graduate level courses numbered 500-600 level). University designated pass/fail courses (offered only on a pass/fail basis) are exempt from this policy. Courses for which the pass/fail option applies are restricted to general (non-program) electives.
- Credit for a passing grade will count toward degree completion but will not be used in determining the GPA. **Credit for a failing grade will not be given; however, a grade of *F* will be computed in the cumulative GPA.**
- Courses taken on a pass/fail basis count toward full- or part-time standing.
- A grade of *P* is granted for earning a *D-* or higher in the pass/fail course.

Grade Reports: Third-week, Midterm and Final

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

Dean's Academic Honor List

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

Request to Take Courses Elsewhere

Permission to take courses elsewhere is a privilege that

the University grants to degree-seeking students; however, when a student seeks to enroll in credit courses at another institution, **the student must obtain approval in advance from the Transfer Center.** This rule also applies to courses taken through the Virginia Tidewater Consortium (VTC). Please note that a maximum of 11 credits or three courses with required labs completed through the Virginia Tidewater Consortium may be applied toward degree completion. Furthermore, requests to take courses through the VTC are only approved for graduation requirements and/or extenuating circumstances.

Students must complete a *Request to Take Courses Elsewhere* form, available on CNU Live with the Transfer Center or on the Office of the Registrar website. The University grants students permission to take courses for credit at other institutions when such action is necessary for students to make progress toward their educational objective and the course is not available at Christopher Newport. **Transfer credit(s) for courses taken elsewhere will be granted only if the student has prior written approval and earns a grade of *C* or higher at the transfer institution. Grades earned at transfer institutions are not computed into the student's cumulative Christopher Newport GPA.**

Degree-seeking students who are on academic or judicial suspension (to include suspensions due to Title IX violations) may be eligible to take courses elsewhere with special permission. Credit hours earned elsewhere while on academic suspension may be accepted as credit by Christopher Newport University in cases where special permission has been granted.

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

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

Permission to take a College-Level Examination Program (CLEP) exam is a privilege that the University grants to currently enrolled degree-seeking students; however, when a student seeks to take a CLEP exam to earn college credit, the student must obtain approval in advance from the Office of the Registrar. Students must complete a *Request to Take a CLEP Exam* form, available on the Office of the Registrar website. The University grants students permission to take CLEP examinations when such action is necessary for students to make progress toward their educational objective. Credit for CLEP examinations is granted only if the student has prior written approval from the Office of the Registrar and earns at least the minimum score published in the *Policy for CLEP and Procedures for Course Challenge.*

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 Christopher Newport education record or on any other college transcript may be challenged. Students may challenge a given course only once. To challenge a course, the student should pay the required fee to challenge a course and present a completed *Permission to Challenge a Course* form (available on the Office of the Registrar website) to the Office of the Registrar for approval. After the student has paid the challenge fee and received approval from the Office of the Registrar, the student should contact the department chair of the course to obtain approval and to arrange to challenge the course. The student must also obtain written approval of the academic dean to challenge a course. After the course has been challenged, the responsible faculty member will record the results on the *Challenge* form and submit to the Office of the Registrar. The non-traditional credits will be recorded on the student's education record, and the student will receive notification from the Office of the Registrar indicating the results of the challenge. Unsuccessful challenges will not appear on the academic record. Details concerning this process, individual department procedures and courses available to challenge are listed in the booklet entitled *Policy for CLEP and Procedures for Course Challenge.*

Academic Forgiveness

Christopher Newport students who have been readmitted after not enrolling at Christopher Newport for a period of five or more years may apply to the University Registrar for academic forgiveness. The student must be currently enrolled at Christopher Newport and have completed at least 12 credit hours with a minimum 2.00 grade point average. The University Registrar will act on behalf of the Academic Status Committee to have the past academic record at Christopher Newport 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 education record, but it will be noted that these courses have been forgiven. Such forgiven courses will not fulfill any academic requirements nor will they be computed in the cumulative grade point average. Individuals exercising this option are cautioned that forgiveness pertains only to the previous record at Christopher Newport and does not affect transfer credits earned at other institutions in any way.

Declaration of Major and Intent to Graduate

Degree-seeking students will typically declare a major field of study no later than their fourth semester of enrollment

or upon completion of 60 credit hours. To declare a major field of study, students must complete the *Declaration of Major and Intent to Graduate* form, available through CNU Live. Degree requirements are based on the catalog in effect at the time of admission or re-admission. **Students must submit the completed *Declaration of Major and Intent to Graduate* forms to the Office of the Registrar via CNU Live. Declared major(s) and minor(s) are not printed on the diploma. Only the earned degree (e.g., Bachelor of Arts, Bachelor of Science, etc.) will be printed beneath a student's name on the diploma.**

A major must consist of a minimum of 30 semester hours and a maximum of 42 semester hours in the discipline. Introductory (100- and 200- level) courses need not be counted in the 42-hour maximum requirement, at the discretion of the department housing the major. Students may take more than 42 hours in the major field. The 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 and submit the appropriate request form, available from the Office of the Registrar. In the case of a double major, **two baccalaureate degrees will not be awarded**. **Declared major(s) and minor(s) are not printed on the diploma. Only the earned degree (e.g., Bachelor of Arts, Bachelor of Science, etc) will be printed beneath the student's name on the diploma.** However, a notation recognizing the completion of the requirements for the second major will be recorded on the student's permanent academic record (transcript) at the time of graduation. **Students should submit completed forms to the Office of the Registrar via CNU Live.**

Declaration of Minor

Degree-seeking students may declare a minor in a sanctioned secondary field of study by completing the *Declaration of Major and Intent to Graduate* form, available through CNU Live. A minor may not be declared in the discipline of the major. The minor must include from 15 to 21 credit hours of coursework above the 100-level, as determined by the department of the minor field. **Students should submit completed forms to the Office of the Registrar via CNU Live.**

Second Bachelor's Degree

Students who hold a bachelor's degree from Christopher Newport University are required to present 30 **additional** hours of residential credit, **after the first baccalaureate degree has been awarded, toward a second Christopher Newport bachelor's degree**. Students who hold a bachelor's degree from another regionally-accredited college or university, and who wish to become candidates for a second degree at Christopher Newport University, must earn a minimum of 45 hours in residence at Christopher Newport, after their first baccalaureate degree has been conferred. 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). Two baccalaureate degrees will not be awarded simultaneously.

Undergraduate Students taking Graduate Courses

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

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

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

Undergraduates accepted to one of Christopher Newport's five-year programs may be required to take certain graduate level courses that will be applied toward an undergraduate degree. For these students, credit for graduate courses beyond the 120 credit hour requirement for the bachelor's degree may be transferred to the graduate transcript. Grades do not transfer.

Enrollment During Graduation Term

Students should read and be familiar with university graduation requirements and applicable deadlines available in the *Undergraduate Catalog* and on the Office of the

Registrar website. All undergraduate students must be enrolled the semester of graduation, as noted on the *Declaration of Major and Intent to Graduate* form, as one of the University's requirements for graduation. For summer graduates, students must be enrolled in one of the summer terms. At the end of the final drop/add period for their term of graduation, students who have not registered for a course will be required to enroll in the following semester and graduation will be delayed, or in special circumstances, students can submit an appeal to the Office of the Registrar for an exception to this enrollment requirement.

Commencement and Graduation Exercises

Commencement exercises are held once each year in May. Students who complete degree requirements in August and December are eligible to participate in the *following* Spring Commencement ceremony. Diplomas for August graduates will be available following the August conferral date. Diplomas for December graduates will be available approximately 21 calendar days after the semester ends. 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. Please see the Commencement Policy on the Office of the Registrar website.

All prospective graduates will be contacted before the Spring Commencement ceremony by the Office of the Registrar or University Events concerning rehearsal and attendance. Those students planning to attend Commencement must notify the University by the announced deadline so that arrangements can be finalized for all who plan to participate. Students who plan to attend Commencement must keep the Office of the Registrar informed of any address or phone number changes so that they can receive important information concerning graduation.

Degrees will not be conferred for students unless all graduation requirements, including courses, degree requirements, GPAs, credits, and financial obligations have been satisfied. *Note: Degrees will not be conferred for students with a missing grade or grade(s) of Incomplete (I) on their academic record. In the case of a missing or incomplete grade, the student's anticipated semester of graduation will be moved to the following term.* Students must be enrolled the semester or term of graduation.

To participate in the Commencement ceremony, undergraduate candidates for graduation must have completed all remaining degree requirements (degree, financial and social) or be enrolled in spring semester courses which will complete all degree requirements no later than the beginning of spring semester finals week. If after spring semester final grades have been submitted, a spring candidate does not successfully complete one spring semester course of three or less credits and has earned a minimum GPA of 2.00 (overall and in the major), the student may be eligible for graduation (see Policy on *Participation* on the Office of the Registrar website). To be eligible to participate, all degree candidates must be on track to complete all degree requirements as of the second week of spring semester and continue to be on track to complete all degree requirements as of the beginning of final exams.

Students who have remaining degree or university requirements going into spring semester or students who intend to finish their requirements in the summer or fall semester, are not eligible to participate in the Spring Commencement ceremony. Please note that May Term or any of the summer terms are not part of the regular spring semester; therefore, enrollment in summer terms cannot be considered for students to be reviewed as a spring degree candidate or to participate in the Commencement ceremony. Students who plan to complete degree requirements after the spring semester conferral date will have their anticipated semester or term of graduation deferred to August or December and will be invited to participate in the following Spring Commencement ceremony.

General Requirements for Graduation

All baccalaureate degree programs require:

1. At least 120 academic semester hours with a grade point average of at least 2.00;
2. Official classification as degree-seeking prior to beginning the last 30 credit hours in their academic program;
3. Minimum of 45 credit hours completed in residence as a degree-seeking student at Christopher Newport. Note: Credit earned through a Christopher Newport approved study abroad/study away program is counted as residential credit;
4. Minimum of 30 of the last 36 credit hours, including the last 12 credit hours within the major field, taken in residence;
5. 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) 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.
   c) Students may present a maximum total of 12 credit hours 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 credit hour maximum under this provision.
   d) Students may repeat certain courses for credit toward

degree completion. (See course description(s) and major requirements for limitations and specific information.)

e) Students may select any academic courses as electives provided all necessary prerequisites have been met.

6. All degree requirements must be completed according to the *Undergraduate Catalog* in effect at the time of admission or re-admission. If a course necessary for the completion of the general education requirements or liberal learning curriculum should no longer be in the *Undergraduate Catalog*, the student may appeal to the Undergraduate Degrees Committee to make an appropriate substitution. Such appeals 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.

   If a student elects to follow or declare a newer curriculum (catalog requirements) than those under which the student entered the University, a *Request to Move to New Catalog for Curriculum Requirements* form must be filed with the Office of the Registrar. Should a student elect a newer curriculum they *are required to complete* ***all*** university degree and major requirements under the new requirements and may not return to the former catalog requirements.

7. Bachelor of Science: Students pursuing the Bachelor of Science degree must complete the Investigating the Natural World Area of Inquiry requirement and one sequence from the list below. No more than three of the four B.S. degree lecture courses may be from the same discipline. No more than two laboratory courses may be from the same discipline. Departments may specify the particular sequence to be taken.

   BIOL 107, 108, 109L
   BIOL 211/211L-212/212L
   BIOL 211/211L-213/213L
   CHEM 103/103L - 104/104L
   CHEM 121/121L - 242/242L
   PHYS 151/151L - 152/152L
   PHYS 201/201L - 202/202L

8. Minimum Grade Requirements:
   a) Students must earn grades of *C-* or higher in ENGL 123 and ENGL 223. *Note: Certain majors may require a higher grade in one or both of the courses for entrance into the major or to satisfy degree requirements associated with that major.*
   b) The university minimum requires completion of the major field of study with a 2.00 (4.00 maximum) grade point average and no more than two grades below *C-*. Some majors require all courses within the major be completed with a grade of *C-* or higher. See individual department requirements for specifics of this higher standard.
   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 or upper division requirements, major requirements and suggested electives.

9. 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.

10. Students are required to be enrolled in at least one Christopher Newport course during the semester of their degree conferral.

11. All students must complete the Second Language Literacy requirement (one 3-credit hour 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 Christopher Newport. Placement recommendations and course offerings are listed under the Department of Modern and Classical Languages and Literatures.

12. Clarification regarding the Investigating the Natural World Area of Inquiry (AINW): To satisfy this requirement, two AINW lectures and one AINW lab that corresponds to one of the lectures must be completed.

13. Graduation with Honors
    The minimum cumulative grade point averages required in order to graduate with Latin honors are:

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

    Students must earn at least 54 credit hours at Christopher Newport to be eligible for graduation with honors. *Note: Minimum requirements for Latin honors are not appealable.*

ACADEMIC STANDARDS

A. Courses of instruction and how they appear:

1. Courses of instruction are found following departmental descriptions.
2. Departments appear in alphabetical order in this catalog. Course descriptions appear in sections beginning with "Curriculum in..."
3. Discipline is indicated by the four letters in front of a course number (e.g., PHYS) and department is the four-letter code in which a discipline is housed (e.g., PCSE). Some departments house several disciplines.
4. Within the course descriptions, courses numbered 100-200 series are primarily for freshmen and sophomores, 300-series for juniors, and 400-series for seniors.
5. A continuous course sequence, indicated by a hyphen between course numbers (e.g., PHYS 201-202) covers a field of closely-related materials; the first semester must precede the second, unless permission is granted by the appropriate academic department chair.
6. 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., ECON 201, 202).
7. 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.
   - Example: a course designated as (4-2-6) refers to a four-credit course which has two lecture hours and six laboratory/practicum/studio hours each week.
8. 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.
9. Following course prerequisites and/or corequisites is an indication of when that course is normally offered (e.g., fall, spring). If such designations do not appear, please consult with the appropriate department chair.
10. Courses identified by WI: in the course title [e.g., BIOL 391. WI: Junior Seminar] are writing intensive and satisfy the writing intensive requirement.
11. With appropriate approval, X99 independent study courses can be offered in any semester by all departments.
12. With appropriate approval, X95 special topic courses can be offered in any semester by all departments. A course may be offered a maximum of three times as a special topic and then must be approved through the Undergraduate Curriculum Review Committee under an approved course number.

B. A major must consist of a minimum of 30 semester hours and a maximum of 42 semester hours in the discipline. Introductory (100- and 200- level) courses need not be counted in the 42-hour maximum requirement, at the discretion of the department housing the major. Although students may take more than 42 hours in the major field, a department may not require more than this number unless the University has approved an exception for the program, as in instances where accreditation may require more hours.

C. The minor must include from 15 to 21 credit hours of coursework above the 100-level, as determined by the department of the minor field.

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

E. Writing Intensive Courses: Successful completion of ENGL 123 and 223 (each with a grade of *C*- or higher), are required as a prerequisite to all 300- and 400-level (WI) writing intensive courses.

Liberal Learning Core Curriculum — 40 credit hours minimum

I. Liberal Learning Foundations [1] — (21 credit hours minimum)

The foundations are designed to introduce students to the expectations and habits of mind that are hallmarks of university life, as well as to ensure their ability to communicate effectively, solve problems and interpret and evaluate information.

- **Written Communication Literacy (completed with a grade of C- or higher) (6 credit hours)**

  These courses introduce students to the conventions of academic writing, including assessment and use of sources, as well as the aims and practice of argument. Liberal Learning Foundation Writing requirement: LLFW

  - 1st year: ENGL 123* First-Year Writing Seminar
  - 2nd year: ENGL 223 Second-Year Writing Seminar

- **Second Language Literacy (completed at the 200-level or higher [2]) (3 credit hours minimum)**

  Modern languages students develop communicative competence in reading, writing, listening and speaking; ancient languages students learn to comprehend and critically analyze primary sources.

  - All students must successfully complete a 200-level language course or higher in a second language, or the equivalent, in order to graduate
  - See the *Modern Languages and Literature* section for information on placement, equivalencies and exemptions

- **Mathematical Literacy (6 credit hours minimum)**

  These courses introduce students to basic manipulative skills, elementary algorithms and the role of mathematics in modeling and understanding real world phenomena. Liberal Learning Foundation Mathematics requirement: LLFM

  MATH 115* Contemporary Mathematics
  MATH 120* The Saga of Mathematics
  MATH 125* Elementary Statistics
  MATH 127* Elementary Cryptography
  MATH 128* Introduction to Mathematical Programming
  MATH 130* Advanced Algebra and Trigonometry
  MATH 131* Mathematics for the Life Sciences
  MATH 132* Concepts for Calculus
  MATH 135 Calculus for Business and the Social Sciences
  MATH 140 Calculus and Analytical Geometry
  MATH 148 Accelerated Calculus
  or a Mathematics course above 148

- **Logical Reasoning (3 credit hours minimum)**

  These courses teach students to identify, analyze and apply the formal elements of inductive and deductive logic. Forms of inductive logic include arguments from analogy and causal and statistical inferences; forms of deductive logic include syllogisms and arguments from contradictions. Liberal Learning Foundation Logical Reasoning requirement: LLFR

  COMM 239* Argumentation
  CPSC 110* Introduction to Computing
  CPSC 140* Introduction to Computer Programming with Multimedia
  CPSC 150* Introduction to Programming
  PHIL 101* Critical Thinking
  PHIL 205* Anatomy of Thought
  PHIL 207* Ethical Issues in Business: A Critical Thinking Approach

- **Economic Modeling and Analysis (3 credit hours minimum)**

  These courses use the concept of opportunity cost to identify a trade off of a decision, compare marginal cost and marginal benefits of a decision, use the model of supply and demand to illustrate one immediate and one secondary effect of a public policy and collect and explain data as an indicator of an economy. Liberal Learning Foundation Economic Modeling and Analysis requirement: LLFE

  ECON 200* The Economic Way of Thinking
  ECON 201* Principles of Macroeconomics
  ECON 202* Principles of Microeconomics

II. Liberal Learning Areas of Inquiry (A of I) (19 credit hours minimum distributed as stated below)

The Liberal Learning Areas of Inquiry introduce students to various modes of inquiry so that they may comprehend a range of scholarly approaches to knowledge and learning; these include the following: the historical and philosophical traditions that have shaped the Western world, the rights and responsibilities of citizens in a democracy, the interrelations within and among global and multicultural communities, the dynamics of the creative process and the scientific method.

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

The A of I designation will typically not be applied to a course completed prior to the course's designation as an Area of Inquiry.

• Civic and Democratic Engagement (AIDE) (3 credit hours minimum)

These courses engage students in the examination of the rights and responsibilities of citizens in a democracy by exposing them to America's founding principles. Students explore and critically analyze the texts and documents central to the American experience, the structure of American civic and democratic institutions, historical and contemporary debates and the people who engage in them and the political systems that frame constitutional democracies.

AMST 100*
AMST 120*
COMM 305
HIST 121*
HIST 210
HIST 217
POLS 101*
POLS 240*

• Creative Expressions (AICE) (3 credit hours minimum)

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

AMST 220*
CLST 271*
CLST 272*
CLST 307W
CLST 407W
CLST 319W
CLST 419W
COMM 232*
DANC 204*
DANC 205*
DANC 206*
ENGL 106*
ENGL 215
ENGL 250*
ENGL 256
ENGL 304W
ENGL 365W
FNAR 121*
FNAR 128*
FNAR 201*
FNAR 202*
FNAR 204
FNAR 205*
FNAR 241*
FNAR 331
FNAR 333
FNAR 371
FNAR 372
FNAR 373
FNAR 374
FNAR 376
FNAR 378
FNAR 379
FNAR 381
FNAR 382*
FNAR 383*
HIST 211
MLAN 203*
MLAN 207*
MLAN 310W
MUSC 100
MUSC 101*
MUSC 102*
MUSC 103*
MUSC 105*
MUSC 112*
MUSC 114*
MUSC 205*
MUSC 214*
MUSC 235*
MUSC 275*
MUSC 315
PHIL 306
RSTD 312
SPAN 471
THEA 151*
THEA 210*
THEA 232*
THEA 250*
THEA 352
THEA 355
THEA 365W

• Global and Multicultural Perspectives (AIGM) (3 credit hours minimum)

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

AMST 300
ANTH 203*
ANTH 309
ANTH 325
ANTH 330
ANTH 377
CLST 316
CLST 416W
CLST 317
CLST 417W
CLST 320
CLST 420W
COMM 240*
DANC 260*
DANC 360
ENGL 310
ENGL 313
ENGL 320
GEOG 325
HIST 111*
HIST 112*
HIST 212
HIST 216
IDST 205*
IDST 255*
IDST 265*
IDST 267*
LDSP 330
LDSP 381
MLAN 220*
MLAN 308
MLAN 311
MLAN 371*
MLAN 372
MUSC 306
MUSC 390W
PHIL 201*
PHIL 305
PHIL 308
PHIL 344
PHIL 348
PHIL 349
POLS 215*
RSTD 210*
RSTD 211*
RSTD 218*
RSTD 260*
RSTD 270*
RSTD 335
RSTD 345
RSTD 366
SOCL 220*
SOCL 309
SOCL 330
SOCL 377
SPAN 351
SPAN 352

- **Investigating the Natural World (AINW)** **(7 credit hours minimum)**

These courses introduce students to natural sciences in the modern world. Both lecture and laboratory courses focus on how science is conducted and how scientific knowledge advances in individual fields. Students in these courses will understand the process by which scientists gain knowledge about objects, phenomena, the laws of nature and the laws of the physical world. Natural sciences study the physical world and its phenomena.

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

ANTH 200*	CHEM 103/103L*	PHYS 141/105L*	PSYC 201*
BIOL 107/109L*	CHEM 104/104L	PHYS 142/105L*	
BIOL 108/109L*	CHEM 110*	PHYS 143/105L*	
BIOL 111/109L*	CHEM 121/121L*	PHYS 144/105L*	
BIOL 113/109L*	CHEM 242/242L	PHYS 151/151L*	
BIOL 115/109L*		PHYS 152/152L	
	GEOG 211	PHYS 201/201L	
		PHYS 202/202L	

- **Western Traditions (AIWT)** **(3 credit hours minimum)**

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.

AMST 200*	CLST 413W	HIST 122	PHIL 202*	RSTD 232	RSTD 350
	CLST 418W	HIST 213	PHIL 203*	RSTD 235	
CLST 101*	CLST 421W	HIST 214	PHIL 215*	RSTD 236*	SOCL 205*
CLST 201*	CLST 422W	HIST 349	PHIL 317	RSTD 258*	SPAN 353
CLST 211*	ECON 320		PHIL 319	RSTD 261	SPAN 354
CLST 212*		IDST 240	PHIL 320	RSTD 262	SPAN 472
CLST 313	ENGL 216*		PHIL 384	RSTD 265*	
CLST 318	ENGL 271	MLAN 205*		RSTD 304	
CLST 321	ENGL 381	MLAN 206*	POLS 100*	RSTD 321*	
CLST 322		MUSC 262	RSTD 212*	RSTD 330	

III. Writing Intensive

Completion of two 300- or 400-level courses that are designed as writing intensive (WI).
Writing intensive courses focus on writing as an ongoing process where improvement is gained through informal and formal preparatory activities, multiple drafts and revisions. Students in these courses practice the skills and strategies necessary to craft sophisticated written products for defined audiences, communicate subject-specific concepts clearly, receive continual and diverse forms of feedback and transfer writing skills to advanced content courses in the major.

IV. Major and Elective Studies **80 credit hours minimum**

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

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* Indicates NO prerequisite

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

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

College of Arts and Humanities

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English
Fine Art and Art History
History
Modern and Classical Languages and Literatures
Performing Arts: Music
Performing Arts: Theater and Dance
Philosophy and Religion

College of Natural and Behavioral Sciences

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

College of Social Sciences

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Communication
Economics
Leadership and American Studies
Military Science
Political Science
Sociology, Social Work and Anthropology

Joseph W. Luter, III School of Business

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Accounting, Finance, Management and Marketing

African American Studies

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Minor in African American Studies
(18 credit hours)

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

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

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

Program Objectives

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

Program Requirements

Students should work with the director to complete the program.

1. A minimum of 18 credit hours are needed to complete the minor; four courses (12 of the 18 credit hours) must come from courses at the 300- or 400-level.
2. Core requirement: ENGL 345 or HIST 349 and one additional core course (3 credit hours);
3. Three additional courses (9 credit hours) from electives;
4. One course (3 credit hours) from either the core or electives;
5. Courses from three different disciplines must be represented in the 18 credit hours.

The Curriculum in African American Studies

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

Core

ENGL 345	African American Literature and Culture
HIST 349	The Rise and Fall of American Slavery
HIST 355	Civil War and Reconstruction
HIST 341	The Long Civil Rights Movement
SOCL 316	Race, Ethnicity, and Racism

Electives

ANTH 330	Language, Culture, and Society
ENGL 342	Financial Fictions and the Rise of Realism
ENGL 343	Postmodern America
ENGL 346	Black Presence and Presentation on the American Stage
ENGL 381	The Roaring Twenties: Film, Literature, and Drama of the Jazz Age
HIST 357	Twentieth Century American, 1920-1960
HIST 370	Twentieth Century Africa
MUSC 408	Jazz History and Literature
POLS 204	Hate Crime Realities and Consequences
POLS 316	Constitutional Law
SOCL 205	Identity, Community, and the Individual
SOCL 303	Reimagining the Family
SOCL 304	Socialization and Society
SOCL 330	Language, Culture, and Society

BIOETHICS

Dr. Chris Tweedt, Director
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Minor in Bioethics
(15 credit hours)

The minor in Bioethics is available to all students. It is especially designed for students who aspire to enter health professions. The minor provides an examination of the value and meaningfulness of human lives, the values of contemporary culture and their interactions as they relate to individual human lives, health care, medicine, and death. This value-based approach will help students assess what attitudes about health should be; how attitudes about the value of health care, medicine, and death have been affected by contemporary culture; and how this understanding ought to be practiced in clinical contexts. The minor in bioethics will help to prepare students for diverse career paths in health care, counseling and other professions.

Program Requirements

Students should seek advising from the director of the bioethics minor in choosing courses for the minor. A minimum of 15 credit hours, as listed below, are required to complete the minor.

1. PHIL 240, PHIL 360, and PHIL 384;
2. Select one course (3 credit hours) from the Value electives list: PHIL 304, 320, 386, or HONR 335;
3. Select one course (3 credit hours) from the Individual/Cultural Electives list.

THE CURRICULUM IN BIOETHICS

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

Core

PHIL 240	Philosophy of Life's Meaning
PHIL 360	Cultural Values in Health Care
PHIL 384	Medical Ethics

Value Electives

PHIL 304	Ethics and Current Value Questions
PHIL 320	Scientific Reasoning
PHIL 386	Values and Postmodernity
HONR 335	The Good Society

Individual/Cultural Electives

HIST 382	Disease and the Rise of Modern Medicine
HIST 383	Filthy Paris: Sex, Health, and Hygiene
HIST 397	Medicine and the African American Experience
LDSP 370	Leadership in the Healthcare Industry
PSYC 306	History and Systems of Psychology
PSYC 314	Psychology of Personality
PSYC 315	Psychopathology
PSYC 319	Introduction to Psychotherapy
PSYC 336	Psychology of Death, Dying, and Bereavement
SOCL/ANTH 315	Health and Healing

DEPARTMENT OF MOLECULAR BIOLOGY AND CHEMISTRY

Dr. Ronald Quinlan Chair
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Faculty

Professor: Abdel-Fattah, Webb
Associate Professor: Bogenpohl, Carney, Cole, Grau, Knies, Meighan, Mitrano, Quinlan, Patterson
Assistant Professor: Burket, Li, Olmos, Salazar
Master Lecturer: Brown
Senior Lecturer: Knight, Liskin, Tombolato-Terzić
Lecturer: Higgs, Shima, Thorsen
Emeriti: Brunke, Chang

Mission Statement

The Department of Molecular Biology and Chemistry (MBCH) will develop a meaningful level of scientific literacy in all students through exploration of fundamental concepts and processes of the natural world. Majors build upon this foundation and gain the necessary background, understanding and experience to be successful in the fields of biology, chemistry and biochemistry; this is achieved through coursework complemented by research and independent study opportunities. The MBCH faculty 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 of our graduates.

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

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

Note that the Department of Organismal and Environmental Biology offers the Bachelor of Arts in biology. Additional biology courses and more details on biology majors can be found in the Department of Organismal and Environmental Biology section.

Health-Related Professions

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

Bachelor of Arts Degree in Biology

The Bachelor of Arts degree in biology, which is overseen by the Department of Organismal and Environmental Biology, requires a minimum of 34 credit hours in biology. Students may present no more than two biology courses with grades lower than *C*- for the degree.

In addition to the successful completion of the liberal learning curriculum, the Bachelor of Arts degree in biology requires the successful completion of:

1. Biology Core*: BIOL 211/211L-212/212L- 213/213L;
2. One WI course with a BIOL prefix;
3. CHEM 103/103L-104/104L*;
4. MATH 125 and 130 or higher;
5. 21 credit hours of biology courses, three of these credit hours can be at the 200-level. The second course of the two-semester biology sequence at the 200-level may also be used to partially fulfill this requirement. At least three of the courses taken must have a laboratory component.

* The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in the BIOL WI course and CHEM 103/103L-104/104L.

Bachelor of Science Degree in Biology

The Bachelor of Science (B.S.) degree in biology requires a minimum of 34 credit hours in biology. In the B.S. in biology, students must choose a major. Three of

the majors build upon introductory biology and chemistry courses in a specific area of focus: cellular, molecular and physiological biology; organismal and environmental biology; and kinesiology. The fourth major, integrative biology, allows students to continue to build upon the breadth of the foundation courses at the upper level.

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

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

Major in Cellular, Molecular and Physiological Biology

1. Biology Core*: BIOL 211/211L-212/212L-213/213L, one WI course with the BIOL prefix;
2. CHEM 121/121L-242/242L*, 221/221L-222/222L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credit hours of biology courses, only three of those credit hours can be at the 200-level. Of these 21 credit hours at least 15 must come from the following courses, and two of these must be a laboratory: BIOL 301/301L, 307/307L, 313, 314/314L, 315/315L, 319, 326, 405, 409/409L, 411, 412/412L, 420/420L, 450/450L; and BCHM 410, 414/414L**, 415/415L.

* The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in CHEM 121/121L-242/242L.

**BCHM 414/414L is equivalent to BCHM 410/414L, BIOL 414/414L and CHEM 414/414L; credit can be given for only one set of these courses.

Major in Integrative Biology

See catalog description for Department of Organismal and Environmental Biology

Major in Kinesiology

1. Biology Core*: BIOL 211/211L-212/212L-213/213L, one WI course with the BIOL prefix;
2. CHEM 121/121L-242/242L*, 221/221L-222/222L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. Upper-level biology courses: BIOL 250, 284/284L, 285/285L, 300, 319, 419/419L, and 426/426L

* The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in CHEM 121/121L-242/242L.

Major in Organismal and Environmental Biology

See Catalog description for Department of Organismal and Environmental Biology

Minor in Biology (27 credit hours)

A minor in biology requires BIOL 211/211L-212/212L-213/213L all with a grade of C or higher, completion of CHEM 103/103L-104/104L or CHEM 121/121L-242/242L, and a minimum of seven BIOL credit hours at the 300- or 400-level, including one course with a laboratory component. The second course of a two-semester biology sequence at the 200-level may also be used to partially fulfill this requirement.

Bachelor of Science Degree in Chemistry

For the Bachelor of Science (B.S.) degree in chemistry, students can choose a major in either chemistry or biochemistry. The B.S. in chemistry requires a minimum of 41 credit hours above the 100-level. Majors should select, with the aid of their advisor, electives from chemistry and university courses as appropriate for their interests and goals.

Major in Chemistry

In addition to the liberal learning curriculum, successful completion of the Bachelor of Science degree in chemistry requires successful completion of the following courses:

1. CHEM 121/121L-242/242L;
2. MATH 140 or 148 and 240;
3. PHYS 201/201L-202/202L.
4. CHEM 221/221L-222/222L;
5. CHEM 341-342/342L;
6. CHEM 361/361L;
7. CHEM 445/445L;
8. CHEM 401/401L;
9. CHEM 391W;
10. CHEM 492W;
11. Select 6 additional credit hours of CHEM at the 300- or 400-level.

Major in Biochemistry

In addition to the liberal learning curriculum, successful completion of the Bachelor of Science degree in chemistry with a major in biochemistry requires successful completion of the following courses:

1. CHEM 121/121L-242/242L;
2. BIOL 211/211L;
3. MATH (140 or 148) and 240;
4. PHYS 201/201L-202/202L;
5. CHEM 221/221L-222/222L;
6. CHEM 341;
7. CHEM 361/361L;
8. CHEM 391W;
9. BCHM 414/414L, 415/415L;
10. BIOL 307;
11. BIOL 313;
12. BIOL 301/301L or 412/412L or 450/450L.

Minor in Chemistry (23 credit hours)

A minor in chemistry requires CHEM 121/121L-242/242L, 221/221L-222/222L and at least seven additional credit hours in chemistry at the 300- or 400-level.

Five-Year Master of Science in Environmental Science

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

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

How and When to Apply

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

Requirements for Admission

Criteria for student admission into the five-year program:

1. Undergraduate cumulative GPA of 3.00 or higher
2. GPA in the student's major of at least 3.00
3. Submission of one of the following:
   a. A minimum SAT score of 1100 with a minimum of 530 in the verbal and quantitative sections (scores must be less than five years old).
   b. A Graduate Record Examination (GRE) General Test score of at least 295 for the verbal and quantitative sections combined. It is highly desirable to have a reasonably balanced score between the verbal and quantitative sections.
   c. Two letters of recommendation. One must be from a faculty member in the major who has taught or mentored the student in a major course or research project.

More information about this program can be found at gradstudies.cnu.edu.

Teacher Preparation in Biology

Those students who wish to become teachers may apply to the Five-Year Master of Arts in Teaching (M.A.T.) Program as an undergraduate or after completion of a bachelor's degree in biology. Application to the Five-Year Program must be made in the spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a bachelor's degree in biology during the first four years and complete an additional year of study leading to the M.A.T. degree. Students majoring in biology can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six; students earning a B.S. in biology can prepare to teach in the content area of biology in secondary school grades six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

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

Support courses required:

- BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ;
- COMM 201 or THEA 232;
- CPSC 110;
- ECON 200 or 201 or 202;
- ENGL 123, 223 and 316;
- GEOG 201 or 210;
- HIST 111, 121, 122;
- MATH 109, 125;
- NSCI 310;
- POLS 101;
- PSYC 208, 312;
- SOCL 314/314L.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):

Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track

Major courses required:

1. BIOL 211/211L, 212/212L, 213/213L;
2. BIOL 313;
3. BIOL 391W or 491W;
4. BIOL 407/407L;
5. BIOL 284/284L or 314/314L or 409/409L or 420/420L.

Support courses required:

CHEM 121/121L, 242/242L; 221/221L, 222/222L;
CPSC 110; COMM 201 or THEA 232;
PHYS 151/151L, 152/152L; MATH 125 and 130 or higher;
PSYC 207 or 208, 312; SOCL 314/314L.

Graduate courses* required (senior year);
Select six credit hours: ENVS 510/510L, 518, 522, 530, 532/532L, 536/536L, 540/540L, 550, 590 or 595.

* See the graduate catalog for course descriptions.

Teacher Preparation in Chemistry

Those students who wish to become teachers should apply to the Five-Year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in the spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a B.S. in chemistry during the first four years and complete an additional year of study leading to a M.A.T. degree. Students majoring in chemistry can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six, or in the content area of chemistry in secondary school, grade six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track
Major courses required:
See major requirements for the B.S. in chemistry.

Support courses required:
BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; COMM 201 or THEA 232; CPSC 110; ECON 200 or 201 or 202; ENGL 123, 223 and 316; GEOG 201 or 210; HIST 111, 121, 122; MATH 109, 125; NSCI 310; POLS 101; PSYC 208, 312; SOCL 314/314L.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12)
Major courses required:
See major requirements for the B.S. in chemistry.

Support courses required:
ENGL 123, 223; CHEM 121/121L, 242/242L; PHYS 201/201L, 202/202L; MATH 125, 140 or 148 and 240; CPSC 110; PSYC 207 or 208 and 312; COMM 201 or THEA 232; SOCL 314/314L.

Graduate courses* required (senior year):
Select six credit hours from CHEM 5XX (except CHEM 545); must include one course from the following unless taken at the undergraduate level: CHEM 543, 540, or 565.

* See the graduate catalog for course descriptions.

The Curriculum in Biology

BIOL 107. General Biology I (3-3-0) AINW
Does not count toward any biology major degree program.
BIOL 107 is managed and taught by the OENB Department. First semester of introductory biology sequence for non-majors; major topics covered are ecology, genetics, evolution and diversity.

BIOL 108. General Biology II (3-3-0) AINW
Does not count toward any biology major degree program.
BIOL 108 is managed and taught by the OENB Department. Second semester of introductory biology sequence for non-majors; major topics covered are energy metabolism, cell biology, biotechnology, plant biology, and animal biology.

BIOL 109L. General Biology Laboratory (1-0-2) AINW
Pre or Corequisite: BIOL 107 or 108 or 111 or 113 or 115.
Does not count toward any biology major degree program.
BIOL 109L is managed and taught by the OENB Department. Laboratory exercises to accompany any BIOL-AINW Area of Inquiry course. Lab fees apply each term.

BIOL 113. Topics in Medicine and Health (3-3-0) AINW
Does not count toward any biology major degree program.
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.

BIOL 211. Principles of Biology I (3-3-0)
Pre or Corequisite: CHEM 103/103L or 121/121L.
BIOL 211 is managed and taught by the MBCH Department. Principles of Biology I is the first course in the three course sequence for students seeking degrees in biology. This course introduces fundamental chemical concepts to allow discussion of the composition and functioning of cells. Topics include respiration, photosynthesis, Mendelian genetics, DNA replication and gene functioning.

BIOL 211L. Principles of Biology I Laboratory (1-0-4)
Pre or Corequisite: BIOL 211.
BIOL 211L is managed and taught by the MBCH Department. Principles of Biology I Lab is the laboratory component of the first course in the three course sequence for students seeking a degree in biology. This course introduces students to basic laboratory techniques and fundamental cellular and molecular topics. Lab fees apply each term.

BIOL 212. Principles of Biology II (3-3-0)
Prerequisites: BIOL 211/211L with a grade of C or higher, and CHEM 103/103L or 121/121L, each with a grade of C- or higher; or EVST 220 with a grade of C or higher.
BIOL 212 is managed and taught by the OENB Department.

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

BIOL 212L. Principles of Biology II Laboratory (1-0-4)
Pre or Corequisite: BIOL 212.
BIOL 212L is managed and taught by the OENB Department. Principles of Biology II Lab is the laboratory component of the second course in the three course sequence for students seeking a degree in biology. This course covers evolutionary, diversity and ecological topics by way of in-class and in-the-field exercises. Students should expect to be in the field for some lab activities. Lab fees apply each term.

BIOL 213. Principles of Biology III (3-3-0)
Prerequisites: BIOL 212/212L with a C or higher and CHEM 103/103L or 121/121L with a C- or higher.
BIOL 213 is managed and taught by the OENB Department. Principles of Biology III is the third course in the three course sequence for students seeking a degree in biology. This course covers form and function of botanical and zoological organisms in some detail.

BIOL 213L. Principles of Biology III Laboratory (1-0-4)
Pre or Corequisite: BIOL 213.
BIOL 213L is managed and taught by the OENB Department. Principles of Biology III Lab is the laboratory component of the third course in the three course sequence for students seeking a degree in biology. This course covers aspects of the form and function of botanical and zoological organisms by way of in-class and in-the-field exercises. Lab fees apply each term.

BIOL 250. Introduction to Kinesiology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Restricted to kinesiology majors only.
This course provides an overview of the field of kinesiology including the history, introduction to physical activity, exercise and nutrition, current issues and evidence-based practices and professional career options.

BIOL 271. Medical Terminology (3-3-0)
May term only.
This course is designed to provide the student with an understanding of the terminology used in medicine. The course covers the definitions, spelling, pronunciation, usage, abbreviations and origins of a wide range of medical terms, generally organized by anatomical organ systems and medical specialties.

BIOL 284. Fundamentals of Human Anatomy & Physiology I (3-3-0)
Prerequisite: BIOL 213 with a C or higher.
Corequisite: BIOL 284L with a C or higher.
Restricted to kinesiology majors only.
This course provides fundamental information regarding the anatomical form and physiological functions of the human body. This portion surveys the integumentary, skeletal, muscular, nervous, and endocrine systems.

BIOL 284L. Fundamentals of Human Anatomy & Physiology Laboratory I (1-0-4)
Prerequisite: BIOL 213L with a C or higher.
Corequisite: BIOL 284 with a C or higher.
Restricted to kinesiology majors only.
This laboratory supplemental course accompanies the first part of the fundamentals of anatomy and physiology lecture sequence. The course focuses primarily on human musculoskeletal anatomy, as well as histology, neuroanatomy, and physiology exercises. Some specimen dissection may be required. Lab fees apply each term.

BIOL 285. Fundamentals of Human Anatomy & Physiology II (3-3-0)
Prerequisite: BIOL 284.
Corequisite: BIOL 285L.
Restricted to kinesiology majors only.
This course provides fundamental information regarding the anatomical form and physiological functions of the human body. This portion surveys the cardiovascular, immune, respiratory, digestive and reproductive systems

BIOL 285L. Fundamentals of Human Anatomy & Physiology Laboratory II (1-0-4)
Prerequisite: BIOL 284L.
Corequisite: BIOL 285.
Restricted to kinesiology majors only.
This laboratory supplemental course accompanies the second part of the fundamentals of anatomy and physiology lecture sequence. The course focuses primarily on cardiorespiratory, digestive and genitourinary anatomy, as well as histology and some physiology exercises. Some specimen dissection may be required. Lab fees apply each term.

BIOL 300. Biostatistics-Statistical Applications for Life Sciences Research (3-3-0)
[Same as NEUR 300]
Prerequisites: BIOL 211 or NEUR 201, and MATH 125 each with a C- or higher.
This course is an introduction to methods and concepts of statistical analysis and sampling, with special attention to techniques used in the biological sciences. Topics include descriptive statistics, probability, types of error, inferential statistics, correlation and regression, analysis of variance (ANVOA) and distribution-free techniques.

BIOL 300L. Biostatistics-Statistical Applications for Life Sciences Research Laboratory (1-0-3)
[Same as NEUR 300L]
Prerequisite: BIOL 300 with a C- or higher.
This is an elective laboratory course to follow successful completion of BIOL 300. Students will develop enhanced skills in describing, characterizing and analyzing biostatistical data using appropriate computer software and visualization tools, with an emphasis on reporting analytical results and figures to a scientific audience. Lab fees apply each term.

BIOL 301. Microbiology (3-3-0)
Prerequisites: BIOL 211 with a C or higher; and BIOL 213 or CHEM 222/222L.
Introduction to the morphology, physiology and genetics of bacteria, fungi and viruses.

BIOL 301L. Microbiology Laboratory (1-0-4)
Corequisite: BIOL 301.
Lab fees apply each term.

BIOL 307. Cell Biology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher; or CHEM 221/221L and NEUR 301/301L and 305; or BIOL 211 and CHEM 222/222L.
Physiology at cellular levels of organization: cell structure and function, enzyme action, cell energy transformations, cell regulatory processes and cell differentiation.

BIOL 307L. Cell Biology Laboratory (1-0-4)
Pre or Corequisite: BIOL 307.
Lab fees apply each term.

BIOL 313. Genetics (3-3-0)
Prerequisites: BIOL 211 with a C or higher. CHEM 222 or NEUR 305; or BIOL 213.
Mechanisms of inheritance, mutation, recombination, genetic expression and regulation at all levels of biological organization.

BIOL 314. Human Anatomy and Physiology I (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher; or CHEM 221/221L and NEUR 301/301L and 305.
Corequisite: BIOL 314L.
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 (1-0-4)
Pre or Corequisite: BIOL 314.
Course includes dissection of preserved animals and animal organs. Students are responsible for providing their own dissection tools. Lab fees apply each term.

BIOL 315. Human Anatomy and Physiology II (3-3-0)
Prerequisite: BIOL 314.
Pre or Corequisite: BIOL 315L.
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 (1-0-4)
Prerequisite: BIOL 314L.
Pre or Corequisite: BIOL 315.
Course includes dissection of preserved animals and animal organs. Students are responsible for providing their own dissection tools. Lab fees apply each term.

BIOL 319. Nutrition and Energy Homeostasis (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher; OR BIOL 211/211L with a C or higher and CHEM 222/222L; OR CHEM 221/221L and NEUR 301/301L and NEUR 305.
Students will explore the basic inputs and outputs of energy homeostasis in humans. The course begins with an introduction to the basic principles of nutrition and appetite. From there, students will gain specific understanding of body metabolism of carbohydrates, proteins, fats and alcohol as well as the roles of vitamins and minerals. Focus areas such as physical activity, clinical significance, public health, and lifespan nutrition may also be emphasized throughout the course.

BIOL 326. Genomics, Proteomics and Bioinformatics (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
This course is designed to introduce the fields of genomics, proteomics and bioinformatics. Students will utilize existing bioinformatic tools to analyze genomic and proteomic data to determine the specific functions of genes and proteins and to compare the genomes and proteomes of various organisms.

BIOL 391. WI: Junior Seminar (1-1-0)
Prerequisites: ENGL 223 with a C- or higher; BIOL 213/213L with a C or higher.
A seminar format course with each section having a different topic. Students will present reports orally and write short papers focusing on both the process of writing and the subject matter.

BIOL 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credit hours in elementary, intermediate or advanced topics toward graduation.

BIOL 405. Disease Biology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
This course covers the vital structural and functional

characteristics of common and important human diseases, as well as the principles of diagnosis and treatment.

BIOL 411. Immunology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher; or CHEM 221/221L and NEUR 301/301L and 305.
Immunology includes a survey of molecules, cells and tissues that comprise the immune system and the mechanism by which they protect organisms from disease. The functions of the immune system are illustrated by examining the normal immune response to an infective agent as well as by examining immune deficiencies and diseases that target the immune system. An upper level cell biology or molecular biology course is strongly suggested as a prerequisite, but not required.

BIOL 412. Fundamental Molecular Biology (4-3-0)
Prerequisite: BIOL 307 or BIOL 313 with a C- or higher.
Corequisite: BIOL 412L.
Molecular biology is a discipline based upon a reductionist logic that supports the concept that structure and function are intimately related. The primary goals for any molecular biologist are to understand the molecular basis for how prokaryotic and eukaryotic cells grow, divide, specialize and interact.

BIOL 412L. Fundamental Molecular Biology Laboratory (0-0-4)
Corequisite: BIOL 412.
Lab fees apply each term.

BIOL 419. Exercise Physiology (3-3-0)
Pre or Corequisite: BIOL 285 or 315.
Corequisite: BIOL 419L.
Restricted to kinesiology majors only.
Students explore physiological adaptations that occur both during exercise and as a result of regular physical training. Bioenergetics, cardiorespiratory function and neuromuscular physiology are key areas of emphasis for this exploration. Additional topics of discussion include the influence of environmental factors and ergogenic aids on athletic performance, as well as typical instrumentation used to assess this performance.

BIOL 419L. Exercise Physiology Laboratory (1-0-4)
Pre or Corequisite: BIOL 285L or 315L
Corequisite: BIOL 419.
Restricted to kinesiology majors only.
This lab complements the objectives from the exercise physiology lecture. Students apply basic concepts from lecture, perform common measurements and techniques associated with exercise physiology and collect, evaluate and report data. Lab fees apply each term.

BIOL 420. Animal Physiology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher; and one of the following: BIOL 307 or 312 or 409 or 425 or 440 or 445 or 457.
Corequisite: BIOL 420L.
Spring, odd years.
An introductory course in animal physiology emphasizing fundamental principles, concepts, and mechanisms responsible for homeostatic regulation of animal functions.

BIOL 420L. Animal Physiology Laboratory (0-0-4)
Corequisite: BIOL 420.
Spring, odd years.
Lab exercises will complement and reinforce lecture concepts, as well as provide students with the opportunity to perform physiology experiments and data analysis. Lab fees apply each term.

BIOL 422. Field Trip Experience (2-1-8)
Prerequisites: BIOL 213/213L with a C or higher.
Extended field trip courses, each of which is preceded by classroom instruction. Includes hands-on classroom exercises and on- and off-campus field exercises. May involve additional fees. A maximum of 4 credit hours can be counted toward a biology degree.

BIOL 423L. Human Donor Experience I (Credits vary 1-2)
Pre or Corequisites: BIOL 314L and senior standing. Application only.
This course will provide in-depth study of a human donor for the purposes of furthering pre-medical education. The selfless donation of these remains will be honored throughout the course. All enrolled students will be required to dissect and study the cadaver. Primary focuses of this semester include musculoskeletal anatomy with some spinal and nervous system anatomy. Students completing the course for 2 credit hours will be required to dissect for an additional hour and complete an inquiry-based learning project. Lab fees apply each term.

BIOL 424L. Human Donor Experience II (Credits vary 1-2)
Pre or Corequisites: BIOL 314L and senior standing. Application only.
This course will continue the in-depth study of a human donor for the purposes of furthering pre-medical education. The selfless donation of these remains will be honored throughout the course. All enrolled students will be required to dissect and study the cadaver. Primary focuses of this semester include cardiorespiratory, digestive, and genitourinary anatomy. Students completing the course for 2 credit hours will be required to dissect for an additional hour and complete an inquiry-based learning project. Lab fees apply each term. *Students are not required to complete BIOL 423L in order to enroll in BIOL 424L.*

BIOL 426. Human Biomechanics (3-3-0)
Prerequisites: PHYS 152, BIOL 300 and either BIOL 284 or BIOL 314.
Corequisite: BIOL 426L.
Restricted to kinesiology majors only.
Human Biomechanics is the study of the forces acting on and produced by biological systems. This course focuses on human movement involving muscles, tendons, ligaments and bones.

BIOL 426L. Human Biomechanics Lab (1-0-4)
Prerequisites: PHYS 152, BIOL 300 and either BIOL 284L or BIOL 314L.
Corequisite: BIOL 426.
Restricted to kinesiology majors only.
Human Biomechanics Lab is the application of laboratory techniques to study biomechanical events related to human movement. Lab fees apply each term.

BIOL 450. Environmental Microbiology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher; or BIOL 211 and CHEM 222/222L
Corequisite: BIOL 450L.
This course investigates the role microorganisms play in the terrestrial, aquatic and marine ecosystems. The course explores the dynamics of microbial populations and communities; normal microbiota and their interactions with other organisms; and environmental pathologies in air, water and soil.

BIOL 450L. Environmental Microbiology Laboratory (0-0-4)
Corequisite: BIOL 450.
In the laboratory students will learn classic environmental testing procedures and novel new assessment procedures that have their roots in biochemistry and molecular biology. Lab fees apply each term.

BIOL 480. The Molecular and Cellular Biology of Aging (3-3-0) [Same as NEUR 480]
Prerequisites: BIOL 213 and BIOL 213L or NEUR 201.
This course focuses on the latest literature leading to the current understanding of the underlying molecular and cellular causes of aging and the diseases associated with aging. This includes an understanding of current research methodologies and novel technologies. The course spans the following topics: cellular changes that accompany aging, the microbiome and aging, multiple diseases associated with aging and possible treatments and future research directions in aging. The molecular impacts of mitochondria, neurodegeneration, the microbiota, metabolism, diet, inflammation and stem cells on aging are explored. It includes lectures, readings, student presentations, class discussions and critiques of scientific papers.

BIOL 491. WI: Senior Seminar (1-1-0)
Prerequisites: ENGL 223 and BIOL 391W each with a C- or higher.
A seminar format course dealing with different topics in each section each semester. Students will give in-class presentations. A synthesis paper written by the student on some aspect of the topic will also be required. Presentation of this paper will occur on a Saturday late in the semester.

BIOL 492. Undergraduate Research Experience (Credits vary 1-4)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA and junior standing.
This course is designed to provide the qualified student the opportunity for scientific research under the supervision of a departmental faculty member. The topic, timeline, 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 repeated for a total of 4 credit hours. A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.*

BIOL 495. Special Topics (Credits vary 1-4)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. Biology majors may apply no more than nine credit hours of elementary, intermediate or advanced topics toward graduation.

BIOL 496. Practicum (Credits vary 1-3)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA and junior standing.
This course consists of an internship with an organization, usually external to the University, in which the student gains applied experience in some area of the biological sciences. Specific details of course requirements can be found in the agreement file maintained in the OENB Office. A maximum of three credit hours can be counted toward the degree. *A maximum of six credit hours from any combination of BIOL 492, BIOL 496, and BIOL 499 can be counted toward the biology degree.*

BIOL 499. Problems in Biology (Credits vary 1-3)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA; junior standing; consent of instructor and department chair.
An opportunity for independent study or literature review with guidance of a faculty advisor. No more than three credit hours 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 BIOCHEMISTRY

BCHM 333. Medicinal Chemistry: Blockbuster Drugs (3-3-0)
[Formerly CHEM 333, equivalent]
Prerequisites: CHEM 222.
The course is designed to provide a brief overview of Medicinal Chemistry. Drug design process and criteria are discussed. Students are introduced to biomolecules, such as proteins, and DNA, their properties and function. Enzymes and DNA are viewed as targets to elicit therapeutic effect. Major classes of drugs are introduced and their modes of action and synthesis.

BCHM 395. Special Topics in Biochemistry (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

BCHM 410. Medical Biochemistry (3-3-0)
Prerequisite: CHEM 222 with grade of C- or higher.
A survey of biomolecules, biochemical systems and pathways. The course focus is on amino acids, proteins, carbohydrates, cofactors and nucleotides. Major human biochemical pathways will be studied in detail. Bioenergetics and thermodynamics will be covered.

BCHM 414. Biochemistry I (3-3-0)
[Formerly BIOL/CHEM 414, equivalent]
Prerequisites: CHEM 222/222L. Restricted to biochemistry and chemistry majors or permission of instructor.
A survey of the principal molecular constituents of living organisms, including carbohydrates, lipids, nucleic acids and proteins. Macromolecular structure-function relationships and enzyme kinetics are emphasized.

BCHM 414L. Biochemistry I Lab (1-0-4)
[Formerly BIOL/CHEM 414L, equivalent]
Pre or Corequisite: BCHM 414 or BIOL 414 or CHEM 414. Restricted to biochemistry and chemistry majors or permission of instructor.
This is the accompanying lab for BCHM 414. Experiments emphasize molecular techniques and enzyme kinetics. Lab fees apply each term.

BCHM 415. Biochemistry II (3-3-0)
Prerequisite: BCHM 414 or BIOL 414 or CHEM 414. Restricted to biochemistry majors or permission of instructor.
This course will cover the major catabolic pathways, oxidative phosphorylation and selected anabolic pathways. Special attention will be placed on enzyme regulation and enzyme reaction mechanisms common to metabolism. The course will conclude with a look at how the chemistry relates to the division of labor among the major mammalian organs.

BCHM 415L. Biochemistry II Lab (1-0-4)
Pre or Corequisite: BCHM 415. Restricted to biochemistry majors or permission of instructor.
This is the accompanying lab for BCHM 415. Laboratory exercises utilize common techniques encountered in biochemical research to give students practical experience performing biochemical experiments. Lab fees apply each term.

BCHM 495. Special Topics in Biochemistry (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

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 121/242, and CHEM 221/222.

CHEM 103. Introductory Chemistry I (3-3-0) AINW
The fundamentals of general and inorganic chemistry. (CHEM 103 with or without CHEM 103L may be taken for elective credit as an introductory course to CHEM 121 and CHEM 121L.)

CHEM 103L. Introductory Chemistry Laboratory I (1-0-3) AINW
Pre or Corequisite: CHEM 103.
An introduction to the experimental techniques and methods of chemistry. Lab fees apply each term.

CHEM 104. Introductory Chemistry II (3-3-0) AINW
Prerequisite: CHEM 103 or 121.
The fundamentals of organic and biochemistry.

CHEM 104L. Introductory Chemistry Laboratory II (1-0-3) AINW
Pre or Corequisite: CHEM 104.
An introduction to the experimental techniques and methods of organic and biochemistry. Lab fees apply each term.

CHEM 110. Chemistry and Society (3-3-0) AINW
This course is for nonscience majors only; it is not intended for chemistry or biology majors. The course integrates fundamental concepts of chemistry with contemporary issues facing society. Sufficient technical background will be presented to enable an informed appreciation of the impact of chemistry within various topics selected by the instructor. The critical thinking methods developed will provide critical pathways for approaching other challenges in a rapidly changing world.

CHEM 121. General Chemistry I (3-3-0) AINW
The first half of the general chemistry sequence covers topics in atoms, stoichiometry, gases, thermochemistry, electronic structure, periodic properties, bonding and molecular geometry. Emphasis is placed on the development of problem-solving skills. Strong algebra skills recommended.

CHEM 121L. General Chemistry I Laboratory (1-0-4) AINW
Pre or Corequisite: CHEM 121.
The first semester of the general chemistry laboratory sequence introduces students to various chemical lab techniques and provides hands-on experience with the chemical concepts covered in the general chemistry lecture. This course also focuses on the development of scientific writing skills in the form of formal lab reports. Lab fees apply each term.

CHEM 221. Organic Chemistry I (3-3-0) [Formerly CHEM 321, equivalent]
Prerequisites: CHEM 121/121L.
Chemistry of the organic compounds. Structure, reactivity and reaction mechanisms.

CHEM 221L. Organic Chemistry Laboratory I (1-0-4) [Formerly CHEM 321L, equivalent]
Pre- or Corequisite: CHEM 221.
Introduction to common techniques and qualitative organic analysis. Lab fees apply each term.

CHEM 222. Organic Chemistry II (3-3-0) [Formerly CHEM 322, equivalent]
Prerequisite: CHEM 221.
Chemistry of organic compounds. Structure, reactivity and reaction mechanisms.

CHEM 222L. Organic Chemistry Laboratory II (1-0-4) [Formerly, CHEM 322L, equivalent]
Prerequisite: CHEM 221L. Pre or Corequisite: CHEM 222.
The study and analysis of organic reactions with emphasis on instrumental methods. Lab fees apply each term.

CHEM 242. General Chemistry II (3-3-0) AINW [Formerly CHEM 122, equivalent]
Prerequisite: CHEM 121.
The second half of the general chemistry sequence covers topics in intermolecular forces, properties of solutions, chemical kinetics, chemical equilibrium, acid/base equilibrium, chemical thermodynamics and electrochemistry. Emphasis is placed on the development of problem-solving skills. Strong algebra skills recommended.

CHEM 242L. General Chemistry II Laboratory (1-0-4) AINW [Formerly, CHEM 122L, equivalent]
Prerequisite: CHEM 121L.
Pre or Corequisite: CHEM 242.
The second semester of the general chemistry laboratory sequence introduces students to various chemical lab techniques, such as titration, and provides hands-on experience with the chemical concepts covered in the general chemistry lecture. This course also focuses on the development of scientific writing skills in the form of formal lab reports. Lab fees apply each term.

CHEM 341. Physical Chemistry I (3-3-0)
Prerequisites: CHEM 242/242L, MATH 240, PHYS 202/202L.
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.
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 (1-0-4)
Pre or Corequisite: CHEM 342.
This course explores the physical properties of matter. An emphasis is placed on the analysis of materials at the atomic and molecular level. Lab fees apply each term.

CHEM 361. Analytical Chemistry (3-3-0)
Prerequisites: CHEM 242/242L.
This course addresses the fundamental principles of the analytical problem-solving process, volumetric and gravimetric analysis, electrochemistry, systematic treatment of chemical equilibrium and the treatment of experimental data. Strong algebra skills are required.

CHEM 361L. Analytical Chemistry Lab (1-0-4)
Corequisite: CHEM 361.
Restricted to chemistry and biochemistry majors.
The laboratory course, to accompany analytical chemistry, involves an introduction to analytical laboratory techniques, such as volumetric and gravimetric analysis, electrochemistry and the treatment of experimental data. Lab fees apply each term.

CHEM 391. WI: Investigating Chemical Literature (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, CHEM 222, junior standing. Restricted to chemistry and biochemistry majors.
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 presentations.

CHEM 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
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 242/242L.
Inorganic chemistry will cover the topics of valence and molecular orbital theories; bonding in inorganic compounds; solid-state structures; properties of the representative elements; coordination chemistry of the transition elements; inorganic catalysis; silicate materials and their applications in environmental remediation.

CHEM 401L. Inorganic Chemistry Lab (1-0-4)
Corequisite: CHEM 401. Restricted to chemistry majors.
Inorganic chemistry lab will focus on methods of synthesizing some inorganic compounds. Lab fees apply each term.

CHEM 435. Nanochemistry and Nanotechnology (3-3-0)
Prerequisite: CHEM 222.
This course will introduce the fundamental principles of nanochemistry including synthesis, characterization,and application of nanomaterials such as nanosensors, nanobiology, nanomedicine and nanomachines.

CHEM 443. Atmospheric Chemistry (3-3-0)
Prerequisite: CHEM 242.
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)
Prerequisites: CHEM 222/222L and CHEM 361.
Theory and practice in the use of modern instrumentation for the solution of analytical problems.

CHEM 445L. Instrumental Analysis Lab (1-0-4)
Prerequisite: CHEM 361L or consent of instructor.
Corequisite: CHEM 445.
This course addresses the fundamental principles of chemical instrumentation, including electronics, signal and noise. The course also focuses on the fundamental theories of the major instrumental methods, such as spectroscopy and separations, and current applications. Completion of this course will afford students a working knowledge of analytical instrumentation typically employed in chemical, biochemical, and environmental research laboratories. Lab fees apply each term.

CHEM 465. Environmental Chemistry (3-3-0)
Prerequisite: CHEM 242.
This course 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 222.
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 492. WI: POGIA-A Chemistry Capstone Course (3-3-0)
Prerequisites: CHEM 391W, ENGL 223 with a C- or higher and senior standing.
A senior-level capstone course surveying the fundamentals of chemistry. Select topics and principles from physical, organic, general, instrumental and analytical chemistry will be reviewed through a series of lectures, student-led seminars, guest speakers and possible field trips.

CHEM 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CHEM 499. Independent Study and Research (Credits vary 1-3)
Prerequisite: Consent of instructor and department chair. (See section on Independent Study Procedures).

THE CURRICULUM IN MOLECULAR BIOLOGY AND CHEMISTRY

MBCH 498. Undergraduate Research and Thesis (3-0-3)
Prerequisites: BIOL 391 or CHEM 391, senior standing.
This course is the culmination of an independent research project. Eligible students in their senior year must be nominated by their faculty research advisor, have at least a 3.0 GPA, and have already done significant independent research with their advisor. In this course, students will collect data and conduct and analyze experiments no later than midterm, and, subsequently, write a final thesis and prepare a formal presentation and thesis defense. This course is intended to be more rigorous than other independent study courses with the inclusion of a formal thesis and defense and a requirement of at least 12 hours of effort per week.

THE CURRICULUM IN NATURAL SCIENCE

NSCI 310. The Study of Science (3-3-2)
Prerequisites: PSYC 312 or SOCL 314, junior standing, completion of a three credit AINW.

This course is designed for 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, evolution, environmental science, taxonomy, ecology). Students will have opportunities to examine exemplary science curricula, review characteristics of the learner and develop effective instructional strategies and assessment instruments needed to teach science.

DEPARTMENT OF ORGANISMAL AND ENVIRONMENTAL BIOLOGY

Dr. Heather Harwell, Chair
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Faculty

Professor: Atkinson, Meyer, Sherwin, Thompson, Whiting
Associate Professor: Collar, Harwell, Lattanzio, Steven
Assistant Professor: Primka
Senior Lecturer: Burke
Emeriti: Bankes, Cheney, Cones, Reed, Ruane

Mission Statement

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

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

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

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

Health-Related Professions

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

Bachelor of Arts Degree in Biology

The Bachelor of Arts degree in biology requires a minimum of 34 credit hours in biology. Students may present no more than two biology courses with grades lower than *C*- for the degree.

In addition to the successful completion of the liberal learning curriculum, the Bachelor of Arts degree in biology requires the successful completion of:

1. Biology Core*: BIOL 211/211L-212/212L- 213/213L;
2. One WI course with a BIOL prefix;
3. CHEM 103/103L-104/104L*;
4. MATH 125 and 130 or higher;
5. 21 credit hours of biology courses, three of these credit hours can be at the 200-level. The second course of the two-semester biology sequence at the 200-level may also be used to partially fulfill this requirement. At least three of the courses taken must have a laboratory component.

* The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in the BIOL WI course and CHEM 103/103L-104/104L.

Bachelor of Science Degree in Biology

The Bachelor of Science (B.S.) degree in biology requires a minimum of 34 credit hours in biology. In the B.S. in biology, students must choose a major. All of the majors build upon introductory biology and chemistry courses in a specific area of focus: cellular, molecular and physiological biology; organismal and environmental biology; integrative biology.

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

In addition to the successful completion of the liberal learning curriculum, the Bachelor of Science degree in biology requires successful completion of the following

courses:

Major in Cellular, Molecular and Physiological Biology
See catalog description for Department of Molecular Biology and Chemistry.

Major in Integrative Biology
1. Biology Core*: BIOL 211/211L-212/212L- 213/213L, one WI course with a BIOL prefix;
2. CHEM 121/121L-242/242L*, 221/221L-222/222L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credit hours of biology courses, only three of these credit hours can be at the 200-level. At least four credit hours selected from the required list for Cellular, Molecular and Physiological Biology major and at least four credit hours selected from the required list for Organismal and Environmental Biology major. At least three of the courses must have a laboratory component.

*The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in the BIOL WI course and CHEM 121/121L-242/242L.

Major in Organismal and Environmental Biology
1. Biology Core*: BIOL 211/211L-212/212L- 213/213L, one WI course with a BIOL prefix;
2. CHEM 121/121L-242/242L*, 221/221L-222/222L;
3. MATH 125 and 130 or higher;
4. PHYS 151/151L-152/152L;
5. 21 credit hours of biology courses, only three of these credit hours can be at the 200-level. Of these 21 credit hours at least 15 must come from the following courses, and three of these courses must have a laboratory component: BIOL 306/306L, 308/308L, 310/310L, BIOL 312/312L, 328, 365, 370, 403/403L, 407/407L, 409/409L, 418, 425/425L, 430, 434/434L, 435/435L, 440/440L, 445/445L, 454, 457/457L, 465/465L; CHEM 440, 465.

* The biology degree requires that students have a *C* or higher in BIOL 211/211L-212/212L-213/213L and a *C*- or higher in the BIOL WI course and CHEM 121/121L-242/242L.

Minor in Biology (27 credit hours)

BIOL 211/211L-212/212L-213/213L all with a grade of *C* or higher, (requires the completion of CHEM 103/103L-104/104L or CHEM 121/121L-242/242L) and a minimum of seven BIOL credits at the 300- or 400-level, including one course with a laboratory component. The second course of a two-semester biology sequence at the 200-level may also be used to partially fulfill this requirement.

Five-Year Master of Science in Environmental Science

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

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

How and When to Apply

After completion of 65 credit hours of undergraduate study, the application to the Five-Year B.S./M.S. Program is submitted no later than February 1 of the junior year. Applications for admission to the Five-Year Program are available at cnu.edu/admission/graduate/fiveyear. Formal acceptance by the Office of Graduate Studies will constitute admission to the Master of Science in Environmental Science program as long as the student maintains a 3.00 GPA or higher and remains in good standing by earning a grade of B- or better in any graduate course taken while in the undergraduate status upon undergraduate graduation.

Requirements for Admission

Criteria for student admission into the five-year program:
1. Undergraduate cumulative GPA of 3.00 or higher
2. A transcript showing undergraduate coursework and GPA. For transfer students, a transcript from each institution where the student has earned 12 or more credits is required.
3. Resume that includes contact information, diplomas and degrees awarded and in progress, information on awards (including honors and/or grants), work experience (volunteer and paid), extracurricular activities (including research participation) and interests and skills related to environmental science.
4. Answers to the following prompts (250 words or less for each prompt):
   a. Explain why you are interested in pursuing a Master's degree in Environmental Science, the area of study in Environmental Science that you find interesting and your long-term academic and career goals.
   b. Describe your academic path to graduate school. You may choose to describe a course or experience that was instrumental in setting you on a path in environmental science, other possible majors or career trajectories you have considered, time spent away from college, academic hurdles and accomplishments, etc. If you have faced circumstances that have negatively affected your

academic career to date, it would be appropriate to explain them here, too.

c. Describe a challenging project that you have completed, state why it was challenging and explain the strategies you used to overcome obstacles. The project may be academic in nature but also may be related to a job, a hobby or an extracurricular activity.

d. If you have participated in research either in a class or outside of class, describe your project and what aspects of research you find rewarding. If you have not participated in research yet, explain why you are interested in conducting research as part of coursework and a thesis for a Master's degree.

e. The Master's in Environmental Science program at CNU values and supports sociocultural diversity. In your experience and/or opinion, how do a diversity of views, experiences and ideas promote research and scholarship goals in environmental science?

5. Two completed recommendation forms are required. One must be from a faculty member in the major who has taught and/or mentored the student in a major course or research project.

6. Ranking of preferred thesis advisors. Prospective students should also contact faculty members with similar research interests to determine if they are accepting new graduate students and are encouraged to speak with the Graduate Program Director if they need assistance selecting a faculty member to contact. Applicants will be provided with a list of faculty currently taking thesis students and potential thesis topics during the application process to aid in their decision.

7. Students will also provide evidence of satisfactory completion of undergraduate coursework in Biology and Chemistry that is suitable preparation for graduate coursework in environmental science. At a minimum, students need to have taken: a college-level mathematics or statistics course; an introductory sequence in Biology and upper-level coursework in Chemistry or vice-versa; and coursework appropriate for thesis topic preparation. More coursework in the sciences is favorable.

8. OPTIONAL: Applicants may submit ACT, SAT and/or GRE scores if desired. Standardized test scores are not a required component of the application and lack of test scores will not reduce the quality of an application.

Teacher Preparation in Biology

Those students who wish to become teachers may apply to the Five-Year Master of Arts in Teaching (M.A.T.) Program as an undergraduate or after completion of a Bachelor of Science degree in biology. Application to the Five-Year Program must be made in the spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a Bachelor of Science degree in biology during the first four years and complete an additional year of study leading to the M.A.T. degree. Students majoring in biology can prepare to teach all core subjects of elementary school, pre-kindergarten through grade six or in the content area of biology in secondary school grades six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See major requirements for the B.A. or B.S. in biology.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; NSCI 310.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credits from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track

Major courses required:

1. BIOL 211/211L, 212/212L, 213/213L;
2. BIOL 313;
3. BIOL 391W or 491W;
4. BIOL 407/407L;
5. BIOL 284/284L or 314/314L or 409/409L or 420/420L.

Support courses required:
CHEM 121/121L, 242/242L; 321/321L, 322/322L;
CPSC 110; COMM 201 or THEA 232;
PHYS 151/151L, 152/152L; MATH 125 and 130 or higher;
PSYC 207 or 208, 312; SOCL 314/314L.

Graduate courses* required (senior year):
Select six credits: ENVS 510, 518, 522, 530, 532/532L, 536/536L, 540/540L, 550, 590 or 595.

* See the graduate catalog for course descriptions.

The Curriculum in Biology

BIOL 107. General Biology I (3-3-0) AINW
Does not count toward any biology major degree program.
BIOL 107 is managed and taught by the OENB Department. First semester of introductory biology sequence for non-majors; major topics covered are ecology, genetics, evolution and diversity.

BIOL 108. General Biology II (3-3-0) AINW
Does not count toward any biology major degree program.
BIOL 108 is managed and taught by the OENB Department. Second semester of introductory biology sequence for nonmajors; major topics covered are energy metabolism, cell biology, biotechnology, plant biology and animal biology.

BIOL 109L. General Biology Laboratory (1-0-2) AINW
Pre or Corequisite: BIOL 107 or 108 or 111 or 112 or 113 or 115.
Does not count toward any biology major degree program.
BIOL 109L is managed and taught by the OENB Department. Laboratory exercises to accompany any BIOL 107, 108, 111, 112, 113 and 115 AINW Area of Inquiry courses. Lab fees apply each term.

BIOL 111. Topics in Botany (3-3-0) AINW
Does not count toward any biology major degree program.
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.

BIOL 115. Topics in Ecology and the Environment (3-3-0) AINW
Does not count toward any biology major degree programs.
Through an ecological topic, this course examines the process of science, history of science and how science affects contemporary thought and society. The particular topics covered vary each semester.

BIOL 195. Special Topics (Credits vary 1-3)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

BIOL 211 Principles of Biology I (3-3-0)
Pre or Corequisites: CHEM 103/103L or 121/121L.
Restricted to students in biology degree programs.
BIOL 211 is managed and taught by the MBCH Department. Principles of Biology I is the first course in the three course sequence for students seeking a degree in biology. This course introduces fundamental chemical concepts to allow discussion of the composition and functioning of cells. Topics include respiration, photosynthesis, Mendelian genetics, DNA replication and gene functioning.

BIOL 211L Principles of Biology I Laboratory (1-0-4)
Pre or Corequisite: BIOL 211.
Restricted to students in biology degree programs.
BIOL 211L is managed and taught by the MBCH Department. Principles of Biology I Lab is the laboratory component of the first course in the three course sequence for students seeking a degree in biology. This course introduces students to basic laboratory techniques and fundamental cellular and molecular topics. Lab fees apply each term.

BIOL 212 Principles of Biology II (3-3-0)
Prerequisites: BIOL 211/211L with a grade of C or higher and CHEM 103/103L or 121/121L, each with a grade of C- or higher; or EVST 220 with a grade of C or higher.
BIOL 212 is managed and taught by the OENB Department. Principles of Biology II is the second course in the three course sequence for students seeking a degree in biology. This course introduces evolutionary and ecological topics as well as provides an overview to the diversity of life.

BIOL 212L Principles of Biology II Laboratory (1-0-4)
Pre or Corequisite: BIOL 212.
BIOL 212L is managed and taught by the OENB Department. Principles of Biology II Lab is the laboratory component of the second course in the three course sequence for students seeking a degree in biology. This course covers evolutionary, diversity, and ecological topics by way of in-class and in-the-field exercises. Students should expect to be in the field for some lab activities. Lab fees apply each term.

BIOL 213 Principles of Biology III (3-3-0)
Prerequisites: BIOL 212/212L with a C or higher and CHEM 104/104L or 242/242L with a C- or higher.
BIOL 213 is managed and taught by the OENB Department. Principles of Biology III is the third course in the three course sequence for students seeking a degree in biology. This course covers form and function of botanical and zoological organisms in some detail.

BIOL 213L Principles of Biology III Laboratory (1-0-4)
Pre or Corequisite: BIOL 213.
BIOL 213L is managed and taught by the OENB Department. Principles of Biology III Lab is the laboratory component of the third course in the three course sequence for students seeking degrees in biology. This course covers aspects of the form and function of botanical and zoological organisms by way of in-class and in-the-field exercises. Lab fees apply each term.

BIOL 295. Special Topics (Credits vary 1-6)
Prerequisites: As announced.
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.

BIOL 300. Biostatistics-Statistical Applications for Life Sciences Research (3-3-0)
[Same as NEUR 300]
Prerequisites: BIOL 211 or NEUR 201, MATH 125 each with a C- or higher.
This course is an introduction to methods and concepts of statistical analysis and sampling, with special attention to techniques used in the biological sciences. Topics include descriptive statistics, probability, types of error, inferential statistics, correlation and regression, analysis of variance (ANVOA) and distribution-free techniques.

BIOL 300L. Biostatistics-Statistical Applications for Life Sciences Research Laboratory (1-0-3)
[Same as NEUR 300L]
Prerequisite: BIOL 300 with a C- or higher.
This is an elective laboratory course to follow successful completion of BIOL 300. Students will develop enhanced skills in describing, characterizing, and analyzing biostatistical data using appropriate computer software and visualization tools, with an emphasis on reporting analytical results and figures to a scientific audience. Lab fees apply each term.

BIOL 306. Environmental Conservation (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
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.
The lab exposes students to the most current issues facing organizations that seek to conserve ecosystems. Beyond mere exposure to these efforts, the course pairs student teams with collaborating organizations in the conduct of science in support of conservation decisions. Participation in these activities may require off-campus travel, meeting teams at times beyond those scheduled for lab and your signature on a risk awareness form. Lab fees apply each term.

BIOL 308. Plant Biology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 308L.
This course explores the clever and sophisticated ways plants have evolved to survive, grow and reproduce. An emphasis will be placed on the interactions between plants and other organisms, including fungi, herbivores and pollinators. In addition, we will discuss the interactions between plants and people by examining the cultural and medicinal uses of plants around the world. Examples from the primary literature will be used to deepen our understanding of these topics.

BIOL 308L. Plant Biology Laboratory (0-0-4)
Corequisite: BIOL 308.
In the lab portion of this course, we will study the botanical life on our campus and within the community. Lab fees apply each term.

BIOL 310. Plant Systematics (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 310L.
A study of land plant morphology, diversity, and classification within an evolutionary context. Students learn to construct and interpret phylogenies and identify major evolutionary patterns in land plant lineages.

BIOL 310L. Plant Systematics Laboratory (0-0-4)
Corequisite: BIOL 310.
The laboratory portion of the course emphasizes the plant communities found in local ecosystems and plant identification in the lab and field. The morphology and life cycles of the major groups of land plants are also covered. Lab fees apply each term.

BIOL 312. Invertebrate Zoology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 312L.
A study of invertebrate biology emphasizing morphology and evolutionary relationships and including taxonomy, physiology, and behavior.

BIOL 312L. Invertebrate Zoology Laboratory (0-0-4)
Corequisite: BIOL 312.
Hands-on experience with living and preserved invertebrates. Dissections, slide work, on-campus and off-campus field work are included. Lab fees apply each term.

BIOL 365. Evolutionary Biology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
This course studies examples illustrating principles of evolutionary biology while demonstrating the techniques used by modern evolutionary biologists to study in the field and in the lab. Students will leave this course with a deep understanding of the most integrative field of biology.

BIOL 370. Macroevolution (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Macroevolution examines the history of life on earth. The course investigates events leading to the origin of life, traces major transformations in life's forms and places these events in the context of earth history. Through critical review of seminal and recent research, the course examines the evidence supporting current thinking about the progress of life's evolution. In particular, modern macroevolutionary biology relies on emerging analytical tools in paleontology and phylogenetics. The course takes an in-depth look at how these methods allow us to infer the action of past evolutionary processes, such as speciation and extinction, adaptation and dispersal.

BIOL 391. WI: Junior Seminar (1-1-0)
Prerequisites: ENGL 223 with a C- or higher; BIOL 213/213L with a C or higher.
A seminar format course with each section having a different topic. Students present reports orally and write short papers focusing on both the process of writing and the subject matter.

BIOL 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
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.

BIOL 403. Marine Biology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Taxonomic and ecological investigations of the major marine groups; pollution ecology; applied marine science.

BIOL 403L. Marine Biology Laboratory (1-0-4)
Pre or Corequisite: BIOL 403.
Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

BIOL 407. General Ecology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 407L.
This course studies the properties and processes of ecosystems, communities and populations, with consideration given to the influence of humans on each level.

BIOL 407L. General Ecology Laboratory (0-0-4)
Corequisite: BIOL 407.
Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

BIOL 409. Comparative Anatomy of Vertebrates (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 409L.
This is an upper-division course that offers an evolutionary and functional perspective on the great diversity of vertebrate organisms. Although vertebrates exhibit an amazing variety of forms and occupy nearly every ecosystem on Earth, their diversity can be explained as evolutionary modification of a shared ancestral body plan. In this course, we trace major transformations focusing on evolutionary changes in genes, development, structure and function that have arisen in response to shifting selective demands imposed by different environments.

BIOL 409L. Comparative Anatomy of Vertebrates Laboratory (0-0-4)
Corequisite: BIOL 409.
This laboratory provides the opportunity to become a comparative anatomist. We qualitatively and quantitatively examine specimens representing a wide range of vertebrate diversity to achieve several goals: including investigate the structural and functional organization of vertebrate organisms, recognize shared and derived features of major groups of vertebrates and develop skills in dissection and morphological analysis. Lab fees apply each term.

BIOL 418. Animal Behavior (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Spring, odd years.
The comparative study of animal behavior, including both vertebrates and invertebrates. Ethological concepts, physiological mechanisms and adaptive significance will be emphasized. Lab fees apply each term.

BIOL 422. Field Trip Experience (2-1-8)
Prerequisites: BIOL 213/213L with a C or higher.
Extended field trip courses, each of which is preceded by classroom instruction. Includes hands-on classroom exercises and on- and off-campus field exercises. May involve additional fees. Repeatable twice for a maximum of 4 credits.

BIOL 425. Ornithology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 425L.
An introduction to the biology of birds. Topics include anatomy, physiology, behavior, ecology, evolution, identification and conservation.

BIOL 425L. Ornithology Lab (1-0-4)
Corequisite: BIOL 425.
Lab is field-oriented and includes afternoon field trips throughout the Peninsula region of Virginia. Lab focuses on the identification of birds using both ocular and acoustic characters. Lab fees apply each term.

BIOL 430. Biogeography (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
The study of the patterns of distribution of organisms, both past and present, and the abiotic and biotic factors that produced those distributions.

BIOL 434. Marine Ecology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 434L.
This course investigates the structure and functioning of the marine environment at the level of communities and ecosystems, covering ecological processes such as production and consumption, ecosystems such as estuaries and reefs, and impact on the marine environment such as pollution and overfishing. Lecture, laboratory and field experiences are fully integrated in this course. The course emphasizes the importance of critically reading the scientific literature, evaluating and synthesizing conflicting results, and presenting information using standard scientific formats.

BIOL 434L. Marine Ecology Laboratory (0-0-4)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 434.
This course involves hands-on exercises in the lab and the field that enhance and are complementary of material covered in lecture. Multiple ecosystems will be visited throughout the course, where students draw from the scientific literature and popular press to build an understanding of the challenges faced by the inhabitants of the marine environment and the consequences of those challenges. Lab fees apply each term.

BIOL 435. Environmental Application of GIS (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 435L.
This course applies Geographic Information Systems (GIS) to environmental and ecological issues within the urban and rural landscapes. Computer information mapping, output design, spatial analyzes, GPS (Geographical Positioning System) applications and remote sensing techniques are discussed, explored (hands-on) and applied to local and regional problems.

BIOL 435L. Environmental Application of GIS Laboratory (0-0-4)
Corequisite: BIOL 435.
The application of ARCVIEW (ESRI Co.) software along with Trimble GPS units to geospatially address environmental questions and problems. Includes on- and off- campus field exercises. Lab fees apply each term.

BIOL 440. Herpetology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 440L.
The study of the reptiles and amphibians. Evolutionary history, taxonomy and ecology will be emphasized.

BIOL 440L. Herpetology Laboratory (0-0-4)
Corequisite: BIOL 440.
Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

BIOL 445. Mammalogy (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 445L.
Mammalogy is designed to introduce students to basic principles of mammalian biology. Students learn to recognize Virginia's mammals and gain an understanding of global mammalian diversity and systematics. Additionally, this course provides a broad understanding of the natural history of mammalian groups and species. We investigate the role of mammals in natural and urban systems and discuss the conservation of this important taxonomic group.

BIOL 445L. Mammalogy Lab (0-0-4)
Corequisite: BIOL 445.
Lab involves hands-on exercises in the lab and in the field that enhance and are complementary of material covered in lecture. Processing, dissection and necropsy are an expected part of the lab. Lab includes on- and off-campus field exercises. Lab fees apply each term.

BIOL 454. Global Change (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Spring, odd years.
This course examines the evidence, causes and impacts of global change. It is taught in a modified seminar format with discussion topics covering the basics of global cycles to current climate change issues. Topics include: ecological consequences of global warming, ozone depletion, terrestrial greening, ocean current changes, changing patterns of climate on ecosystem functioning, community interactions, and suitability of human systems.

BIOL 457. Entomology (4-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 457L.
An introduction to the biology of insects. Topics covered include anatomy, physiology, behavior, ecology, evolution, identification and conservation.

BIOL 457L. Entomology Lab (0-0-4)
Corequisite: BIOL 457.
This course provides an accelerated, introductory exposure to the external anatomy and classification of insects. The identification (by sight and dichotomous keys) of orders and select families is a major component of this lab. Effective methods and equipment for collecting, identifying, preserving and storage of insects through personal experience is a second major component of the course. Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

BIOL 465. Fish Biology (3-3-0)
Prerequisites: BIOL 213/213L with a C or higher.
Corequisite: BIOL 465L.
An introduction to the biology of fishes, including evolution and phylogeny, anatomy and physiology, processes affecting growth throughout the life cycle, behavior, ecology, and the role of fishes in their environment. The course concludes with a discussion of case studies in the conservation and management of fish species.

BIOL 465L. Fish Biology Laboratory (1-0-4)
Corequisite: BIOL 465.
A field-oriented lab involving field trips to sites throughout southeastern Virginia. Students learn field sampling and identification techniques for fishes, as well as data analysis applicable to fish population and community ecology. Lab fees apply each term.

BIOL 491. WI: Senior Seminar (1-1-0)
Prerequisites: ENGL 223 and BIOL 391W each with a C- or higher.

A seminar format course dealing with different topics in each section each semester. Students give in-class presentations. A synthesis paper written by the student on some aspect of the topic is also required.

BIOL 492. Undergraduate Research Experience (Credits vary 1-4)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA and junior standing.
This course provides the qualified student an opportunity for scientific research under the supervision of a department faculty member. The topic, timeline, 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 repeated for a total of 4 credits. A six credit maximum from any combination of BIOL 492, BIOL 496 and BIOL 499 can be counted toward the biology degree.*

BIOL 495. Special Topics (Credits vary 1-4)
Prerequisites: As announced.
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.

BIOL 496. Practicum (Credits vary 1-3)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA and junior standing.
This course consists of an internship with an organization, usually external to the University, in which the student gains applied experience in some area of the biological sciences. Specific details of course requirements can be found in the agreement file maintained by the OENB Office. A maximum of three credits can be counted toward the degree. *A six credit maximum from any combination of BIOL 492, BIOL 496 and BIOL 499 can be counted toward the biology degree.*

BIOL 499. Independent Study (Credits vary 1-3)
Prerequisites: BIOL 213/213L with a C or higher; minimum 2.5 GPA; junior standing.
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 six credit maximum from any combination of BIOL 492, BIOL 496 and BIOL 499 can be counted toward the biology degree.*

JOSEPH W. LUTER, III SCHOOL OF BUSINESS

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Instructor: Manspile, Ostad, Perry, Scott, Walker
Emeriti: Cohen, Fellowes, Frucot, Jordan, Lingenfelter, McCubbin, Mills, Rahim, Riley, Schell, Spiller

The Joseph W. Luter, III School of Business offers the Bachelor of Science in Business Administration (BSBA) in general business with majors in accounting, finance, management and marketing. Admission to the Luter School of Business is competitive. Students apply for admission during the semester in which they will complete a minimum of 54 credit hours of coursework and all pre-business requirements. The BSBA is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs worldwide. A per credit fee is required on all courses taught in the Luter School of Business.

Vision and Mission Statement of the Luter School of Business

Our vision is to inspire and prepare our students to become distinguished liberally-educated business leaders for careers in business and service to society.

Our mission is to develop students intellectually and professionally through a liberal-arts-based business education that graduates students who positively impact and contribute to the communities in which they live, work, and serve.

BSBA Course Restrictions

Students not planning to major or minor in a general business program of study may enroll in any lower division business course as long as they have met the course prerequisites and space is available. Non-BSBA students may take up to a maximum of nine credit hours of upper-division BSBA courses. They must meet the course prerequisites and obtain approval from the Office of the Assistant Dean.

Minor in Business Administration (21 credit hours)

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 of the following:

1. ACCT 200 (preferred) or ACCT 201 and BUSN 231[1] each with a minimum grade of *C*;
2. ECON 201 and 202;
3. BUSN 303;
4. FINC 300;
5. BUSN 448 or 495, or BUSN 442

[1] BUSN 231 requires an additional prerequisite of MATH 125.

Master of Financial Analysis

High performing juniors who want to take Master of Financial Analysis (MFinA) graduate courses in their senior year are encouraged to apply to the MFinA program by February 1 of their junior year. Upon acceptance, students will be allowed to take up to six graduate credit hours, will be automatically accepted into the MFinA program and will be eligible to transfer graduate courses taken as an undergraduate to their CNU MFinA degree. Students should meet with their academic advisor for more detailed information and course selection and review the graduate catalog for a full description of the program requirements.

Bachelor of Science in Business Administration in General Business

Students can choose among four majors in the BSBA degree in general business: accounting, finance, management

and marketing. The majors consist of a minimum of six courses (18 credit hours) beyond the business core curriculum.

Major in Accounting

Accounting is referred to as the "language of business," but it is really much more. Repeated surveys indicate that accountants are the most trusted advisors to business. Accountants are found at the highest levels of responsibility in a wide variety of organizations. Areas of knowledge include financial presentations and reporting, as well as audit and attestation services relating to financial information; taxation and planning relating to tax affects; and consulting on strategic, operational, financial matters relating to business, nonprofit and governmental entities. Accountants utilize a combination of skills and knowledge in their work. Among those are financial and tax knowledge, business acumen, presentation prowess, technology, emotional intelligence, audit training and management and leadership strengths. Those with an understanding of accounting are in a unique position to provide valuable assistance to businesses and others making economic and strategic decisions. With these skills, accounting graduates also frequently use their capabilities to embark on non-accounting careers in management, finance, law and governmental administration. Accordingly, a major in accounting provides both a solid foundation and flexibility for a variety of successful career paths.

Certified Public Accountant (CPA) Licensure

Students interested in pursuing the Certified Public Accountant (CPA) licensure will be well prepared to sit for the core section of the CPA exam and can select courses from one of the three tracks. The core section of the Certified Public Accounting (CPA) exam is comprised of the three areas: accounting, audit and attestation and taxation. The second part of the exam requires knowledge in one of three discipline areas: Business Analysis and Reporting, Information Systems and Controls or Tax Compliance and Planning. Each of the three areas of specialization is described below.

Business Analysis and Reporting (BAR)

Business Analysis and Reporting, the first alternative discipline, is designed to align with career paths emphasizing financial statement analysis, technical accounting, financial management and management advisory services. This discipline contains modules providing more depth than the core on financial accounting and reporting for-profit and not-for-profit entities, including modules on financial statements, derivatives, hedge accounting, foreign currency translation, leases, employee benefit plans, software, cost accounting, and governmental accounting. Also included is accounting research, sustainability reporting, financial statement analysis and advanced data analytics models and techniques for decision making.

Recommended Courses for the BAR Discipline

- ACCT 451 – Government & Non-For-Profit Accounting
- ACCT 500* - Advanced Financial Statement Analysis
- ACCT 570* - Data Management & Analytics

Information Systems and Controls (ISC)

The second discipline is Information Systems and Controls, encompassing the following modules that expand on the concepts and techniques in the core: IT governance, risk assessment, internal controls, System and Organization Controls (SOC) engagements, use of management data along with information security and protecting information systems. A candidate pursuing the IT section would have career interests in areas such as data governance, IT risk assessment, the IT component of financial audits of business processes and cybersecurity issues.

Recommended Courses for the ISC Discipline

- ACCT 505* - Emerging Assurance Technologies
- ACCT 570* - Data Management & Analytics
- ACCT 572* - Cybersecurity for Finance and Accounting Professionals

Tax Compliance and Planning (TCP)

The third discipline, Tax Compliance and Planning, is suitable for candidates opting for careers in tax compliance and planning at an entity or individual level. This section includes modules on individual and corporate tax compliance and planning, acquisition and disposition of assets, tax accounting methods and federal taxation of C and S corporations and partnerships. It also includes content on personal financial advisory services. Students interested in the Personal Financial Specialist Certification (AICPA) should consider this discipline.

Recommended Courses for the TCP Discipline

- ACCT 407 – Individual Compliance and Planning
- ACCT 505* - Emerging Assurance Technologies
- ACCT 570* - Data Management & Analytics
- FINC 525* - Wealth Management and Personal Hedging Strategies

*Enrollment into 500-level courses must be approved by the Director of the Master's in Financial Analysis program.

Major in Finance

Finance is the lifeblood of business. Without knowledge of the financial implications of business decisions, managers can make serious mistakes. Proper financial analysis helps business leaders make the choices that add value for the firm's shareholders, reflects the preferences of consumers and facilitates economic growth and prosperity as innovative products and services receive the proper level of support from investors. From an academic standpoint, finance sits at the intersection of many business disciplines. Using economic

analysis of accounting information, financial researchers and managers discern and enact successful corporate strategies. This includes how to make better decisions about everything from marketing activities to hiring decisions to information technology implementation.

Major in Management

Management is the process of planning, organizing, leading and controlling resources (people, financial, materials, information) to achieve organizational goals and objectives. It involves the coordination and administration of various activities within an organization. The field of management includes various subdisciplines such as human resource management, supply chain management, leadership, operations management and consulting. A major in management helps students develop the skills and tools necessary to pull both people and projects together in an effective and efficient manner, competencies that contribute greatly to the success of an organization. In the Luter School of Business, management education does not just take place in the classroom; students learn by doing here. Students work in teams to manage virtual companies using online simulation in which they apply business principles to make decisions about a future course of action. Students learn to use critical thinking and analytical skills to make decisions and take action when facing a novel or complex problem. Students also learn to express ideas clearly, and to lead, plan and organize a diverse and changing workforce. An emphasis on ethical standards is an integral part of the management curriculum. Overall, a major in management can provide students with valuable knowledge, skills and opportunities that can help them succeed in a wide range of career paths, and it can open the door to many exciting and rewarding opportunities.

Major in Marketing

The field of marketing is ever-changing, and the use of direct and data-driven marketing in today's business world is exploding! Digital marketing is now at the center of the communications revolution, and it is used by businesses, organizations, associations and individuals across the world. Today's marketers must know how to leverage new information, communication and distribution technologies to connect more effectively with customers in this digital age. Social and mobile media developments are dramatically changing how marketers create and communicate customer value. The Luter School of Business offers an academic major specializing in cutting-edge digital and data-driven marketing. This program emphasizes the development of integrated marketing communication strategies which support an organization's mission and strategic business initiatives. Students will learn how to connect and engage with customers via data analytics by precisely targeting consumers with messages that are relevant, timely and highly measurable. This major offers many experiential learning opportunities enabling students to go beyond theories and strategies to the actual creation and implementation of marketing plans and campaigns for real-world companies. Students are continuously challenged to embrace the dramatic changes in digital marketing and use emerging technology, including artificial intelligence, to engage consumers to create profitable customer relationships. Christopher Newport University's marketing program is known and respected nationwide as its students have repeatedly won the highest and most coveted award in the direct marketing industry, the Collegiate Gold ECHO Award.

All majors within the BSBA degree require the successful completion of the liberal learning curriculum, the pre-business requirements, business core and major curriculum. Some of the pre-business courses also satisfy liberal learning curriculum requirements.

Formal Admission to the Luter School of Business for the Bachelor of Science in Business Administration (BSBA)

All students who wish to earn a BSBA degree must apply. Applications are accepted online at the beginning of the fall and spring terms. Admission decisions are based on a student's cumulative or pre-business GPA and completion of the pre-business requirements. A student may apply twice to the BSBA program.

Minimum Application Requirements

1. A minimum of 54 credit hours of coursework including the term in which application is made.
2. All pre-business courses (ACCT 201 and 202, BUSN 231, 251, CPSC 215, ECON 201, 202, MATH 125, MATH 135 (recommended) or MATH 140 or 148, and PHIL 207) **with a minimum grade of *C* in each course**.
3. An overall GPA of 3.00 or higher or a GPA of 3.0 or higher in the pre-business coursework (see #2).

A student with a cumulative GPA of less than 3.00 and a pre-business GPA of less than 3.0 at the time of application will be deferred until the end of the semester. The final acceptance decision will be made at the conclusion of the term in which the application is made and will be based on successful completion of the pre-business courses and overall cumulative or pre-business GPA at that time. All students admitted into the Luter School of Business are required to complete an orientation.

Degree Qualification Requirements for Graduation with a BSBA Degree in General Business

1. Liberal learning curriculum, major, minor and concentration requirements for graduation must be completed according to the undergraduate catalog in effect at the time of admission to the University. *Note: The BSBA general business curriculum may change and the Luter School of Business has the right to substitute courses in place of courses retired from the catalog.*
2. Students may earn no more than one grade below *C*- in the specific major courses.
3. Senior students are required to participate in program

assessment activities.

4. Two majors under the BSBA degree may be declared. *Note: Only one degree is awarded and two BSBA majors may require more than 120 credit hours to graduate.*
5. At least 50 percent of the business credit hours required for the BSBA must be earned at Christopher Newport;
6. Minimum of 30 of the last 36 credit hours, including the last 12 credit hours within the major field, taken in residence.

The Business Core

The core courses are designed to give all business graduates the fundamentals necessary to succeed in the global business environment. All students must complete the following courses:

1. BUSN 276, Software Applications for Business
2. BUSN 300, Organizational Behavior
   (Minimum grade of C required for management majors)
3. BUSN 304, Operations Management
   (Minimum grade of C required for management majors)
4. BUSN 305, Introduction to Data Analytics
5. BUSN 311, Marketing Management
   (Minimum grade of C required for marketing majors)
6. BUSN 323, Corporate Finance
   (Minimum grade of C required for finance majors)
7. BUSN 418, Strategic Management

In addition, students must complete one of the following majors:

Major in Accounting

1. Business Core;
2. ACCT 301, 302, 307W, 370, 401, 405;
3. Students intending to take the CPA exam should select two: ACCT 407, 408, 451, 452, 495, 499, 500, 502, 570, and 572.

Note: ACCT 201 and ACCT 202 require a minimum grade of C. Students interested in taking a 500-level course must receive approval from the Director of the MFinA program.

Major in Finance

1. Business Core;
2. FINC 324, 325, 422, 425, 428W;
3. Select one: BUSN 491, FINC 424, 454, 495, 499, 500, 522, 524, 525, 532, 544, 552, 562, or 570. *Note: enrollment into the 500-level courses requires approval from the Director of the MFinA.*

Note: BUSN 323 requires a minimum grade of C.

Major in Management

1. Business Core;
2. MGMT 310, 355, 400, 410, 491W;
3. Select one: BUSN 317, 442, 491, FINC 570, MGMT 450, 454, 455, 456, 495, or 499. *Note: enrollment into the 500-level courses requires approval from the Director of the MFinA; BUSN 300 and 304 require a minimum grade of C.*

Major in Marketing

1. Business Core;
2. MKTG 310, 330W, 420, 460, 470;
3. Select one: BUSN 317, 491, MKTG 412, 454, 455, 495 or 499.

Note: BUSN 311 requires a minimum grade of C.

THE CURRICULUM IN BUSINESS

BUSN 101. Introduction to Business (3-3-0)

Restricted to freshman or sophomore standing.

This course aims to attract and engage students who are interested in business by providing a comprehensive overview of essential business concepts. It covers a wide spectrum of topics, including the basics of business operations, financial aspects such as the stock market and financial statements, elementary accounting principles, entrepreneurship, marketing, management, business ethics, law and international business. The course incorporates real-time business scenarios by visiting professionals to foster immersive discussions, allowing students to compare various functions within a business.

BUSN 205. Business Practicum (1-0-1)

Prerequisites: Pre-business students must have 30 earned credit hours and a 3.0 GPA.

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). Applications are available in the Office of the Assistant Dean and should be submitted prior to registration for the semester in which the practicum is undertaken. This course is graded pass/fail.

BUSN 210. Introduction to Biotechnology and Management (3-3-0)

This course is focused on how biological and related sciences apply to industry and business. It introduces students to the biotech industry, including the players and their challenges in basic science, medical devices, pharmaceuticals, distribution and sources of capital. Students will learn about the biotech value chain which begins with science and innovation and ends with a health care solution delivered to a patient. Students will understand the business facets of this chain in development, manufacturing, distribution and employment.

BUSN 231. Applied Business Statistics (3-3-0)

Prerequisite: MATH 125 with a grade of C- or higher.

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 concentrates 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 251. Business Law I (3-3-0)
Corequisite: ENGL 223
Understanding our legal system and legal principles is essential for all business students. This course presents students with opportunities to explore important topics in business law, including contracts, entity formation, corporations, agency, employment and other pertinent substantive areas. Because decision-making at all levels must take legal consequences into account, the study of business law requires and develops critical thinking skills, logic and reasoning.

BUSN 276. Software Applications for Business (3-3-0)
Prerequisites: CPSC 215, BSBA majors.
This course helps students master advanced Excel and Access functionality and apply those skills to various scenarios across multiple business disciplines. The course assumes familiarity with basic Excel and Access capacities, such as table formatting, use of basic functions and database principles. Topics include graphs and charts, the use of advanced formulas, manipulating data, recording and running macros, troubleshooting formulas, database design, learning how to create advanced SQL queries and designing functional data entry forms and reports. Working knowledge of Microsoft Excel and databases such as Access are foundational skills required in a variety of industries and are broadly used by business professionals.

BUSN 300. Organizational Behavior (3-3-0)
Prerequisites: ENGL 223, BSBA majors.
This course provides a comprehensive analysis of individual and group behavior in organizations by adopting 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. A minimum grade of *C* is required for management majors.

BUSN 302. Business Law for the Arts (3-3-0)
Prerequisite: ENGL 223.
The objective of this course is to introduce performing artists, visual artists and film artists to legal and business issues common to the entertainment industry. Through a combination of cases, text materials and hypothetical problems, students learn about contract law and the types of contracts that are common in the industry, copyright and other intellectual property issues and licensing and royalty requirements. Students also explore how the industry is changing as a result of new technology.

BUSN 303. Fundamentals of Business (3-3-0)
Prerequisites: ENGL 223 with a minimum grade of C- and ACCT 200 (preferred) or 201. Not for BSBA majors.
This course helps students gain a solid understanding of the components of a business, its external environment, and the interactions between them. Students will engage in decision-making and problem-solving in that setting. Ethics, leadership, employee empowerment, the impact of technology and the global market are topics of discussion. Students will be exposed to case-based learning in the course and will have the opportunity to develop critical thinking skills, team skills, written and oral communication skills throughout the course.

BUSN 304. Operations Management (3-3-0)
Prerequisites: BUSN 231, BSBA majors.
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 is intended to be a survey of operating practices and models in both manufacturing and service-oriented firms. A minimum grade of *C* is required for management majors.

BUSN 305. Introduction to Data Analytics (3-3-0)
Prerequisites: BUSN 231, BSBA majors.
Businesses, governments and individuals create massive collections of data as a by-product of their activities. Increasingly, decision-makers rely on intelligent technology to analyze data systematically in order to improve decision-making. In many cases automating the analytical and decision-making process is necessary because of the high volume of data and the speed at which new data are generated. This course will examine how data analytics can be used to improve decision-making. We will study fundamental principles and techniques of data mining, and data visualization. Real-world examples and cases will be analyzed to illustrate applications of data mining and develop data analytics thinking.

BUSN 311. Marketing Management (3-3-0)
Prerequisites: ENGL 223, BSBA majors.
An introduction to analysis and management of customer satisfaction in goods and services markets by profit and nonprofit 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. A minimum grade of *C* is required for marketing majors.

BUSN 317. Sales Skills (3-3-0)
Prerequisite: BSBA or Global Commerce and Culture majors.
This course introduces students to relationship selling and sales management from an ethical perspective. It prepares students to intentionally develop and manage ethical business-to-business and direct-to-customer relationships through effective internal and external communication, collaboration, organizational culture assessment, change management and identify and address conflict. The focus of the course is to help students develop skills and use techniques to understand and value behaviors of individuals and groups in competitive as well as collaborative situations.

BUSN 323. Corporate Finance (3-3-0)
Prerequisites: ACCT 201, ECON 201 or 202, MATH 125; BSBA majors.
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, the cost of capital, long-term financing, the effects of leverage, working capital management and the conduct of business in a multinational environment. A minimum grade of *C* is required for finance majors.

BUSN 395. Topics in Business (Credits vary 1-3)
Prerequisites: As announced. BSBA majors.
Topical seminars or courses in business areas of current interest.

BUSN 418. Strategic Management (3-3-0)
Prerequisites: BUSN 300, 304, 311, 323, BSBA majors and senior standing.
This course is the capstone for the BSBA degree and is taken in the senior year. Strategic management entails making long-range plans for organizations. This course utilizes business case studies to examine corporate strategies. Students are taught the strategic management process and how to apply that process using a sophisticated multi-period simulation throughout the term. 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.

BUSN 448. Enterprise Management (3-0-3)
Prerequisites: ENGL 223 and BUSN 303, each with a minimum grade of C-.
Enterprise management entails making long-range plans for organizations, executing those plans and effectively managing the enterprise. Students will review functions of the business enterprise and learn the process of strategic planning. The course is designed to integrate and apply knowledge and skills acquired to better understand how businesses function both domestically and internationally.

BUSN 480. Internship in Business (Credits vary 1-3)
Prerequisite: BSBA major or Biotechnology Management Program with at least junior standing.
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 on the Luter School of Business website.

BUSN 491. Brout Seminar (3-3-0)
Prerequisite: Junior standing.
This is a seminar course designed and taught by the Brout Professor. The topic changes each year.

BUSN 495. Advanced Topics in Business (Credits vary 1-3)
Prerequisites: As announced. BSBA majors.
Topical seminars or courses in business areas of current interest.

The Curriculum in Accounting

ACCT 200. Accounting Concepts (3-3-0)
Prerequisites: Sophomore standing, closed to accepted BSBA students.
This course is designed for non-business majors. It examines accounting concepts from the perspective of financial statement users, rather than statement preparers. Topics include: introduction to accounting, balance sheets, statement of cash flows, income statement analysis, and the use of financial data to make decisions. This course does not replace ACCT 201 for BSBA majors.

ACCT 201. Principles of Accounting I (3-3-0)
Prerequisites: Sophomore standing. Intended for pre-business majors only. All other majors should take ACCT 200.
Recommended Corequisite: CPSC 215.
This course introduces accounting principles and financial reporting and demonstrates how decision makers use accounting information for reporting and management purposes. Emphasis is placed on demonstrating the importance of having a solid knowledge of accounting to be successful in business.

ACCT 202. Principles of Accounting II (3-3-0)
Prerequisites: ACCT 201 and sophomore standing or permission of the School of Business.
Pre or Corequisite: CPSC 215.
This course continues the introduction to accounting principles and financial reporting, focusing on liabilities and

owner's equity. It introduces students to the basic concepts, analyses and uses of managerial accounting used by company managers in planning, controlling, and decision-making activities in their organization.

ACCT 301. Intermediate Accounting I (3-3-0)
Prerequisites: ACCT 202 with a grade of C or better, BSBA accounting majors; junior standing or permission of School of Business
Recommended Corequisite: BUSN 305
The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed on accounting for cash, receivables, inventories, property, plant and equipment, intangible assets and basic revenue recognition. Additionally, students will be introduced to the foundational concepts related to state and local governments as issued by the Governmental Accounting Standards Board (GASB).

ACCT 302. Intermediate Accounting II (3-3-0)
Prerequisites: ACCT 301 with a minimum grade of C; BSBA accounting majors.
The study and application of generally accepted accounting principles for reporting financial information about businesses. Emphasis is placed on accounting for liabilities and contingencies, stockholders' equity, investments, leases, taxes and preparation and use of the statement of cash flows. The course introduces students to data and technology concepts that help identify patterns, trends, and correlations to explain an entity's results.

ACCT 307. WI. Intermediate Managerial Accounting & Data Analytics (3-3-0) [Equivalent to ACCT 406W]
Prerequisites: ACCT 301 and ACCT 370 with a minimum grade of C; BSBA majors. Juniors and majors only
This course introduces students to the use of data in current period, historical and prospective analysis of financial statements and non-financial measures. Students will build upon their cost/managerial accounting and budgeting knowledge to make business decisions using data analytics.

ACCT 370. Accounting Information Systems and Data Analytics (3-3-0) [Formerly BUSN 370]
Prerequisites: CPSC 215, ACCT 202; BSBA Accounting majors.
Corequisite: BUSN 305
This course examines the nature and role of information systems technologies as an integrative and enabling function in contemporary organizations. Topics include data analytics, modeling, enterprise systems, transaction processing, e-business, database design and development, security issues and accounting controls. Analysis of basic transaction processes such as the sales and order-fulfillment cycles illustrate the fundamental importance of information technology in the conduct of management, accounting and operations functions.

ACCT 395. Special Topics in Accounting: Professional and Legal Responsibilities of Accountants
Prerequisites: As announced. BSBA accounting majors.
This course is designed to acquaint accounting majors with the legal and ethical requirements of the profession. The course covers the principles, rules, and regulations governing the conduct of CPAs. This course will prepare the student to work within the legal framework established by statute, regulation and to a lesser extent, the common law.

ACCT 401. Introduction to Taxation (3-3-0)
Prerequisites: ACCT 301; BSBA majors.
Students are introduced to the concepts and principles of income taxation as they apply to individuals and businesses. Students will use tax preparation software to prepare returns and will be introduced to the use of data analysis, including the technology used, in analyzing taxes.

ACCT 404. Volunteer Income Tax Assistance (1-0-1)
Prerequisite: BSBA majors
Students participate in the Internal Revenue Service's VITA program, preparing federal income tax returns for low income taxpayers. Students gain experience using professional tax preparation software and applying the income tax law to real life situations. The course may be repeated twice for a total of three credits and is graded pass/fail.

ACCT 405. Principles of Auditing (3-3-0)
Prerequisites: ACCT 302 with a minimum grade of C.
This course introduces students to the principles and procedures used during audit, attest and accounting and review services. Students will learn about the implications of using SOC 1 reports during an audit. Students will be introduced to the data and technology concepts commonly used during an audit engagement.

ACCT 407. Individual Compliance and Planning (3-3-0)
Prerequisite: ACCT 401.
Students will learn to identify and address the issues related to tax compliance and planning for individuals. Students will be introduced to the data and technology concepts used in tax compliance and planning.

ACCT 408. Entity Compliance and Planning (3-3-0)
Prerequisites: ACCT 401, senior standing BSBA majors.
Students will learn to identify and address the issues related to tax compliance and planning for entities. Students will be introduced to the data and technology concepts used in tax compliance and planning.

ACCT 451. Governmental & Not for Profit Accounting (3-3-0)
Prerequisites: ACCT 302 with a minimum grade of C; BSBA

majors.
This course covers accounting and financial reporting for governmental entities and not-for-profit entities. Students will be introduced to the data and technology concepts used in government and not-for-profit accounting.

ACCT 452. Advanced Accounting (3-3-0)
Prerequisites: ACCT 302 with a minimum grade of C; BSBA accounting majors. Senior standing.
This course covers business combinations, consolidation of financial statements and related notes, accounting for derivatives and hedges, foreign currency transactions and other complex accounting topics. Students will be introduced to research using the authoritative accounting literature and to use the data and technology concepts used in accounting.

ACCT 480. Internship in Accounting (3-0-3)
Prerequisites: BSBA accounting major with at least junior standing.
An internship experience is strongly recommended for all majors in their final year of study. Academic internships for credit are offered occasionally and are considered for general elective credit only. They do not count toward major requirements.

ACCT 495. Advanced Topics in Accounting (3-3-0)
Prerequisites: As announced. BSBA majors.
Topical seminar in accounting.

ACCT 499. Independent Study in Accounting (3-3-0)
Prerequisites: ACCT 201, ACCT 202 with a minimum grade of B-, junior standing, BSBA majors and permission of the School of Business.
Provides students with an opportunity for independent study or research with guidance of an accounting faculty member.

The Curriculum in Finance

FINC 210. Personal Finance (3-3-0)
This course is designed for non-business majors. The course will teach students to exercise intelligent control over their income, expenditures, borrowing, saving, investments and financial planning.

FINC 300. Managerial Finance (3-3-0)
Prerequisites: ACCT 200 (preferred) or 201, ECON 201 or 202, MATH 125. Not for BSBA majors.
This course will prepare students with knowledge and understanding of the basics of financial management and the evolving role of financial managers. Topics typically covered in this course include: mathematics of finance, valuation of securities, financial analysis, working capital management, cost of capital, capital budgeting, long and short term financing, international financial management and financial planning.

FINC 324. Principles of Investment (3-3-0)
Prerequisites: BUSN 323; BSBA majors.
This is a survey course dealing with the investment characteristics of securities, the fundamentals of portfolio planning and the operation and regulation of securities markets. This course focuses on analysis and solution of financial problems related to investment in stocks, bonds, mutual funds and derivative securities and 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)
Prerequisites: BUSN 323 with a minimum grade of C; BSBA majors.
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 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)
Prerequisites: BUSN 323 with a minimum grade of C; BSBA majors.
This is a course to strengthen students' knowledge of corporate financial management and the analytics of financial decisions at 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: capital budgeting, capital structure decisions, cost of capital determination, mergers and acquisitions, leveraged buyouts and financial distress and bankruptcy.

FINC 424. Portfolio Management (3-3-0)
Prerequisites: FINC 324; BSBA majors.
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 (mutual funds, bank trust departments, hedge funds). The course will cover the theory and practice of managing portfolios of securities to achieve desired objectives. It 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)
Prerequisites: FINC 324; BSBA majors.
Risk management is a fundamental corporate and personal issue. Risks are encountered in both product and capital markets. This course identifies risks in each of these markets and explores the methods and devices used to mitigate those risks. Risk management may incorporate computer models and

other tools. Emphasis is given to the use of derivative securities such as options, futures, and swaps in risk management.

FINC 428. WI: Financial Policy and Strategy (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, FINC 324, 422, BSBA majors.
The capstone course in finance deals with the strategies of corporate financial management. This is also a writing intensive course, involving team case studies and presentations of case solutions.

FINC 454. Study Abroad in Finance (3-3-0)
Prerequisites: Sophomore standing and consent of instructor.
This course, led by Luter faculty, is an in-depth study of how business and the topic of finance is carried out in foreign institutions and organizations. The location and length of the study abroad portion of this course will vary based on the topic and instructor. The course will include a mix of some or all of the following: classroom orientation, lectures, discussion group activities and visits to institutions of significance related to the central theme of the course. The course is open to all students regardless of major. Criteria for admission into the course may include an application process at the discretion of the instructor. In addition to tuition, there are fees collected in advance that are related to travel, accommodations and other curriculum-based activities.

FINC 480. Internship in Finance (3-0-3)
Prerequisites: BSBA major with at least junior standing.
An internship experience is strongly recommended for all majors in their final year of study. Academic internships for credit are offered occasionally and are considered for general elective credit only. They do not count toward major requirements.

FINC 495. Advanced Topics in Finance (Credits vary 1-3)
Prerequisites: As announced. BSBA majors.
Topical seminars in finance.

FINC 499. Independent Study in Finance (Credits vary 1-3)
Prerequisites: BUSN 323 with a minimum grade of C; BSBA majors and permission of the School of Business.
Provides students with an opportunity for independent study or research with guidance of faculty advisor.

THE CURRICULUM IN MANAGEMENT

MGMT 310. Leadership in Business (3-3-0)
Pre or Corequisites: BUSN 300; BSBA majors.
Leaders establish direction for their organizations by developing a vision for the future. They develop strategies for attaining their vision and share their vision with others in an effort to motivate and inspire. Leaders produce change. This course views leadership as a process and explores the role of leader/follower and context in that dynamic process. Topics include: the nature of managerial work, perspectives on effective leadership behavior, participative leadership, dyadic roles, behaviors for managing both work and relations, charismatic leadership, transformational leadership, power and influence, ethical leadership, leading in a global economy, leadership in teams and self-managed groups, strategic leadership by executives and the development of leadership skills.

MGMT 355. Management Science (3-3-0)
Pre or Corequisites: BUSN 304; BSBA majors.
This course focuses on management science techniques used for problem-solving and decision-making in all areas of management. These techniques involve the application of mathematical modeling and an analytical approach to business problems. Students learn to determine which methods are appropriate for solving various types of problems. The primary goal of the course is to help students become more skilled builders and consumers of models. Another important goal is to encourage a more disciplined thinking process when approaching management situations. Management science and operations research tools such as linear programming, sensitivity analysis and decision trees are covered.

MGMT 400. Human Resource Management (3-3-0)
Prerequisites: BUSN 300 with a minimum grade of C; BSBA majors.
This course examines the management of an organization's key resource, its people. Topics include job analysis, recruitment, selection, orientation and training, performance appraisal, diversity, compensation, benefits, legislation and labor law and the role of unions and collective bargaining.

MGMT 410. Supply Chain Management (3-3-0)
Prerequisites: BUSN 304 with a minimum grade of C; BSBA majors.
Supply Chain Management deals with the management of the direct value adding activities across all the firms that contribute to the creation, manufacture and delivery of a product. Students will 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 include supply chain design, optimization of logistic networks, inventory management, sourcing and supplier contracting, information technology, product design and globalization.

MGMT 450. Advanced Data Analytics (3-3-0)
Prerequisites: BUSN 305; BSBA majors.
This course expands on topics covered in the introductory data analytics class. Much data used by organizations comes from structured storage solutions such as corporate databases. Students learn database data extraction using Structured Query Language (SQL) as well as additional important

aspects of working with data such as data cleaning and data wrangling. The course will also examine the most prevalent issues confronting data quality and explore the common approaches and tools for resolving them. Advanced data analytics methods, such as advanced decision trees, Naive Bayes, k-nearest neighbors (KNN), and neural networks will also be explored. Data mining and visualization tasks will be performed using open source tools.

MGMT 454. Study Abroad in Management (3-3-0)
Prerequisites: Sophomore standing and consent of instructor.
This course, led by Luter faculty, is an in-depth study of how business and the topic of management is carried out in foreign institutions and organizations. The location and length of the study abroad portion of this course will vary based on the topic and instructor. The course will include a mix of some or all of the following: classroom orientation, lectures, discussion group activities and visits to institutions of significance related to the central theme of the course. The course is open to all students regardless of major. Criteria for admission into the course may include an application process at the discretion of the instructor. In addition to tuition, there are fees collected in advance that are related to travel, accommodations and other curriculum-based activities.

MGMT 455. Leadership Assessment and Development (3-3-0)
Prerequisites: BUSN 300 with a grade of C or higher; BSBA majors.
Pre or Corequisite: MGMT 310.
This course is designed to allow students to assess and develop their leadership capabilities in order to prepare them to be effective leaders in all phases of their lives. Data will be collected and generated through a variety of assessment methods. Students will learn how to interpret these data and use them to design personal development plans, design and execute projects and evaluate the behavior of prominent business leaders.

MGMT 456. Project Management (3-3-0)
Prerequisites: BUSN 304 with a grade of C or higher; BSBA majors.
This course is designed to develop students' core skills in initiating and planning projects. The course covers scope development, risk assessment, business case development and determination of stakeholders to initially create the case for the project. The core skills outlined in this course include budget, project schedule, change management, role definition and project approval. The student also provides critical skills in communication strategy, managing procurement, managing the execution of project activities, measurement and control activities and closing the project.

MGMT 480. Internship in Management (3-0-3)
Prerequisites: BSBA major with at least junior standing.
An internship experience is strongly recommended for all majors in their final year of study. Academic internships for credit are offered occasionally and are considered for general elective credit only. They do not count toward major requirements.

MGMT 491. WI: Senior Seminar in Management (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, BUSN 300 and 304; BSBA majors.
A required seminar for all management majors, this course integrates concepts, theories, and practices explored in earlier coursework and applies them to current issues in management. Specific content will be determined by the instructor.

MGMT 495. Advanced Topics in Management (3-3-0)
Prerequisites: As announced. BSBA majors.
Topical seminars in management.

MGMT 499. Independent Study in Management (Credits vary 1-3)
Prerequisite: Permission of the School of Business.
Provides students with an opportunity for independent study or research with guidance of a faculty advisor.

The Curriculum in Marketing

MKTG 310. Consumer Behavior (3-3-0)
Pre or Corequisites: BUSN 311; BSBA majors.
A key component of marketing is understanding the needs, wants and behaviors of consumers. This course explores major theories and emerging topics in the area of consumer behavior, covering various aspects of cognitive and social psychology related to consumer information processing and decision-making. The goal of this course is for students to gain a working knowledge of how consumers think, feel and behave, as well as insights into how to influence them in both traditional marketplaces and emerging online spaces. By the end of this course, students will not only be able to interpret consumer behaviors from various perspectives, but they will also be capable of developing consumer-oriented ideas for new products and marketing campaigns.

MKTG 330. WI: Digital Marketing (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; BUSN 311 with a minimum grade of C; BSBA majors.
Digital media prompts opportunities and challenges for marketers to interact with consumers. Recent advances in communication technology have expanded e-business beyond the World Wide Web to an interactive, multi-platform, multi-device, digital environment. This course examines recent developments in digital marketing and considers the broad context of how consumers, technology and marketing factor into the business exchange process. There is an emphasis in the course placed on constructing a framework for the strategic deployment of digital media in a consumer products marketing context. Topics include

a survey of consumer digital devices, social networking, email marketing platforms, data surveillance and consumer privacy, effective graphic design, techniques in digital media production, website usability testing and website performance metrics with Google Analytics.

MKTG 412. Successful Selling and Storytelling (3-3-0)
Prerequisites: BUSN 311 with a minimum grade of C; BSBA majors.
This course will empower students with knowledge and practical hands-on experience in key areas of the personal and professional selling process. Each of the stages in the ordered selling process (prospecting, approaching, communicating, delivering the sales presentation and pitch, negotiating, closing the sale and providing follow-up) will be investigated in detail throughout the seminar. Special attention will be given to the use and impact of storytelling in the creation of sales materials and the delivery of passionate pitch presentations.

MKTG 420. Marketing Research (3-3-0)
[Formerly MKTG 320, equivalent]
Prerequisites: BUSN 311 with a minimum grade of C; and MKTG 310; BSBA majors.
This course will introduce students to theoretical frameworks regarding why and what we buy. Students will develop an understanding of the quantitative and qualitative research tools marketers use to develop consumer insights and make critical marketing decisions. Topics include the development of managerial strategies and the creation of marketing objectives, as well as the creation of consumer communications and the ongoing measurement of campaign success and brand health. Students will have the opportunity to practice various research techniques firsthand, and will work toward applying research findings to develop marketing recommendations.

MKTG 454. Study Abroad in Marketing (3-3-0)
Prerequisites: Sophomore standing and consent of instructor.
This course, led by Luter faculty, is an in-depth study of how business and the topic of marketing is carried out in foreign institutions and organizations. The location and length of the study abroad portion of this course will vary based on the topic and instructor. The course will include a mix of some or all of the following: classroom orientation, lectures, discussion group activities and visits to institutions of significance related to the central theme of the course. The course is open to all students regardless of major. Criteria for admission into the course may include an application process at the discretion of the instructor. In addition to tuition, there are fees collected in advance that are related to travel, accommodations and other curriculum-based activities.

MKTG 455. Marketing Analytics (3-3-0)
Prerequisites: BUSN 305 and MKTG 420; BSBA majors.
Modern marketing is an increasingly analytical profession driven by the availability of big data and analytical techniques to improve decision making. This course exposes students to techniques and tools to convert massive customer data from varied sources into meaningful information. The course covers a spectrum of topics that include marketing metrics, web analytics, social media analytics, A/B testing, machine learning and text analytics. The emphasis of this course is on interpreting and applying the results of data analysis to make real-life strategic marketing decisions.

MKTG 460. Integrated Marketing Communications (3-3-0)
Prerequisites: BUSN 311 with a minimum grade of C and MKTG 310, BSBA majors.
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 return on investment. The emphasis of this course is placed on direct response communication and the design and production of interactive marketing creative materials.

MKTG 470. Marketing Strategy (3-3-0)
Prerequisites: MKTG 420, 460; BSBA majors.
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.

MKTG 480. Internship in Marketing (3-0-3)
Prerequisites: BSBA major with at least junior standing.
An internship experience is strongly recommended for all majors in their final year of study. Academic internships for credit are offered occasionally and are considered for general elective credit only. They do not count toward major requirements.

MKTG 495. Advanced Topics in Marketing (3-3-0)
Prerequisites: As announced. BSBA majors.
Topical seminars in marketing.

MKTG 499. Independent Study in Marketing (Credits vary 1-3)
Prerequisites: BSBA majors and permission of the School of Business.
Provides students with an opportunity for independent study or research with guidance of a faculty advisor.

Child Life

Dr. Gayle Dow, Director
Forbes Hall, 2033
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gayle.dow@cnu.edu

Minor in Child Life
(21-22 credit hours)

Christopher Newport University offers a multi-disciplinary minor in child life for undergraduate students. Child Life is a medical field that uses knowledge about child development, family systems and medicine to support children and families in the medical setting. According to the Association of Child Life Professionals (ACLP), Child Life Specialists:

> help infants, children, youth, and families cope with the stress and uncertainty of illness, injury and treatment. [They] provide evidence-based, developmentally appropriate interventions including therapeutic play, preparation, and education to reduce fear, anxiety and pain…The philosophy and practice of child life will be applicable to any healthcare setting and transferable to other community settings or situations in which the potential for infants, children, and youth to cope, learn, and master is placed at risk.

The Child Life minor provides one component of preparation for a career as a Child Life Specialist. According to the ACLP, to become a Child Life Specialist, students need to (1) complete a bachelor's degree in any field of study; (2) complete ten 3-credit university courses, seven of which must be in specific content areas; these seven courses are listed below and comprise the minor in child life at Christopher Newport University; (3) complete a 600-hour internship; and (4) obtain a passing score on the Child Life Professional Certification Examination.

Program Objectives

This program is primarily designed to meet the following student goals:

1. 1. Provide the coursework required for students who are interested in pursuing a career as a Child Life Specialist;
2. To act as a minor for students planning for careers other than Child Life Specialists that involve working with children.

Program Requirements

Students should seek advising from the Director of the Child Life program in choosing the courses for the minor. Please note, students must complete all prerequisites for these courses. Courses with prerequisites are marked with an asterisk.

Course desctiptions appear in appropriate sections throughout the catalog.

1. One Child Life course taught by a Child Life Specialist: CHLF 201 (3 credits)
2. Two Child/Adolescent Development courses: PSYC 208, PSYC 309*, or PSYC 327* (choose two, 6 credits)
3. One Family Systems Course: COMM 311* or SOCL 303* (choose one, 3 credits)
4. One Play Course: PSYC 317* (3 credits)
5. One Death, Dying, and Bereavement Course: PSYC 336* (3 credits)
6. One Research Course: COMM 318*, PSYC 301* & 301L*, or SOCL 300* (choose one, 3-4 credits)

The Curriculum in Child life

CHLF 201. Introduction to Child Life (3-3-0)
This course is designed to provide an overview of the profession of Child Life and aspects of pediatric healthcare. Topics covered include history, scope, theoretical foundations, guiding principles, ethical standards, assessment, preparation, play, coping, the therapeutic relationship, family-centered care, documentation, grief and loss and the role of Child Life within the interdisciplinary medical team. Application of developmentally-appropriate interventions for children and adolescents within the patient- and family-centered model are reviewed. Interest in or pursuit of the Child Life minor is not required

CHILDHOOD STUDIES

Dr. Kevin Shortsleeve, Director
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Minor in Childhood Studies
(18 credit hours)

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

1. Provide a body of knowledge about children and adolescents combined with skills obtained from the student's major discipline to prepare for careers in teaching, social work, counseling, administrative positions in community programs for children and adolescents, juvenile justice programs and others.
2. To serve as a minor for the student who has no career goals in the field but has an interest in the study of childhood. Any of the courses may be taken without commitment to the entire program.

Program Requirements

Students should seek advising from the Director of the Childhood Studies program in choosing the courses for the minor.

1. A minimum of 18 credit hours as listed below are required to complete the minor.
2. Core requirement: IDST 210.
3. Select five courses (15 credit hours) from the approved elective list. To preserve the interdisciplinary nature of the minor, no more than two courses may come from the same discipline.
4. Special topics and other courses may be used if approved by the director.
5. Occasional special topics courses (295, 395, 495) from BUSN, ENGL, POLS, PSYC, SOWK, as well as new courses may be credited toward the minor if they have the approval of the director.

THE CURRICULUM IN CHILDHOOD STUDIES

IDST 210. A Study in Childhood: History, Literature and Education (3-3-0) [Formerly CHST 201, equivalent]
Prerequisite: ENGL 123.
This course explores the history of childhood, trends in educational theory, child psychology and children's literature. Students will study the differing constructions of childhood in world history and explore innovations in educational theory and child psychology, from Locke to Bettelheim and beyond. Students will be further informed by reading historical examples of texts for children, from Sumerian clay "readers" to Aesop, early fairy tales, and on to modern children's literature.

Electives

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

CHLF 201	Child Life
COMM 311	Family Communication
ENGL 315	Adolescent Literature
ENGL 316	Children's Literature
ENGL 412	Multicultural American Literature
ENGL 416	Advanced Studies in Children's and Adolescent Literature
ENGL 452	WI: Writing for Children: Second World Fantasy
ENGL 453	Writing for Children: Picture Books
PSYC 207	Life-Span Development
PSYC 208	Child Development
PSYC 309	Adolescent Development
PSYC 312	Educational Psychology
PSYC 327	Theories and Principles of Child Development
PSYC 428	Cognitive Development
SOCL 303	Reimagining the Family
SOCL 304	Socialization and Society
SOCL 314	Education, Culture and Society
SOWK 210	Human Behavior in the Social Environment I

Chinese Studies

Dr. Jonathan M. Smith, Director
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Minor in Chinese Studies
(15 credit hours)

In recent years, whether in political, economic or cultural terms, China has grown more prominent on the world stage by leaps and bounds. The interdisciplinary minor in Chinese studies offers students a broad view of China's diverse peoples, histories and traditions. Mandarin Chinese, standard language of the People's Republic of China and among the world's most widely-spoken languages, is a key point of entry. Our interests are both contemporary, allowing a focus on shared interests and concerns in a global environment, as well as historical, with the development of Chinese civilization providing a useful counterpoint to the Western tradition.

Program Objectives

1. Provide a China-focused area studies minor combining the structured overview of an introductory course with the depth offered in more specialized and advanced courses.
2. Complement work done in the student's major by offering a focus on Chinese language and culture that is otherwise unavailable.
3. Formally document a student's concentrated study of China.
4. Assist students with interest in China by integrating all relevant coursework and providing China-focused extra curricular and study abroad opportunities.

Program Requirements

1. Core requirement: IDST 205
2. CHIN 201-202 or two higher-level CHIN courses. (CHIN 101-102 or their equivalent are program prerequisites. The 101-102 courses may be waived for advanced Chinese students at the discretion of the director.)
3. Two program electives (6 credit hours) from the following approved list.
4. Independent study, special topics, and Honors courses focusing on Chinese topics may count toward the minor as determined by the director.

The Curriculum in Chinese Studies

IDST 205. Introduction to Chinese Studies (3-3-0) AIGM [Formerly ASIA 201, equivalent]
IDST 205 provides a general introduction to the history and intellectual traditions of China investigating the role such traditions have played and continue to play in the development of the contemporary societies of the Chinese linguistic and cultural sphere. Course content will regularly include the key trends and transitions defining Chinese history; early philosophical and religious traditions; the languages of China - Sinitic and other - and their political position; and the numerous ethnolinguistic groups whose histories and lifeways differ sharply from those of the culturally and politically dominant Han. IDST 205 serves as the core course for the minor in Chinese Studies.

Electives

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

CHIN 302	Chinese Conversation and Comprehension
CHIN 314	Business Chinese
CHIN 395	Chinese Special Topics
FNAR 374	Asian Art
HIST 360	History of Traditional East Asia
HIST 367	Modern Chinese History
HIST 405	Law and Justice in Chinese History
HIST 466	Society and Culture in Chinese History
PHIL 348	Asian Philosophy
POLS 353	East Asian Politics
RSTD 211	Religions of the East
RSTD 260	The Vision of Buddhism

* Students must consult the director on matters of course selection and advising.

Civic Engagement and Social Justice

Dr. Brooke Covington, Director
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brooke.covington@cnu.edu

Minor in Civic Engagement and Social Justice (18 credit hours)

The minor in Civic Engagement and Social Justice is an interdisciplinary program open to all students who want to make a positive difference in the world. The civic-minded individual is one with the moral conviction that all citizens have the inherent responsibility to identify and address issues of public concern. Engaged citizenship requires knowledge and understanding of societal problems, willingness to utilize one's skills in service to society and commitment to building strong communities. This program explores issues of social justice, economic opportunity, access to resources and cross-cultural understanding, with an emphasis on promoting the quality of life for all members of the community. Through interdisciplinary study and service, students will become proactive citizens who find creative and practical solutions to local, national and global problems.

Program Objectives

1. Gain knowledge and understanding of the theoretical models of civic engagement and community development.
2. Define and analyze issues of social justice and learn how to address these issues through active citizenship.
3. Develop skills in promoting social justice through inquiry, critical thinking, problem solving and cultural competency.
4. Engage in service with established community partners for the purpose of supporting and advancing program development.

Program Requirements

1. Core requirements: IDST 250, ENGL 454W and IDST 470 (9 credit hours).
2. One course from Global Perspectives (3 credit hours).
3. Two courses from the list of approved electives (6 credit hours). Courses must come from two different disciplines.
4. Certain study abroad seminars, independent studies and special topics courses may count toward an elective requirement as pre-approved by the program director.

Core

IDST 250	Introduction to Civic Engagement and Social Justice
ENGL 454	WI: Writing for Civic Engagement
IDST 470	Seminar in Civic Engagement & Social Justice

Global Perspectives

ANTH/SOCL 330	Language and Culture
COMM 240	Intercultural Communication
LDSP 330	Cross Cultural Leadership
MLAN 308	Cross-Cultural Awareness
SOCL 220	Global Social Problems

Electives

ANTH/SOCL 309	Migration, Displacement, and Refugees
COMM 201	Public Speaking
COMM 330	Communicating Gender, Race, and Class
COMM 341	Rhetoric and Social Movements
CRIM/SOCL 365	Social Change and Policy
ECON 351	Urban Economics
HIST 341	The Long Civil Rights Movement
LDSP 338	Leading Adaptive Change
LDSP 380	Women and Leadership
MLAN 311	Multilingual Learners in the Community
MUSC 261	Opera Workshop
PHIL 304	Ethics and Current Value Questions
PHIL 315	Philosophy of Gender
POLS 317	Civil Rights and Liberties
PSYC 304	Social Psychology
PSYC 340	Adult Development and Aging
RSTD 210	Interfaith Studies
SOCL 304	Socialization and Society
SOCL 306	Social Psychology
SOCL 316	Race, Ethnicity, and Racism
SOWK 201	Introduction to Social Work and Social Welfare
SPAN 330	Spanish in the Community

The Curriculum in Civic Engagement and Social Justice

IDST 250. Introduction to Civic Engagement and Social Justice (3-3-0)

This interdisciplinary course will introduce students to the theory and praxis of civic and community engagement while exploring foundational principles of social justice. It will explore the differing and sometimes competing notions of community, civic engagement and social justice at a local, state, national and global level. In this class, we will meet with local community representatives, explore the social environment and conduct site visits with local community organizations. Through this course, you will be able to explore what it means to be an active and engaged citizen.

IDST 470. Seminar in Civic Engagement and Social Justice (3-0-3)

Prerequisites: IDST 250.

This capstone course draws on coursework and experiential learning in the minor. Students will identify a community need; develop a partnership with a community agency which has a global, national or community mission and provide semester long service hours; create a project proposal of research and innovative action; and complete and present a reflective paper on the project. This service-learning course requires a minimum of 40 service hours and counts for 40 hours toward Service Distinction.

College Studies

Christopher Newport University involves students in a rich, multifaceted tradition of intellectual exploration grounded in the common principles of liberal learning. The college studies program develops students' capacities of empowerment, knowledge and responsibility, whose key intellectual and personal attributes are enumerated below. All coursework at Christopher Newport University — whether in the liberal learning core, major, minor or elective courses —seeks to introduce, reinforce and advance student aptitude in these primary capacities.

The Essential Learning Outcomes

Beginning in school and continuing at successively higher levels across their college studies, students prepare for twenty-first century challenges by gaining:

- Intellectual and practical skills, including: inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; teamwork and problem solving. **Practiced extensively**, *across the curriculum, in the context of progressively more challenging problems, projects and standards for performance.*
- Personal and social responsibility, including: civic knowledge and engagement – local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. **Anchored** *through active involvement with diverse communities and real-world challenges.*
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies. **Demonstrated** *through the application of knowledge, skills and responsibilities to new setting and complex problems.*

The Curriculum in College Studies

COLL 140. The Transitional Learner (2-2-0)

Prerequisite: First year freshman or first term transfer student.

This course serves as an introduction to higher education and an ongoing orientation to Christopher Newport campus resources and services. Designed to help new students transition to college life, students will learn academic and psycho-social skills that will assist them in their adjustment to the university. Students will achieve greater understanding of learning theories, problem-solving approaches and academic skills and study strategies that can be applied within the college environment. In addition, students will investigate potential academic pathways, career goals and pre-professional experience prior to graduation.

COLL 150. The Intentional Learner (2-2-0)

Prerequisite: Academic probation status.

The student will understand the significance of a liberal arts education, examine his/her/their 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.

COLL 277. The Internship: A Course for Your Career (Credits vary 1-3)

Prerequisite: Permission of instructor.

Restriction: Students are not permitted to receive academic credit in COLL 277 and an academic department's internship course for the same internship experience. Students are encouraged to check with their academic department to see if a course for internship completion is offered before enrolling in COLL 277. Students must enroll in the course in either the semester they are completing the internship or in the semester immediately following the internship.

This course provides students the opportunity for meaningful reflection on their internship experience. Students will utilize assignments to consider how their coursework has prepared them for the experience and how the experience is preparing them for future internships, jobs and graduate school programs. Following the course, students will be able to articulate the value of their experience and their contributions to the organization. The internship must be approved by the instructor in order to register for the course.

Department of Communication

Dr. Alice Veksler, Chair
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Faculty

Professor: Meyer, Stern
Associate Professor: Lane, Manning, Sery, Smith, Steiner, Veksler
Assistant Professor: Cummings, Roaché, Sarkissian
Master Lecturer: Connable
Lecturer: Toh
Emeriti: Baughman, Best, Hubbard, Koch

Mission Statement

Communication is a discipline concerned with the study of messages within the context of human relationships, communities and institutions. Courses in communication at Christopher Newport University examine the nature, use, role and interpretation of messages produced by, and for, individuals, communities and cultures. Students majoring in communication will learn to understand, interpret, produce and critique messages within the contexts of interpersonal, media and public culture.

Bachelor of Arts Degree in Communication

Since antiquity, scholars and practitioners have explored and grappled with the power of human communication—as a tool for persuasion, as a means of establishing and building relationships and as a fundamental way to create meaning. Faculty in the Department of Communication focus on how human beings create and employ messages to accomplish these important purposes. Courses in communication focus on how those messages affect people, how they shape the thinking that individuals and communities do and how they shape and reinforce the cultures and social structures in which we live. Students majoring in communication learn broadly about the nature and function of messages in relational, public and mediated contexts. They learn how to understand and insightfully critique the function and power of messages. They also learn how to be more skilled and ethical producers of messages—as professionals and as citizens in a democratic society.

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

1. COMM 201, 211, 222, 249, 452W;
2. Select one: COMM 302, 303, 304;
3. Select one: COMM 402, 403, 404, 405;
4. Select eighteen additional credit hours in COMM courses, at least fifteen credit hours must be at the 300-400 level.

Students who have declared communication as their major and have earned at least 45 credit hours must maintain a minimum cumulative GPA and a major GPA of 2.00. Students may have no more than two grades below *C-* in the major.

In addition to this coursework, students are encouraged to take a body of courses in a secondary area of interest related to their professional goals.

Minor in Communication (18 credit hours)

The minor program in communication requires successful completion of the following:

1. COMM 201;
2. COMM 211, or 222, or 249;
3. Select twelve additional credit hours of communication courses in consultation with a departmental advisor, nine of which must be at the 300-400 level;
4. Students may have no more than two grades below *C-* in the minor, and must maintain a minimum GPA of 2.00.

The Curriculum in Communication

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)
This course introduces students to effective speech preparation and delivery with an emphasis on the extemporaneous mode of natural and direct communication. In particular, this course emphasizes selecting and organizing material, securing audience interest and attention and executing elements of effective delivery. Additionally, students will learn methods for analyzing, critiquing and evaluating public discourse.

COMM 211. Interpersonal Communication (3-3-0)
Restricted to freshman and sophomore standing.
This course introduces the student to a theoretical and practical study of verbal and nonverbal behavior in interpersonal interactions. The course stresses methods of creating effective and appropriate communication across relational contexts such as romantic relationships, family systems, friendships and professional relationships.

COMM 222. Introduction to Critical Media Studies (3-3-0)
Restricted to freshman and sophomore standing.
Media institutions, practices and products are important venues for the examination of culture, ideology and the

production of identity. This course will take everyday media and ask serious questions of its social impact. Specifically, this course examines the role of media in a person's everyday life, and critically examines how media technologies have evolved historically and how cultural practices are impacted by these changes.

COMM 232. Communicating through Digital Media (3-3-0) AICE
Restricted to freshman and sophomore standing.
This course prepares students to engage with a variety of digital technologies and media platforms to interpret communication in media research for the public. Students will learn to use multimedia to tell stories and convey information, and have interactive conversations and build relationships with global audiences. Students will learn to translate information from academic and social-scientific communities and publications into easily digestible formats (print, audio and video) for digital publics. Students will also study the history, theory and practice of digital media as communication.

COMM 239. Argumentation (3-3-0) LLFR
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 unsound arguments and evaluate evidence.

COMM 240. Intercultural Communication (3-3-0) AIGM [Formerly COMM 340, not equivalent]
Restricted to sophomore, junior or senior standing.
This course explores human communication in cross-cultural settings. Students examine how culture shapes the communication process, explore differences in communication behavior across culture and discuss methods to improve intercultural communication competence.

COMM 249. Introduction to Rhetoric (3-3-0)
Restricted to freshman and sophomore standing.
This course is an introduction to the art and history of rhetoric, or the cultivated ability to produce persuasive discourse appropriate for particular occasions and audiences. The rise of rhetoric is uniquely linked to the rise of democratic practices, notions of citizenship and civic participation. However, the history of rhetoric is rife with disputes over its purpose, its role and its scope. This course surveys the origins of rhetoric in Ancient Greece to its current iterations, examining how debates over rhetoric shape persuasion and the construction of meaning.

COMM 291. Internship in Communication (Credits vary 1-3)
Prerequisites: Communication major; consent of internship director.
Internships provide students with an opportunity to gain practical, industry experience in communication alongside their coursework. The internship in communication requires 120 hours of supervised work experience for a 3 credit hour internship and completion of assignments to document the student's experiences and growth as a professional. Sponsoring organizations must agree to work with the internship director to adhere to Department of Labor internship standards and complete an assessment of the intern. Students must have their internship approved by the internship director prior to enrollment. This course is repeatable for credit up to 6 credit hours. Does not count toward the major.

COMM 295. Special Topics (3-3-0)
Prerequisite: COMM 201.
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 211.
Restricted to sophomore, junior or senior standing.
This course explores the role body movement, facial expressions, space, vocalizations, time, artifacts, appearance,and touch play in the communication process. Students examine the ways in which nonverbal behavior combined with language convey ideas, intentions, emotional states and attitudes. This course will survey a variety of contexts in which nonverbal behavior plays a significant role in the communication process as well as cultural differences in nonverbal behavior.

COMM 302. Critical Media Theory (3-3-0) [Formerly COMM 455, equivalent]
Prerequisites: ENGL 223, COMM 201, 211, 222, 249, and junior standing.
This course introduces the interdisciplinary field of critical-cultural studies. Cultural studies is a theory-based examination of how culture and ideology influence our thinking about the world and how culture creates and transforms individual experiences, everyday life, social relations and power. Students will read foundational theories in cultural studies and critical theory, as well as current essays in the field toward the goal of applying critical-cultural theory to current debates in media and popular culture.

COMM 303. Rhetorical Theory (3-3-0) [Formerly COMM 433, equivalent]
Prerequisites: ENGL 223, COMM 201, 211, 222, 249, and junior standing.
Plato's dismissal of rhetoric as an unwelcome distraction to philosophy relegated persuasion to a position of secondary importance as an intellectual pursuit. Many intellectual heavyweights throughout history developed a variety of theoretical approaches to reconcile the tensions between philosophy and rhetoric. This course surveys some of the

most significant and influential theoretical approaches to rhetoric, from ancient Greece to the modern-day. We will focus on reading primary texts from such influential thinkers as Plato, Aristotle, Augustine, Bacon, Nietzsche, Foucault and others to develop a general overview on the evolution of rhetorical theory.

COMM 304. Interpersonal Theory (3-3-0)
[Formerly COMM 411, equivalent]
Prerequisites: ENGL 223, COMM 201, 211, 222, 249, and junior standing.
Interpersonal interactions, such as communication with friends, family members, romantic partners and others, are integral to our everyday lives. This course focuses on theories used to ground the study of interpersonal communication. While the course draws on a variety of theories, embracing an interdisciplinary approach to interpersonal communication, the course is taught from a communication perspective. This course explores the components, characteristics, attributes, processes, functions and outcomes associated with interpersonal communication theories. By the conclusion of the course, students should expect to gain considerable theoretical and applied insight into personal and professional relationships

COMM 305.The First Amendment, Culture and Communication (3-3-0) AIDE
Prerequisites: COMM 249 and sophomore, junior or senior standing.
This course introduces students to the relationship between communication, law and culture. The course is concerned with how the First Amendment and our culture influence one another, how our culture influences Supreme Court decisions,and how those decisions in turn influence our culture. By the end of the semester students will have a firm sense of the place the First Amendment has in their everyday lives as well as understand how everyday occurrences can bring about major changes in our legal system.

COMM 311. Family Communication (3-3-0)
Prerequisites: COMM 211 and sophomore, junior or senior standing.
This course investigates basic theories and concepts of effective communication as they apply to family communication. Specifically, the course assesses ways in which relationships, family types, family systems and family roles impact communication patterns within the family.

COMM 315. Historical Topics in Media (3-3-0)
Prerequisite: Sophomore standing.
This course focuses on the importance and impact of media history as a means of understanding the contemporary landscape of media studies. Course topics vary based on the interests and expertise of the instructor and may include: technology, music, television, film, video games, print journalism, digital media and programming, media coverage of major political and social events and media production/ industry trends. The course emphasizes historical contexts and the importance of media history to media studies. This course is repeatable for credit up to six credit hours with different topics.

COMM 320. Media Industries (3-3-0)
Prerequisite: COMM 222.
This course introduces students to the study of the characteristics of media industries and their social significance. Special attention is given to the role of financial, legal and political institutions in media production and representation. This course also privileges issues of power and hegemony as they relate to how media outlets influence society.

COMM 321. WI: Communication and Film (3-3-2)
Prerequisite: ENGL 223 with a C- or higher.
One of the most powerful influences on the conduct of our everyday social lives is popular culture, particularly the feature film. It serves as a reflection of our society and social prescriptions for what is "normal" in various contexts. This course will utilize feature film, scholarly readings, discussion and writing to allow us to better understand how film both reflects and affects how we think about communication in various contexts. Course materials will vary based on the interests and expertise of the instructor, may focus on family dynamics, friendship, science, health, science fiction and religious rhetoric. This course may be repeated once for credit with written permission for a total of six credit hours.

COMM 322. Communication and Social Media (3-3-0)
Prerequisite: COMM 222.
The ubiquitous incorporation of social media and digital technologies (Twitter, Facebook, blogs, mobile apps) into our everyday lives has transformed how we communicate, engage with the world, move through space, present ourselves and relate to one another as social beings. This course looks at the social, cultural and political economic impact of social media in contemporary life. Topics for discussion include social media's relationship to participatory cultures, social behavior, relationships, labor, entertainment, community, identity, privacy, space and place. This course both theorizes social media in a contemporary context and incorporates their use into the classroom.

COMM 323. Listening, Contemplation, and Dialogue (3-3-0)
Prerequisite: Sophomore standing.
This course will explore philosophical and practical answers to the question: What is communication? The course will investigate the practice of listening, expand the understanding of its practice and explore the nature of what it means to be communicating *beings*, by locating the importance of listening at the center of communication practice.

COMM 325. Persuasion (3-3-0)
Prerequisite: Sophomore standing.
This course focuses on persuasion theory, research and ethics. Attention is given to language use and symbols, nonverbal communication and cultural and psychological approaches to persuasion. Tools and strategies are explored so that students can become responsible persuaders and effective evaluators of persuasion messages.

COMM 326. Media Audiences (3-3-0)
Prerequisite: COMM 222.
This course examines media-audience relations with regard to critical issues and controversies in media and popular culture. The course proceeds historically, theoretically and methodologically, always questioning the construction of audiences and media users, constructions that are shaped by commercial, academic, political and cultural contexts. In addition to course readings, we will also look closely at audience engagement with various television shows, films, popular music, internet content and other forms of popular media.

COMM 330. Communicating Gender, Race, and Class (3-3-0)
Prerequisite: Sophomore standing.
This course examines the ways in which social and political meanings attached to gender, race and class are communicated in various cultural institutions, practices and contexts. Students will develop an understanding of how systems of power and privilege reinforce each other communicatively.

COMM 335. Rhetoric and Politics (3-3-0)
Prerequisite: Sophomore standing.
This course examines the discourse of politics and considers the theoretical and social implications of the symbols and images used within the American political process. Drawing from rhetorical and media studies, students analyze the contemporary political arena; a dynamic environment in which communication, particularly mediated communication (news, journalism, blogs, websites), substantially influences and is influenced by both elites and regular citizens.

COMM 341. Rhetoric and Social Movements (3-3-0)
Prerequisite: Sophomore standing.
This course explores social movements that have transformed or are in the process of transforming American society. The primary focus of the class is the rhetoric of change. We will primarily consider peaceful change, that is, the capacity of ordinary people to persuade others through speech to voice their grievances and to articulate their challenge to a broader society.

COMM 352. Philosophy and Communication (3-3-0)
Prerequisite: Sophomore standing.
This course explains the theoretical and practical questions involved in defining communication. Topics addressed include: some of the major and recurring theoretical and practical questions with which the field has grappled since the beginning of the twentieth century, the major features of the history of communication study since the beginning of the twentieth century and a conceptual model of the field of communication. Upon completion of the course, students will be able to articulate how different philosophical perspectives and traditions of communication study are reflected in the three emphasis areas in the communication major: rhetoric, interpersonal communication and media or cultural studies.

COMM 357. Contemporary Topics in Media Communication and Popular Culture (3-3-0)
Prerequisite: Sophomore standing.
The digital age ushered in massive shifts to production, distribution and representation in contemporary popular culture. As such, this course will focus on the importance of popular culture's place in everyday life in the digital age. Course topics vary based on the interests and expertise of the instructor and may include: television genres, sports, comic books, advertising campaigns, video games, award shows and celebrity. The course will emphasize the cultural contexts of media artifacts and practices. This course is repeatable for up to six credit hours with different topics.

COMM 360. Health and Medical Communication (3-3-0)
Prerequisites: ENGL 223 and junior standing.
The field of health communication is an area of interest to interpersonal, persuasion, small group, organizational, media, political, marketing and advertising and public policy scholars. Health communication research seeks to understand ways communication affects (and is affected by) health, how communication can be used to make us healthy, how communication can affect health decision-making and how communication in health and medical settings can affect the goals of healthcare professions. This class will cover a history of health and an overview of the field of health communication and pay particular attention to the importance of health communication research in today's society.

COMM 366. Interpersonal Conflict (3-3-0)
Prerequisites: COMM 211, and sophomore standing.
The purpose of this course is to acquaint students with the study of interpersonal conflict. The course will start with a general overview of how scholars view conflict including basic definitions of conflict, the positive aspects of conflict and some important theories pertaining to interpersonal conflict. The course will then cover best practices for conflict communication. By the end of the course, the student should have a basic understanding of what conflict is, how scholars study interpersonal conflict and how to effectively use communication strategies to address their own and others' conflict episodes.

COMM 367. Contemporary Topics in Health Communication (3-3-0)
Prerequisites: COMM 201 and sophomore standing.
The study of contemporary topics in health communication involves an examination of the way that health affects, and is affected by, the ways in which humans communicate. As such, this course will focus on the importance of health communication research in today's society through the study of specific topics within the landscape of health communication. Course materials will vary based on the interests and expertise of the instructor and may focus on interpersonal communication, physiology and biology of health, mediated representations of health, wellness, public health, mental health and rhetoric of health. This course is repeatable for credit up to six credit hours.

COMM 389. Relationships and Technology (3-3-0)
Prerequisites: COMM 211 and sophomore standing.
This course will provide an overview of the role of communication technologies in interpersonal relationships. Students will explore the influence, uses and functions of communication technologies in the initiation, development, maintenance and dissolution of relationships. Likewise, students will also grapple with the role of communication technologies within topics in traditional interpersonal communication research such as support, conflict and deception. The primary purpose of this course is to survey foundational and contemporary theories at the intersection of technologically-mediated communication and interpersonal communication research.

COMM 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

COMM 402. Media Research Methods (3-3-0)
[Formerly COMM 350, equivalent]
Prerequisites: COMM 302 or 303 or permission of department chair.
This course introduces students to a survey of methods for researching and analyzing media through a critical lens. Students engage with contemporary examples of film, television, and digital media to critically analyze media texts, media industries, and media practices. The course emphasizes the role of cultural, economic, political, legal, and technological forces in shaping media content, influencing industry trends and strategies, and contextualizing media users' interpretations and practices.

COMM 403. Rhetorical Criticism (3-3-0)
[Formerly COMM 333, equivalent]
Prerequisite: COMM 302, 303, or 304.
In a culture that is bombarded daily with a variety of persuasive discourses via speeches, advertisements, films, pictures or social movements, an informed and critically aware citizenry is important to our deliberative democracy. Rhetorical criticism is the intellectual practice of critically investigating the production and deliverance of such persuasive acts, improving one's ability to operate as an effective consumer of public discourses. In this course, students will become familiar with a range of critical approaches used to examine a variety of rhetorical texts. Each student will complete two papers that are critical examinations of a specific rhetorical act.

COMM 404. Quantitative Research Methods in Communication (3-3-0)
[Formerly COMM 318, equivalent]
Prerequisite: COMM 304 or permission of department chair.
This course introduces students to quantitative research methods in communication research. Students will develop a conceptual and practical understanding of the foundations of scientific inquiry and quantitative reasoning, survey and experimental design and descriptive and inferential statistical analyses. By the end of this course, students will possess the necessary knowledge and skills to effectively consume, evaluate and contribute to empirical communication research.

COMM 405. Qualitative Research Methods in Communication (3-3-0)
[Formerly COMM 370, equivalent]
Prerequisite: COMM 302 or 304 or permission of department chair.
This course introduces students to qualitative and interpretive methods of research in the communication discipline. Students will explore the rich diversity of qualitative methodological approaches to research and grapple with key issues related to conducting qualitative research in the field with human subjects. Students will focus specifically on in-depth interviewing, ethnography and narrative as methods of inquiry and will be challenged to critically interrogate complex issues surrounding voice, reflexivity and ethics. By the end of the course, students will have the knowledge and skills to conduct qualitative research within an ethical framework.

COMM 414. Advanced Relational Communication (3-3-0)
Prerequisites: COMM 211 and sophomore standing
This course takes an interdisciplinary approach to studying close relationships. The course provides an overview of what relationships are, and then follows the trajectory of relationship development and deterioration. The course begins with initiating a relationship, which includes topics such as identity, attraction and uncertainty reduction. Then the course progresses into relationship maintenance, which includes topics such as stage models of relational development, self-disclosure, privacy, affection, love and sexual communication. Finally, the course concludes with relationship deterioration, which includes topics such as conflict, dominance, transgressions, repairing relational

damage and termination.

COMM 415. Rhetoric and Religion (3-3-0)
Prerequisite: Sophomore standing.
This course explores how religious faith is generally expressed in and is shaped by words, language and symbols. Particular attention is paid to the relationships between religious discourse and conceptions of religious truth and religious knowledge, mass media forms and contemporary American public and political life.

COMM 452. WI: Senior Research in Communication (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; senior standing; one of the following: COMM 302, 303, or 304; and one of the following: COMM 402, 403, 404, or 405.
In this course students will 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. **Students must also complete a portfolio in order to receive credit for this course.**

COMM 490. Study Abroad in Communication (3-3-0)
Prerequisites: Sophomore, junior or senior standing and one of the following: COMM 211, 222 or 249.
This communication elective provides the opportunity for majors to take a course at an accredited institution abroad and use it as a program elective. The courses require prior approval by the department to ensure the international course meets our program standards.

COMM 491. Practicum in Communication (Credits vary 1-3)
Prerequisites: COMM 201, 211, 222, 249, junior standing and consent of internship director.
Internships provide students an opportunity to apply communication principles in a non-academic environment and to gain practical industry experience prior to graduation and seeking employment. The practicum in communication consists of 120 hours of supervised work experience for 3 credit hours as well as assignments designed to assess the application of program content to the work experience. Organizations sponsoring the internship must agree to participate in the assessment process and adhere to Department of Labor internship standards. Students must have their internship approved by the internship director prior to enrollment. This course is not repeatable for credit.

COMM 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

COMM 499. Independent Study (Credits vary 1-3)
Prerequisites: Consent of instructor and department chair.
Independent research done in consultation with a member of the faculty.

DATA ANALYTICS FOR THE SOCIAL SCIENCES BACCALAUREATE CERTIFICATE

Dr. Crystal Shelton, Director
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crystal.shelton@cnu.edu

Certificate in Data Analytics for the Social Sciences (12 credit hours)

The certificate program provides excellent educational opportunities that benefit CNU students, the Commonwealth of Virginia and the nation. Students have the opportunity to expand their research skills, and apply these skills to answer significant social and civic questions. These skills will give them greater opportunities when they apply to graduate school or jobs in the private and public sectors. The certificate also benefits the Commonwealth of Virginia and our nation by preparing students for jobs in a sector with increasing demand: data analytics. *This is not a stand-alone certificate. Students are required to complete a bachelor's degree to obtain this certificate.*

Program Objectives

1. Demonstrate knowledge of methods for data collection in the social sciences

2. Demonstrate knowledge of and apply methods of data analysis to answer questions in social science

3. Working knowledge of several data analytics programs in the field (such as Excel, SPSS, Stata, R, GIS)

Program Requirements

1. Core requirement (6 credit hours): DTAN 200 and DTAN 300/ECON 381

2. Select two courses (6 credit hours)from the approved elective list. Each course must be picked from a different discipline.

THE CURRICULUM IN DATA ANALYTICS

DTAN 200. Introduction to Data Analytics for the Social Sciences (3-3-0)

Prerequisites: MATH 125 with a minimum grade of C-.

This course will introduce students to the fundamental principles, theories and software used for data analysis in the Social Sciences. Students will learn how to gather, assess and manage quantitative and qualitative data, taking into account issues of ethics and confidentiality in this process. Students will also learn the tools of quantitative and qualitative methods, and use these skills to perform data visualization and analysis. This course is intended to serve as the foundation for the data analytics for the social sciences certificate program.

DTAN 300. Data Science for Social Scientists (3-3-0) [Same as ECON 381]

This course introduces students in the social sciences to advanced data analysis techniques. Topics include multiple regression, logistic regression, decision trees, ensemble modeling and artificial neural networks. Students will learn to process, visualize and model social data using the R programming language.

Electives

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

COMM 404	Quantitative Research Methods in Communication
COMM 405	Qualitative Research Methodsin Communication
ECON 361	Labor Economics
ECON 485	Applied Econometrics
GEOG 349	Mapping and Geovisualization
GEOG 350	GIS for the Social Sciences
POLS 352	Research Methods and Quantitative Analysis
SOCL 300	Methods of Inquiry
SOCL 340	Statistics for Social Research

Data Science

Professor Keith Perkins, Director
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keith.perkins@cnu.edu

Minor in Data Science
(26 credit hours)

The minor in data science is an interdisciplinary program open to all students who want to understand the significance of "big data" in their disciplines and be able to apply fundamental concepts from computer science, statistics and mathematics to extract meaningful insights from this data. In this minor, students learn how to design a data analysis project, collect and prepare data, select appropriate algorithms, apply computational resources, visualize results and recognize and mitigate common data science project pitfalls. Students will develop solutions for a variety of problems using linear/logistic regression, tree-based ensembles, clustering algorithms and deep neural networks.

Program Requirements

Students should seek advising from the Director of the Data Science program. The minor requires successful completion of the following:

1. Mathematics: MATH 125, 135 or 140 or 148, 235 or 260;
2. Programming and data manipulation: CPSC 150, 150L, 250, 250L;
3. Data science core: DATA 201, 301;
4. Data science application (select one course): BIOL 300, BIOL 326, BIOL 450/450L, CHEM 361/361L, BUSN 305, BUSN 370, MGMT 355, MKTG 330, COMM 318, ECON 300, ENGL 310, MATH 335, MUSC 315, NEUR 300, NEUR 301, PHIL 320, PHYS 341, POLS 352, PSYC 300, SOCL 340.

The Curriculum in Data Science

DATA 201. Introduction to Data Science (3-3-0)
Prerequisites: CPSC 250/250L, MATH 125.
Corequisite: MATH 235 or MATH 260.
This course provides an introduction to data science. Topics include data collection, processing, analysis and visualization. Additional topics include clustering algorithms and regression. Students will learn how to critically evaluate and produce their own quantitative results. This is a projects-based course.

DATA 301. Data Science Methodology (3-3-0)
Prerequisite: DATA 201 with a grade of C- or higher.
This course introduces modern statistical and machine learning techniques and demonstrates their application on real world datasets. Topics include advanced clustering algorithms, tree-based data analysis including random forest and gradient boosted trees and neural network-based systems. Students will use these algorithms to solve real world problems. This is a projects-based course.

DIGITAL HUMANITIES

Dr. Antonio Siochi, Director
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Minor in Digital Humanities
(18 credit hours)

Christopher Newport University offers an interdisciplinary minor in digital humanities for undergraduates. The program is designed to meet the following objectives:

1. Provide students with the knowledge and skills necessary to prepare for careers where digital media and technology enrich approaches to traditional humanities-oriented fields and projects such as education, library science, museum curation, non-profit management, political campaigns, graduate research, design, fine art, and music/film/theater/dance production, as well as related fields like mass communication, journalism and marketing.
2. Provide students with the concepts and vocabulary necessary for actively contributing to on-going conversations regarding how digital media has changed what it means to be human, what shape future humanities research will take, the status of print culture and the value of copyright.
3. Provide students with the ability to operate and experiment with various digital media applications, utilize technological tools and code basic programs for analyzing texts and other humanities works.

Program Requirements

Students should seek advising from the co-directors of the Digital Humanities program in choosing courses for the minor. A minimum of 18 credit hours as listed below are required to complete the minor.

1. Core requirements: IDST 270, CPSC 140, and CPSC 216.
2. Select three courses (9 credit hours) from the approved minor list, two at the 300-level or above.
3. Special topics and other courses may be used if approved by one of the co-directors.

THE CURRICULUM IN DIGITAL HUMANITIES

IDST 270. Introduction to Digital Humanities (3-3-0)
This course introduces students to the digital humanities by raising the question of what precisely constitutes this new and emerging field. Students explore how digital media and technology have transformed multiple disciplines in the humanities as well as humanities research. Theoretical questions regarding post-humanism, privacy, print culture, copyright, and more are discussed. Students produce digital artifacts related to a field of traditional humanities study.

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

Core

IDST 270	Introduction to Digital Humanities
CPSC 140	Introduction to Computer Programming with Multimedia
CPSC 216	Multimedia and Web Publishing

Electives

COMM 222	Introduction to Critical Media Studies
COMM 232	Communicating through Digital Media
COMM 320	Media Industries
COMM 322	Communication and Social Media
ENGL 350	Writing for the Digital Humanities
ENGL 353	Writing for the Professions
FNAR 128	Introduction to Digital Media
FNAR 331	Advanced Digital Photography
FNAR 333	Video Art
FNAR 334	Graphic Design Concepts
GEOG 349	Mapping and Geovisualization
HIST 435	Public History
MUSC 315	Aesthetics and Techniques of Music Technology
SPAN 303	Spanish in the Digital Age
THEA 359	Designing in CAD

DEPARTMENT OF ECONOMICS

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Faculty

Professor: Pradhan, Taylor, Winder, Zestos
Associate Professor: Chakraborti, He
Lecturer: Hamed, King
Emeriti: Booker, Kotula, Park, Vachris

Mission Statement

The mission of the Department of Economics is to provide an outstanding liberal arts education that will enable and inspire our students to live personally meaningful and socially productive lives. We achieve this by teaching a rigorous curriculum that integrates the liberal arts, the core functional areas of economics and the quantitative competencies needed to address the economic and public policy challenges of today and the future. Students will acquire the analytical and decision-making skills that employers in the private and public sectors value, become informed and thoughtful citizens and better understand how to enrich human welfare in a complex and interdependent world. Because of its emphasis on sound logic and rational thought, a degree in economics is an excellent foundation for pursuing graduate studies in a wide range of disciplines, including political science, law, public policy, business, international studies and economics.

Overview of the Department

Economics is the study of how individuals, firms, government and society allocate scarce resources among viable alternatives. Students who major in economics enjoy a broad liberal arts education, while also developing analytical skills to prepare them for employment and graduate school. Students develop their analytical abilities with a core curriculum of theory and applied methods courses. The major offers flexibility such that students may tailor their program electives according to their needs. Consult your advisor for assistance in selecting electives that meet your needs.

The economics faculty is a talented and dedicated cadre of teacher-scholars. The faculty has applied work experience in organizations such as the Bureau of Labor Statistics, the Organization for Economic Cooperation and Development, and the World Bank, as well as financial and investment banking firms and defense economics think-tanks. The professors challenge, encourage and mentor students to reach their potential.

Program Objectives

1. To provide students an in-depth understanding of the fundamental principles and theories that underlie both microeconomics and macroeconomics.
2. To provide students an understanding of one or more of the functional (applied) fields of economics through their upper-level coursework.
3. To help students understand the key elements of the scientific method and learn to utilize and interpret the empirical and statistical methods most commonly found in economic research.
4. To provide students the ability to conduct and present their own independent research in economics.
5. To help students learn how to analyze and critically evaluate ideas, arguments and points of view.
6. To provide students both the knowledge and quantitative skills to be successful in graduate programs in economics, law, public policy, business and other disciplines.

Opportunities Outside the Classroom

Many of our students enjoy the learning and networking opportunities afforded by the Economics & Finance Club. The club hosts speakers, panel discussions and social gatherings. The department is also home to the Jean-Monnet European Union Lecture Series.

After Graduation

Students majoring in economics can find multiple employment opportunities upon graduation. Nearly every industry in the Commonwealth and nation employ economists. Local, state and federal governments also hire significant numbers of economics graduates. Recent graduates have taken positions at Pricewaterhouse Coopers, Deloitte, the U.S. Federal Reserve Bank, Merrill Lynch, Mass Mutual, SunTrust Bank, the U.S. Bureau of Labor Statistics, and the U.S. Department of Defense. Others have gained acceptance to graduate schools such as the London School of Economics, the University of Glasgow, Johns Hopkins University, University of Virginia, Purdue University, Rensselaer Polytechnic Institute, George Mason University and Indiana University.

Degree Requirements

The department offers a major and minor in economics. Within the major, optional concentrations are also available.

Bachelor of Arts Degree in Economics

In addition to the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics requires successful completion of the following major and elective courses:

Foundation

1. MATH 125;
2. ECON 201, 202;
3. MATH 135 or 140 or 148;
4. CPSC 215*;
5. ECON 300**, 303***, 304****, 485*****, 490W.

Program Electives: Select five courses (15 credit hours) at the 300 or 400-level. For 400-level courses, select one from each list (ECON 470 cannot be used twice):

1. ECON 400, 425, 465, 470;
2. ECON 470, 475.

*Pre- or Corequisite: MATH 135 or 140 or 148 or a passing score on the CPSC 215 readiness exam.

**Prerequisites: ECON 202, MATH 125, MATH 135 or 140 or 148, each with a grade of *C* or higher; Prerequisite or Corequisite: ECON 201.

***Prerequisites: ECON 201, 202, 300, MATH 125, MATH 135 or 140 or 148, each with a grade of C or higher.

****Prerequisites: ECON 201, 202, MATH 125, MATH 135 or 140 or 148, each with a grade of C or higher.

*****Prerequisites: ECON 201, 202, 300, MATH 125, MATH 135 or 140 or 148, each with a grade of C or higher; CPSC 215 or 250.

Bachelor of Arts Degree in Economics
Economic Policy Concentration

The economics core curriculum is complemented by coursework in economic and public policy. This concentration is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. This conentration develops skills needed to design and evaluate policy alternatives while emphasizing the application of economic tools to real world problems. It is particularly well suited for students planning careers in law, public policy, business or any other field in which a thorough understanding of economics is beneficial. In addition to the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics with a concentration in economic policy requires successful completion of the following major and elective courses:

Foundation

1. MATH 125;
2. ECON 201, 202;
3. MATH 135 or 140 or 148;
4. CPSC 215*;
5. ECON 300**, 303***, 304****, 485*****, 490W.

Program electives: Select five courses (15 credit hours) with at least four courses from the following list:

ECON 301, 351, 361, 381, 425, 475;
Select one additional course (3 credits) of ECON at the 300- or 400-level.

Bachelor of Arts Degree in Economics
International Economics Concentration

The economics core curriculum is complemented by coursework in international economics. This concentration provides the student with an understanding of the theoretical basis and policy relevant knowledge needed to make contributions in the areas of international trade, development,and international finance. It expands the analytical and problem-solving skills needed for a successful career in international economics including global business, nonprofits and government.

In addition to the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics with a concentration in international economics requires successful completion of the following major and elective courses:

Foundation

1. MATH 125;
2. ECON 201, 202;
3. MATH 135 or 140 or 148;
4. CPSC 215*;
5. ECON 300**, 303***, 304****, 485*****, 490W;

Program electives: Select five courses (15 credit hours) with at least four courses from the following list:

ECON 320, 372W, 400, 470, 495;
Select one additional course (3 credits) of ECON at the 300- or 400-level.

Bachelor of Arts Degree in Economics
Mathematical Economics Concentration

The economics core curriculum is complemented by coursework in mathematics. This concentration develops the quantitative skills that are increasingly sought by businesses, government and research organizations. It is expected that graduates in mathematical economics will gain admission to highly reputed graduate programs.

In addition to requiring the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics with a concentration in mathematical economics requires successful completion of the following major and elective courses:

1. MATH 125, and MATH 140 or 148;
2. ECON 201, 202;
3. CPSC 215*;
4. ECON 300**, 303***, 304****, 485*****, 490W;
5. Select two 300/400 ECON elective courses (six credits);
6. MATH 240, 247, 250, 260.

*Pre- or Corequisite: MATH 135 or 140 or 148 or a passing score on the CPSC 215 readiness exam.

**Prerequisites: ECON 202, MATH 125, MATH 140 or 148, each with a grade of *C* or higher; Pre-requisite or Corequisite: ECON 201.

***Prerequisites: ECON 201, 202, 300, MATH 125, MATH 140 or 148, each with a grade of C or higher.

****Prerequisites: ECON 201, 202, MATH 125, MATH 140 or 148, each with a grade of C or higher.

*****Prerequisites: ECON 201, 202, 300, MATH 125, MATH 140 or 148, each with a grade of C or higher; CPSC 215 or 250.

Minor in Economics (21 credit hours)

The minor in economics requires successful completion of the following courses: ECON 201, 202, 300*, 303** and 304*** plus six additional credit hours in upper-level (300-400) economics courses. The minor can be declared after completion of ECON 201 and 202 with a required minimum grade of *C* in each course. Students must have a Christopher Newport GPA of at least 2.0 to declare the minor. (See applicable prerequisites.)

THE CURRICULUM IN ECONOMICS

ECON 200. The Economic Way of Thinking (3-3-0) LLFE
The economic way of thinking can help students better understand problems facing the world. In this course, students apply the economic way of thinking to a broad set of economic and public policy issues covering topics such as consumer safety and health, the environment, international trade and labor markets. Satisfies the economic modeling and analysis requirement. *Students may not receive credit for this course after receiving a grade of D- or higher in any economics course numbered ECON 201 or higher.*

ECON 201. Principles of Macroeconomics (3-3-0) LLFE
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. Satisfies the economic modeling and analysis requirement.

ECON 202. Principles of Microeconomics (3-3-0) LLFE
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. Satisfies the economic modeling and analysis requirement.

ECON 203. Environmental Economic Literacy for the Citizen (3-3-0)
This course provides students with an introduction to environmental issues through an economic lens. The rational, economic analytical approach is introduced and the basic principles of economics are applied to issues such as energy markets, air and water pollution, sustainability, population and environment, waste and recycling and dealing with climate change. *Students may not receive credit for this course after receiving a grade of D- or higher in any economics course numbered ECON 301 or higher.*

ECON 300. Quantitative Methods in Economics (3-3-0)
Prerequisites: ECON 202, MATH 125, 135 or 140 or 148, each with a grade of C or higher.
Pre or Corequisite: ECON 201.
Introduces students to a variety of quantitative skills commonly used in economic analysis. The primary aim is to prepare students for upper-level courses in the economics major. Topics include high order derivatives, exponential and logarithmic functions, partial differentiation, total differentiation, unconstrained and constrained optimization, matrices, probability distributions and the derivation of OLS estimators. Specific applications include maximizing utility and profit functions, minimizing cost functions, returns to scale, Cobb-Douglas functions, indifference and isoquant curves and marginal rates of substitution and transformation, Kuhn-Tucker conditions, Pearson's correlation, F-tests and Z-tests.

ECON 301. Environmental Economics (3-3-0)
Prerequisites: ECON 203 with a C or higher, or both ECON 201 and 202 with a C or higher.
This course combines theoretical analysis with discussions on specific environmental policies as applied to water, air pollution, energy, climate change and human health issues. Topics to be covered are the microeconomic analysis of environmental regulation, the problem of social cost, policy instrument choice, enforcement of regulations and estimating benefits of environmental improvements.

ECON 303. Intermediate Microeconomic Analysis (3-3-0)
Prerequisites: ECON 201, 202, 300, MATH 125 and 135 or 140 or 148 with a C or higher.
Intermediate microeconomics is the study of consumer and producer behavior. This course builds upon the principles of microeconomics course as it provides a more in-depth analysis of the utility maximizing behavior of households and the profit-maximizing behavior of firms. Other topics include alternate market structures, welfare economics and decision-making in the public sector.

ECON 304. Intermediate Macroeconomic Analysis (3-3-0)
Prerequisites: ECON 201, 202, MATH 125 and 135 or 140 or 148 with a C or higher.
A study of classical, neoclassical and Keynesian macro-

economics. Economic analysis of national income, output, employment, price level, consumption, investment, rate of interest, demand for money and supply of money and a study of monetary, fiscal and other economic policies. Introduction to the theory and empirics of economic growth.

ECON 320. European Integration (3-3-0) AIWT
Prerequisites: ECON 201, 202.
This course examines political and economic developments after the end of World War II in Europe. Students will investigate the 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 351. Urban Economics (3-3-0)
Prerequisites: ECON 201, 202with a C or higher.
Students undertake an analysis of the economic factors that have given rise to the formation of urban centers. We discuss what makes them unique, and study urban problems such as poverty, crime, homelessness and housing conditions, traffic congestion and urban growth. Students also participate in a community engagement activity and reflect on this service (20 hours). Students reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, a deeper understanding of community concerns and an enhanced sense of civic responsibility.

ECON 361. Labor Economics (3-3-0)
Prerequisites: ECON 201, 202 and MATH 125 with a C or higher.
Few parts of the economy affect our lives more than the labor market. In this course students will be introduced to the theory of labor supply and labor demand, as well as how to put those theories to the test through the analysis of labor market data. Topics include the minimum wage, unemployment, immigration and income equality.

ECON 372. WI: Economic Development Theory and Policy (3-3-0) [Formerly ECON 410, not equivalent]
Prerequisites: ECON 201, 202 with a C or higher.
An introduction to important topics in the field of economic development. This course examines the historical record of world development, the challenges facing many less developed countries and growth models. The course also explores economic development theory and policy. We examine how trade, balance of payments and exchange rates can affect growth trajectories. Extensive coverage is given to industrial policy, its theory, empirics and strategy. The course concludes with a study of how institutions and linkages can influence development outcomes.

ECON 381. Data Science for Social Scientists (3-3-0) [Same as DTAN 300]
Prerequisites: ECON 200, 201, or 202 and ECON 300 or DTAN 200.
This course will introduce social science majors to advanced data analysis techniques. Working with the R statistical package, students will learn to process, visualize, model, and make predictions with real data. Topics include multiple regression, logistic regression, decision trees and related models, and artificial neural networks.

ECON 395. Intermediate Topics in Economics (3-3-0)
Prerequisites: As announced.
Topical seminars in economics to cover a variety of areas.

ECON 400. Economics of International Contracting & Organization (3-3-0)
Prerequisites: ECON 201, 202; ECON 303 with a C or higher.
This course introduces students to the economics of organization and international business contracting. Topics include the examination of contracts used in international trade finance, barter and countertrade, transfer pricing, the defense industry and international government procurement. Students acquire the skills to understand and use a wide range of contracts employed, 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 425. Economics of the Public Sector (3-3-0) [Formerly ECON 302 and ECON 310, equivalent]
Prerequisites: ECON 201, 202; ECON 303 with a C or higher.
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 465. Industrial Organization and Public Policy (3-3-0) [Formerly ECON 375W, not equivalent and ECON 375, equivalent]
Prerequisites: ECON 201, 202; ECON 303 with a C or higher.
Designed to enable the student to study the microeconomic theoretical aspects of industrial organization. The topics covered include market structures, vertical structure of markets, welfare losses due to market power, market power impact on distribution pricing policies and the role of government in promoting and preventing competition. The course provides the student with a theoretical, empirical and descriptive framework of industrial organization and social and business policy.

ECON 470. International Trade and Finance (3-3-0)
Prerequisites: ECON 201, 202; ECON 303 or 304 with a C or higher.
The theory of comparative costs, the transfer of international payments, the balance of international payments, foreign exchange rates and the theory of adjustments are the principle topics addressed in this course. The means and ends of international economic policy are also covered. Trade restrictions, arguments for protection, cartels, state-trading, commodity agreements, commercial policy of the United States, foreign economic assistance and international measures to liberalize trade and payments are taken up in order.

ECON 475. Money and Banking (3-3-0)
Prerequisites: ECON 201, 202; ECON 304 with a C or higher.
An analysis of the monetary system with emphasis upon determinants of the money supply money demand, interest rates, the international financial system and the relationship between money and economic activity. In addition, the conduct of monetary policy, including goals, targets and transmission mechanisms are carefully considered.

ECON 480. Internship in Economics (3-0-3)
Prerequisites: Junior or senior standing and approval of department chair.
This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in economics. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency.

ECON 485. Applied Econometrics (3-3-0)
Prerequisites: ECON 201, 202 and 300; MATH 125, and either MATH 135 or 140 or 148; each with a grade of C or higher; CPSC 215 or 250.
Introduces students to fundamental econometric and mathematical techniques necessary to design and carry out applied research in economics and business. Topics include multiple regression, common econometric problems, time series analysis and optimization. A major research project is required.

ECON 490. WI: Senior Seminar in Economics (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; ECON 303, 304, 485; senior standing.
Required topical capstone for all economics majors. The seminar integrates concepts, theories and methodologies from core courses in the study of a selected topic in economics. The focus and content of the course will be determined by the instructor. Students are required to prepare and present a scholarly research paper.

ECON 495. Advanced Topics in Economics (3-3-0)
Prerequisites: As announced.
Topical seminars or experimental courses in economics in a variety of areas.

ECON 499. Independent Study in Economics (Credits vary 1-3)
Prerequisites: ECON 201, 202, junior standing, and consent of instructor and department chair.
An opportunity for independent study or research with guid ance of an economics faculty member.

Department of English

Dr. Mary E. Wright, Chair
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(757) 594-7024
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Faculty

Professor: Filetti, Marinova, Paul, Rowley
Associate Professor: Apolloni, Eleftheriou, Emmelhainz, Hopkins, Nichols, Rodden, Shortsleeve, Teekell, Wright
Assistant Professor: Covington, Garton-Gundling, Rose
Senior Lecturer: Carney
Lecturer: Cobos, Davis
Instructor: Brown, Bunch, Menjivar
Emeriti: Chambers, Cornette, D. Gordon, L.Gordon, Healy, Keeling, Lee, Mulligan, Pollard, Rosenberg, Sprague, Wheeler, Wood

Mission Statement

The 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. 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 curriculum, students work toward finding their own critical voices, as they encounter literatures of the world, writings of various fields and disciplines and language varieties of the local community. Students receive individual attention from their professors, who are published experts in their fields, as well as from leaders in the local community who mentor students in professional settings.

Overview of the Department

The English Department is at the heart of a liberal arts university. Grounded in the study of literature and literary tradition, the English major fosters critical-thinking, a talent transferable to all areas of life. The major is an especially good choice for students who want to pursue careers demanding a high degree of cultural literacy and attention to language, such as graduate work in primary, secondary, and university level teaching and scholarship, law, advertising, journalism, public relations, publishing, communications, diplomacy and human relations.

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 discipline-specific vocabulary and encourage critical and analytical abilities. Courses at the 300-level provide information in greater depth, extend literary vocabulary and critical and analytical abilities and introduce critical approaches and research techniques. Courses at the 400-level encourage close analysis through intensive reading and extended research projects.

Advising

Once students declare the major, they are assigned an advisor in the department to navigate major, minor, concentration and other curriculum options.

General Requirements for the Major

All English majors and minors must earn a *C*- or higher in required classes. The English Department requires graduating seniors to submit a graduation portfolio the semester that they take ENGL 490W. Students should see the requirements for the portfolio posted on the department's website.

The *First-Year Writing Seminar* and the *Second-Year Writing Seminar* are courses designed to prepare freshmen and sophomores for writing across the disciplines at the university.

The *First-Year Writing Seminar* (ENGL 123) introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments, reports, evaluations, textual analyses, proposals and other genres that position their views within ongoing social and cultural questions. The course explores rhetorical genres in relationship to issues in the arts, humanities, social sciences, professional studies, business, economics and sciences and technology. Students evaluate prose texts, conduct research and craft polished pieces of their own using multiple sources of evidence.

The *Second-Year Writing Seminar* (ENGL 223) enhances the critical reading and writing foundations introduced in ENGL 123 and develops them with a focused exploration of literary and textual topics. Seminars center on the specialty expertise of the course instructor and emphasize research and information literacy. Students are required to locate, analyze, synthesize and present primary and secondary sources. Through a process of staged writing and revision, students produce a polished research paper.

In order to receive university credit toward a degree, students must pass each of the two courses with a grade of *C*- or higher. Regular attendance, class preparation, participation in discussions, careful reading, oral presentations, conferences with faculty, draft workshops, final draft editing and

completing work on time are essential for success in the First- and Second-Year Writing Seminars at Christopher Newport University.

To assist students in preparing for the rigors of reading and writing, the English Department provides tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during fall and spring semesters.

Bachelor of Arts Degree in English

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts in English requires the successful completion of the English major core (21 credit hours) and any six additional courses (18 credit hours) at the 300 and 400 level, with the grade of C- or higher.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 309W, 326W, 350W, 351W, 352W, 353W, 365W, 454W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credit hours) at the 300- or 400-level

Bachelor of Arts degree in English
Literature Concentration

The literature concentration seeks to attract students interested in the study of British, American and world literary traditions. Dynamic English core courses provide majors with the opportunity to explore fundamental questions about the formal beauties of individual works, the status of literature within culture, the literary history of a period, the achievements of major authors, the defining characteristics of genres, the politics of interpretation and the methods of literary scholarship and research. Upper-level literature courses examine how biographical, historical, cultural or political contexts shed light on literary texts; how issues of race, class, gender and sexuality may influence the production and reception of literature; and how students' understanding of narrative can offer insights into their own lives and experiences.

In addition to requiring successful completion of the liberal learning curriculum, the literature concentration requires successful completion of the English major core (21 credit hours) and any six courses (18 credit hours) from the literature courses below, with the grade of *C*- or higher.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 309W, 326W, 350W, 351W, 352W, 353W, 365W, 454W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credit hours) selected from: ENGL 304W, 313, 315, 316, 320, 323, 324, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 376, 380, 381, 385, 390, 392, 393, 395 (topics in literature only), 410, 412, 415, 416, 423, 428, 429, 462, 476, 495 (topics in literature only), 499.

Bachelor of Arts Degree in English
Writing Concentration

Writing courses develop students' interests in imaginative and professional writing, to include journalism, public relations and grant writing and multimedia texts.The writing concentration in the English major emphasizes the symbiotic nature in literary studies and writing. Skill in literary interpretation gives students important contexts for understanding human experience and assuming leadership roles in civic society.

In addition to requiring successful completion of the liberal learning curriculum, the writing concentration requires successful completion of the English major core (21 credit hours) and any six courses (18 credit hours) from the writing courses below, with the grade of *C*- or higher.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 309W, 326W, 350W, 351W, 352W, 353W, 365W, 454W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credit hours) selected from: ENGL 250, 309W, 331, 339W, 339L, 350, 351W, 352W, 353W, 365W, 450, 452W, 453, 454W, 462, 491, 499.

Minor in Literature (18 credit hours)

The minor in literature requires successful completion of the following courses with the grade of *C*- or higher:

1. Select two: ENGL 200, 201, 202;
2. Four additional courses (12 credit hours) selected from the following: ENGL 304W, 308W, 313, 315, 316, 320, 324, 329, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 376, 380, 381, 393, 394, 395 (topics in literature only), 410, 412, 415, 416, 428, 429, 476, 495 (topics in literature only), 499.

Minor in Writing (18 credit hours)

The minor in writing requires the successful completion of the following courses with a grade of *C*- or higher:

- Select 18 credit hours from: ENGL 250, 309W, 331, 339W, 350, 351W, 352W, 353W, 365W, 450, 452W, 453, 454W, 462, 491, 499.

Teacher Preparation in English

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Students earn a B.A. in English during the first four years and then take an additional year of studies leading to an M.A.T. degree. Completing the B.A. in English

without a declared concentration is recommended. Students majoring in English can prepare to teach elementary school or secondary school, grades six through 12, in the content area of English. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track
Major courses required:
See requirements for the B.A. in English.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credits from a), b), or c):
a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track
Major courses required:
See requirements for the B.A. in English, no concentration. As students plan their undergraduate program, they should include the following required courses: ENGL 308W, 309W, 315, 345 or 412, 331 and 421, one 300/400-level course in American literature, one film course, one course in World literature, and one course in British literature.

Support courses required:
MATH 125; CPSC 110; COMM 201 or THEA 232; ENGL 315, 331, 421; PSYC 207 or 208 and 312; SOCL 314/314L.

Graduate courses* required (senior year):
Select six credits from a), b), or c):
a) ENGL 526;
b) PSYC/TCHG 544;
c) MLAN 511.

* See the graduate catalog for course descriptions.

Teacher Preparation in English as a Second Language (ESL)

For students who wish to become licensed teachers of ESL, further information is available under the Department of Modern and Classical Languages and Literatures.

The Curriculum in English

ENGL 106. Exploring English Studies (3-3-0) AICE
This course introduces students to the diverse fields of English Studies, from writing, linguistics and literature to film, journalism and the digital humanities. Students will perform a range of hands-on activities that engage with and explore contemporary questions related to English studies, among them: literary creativity and its intersections with mass media, film, and culture; the dynamic relationships between language, power, and freedom of expression; the interfaces between academic, professional and creative writing; and the role(s) of texts and textuality in constantly changing digital landscapes.

ENGL 123. First-Year Writing Seminar (3-3-0)
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, proposals, reports, analyses and other academic genres that position their views within ongoing social and cultural questions. Students read and discuss challenging texts, evaluating text styles, conclusions and evidence. They also draft and revise essays that 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 and 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.*

ENGL 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ENGL 200. Literary Foundations I: Ancient through 17th Century (3-3-0)
This course introduces students to the masterworks and key literary concepts from Early England and the American colonies in dialogue with the most influential Classical and Continental sources and inspirations. Classical and medieval authors studied may range from Virgil, Ovid and Seneca, to Petrarch, Dante and Chaucer. Early Modern British and American may include Shakespeare, Sidney, Jonson, Raleigh and Donne to Michael Wigglesworth, Cotton and Increase Mather and Anne Bradstreet. Students explore alternative voices and cultural contexts in each unit, along with learning about important literary, philosophical and historical changes.

ENGL 201. Literary Foundations II: 18th Century through mid-19th Century (3-3-0)
This course covers the masterworks of English and American literature in dialogue with Continental sources and inspirations from the late Renaissance through the Enlightenment, Romanticism and the beginnings of Realism. Students study British and American authors such as Pope, Swift, Blake, Wordsworth, Keats, Austen, Emily Brönte, Shelley, Franklin, Hawthorne, Melville, Longfellow and Thoreau, both as representatives of the period, and in conversation with some of their European peers (e.g., Voltaire, Goethe, Pushkin, Balzac, etc.). Topics may include the transformation of economic value from land to capital; a rapidly expanding print culture; and/or the political rhetoric of republicanism, freedom and individualism.

ENGL 202. Literary Foundations III: Mid-19th Century through 21st Century (3-3-0)
This course explores English and American literary traditions from the mid-nineteenth century to the present, covering realism, modernism, postmodernism, imperialism and postcolonialism. It situates anglophone literatures in dialogue with global patterns of influence and inspiration. Selections from English and Commonwealth traditions may include writers such as Tennyson, Browning, Hardy, Dickens, Hopkins, Rossetti, Yeats, Joyce, Woolf, Tagore, Achebe and Rushdie. The American tradition is represented by authors such as Douglass, Dickinson, James, Whitman, Faulkner, Hughes, Ginsburg, Ferlinghetti, Pynchon, Morrison and Wallace. Other international authors may include Basho, Rimbaud, Flaubert, Dostoyevsky, Tolstoy, Proust, Mann, Akhmatova, Borges, Neruda, García Márquez and Murakami.

ENGL 210. Introduction to Journalism (3-3-0)
Corequisite: ENGL 123. Restricted to freshman and sophomore standing.
In a society where many cry "fake news," what is journalism and what is its role in informing and engaging readers? What are some of the different kinds of journalistic writing, and what are their writing expectations? Answering these questions, among others, this class will provide a basic introduction to journalistic news writing principles and standards. Page layout and design will also be discussed, as will online journalism. Students will receive practice in writing a variety of journalistic styles and will be asked to submit at least one article for publication in the campus student newspaper, The Captain's Log.

ENGL 211. Ethics, Law, and Journalism (3-3-0)
Corequisite: ENGL 123. Restricted to freshman and sophomore standing.
Is it ok to use anonymous sources? Should quotes from sources be revised or rewritten? Where is the line between public and private knowledge? In this class, we will explore ethical and legal concerns all journalists should be mindful of and adhere to. Through case study analysis, students will learn not only about legal issues such as defamation, copyright and fair use, but also about how to make sound ethical decisions in their reporting.

ENGL 215. Popular Genres (3-3-0) AICE
Pre or Corequisite: ENGL 123 with a C- or higher.
Students in this course study the creative concept and practice of a single popular genre such as fantasy, romance, horror, detective novels or sensation novels; the focus varies from semester to semester and is determined by the instructor for that term.

ENGL 216. Leadership in Literature (3-3-0) AIWT
Looking at pivotal moments in literature when leaders must choose between the temptations of fame and their own consciences, this course examines how leaders achieve success or how they fail, how they change the world or destroy it, manipulate and mesmerize the masses or rescue and guide those in need. The literature selected will provide the context for examinations of decision-making and the challenges that test fictional leaders.

ENGL 223. Second-Year Writing Seminar (3-3-0)
Prerequisites: ENGL 123 with a C- or higher and sophomore standing.
The Second-Year Writing Seminar enhances the critical reading and writing foundations introduced in ENGL 123, and develops them with a focused exploration of literary and textual topics. Seminars center on the specialty expertise of the course instructor and emphasize research and information literacy. Students are required to locate, analyze, synthesize and present primary and secondary sources. Through a process of staged writing and revision, students produce a polished research paper. *Students must earn a C- or higher to satisfy University degree requirements.*

ENGL 250. Shaping Language: An Exploration of Creative Writing (3-3-0) AICE
Alongside broad reading, students focus on the abstract concepts and concrete skills creative writers use to observe and express their personal experience of the world. Through exposure, investigation and production of texts, students have the opportunity to engage with the primary genres of creative writing: poetry, creative prose and dramatic writing. Each student produces a writing portfolio and engages in peer critiques that display understanding of creative writing vocabulary and technique.

ENGL 256. Introduction to Film Studies (3-3-0) AICE
Prerequisite: ENGL 123 with a C- or higher.
This course introduces students to fundamental aspects of film studies as a discipline, including an attention to the critical analysis of the cinematic image, significant trends in film history, film genres and their cultural ideology, major directors and foundational essays in film theory.

ENGL 271. The Arthurian Legend in Fiction and Film (3-3-0) AIWT
Pre or Corequisite: ENGL 123 with a C- or higher.
This course introduces 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 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.

ENGL 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ENGL 304. WI: Creativity and Conflict (3-3-0) AICE
Prerequisite: ENGL 223 with a C- or higher.
One of the fundamental engines of literary creativity is conflict, whether through war, cultural clashes or social unrest. A destructive moment can produce a creative response. This course focuses on particular conflict-ridden moments in history and the literature that came out of them. Potential topics include dictatorships, the Trojan War, the French Revolution, the American Civil War, the Mexican Revolution, Irish independence, the Russian Revolution, the World Wars of the 20th century and the current Israeli-Palestinian Conflict.

ENGL 308. WI: Literature, Theory, and Culture (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; and either ENGL 200, 201, or 202; English major.
In this introductory course for the English major, students learn about a variety of theoretical approaches to textual interpretation, and acquire the skills to apply them productively in their own writing. The course offers a historical survey of literary criticism's most important figures, schools and movements, emphasizing contemporary literary theories. Students develop deeper appreciation of literary texts and theories, as well as of their intellectual, moral, formal and aesthetic features. Students produce a substantive analytical paper informed by literary theory and scholarly research.

ENGL 309. WI: Creative Nonfiction (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
Through analysis and practice, students craft works of creative nonfiction that may include memoir, personal essay, reported narrative, nature writing, magazine story and multimedia texts. Writing projects incorporate techniques from fiction, poetry, journalism, documentation and qualitative research to focus on language, structure and audience reception. Readings emphasize analysis of polished writing and revision growing from peer review and writing workshops.

ENGL 310. Introduction to Linguistics (3-3-0) AIGM
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course explores linguistics, the scientific study of language. Beginning with sociolinguistic concepts (e.g., language variation and issues of power, prestige and prejudice), we turn to the study of the major subfields of linguistics: sound (phonetics), sound patterns (phonology), word parts (morphology), phrase structure (syntax) and finally, semantics.

ENGL 312. History of the English Language (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
In this course students study the history of the English language, using primary texts ranging from some of the earliest records to their own speech. The course considers some of the changes in the orthography, phonology, morphology, syntax and lexicon of the language that have occurred in the last thousand or so years. Students also explore the social, cultural, historical and linguistic forces which might have motivated those changes.

ENGL 313. Literature and Social Issues (3-3-0) AIGM
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course provides 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 examine the political, social and 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 vary by instructor.

ENGL 315. Adolescent Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
Students in this course explore the theme of coming of age in adolescent literature as expressed in a representative sample of genres for young adults: historical fiction, contemporary realistic fiction, fantasy, and poetry. This course is not devoted to pedagogical concerns or techniques.

ENGL 316. Children's Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
Students in this course explore 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. This course is not devoted to pedagogical concerns or techniques.

ENGL 320. Studies in Women and Literature (3-3-0) AIGM
Prerequisite: ENGL 223 with a C- or higher.

In this course students analyze the influence of gender on literary texts and films by and about women. The focus varies 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.

ENGL 323. Literatures of the Globalized World (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course examines assumptions about the interconnectivity of nations, cultures, languages, literary traditions and regions from a thematic perspective. Course offerings may range widely across history, regions, cultural and literary traditions, or focus more narrowly on the literary works produced over time in a particular region of the world by distinct cultural and language traditions.

ENGL 324. Exploring Alterity (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course examines representations of otherness, difference, dissimilarity and hybridity in literature and film. It explores how humans tend to identify themselves in relation to others (often via principles of inclusion and exclusion, similarity and difference), and interrogates the power structures and negative connotations embedded in and necessitated by the idea of a norm. In literature, ethnic, cultural, social, sexual or physical alterity is often projected onto a sometimes monstrous "other," who may be feared, familiar, rejected, desired, uncanny, victimized, or sympathetic. Themes and subjects may range from historical depictions of cultural contact, slavery, and marginalization to speculative representations of vampires, werewolves, or mutants.

ENGL 326. WI: Writing about the Environment (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course presents students with the chance to learn and practice communicating persuasively, intelligently and compassionately about contemporary environmental challenges to different audiences with sometimes competing interests and desires. The course is designed as a seminar in which students develop the skills necessary to produce compelling and informative narratives about environmental issues to inform the general public and to develop persuasive arguments intended to influence key decision-makers, including elected and appointed government officials.

ENGL 331. The Structure of English (3-3-0)
[Formerly ENGL 430, equivalent]
Prerequisite: ENGL 223 with a C- or higher.
Students learn the form, function and combination of major syntactic structures of Standardized English (NP, VP, AdjP, PrepP, AdvP, RelCl, NCL, etc). They then learn to apply this explicit grammar knowledge to enrich and enhance writing. This course is recommended prior to or simultaneously with ENGL 309W.

ENGL 332: Community-based Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course considers the impact of journalism on community life, with particular emphasis on how news reporters build trust and lasting relationships in the community. To stymie the growing mistrust of contemporary news outlets, reporters must be willing to engage with diverse communities in ethical and respectful ways. This course offers students an opportunity to practice the kind of engagement that is required of community-based journalism by developing partnerships in the community and reporting on citizen-led issues. Primarily, this is a course in community listening, where students will listen to and learn from community members in order to share community concerns with broader audiences.

ENGL 335. Sports Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course will focus on reporting amateur and professional sports and provide students the skills necessary for writing sports-specific game stories, profiles, and narrative features. Students will gain experience covering games, reporting statistics, interviewing coaches and players and offering game commentary via multiple news platforms. Students will practice real-time reporting via social media, as well as learn to draft longer form print and digital narratives. The broader economic, ethical and legal aspects of sports reporting will be explored.

ENGL 336. Arts and Entertainment Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course identifies and provides practice in the standards of arts and media journalism. Entertainment reporters situate their works within the context of live and historical events, and arts journalism is a broad area that covers beat reporting on arts, entertainment, popular culture, in genres like interviews, feature writing, profiles, columns, reviews and reports. Students will critique articles through the lens of ethical journalism to learn how to immerse themselves in the field and create shorter and longer pieces suitable for publication.

ENGL 339. WI: Tutoring in the Writing Center (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
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. The course is also the required

preparation for working as a peer consultant in the Alice Randall Writing Center. This course can be repeated once for a total of six credit hours.

ENGL 340. Science Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course focuses on journalistic approaches to issues facing human society and the planet, such as biotechnology, artificial intelligence, climate change, energy systems, food safety, wildlife conservation or other issues. Students will learn what makes good science writing, how to find sources, how to conduct interviews with scientists, how to evaluate complex information and how to sort out science from pseudo-science.

ENGL 341. America's Early Voices and Literatures (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
The invasion and colonization of the place renamed the North American continent by Europeans (British, Spanish and French) had a profound effect on Indigenous peoples and their cultures. In this course students read pre- and post-contact Native American literatures, Spanish epics and travel narratives, as well as the literature of British and African Americans, Puritans, Southern colonial adventurers and slaves. The course explores the ways in which American identity has always been a contested space for three distinct groups of "early Americans": African, European and Native Americans. The class focuses on literary texts but also utilizes the important work of cultural historians of early America.

ENGL 342. The Rise of Literary Realism in the US (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
Financial booms, busts and bubbles have transformed the United States from an agrarian land to a consumer society. Between the Civil War and World War II, American authors responded to these financial gyrations, revealing how economic forces shaped concepts of nation, class, gender and race. These financial fictions explore how wealth, poverty, urbanization and consumption transform individuals and social institutions. Students will think about how these historical contexts inspired, and were analyzed by, new aesthetic forms, especially realism, naturalism and mass media.

ENGL 343. Postmodern America (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
What is "postmodern?" Is it a style, a period, a philosophy, or something else? This course explores how American postmodern works continue the experimentations of Modernism but also question its assumptions. We will consider how postmodern writers use meta-narrative, pop culture, humor, parody, temporal dislocation, pastiche and other techniques to depict a pluralistic, fragmented and disoriented society. Students will explore these postmodern trends throughout their culture, in literature, film, visual art and other media.

ENGL 345. African American Literature and Culture (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course introduces students to key issues, themes, and methods in African American studies and encourages further study of the discipline. Students read texts in a range of genres spanning three centuries, attain a foundation in African American tradition, and gain some sense of how African American writers addressed issues of race, gender, nation, slavery and citizenship. Students also use the readings as entry points into a discussion of the historical period and cultural moment, which informed their creation.

ENGL 346. Black Presence and Presentation on the American Stage (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or corequisite: ENGL 223 with a C- or higher.
This course examines how African Americans have been portrayed and/or erased on the American stage. By looking at works from a variety of periods and performance stances, students explore what constitutes an effective representation and an offensive representation. Students also consider whether representation is a method of empowerment or oppression. Some playwrights students read may include Tyler Perry, Samuel Arnold and George Colman, Lorraine Hansberry, August Wilson, Ridgely Torrence or Suzan-Lori Parks.

ENGL 350. Writing for the Digital Humanities (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
By writing with and critically analyzing digital platforms and texts, along with the production of new media objects, students are challenged to go beyond print-based composition to explore the affordances of multimodal technologies, especially collaboration. Specific topics vary by instructor, but may include social media, blog-writing and digital rhetorics and design.

ENGL 351. WI: Fiction Writing (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
This course provides practice writing and rewriting fiction as well as close reading of stories linked to technical exercises. Manuscripts are exchanged and discussed in person or through email. Emphasis is centered on the cultivation of effective fiction over time and through focused exercises.

ENGL 352. WI: Poetry Writing (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
What is a poem, and what place does poetry have today in

our lives? Poetry writing tackles not just the big questions of being human but also the smaller mundane aspects of existence. To write poetry often means to take the familiar and the ordinary, both words and experiences and make them strange, exciting, engaging. In this course, students read published poets and student drafts to explore and learn poetic techniques and become stronger poets and writers through workshop critiques and revisions.

ENGL 353. WI: Writing for the Professions (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
This course introduces the principles, theories and practices of writing for various professional situations. Clearly and effectively communicating ideas, in both written and oral forms, is a powerful skill in today's workplace and one beneficial for all majors. Communication changes frequently across fields and disciplines, making it necessary for professionals to become adaptable writers and readers of many documents, in all mediums. Thus, this course includes such professional genres as memos, letters, proposals, abstracts, reports, resumes, supporting documentation, tables, graphs and figures. The course also requires students to adapt written material into an oral presentation.

ENGL 356. WI: Film, Theory, and Culture (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
This course introduces students to critical methods for interpreting film and writing about film. Students compose several papers that demonstrate various critical lenses corresponding to academic and journalistic writing styles. This course is required for the film studies minor.

ENGL 365. WI: Playwriting (3-3-0) AICE
[Same as THEA 365]
Prerequisite: ENGL 223 with a C- or higher.
What makes a story a script? What makes a script stageworthy? Building from simple scenarios, scores and situations, students develop a playwright's vocabulary in the areas of dramatic form and theatrical expression, including principles of structure, action dialogue, spectacle and character. Students work through multiple drafts to produce an original one-act play.

ENGL 372. Early Modern British Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course examines the revolutionary politics, social change, reinvented classical concepts and global explorations at the heart of Early Modern British Literature. Texts range from fantastical epic poems like Spenser's *The Faerie Queene* and the witty poetry of the Cavalier poets to political pamphlets, travelogues and plays - all from a range of writers such as Christopher Marlowe, Queen Elizabeth I, Aemilia Lanyer, John Donne, John Milton and George Buchanan. While the course focuses on the literature of key historical movements, like the Protestant Reformation and English Civil Wars, students also explore texts relating to Britain's increased global explorations and expansions.

ENGL 373. Medieval British Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisites: ENGL 223 with a C- or higher and either ENGL 200, 201, or 202.
From magical cauldrons to cosmogonic pigs, this course examines a wide range of early myths, legends and romances from England, Ireland, Scotland and Wales in their historical and literary contexts. Texts range from heroic and legendary tales like the Mabinogi and the Táin Bó Cúalnge, to metrical and alliterative romances like Sir Orfeo and Sir Gawain and the Green Knight. In this course, students analyze and explore the rich literary heritage of early Britain in its historical and cultural contexts via readings and discussion, as well as through formal and informal writing.

ENGL 374. Nineteenth-Century British Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher and either ENGL 200, 201, or 202.
The new ways of seeing the world envisioned by the Romantic writers at the turn of the nineteenth century echoed through British literature for decades, as later generations grappled with the opposition between the heirs of Romanticism and the realism proposed by other leading Victorian writers. The dynamic tension produced by the conflicting ideals resulted in the formation of modern society in the 19th century.

ENGL 376. Twentieth-Century British and Irish Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
At the turn of the 20th Century, writers in London began to demand the authors "make it new!" ushering in the Modernist period. This course traces the literary aspects of a watershed artistic movement that swept literature, fine art, music and architecture into the turbulent Twentieth Century. Examining the tensions between literature and politics, chiefly the two world wars and the ensuing decolonization of many Anglophone nations, introduces students to modern and contemporary literature of the British Isles, offering the opportunity to study major writers of poetry, drama and fiction, such as T. S. Eliot, W. B. Yeats, James Joyce, Virginia Woolf and Samuel Beckett.

ENGL 380. Film and Literature (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course investigates the myriad ways film and literature may be understood as conversant, symbiotic and even combative mediums. Students examine the relationships between film and literature in terms of how one is adapted into the other, how both represent the cultural concerns of a particular historical moment and how each depends upon

and enhances certain stylistic strategies of narrative and non-narrative storytelling. This course may be repeated once for a total of six credit hours.

ENGL 381. The Roaring Twenties: Film, Literature, and Drama of the Jazz Age (3-3-0) AIWT
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
Flappers, fast cars, mass media, World War I, the avant-garde, the Harlem Renaissance – this course examines this decade's fast-paced intensity in the United States and Europe and its wide cultural influence.

ENGL 385. American Film (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
This course addresses the origins, rise and dominance of American film from the 1890s to the present. Students investigate major issues in American cinema, among them the advent of sound and color technology, the institution of the censorious Production Code, the renewal of Hollywood film in the 1970s and the innovations of experimental and independent filmmaking. Additionally, the course contextualizes the formation of American film in light of pertinent cultural issues, such as the Cold War, changing notions of gender and sexuality, expanding boundaries of American identity and the developments of global capitalism.

ENGL 390. Topics in Literary and Rhetorical Theory (3-3-0)
Prerequisite: ENGL 308.
This course explores theoretical approaches to understanding texts by engaging students in an in-depth exploration of one or two specific schools of thought. Topics may include reader-oriented criticism, rhetorical or discourse theories, cultural materialism, formalisms, distant reading, performativity, gender and queer theory, psychoanalysis, post-structuralism and post-humanism, animal studies, trauma studies, the ethics of reading or post-colonial theory.

ENGL 392. Travel and Culture (Credits vary 1-3)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisites: ENGL 223 with a C- or higher and consent of instructor.
This course allows students from all disciplines to travel in the United States and abroad to study language, literature and writing. Topics and destinations vary, determined by the special interests and needs of students and the expertise of faculty. Additional fees may be required. This course may be repeated once for credit.

ENGL 393. Environmental Imaginings (3-3-0)
Prerequisite: ENGL 123 with a C- or higher.
Pre or Corequisite: ENGL 223 with a C- or higher.
From Theocritus to Mary Oliver, writers have depicted nature in drastically different ways, revealing the environment to be idyllic, evil, divine, replete, unfinished, illusory and endangered. From pastoral poetry to dystopian novels, authors of environmental literature have recorded, revealed and shaped readers' attitudes toward the natural world. In this course, students employ eco-criticism to analyze literary works by writers, such as William Wordsworth, Henry David Thoreau, Richard Jefferies, Willa Cather, Robert Frost, Rachel Carson, Aldo Leopold, Gary Snyder and Barry Lopez. Pertinent narrative and documentary films may also be addressed. Interdisciplinary theories and research are encouraged.

ENGL 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credit hours in ENGL 395 or 495 may be offered toward completion of major requirements.

ENGL 410. Southern American Literature (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
What does it mean to approach the fiction of the U.S. South as a regional literature? What perspectives do we gain, or potentially obscure, by foregrounding the region's unique and distinct qualities? On the other hand, what follows if we attempt to think of the U.S. South as dynamically intertwined with national and global flows in economics, politics and culture? And, importantly, what new conversations emerge when we attend to the historically marginalized voices of authors who are women, Black and/or immigrants? While maintaining a power-sensitive, critical approach to literature, this course examines the complexity of southern literature and its relation to the broader national project, placing a particular emphasis upon issues of race, class, sexuality, gender and the environment.

ENGL 412. Multicultural American Literature (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
This course is a 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 illuminates the influence of race, class, gender and ethnicity upon the writer's sense of self, family and community.

ENGL 415. Genre Studies (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
This course is a study of the concept and practice of genre through analysis of works drawn from the American, British or world traditions. Course material, which varies based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, film noir

and linked or framed narrative. This course may be repeated once for a total of six credit hours.

ENGL 416. Advanced Studies in Children's and Adolescent Literature (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and either ENGL 315 or 316.
This course deepens students' understanding of children's and adolescent literature by concentrating on selected historical periods (such as the Golden Age of children's literature), literary modes or genres (such as picture books or historical fiction) or the influence of ideological beliefs (such as constructions of race and ethnicity, or gender) on the composition and receptions of texts for children.

ENGL 421. Shakespeare (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
This class explores the poetry and plays of William Shakespeare, an actor, poet and dramatist whose writings have had a profound impact on the international stage for four hundred years. Shakespeare's works helped shape the English language and have had an enduring impact on popular culture to the present day. Students learn about the genres and traditions of Early Modern Drama, Shakespeare's sources and study the plays in their historical, cultural and performative contexts.

ENGL 423. Major Authors (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
This course is an intensive study of the works of a single major author from the American, British or World traditions, such as: Achebe, Baldwin, Butler, Chaucer, Conde, Garcia, Marquez, Dostoyevsky, Hitchcock, Hurston, Ishiguro, Joyce, Marie de France, Mathebane, Melville, Milton, Morrison, Okorafor, Walker or Woolf. This course may be repeated once for a total of six credit hours.

ENGL 428. Great Moments in Literature (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
Over time and across the globe, there are moments and places that bear witness to transformative surges of literary production, for example: the 9th Century Tang Dynasty, Golden Age Spain, the Russian Golden Age, the Harlem Renaissance, the 20th Century Boom in Latin American literature and post-independence African literature. In any one semester, this course explores the one such cultural and historical moment and the resulting literature(s).

ENGL 429. East-West Literary Relations (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a C- or higher.
This course is broadly defined to allow for a variety of investigations into East-West literary exchanges (the modern West's "discovery" of the East, Britain and the Indian subcontinent, Europe and the Middle East, Russia and Eurasia).

ENGL 450. Advanced Writing Workshop (3-3-0)
Prerequisites: ENGL 309W or 351 or 352 with a grade of B or higher, or consent of instructor.
This workshop refreshes 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 are invited.

ENGL 452. WI: Fantasy Writing for Children (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and one of the following courses: ENGL 250, 351, 352, 365 (or THEA 365), 453, or consent of instructor.
This course explores children's fantasy fiction. Students read historically influential texts from Greek, Roman and Celtic traditions and are then exposed to a range of authors, from Lewis Carroll, L. Frank Baum, J.M. Barrie, C.S. Lewis and J.R.R. Tolkien, to more modern authors, such as J.K. Rowling, Philip Pullman and Neil Gaiman. Academic reading includes theoretical work by Colin Manlove and J.R.R. Tolkien. Students produce three polished chapters and an outline for a novel. Previous experience in creative writing is recommended as is ENGL 316.

ENGL 453. Writing Children's Picture Books (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and one of the following courses: ENGL 250, 351, 352, 365, 452, FNAR 118, 121, 224, 322, 324, 334, THEA 365, or consent of instructor.
This course explores the design and creation of picture books. Its focus concentrates on theoretical discussion of how the visual text works with, amplifies, or works against the written text, and how color, framing and style contribute to the meaning of a text. Author/illustrators considered include Randolph Caldecott, Beatrix Potter, Dr. Seuss, David Wiesner, Ed Young and Edward Gorey. Over the course of the semester each student will create one complete thirty-two page picture book. Previous experience in creative writing is recommended as is ENGL 316. Proficiency as an illustrator is not required.

ENGL 454. WI: Writing for Civic Engagement (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
This course engages students in the critical and creative processes of writing for civic engagement. Students will analyze the communication needs of educational, social, political, arts and faith-based organizations that work for the public good. Through partnering with community representatives, businesses, nonprofits and government agencies, students will learn how to use writing as a vehicle for lasting social change. This course is recommended for students interested in social justice, public relations,

fundraising and business, as well as the development of successful service-learning projects across the curriculum. This course counts for 30 hours toward Service Distinction and partially satisfies the writing intensive requirement.

ENGL 462. Documentary Film and Community (3-3-0)
Prerequisite: Junior standing or permission of instructor.
This course examines the history, theory and practice of documentary film, with an emphasis upon its distinctive narrative and visual elements. Students study significant films and directors in the documentary tradition, while delving into questions about the representation of communities and the nature of reality. Students also create and workshop their own short documentary films, drawn from various cinematic documentary styles, such as cinema-verite, expository and poetic. This course may be repeated once for a total of six credit hours.

ENGL 489. Journalism Capstone (3-3-0)
Prerequisite: Senior standing or permission of instructor.
This course is a for-credit capstone in journalism, where students develop and publish their own news stories in local news outlets. Students will also develop a professional portfolio that demonstrates and reflects on their engagement with the journalism curriculum over the course of their study.

ENGL 490. WI: Senior Seminar (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 223 and 308W, each with a C- or higher.
Building on literary theory acquired in ENGL 308W and practiced in other classes, this course explores a research theme determined by the instructor that allows students to build on their prior knowledge of literary traditions and genres in order to create complex arguments about specific aspects of independently chosen works. As the capstone to the major, the class brings together literary movements and the work of relevant critical voices and theories. Students may expand a paper developed in an earlier course, with the approval of the instructor.

ENGL 491. Internship in Writing (varies)
Prerequisites: English or Communication major, junior standing, at least one upper-division writing course with a grade of B or higher, and consent of instructor.
This course is a part-time internship in writing. See Dr. Mary Wright, Dr. Nicole Emmelhainz or Dr. Ivan Rodden for availability and eligibility requirements for public relations or professional writing in association with nonprofit organizations, local businesses or government, publishing or creative writing. This course may be repeated for a total of six credit hours.

ENGL 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

Environmental Studies

Dr. Christopher Loy, Director
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Mission Statement

Departments from each of the University's three colleges are committed to providing effective responses to contemporary environmental challenges. This is a complex undertaking precisely because these challenges operate at the intersection of physical, biological and cultural systems. Impactful solutions require an interdisciplinary understanding of phenomena operating across these systems.

Overview

The environmental studies major is designed to integrate diverse perspectives in the liberal arts and sciences curriculum in order to provide the academic breadth necessary for an enhanced and detailed understanding of the environmental issues that are profoundly altering biotic and social systems across the planet. All environmental studies majors will be equipped to critically analyze policy statements and public discourse regarding the environment. In addition, research methodologies and environmental theory will form the basis for student investigations. Students graduating with a major in environmental studies will be well placed for employment in the public or private sectors, or, alternatively, possess an integrated foundation which will serve them well in graduate school. Environmental studies majors will leave Christopher Newport with an expertise that is becoming more crucial to civic engagement as we progress through the current millennium.

Program Objectives

1. To provide an opportunity for students to understand and access the complexity of environmental challenges from an interdisciplinary perspective and to design and implement solutions to these challenges.
2. To provide courses and course-project activities that are oriented toward offering policy options and other potential solutions to decision-makers at the university, community, state, federal and international levels.
3. To offer a program that will document the student's sustained commitment to the interdisciplinary study of the environment.

Bachelor of Arts degree in Interdisciplinary Studies
Environmental Studies Major

Environmental studies majors are required to complete courses across numerous disciplines. In addition to successfully completing the liberal learning curriculum, the following courses must be completed with a grade of *C*- or higher:

1. BIOL 212/212L
2. CHEM 103 OR 121
3. CHEM 103L or 111L or 121L
4. ECON 203*
5. EVST 220
6. MATH 125
7. POLS 371W or ENGL 326W
8. Select six courses (18 credit hours) from the designated list of approved electives, with no more than six credit hours from the same discipline. Special topics and other courses may be approved by the director.
9. IDST 490, including successful completion and presentation of a research project that has been approved in advance by the director.

*Students may not receive credit for ECON 203 after receiving a grade of *D*- or higher in any economics course numbered 301 or higher. Environmental studies majors or minors may substitute ECON 301 with permission of the director.

Minor in Environmental Studies
(23 credit hours)

The environmental studies minor is designed to integrate diverse perspectives in the liberal arts and sciences curriculum in order to provide the academic breadth necessary for an understanding of the issues that are profoundly altering biotic systems across the planet.

The minor in environmental studies requires the following courses be completed with a grade of *C*- or higher:

1. CHEM 103 or 121;
2. CHEM 103L or 111L or 121L;
3. BIOL 115* or 212;
4. BIOL 109L or 212L;
5. EVST 220;
6. Select two (6 credit hours): ENGL 326, ENGL 393, HIST 342, HIST 343, PHIL 376, RSTD 337 or RSTD 338;
7. Select two (6 credit hours): ANTH 325, ANTH 331, ECON 203**, ECON 301, GEOG 211, GEOG 350, LDSP 250, LDSP 340, POLS 371W, POLS 391.

*BIOL 115 is offered as Topics in Ecology course with a focus that is dependent on the instructor each term. Permission from the environmental studies director is required prior to registering for this course.

**Students may not receive credit for ECON 203 after receiving a grade of *D-* or higher in any economics course numbered 301 or higher. Environmental studies majors or minors may substitute ECON 301 with permission of the director.

THE CURRICULUM IN ENVIRONMENTAL STUDIES

EVST 220. Introduction to Environmental Studies (3-3-0) [Formerly IDST 220, equivalent]
This course offers an introduction to environmental issues and challenges as seen from the perspective of the arts and humanities, natural sciences and social sciences. Through study of a variety of topics and problems related to the natural environment and our relationship to it, students gain an interdisciplinary overview of the field that will serve as a foundation for further coursework in the field. Examples of topics may include natural resources, ecology and sustainability; environmental politics, economics and law; global climate change; and social, literary and cultural influences on environmental thought.

EVST 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of 12 credit hours in topics courses may be presented for graduation.

EVST 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of 12 credit hours in topics courses may be presented for graduation.

The following course descriptions appear in appropriate sections throughout the catalog. No more than six credit hours from any one discipline may be presented for the major.

Electives

ANTH 325	Food and Society
ANTH 331	Environment, Culture and Society
CHEM 104/L	Introductory Chemistry II and Lab
ECON 301	Environmental Economics
ENGL 393	Environmental Imaginings
EVST 395	Topics in Environmental Studies
EVST 495	Topics in Environmental Studies
GEOG 211	Geography of Human - Environment Interaction
GEOG 308	The Urbanizing World
GEOG 350	GIS for the Social Sciences
HIST 342	American Environmental History
HIST 343	Global Environmental History
LDSP 250	Environmental Leadership
LDSP 340	Outdoor Leadership
PHIL 376	Environmental Ethics
PHYS 142	Energy: Principles, Problems and Societal Impact
POLS 391	International Environmental Politics
RSTD 337	Religion and Ecology
RSTD 338	Pilgrimage on the Appalachian Trail

Film Studies

Dr. John Nichols, Director
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Minor in Film Studies
(15 credit hours)

As an artistic medium, film explores the complexity of society through its many cultural uses, serving as a source of entertainment, a pinnacle of artistic experimentation, an instrument of social persuasion and an interdisciplinary art form. Film courses in this program offer students the opportunity to participate in critical conversations about film, enhancing liberal arts learning by emphasizing strategies for close analysis, historical inquiry, narrativity and philosophical thinking.

The interdisciplinary film minor program invites students to examine critically the cultural production and reception of film. Students in the program will analyze film style, explore the intersection of film and society, inquire into the making of film, learn strategies for writing about film and investigate film's relations with other disciplines. (Any of the courses may be taken without commitment to the entire program).

Program Objectives:

1. Investigate historical moments of cinematic production and reception as well as film's interdisciplinary relations.
2. Serve as a minor for students who wish to extend their work in a major to include film.
3. Offer a program for students to emphasize their concentrated study of film (for a career in film or graduate studies in film).

Program Requirements:

Students should consult the director on matters of course selection and advising.

1. A minimum of 15 credit hours as listed below are needed to complete the minor.
2. Core requirement: ENGL 356W.
3. Select an additional four approved program electives (12 credit hours) to complete the minor.
4. Certain internships, independent studies and special topics courses focusing on film may also count toward the minor as determined by the director.

The Curriculum in Film Studies

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

Core

ENGL 356	WI: Film, Theory, and Culture

Electives

BUSN 302	Business Law for the Arts
CLST 307	The Ancient World in Film
COMM 295	Special Topics (a film studies topic)
COMM 321	WI: Communication and Film
COMM 395	Special Topics (a film studies topic)
COMM 402	Media Research Methods
ENGL 215	Popular Genres (a film studies topic)
ENGL 256	Introduction to Film Studies
ENGL 271	The Arthurian Legend in Fiction and Film
ENGL 320	WI: Studies in Women and Literature
ENGL 324	Exploring Alterity
ENGL 365	WI: Playwriting
ENGL 380	Film and Literature
ENGL 381	The Roaring Twenties: Film, Literature, and Drama of the Jazz Age
ENGL 385	American Film
ENGL 392	Travel and Culture
ENGL 395	Special Topics (a film studies topic)
ENGL 415	Genre Studies
ENGL 423	Major Authors
ENGL 462	Documentary Film and Community
FNAR 333	Video Art
HIST 325	Cold War Politics and Culture
HIST 327	History on Film
HIST 339	History of Propaganda: A Film Study Course
HIST 395	Special Topics (a film studies topic)
HIST 432	World War II in European Memory
HIST 495	Special Topics (a film studies topic)
MLAN 207	International Film
MUSC 205	Film Music
PHIL 326	WI: Philosophy in the Movies
RSTD 326	WI: Religion in the Movies
THEA 336	Fundamentals of Play Directing
THEA 361	WI: Broadway to Hollywood and Back
THEA 365	WI: Playwriting

DEPARTMENT OF FINE ART AND ART HISTORY

Dr. Michelle Erhardt, Chair
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Faculty

Professor: Erhardt
Associate Professor: Harris, Henry, A. Skees
Assistant Professor: Wolff
Senior Lecturer: Richardson, K. Skees
Emeriti: Alexick, Pendleton

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.

Bachelor of Arts Degree in Art and Art History
Art History major

Art History is the study of works of art, architecture and material culture from a variety of perspectives with an emphasis on the original context of works of art, their making and reception as well as their later circulation, collection, conservation and display. Students will gain an understanding of visual literacy, analytical and writing skills and the refinement of critical sensibilities and creative problem solving. The major in art history prepares students for careers in museums and cultural institutions, art education, art galleries and the commercial art market.

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in art and art history, art history major also requires successful completion of the following:

1. FNAR 117, 118, 128, 201, 202;
2. IDST 277, 377;
3. Modern - Contemporary elective, FNAR 371 or 377;
4. Medieval - early Modern elective, FNAR 373, 376, 378 or 379;
5. Global elective FNAR 374, 381, 382, or 383;
6. FNAR 403W;
7. Select four (12 credit hours) 300- or 400-level art history course;
8. FNAR 490W.

A minimum grade of *C-* is required in all courses counted toward the completion of major and elective studies for this degree.

Bachelor of Arts Degree in Art and Art History
Studio Art major

Studio Art is a process-oriented and creative practice in the language of the visual art with emphasis on the exploration of ideas and personal expression. Students learn creative problem solving, artistic conceptualization, analytical and critical competence and technical skills related to their chosen concentration. Students will develop a professional portfolio specific to their medium. The major in studio art prepares students for careers as professional working artists, graphic designers, photographers, videographers, art therapists and art educators.

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in art and art history, studio art major also requires successful completion of one of the following concentrations:

2D and 3D Media Concentration

The 2D and 3D Media track teaches the creation of visual art through traditional two-dimensional (painting, drawing, printmaking) and three-dimensional (ceramics, sculpture) processes. The curriculum emphasizes the theory of art, color theory, composition and perspective, anatomy, the techniques and procedures for maintaining equipment and managing a studio, and art portfolio.

1. FNAR 117, 118, 121, 128, 201 and 202;
2. Sophomore Portfolio Review;
3. Select a minimum of six courses (18 credit hours) from FNAR 224, 227, 241, 251, 252, 322, 324, 327, 341, 351, 352, 395, 401, 402, 491, 495;
4. Select one (3 credit hours) of 300- or 400-level art history courses;
5. FNAR 371 or 377;
6. FNAR 388;
7. FNAR 403W;
8. FNAR 488

A minimum grade of *C-* is required in all courses counted

toward the completion of major and elective studies for this degree.

Note: The student must purchase all personal and expendable art material.

Graphic Design Concentration

The Graphic Design concentration prepares students to apply artistic and computer techniques to the interpretation of technical and commercial concepts. The curriculum includes instruction in computer-assisted art and design, printmaking, technical drawing, color theory, imaging, studio technique, multimedia applications, marketing and communication skills and commercial art business operations.

1. FNAR 117, 118, 121, 128, 201 and 202;
2. Sophomore Portfolio Review;
3. Select a minimum of six courses (18 credit hours) from FNAR 205, 252, 334, 335, 336, 395, 401, 402, 491, 495;
4. Select one (3 credit hours) of 300- or 400-level art history course;
5. FNAR 371 or 377;
6. FNAR 388;
7. FNAR 403W;
8. FNAR 488.

A minimum grade of *C-* is required in all courses counted toward the completion of major and elective studies for this degree.

Note: The student must purchase all personal and expendable art material.

Photography and Video Art Concentration

The Photography and Video Art concentration focuses on the principles and techniques of communicating information, ideas and personal expression through the creation of images on photographic film, plates and digital images and prepares students to be professional photographic artists. The curriculum offers instruction in camera and equipment operation and maintenance, film and plate developing, light and composition, films and printing media, color and special effects.

1. FNAR 117, 118, 121, 128, 201 and 202;
2. Sophomore Portfolio Review;
3. Select a minimum of six courses (18 credit hours) from FNAR 205, 227, 327, 331, 333, 395, 401, 402, 491, 495;
4. Select one (3 credit hours) of 300- or 400-level art history course;
5. FNAR 371 or 377
6. FNAR 388;
7. FNAR 403W
8. FNAR 488.

A minimum grade of *C-* is required in all courses counted toward the completion of major and elective studies for this degree.

Note: The student must purchase all personal and expendable art material.

Graduation Requirements

In order to graduate with a major in art, the student must have successfully completed all requirements listed for the major with a grade a *C-* or higher 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 490) in the studio art or art history major. Students majoring in studio art must submit an annual portfolio of work and exhibit in the Senior Thesis Exhibition. Participation in the interactive gallery critique is also required. Students majoring 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.

Minor in Art History (18 credit hours)

1. FNAR 201 and 202, unless the student has permission for an exemption;
2. One studio art course (3 credit hours) ;
3. Three courses (9 credit hours) in art history electives.

Minor in Graphic Design (18 credit hours)

A minor in graphic design provides students with the opportunity to develop highly desirable technical skills, competency in design aesthetics and concepts, and acts as a complement to their major area of study. Beyond learning technical skills, the curriculum asks students to critically evaluate the way in which graphic design shapes our contemporary culture and converses with historical and contemporary practices in fine art and design. The minor in graphic design requires the successful completion of the following courses with a minimum grade of *C-* or higher:

1. FNAR 118, 121, 128, 334, 335,
2. Select one course (3 credit hours): FNAR 205, 224, 252, 336, or 491.

Note: The student must purchase all personal and expendable art material.

Minor in Photography and Video Art (18 credit hours)

A minor in photography and video art provides students with the opportunity to critically evaluate photography and video art, both conceptually and technically, using principles of photographic and visual theory. By creating unique works of art that have both creative purpose and conceptual intent, students will learn highly desirable technical skills in an increasingly digital imagery based culture, as a complement to their major area of study. The minor in photography and video art requires successful completion of the following courses with a minimum grade of *C-* or higher:

1. FNAR 205 and 227;

2. Select four courses (12 credit hours): FNAR 327, 331, 333 or 491. Each course is repeatable for up to 6 credit hours.

Note: The student must purchase all personal and expendable art material.

Minor in Studio Art (24 credit hours)

1. FNAR 117, 118, 201, 202;
2. One studio art course (3 credit hours) at or above the 200-level;
3. Select two (6 credit hours) studio art courses at or above the 300-level;
4. One art history course (3 credit hours) at or above the 300-level;

Note: The student must purchase all personal and expendable art material.

Teacher Preparation in Visual Arts

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a B.A. in fine and performing arts after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in art can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or elementary through secondary school, grades pre-kindergarten through 12, in the content area of art.

The courses and degree requirements for the M.A.T. are found in the *Graduate Catalog*. Students accepted into this program must complete one of the following tracks for graduation along with the bachelor's degree:

Elementary level (PK-6) Track

Major/concentration courses required:
See requirements for the B.A. in fine and performing arts with either the studio art or art history major.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; NSCI 310.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credits from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Elementary/Secondary level (PK-12) Track: Art Endorsement

Major/concentration courses required:
In addition to the requirements for the B.A. in fine and performing arts with a studio art major, the student needs to complete the following courses:

1. FNAR 117;
2. FNAR 118;
3. FNAR 121;
4. FNAR 128;
5. FNAR 201 and 202;
6. FNAR 224;
7. FNAR 241 or 251;
8. FNAR 252;
9. FNAR 322
10. FNAR 488
11. Nine credit hours of upper-level art history electives.

Support courses required:
ENGL 123, 223; CPSC 110; COMM 201 or THEA 232; MATH 125; PSYC 207 or 208, 312; SOCL 314/314L; .

Graduate* courses required (senior year):
Select six credit hours: FNAR 534, FNAR 538 or PSYC/TCHG 544.

*See the graduate catalog for course descriptions.

THE CURRICULUM IN ART

Art History Courses: FNAR 201, 202, 204, 371, 372, 373, 374, 376, 377, 378, 379, 381, 382, 383, 395 (in art history), 403, 490.

Non-Western Art History Courses: FNAR 374, 381, 382, 383, and 395 or 403 in non-western art history content.

Studio Art Courses: FNAR 117, 118, 121, 128, 204, 205, 224, 227, 241, 251, 252, 322, 324, 327, 331, 333, 334, 335, 336, 341, 351, 352, 388, 401, 402, 488.

FNAR 117. 3D Design (3-0-6)

3-D design is studied through assignments that integrate elements and principles of design with a variety of sculpture- making material and techniques. Through their work, students will gain an understanding of the design process, presentation and installation. A personal vocabulary for creating 3D forms in formal critiques is developed. Students gain an awareness of art historical precedents and contemporary approaches to sculpture and design through instructor lectures, textbook readings and personal research. The student must purchase all personal and expendable art material. Lab fees apply each term.

FNAR 118. 2D Design (3-0-6)
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. Lab fees apply each term.

FNAR 121. Drawing I (3-0-6) AICE
This class is designed to teach the fundamentals of drawing from observation. Visual perception and interpretation of a composition as a whole (objects in relationship to each other and to the space they sit in) will be taught through concentration on line, value, perspective, scale, shape, edge and texture. Methods of empirical perspective (sighting) will be taught and utilized. Exercises with line and value in various media will explore concepts, materials and mark-making. Drawing experiences will include working from a variety of subject matter from direct observation, which may include simple geometric forms, still-life materials, landscape, architectural spaces, the human figure and portraiture. Lab fees apply each term.

FNAR 128. Introduction to Digital Media (3-0-6) AICE
This course is designed to introduce students to the principles and techniques of digital media and their specific application to an artistic process. During the course of the semester students will complete exercises, projects and participate in critiques, in order to develop a working knowledge of computer media as a tool for artistic expression and experimentation. While students learn software techniques, the emphasis is on applying digital technologies to the development of the student's artistic practice. Students will be introduced to 'new media' history and theory. The student must purchase all personal and expendable art material.

FNAR 195. Special Topics (3-0-6)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

FNAR 201. World Art in Context I (3-3-0) AICE
This course is an introductory survey of art and visual culture from the prehistoric era to the fourteenth century and explores a broad range of artwork including, but not limited to, sculpture, painting, ceramics and architecture. The course begins by studying prehistoric art such as the cave paintings of Lascaux, and continues with examinations of other European visual arts including Greek vase painting and Roman sculpture. It will also investigate non-European arts such as African sculpture, Islamic architecture and Mesoamerican painting. The major themes of this course include how art communicates within particular cultural and historical contexts as well as how art reflects the values, ideals, desires, beliefs and politics of a society.

FNAR 202. World Art in Context II (3-3-0) AICE
This course is an introductory survey of visual arts from the fourteenth-century to the present. The course covers a broad range of artwork including, but not limited to, sculpture, painting, ceramics and architecture. The course begins by exploring the art of Renaissance Europe and continues into the modern and contemporary periods with an examination of artistic movements from Impressionism to Abstract Expressionism. The course will also cover non-European visual culture such as South American architecture, African sculpture and Japanese woodblock prints. The major themes of this course include the social, political and religious contexts in which works of art are created as well as cultural notions of beauty and the function of the artist (and patron) in society. Students will develop an understanding of specific artistic movements, stylistic periods, and individual artists.

FNAR 204. The Artistic Process (3-2-4) AICE
Prerequisite: ENGL 123 with a grade of C- or higher.
This course provides a study-abroad experience that surveys works of art and architecture in the light of influences that have helped shape art. It aims to examine the close relationship between art and its cultural contexts by studying works of art in their original locations. The course fosters a deeper evaluation of both private and public art and architecture and how artifacts have been shaped by a diversity of influences. The course involves both a historical and hands-on study of principles and ideals used in works of art.

FNAR 205. Digital Photography (3-0-6) AICE
This course provides students with a strong foundation in the latest digital workflow methods, from advanced digital capture and image editing to master digital printing. Concepts covered in the course include color management, working with RAW files, managing and archiving image files. A digital SLR camera with at least 5-megapixel resolutions, histogram display and manual capability is required for this course (ability to capture in "camera RAW" preferred). A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras. Lab fees apply each term.

FNAR 224. Painting I (3-0-6)
Prerequisite: FNAR 121 or consent of instructor. Fall.
Oil painting will be studied through assignments that integrate elements and principles of design with a variety of painting surfaces and techniques. Through working from direct observation, students will gain an understanding of color mixing, color harmony, value range and composition. Through formal critiques, students will expand problem-solving capabilities and oral presentation skills. Students gain an awareness of art historical precedents and contemporary approaches to painting and drawing through instructor lectures, textbook readings and personal research. The student must purchase all personal and expendable art

materials. Lab fees apply each term.

FNAR 227. Darkroom Photography (3-0-6)
A beginning study of the traditional black and white photographic process, with an introduction to 35mm film camera operation and wet lab printing. Emphasis will be placed on the creative use of the medium, with the understanding of composition and the many subtle qualities of light being essential components to creating a successful photograph. The student must purchase all personal and expendable art material. Lab fees apply each term.

FNAR 241. Ceramics I (3-0-6) AICE
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. Lab fees apply each term.

FNAR 251. Sculpture I (3-0-6)
Prerequisite: FNAR 117 or 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. Lab fees apply each term.

FNAR 252. Printmaking I (3-0-6)
Prerequisite: FNAR 118 or consent of instructor; required for art education majors. Spring.
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. Lab fees apply each term.

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 121 or consent of instructor. Fall.
This course is designed to teach drawing skills from direct observation of the human figure. Specific exercises in line and value will increase skill and provide a tool for expression. Various media will be utilized to broaden the students drawing experience. Gesture and sustained drawings will explore both technical and experimental drawing concepts. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 324. Advanced Painting (3-0-6)
Prerequisites: FNAR 121, 224 with a grade of C- or higher or consent of instructor. Spring.
This is a course in oil painting which emphasizes direct observation. The student will be encouraged to begin developing individual expression through assigned problems that not only require observational skill but added creative thought. Growth in visual design aesthetic will be stressed through individual and group critique. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 327. Advanced Darkroom Photography (3-0-6) [Formerly FNAR 230, equivalent]
Prerequisite: FNAR 130 or 227. Spring.
An advanced study of the traditional black and white photographic process. This course will build on the skills acquired in FNAR 227, Darkroom Photography, and introduce advanced darkroom techniques. The focus of the course will be creating an individual portfolio of work that demonstrates technical ability and conceptual intent. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 331. Advanced Digital Photography (3-0-6) AICE
Prerequisite: FNAR 205. Spring.
In this advanced studio seminar, students will execute a semester-long independent photography project that demonstrates technical ability and conceptual intent. Building on the technical skills of FNAR 205, Digital Photography, this course emphasizes conceptual development and creation of a cohesive body of work. In addition to critique and technical demonstrations, class time is dedicated to the discussion of historical and contemporary photographers. Participation and engagement is expected in all class critiques, discussions and projects. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 333. Video Art (3-0-6) AICE
Prerequisite: FNAR 205. Fall.
This course introduces the basics of digital video production, with emphasis on conceptual video art. Students learn basic DV camera operation and Mac-based editing using *Final Cut Pro*. Equipped with the fundamental knowledge of hardware and software, students produce individual and collaborative projects that explore the visual language of video art. Project assignments include both abstract and narrative

explorations with emphasis on conceptual development In addition to technical instruction, class time is used for video art screenings and discussion of readings related to contemporary video art, group critiques and individual work time and consultation. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours.

FNAR 334. Graphic Design Concepts (3-0-6)
Prerequisite: FNAR 128. Fall.
This course introduces students to the commercial art of graphic design as a form of visual communication through the use of type, image, form and color. Projects explore two dimensional design processes of visual identity and communication, thematic structure and hierarchy, creative problem-solving and the design practice of critiques and discussion. The student must purchase all personal and expendable art material.

FNAR 335. Graphic Design Processes (3-0-6)
Prerequisite: FNAR 128. Spring.
This course focuses on graphic design production processes including preparation of designs for pre-press and printing, preparation of designs for electronic formats, basic package design and other commercial production procedures. Products will explore two and three dimensional design solutions, product production and designer/ client relationships.

FNAR 336. Typography (3-0-6)
Prerequisite: FNAR 128. Fall.
This course introduces students to letterforms and type application as used by the graphic designer. The course includes typographic terminology, type classification and assignments focusing on the practical application of type using digital media.

FNAR 341. Advanced Ceramics (3-0-6)
Prerequisite: FNAR 241 with a grade of C- or higher or consent of instructor. Spring.
An intermediate course in ceramics that extends the exploration of the craft, by hand building and glazing; students, while demonstrating craftsmanship, creativity and conceptual skills, will create a cohesive body of work that demonstrates growth in technique, design and content; students will develop their analytic and aesthetic capacities to discuss critically the processes and products of clay fabrication. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 351. Advanced Sculpture (3-0-6)
Prerequisite: FNAR 251 with a grade of C- or higher or consent of instructor. Fall and Spring.
An intermediate course in sculpture that builds on FNAR 251, students work toward a personal style within three-dimensional design. Students' visions will be focused in figurative, non-figurative, and environmental compositions that 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. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 352. Advanced Printmaking (3-0-6)
Prerequisites: FNAR 118 and 252 with a grade of C- or higher or consent of instructor. Spring.
This course explores a variety of concepts, methods, and tools in the making of hand-drawn, photo-based and paper-structure imagery in printmaking. While using established terms, the course explores the emerging vocabulary that is defining new types of techniques and image-making in contemporary printmaking. Developing personal narrative content in sequential imagery is emphasized using printmaking techniques. The sketchbook is used as a tool to develop and combine ideas prior to initiating prints. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours. Lab fees apply each term.

FNAR 371. Modern Art (3-3-0) AICE
Prerequisite: ENGL 223. Fall.
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 Dadaism.

FNAR 372. Arts in the United States (3-3-0) AICE
Prerequisite: ENGL 223. Spring, alternate years.
A chronological study of American painting, sculpture, architecture and furniture from the early seventeenth century to 1920. This course presents an interpretation of American art within a social, religious and political context, and will explore issues such as art in response to European influences and American nationalism.

FNAR 373. Italian Renaissance Art (3-3-0) AICE
Prerequisite: ENGL 223. Spring, alternate years.
A study in the development of art from the early Renaissance through the 16th century. Special attention is given to the changing role of the artist, the effects of Roman and Greek archaeology, increasing nationalism, as well as establishing our conceptual vision of the world.

FNAR 374. Asian Art (3-3-0) AICE
Prerequisite: ENGL 223. Spring.
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 is given to art as a response to Asian religion, patronage and social change.

FNAR 376. Medieval Art (3-3-0) AICE
Prerequisite: ENGL 223. Fall, alternate years.
Survey of painting, sculpture and architecture of the middle ages from the Carolingian through the Gothic periods. This course emphasizes the relationship of medieval art to religious, philosophical and social developments in Western Europe.

FNAR 377. Contemporary Art (3-3-0)
Prerequisite: ENGL 223. Spring, alternate years.
This course examines the major themes and artists of contemporary art from the late 1940s to the present. While the focus is on American and European art, recent art from other regions of the world will also be considered. The relationship between contemporary art and the socio-political contexts of this period will be addressed, including a consideration of the impact of the mass media and other technological developments. Special attention will be paid to innovative materials and methods of display, expanding concepts of art and theory, critical reception and the art market and evolving representations of identity.

FNAR 378. Baroque Art (3-3-0) AICE
Prerequisite: ENGL 223. Fall, alternate years.
A survey of seventeenth-century European painting, sculpture and architecture. This course presents an interpretation of Baroque art in context, and will explore issues to include art in response to the Protestant and Catholic reformations, as well as the rise of middle class patronage in Northern Europe.

FNAR 379. Northern Renaissance Art (3-3-0) AICE
Prerequisite: ENGL 223. Spring, alternate years.
This course will survey the arts of northern Europe, including 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 381. African Art (3-3-0) AICE
Prerequisite: ENGL 223. Spring, alternate years.
The course explores the various ways in which Africa and its arts have been represented by and to the Western world. We will discuss African art, how the study of African art has been historically constructed and how the key issues present in African art and scholarship continue to reflect this construction. Students also examine the influence of African art on the Diaspora of the Americas and Caribbean.

FNAR 382. Latin American Art (3-3-0) AICE
Prerequisite: Sophomore standing. Spring, alternate years.
This course is an introduction to the arts of Latin America from the 16th through the 21st centuries. It traces how art reflects histories of conquest and colonization, ideas of identity during independence movements and revolutions and issues surrounding the sociopolitical and cultural concerns of the modern era. It covers all regions of Latin America—North and Central America, South America and the Caribbean—and a wide range of artistic media, including painting, sculpture, architecture, photography, performance and installation.

FNAR 383. Global Modern and Contemporary Art (3-3-0) AICE
Prerequisite: Sophomore standing. Spring, alternate years.
Moving geographically throughout the world, this course explores important modern and contemporary art movements through key case studies in different countries. Students will become familiar with the artistic concerns and leading art-ists of diverse areas, and questions that guide our study are: what exactly is modern and contemporary art? How do artists stake a claim to modernity? How do they tap into the specificities of their cultures while creating art that resonates on a universal level? What is "local" and what is "global?"

FNAR 388. Artist's Portfolio (3-0-6)
Prerequisites: FNAR 117, 118, 121, 128 with a grade of C- or higher and successful portfolio review at the sophomore level or instructor permission. Fall. Restricted to Studio Art majors, junior standing.
Each student will begin creating a body of work that demonstrates technical ability and conceptual intent. This work will continue to be developed throughout their advanced studio courses in preparation for the Senior Thesis Exhibition. Required research of current and historical artists will inform this process. The sketchbook will be used as a tool to experiment with imagery and concepts. Individual and group critiques will evaluate works in progress. In addition to studio work, students will also learn about best business practices relevant to being a professional artist. Required of all art education majors and concentrations in studio art.

FNAR 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. This course is repeatable for a maximum of six credit hours.

FNAR 401. Individual Problems in Studio (3-0-6)
Prerequisites: Basic studio courses and consent of instructor.
Special individualized instruction in studio areas. The student must purchase all personal and expendable art material. This course is repeatable for a maximum of six credit hours.

FNAR 402. Advanced Studio Topics (3-0-6)
Prerequisites: FNAR 117 or 119; FNAR 118 and junior standing.
This course will focus on conceptual development, and is designed to provide studio experiences for upperclassmen with contemporary art practices. Topics vary, determined by the special interests and needs of students and the expertise of faculty, but may include new genres, performance art, conceptual drawing, and self-portrait. This course is repeatable for a maximum of six credit hours.

FNAR 403. WI: Advanced Topics in Art History (3-0-6)
Prerequisites: FNAR 201, 202; and ENGL 223 with a C- or higher.
This course will provide the opportunity for in-depth study of specialized topics with narrow focus in art history as well as advanced writing instruction within the discipline of visual art. The course provides students with opportunities to critically analyze works of art and discuss how artistic intention and cultural context affected the form, style and meaning of objects. Topics will vary, but may include Art of the Aztec Empire, the Art of Renaissance Florence, Numismatics and the Roman World and Women in Art. This course is repeatable for a maximum of six credit hours.

FNAR 488. Senior Seminar in Studio Art (3-0-6)
Prerequisites: FNAR 388, senior standing, studio art major. Spring.
This studio course is designed as an academic capstone experience in studio art. Each student is expected to complete a body of work that demonstrates technical ability and conceptual intent. The Senior Thesis Exhibition is the culmination of this course which consists of framing, presenting, arranging and hanging artwork as a part of a cohesive group exhibition. Evaluation will include an external reviewer and interactive gallery critique. Successful completion of the course will include an artist's portfolio including curriculum vitae, artist statement, slides featuring their artwork and an active website for their work.

FNAR 490. WI: Senior Seminar in Art History (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, senior standing. Spring.
This seminar is designed as a capstone academic experience in art history. Each student is expected to demonstrate independent research, present a formal research paper and participate in interactive critiques.

FNAR 491. Practicum in Studio Art/Art History (Credits vary 1-6)
Prerequisites: Senior standing and consent of advisor.
Part-time internship in association with a local office, gallery or museum. Periodic conferences, written evaluations. This course is repeatable for a maximum of six credit hours.

FNAR 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

FNAR 499. Independent Study (Credits vary 1-3)
Prerequisites: Senior standing and consent of instructor and department chair.
An opportunity for independent research in art history with a member of the faculty from the art department. This course is repeatable for a maximum of six credit hours.

Summer Arts Institute

The College of Arts and Humanities offers a Summer Arts Institute annually for regional high school students.

FNAR 170. Visual Art Academy (3-3-0)
Prerequisite: Restricted to Summer Arts Institute students.
This course offers high school students interested in attending Christopher Newport a total immersive experience in the making and appreciation of the visual arts. Under the supervision of faculty and guest artists, students develop and improve their technical skills as well as their creative expression through various art forms such as photography, sculpture, ceramics, printmaking, painting, drawing and graphic design. Although the media will vary each summer, the emphasis will be on visual literacy and expanding each young artists' creativity, communication, collaboration and critical thinking skills.

FORENSIC SCIENCE

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Minor in Forensic Science
(23 credit hours)

Christopher Newport University offers an interdisciplinary minor in forensic science for undergraduates. Through a combination of classroom instruction and hands-on laboratory experiences, students develop critical thinking, problem-solving and communication skills vital for effectively understanding the broad field of forensic science. Overall, the forensic science minor will help to prepare students for diverse career paths, including criminal investigations, law enforcement, forensic laboratories and other professions.

Program Requirements

Students should seek advising from the co-directors of the forensic science minor in choosing courses for the minor. A minimum of 23 credit hours, as listed below, are required to complete the minor.

1. One CHEM sequence (2 courses with labs): CHEM 103/103L AND CHEM 104/104L or CHEM 121/121L AND CHEM 221/221L or CHEM 121/121L AND CHEM 242/242L;
2. CRIM 208;
3. CRIM 275;
4. Select one forensic elective: ANTH 345 or PSYC 350;
5. Select one science elective: BIOL 211, CHEM 361 or NEUR 201;
6. Select one course from elective list.

THE CURRICULUM IN FORENSIC SCIENCE

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

Core

CHEM 103 Introductory Chemistry I,
CHEM 103L Introductory Chemistry Laboratory I,
CHEM 104 Introductory Chemistry II,
CHEM 104L Introductory Chemistry Laboratory II, or
CHEM 121 General Chemistry I,
CHEM 121L General Chemistry I Laboratory,
CHEM 242 General Chemistry II (Formerly CHEM 122)
CHEM 242L General Chemistry II Laboratory (Formerly CHEM 122L)
CRIM 208 Crime in America
CRIM 275 Introduction to Forensic Science

Electives

Students are expected to meet any applicable prerequisites.

ANTH 345 Forensic Anthropology
BIOL 211 Principles of Biology
BIOL 301 Microbiology
BIOL 313 Genetics
CHEM 361 Analytical Chemistry
CHEM 445 Instrumental Analysis
COMM 201 Public Speaking
CRIM 338 Mental Health, Crime and Criminal Justice
CRIM 354 Policing in the 21st Century
CRIM/SOCL/SOWK 374 Substance Use and Addiction
NEUR 201 Introduction to Neuroscience
NEUR 301 Research Methods in Neuroscience
PHIL 384 Medical Ethics
PSYC 350 Forensic Psychology
PSYC 408 Psychopharmacology
CHEM, CRIM, or ANTH 395*
CHEM, CRIM, or ANTH 495*
CHEM, CRIM, or ANTH 499*
CRIM, or ANTH 491*

*with permission of director (must be forensic related)

Global Commerce and Culture

Dr. Elaine Miller, Director
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Bachelor of Arts Degree in Interdisciplinary Studies
Major in Global Commerce and Culture

In the 21st century, all commerce - the exchange of goods, services, information, and money - operates in a global economy. Even the smallest local businesses must interact with international supply chains and financial institutions as well as a workforce that is being shaped by increasing migration. The global commerce and culture major is an interdisciplinary degree program focusing on the development of the skills and perspectives needed to work in a global business environment. By developing the ability to think critically, communicate well and understand the impact of social, political, economic, cultural and ethical factors on global commerce, the major in global commerce and culture emphasizes the consideration of multiple viewpoints when building professional relationships and adapting to new developments in the workplace. To prepare for success in a transnational work environment, students will study statistical analysis, the fundamentals of business operation, foreign language, cross-cultural awareness and the challenges and opportunities presented by global trade and commerce. Students will be encouraged to study abroad as part of the program. A major in global commerce and culture will prepare students for employment domestically and internationally with global companies, governmental institutions, local businesses and non-profit organizations.

Global commerce and culture majors are required to complete courses across many disciplines. In addition to successfully completing the liberal learning curriculum, the following courses must be completed:

Pre-Business Courses (15 credit hours)

1. ACCT 200 or 201;
2. CPSC 215;
3. ECON 201;
4. MATH 125;
5. PHIL 207.

Global Commerce and Culture Core (27 credit hours)

1. BUSN 231 or POLS 352;
2. BUSN 303;
3. BUSN 317;
4. BUSN 448;
5. ENGL 350 or 353W or 454W;
6. FINC 300;
7. IDST 480;
8. MLAN 308 or LDSP 330;
9. One 202-level foreign language course.

Cross-Cultural Electives (12 credit hours)

Select four courses (12 credit hours) from the following list of approved electives. No more than six credit hours may be from the same discipline. No more than one course may be from study abroad. Nine credit hours must be at the 300-level or higher.

AMST 300	The American Experiment:Global Influence
AMST 320	American Entrepreneurship
ANTH 203	Cultural Anthropology
COMM 201	Public Speaking
COMM 240	Intercultural Communication
ECON 372W	Economic Development
GEOG 210	Introduction to Human Geography
HIST 212	Viva Zapata! Revolution and the Peoples of Latin America
HIST 336	American Foreign Relations
HIST 343	Global Environmental History
HIST 367	Modern Chinese History
HIST 375	History of the Modern Middle East
HIST 376	Modern North Africa: History, Society, and Culture since 1830
MLAN 310W	Texts in Context
MLAN 311	Multilingual Learners in the Community
MUSC 306	Global Transformations: "World Music" and the "World"
POLS 215	Comparative and International Politics
POLS 327	International Law and International Organizations
POLS 381	International Political Economy
POLS 391	International Environmental Politics
SPAN 301, FREN 301 or GERM 301	Grammar and Composition
SPAN 314, FREN 314,or GERM 314	Business Spanish/ French/ German
Study Abroad	Maximum of 3 credit hours

The Curriculum in Global Commerce and Culture

IDST 480. Capstone Course in Global Commerce and Culture (3-3-0)

Prerequisites or corequisites: BUSN 448, LDSP 330 or MLAN 308. Global commerce and culture majors only; Restricted to junior or senior standing.

This course is the capstone for the global commerce and culture major. By focusing on problems of international commerce through case studies, students analyze multiple

factors - including cultural, economic, ethical, and social factors - that drive those problems and evaluate the impacts of those problems on individuals, communities, regions and nations. Analysis of potential solutions involves appreciating the complex interactions of multiple factors, including differing cultural perspectives and various, often competing, goals and desires. Students identify a particular problem and analyze solutions by conducting a research project in which they integrate and apply skills acquired throughout the major's curriculum.

Health, Medical, and Wellness Studies

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Minor in Health, Medical, and Wellness Studies (18 credit hours)

The minor in health, medical, and wellness studies is designed to bring together courses from across the university that focus on the study of human health. The World Health Organization defines health in part as "a state of complete physical, mental and social well-being." As such, this minor is intended to provide a broad range of contexts for understanding the concept of health from an interdisciplinary lens. Courses draw from all four colleges with a particular focus on the social sciences. Students will learn about the historical landscape of health studies, public health, health communication, doctor-patient interaction, medical anthropology, health administration, complementary medicine and general wellness, among other topics. The minor should be of interest to anyone interested in a healthcare or allied health profession or students who want a better understanding of their own health and wellness.

Program Objectives

1. To provide students with an interdisciplinary perspective regarding the study of health and wellness.
2. To offer a minor for students who wish to enrich their lives by learning to improve their own health.
3. To offer a minor for students who want to work in an allied health profession.
4. To help students become more engaged citizens by gaining an understanding of how health, medicine, and wellness affect all aspects of people's lives.

Program Requirements

1. A minimum of 18 credit hours as listed are required to complete the minor;
2. HEAL 201;
3. COMM 360;
4. Four additional courses (12 credit hours) from the approved list of electives;
5. No more than two courses from any one academic department or discipline can count toward the minor;
6. Special topics and other courses can be used if approved by the director.

The Curriculum in Health, Medical, and Wellness Studies

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

Core

HEAL 201	Introduction to Health, Medical, and Wellness Studies
COMM 360	Health and Medical Communication

Electives

AMST/LDSP 345	American Epidemics and the Constitution: Lessons in Law, Leadership, and Policy
BIOL 113	Topics in Medicine and Health
BIOL 271	Medical Terminology
BIOL 319	Nutrition and Energy Homeostasis
BUSN 210	Introduction to Biotechnology Management
BUSN 442	Luter Business Institute - Biotechnology
COMM 367	Contemporary Topics in Health Communication
CRIM 374	Substance Use and Addiction
HIST 382	Disease and the Rise of Modern Medicine
HIST 383	Filthy Paris: Sex, Health, and Hygiene in the City of Light
HIST 397	Medicine and the African American Experience
LDSP 340	Outdoor Leadership
LDSP 370	Leading in the Healthcare Industry
PHIL 344	Yoga: Philosophy and Practice
PHIL 360	Cultural Values in Health Care
PHIL 384	Medical Ethics
PSYC 317	Play in Pediatric Health & Development
PSYC 336	Psychology of Death, Dying & Bereavement
PSYC 408	Psychopharmacology
PSYC 409	Behavioral Medicine & Health Psychology
PSYC 420	Human Sexuality
RSTD 236	Sacred Communication, Sacred Journeys
RSTD 338	Pilgrimage on the Appalachian Trail
SOCL 315	Health and Healing

HEAL 201. Introduction to Health, Medical, and Wellness Studies (3-3-0)
[Formerly IDST 201, equivalent]

HEAL 201 serves as an interdisciplinary foundational course for the health, medical, and wellness studies minor. This course will explore health, disease and healing from a range of disciplinary perspectives such as history, anthropology, philosophy, leadership and public health, and will examine the overlap and interplay among these perspectives. Students will gain a broader understanding of what it means to be healthy, how and when sickness occurs and what the institutions of look like outside of the domain of biology and medicine. This will be facilitated through the use of introductory texts, guest lectures and class discussions. The final project will ask students to apply the theories and approaches discussed in this class to a health or health care issue of their choice.

Department of History

Dr. Andrew J. Falk, Chair
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Faculty

Distinguished Professor: Santoro
Professor: Connell, Falk, Hamilton, Hyland, B. Puaca, L. Puaca, Shuck-Hall, Xu
Associate Professor: Allison, Black, Stenner
Assistant Professor: Harshman
Senior Lecturer: Cartwright
Lecturer: Wood
Emeriti: Bostick, Duskin, Mazzarella, Saunders, Sishagne

Mission Statement

The mission of the Department of History at Christopher Newport University is to serve the Commonwealth by bringing the breadth and depth of the human experience to understand all areas of the liberal arts: the humanities, social sciences, business and the natural and behavioral sciences. The Department complements all academic disciplines by encouraging students to apply the lessons of the past to understand contemporary issues, and to utilize the essential skills of the historian - research, analysis and communication - to provide creative solutions to society's complex problems.

The Department of History offers a Bachelor of Arts degree in history and interdisciplinary courses at the introductory, upper and graduate levels of study, for all students interested in fulfilling the liberal learning curriculum requirements, meeting their professional needs and providing personal enrichment. Faculty members share their own intellectual curiosity and dedication to learning through effective teaching and mentorship, significant research and scholarship and active service to the community.

Courses are offered in the regional histories of the United States, Europe, Asia, Africa, Latin America, the Middle East, as well as significant themes - political and economic, social and cultural, scientific and technological, environmental and medical, spiritual and intellectual - in the contexts of the ancient and modern eras. Beyond the classroom, students earn credit toward the history degree and gain practical experience in a variety of ways. The Department of History helps to foster independent learning with individualized undergraduate research projects as a collaboration between a student-researcher and a faculty-mentor. Our network of institutional partners throughout Virginia helps majors obtain internships for practical work experience in the historical community. And our faculty-led study abroad programs help internationalize the undergraduate experience in many parts of the world.

A degree in history provides an excellent practical foundation for a variety of career paths. History alumni have succeeded in law, business, government and public policy, education at all levels, public history and museum work, archaeology, the foreign service and the military, journalism and communications, the clergy and other fields. Majors have been accepted into many of the top graduate schools in the United States and abroad and have earned prestigious fellowships. They thrive in part because they are taught valuable skills such as: the tools and methods of research; analysis of texts, documents, artifacts, and media; collection and organization of information; critical evaluation of conflicting interpretations; and the preparation and presentation of persuasive oral and written communications.

Ultimately, the student who majors or minors in history is able to illuminate and give perspective to their personal and professional lives and to the communities in which they live.

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 (36 credit hours):

1. HIST 111 or 112 (3 credit hours)
2. HIST 121 or 122 (3 credit hours)
3. HIST 300W (formerly HIST 390W)
4. HIST 490W
5. A minimum of 24 additional credit hours, six of which must be at the 400-level (excluding HIST 490W).

The following conditions apply:

a. Six credit hours of **American** history at the 300-level or higher, satisfied by the following options: HIST 304, 305, 324, 325, 327, 336, 341, 342, 346, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 388, 395 (topics in American history only), 396, 397, 407, 435, 443, 446, 480, 485, 489, 495 (topics in American history only).

b. Six credit hours of **European** history at the 300-level or higher, satisfied by the following options: HIST 301, 302, 306, 308, 317, 320, 321, 326, 329, 338, 339, 379, 380, 382, 383, 395 (topics in European history only), 408, 415, 423, 432, 495 (topics in European history only).

c. Six credit hours of **World Regions** history at the 300-level or higher, satisfied by the following options: HIST 312, 343, 347, 360, 364, 367, 368,

375, 376, 389, 395 (topics in World Regions history only), 403, 405, 462, 466, 479, 495 (topics in World Regions history only).

d. Six credit hours of history electives, satisfied by the following options:
   - an additional three or six credit hours of American, European, and/or World Regions history at the 300-level or higher (excluding HIST 490W, 491, or 499);
   - a maximum of three credit hours of 200-level lecture/ discussion: HIST 210, 211, 212, 213, 214, 216, 217, 295;
   - a maximum of three credit hours of study abroad (HIST 276);
   - a maximum of three credit hours of undergraduate research (HIST 299);
   - a maximum of three credit hours of internship/ practicum (HIST 491);
   - a maximum of three credit hours of independent study (HIST 499).

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 200-level and higher history courses may be counted toward the major.

Minor in History (18 credit hours)

The minor program in history requires successful completion of the following (18 credit hours total):

1. HIST 111 or 112 (3 credit hours);
2. HIST 121 or 122 (3 credit hours);
3. A minimum of 12 additional history course credit hours at the 200, 300, or 400-level, provided that only three credit hours from the 200-level may be counted toward the history minor.

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 undergraduate research at conferences. In many cases, advanced work in a foreign language is expected.

Public History Focus

The Bachelor of Arts degree in history can help prepare students for a career in public history, material culture and museum studies. Students should meet regularly with their advisor to prepare an appropriate course of study. They should study abroad, take HIST 348 with field work in historical archeology, take the HIST 435 course in public history and the HIST 491 Practicum. The Practicum is a three-credit hour, semester-long internship working in an historical agency such as a museum, archive or national historical park.

Pre-Law Program

The Bachelor of Arts degree in history represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. History majors routinely score higher on the Law School Admissions Test (LSAT) than other majors in the arts, humanities, and social sciences. The American Bar Association (ABA) recommends courses to develop your analytical, research and writing skills rather than courses with subject matter about the law specifically. Therefore, history majors seeking careers in law should take as many 400-level history seminars as possible because they emphasize skills over content. For additional information on law school preparation, see the Pre-Law Program located in this catalog.

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 Luter School of Business.

Advanced Placement

Students pursuing the Bachelor of Arts degree in history or the minor program in history may complete the 100 and 200-level requirements in the Department of History through coursework or alternatively through the successful completion of *Advanced Placement History* in high school and the earning of an acceptable score on the Advanced Placement (History) Examination of the College Entrance Examination Board.

Teacher Preparation in History/Social Science

Those students who wish to become teachers should apply to the five-year Masters of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a B.A. in history after the first four years and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the *Graduate Catalog*. Students accepted into this program must complete one of the following tracks with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the B.A. in history.

Support courses required:

ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS

101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; NSCI 310.
* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):
a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track: History/Social Science Endorsement
Major courses required:
See major requirements for the B.A. in history; must present HIST 111-112 and 121-122.

Support courses required:
CPSC 110; COMM 201 or THEA 232; MATH 125; PSYC 207 or 208, 312; SOCL 314/314L; POLS 100 or 101; POLS 202; POLS 215; two upper level government electives; ECON 201 or 202; GEOG 210 and 211.

Graduate courses* required (senior year):
Select six credit hours: HIST 510, HIST 530, PSYC 535.

*See the graduate catalog for course descriptions.

The Curriculum in History

HIST 111. The Ancient and Medieval World (3-3-0) AIGM
A survey of world history centering on institutions, values, and cultural forms from prehistoric time through the mid-16th century.

HIST 112. The Modern World (3-3-0) AIGM
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) AIDE
A survey of the historical development of the United States from early colonial times through the Civil War including social, cultural, economic, intellectual and political movements through these years of earlier growth.

HIST 122. Modern America: Reconstruction to Global Power (3-3-0) AIWT
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 210. History of Virginia (3-3-0) AIDE
Prerequisite: Freshman, sophomore, or junior standing.
This course will provide an overview of Virginia history from the time of John Smith to Douglas Wilder. Virginia has experienced and shaped many of the events that comprises the story of America. The Old Dominion has also contributed to the establishment of many of our shared democratic institutions, values, and principles. Thus, the struggles and accomplishments of the Commonwealth's citizens – of all races and classes – tell us much about the evolution of American history and American principles. Some seniors may enroll by special permission of the department chair.

HIST 211. Comic Books and American Society (3-3-0) AICE
Prerequisite: Freshman, sophomore, or junior standing.
This course will introduce students to a distinct and relatively recent artistic medium and explore the political, social and cultural conditions that spawned and sustained it through and beyond the twentieth century. Our focus will be on the American comic book, and we will investigate its development in conjunction with American social and cultural history since the 1930s. Consequently, the course will engage a number of important themes including youth culture, censorship, education, nationalism, sexuality, religion and popular entertainment. The course will rely on the methods of political, social, cultural, gender and business history, and will also draw on other disciplines such as literature, communications and gender studies. In addition to evaluating comic books as primary sources, students will also analyze memoirs and autobiographies, interviews, Congressional testimonies, newspaper articles, television programs and films. Some seniors may enroll by special permission of the department chair.

HIST 212. Viva Zapata! Revolution and the Peoples of Latin America (3-3-0) AIGM
Prerequisite: Freshman, sophomore, or junior standing.
Students will explore the history and literature of 20th century Latin America through popular revolution. Well-known revolutionaries such as 'Che' Guevara, Emiliano Zapata, Rigoberta Menchú and Subcomandante Marcos will be the principal characters explored. Students will read primary literature and secondary histories of revolution to understand and be able to demonstrate knowledge of outcomes and consequences of different groups. Issues of race, gender, political diversity, class and difference in various regions of Latin America will be considered. Some seniors may enroll by special permission of the department chair.

HIST 213. Greek and Roman Warfare (3-3-0) AIWT
Prerequisite: Freshman, sophomore, or junior standing.
This course allows students to explore the development of the Western Tradition for Area of Inquiry credit, and gives them an introduction to the close reading, source analysis and writing skills required for upper-level coursework as History majors or minors. Students will explore warfare's social impact on the founding cultures of Western Civilization, and examine specific conflicts that influenced the rise and fall of Athens, Sparta, Macedonia and the Roman Republic. The course introduces students to a wide range of ancient sources, helping them to understand "how we know what we know" about war in the ancient world. Some seniors may enroll by special permission of the department chair.

HIST 214. The Black Death (3-3-0) AIWT
Prerequisite: Freshman, sophomore or junior standing.
The Black Death epidemic of 1347-50 led to a transformation of medieval Europe. Up to half the population died. The European economy, labor market, social class system and religious ideals all rapidly altered. In this course students will read secondary sources that analyze the disease and its effects, and also do their own analysis of eyewitness accounts, economic data, and fourteenth-century responses to the plague. Thus, students will engage with transformation and development of Western European thought and the structures of Western society at the end of the Middle Ages and beginning of the Early Modern Period. Some seniors may enroll by special permission of the department chair.

HIST 216. Israel/Palestine: One Land, Two Peoples (3-3-0) AIGM
Prerequisite: Freshman, sophomore, or junior standing.
This course studies the history of a land claimed by two peoples, beginning with the rise of Jewish nationalism (Zionism) and the disintegration of the Ottoman Empire during the 19th century and concluding with contemporary debates on an equitable solution for the Holy Land. Our primary focus is not on armed conflicts, but on the daily experiences of regular women and men - Jews, Muslims, and Christians - by studying primary sources, academic scholarship, fiction literature and movies. Some seniors may enroll by special permission of the department chair.

HIST 217. Social History of American Law (3-3-0) AIDE
Prerequisite: Freshman, sophomore, or junior standing.
This course studies the historical relationship between American law and diverse social groups, including women, people of color, immigrants, and laborers from the colonial period to the present. By drawing from a variety of primary sources – including court cases, Congressional records, petitions, photographs, cartoons and editorials – it provides students with a basic understanding of historical methods of research, analysis and oral and written communication.

HIST 276. The Study of History Abroad (3-3-0)
Summer.
This course provides an in-depth study abroad experience designed for both history majors and non-history majors. Traveling to such regions as Asia, Africa, Latin America and Europe, students will study different cultures and people by visiting important cities, key historical sites and major museums. Required readings, lectures and writing assignments emphasize historical context in order to provide a richer understanding of the area(s) under study. Destinations have included Britain, France, Germany, Italy, Austria, Czech Republic, Morocco and China. Up to three credit hours earned in this course may be applied toward elective credit within the history major.

HIST 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty. Topics may count toward the maximum of three credit hours of 200-level lecture/discussion electives within the history major.

HIST 299. Undergraduate Research in History (Credits vary 1-3)
This undergraduate research experience is designed to allow highly motivated students the opportunity to enrich their programs of study by pursuing research work in history for variable academic credit. Similar to other independent studies and mentored learning activities, students who take this course will work closely with a history professor on his or her research. The specific responsibilities of the student, timelines, criteria for evaluation and intended credits are agreed upon in writing by the student and supervising professor, and the proposal is approved by the department chair and dean, prior to the semester in which the research will occur. Up to three credit hours earned in this course may be applied toward elective credit within the history major.

HIST 300. WI: Historical Methods, Historiography, and Career Development (3-3-0)
[Formerly HIST 390W, equivalent]
Prerequisite: ENGL 223 with a C- or higher.
A writing intensive course designed to introduce students to the history of the discipline, to historical writing and to career development. Some sophomores may enroll by special permission of the department chair.

HIST 301. The Ancient Greeks (3-3-0)
Prerequisite: HIST 111 or HIST 213 or CLST 101 or CLST 211.
A history of the Ancient Greeks from the Mycenaean period through the death of Alexander the Great and the beginning of the Hellenistic age.

HIST 302. The Roman Republic (3-3-0)
Prerequisite: HIST 111 or HIST 213 or CLST 101 or CLST 212.

This course examines the political and social history of the ancient Roman Republic (c. 500-31 BC). Major themes include the structures and evolution of Republican government; the city's expansion through wars with Carthage and the Hellenistic kingdoms; and the social, economic and political causes of the Republic's disintegration in the first century BC, ending with the dictatorship of Caesar and the principate of Augustus.

HIST 304. U.S. Women's History (3-3-0)
Prerequisite: ENGL 223.
This course examines the history of women in the United States from the colonial period to the present. By situating our study within broader social, cultural and political developments, we will explore the ways in which race, class, ethnicity, sexuality and geography have altered and informed American women's experiences. Key themes include work, family life, war, politics and social reform. Through lectures, discussions, written assignments, secondary readings and primary sources, we will reconstruct the varied and often contradictory meanings of American women's lives.

HIST 305. History of Gender and Sexuality in the United States (3-3-0)
Prerequisite: ENGL 223.
This course examines the history of gender and sexuality in the United States from the colonial period to the present. We will pay particular attention to how American understandings of gender and sexuality have been created and maintained through a variety of institutions, such as religion, law, science, medicine, language and popular culture. Key themes include: family and community life; race, class and citizenship; the role of the state; the medicalization of the body; the politics of reproduction; and activist responses.

HIST 306. Revolutions in France: Violence, Culture, and Mass Society, 1750-1918 (3-3-0)
Prerequisite: Sophomore standing.
Emphasizing themes of revolution, violence, nationalism and imperialism, this course traces the political history of France from the opulence of Louis the XIV's reign at Versailles to the devastating social upheaval of World War I. The course will focus particularly on "revolutions" broadly defined, exploring the famous political revolutions that punctuated France's history in the long- nineteenth century, but also examining the dramatic social and cultural changes that had a profound impact on French society, including art and music; industrialization and the rise of mass politics; the International Exhibitions; sexual liberation and changing gender norms; popular culture; and shifting notions of "modernity".

HIST 308. Tudor Britain (3-3-0)
Prerequisite: Sophomore standing.
This course examines the history of Britain during the reign of the Tudor dynasty. Between 1450 and 1600 Britons faced the Wars of the Roses; wars with France, Scotland and Spain; dynastic instability; economic depression; and three changes of the national religion. This course will explore themes of social upheaval, political insecurity, Reformation and revolution, with a focus on the gender and family politics of the Tudor Court, especially during the reign of Henry VIII and his children.

HIST 312. Ancient Egypt (3-3-0)
Prerequisite: Sophomore standing.
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. Europe since 1945 (3-3-0)
Prerequisite: Sophomore standing.
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 way, 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 320. Imperial Russian History (3-3-0)
Prerequisite: Sophomore standing.
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: Sophomore standing.
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 324. America and the Second World War (3-3-0) [Formerly HIST 340, not equivalent]
Prerequisite: ENGL 223.
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 325. Cold War Politics and Culture (3-3-0)
Prerequisite: Sophomore standing.
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: Sophomore standing.
This course provides an in-depth examination of the history and structure of the Nazi Party, including Hitler himself, the SA, SS and other party groups. Students will also study the Holocaust and the trials of the major war criminals at Nuremberg, the verdicts, and the precedents established by the trials. The course includes a mandatory Saturday trip to the U.S. Holocaust Museum in Washington, D.C. The cost for the trip and dinner on the way home for all students is funded by the Reiff-Santoro Endowed Professorship in History.

HIST 327. History on Film (3-3-0)
Prerequisite: Sophomore standing.
An in depth analysis of the relationship between film and historical record. In conjunction with lectures and class discussions, students view and analyze classic popular fictional films as well as political, documentary and propaganda films. The course focuses on understanding the sometimes blurred lines between history and fiction or "docu-drama" written for political or social purposes. Films screened vary from term to term, and there are sometimes specific themes in a particular term. Typical films might include *The Grand Illusion; The Seventh Seal; The Four Feathers; Gandhi; JFK; Inherit the Wind; Schindler's List; The Crucible; The Fall of Berlin*. This course also counts in the film studies minor.

HIST 329. Modern France (3-3-0)
Prerequisite: Sophomore standing.
This course examines the political, economic, social and cultural history of France since 1900. We begin with the origins of the Third Republic, the Dreyfus Affair and the Great War. Following the interwar era, we turn our attention to the trauma of war, defeat and occupation by the Germans in 1940. The second half of the course focuses on the cultural and social transformation of France that has intensified since the Second World War. Among those developments requiring special emphasis are Americanization, the rise of a consumer culture, decolonization, the student protests of 1968 and Franco-German cooperation. Our analysis concludes with an evaluation of the issues with which France is now grappling: immigration, political extremism and the European Union.

HIST 336. American Foreign Relations (3-3-0)
Prerequisite: HIST 112 or 121 or 122.
An examination of American foreign relations with the rest of the world from the 1880s to the present. The course focuses on U.S. national security, elite policymaking, international negotiations and the variety of ways the United States asserts power abroad. Special attention is paid to the consequences of decisions on the global and domestic scenes.

HIST 338. History of Modern Germany, 1945 to the Present (3-3-0)
Prerequisite: Sophomore standing.
This course examines the political, social, and cultural history of Germany since World War II. Among the themes to be addressed during the semester are: the occupation of Germany by the Allies; competing trends of democratization and Stalinization in the divided states; Americanization; dealing with the Nazi past; the road to reunification; and Germany's role in the European Union.

HIST 339. History of Propaganda: A Film Study Course (3-3-0) [Formerly HIST 429, not equivalent]
Prerequisite: Sophomore standing.
A historical survey on film and the other visual arts of military, political, religious, and social propaganda and public enlightenment. After a brief survey of propaganda in early themes, the course covers the period from the French Revolution to the present day. The course emphasis is on Europe with some attention given to the Western Hemisphere, Africa, and Asia. Students will study propaganda techniques in various countries and analyze and critique propaganda materials and films screened in class or viewed outside of class. One class is conducted at the Virginia War Museum in Newport News with a lecture on the museum's extensive propaganda poster collection. This course also counts in the film studies minor.

HIST 341. The Long Civil Rights Movement (3-3-0)
Prerequisite: ENGL 223.
This course takes as its focus what historians have termed "The Long Civil Rights Movement," or the historical struggle for black freedom that very much continues today. We will take a long view of the civil rights movement by extending it from the Reconstruction era until the present day. In doing so, the course will emphasize the struggle for black freedom in Hampton Roads and will situate that story within the broader national narrative.

HIST 342. American Environmental History (3-3-0)
Prerequisite: ENGL 223.
This course explores the dialectic relationship between human and nonhuman worlds from pre-Columbian times to the present, illuminating how these ever changing interactions shaped American History. We will investigate geological

processes, American Indian cultures, disease, unequal trading relations, capitalist markets, emerging technologies, war, pollution, the rise of ecological knowledge, environmental laws and most importantly, ideas about nature. No stone will be left unturned as we look beyond human society to better understand our shared past. At the end of the course, students will recognize how all of history is environmental history, for nature plays a role in all past actions.

HIST 343. Global Environmental History (3-3-0)
Prerequisite: ENGL 223.
This interdisciplinary, environmental history course explores changes in human societies over time, paying particular attention to the role of nonhumans in shaping these changes and investigating how shifting human societies then worked back upon the environment. The goal is to reveal how the mutually constitutive and evolving relationship between humans and nature shaped the global past. Of course, to fully understand these interactions, we must supplement our investigations of traditional written sources with scientific knowledge regarding nonhuman behavior. We will do so while exploring the major events, forces and ideas that define human history.

HIST 346. History of the American Frontier (3-3-0)
Prerequisite: ENGL 223.
This class seeks to understand the significance of the frontier to the United States. No region has played a more vital role in the country's development and no concept has provided a stronger ideological motivation for its incessant expansion. The course will explore these dual roles by introducing students to different analytical approaches for understanding western expansion and its effect on the American state, its peoples, and its physical environment. Class readings, lectures, and discussions will then progress temporally and geographically across western geographies to give students both a sense of the common themes and divergent paths that mark the western past.

HIST 347. Atlantic World Encounters 1400-1700 (3-3-0)
Prerequisite: ENGL 223.
An analysis of the nature and process of European expansion from the 15th century to 1715. Consequences of the "Colombian Exchange" will provide focus for the course.

HIST 348. Introduction to Historical Archaeology (3-3-0)
Prerequisite: ENGL 223.
An introduction to the principles and practices of historical archaeology using sites dating from 17th- and 18th-century Virginia. This course is a combination of history and archaeology.

HIST 349. The Rise and Fall of American Slavery (3-3-0) AIWT
Prerequisite: ENGL 223.
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 African Americans 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.
An examination of American Indians and their contacts with colonial European and post-revolutionary U.S. governments from the 16th century to the present. Included will be accounts of the origins and cultural developments of American Indians.

HIST 351. American Military History (3-3-0)
Prerequisite: HIST 112 or 121 or 122 or MLSC 201.
An introduction to American military history from the colonial era to the present. The course examines wartime strategy and tactics, technological advances and institutional relationships between military and civilian control. Students will consider the American military during peacetime, the impact of war on the domestic home front, the experiences of the rank and file soldiers, women, and racial minorities, and the changing representation of the military in American popular culture.

HIST 352. Colonial North America to 1776 (3-3-0)
Prerequisite: HIST 121 or 122.
This course will explore topics in the early settlement of North America, with a special emphasis on the era 1500-1776. Interactions among American Indians, Europeans and Africans in Spanish, French, English and Dutch outposts will be highlighted, in addition to exploring the causes leading to the American Revolution.

HIST 354. The American Revolution and Early Republic, 1775-1820 (3-3-0)
Prerequisite: ENGL 223.
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)
Prerequisite: ENGL 223 or MLSC 201.
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: Sophomore standing.
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: sophomore standing.
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: Sophomore standing.
An analysis of the major political, economic, social and cultural developments from 1961 to the present and the role of the United States in world affairs.

HIST 360. History of Traditional East Asia (3-3-0)
Prerequisite: ENGL 223.
This course offers an overview of traditional East Asia from ancient times to the mid-nineteenth century, focusing on the rise of Chinese and Japanese civilizations. It examines the formation and development of Chinese political, social and cultural tradition; the development of Japanese society and culture; the cultural exchanges among East Asian countries; the interaction between East Asia and Western nations in early modern times; and the relevance of East Asian tradition to the modern world.

HIST 364. History of Brazil (3-3-0)
Prerequisite: ENGL 223.
A study of the historical, cultural and political development of Brazil from its earliest beginning to the present.

HIST 367. Modern Chinese History (3-3-0)
Prerequisite: ENGL 223.
This course offers an overview of modern China from 1600 to the present, with emphasis on the period since the mid-nineteenth century. Through examining the domestic developments in China as well as the interaction between China and the world, the course aims to highlight both changes and continuity in China's political, economic and social-cultural life.

HIST 368. Modern Japanese History (3-3-0)
Prerequisite: ENGL 223.
This course offers an overview of modern Japanese history from 1600 to the present, with emphasis on the social, cultural, economic and political developments in Japan, as well as the interaction between Japan and the world since the mid-nineteenth century. The course aims to explain the rise of Japan as a military power in Asia prior to the Second World War and as an economic power in the world since the war.

HIST 375. History of the Modern Middle East (3-3-0)
Prerequisite: Sophomore standing.
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 376. Modern North Africa: History, Society, and Culture since 1830 (3-3-0)
Prerequisite: Sophomore standing.
This course examines the incorporation of the Maghrib into the modern world since the arrival of French colonialism in 1830. Through primary and secondary sources, literature and movies, students explore topics as diverse as the capitalist restructuring of Morocco's economy, cross-Mediterranean migration patterns, the fate of the native Jewish communities, French colonial culture, the role of women in the Algerian revolution, oil and political theory of Qaddafi's Libya, political Islamism in Tunisia and the impact of the "Arab Spring."

HIST 379. Early Middle Ages (3-3-0)
Prerequisites: ENGL 223 and sophomore standing.
This course covers the political, religious, social and economic transformation of Europe and the Mediterranean World from the decline of the Roman Empire to the "Viking Age" (c. 300 - c.1000 AD). Study will begin with the fall of the Roman Empire, and will focus on the Byzantine Empire, the Islamic Caliphate, the Frankish kingdoms of the Merovingians and Carolingians, and the North Sea world of the Franks, Anglo-Saxons, and Vikings.

HIST 380. Later Middle Ages (3-3-0)
Prerequisites: ENGL 223 and sophomore standing.
This course will study the history of Medieval Europe from 1000 - 1450AD. Particular attention will be paid to the Crusades, European monarchies, the position of the Catholic Church, the social and economic transformation of Europe, The Black Death, and the Hundred Years War. Students will be able to pick a topic for focused research from any area within the period. No prior study of the Early Middle Ages is required.

HIST 382. Disease and the Rise of Modern Medicine (3-3-0)
Prerequisite: Sophomore standing.
From the humoral theory of Hippocrates to contemporary cancer research, doctors and other healers have grappled with the question of how to fight disease from a variety of perspectives. This course explores history of medicine, focusing on how historical understandings of disease and the production of medical knowledge both produce and reinforce social and cultural values. Topics and themes include the Black Plague and other epidemic diseases; herbs, drugs, leeches, and the rise of therapeutic medicine; "madness" and the history of psychiatry; race, gender, and healthcare; science and professionalization; hygiene and public health; the doctor-patient relationship and medical ethics.

HIST 383. Filthy Paris: Sex, Health, and Hygiene in the City of Light (3-3-0)
Prerequisite: Sophomore standing.
During the nineteenth century, Paris was constructed as a dazzling "City of Light" but also a teaming cesspool of dirt, disease, and immorality. This course explores the urban history of Paris in the nineteenth century through the lenses of gender, sexuality, public health and hygiene. It traces the social, cultural and physical transformations of the French capital as urban planners and moral reformers struggled to eradicate filth in the Paris underworld. Combatting prostitution, crime, disease, poverty and vice they hoped to strengthen and revitalize the urban population during a period rife with anxieties over the degeneration of the French nation.

HIST 388. The US South: Histories, Cultures, and Identities (3-3-0)
Prerequisite: HIST 121 or HIST 122.
This course explores the various ways the South and southerners have conceived of themselves and have been perceived outside the region. The legacies of southern histories continue to loom large in political and social conversations, which makes it important to interrogate the place(s) they occupy in the national imaginary. As we uncover the roots of persistent myths, we explore the diverse array of people who have called the South home and their contributions to southern culture.

HIST 389. Comparative Slavery (3-3-0)
Prerequisite: ENGL 223.
This course will take a comparative approach to understand the development, persistence, and decline of the institution of slavery across human societies. We will consider human bondage from the classical Mediterranean world through the end of the Atlantic slave trade and the abolition of African slavery in the Western Hemisphere at the end of the nineteenth century. Students will explore the lives and experiences of individuals through primary source readings and discussion. We will study the practices, labor, cultures and politics of slavery, as well as slaves' own resistance to the institution and abolition.

HIST 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. Topics may count toward the six credit hours of history at the 300-level or higher within the history major after the department chair designates the course as American, European or World Regions history.

HIST 396. African American Women's History (3-3-0)
Pre or Corequisite: ENGL 223.
How do we create a useable history of African American women - especially when a multitude of black women's voices and perspectives comprise this history, and, in some historical periods, can be very difficult to recover? In this course, we examine the wide array of experiences Black women have had over time, paying particular attention to how class, region and sexuality have shaped those experiences. By exploring many aspects of African American women's lives, this course will introduce students to critical questions and concepts scholars and activists developed as tools for thinking about intersections of race, gender and other forms of power as well as the methods they employed to recover voices that might otherwise be lost.

HIST 397. Medicine and the African American Experience (3-3-0)
Pre or Corequisite: ENGL 223.
This course explores the complex relationships among African Americans, medical science, and medical practice in the United States from the 18th century to the present. We study both how early medical practitioners contributed to modern concepts of race as well as how African Americans understood health and healing and cared for themselves and their communities. Topics include medicine and the transatlantic slave trade, disease and treatment on the plantation, enslaved and free Black medical practitioners, the Civil War and rise of the medical profession, medical experimentation, eugenics, psychiatry, the politics of pain and reproductive justice.

HIST 403. Ancient Persia (3-3-0)
Prerequisite: HIST 213 or HIST 301 or HIST 300 or HIST 390W or CLST 211.
This course will focus on ancient Persia and the creation of the first multi-ethnic world empire (550-330 BC). Charismatic Persian kings like Cyrus and Darius I facilitated centuries of cultural, economic, and religious exchange, bridging divides between Mediterranean, Near Eastern and Asian civilizations, and laying the ideological foundations for later historical empires. We will examine the goals and outcomes of Persian imperialism, and will consider the empire's relationship with Greece and the reasons for its ultimate fall to Alexander the Great.

HIST 405. Law and Justice in Chinese History (3-3-0)
Prerequisites: HIST 112 and junior standing.
This course provides a historical survey of Chinese law and judicial system. It focuses on the function and evolution of legal codes and judicial system in China's long history, examines the transition from traditional legal-judicial practices to their modern counterparts in the twentieth century, and analyzes the multi-dimensional interactions among official ideology, political institutions, judicial practices, legal culture and social-economic life.

HIST 407. American Energy and Power (3-3-0)
Prerequisite: HIST 300W or 390W.
America today is a high-energy society, consuming more energy per capita than any other nation in the world. Throughout its history, the nation has also wielded vast

economic, political and military power, often shaping world events and privileging certain domestic groups at the expense of others. Drawing from political, social, technological and environmental history, this course examines the historical relationship between America's capacity to produce and consume energy and its ability to exercise power to shape the nation and world.

HIST 408. The Crusades (3-3-0)
Prerequisite: HIST 300W or 390W.
This course covers the history of the early Crusades from 1095 - 1204 AD. The focus is on reading eyewitness accounts of the Crusades from both the European and Middle Eastern perspective. Students will examine the motivations of the Crusaders, their relationship with Christians and Muslims in the Middle East, the reaction to the arrival of the Crusaders and the political and cultural history of Crusader States. At the end of the semester students will have the opportunity to research a topic of their choosing related to the Crusades.

HIST 415. The Byzantine Empire (3-3-0)
Prerequisites: HIST 300W, 390W, or junior standing.
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. This course also counts in the medieval and renaissance studies minor.

HIST 424. The Russian Revolutions (3-3-0)
Prerequisite: HIST 300W or 390W.
Perhaps no country in the world is as synonymous with the concept of revolution as Russia. In this case, we will be examining not only the 'big' revolutions of 1917, but concepts of transformation, radical shift, and new possibilities throughout Russia's modern history during the Imperial, Soviet and post-Soviet periods (1721-present). Prior knowledge of the region is not required. This course will help satisfy the 400-level European history requirement for majors.

HIST 432. World War II in European Memory (3-3-0)
Prerequisite: HIST 300W or 390W.
The Second World War in Europe constituted six years of battle, deprivation, suffering and hardship for the people of the continent. There was, however, no single wartime experience. The French, Germans, Italians, British, Poles, Czechs and Russians all have their own memories of the conflict. This course will examine how Europeans have remembered their World War II experiences since the war ended. Specifically, we will use a variety of primary and secondary sources to analyze the influences the war has had on memory and national identity in several European countries.

HIST 435. Public History (3-3-0)
Prerequisites: HIST 121 or HIST 122 and ENGL 223 (each with a minimum grade of C-).
Public historians apply historical knowledge and methods in public and private settings outside of academia. This course will explore public history and its application in areas as diverse as museum studies and historical sites interpretation, local and community history (including historical societies), archival collection (including electronic data-basing), historic preservation and oral history. Students will examine both practical and theoretical issues of public history. This course will prepare students for the increasing employment opportunities available in the public and private sectors.

HIST 443. 20th Century American Popular Culture (3-3-0)
Prerequisite: HIST 300W or 390W.
This course will examine American popular culture (such as sports, comic books and motion pictures) as it evolved from the technological innovations of the 1890s to the modern internet era. Students will explore both how popular culture was shaped by the historical forces of the twentieth century's various eras and how the ideas, ideology and other aspects of popular culture helped influence those historical forces and attitudes in turn.

HIST 446. The Rise of Jacksonian America (3-3-0)
Prerequisite: HIST 300W or 390W.
This course examines the dramatic political, economic and social changes that occurred during the age of Andrew Jackson (c. 1820-1850). Students will read extensively in primary and secondary sources and be expected to produce a significant research project.

HIST 462. The Mexican Revolution (3-3-0)
Prerequisite: HIST 300W or 390W.
This seminar will examine the long-term and short-term causes of the Mexican Revolution of 1910 with the aim of understanding its consequences for modern Mexico. In addition to understanding the narrative of Mexican history after 1857, students will explore the concept of revolution as a transformative experience.

HIST 466. Society and Culture in Chinese History (3-3-0)
Prerequisites: HIST 112 and junior standing.
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 479. De-colonizing the Middle East: Theory and Methods (3-3-0)
Prerequisite: HIST 300W or 390W.
This seminar will address various theoretical and

methodological approaches to the study of the Modern Middle East. We will pay particular attention to how theoretical innovations such as post-Orientalism, World Systems theory, postcolonial theory, and subaltern studies have transformed the nature of historical debates on the region by exploring themes such as the origins of capitalism, tradition and modernity, gender and sexuality, colonialism and modern power, nationalism and the nature of the modern state.

HIST 480. The United States as a World Power (3-3-0)
Prerequisite: HIST 300W or 390W.
This readings and research seminar examines American foreign relations during the 20th century – and power specifically – from many different perspectives (political, cultural, economic, military). The specific thematic context of the seminar varies (e.g. Vietnam War, War on Terror) but in general, it considers the changing reasons for American involvement in world affairs, the diverse ways in which the nation asserts its power abroad, and the consequences for such activities. Attention is also paid to the variety of ways in which foreign affairs affect the domestic scene, and vice versa. This course contains substantial reading and writing components.

HIST 489. Women and Social Movements in U.S. History (3-3-0)
Prerequisite: HIST 300W or 390W.
This seminar will examine female activism in the United States during the nineteenth and twentieth centuries. We will pay particular attention to the participation and leadership of women in various social movements, such as abolition, woman suffrage, progressive reform, civil rights and organized feminism. Drawing on a blend of historical scholarship and first-person narratives, we will uncover women's contributions to reform efforts of the past, trace their connections to each other and assess their historical legacies.

HIST 490. WI: Senior Seminar (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; HIST 300W or 390W.
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)
Prerequisites: Junior standing and consent of the department chair.
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 during the course of the semester under the direction of an agency supervisor. The student's duties will be defined by the agency supervisor, in agreement with the student and the course instructor. Up to three credit hours earned in this course may be applied toward elective credit and count toward the 400-level requirement within the history major.

HIST 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. Topics may count toward the six credit hours of history at the 400-level within the history major after the department chair designates the course as American, European or World Regions history.

HIST 499. Independent Study (Credits vary 1-3)
An opportunity for independent research done in consultation with a member of the faculty from the History Department. Up to three credit hours earned in this course may be applied toward elective credit and count toward the 400-level requirement within the history major.

HONORS PROGRAM

Dr. Jay S. Paul, Director
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Faculty

Distinguished Professor: Morrison, Padilla
Professor: Connell, Falk, Guajardo, Harter, Heddle, Kaufer-Busch, Lewis, (Michaela) Meyer, Paul, Redick, (John) Thompson, Underwood, Winder, Xu, White
Associate Professor: Adamitis, Barnello, Camobreco, Chace, Chakraborti, Chouhoud, Cusher, Dow, Erhardt, Finn, Gerousis, Gillman, Godwin, Hart, Hettche, Jaremski, Jelinek, Kirkpatrick, Klein, Kuster, Lane, Larson, Lipatova, Lynerd, Manning, Marinova, Mazzocca, Meighan, Mulryan, Nichols, Rizova, Sakal, Sery, Shollen, Siochi, Smith, Sun, Taylor, Timmer, Veksler, Waldron,Webb
Assistant Professor: Fogarty, Garmon, Garton-Gundling, Morena, Samuels
Senior Lecturer: (Kristin) Skees
Lecturer: Burke, Carney, Loy, Shelton
Emeritus: Doughty, Hillow, Mulligan, Spiller

Mission Statement

The mission of the CNU Honors Program is to accelerate the advancement of academically gifted students by enriching their education. Through one-on-one advising and a customized curriculum, the Honors Program supports students as they pursue independent research, study abroad,and extra-curricular initiatives such as internships as they prepare for top-ranking graduate programs and successful careers. The Honors Program supports students as they individualize their academic programs while focusing on their personal and professional aspirations. Specially designed interdisciplinary seminars provide discussions that foster critical and creative thinking, as well as opportunities for students to hone their ability to conduct academic research, to write analytically and to demonstrate effective oral presentation skills. Annual personal statements, collected in Honors Portfolios, enable students to articulate and refine their personal as well as professional plans and goals.

Why Be an Honors Student?

- Honors faculty design special, interdisciplinary seminars and set expectations to encourage rigorous, creative thought.
- Honors students receive renewable residential scholarships of up to $10,000 (minimum of 3.00 semester and 3.30 cumulative GPA required) for up to four years (eight semesters).
- Honors scholarship winners are entitled to a one-time study abroad scholarship of $1,000.
- Honors students receive priority registration, thus making schedule planning convenient and purposeful.
- Honors students receive intensive academic advising and mentoring for internships, prestigious scholarships and graduate studies.
- During their first year, Honors students live together in learning communities tied to their HONR 100 seminar, a community of students serious about education and respectful of one another's aspirations.
- The Honors Program provides stipends to support special academic experiences (see below).
- The Honors Program offers Inquiry credit for international study.
- Completion of the Honors Program is acknowledged on all transcripts.

Entering the Program

Applications to the Honors Program will be reviewed for strength of high school curriculum, including core curriculum courses, as well as a high school grade point average (GPA) of at least 3.75 (on a 4.00 scale), and a minimum total score of 1310 on the SAT or a composite score of 28 on the ACT (at least 25 on the ACT verbal). First-year students may also be admitted by applying no later than Thanksgiving; a minimum GPA of 3.50 is required for consideration. Students with a minimum GPA of 3.50 transferring to Christopher Newport University from an Honors Program at another university or college are guaranteed admission to the Program. Transfer students interested in the Honors Program should contact the Honors Program Director after formal admission to Christopher Newport and prior to their first term registration.

We consider students applying as test-optional with added emphasis on high school curriculum rigor, as well as all other credentials and application materials (including interview).

Program Requirements

The academic program as designed by the student and the Honors advisor to include:

1. HONR 100 (required first semester);
2. Liberal Learning Curriculum requirements are:
   a. Second Language Literacy, 3 credit hours;
   b. Mathematical Literacy, 3 credit hours;
   c. Economic Modeling and Analysis, 3 credit hours;
   d. One AINW course and accompanying lab, 4-5 credit hours;
   e. One AIDE course, 3 credit hours.
3. Select three different HONR 310 seminars (9 credit

hours). All seminar descriptions appear on the Honors website.

4. Select two Honors Inquiry classes:
   a. HONR 381* *Major-Related Independent Activity*, 0-3 credit hours
   b. HONR 382* *Civic Engagement*, 0-3 credit hours
   c. HONR 383 *Study Abroad*, 0 credit hours
5. HONR 490W *Problems in the Modern World;*
6. Two semesters of HONR 010;
7. Two semesters of HONR 020;
8. Two semesters of HONR 030;
9. One semester of HONR 040;
10. HONR 484 *Portfolio*;
11. One additional WI course;
12. A minimum cumulative 3.30 GPA at graduation;
13. Completion of a major and/or concentration;
14. A minimum of 120 credit hours.

*may be repeated for credit twice

The Pass/Fail Option may not be applied to Honors 335 or Honors Program Requirements except 010, 020, 030, and 040.

Student Progress

Honors student transcripts will be reviewed twice yearly—before the start of the second semester, and by the end of May—to ensure that students are on track to complete Honors requirements. When an Honors Program student drops below the minimum 3.30 GPA, a letter of warning will be sent. Unless there are extenuating circumstances, the third successive semester below a 3.30 GPA will result in removal from the program.

Enrollment in Honors Courses

If an Honors student fails to maintain a seminar schedule that predicts program completion, they/he/she is subject to removal from the program. Students will normally enroll and complete an HONR course each of the first four semesters. If removed, they/he/she must adjust their/his/her registration accordingly (see following section). Withdrawing from an Honors seminar or inquiry course constitutes withdrawal from the Honors Program unless the director approves a waiver. Enrollment in an HONR Activity Course (010, 020, 030) every semester the student is on campus for the first three years is a contractual obligation. HONR 040 is required the first semester of the student's final year.

When a Student Leaves or Is Removed from the Honors Program

All students leaving the Honors Program prior to completion are advised to review liberal learning core curriculum requirements in the *Undergraduate Catalog*.

After 1 semester: The liberal learning core requirement will be reinstated, except for any requirements already fulfilled by AP, IB, dual enrollment, transfer or Christopher Newport courses.

After 2nd or 3rd semester: The liberal learning core requirement will be reinstated, except for ENGL 123, the area of inquiry corresponding to the HONR seminar completed and any requirements already fulfilled.

After 4th, 5th, 6th, 7th or 8th semester: If the student has successfully completed HONR 100, three HONR 310 seminars, and HONR 490, the LLC is waived, except for Civic and Democratic Engagement, Mathematics Literacy, Second Language Literacy, Economic Modeling and Analysis and one Investigating the Natural World course with the accompanying lab. Without HONR 490, the student must satisfythe Global and Multicultural Perspectives Area of Inquiry.

The Annual Celebration

Each spring semester, the Honors Council hosts a celebration for graduating seniors and their families, awarding plaques to recognize the success of Honors Program graduates. Honors graduates receive a medallion at the Latin Honors Convocation which they then wear to Commencement.

Research Stipends

The Honors Program provides $1000 Research Support Grants to students during the academic year, as well as Summer Research Stipends for independent research. The deadline falls in the middle of the spring semester. **All Christopher Newport University students are eligible for Summer Research Stipends.** Winners are announced at the Annual Honors Celebration and will be expected to make formal presentations of their work following the conclusion of their projects.

Travel Awards

Honors Students may apply for travel grants up to $1000 for travel during the academic year to support research leading to presentations at conferences or to publication by contacting the Honors Program Director.

The Curriculum in Honors

HONR 010. First Year Activities (0-0-1)

Restricted to Honors Program students.

Participate in major cultural and intellectual events, especially lectures and small-group discussions with visiting scholars, artists and performers. A passing grade is required for two enrollments. This course is graded pass/fail.

HONR 020. Second Year Activities (0-0-1)

Restricted to Honors Program students.
Participate in major cultural and intellectual events, especially lectures and small-group discussions with visiting scholars, artists and performers. A passing grade is required for two enrollments. This course is graded pass/fail.

HONR 030. Third Year Activities (0-0-1)
Restricted to Honors Program students.
Participate in major cultural and intellectual events, especially lectures and small-group discussions with visiting scholars, artists and performers. A passing grade is required for two enrollments. This course is graded pass/fail.

HONR 040. Fourth Year Activities (0-0-1)
Restricted to Honors Program students.
Participate in major cultural and intellectual events, especially lectures and small-group discussions with visiting scholars, artists and performers. Course is taken in first semester of final year. A passing grade is required. This course is graded pass/fail.

HONR 100. Liberal Arts as Journey (3-3-0)
Restricted to Honors Program students.
Starting with one work (e. g. novel, film, scientific treatise) this seminar introduces the liberal arts through practice in logical, imaginative and scientific thinking. HONR 100 introduces the Honors Program and the intentional undergraduate experience, especially the opportunity to develop plans for research and civic engagement projects of distinction with an eye toward post-graduate success.

HONR 195. Special Topics (Credits vary 1-3)
Restricted to Honors Program students.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HONR 295. Special Topics (Credits vary 1-3)
Restricted to Honors Program students.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HONR 310-level Seminar. (3-3-0)
Prerequisite: HONR 100.
Students in these interdisciplinary seminars will explore issues related to fields ranging from neuroscience to astronomy. A major cultural text may frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set such as quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing. Descriptions of individual seminars appear on the schedule of classes.

HONR 335. The Good Society (3-3-0)
This interdisciplinary seminar poses two central questions: what is a good society and what are the roles and responsibilities of good citizens? Using an analytic framework, the course examines the patterned ways (institutions) in which people live together, the problems we solve with these institutions and the problems either unsolved or caused by them. Through case studies, the course elevates awareness of the larger world and its problems and encourages student engagement. This course automatically counts as a Study Abroad Inquiry.
This course may not be taken pass/fail.

HONR 381. Major-Related Independent Activity (0-0-0)
Prerequisite: HONR 310.
This inquiry documents independent initiatives related to the curriculum of the major but additional to the requirements. HONR 381 is the equivalent of existing departmental independent studies (specific courses listed on my.cnu.edu/honors/). As appropriate, this Inquiry may occur in a discipline outside the major. *If individual research is already required by the major department, HONR 381 will not result in additional credit, but serve only as a completion marker for the Honors Program requirement.*

HONR 382. Civic Engagement (Credits vary 0-3)
Restricted to Honors Program students.
This inquiry encourages students to undertake experiences–community service, internships, paid employment–related to their long-term goals. The course may be taken twice for credit for a maximum of six credit hours.

HONR 383. Study Abroad (0-0-0)
Restricted to Honors Program students.
This inquiry confirms the completion of a study abroad for academic credit through a Christopher Newport University program or through the transfer of another accredited institution's credit hours. The student must notify the director that the study abroad credit hours have been posted to the unofficial Christopher Newport University transcript in order to receive the HONR 383 course notation. This course may be repeated with director's approval.

HONR 395. Special Topics (Credits vary 1-3)
Restricted to Honors Program students.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HONR 484. Honors Portfolio (1-1-0)
Restricted to Honors Students in their final semester.
Submitted early in the final semester, the Honors Portfolio will present the products of each students experience in Honors. It will contain one personal statement from each year at Christopher Newport, the last being a 3-5 page reflection upon and assessment of the entirety of the Honors undergraduate experience in order to demonstrate integration

and critical reflection of experience across four years.

HONR 490. WI: Problems in the Modern World (3-3-0)
Restricted to Honors Program students with junior or senior standing. Must have completed three HONR 310 sections.
This interdisciplinary course is designed to encourage students to examine the special concerns of the world they are about to enter. The course will have its own unique focus, which may change each year. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's major discipline. *The Pass/Fail Option may not be used in this course.*

HONR 495. Special Topics (Credits vary 1-3)
Restricted to Honors Program students.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HONR 499. Independent Study (Credits vary 1-3)
Prerequisites: Consent of instructor and director.

Human Rights and Conflict Resolution

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Minor in Human Rights and Conflict Resolution (18 credit hours)

The interdisciplinary minor in human rights and conflict resolution will explore the different ways in which peace and justice can be achieved. Core issues studied include: the legal, cultural, social and political basis of human rights; the causes and nature of violence, societal conflict and war between states and methods of conflict management, peace implementation; and reconciliation on the personal, group, national, and international levels. The minor facilitates the discovery of ways to overcome conflict and work toward peace. Critical thinking and interdisciplinary approaches link issues of conflict, conflict resolution and peace with human rights, the rule of law and social justice.

Program Objectives

Upon completing the requirements of the minor in human rights and conflict resolution students will be able to:

1. Analyze the evolution and implementation of human rights and the origin and dynamics of peace and conflict from different disciplinary perspectives, including political science, law, history, psychology, anthropology, communication, economics, philosophy, religious studies, social work, sociology, modern languages and fine arts.
2. Discuss innovative answers to questions of human rights, conflict and peace. This includes, for example, making connections between all levels of conflict (individual, group, society and international) and examining peace and human rights implementation across societies.
3. Synthesize approaches to human rights and conflict resolution that are presented in different disciplines. Students are encouraged to develop personal approaches to dealing with conflict resolution and human rights through academic learning, scholarly investigations, discussions with peers and faculty and practical experiences (service learning and internships).
4. Participate actively in campus and community platforms related to human rights and conflict resolution.

Program Requirements

1. POLS 215 or SOCL 220;
2. POLS 322 or 329;
3. Three courses (9 credit hours) chosen from the list of electives;
4. At least 12 of the 18 credit hours must be taken at the 300-400 level;
5. Courses from three different disciplines must be represented in the 18 credit hours.
6. Graduation with Service Distinction is encouraged.
7. In addition to the courses listed below, certain study abroad seminars, independent studies and special topics courses may also count toward the minor as determined by the director.

The Curriculum in Human Rights and Conflict Resolution

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

Core

POLS 215	Comparative and International Politics
POLS 322	Conflict and Peace Studies
POLS 329	International Human Rights
SOCL 220	Global Social Problems

Electives

AMST 350	Sex, Law, and Society
ANTH 203	Cultural Anthropology
ANTH 309	Migration, Displacement, and Refugees
ANTH 377	Gender and Power
COMM 330	Communicating Gender, Race, and Class
ENGL 304	WI: Creativity out of Conflict
ENGL 313	Literature and Social Issues
GEOG 211	Geography of Human-Environment Interaction
HIST 326	The Nazi State and the Holocaust
HIST 336	American Foreign Relations
HIST 341	The Long Civil Rights Movement
MLAN 220	Gender in the Arab World
PHIL 304	Ethics and Current Value Questions
PHIL 337	Radical Evil and the Philosophy of Law
PHIL 386	Values and Postmodernity
POLS 317	Civil Rights and Civil Liberties
POLS 322	Conflict and Peace Studies
POLS 323	American Foreign Policy
POLS 327	International Law & International Organizations
POLS 329	International Human Rights
POLS 340	Might and Right Among Nations
POLS 410	Ethnic Conflict and Nationalism
PSYC 304	Social Psychology
SOCL 309	Migration, Displacement, and Refugees
SOCL 316	Race, Ethnicity, and Racism

HUMANITIES

Dr. Jana Adamitis, Dean
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THE CURRICULUM IN HUMANITIES

HUMN 100. Research in the Arts and Humanities I (1-1-0)
Prerequisite: Freshman standing or permission of instructor.
This course will introduce key approaches, concepts and competencies of research in the arts and humanities. Coursework will vary by discipline but will focus on learning how to develop and apply research tools, analyze primary and secondary works, and understand diverse scholarly approaches to research in a given field. As this is the introductory course, there will be significant emphasis on qualities of high-level research. A short culminating project such as a presentation or performance, database, website or short summary paper will form the capstone of the course. This course is repeatable once for credit.

HUMN 200. Research in the Arts and Humanities II (1-1-0)
Prerequisite: Sophomore standing or permission of instructor.
In this course, students will conduct basic research and learn the methodologies employed by researchers in the humanities. Coursework will vary by discipline but will focus primarily on skills such as analyzing primary works; completing short creative works; locating appropriate secondary sources; and summarizing and evaluating sources. A short culminating project such as a presentation or performance, database, website or short summary paper will form the capstone of the course. This course is repeatable once for credit.

HUMN 300. Research in the Arts and Humanities III (1-1-0)
Prerequisites: HUMN 100 or 200 and junior standing or permission of instructor.
In this course, students will conduct independent research under the supervision of a professor in the arts and humanities. Coursework will vary by discipline but will build upon skills developed in the 100- or 200-level humanities labs. A culminating scholarly or creative work (similar to a term paper, Paideia, short performance or artistic work) will form the capstone of the course. This course is repeatable once for credit.

HUMN 400. Research in the Arts and Humanities IV (1-1-0)
Prerequisites: HUMN 300 and senior standing or permission of instructor.
In this course, students will continue their research from the previous semester and evolve their work into a large scholarly project. This will culminate in the dissemination of their work to the public through avenues such as conferences, websites, journal distributions or other mediums agreed on by the professor and student. This course is repeatable once for credit.

Interdisciplinary Studies

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Bachelor of Arts or Bachelor of Science Degree in Interdisciplinary Studies

The interdisciplinary studies degree program 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 program is to involve the student in formulating a coherent program of study that blends multiple disciplines for a desired outcome. This is a difficult task and requires a certain amount of knowledge and direction. The student will have to give considerable thought to his/her/their 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. Declaration of the interdisciplinary studies major is through the petition process (details listed below) and must be completed before earning 60 credit hours.
3. The total program of study must include at least 42 credit hours of coursework beyond those completed **at the time of approval;** a minimum of 30 credit hours at the 300-400 level; and a senior capstone project designed by the student and their faculty committee to analyze and synthesize the topic of study.
4. The student's educational goals must be such that they cannot be achieved by a regular departmental major supported by a minor and/or careful selection of electives.
5. The student's total program of study must conform to and meet all requirements for baccalaureate degree, including the total number of credits, the liberal learning curriculum and the university's foreign language requirement.

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 course of study. Guidelines are available from the Director of Interdisciplinary Studies. Proposals must be submitted to the Interdisciplinary Studies Director by November 1 during the fall semester or March 15 during the spring semester. It is advisable for a student to discuss the plan of study with the director before submitting a proposal.

The Director of Interdisciplinary Studies reviews and approves the student's petition and proposed plan of study and serves as the academic advisor for all interdisciplinary studies students.

The student is notified if the proposal cannot be approved. If the proposal is viable, the student recruits a faculty committee that represents the primary disciplines involved. 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. The Director of Interdisciplinary Studies oversees the total work of the student and confirms, prior to graduation, that all requirements have been completed.

The Curriculum in Interdisciplinary Studies

The curriculum in interdisciplinary studies is based on a plan of study that incorporates two or more disciplines. The requirements of Christopher Newport's Liberal Learning Curriculum must be met and the Interdisciplinary Studies Capstone Project (IDST 490) must be completed with a final grade of at least a *C-*.

IDST 490. Interdisciplinary Studies Capstone Project (3-0-3)
Prerequisites: Junior or senior standing, consent of the instructor and Interdisciplinary Studies Program Director.
In this course the student integrates coursework taken in the disciplines comprising his/her/their major. Under the direction of his/her/their faculty committee and program coordinator, the student designs a project that analyzes and synthesizes the topic of study, culminating in a research paper in support of the major theme.

Non-Major IDST Courses

The following courses are housed in the interdisciplinary studies program. None of these courses are required for a degree in interdisciplinary studies. These courses are associated with various programs of study.

IDST 205	Introduction to Chinese Studies (AIGM)
IDST 210	A Study in Childhood
IDST 240	Medieval and Early Modern Perspectives (AIWT)

IDST 250	Introduction to Civic Engagement and Social Justice
IDST 255	Introduction to Women, Gender, and Sexuality Studies (AIGM)
IDST 265	Introduction to Middle East and North Africa Studies (AIGM)
IDST 267	Introduction to Latin American Studies (AIGM)
IDST 270	Introduction to Digital Humanities
IDST 277	Introduction to Museum Studies
IDST 377	Advanced Museum Studies
IDST 470	Seminar in Civic Engagement and Social Justice
IDST 480	Capstone Course in Global Commerce and Culture

SUMMER HUMANITIES INSTITUTE

The College of Arts and Humanities offers a Summer Humanities Institute annually for regional high school students.

IDST 100. Humanities Perspectives (3-0-3)
Restricted to Summer Humanities Institute Students.
An introduction to the humanities through a review of some of the major developments in human culture. The goal is to analyze how societies express themselves through literature, arts, philosophy, history and technology. Focus is on developing the analytical acuity and skill in oral and written expression. Themes will vary each June term.

International Culture and Business

Dr. Laura Deiulio, Director
Department of Modern and Classical Languages and Literatures, McMurran Hall 105
(757) 594-7062
ldeiulio@cnu.edu

Minor in International Culture and Business
(18 credit hours)

The minor in international culture and business provides students an opportunity to enhance their understanding of the global environment in which so many businesses operate. The minor will introduce the fundamentals of business, development of language skills, a sensitivity to cultural differences and the opportunity to study abroad.

Program Objectives

The interdisciplinary minor program in international culture and business advances the mission of the Luter School of Business by providing students an opportunity to enhance their understanding of the global environment in which businesses operate. It provides linkages between business and the liberal arts and an important international dimension to business students' experience at Christopher Newport University.

The minor complements the Department of Modern and Classical Languages and Literatures' mission, which seeks to prepare students to use their language skills in practical career-oriented contexts.

Program Requirements

*Students wishing to fulfill #1-2 with a language other than French, German or Spanish should contact the program director.

1. Select one: FREN 301, 303, GERM 301, 303, SPAN 301, 303;
2. Select one: FREN 314, GERM 314, SPAN 314;
3. Select one: ANTH 203, GEOG 210, LDSP 330, SOCL 220, or three study abroad transfer credit hours approved by the Luter School of Business Dean or Chair of the Modern and Classical Languages and Literatures Department as appropriate.
4. MLAN 308;
5. Select one:
    a. Business majors complete six credit hours in the Business Core; or
    b. BUSN 303 and one of the following: BUSN 300, BUSN 311 or FINC 300.

The minor in international culture and business is not available to students majoring in global commerce and culture.

The Curriculum in International Culture and Business

Course descriptions appear in appropriate sections throughout the catalog:

FREN 301	Grammar and Composition
FREN 303	Reading and Writing Seminar in French
FREN 314	Business French
GERM 301	Grammar and Composition
GERM 303	German Composition
GERM 314	Business German
LDSP 330	Cross-Cultural Leadership
MLAN 308	Cross-Cultural Awareness
SPAN 301	Grammar and Composition
SPAN 303	Spanish in the Digital Age
SPAN 314	Business Spanish
ANTH 203	Cultural Anthropology
GEOG 210	Introduction to Human Geography
SOCL 220	Global Social Problems
BUSN 300*	Organizational Behavior
BUSN 311*	Marketing Management
BUSN 303	Fundamentals of Business
FINC 300	Managerial Finance

For business majors: six credit hours in the Business Core.

*Non business majors must obtain permission from the Luter School of Business to enroll.

JOURNALISM

Dr. Mary Wright, Director
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Minor in Journalism
(21 credit hours)

Students minoring in journalism learn to engage the world through the dual lenses of savvy media consumers and ethical, engaging news writers. From introductory classes that offer training in ethics and investigate the laws of freedom of speech and press; to courses ranging from news, sports, science, features, data, travel, literary, documentary and community engagement; the minor offers a carefully curated collection of topics-based courses that culminates in a capstone portfolio-based course. Grounded in expertise from the fields of journalism and writing studies, our scaffolded curriculum will empower students in the minor to conduct research, evaluate data, compose stories, design layouts, critically evaluate their own work and that of others, collaborate with working reporters and publish their work in established news outlets.

In an ever-evolving media landscape where information grows only more abundant and the news grows more hotly contested, such expertise will complement our minors' degree plans and furnish vital tools that will prove advantageous in a competitive labor market for students across all disciplines. Students majoring in English with a minor in journalism may also compete for the annual Encie Odell Teets Scholarship in Journalism.

Program Goals

1. To provide students with authentic in- and out-of-class opportunities to contribute to regional, national and international news outlets.
2. To offer courses and semester-long projects intentionally designed to engage problems, foster media literacy and ethical awareness and provide solutions specifically geared to local, communal, state, national and international audiences of decision-makers.
3. To foster journalistic and media skills necessary to launch a career in journalism.

Program Objectives

Upon successful completion of the journalism minor, students will be able to:

1. Interpret and uphold the laws of free speech and press and the protections outlined in the First Amendment.
2. Write clear and correct prose in styles appropriate to the audiences and purposes served by news outlets.
3. Conduct research and evaluate data using appropriate methods and reliable sources.
4. Understand and apply ethical principles for journalists in pursuit of truth, accuracy and fairness.
5. Produce work that demonstrates an understanding of diverse cultures and the media's impact on shaping attitudes and perspectives in a globalized world.

Program Requirements

1. Journalism Core: ENGL 210, 211, 489;
2. Completion of four courses (12 credit hours) of journalism electives.

Core

ENGL 210	Introduction to Journalism
ENGL 211	Ethics, Law, and Journalism
ENGL 489	Multimedia and Journalism Capstone

Electives

COMM 232	Communicating through Digital Media
COMM 322	Communication and Social Media
ENGL 332	Community-based Journalism
ENGL 335	Sports Journalism
ENGL 336	Arts and Entertainment Journalism
ENGL 340	Science Journalism

THE CURRICULUM IN JOURNALISM

ENGL 210. Introduction to Journalism (3-3-0)
Corequisite: ENGL 123. Restricted to freshman and sophomore standing.
In a society where many cry "fake news," what is journalism and what is its role in informing and engaging readers? What are some of the different kinds of journalistic writing, and what are their writing expectations? Answering these questions, among others, this class will provide a basic introduction to journalistic news writing principles and standards. Page layout and design will also be discussed, as will online journalism. Students will receive practice in writing a variety of journalistic styles and will be asked to submit at least one article for publication in the campus student newspaper, *The Captain's Log*.

ENGL 211. Ethics, Law, and Journalism (3-3-0)
Corequisites: ENGL 123. Restricted to freshman and sophomore standing.
Is it okay to use anonymous sources? Should quotes from

sources be revised or rewritten? Where is the line between public and private knowledge? In this class, we will explore ethical and legal concerns all journalists should be mindful of and adhere to. Through case study analysis, students will learn not only about legal issues such as defamation, copyright and fair use, but also about how to make sound ethical decisions in their reporting.

ENGL 332: Community-based Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course considers the impact of journalism on community life, with particular emphasis on how news reporters build trust and lasting relationships in the community. To stymie the growing mistrust of contemporary news outlets, reporters must be willing to engage with diverse communities in ethical and respectful ways. This course offers students an opportunity to practice the kind of engagement that is required of community-based journalism by developing partnerships in the community and reporting on citizen-led issues. Primarily, this is a course in community listening, where students will listen to and learn from community members in order to share community concerns with broader audiences.

ENGL 335. Sports Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course will focus on reporting amateur and professional sports and provide students the skills necessary for writing sports-specific game stories, profiles and narrative features. Students will gain experience covering games, reporting statistics, interviewing coaches and players and offering game commentary via multiple news platforms. Students will practice real-time reporting via social media, as well as learn to draft longer form print and digital narratives. The broader economic, ethical and legal aspects of sports reporting will be explored.

ENGL 336. Arts and Entertainment Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course identifies and provides practice in the standards of arts and media journalism. Entertainment reporters situate their works within the context of live and historical events, and arts journalism is a broad area that covers beat reporting on arts, entertainment, popular culture, in genres like interviews, feature writing, profiles, columns, reviews and reports. Students will critique articles through the lens of ethical journalism to learn how to immerse themselves in the field and create shorter and longer pieces suitable for publication.

ENGL 340. Science Journalism (3-3-0)
Prerequisite: ENGL 210.
Corequisite: ENGL 211.
This course focuses on journalistic approaches to issues facing human society and the planet, such as biotechnology, artificial intelligence, climate change, energy systems, food safety, wildlife conservation or other issues. Students will learn what makes good science writing, how to find sources, how to conduct interviews with scientists, how to evaluate complex information and how to sort out science from pseudo-science.

ENGL 489. Journalism Capstone (3-3-0)
Prerequisite: Senior standing or permission of instructor.
This course is a for-credit capstone in journalism, where students will develop and publish their own news stories in local news outlets. Students will also develop a professional portfolio that demonstrates and reflects on their engagement with the journalism curriculum over the course of their study.

JUDEO-CHRISTIAN STUDIES

Dr. Stephen Strehle, Director
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Minor in Judeo-Christian Studies
(18 credit hours)

The Judeo-Christian studies minor provides an opportunity for students to explore the religious heritage of our culture. Certain courses are designed to focus upon the Jewish faith, emphasizing the study of sacred scripture, the development of its traditions and the struggle of its people down through the ages; other courses focus upon Christianity, including the study of the New Testament writings and the historical development of the church and its teachings. The Judeo-Christian tradition is related to the social, historical and political context throughout the curriculum. The importance of the tradition is particularly displayed in a number of special courses, designed to examine the significance of its influence upon western civilization in providing an indelible mark upon the social, economic and political landscape.

The minor is intended for those who wish to critically examine this tradition from a diversity of academic disciplines. It is intended for those who wish to explore the prevailing spiritual forces of their culture and grapple with the religious message in addressing the ultimate questions of life and the practical needs of society.

Program Objectives

1. To provide a deeper understanding of Judaism and Christianity through the analysis of sacred texts and the study of religious communities in their development.

2. To examine the cultural significance of the Judeo-Christian tradition within western civilization.

3. To expand the horizons of the students by providing interdisciplinary approaches to the study of religion.

Program Requirements

1. RSTD 232 and 265;

2. Select four courses (12 credit hours) from the list of electives;

3. Certain independent studies, special topics and study abroad courses may be substituted for items in the program requirements listed in number one and two as determined by the director.

THE CURRICULUM IN JUDEO-CHRISTIAN STUDIES

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

Core

RSTD 232	Visions of Christianity
RSTD 265	Visions of Judaism

Electives

GREK	One semester of Greek may be presented
HBRW	One semester of Hebrew may be presented
RSTD 235	Religion in America
RSTD 261	Hebrew Bible
RSTD 262	New Testament
RSTD 304	Catholic Theology and Social Teaching
RSTD 321	The Church and the State
PHIL 308	Philosophy of Religion
PHIL 451	The Great Philosophers (subject to the approval of the director)
POLS 320	Religion and Politics in America
SOCL 313	Sociology of Religion

Latin American Studies

Dr. William Connell, Director
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Minor in Latin American Studies
(18 credit hours)

This minor will prepare students to engage with the increasingly transnational nature of society. Latin America is a region of key importance in the age of globalization and mass migration. The minor will foster students' understanding of the interactions between Latin America's indigenous and introduced cultures in the past and present. Latin America's relationship to the United States will be critically examined in the minor's curriculum, thus providing students the opportunity to develop perspectives on current economic interdependencies between the U.S. and Latin America and the rapid growth of the Latino population in the U.S. According to the U.S. 2020 Census, there are 63.1 million Latinx living in the United States. The United States currently has the second-largest native Spanish speaking population, the vast majority of which is of Latin American heritage. The minor not only will prepare students for work with organizations, businesses and agencies that are internationally and nationally focused; it also will prepare them to work with the growing Latino population in their home communities in Virginia.

Program Objectives

1. To identify major historical, political, social and cultural Latin American events.
2. To demonstrate knowledge of key trends of thought in Latin American history, politics, literature and art.
3. To demonstrate an understanding of culture differences and diversity within Latin America.
4. To critically examine the United States-Latin America relationships.
5. To critically analyze primary sources in various media (texts, films, visual arts, etc.) in their historical, political, social and cultural context.

Program Requirements

1. Three credit hours at the 200-level or higher in SPAN; native speakers of Spanish and students who took four years of Spanish in high school are encouraged to take a 300-level course. Students may substitute three transfer credit hours at the 200-level or higher in Portuguese with the permission of the director.
2. IDST 267, Introduction to Latin American Studies.
3. Select four courses (12 credit hours) from the following list of electives representing at least three different disciplines.
4. With the permission of the director, the following courses may also be considered: FNAR 403, SPAN 340, 471, 472, 473. Course substitutions must be completed by the director.
5. Study Abroad in Latin America and transfer credits as approved by the director of the program.

The Curriculum in Latin American Studies

IDST 267. Introduction to Latin American Studies
(3-3-0) AIGM
An interdisciplinary introduction to Latin America focusing primarily on 20th and 21st century cultural, social and political issues. Students will emerge with a broad, multidisciplinary view of the region and will come to understand global issues from a Latin American perspective. Basic questions to be addressed will include: What is Latin America? Who are Latin Americans? Why do we think of Latin America as a cohesive geopolitical and cultural region? Along the way, students will discover Latin American's diversity and rich cultural heritage.

Course descriptions appear in appropriate sections throughout the catalog.

DANC 260	African Dance in the Diaspora
DANC 360	Afro-Caribbean Dance
FNAR 403	Advanced Topics in Art History*
HIST 212	Viva Zapata! Revolution and the Peoples of Latin America
HIST 347	Atlantic World Encounters, 1400-1700
HIST 364	History of Brazil
HIST 462	The Mexican Revolution
POLS 350	Latin American Politics and Societies
SPAN 340	Cultural Journeys: Introduction to the Hispanic World*
SPAN 351	Introduction to Latin American Literature I
SPAN 352	Introduction to Latin American Literature II
SPAN 471	Hispanic Visual Culture and the Arts *
SPAN 472	Hispanic Popular Culture *
SPAN 473	Hispanic Literature and Social Issues *

* With permission of the director of the minor.

DEPARTMENT OF LEADERSHIP AND AMERICAN STUDIES

Dr. Brent Cusher, Chair
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Faculty

Distinguished Professor: Trible
Professor: Busch, Harter, Morrison, Redekop, White
Associate Professor: Chace, Colvin, Cusher, Shollen
Assistant Professor: Garmon, Little
Senior Lecturer: Callahan, Camaioni
Lecturer: Hench, Mims, Tian
Instructor: Throupe
Emerita: Gagnon, Perkins

Mission Statement

The mission of the Department of Leadership and American Studies is to offer interdisciplinary learning opportunities in leadership studies and American studies. The department is dedicated to the ideals of liberal learning, scholarship, leadership and service. Our purpose is to ignite in our students a love of learning, inspire a sense of responsibility and civic duty and help our students gain the knowledge and confidence to engage as responsible leaders and engaged citizens. The department currently offers a Bachelor of Arts degree in Interdisciplinary Studies with majors and minors in American studies and leadership studies.

CENTER FOR AMERICAN STUDIES

Dr. Elizabeth Busch, Co-Director
Dr. Nathan Busch, Co-Director

The Center for American Studies (CAS) in the Department of Leadership and American Studies at Christopher Newport University is an interdisciplinary academic center that promotes teaching and scholarship on America's founding principles and history, economic foundations and national security. With the guidance of its prestigious Board of Directors, CAS sponsors conferences, workshops, internships and research at the undergraduate and postdoctoral levels. A non-partisan center, CAS aims to promote sensible notions of liberty and civic responsibility. Additional information about CAS events and internships can be found at cas.cnu.edu.

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Bachelor of Arts Degree in Interdisciplinary Studies
American Studies Major

American studies draws from multiple disciplines focusing on reading, writing, debating, conducting research and critically thinking about the nature of American life. In American studies, an interdisciplinary approach is used to examine the intellectual, moral, philosophic, historical and economic foundations of the American Experiment, as well as its evolution. Courses facilitate a deeper understanding of the country's design (constitutionalism, rule of law and democracy), the American identity (including the possible influence of race, sex, class and culture), and America's place in the global community. Students may choose among a number of opportunities for experiential learning, independent studies and study abroad. A major in American studies is excellent preparation for law school, secondary social studies education, graduate and professional schools and for careers in journalism, museums, law, politics, government, education, non-profit organizations and business.

The major is comprised of four core courses in American studies (AMST) with the remaining courses selected from approved, related courses from various disciplines as determined by the chosen concentration. Students will work closely with an advisor to ensure their curriculum has coherence, depth and breadth and that it is consistent with the students' future plans.

The Bachelor of Arts degree in interdisciplinary studies with a major in American studies requires that students fulfill the liberal learning curriculum, American studies core courses and complete one of the three concentrations (constitutional studies, social sciences or humanities) as listed below.

Constitutional Studies Concentration

This concentration is open to all students, and is especially useful for those interested in law school and graduate study in social and political science, government, history or law. The constitutional studies concentration requires 24 credit hours in addition to the required American studies core courses. No more than two courses (6 credit hours) may be at the 100 or 200 level; 18 credit hours must be at the 300 or 400 level.

1. American studies core: AMST 100, 200, 300, 490W;
2. POLS 316;
3. Select one (3 credit hours): AMST 220, 245, 320, 330, 335, 350, PHIL 425;
4. Select six (18 credit hours), a minimum of four courses at the 300-level or higher: AMST 120, 195, 220, 245, 295, 320, 330, 335, 345, 350, 390, 395, 399, 491, 495, 499; BUSN 302, 351, 352; CLST 101; ECON 310; COMM

305; HIST 304, 305, 341, 349, 354; HONR 323; PHIL 205, 321W, POLS 240, 243, 320, 327, 333, 344, 347, 359, 363, 368W, 375; RSTD 321.

NOTE: No more than one A of I course may count toward both the liberal learning core A of I requirement and the major requirement. No more than one Honors course may count toward the major.

Humanities Concentration

Humanities concentration requires 24 credit hours in addition to the required American studies core courses. No more than two courses (6 credit hours) may be at the 100- or 200- level; a minimum of 18 credit hours must be at the 300- or 400-level.

1. American studies core: AMST 100, 200, 300, 490W.
2. Humanities - Select five from at least two disciplines: AMST 120, 195, 220, 295, 320, 330, 335, 340, 345, 350, 395, 399, 491, 495, 499; CLST 101; DANC 205; ENGL 315, 341, 342, 343, 345, 346, 381, 385, 410, 412; FNAR 372, 375; HIST 121, 122, 304, 305, 324, 327, 336, 341, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358; HONR 323; MUSC 214; PHIL 312, 425; RSTD 319, 338; THEA 346, 361W.
3. Social Sciences - Select two: AMST 120, 195, 220, 245, 295, 320, 330, 335, 340, 345, 350, 395, 399, 491, 495, 499; BUSN 351; COMM 320, 326, 330, 335, 341, 415, 425; ECON 302, 375W, 475; POLS 101, 202, 240, 243, 316, 320, 323, 333, 344, 347, 354, 359, 363, 375, 382, 395, 454; HONR 360; SOCL 303, 314, 316, 320, SOWK 368W.
4. Global-Comparative - Select one: AMST 195, 295, 340, 390, 395, 399, 491, 495, 499; ANTH 377; COMM 240; ECON 470; ENGL 320W, 425; FNAR 377; GEOG 308, POLS 215, 311W, 358, 368W, 402; HIST 325; HONR 490W; PHIL 315; PSYC 320; SOCL 377.

NOTE: No more than one A of I course may count toward both the liberal learning core A of I requirement and the major requirement. No more than one Honors course may count toward the major.

Social Science Concentration

Social science concentration requires 24 credit hours in addition to the required American studies core courses. No more than two courses (6 credit hours) may be at the 100- or 200-level; a minimum of 18 credit hours must be at the 300- or 400-level.

1. American studies core: AMST 100, 200, 300, 490W.
2. Social Sciences - Select five from at least two disciplines: AMST 120, 195, 220, 245, 295, 320, 330, 335, 340, 345, 350, 395, 399, 491, 495, 499; BUSN 351; COMM 320, 326, 330, 335, 341, 415, 425; ECON 302, 375W, 475; POLS 101, 202, 240, 243, 316, 320, 323, 333, 344, 347, 354, 359, 363, 375, 382, 395, 454; HONR 360; SOCL 303, 314, 316, 320; SOWK 368W.
3. Humanities - Select two: AMST 120, 195, 220, 295, 320, 330, 335, 340, 345, 350, 395, 399, 491, 495, 499; CLST 101; DANC 205; ENGL 315, 341, 342, 343, 345, 346, 381, 385, 410, 412; FNAR 372, 375; HIST 121, 122, 304, 305, 324, 327, 336, 341, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 372, 453; HONR 322, 323; MUSC 214; PHIL 312, 425; RSTD 319, 338; THEA 346, 361W.
4. Global-Comparative - Select one: AMST 195, 295, 340, 390, 395, 399, 491, 495, 499; ANTH 377; COMM 240; ECON 470; ENGL 320W, 425; FNAR 377; GEOG 308, POLS 215, 311W, 358, 368W, 402; HIST 325; HONR 490W; PHIL 315; PSYC 320; SOCL 377.

NOTE: No more than one A of I course may count toward both the liberal learning core A of I requirement and the major requirement. No more than one Honors course may count toward the major.

Minor in American Studies (18 credit hours)

The minor in American studies requires 18 credit hours, including AMST 100, 200, and 300 plus nine additional credit hours at the 300-400 level chosen in consultation with an assigned departmental advisor from courses approved for the major in American studies.

Graduate School Preparation

Students who intend to pursue graduate studies in American studies beyond the Bachelor of Arts degree, should meet regularly with their advisor to prepare an appropriate course of study. They should consider a study abroad program, and opportunities to present their research at conferences.

Pre-Law Program

The American studies major represents an excellent schedule of analytical courses recommended for both admission to and success in law school. The "constitutional studies concentration" within American studies is designed to prepare students for law school by providing the foundational knowledge of the U.S. Constitution in addition to the analytical, research and writing skills recommended by the American Bar Association (ABA). Students majoring in the constitutional studies concentration have been accepted into, and awarded fellowships, to prestigious law schools across the country. For additional information on law school preparation or Law School Admissions Testing (LSAT), contact Christopher Newport University's pre-law advisor, or see the Pre-law program located in this catalog.

Teacher Preparation in History and Social Science

Those students who wish to become teachers should apply to the five-year Masters of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a B.A. in Interdisciplinary Studies with a major in American studies after the first four years and then complete an additional year of study leading to an M.A.T. degree. As an interdisciplinary major, American studies is a natural fit for students intending to become teachers with the history/ social science endorsement because the major enables students to

take courses both in history and the social sciences toward their degree program. The courses and degree requirements for the M.A.T. are found in the graduate catalog.

Bachelor of Arts Degree in Interdisciplinary Studies
Leadership Studies Major
(30 credit hours)

The leadership process occurs in a variety of contexts from local to global levels, such as within and among families, neighborhoods, communities, civic clubs, organizations, states and nations. It involves establishing trust and achieving change through shaping vision, values and culture. Ethical leaders and followers 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 designed position of authority.

The leadership studies major and minor programs inspire students to learn deeply about leadership and followership, and prepare students to engage effectively in the leadership process. These outcomes are essential as communities from local to global require responsible leaders, effective followers and engaged citizens to thrive. Throughout the diverse program curricula, emphasis on theoretical knowledge and practical skills prepares students to apply their education to real-world challenges. Faculty experts take an interdisciplinary approach to help students understand the complexities of the leadership process through a variety of perspectives. This interdisciplinarity of study also makes the leadership studies programs highly complementary to any liberal arts and sciences programs or professional education.

The leadership studies major goes beyond the minor's foundational coursework and elective options to allow students to develop and master global perspectives on and implications for leadership, change and complexity through a systems-level leadership lens and leadership competencies with an outward focus on application in context. The major gives students the opportunity to grow their knowledge and practice through four leadership elective courses that focus on specialized topics and contexts. The leadership studies major is open to all Christopher Newport University students as a second major only.

In addition to completing the liberal learning curriculum and the requirements for the primary major successfully, the leadership studies second major requires successful completion of the following required and elective courses:

1. Major core: LDSP 210; 240 with a *C*- or higher; 320; 338; 442; 464;
2. Select four courses (12 credit hours) from the following electives: LDSP 195, 250, 295, 304, 330, 337, 340, 345, 350, 359, 360, 370, 371W, 380, 381, 395, 399, 495, 499; AMST 100, 345; ENGL 454W; HONR 335; MLSC 401-401L.

Minor in Leadership Studies
(18 credit hours)

The leadership studies minor provides students with foundational coursework in self-knowledge, group dynamics, leadership theory and application, historical cases and trends in leadership, leadership ethics and contemporary leadership issues. Students also immerse themselves in three leadership elective courses for additional perspectives on understanding the leadership process.

The leadership studies minor is required for President's Leadership Program (PLP) students, but also is an attractive curriculum for other interested students. The minor requires successful completion of the following required and elective courses:

1. Minor core: LDSP 210, 240 with a *C*- or higher, 442;
2. Select three courses (9 credit hours) from the following electives: LDSP 195, 250, 295, 304, 320, 330, 337, 338, 340, 345, 350, 359, 360, 370, 371W, 380, 381, 395, 399, 464, 495, 499; AMST 100, 345; HONR 335; MLSC 401-401L.

THE CURRICULUM IN AMERICAN STUDIES

AMST 100. The American Experiment: Formation of Democratic Life (3-3-0) AIDE
An introduction to the discipline of American studies. Students examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students explore the extent to which America has been shaped by issues such as unity, equality, liberty, individualism, civic engagement and democratic values.

AMST 120. Encounters with the Constitution (3-3-0) AIDE
This course explores the constitutional, historical, political, sociological and economic implications of selected landmark U.S. Supreme Court cases as a means of gaining greater understanding of the Constitution and its significance in everyday life. Topics include the role of the judiciary, the powers of the federal government, race, religion, abortion and economic rights. The course is designed for students who are considering law school and serves as an introduction to the constitutional studies concentration.

AMST 195. Special Topics (3-3-0)
These courses allow students to explore major issues, trends or themes in American Studies. Topics vary.

AMST 200. The American Experiment: Evolution (3-3-0) AIWT
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 220. Music & American Civic Culture (3-3-0) AICE
An interdisciplinary study of the unfolding relationship between American popular music and civic culture. For example, the influence of jazz on integration and race relations in the Jazz Age, of country music on the plight of the working class during the Great Depression, of folk and rock music on the cultural revolution of the 1960s and of urban music in the contemporary era will be explored. The principles (especially equality and liberty) and practice of American civic culture will be studied alongside the music. No musical training required.

AMST 245. Introduction to American Law (3-3-0)
This course introduces students to American law and the American legal system. The course investigates the sources of American law, the structure of the American legal system, the role of courts and judges in the adversarial process and an overview of common substantive and procedural law topics, such as civil law (i.e., torts, property law, contracts, family law and disability law), criminal law, criminal procedure and procedural protections, among others. There also will be special topics including *pro bono publico* service, the responsibility of attorneys to pursue justice in our society and ethical aspects of the practice of law.

AMST 295. Special Topics (3-3-0)
These courses allow students to explore major issues, trends or themes in American studies. Topics vary.

AMST 300. The American Experiment: Global Influence (3-3-0) AIGM
Prerequisite: ENGL 223.
A critical evaluation of the American experiment through the lens of the global community that asks what it means to be an American in an increasingly global world. Students explore post-colonial world views of a number of influential philosophers, scholars, leaders and policy makers on America's life, culture and place in the world. Topics may include global rights and duties, resource scarcity, cultural imperialism, public health and the clash of liberalism with fundamentalism.

AMST 320. American Entrepreneurship (3-3-0)
Prerequisite: Sophomore, junior, or senior standing.
This course examines American entrepreneurship in the context of its democratic values, republican history and capitalist influence. Entrepreneurs are leaders. In founding a company, growing its market share and sustaining the enterprise amidst competition, entrepreneurs must build relationships, respond to challenges and present a clear vision for the future. The course employs a case study approach, combining lessons from business history and entrepreneurship theory to understand how entrepreneurs have navigated these challenges successfully and emerged as leaders within their respective industries. Major themes for the course include theories of classical and effectual entrepreneurship, disruptive innovation and creative destruction, the stages of production and specialization and comparative advantage.

AMST 330. Treason in America (3-3-0)
Prerequisite: ENGL 223.
This course examines how Americans have grappled with the problem of treason in America from the Colonial Era to the War on Terror. Students study the fundamental role that treason plays in American discourse by exploring such topics as the proper role of antiwar dissent, the "limits" of free speech, the difficulties associated with protecting civil liberties during war and the role of America's two-party system during national crises.

AMST 335. Moot Court (3-3-0)
Prerequisite: ENGL 223 with a C- or higher.
This course examines the art of appellate argument in the United States judicial system. Appellate argument requires many skills, including analyzing case law, identification of logical fallacies, internalizing a complex set of facts, argument construction and organization, brief writing, oral presentation and impromptu responses to public questioning. Utilizing the American Collegiate Moot Court Association Annual Problem, students will complete a complex set of tasks, which will culminate in a simulated oral argument and appellate brief at the end of the semester.

AMST 340. America at Sea (3-3-0)
Prerequisite: ENGL 223.
Considered both a highway and a barrier, the oceans and inland waterways have shaped the history of the North American continent, determining settlement patterns, providing access to the interior and bringing war to American shores over the course of five centuries. Yet the seas have also inspired and informed imagery, literature, politics and popular culture in the United States. Using a maritime lens, this course will introduce students to the history, culture and technology of the sea from the pre-Columbian period to the present, using primary sources, music, fiction and imagery. Some classes may meet at The Mariners' Museum.

AMST 345. American Epidemics and the Constitution: Lessons in Law, Leadership, and Policy (3-3-0) [Same as LDSP 345]
Prerequisite: ENGL 223.
This course will explore leadership as expressed via governmental power and the struggle to maintain individual rights within the context of American epidemics, including yellow fever, bubonic plague, smallpox, "Spanish" flu and Covid-19. Grounded in an analysis of constitutional

law and public health policy, we will explore what the Constitution permits and prohibits, and what is in a 'zone of uncertainty,' regarding epidemics. We will also examine how leadership addresses tensions between government restrictions and individual rights in the context of American public health emergencies. Finally, this course explores the disproportionate effect of Covid-19 and prior epidemics on vulnerable populations.

AMST 350. Sex, Law, and Society (3-3-0)
Prerequisite: AMST 100 or AMST 120 or IDST 255 or ENGL 223.
This course is an interdisciplinary exploration of the political, social and economic meanings of sex equality, and the challenges to achieving that equality in the United States. Readings will assess the legal status of women and men in the United States historically and today, particularly focusing in the areas of work, education, the family and sexuality. We will examine how the law has reflected, reinforced and shaped ideas about appropriate gender roles, sex equality and gender equality in the U.S.

AMST 390. American Studies and Travel (3-3-0)
Prerequisite: AMST 100 or 120 or 200.
This course will allow students from all disciplines to compare American institutions and culture to those of other nations while studying abroad. Destinations and topics will depend upon faculty expertise and student interest. University study abroad paperwork required. Additional fees may be required. Repeatable once for a total of six credit hours with a different topic and location.

AMST 395. Special Topics (3-3-0)
Prerequisites: As announced.
These courses allow students to explore major issues, trends or themes in American studies. Topics vary.

AMST 399. Independent Study in American Studies (Credits vary 1-3)
Prerequisite: Junior standing.
The purpose of this course is to enable a qualified student to enrich their 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.

AMST 490. WI: Capstone Seminar in American Studies (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; AMST 100, 200 with a C or higher; completion of 75 credit hours.
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 focusing on the seminar's main theme. The product of this scholarship will exemplify the student's ability to express ideas in writing, critically analyze texts and conduct analysis on the topic of the seminar. In addition, each student will complete a standardized assessment relevant to American studies.

AMST 491. Practicum in American Studies (Credits vary 1-3)
Prerequisites: Junior standing and permission of American Studies Director.
The practicum consists of a part-time or full-time internship with a public, private, for-profit or non-profit organization. Students will conference with the instructor and write papers incorporating theory and practice. The student agrees to work a minimum of 40 hours per credit hour during the semester under the direction of a supervisor for 1-3 credit hours of elective credit. The student's duties will be determined by the supervisor, in agreement with the student and instructor. The course may be repeated up to a total of 6 credit hours. Students are encouraged to secure an internship; however, professors may be able to assist.

AMST 495. Special Topics (3-3-0)
Prerequisites: As announced.
These courses allow students to explore major issues, trends or themes in American studies. Topics vary.

AMST 499. Independent Study in American Studies (Credits vary 1-3)
Prerequisite: Senior standing.
The purpose of this course is to enable a qualified student to enrich her/his/their 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.

THE CURRICULUM IN LEADERSHIP STUDIES

LDSP 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 210. Self, Group and Leadership (3-3-0)
This interactive course introduces students to the role of self and group in the leadership process. Through academic study, personal assessment, in-class activities and assignments, students gain an understanding of how personal development impacts leadership capabilities, the importance of self-understanding to effective leadership and the relationship between self-identity and group process. In addition to self-study, students will study group development, group think and the effect of power and communication styles in group dynamics.

LDSP 240. Theories and Perspectives on Leadership (3-3-0)
Prerequisite: LDSP 210.
This course provides a multidisciplinary introduction to the field of leadership studies. Social scientific approaches to the study of leadership will be considered, with a focus on the application of theory to practice. The influence of the humanities and the natural sciences on the study of leadership will also be considered. Contemporary trends, topics and debates will be explored, along with traditional approaches to the study of leadership.

LDSP 250. Environmental Leadership (3-3-0)
Prerequisite: Sophomore standing.
This course examines environmental leadership in a variety of contexts over the past two centuries, with an emphasis on North America. Students will be introduced to a broad spectrum of leaders who have been influential in charting a sustainable relationship between human beings and the biosphere. A variety of forms of environmental leadership are explored, along with the increasingly evident connections between the general construct of "leadership" and environmental concern.

LDSP 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 304. The Study of Leadership Abroad (Credits vary 1-3)
This course provides an in-depth study abroad experience designed for students who either are or are not pursuing a leadership studies degree. Traveling abroad to various geographic locations, students will study aspects of leadership in different cultures by visiting important areas, exploring key sites and events and investigating different cultural values and norms. Required readings, lectures and writing assignments will be integrated to enrich students' learning about leadership abroad. As locations and foci of study vary on a yearly basis, this course may be repeated once for a maximum of six credit hours toward the leadership degree and graduation requirements. Additional program fees will be required.

LDSP 320. Leadership Through the Ages (3-3-0)
Prerequisite: LDSP 240 with grade of C- or higher.
In attempting to understand leadership in the 21st century, one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.

LDSP 330. Cross-Cultural Leadership (3-3-0) AIGM
Prerequisite: LDSP 240 with grade of C- or higher.
Old maps of a "flat" world show the area of origin as the center or middle of the Earth, illustrating the mind-set 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 337. Higher Education Leadership (3-3-0)
Prerequisite: LDSP 240 with grade of C- or higher and Junior standing.
This course offers foundations and practical applications designed to familiarize students with theories, organizational structures, history, issues, trends and challenges of the student affairs and higher education profession. The course provides students an opportunity to gain knowledge in the theory and practical application of leadership in student affairs and higher education, with an emphasis placed on leadership development, problem solving and career exploration. Students will gain a deeper understanding of how higher education operates and how students, faculty, staff and administrators are critical components.

LDSP 338. Leading Adaptive Change (3-3-0) [Formerly LDSP 438, equivalent]
Prerequisite: LDSP 240 with grade of C- or higher.
This course examines models of change with emphasis on group processes by distinguishing notions of authority and leadership, articulating change sequences in complex systems, locating resistance to change in groups and individuals and diagnosing problems to yield proposed solutions. Attention will be given to mobilizing groups through various types of interventions, including modes of communication within a given system. Adaptive leadership concepts on orchestrating conflict and managing disequilibrium will be explored. By engaging in simulations in which leadership and change theories are applied, students will be better equipped to understand and engage with complex real-world problems.

LDSP 340. Outdoor Leadership (3-3-0)
Prerequisites: LDSP 240 with grade of C- or higher and junior standing.
This course provides an introduction to the practices and theories behind outdoor leadership development, combining classroom instruction with an outdoor experience organized and led by students. Drawing on scientific research, outdoor leadership pedagogy and literary memoir, students will learn how to organize and lead outdoor experiences; about the therapeutic, restorative and cognitive benefits of the natural environment; and about local environmental topics. Classroom study will set the stage for the outdoor experience,

followed by reflection aimed at clarifying and cementing what has been learned. Students enrolling in the course must be able to participate in the outdoor experience (normally taking place during Fall Break).

LDSP 345. American Epidemics and the Constitution: Lessons in Law, Leadership, and Policy (3-3-0)
[Same as AMST 345]
Prerequisite: ENGL 223.
This course will explore leadership as expressed via governmental power and the struggle to maintain individual rights within the context of American epidemics, including yellow fever, bubonic plague, smallpox, "Spanish" flu and Covid-19. Grounded in an analysis of constitutional law and public health policy, we will explore what the Constitution permits and prohibits, and what is in a 'zone of uncertainty,' regarding epidemics. We will also examine how leadership addresses tensions between government restrictions and individual rights in the context of American public health emergencies. Finally, this course explores the disproportionate effect of Covid-19 and prior epidemics on vulnerable populations.

LDSP 350. Leadership in Sport (3-3-0)
Prerequisite: LDSP 240 with grade of C- or higher.
This course explores topics related to leadership in sport considering different levels and types of leadership within various levels and types of sport. Students broaden and deepen their understanding of the subject through studying relevant scholarship, examining cases of leadership capacity built through sport translating into leadership beyond sport, interviewing and observing sport leaders, applying leadership theories and concepts to case studies, researching diverse sport leaders and sport leadership in different cultures, analyzing ethical issues pertinent to sport leadership and considering the roles of sport culture, sociocultural norms, media and social identities in sport leadership.

LDSP 359. The Mind of a Leader (3-3-0)
Prerequisite: LDSP 240 with grade of C- or higher.
By adopting a cognitive approach to studying leadership, this course asks about the leader's internal processes: what does a leader think? Although only part of the leadership process, what happens in the mind is crucial, especially for prospective leaders to consider. Students will examine arguments for and examples of rationality in human affairs through multiple lenses, including evolutionary biology, artificial intelligence, and philosophy, looking especially at how to develop a more complex mind. The course concludes with a study of mental illness and leadership.

LDSP 360. The Promises and Perils of Ambition (3-3-0)
Prerequisite: LDSP 240 with a grade of C- or higher.
This course explores the nature and function of ambition as a key element of leadership. Usually manifesting as an intense passion for honor or reputation, ambition is a powerful motivating force that often drives human beings into taking on a task of leadership. It can serve also as one of the strongest compulsions leading people to do very dangerous things in and for public life. In this course, we explore both the promises of ambition as a productive force for leadership as well as the potential dangers of this passion for human affairs.

LDSP 370. Leading in the Healthcare Industry (3-3-0)
Prerequisite: Junior standing.
This course will use leadership theories to examine organizational dynamics in health professions. Leaders in the American health industry are faced with organizational, regulatory, cultural, ethical and political constraints. A spectrum of issues in the healthcare industry will be explored with a specific emphasis on bioethics, cultural competence and physician leadership. Theoretical concepts of leadership in health organizations will be identified by reviewing various situations and case studies; analysis and proposed solutions for leadership challenges in the healthcare industry will be discussed.

LDSP 371. WI: Leadership Internship Practicum (3-3-0)
Prerequisites: ENGL 223 and LDSP 240 with C- or higher; junior standing and permission of instructor.
The leadership internship practicum is designed to help students integrate and apply the knowledge and experiences obtained in leadership courses to a practical setting. Students in this seminar are required to have an internship experience prior to the course. Using various research methodologies, students in the seminar will analyze the leadership dynamics of the internship site, assess leadership effectiveness and determine strategies for change. Students must have their internships pre-approved by the professor prior to enrollment. This course is not repeatable for credit.

LDSP 380. Women and Leadership (3-3-0)
Prerequisites: LDSP 240 with grade of C- or higher and junior standing.
This course provides an in-depth exploration of various topics related to women and leadership. Through the study of theoretical and empirical scholarship relevant to gender and leadership, diverse women leaders in various contexts, media representations of women leaders and women's leadership in practice and personal discussions with women leaders and their followers, students will gain a deeper understanding of the ways in which gender identity can affect perceptions and practices of leadership.

LDSP 381. Globalization and Leadership (3-3-0) AIGM
Prerequisite: LDSP 240 with grade of C- or higher.
This course bridges two interdisciplinary areas, global studies and leadership studies. It explores the complexities of the globalization process and its impact on the global and local communities as well as on leadership. It also explores the global level of leadership and its dynamic interactions with other levels (i.e., national, organizational, group and person-

al). Leadership perspectives from the Global South/East and the Global North/West will be highlighted. As a result of taking this course, students will develop systematic, holistic and ethical leadership approaches and global competencies to leveraging the opportunities globalization offers and tackling the problems it has created.

LDSP 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 399. Independent Study in Leadership (Credits vary 1-3)
Prerequisites: Consent of instructor and department chair.
The purpose of this course is to enable a qualified student to enrich their 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.

LDSP 442. Values and Ethics in Leadership (3-3-0) [Formerly LDSP 386, equivalent].
Prerequisites: Two leadership studies minor or major elective courses, and junior standing.
Co-requisites: One leadership studies minor or major elective course.
This course examines the role of values and ethics in the leadership process through different perspectives and frameworks. Contrary to the default association of leadership as inherently good, leaders do not always uphold desirable values and they are not always ethical in practice. Understanding leadership requires a critical investigation of the good, the bad and the ugly. Students will explore the complexities and implications of practicing values-based, ethical leadership and followership and of straying from these ideals. As an upper-level course for the leadership minor and major, students will undertake a case study analysis that requires integration of their learning across leadership courses already completed.

LDSP 464. Leadership in Complex Contexts (3-3-0)
Prerequisites: LDSP 338, LDSP 442 and senior standing.
Leadership takes place within a context. Today, that context is global and complex. Context can be understood in one of two ways: from the exterior, as systems, and from the interior, as culture. This course introduces thinking in terms of systems and in terms of culture, each as they pertain to leadership. Students will be expected to apply both kinds of thinking to complex issues with global implications.

LDSP 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 499. Independent Study in Leadership (Credits vary 1-3)
Prerequisites: Consent of instructor and department chair.
The purpose of this course is to enable a qualified student to enrich their 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.

LINGUISTICS

Dr. Mary E. Wright, Director
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Minor in Linguistics
(15 credit hours)

Linguistics is the scientific study of language. Language, an arbitrary, symbolic signaling system is the major cognitive ability distinguishing human beings from all other animals. As a discipline, linguistics examines the structural components of language [i.e., phonetics (sound), phonology (sound patterning), morphology (word structure), syntax (sentence structure) and semantics (meaning)], the conventions of language use (pragmatics) and the precise interplay among them. The discipline explores language in society, the nature of language variation and issues of power, prestige and prejudice accruing to language use.

The interdisciplinary linguistics minor anchors in two foundation courses, Introduction to Linguistics and a course in the Structure of Language (in English, French, German, Spanish or Latin). Students then explore how a linguistically informed approach to language fuels both theoretical and applied inquiry in diverse disciplines. For example, sociology and anthropology explore cultural and ethnic differences in communicative style and language use around the world; psychology explores child language acquisition, language and the brain and the psychology of language; computer science might examine the syntactically and semantically well formed expressions in the artificial language of Java; and philosophy explores different theories of the nature and structure of language and the role that language plays in determining what is counted as truth, knowledge and reality.

Students will learn how to uncover assumptions about language, they will learn how to make, test and revise hypotheses and how to construct logical arguments pertaining to the nature of language. In this way, the linguistics minor supports our liberal arts mission as students further deepen skills of critical thinking and analysis.

Program Objectives

1. Combine two focused foundation courses with the depth offered by diverse advanced courses.
2. Complement work done in the student's major by offering a focus on linguistics that is otherwise unavailable. Students of any major may take the minor in linguistics but it may be of particular interest to majors in English; philosophy and religion; modern and classical languages and literatures; fine art and art history; psychology; communication; sociology, anthropology and social work.

Program requirements

1. ENGL 310 is required of all students in the minor.
2. Successful completion of three credit hours in the structure of language, either English or a secondary language. Thus, students in the minor will select one course among the following: ENGL 330, FREN 301, GERM 301, SPAN 301 or LATN 200.
3. Three program electives (9 credit hours) from the approved list from at least two different disciplines (a discipline is defined by the course prefix, i.e., PHIL and RSTD are two different disciplines).
4. Certain independent studies, special topics courses and study abroad courses focusing on linguistic topics may count toward the minor requirements as determined by the director.
5. Students should consult the director on matters of course selection and advising.

THE CURRICULUM IN LINGUISTICS

Course descriptions appear in appropriate sections throughout the catalog.

Core
(2 courses as specified)

ENGL 310	Introduction to Linguistics
ENGL 331	Structure of English
FREN 301	Grammar and Composition
GERM 301	Grammar and Composition
LATN 200	Latin and Its Living Legacy
SPAN 301	Grammar and Composition

Program Electives

ANTH 330	Language, Culture, and Society
CPSC 250	Computers and Programming II
ENGL 312	History of the English Language
FREN 310	Practical French Phonetics
MLAN 311	Multilingual Learners in the Community
PHIL 205	The Anatomy of Thought
PHIL 215	Philosophy and Literature
PHIL 307	Current Trends in Modern Thought
PHIL 379	Philosophy of Language
PSYC 208	Child Development
PSYC 316	Brain and Cognition
PSYC 428/L	Cognitive Development /Lab
SOCL 330	Language, Culture, and Society

DEPARTMENT OF MATHEMATICS

Dr. Brian Bradie, Chair
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Faculty

Professor: Bradie, Chen, Martin
Associate Professor: Dobrescu, J. P. Kelly, J. S.Kelly, Kennedy, Kuster, Morena, Panayotova, Samuels
Senior Lecturer: Fogarty, Lenhart
Lecturer: Perry, Williams
Instructor: Carpenter
Emeriti: Avioli, Bartels, Kostaki-Gailey, Nailor, Summerville

Mission Statement

The Department of Mathematics is committed to serving every student at Christopher Newport University and supporting the University mission by providing mathematical education and opportunities for all levels of students. The department provides a spectrum of introductory courses that stimulate intellectual inquiry in support of the liberal learning core curriculum. We are also focused on educating the next generation of mathematicians, scientists and engineers by providing a wide range of rigorous mathematical courses that provide a strong foundation in mathematics. The department offers opportunities for students to engage in meaningful research, internships for course credit and study abroad programs. Through an emphasis on outstanding teaching and vigorous research, we prepare our students for careers in industry, education, government and graduate study in mathematics and related fields.

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, computer science, engineering, biology, chemistry, biochemistry, neuroscience, psychology, sociology and business.

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 a Bachelor of Arts or Bachelor of Science degree in mathematics or a minor in mathematics.

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. Because of the complexity of planning a long-term program for students intending to major or minor in mathematics, especially for those intending to teach mathematics in Virginia secondary schools, students are encouraged to consult with the Department of Mathematics before registering for courses. This applies to both degree and non-degree seeking students.

Calculus Placement

Students intending to register for either MATH 135 Calculus for Business and Social Sciences, MATH 140 Calculus and Analytic Geometry or MATH 148 Accelerated Calculus must have the appropriate prerequisite course (either MATH 110 or MATH 130 for MATH 135; MATH 130 for MATH 140) or receive a passing score on the Calculus Readiness Assessment (CRA). The CRA is administered at Setting Sail and prior to the registration period each semester. Any student intending to major in mathematics, applied physics, computer science, computer engineering, information systems, information science, chemistry, business or economics should take the CRA as soon as possible. A student's placement score is good for three semesters. For more information, see the departmental website.

Online Homework

Many mathematics courses use an online homework system. After selecting a particular class section, students should check the Captain's Locker to determine what software may be required. Students will need to purchase access using the provided ISBN on the Captain's Locker website.

Overrides

Students seeking an override for a closed course or to waive prerequisites must receive the approval of the department chair.

General Requirements for all Math Degrees

All students planning to pursue either the Bachelor of Arts or the Bachelor of Science in mathematics must satisfy the liberal learning curriculum, complete the Major Field

Test, and all general requirements for graduation. All courses must be chosen in consultation with an academic advisor. Students may have no more than two grades below *C-* in courses applied toward the major.

Bachelor of Arts Degree in Mathematics

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Arts degree in mathematics must successfully complete the following courses:

1. Minimum grades of C- in MATH 140 or 148 and 240;
2. MATH 128 or 3 credit hours in CPSC numbered 150 or higher;
3. MATH 245, 247, 250, 260, 301W, 360, 370;
4. MATH 485W, 499, or 499W;
5. Complete 18 credit hours at the 300-400 level:
   a. Select 12 MATH credit hours at the 300-400 level (excluding MATH 301, 485W, 499, and 499W); at least 3 credit hours must be at the 400 level (excluding 485W, 490, 499, 499W);
   b. Select 6 credit hours at the 300-400 level in MATH (excluding MATH 301W, 485W, 499, and 499W) **or** in one of the following disciplines: PHYS, CHEM, CPSC, CPEN, ECON, NEUR, BIOL, or BCHM. Courses must be chosen in consultation with the advisor or department chair.

Bachelor of Science Degree in Mathematics

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science degree in mathematics must successfully complete the following courses:

1. Minimum grades of C- in MATH 140 or 148 and 240;
2. CPSC 150/150L;
3. PHYS 201/201L and PHYS 202/202L;
4. MATH 245, 247, 250, 260, 301W, 360, 370, 375;
5. MATH 460 or 470;
6. MATH 485W, 499, or 499W;
7. Complete 12 MATH credit hours satisfying the following requirements:
   a. Six credit hours must form a sequence, chosen from the following list of options:
      1) MATH 347 and MATH 447;
      2) MATH 335 and MATH 435;
      3) Two of MATH 330, 345, and 373;
      4) MATH 350 and MATH 355;
      5) MATH 380 and MATH 440;
      6) MATH 365 and MATH 378.
   b. Select six MATH credit hours at the 300-400 level (excluding MATH 301W, 485W, 499, and 499W).

Bachelor of Science Degree in Mathematics
Computational and Applied Mathematics Major

Applied mathematics is the application of mathematics to real-world problems. It is inherently multi-disciplinary. The primary objective of the computational and applied mathematics (CAM) program is to provide a degree where students integrate their interest and ability in mathematics with a complementary interest in an applied discipline. Another important objective of the computational and applied mathematics program is to prepare students for a career or graduate school by combining the Christopher Newport liberal learning curriculum with a rigorous mathematics core and a substantive investigation into their chosen application field.

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science in computational and applied mathematics must complete the CAM core requirements and one of the four concentrations listed below.

CAM Core Requirements

1. Minimum grades of C- in MATH 140 or 148 and MATH 240;
2. MATH 245, 247, 250, 260, 301W, 347, 360, and 440;
3. MATH 485W, 499, or 499W;
4. Select one: any 300-400 level MATH (excluding 301W, 440, 485W, 490, 499, and 499W). *Recommended selections are MATH 335, 380, and 390.*
5. CPSC 150/150L and 250/250l.

Biology and Life Sciences Concentration

1. CAM Core Requirements;
2. BIOL 211/211L and 213/213L;
3. CHEM 121/121L and 242/242L;
4. Six credit hours of BIOL at the 300-400 level.

Economics Concentration

1. CAM Core Requirements:
2. ECON 201, 202, 300, and 485;
3. MATH 125;
4. It is recommended that students select MATH 335 from CAM Core Requirements (4).
5. One sequence from the following list to satisfy the *University Bachelor of Science Degree Requirement*. No more than three lecture courses may be taken from the same discipline, and no more than two laboratory courses may be taken from the same discipline to satisfy the *University Bachelor of Science Degree Requirement* and the *Investigating the Natural World Area of Inquiry*.

   BIOL 107, 108, 109L
   BIOL 211/211L-212/212L
   BIOL 211/211L-213/213L
   CHEM 103/103L - 104/104L
   CHEM 121/121L - 242/242L
   PHYS 151/151L - 152/152L
   PHYS 201/201L - 202/202L

Physics and Engineering Concentration
1. CAM Core Requirements;
2. PHYS 201/201L and 202/202L;
3. PHYS 301 or 303;
4. ENGR 121 and 210;
5. Three additional credit hours in CPEN, EENG, ENGR, or PHYS at the 300-400 level.

Electrical Engineering Concentration
1. CAM Core Requirements;
2. PHYS 201/201L and 202/202L;
3. ENGR 210 and 211/211L;
4. EENG 221, 311/311L, and 481.

Minor in Discrete Mathematics
(19 credit hours)

To complete the minor in discrete mathematics, students must complete the following:
1. MATH 140 with a *C*- or higher;
2. MATH 245 and either MATH 235 or 260 with a *C*- or higher;
4. Nine additional credit hours from the following list: MATH 330, 345, 370, 373, 375, 390, or 470.

Minor in Mathematics
(19-20 credit hours)

The minor in mathematics requires successful completion of the following:
1. MATH 140 or 148, with a *C*- or higher;
2. MATH 240 and 260, with a *C*- or higher;
3. MATH 245, 247 or 250, with a *C*- or higher;
4. Six additional MATH credit hours at the 300- or 400 level.

Teacher Preparation in Mathematics

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn either a B.A. or B.S. in mathematics after the first four years and then take an additional year of studies leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See major requirements for a B.A. or B.S. in mathematics.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; NSCI 310.
* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):
a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track: Math endorsement

Major courses as required for either the B.A. or the B.S. in mathematics.

Support courses required:
CPSC 110, 150/150L; MATH 125, 128, and 378; PSYC 207 or 208 and 312; SOCL 314/314L; COMM 201 or THEA 232.

- B.S. degree candidates must take PHYS 201- 202 with the accompanying laboratories.

Graduate courses* required (senior year):
- MATH 555, 538 or PSYC 544.

**See the graduate catalog for course descriptions.*
The Praxis II exam should be taken soon after completing Math 125, 240, and 245.

The Curriculum in Mathematics

MATH 109. Theoretical Foundations of Elementary School Mathematics (3-3-0)
Prerequisite: PSYC 207 or 208 or SOCL 314.
Spring.
Strongly recommended for prospective elementary school teachers, this course covers concepts and theories underlying fundamental mathematics. Topics include sets, logic, number sentences, introduction to number theory, number systems, intuitive geometry and measurement.

MATH 115. Contemporary Mathematics (3-3-0) LLFM
This course is designed to introduce the student to applications of mathematics, including finance, linear programming (optimization problems), systems of equations and other topics. Students may not receive credit for this course after receiving a grade of *C*- or higher in any course numbered MATH 250 or higher.

MATH 120. The Saga of Mathematics (3-3-0) LLFM
An introduction to the history of mathematics, concentrating on the period from the Greeks through the 19th century. This course shows the history and development of mathematics as a vital and integral part of the history of civilization, including the history of numbers and numerals, computation,

geometry, algebra, trigonometry, calculus and modern mathematics.

MATH 125. Elementary Statistics (3-3-0) LLFM
This course is a general survey of descriptive and inferential statistics. Topics include descriptive analysis of univariate and bivariate data, probability, standard distributions, sampling, estimation, hypothesis testing and linear regression. Students may not receive credit for this course after receiving a grade of *C-* or higher in MATH 435.

MATH 127. Elementary Cryptography (3-3-0) LLFM
This course examines elementary cryptographic methods, ranging from early Caesar cipher to modern day RSA encryption. Modular arithmetic and how it can be used for cryptographic methods is studied. Cryptanalysis of the resulting methods will also be studied. No previous experience with cryptography or the underlying mathematics is assumed. While not required, a laptop computer is beneficial in this class. Students may not receive credit for this course after receiving a grade of *C-* or higher in CPSC 428.

MATH 128. Introduction to Mathematical Programming (3-3-0) LLFM
This course will introduce the student to mathematical programming, in which researchers use a high-level programming language (e.g., *Mathematica*) to model, analyze, visualize and calculate numeric, geometric and symbolic data. In addition, it is designed for the student to take early so that he/she/they will have a powerful tool to use in subsequent courses in many disciplines. Specific topics include programming, logic, visualization, sets, sums, products, loops, substitution, patterns and matrices.

MATH 130. Advanced Algebra and Trigonometry (3-3-0) LLFM
Prerequisite: Through Algebra II in high school.
Designed for students planning to take MATH 135 or seeking to fulfill a major requirement. Topics include real numbers, inequalities, analytic geometry, linear and quadratic functions, polynomials and rational functions, trigonometry and exponential and logarithmic functions. Students may not receive credit for this course after receiving a grade of *C-* or higher in any course numbered MATH 250 or higher. Students may not receive credit for both MATH 130 and MATH 132.

MATH 131. Mathematics for the Life Sciences (3-3-0) LLFM
This course is intended for biology majors to satisfy the second half of the Mathematical Literacy requirement, as well as anyone with an interest in the life sciences. Topics will include: model building and parameter estimation through regression analysis of life tables and analysis of matrix population models. Concepts of growth rate, half-life and doubling time, elasticity, life expectancy, stable age distribution and reproductive value will be discussed. No specialized knowledge of biology is required.

MATH 132. Concepts for Calculus (3-3-0) LLFM
Prerequisite: An acceptable score on the Calculus Readiness Assessment.
This course is designed for students planning to take MATH 140. It focuses on skills and concepts that are necessary for success in calculus. Topics include functions, trigonometry, exponentials and logarithms piecewise functions and problem solving. In addition, a strong emphasis is placed on combining functions of different types through composition, multiplication and division and on understanding how the properties of the individual functions impact the combination. Students may not receive credit for both MATH 130 and MATH 132.

MATH 135. Calculus for Business and Social Sciences (3-3-0) LLFM
Prerequisite: MATH 130 or 132 with a C- or higher or an acceptable score on the Calculus Readiness Assessment.
An introduction to the calculus of functions arising in business and the social sciences. Exponential and logarithmic functions, differentiation and integration. Modeling and applications will be stressed. Students may not receive credit for this course after receiving a grade of *C-* or higher in any course numbered MATH 250 or higher.

MATH 140. Calculus and Analytic Geometry (4-4-1) LLFM
Prerequisite: MATH 130 or 132 with a C- or higher (MATH 132 is preferred) or an acceptable score on the Calculus Readiness Assessment.
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 logarithmic and exponential functions. The software package *Mathematica* will be used.

MATH 148. Accelerated Calculus (3-3-0) LLFM
Prerequisites: An acceptable score on the Calculus Readiness Assessment and consent of department chair.
Fall.
Accelerated version of MATH 140 for students who have been exposed to calculus in high school. Students cannot receive credit for MATH 148 after receiving a grade of *C-* or higher in MATH 140 or if grade of *C-* or higher has been earned in any course numbered 250 or higher or their equivalent.

MATH 195. Special Topics (3-3-0)
Prerequisite: As needed.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MATH 235. Applied Matrix Techniques (3-3-0)
Prerequisite: MATH 135 or 140, or 148 with a C- or higher.
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 148 with a C- or higher.
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 *Mathematica* will be used.

MATH 245. Proofs and Discrete Mathematics (3-3-0) [Formerly MATH 310, not equivalent]
Prerequisite: MATH 140 or MATH 148 with a C- or higher.
Topics are presented so as to develop facility with methods of proof and mathematical argument. Topics will include logic, sets, binary relations, functions, elementary number theory, mathematical induction and other topics at the discretion of the instructor.

MATH 247. Introduction to Ordinary Differential Equations (3-3-0)
Prerequisite: MATH 240 with a C- or higher.
A first course in ordinary differential equations that focuses on solution techniques and applications of basic differential equations. Topics include techniques for the qualitative analysis of autonomous equations. These techniques include numerical and analytical methods, including the method of Laplace Transforms, for finding solutions for certain classes of equations. Students will develop a sense of what differential equations represent as well as interpret and draw connections between the equations and their solutions.

MATH 250. Multivariable Calculus (3-3-0)
Prerequisite: MATH 240 with a C- or higher.
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 *Mathematica* will be used.

MATH 260. Linear Algebra (3-3-0)
Prerequisite: MATH 240 or MATH 245 with a C- or higher.
Systems of linear equations, matrix operations, determinants, vectors and vector spaces, independence, bases and dimension, coordinates, linear transformations and matrices, eigenvalues and eigenvectors.

MATH 295. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MATH 301. WI: Writing in Mathematics I (1-1-0)
Prerequisites: ENGL 223, MATH 260 with a C- or higher and junior standing.
This course consists of multiple writing assignments, exposing students to various types of mathematical and technical writing. The mathematical typesetting language, LaTeX, is introduced and used throughout the course.

MATH 330. Graph Theory and Combinatorics (3-3-0)
Prerequisite: MATH 245 with a C- or higher.
Spring, odd numbered years.
This course will emphasize the basic methods of enumeration, up to generating functions. It also will strive to apply learned counting methods to the central objects of combinatorics, such as permutations, graphs and hypergraphs. If time permits, this course will cover some special topics that provide students with a closer view of research problems.

MATH 335. Applied Probability (3-3-0)
Prerequisite: MATH 240 with a C- or higher.
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 may be considered. Computer projects may be required.

MATH 345. Number Theory (3-3-0)
Prerequisite: MATH 245 with a C- or higher.
Spring, even numbered years.
Topics include prime numbers, linear Diophantine equations, congruencies, theorems of Fermat, Wilson, and Euler and numbers in other bases.

MATH 347. Intermediate Differential Equations (3-3-0)
Prerequisite: MATH 247 and 260 with a C- or higher.
Recommended: MATH 250.
Spring.
A second course in differential equations that covers advanced solution techniques for ordinary and partial differential equations. Students focus on solving and interpreting systems of differential equations and using power series methods for solving differential equations. In addition, students will be introduced to solution techniques for partial differential equations including separation of variable and Fourier series. Students study applications such as the heat, wave and Laplace equations.

MATH 350. Vector Calculus (3-3-0)
Prerequisite: MATH 250 with a C- or higher.
Spring, even numbered years.
An introductory course in differential and integral vector

calculus. Topics include vector operations, gradients, divergence, curl, line integrals, Green's Theorem, Stokes' Theorem, Divergence Theorem and applications.

MATH 355. Complex Variables (3-3-0)
Prerequisite: MATH 250 with a C- or higher.
Spring, odd numbered years.
Introduction to the calculus of complex variables and its application to applied mathematics, physics and engineering. Topics include analytic functions, Cauchy-Reimann equations, residues and poles and conformal mappings.

MATH 360. Real Analysis I (3-3-0)
Prerequisites: MATH 245, 250, and 260 all with a C- or higher.
A first course in real analysis covering various topics including point-set topology, continuity, differentiability, the Riemann integral, sequences of functions, series of functions, Taylor and Fourier series, uniform continuity and uniform convergence.

MATH 365. Topology (3-3-0)
Prerequisite: MATH 245 with a C- or higher.
Fall, even numbered years.
A first course in point-set topology. Topics include the definition of a topology, closed sets, continuous functions, convergence, metric spaces, connectedness, compactness and separation axioms.

MATH 370. Modern Algebra I (3-3-0)
Prerequisites: MATH 245 and 260 both with a C- or higher.
Fall.
This is an introduction to binary operations and algebraic structures. Concentrating on group theory, topics include abstract groups, abelian groups, permutation groups, homomorphisms and quotient groups. This is a proof-based course, stressing both concrete and theoretical concepts in algebra.

MATH 373. Coding and Information (3-3-0)
Prerequisite: MATH 245 or MATH 260 or ENGR 213 with a C- or higher.
Spring, odd numbered years.
Error correcting codes are means of transmitting information over noisy channels that allow for limited correction without re-transmission. The course covers vector spaces over finite fields and progresses to a survey of error-correcting codes, emphasizing applications and decoding algorithms.

MATH 375. Linear Algebra and its Applications (3-3-0)
Prerequisite: MATH 260 with a C- or higher.
Spring.
This course is a continuation of MATH 260. MATH 245 with a minimum grade of *C-* is recommended. While emphasizing theory, this course will include appropriate applications. Starting with a systematic study of general vector spaces over **R** and **C**, the course progresses to bilinear forms, inner product spaces, the Gram-Schmidt process, linear functionals, dual spaces and Eigentheory over **R** and **C**. Applications such as QR-decompositions, singular value decomposition, least squares and regression, Fourier series and the Jordan canonical form will be covered as time allows.

MATH 378. Elementary Geometry from an Advanced Standpoint (3-3-0) [Formerly MATH 578, equivalent]
Prerequisite: MATH 245 with a C- or higher.
Spring.
This course compares and contrasts the origins, applications and basic structures of Euclidean and non-Euclidean geometry. Attention is given to ideas involved in teaching geometry.

MATH 380. Numerical Analysis I (3-3-0)
Prerequisites: MATH 240 and 260 both with a C- or higher.
Fall, odd numbered years.
A survey of numerical methods for scientific and engineering problems. Topics 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. Operations Research (3-3-0)
Prerequisite: MATH 260 with a C- or higher.
Fall, even numbered years.
A study of the nature, scope, applications and theoretical basis of operations research. The simplex algorithm, duality theory, applications of graph theory and heuristic algorithms. Computer projects may be required.

MATH 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MATH 435. Mathematical Statistics (3-3-0)
Prerequisite: MATH 335.
Spring, even numbered years.
A study of the nature, scope and theoretical basis of methods of estimation, hypothesis testing and statistical decision making. Descriptive statistics, quality of estimators and best tests, techniques of estimation and hypothesis testing and regression analysis. Additional topics such as analysis of variance, non-parametric procedures, sampling techniques and MINITAB. Computer projects may be required.

MATH 440. Mathematical Modeling (3-3-0)
Prerequisites: MATH 347 and 360.
Spring.
Modeling and solution of some problems that arise in the sciences. Emphasis on development of appropriate models and an awareness of their domain of applicability.

MATH 447. Advanced Differential Equations (3-3-0)
Prerequisite: MATH 347.
Fall.
An introduction to the qualitative study of nonlinear dynamics. Topics include linear and nonlinear systems of ordinary differential equations, discrete maps, phase plane and equilibria analysis and bifurcation and chaos theory. Additional topics may be introduced at the discretion of the instructor. The course emphasizes analytical methods, concrete examples and geometric thinking.

MATH 460. Real Analysis II (3-3-0)
Prerequisite: MATH 360.
Spring, odd numbered years.
This is a continuation of MATH 360. Topics will include metric spaces, continuous functions on metric spaces, uniform convergence, power series, Fourier series, multi-variable differential calculus along with Lebesgue measure theory and Lebesgue integration.

MATH 470. Modern Algebra II (3-3-0)
Prerequisite: MATH 370.
Spring, even numbered years.
This course is a continuation of MATH 370. Topics will include rings, fields, field extensions, and polynomial rings over fields. Additional topics may include Galois theory, unique factorization, principal ideal, Euclidean domains and non-commutative examples.

MATH 485. WI: Capstone Course in Mathematics (1-1-0)
Prerequisites: MATH 301W and MATH 360 or 370.
Spring.
This course is designed to provide students the opportunity to integrate mathematical information from a broad variety of contexts and sources. Students will be required to demonstrate understanding of a topic beyond the current curricu-lum and communicate mathematical thinking both in writing and through an oral presentation.

MATH 490. Internship in Mathematics
Prerequisites: Mathematics major, CPSC 150/150L, MATH 360, nine semester hours in MATH at 300 or 400 level, 3.00 GPA in 300 and 400 level courses and internship director approval.
Forty (40) clock hours (60 minute hours) of scheduled, on-site time required for each semester hour of credit earned. Course may be repeated up to a maximum of three credit hours. A project-based experience in a private, governmental or military organization that permits an intern to apply mathematics to a project of mathematical substance and gain appropriate experience in a mathematically-related employment environment. This course is graded pass/fail.

MATH 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MATH 499. Independent Research (Credits vary 1-3)
Prerequisites: Junior or senior standing and permission of the instructor and department chair.

MATH 499. WI: Independent Research with Writing Emphasis (Credits vary 1-3)
Prerequisites: MATH 301W and permission of the instructor and department chair.
Individual research project on an approved subject may be taken for one to three credit hours. Projects must include an emphasis on written communication of process and results throughout the semester.

MEDIEVAL AND EARLY MODERN STUDIES

Dr. Sharon M. Rowley, Director
McMurran Hall 209
(757) 594-7024
srowley@cnu.edu

Minor in Medieval and Early Modern Studies
(18 credit hours)

We look back to the middle ages for the origins of contemporary Western civilization and the liberal arts, and to the early modern period to learn about western expansion, humanism and creativity. This minor brings together a dynamic set of courses across several departments, allowing students to explore the ways in which the legacies of medieval and early modern arts, history, literature and theater, as well as philosophical, theological and political thought have helped to shape our modern world. Medieval and Early Modern Studies (MEMS) minors will consider the world in which they live, as well as their place in that world, from a trans-historical and multi-disciplinary perspective. The MEMS minor is open to all, but will appeal especially to students majoring in art, art history, English, government, history, modern and classical languages, music, philosophy, religion and theater.

Program Objectives

1. To promote interdisciplinary and trans-historical study of medieval and early modern literature, culture, language and history at CNU.
2. To encourage students to explore the richness and diversity of the arts and humanities through an investigation of the pre-modern periods of Western art, thought and civilization.

Program Requirements

1. IDST 240 Medieval and Early Modern Perspectives (AIWT) or an upper-level elective with a research project.
2. Select five electives from the MEMS curriculum, from at least three different areas (history, art history, music, language, literature, philosophy, religion or theater); at least three courses must be at the 300-400 level.
3. Certain study abroad, special topics, theme-based courses (e.g., SPAN 351-4) or independent study courses may count toward electives at the director's discretion.
4. Students should meet with the director for advising and course selection.

THE CURRICULUM IN MEDIEVAL AND EARLY MODERN STUDIES

IDST 240. Medieval and Early Modern Perspectives (3-3-0) AIWT

An interdisciplinary and trans-historical course examining the cultures of medieval and early modern Europe. Students learn about the foundations of western art, thought and culture: scholasticism, humanism and the Liberal Arts; Christianity, the Reformation and Islam; chivalry, feudalism colonialism, and warfare; pandemic and plague; architecture and city-planning. These concepts will be studied through the lenses of medieval and early modern arts, literature, history, theater, philosophy, music and theology.

Core

IDST 240	Medieval and Early Modern Perspectives

Electives

CLST 201	The Mythic Imagination
ENGL 200	Literary Foundations I: Ancient-17th Century
ENGL 271	Arthurian Legend in Fiction and Film
ENGL 312	History of the English Language
ENGL 372	Early Modern British Literature
ENGL 373	Medieval British Literature
ENGL 421	Shakespeare
FNAR 202	Survey of World Art II
FNAR 373	Italian Renaissance Art
FNAR 376	Medieval Art
FNAR 378	Baroque Art
FNAR 379	Northern Renaissance Art
FREN 351	Studies in the Early Modern Era
FREN 354	French Women Writers
GERM 311	German Cultural History
GERM 351	Studies in the Early Modern Era
HIST 111	Ancient & Medieval World
HIST 214	The Black Death
HIST 308	Tudor and Stuart Britain
HIST 313	British Empires, 1500-present
HIST 347	Atlantic World Encounters
HIST 379	Early Middle Ages
HIST 380	Later Middle Ages
HIST 408	The Crusades
HIST 415	The Byzantine Empire
HONR 321	Myths of Transformation
LATN 200	Latin and Its Living Legacy
MUSC 303	History of Western Music I
PHIL 201	Ancient and Medieval Philosophy
PHIL 202	Modern Philosophy
PHIL 349	Islamic Philosophy
PHIL 451	The Great Philosophers
RSTD 212	Religions of the West
RSTD 312	Religion and the Arts
THEA 310	Theater History I

Middle East and North Africa Studies

Dr. Hussam S. Timani, Co-Director
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Dr. Diana Obeid, Co-Director
McMurran Hall 105B
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Minor in Middle East and North Africa Studies (21 credit hours)

The minor in Middle East and North Africa Studies is an interdisciplinary program that provides a foundation of knowledge of Middle Eastern and North African history, politics, cultures, languages, religions and peoples as well as enhances student understanding of European and American interactions with culturally diverse and politically important regions of the world. The Middle East and North Africa encompass vast regions (from Morocco on the Atlantic Ocean to Iran on the Persian Gulf) with diverse cultures, languages and ethnicities. The minor provides students with a framework to understand the development of the contemporary Middle East and North Africa against the background of a long and vibrant history and the diversity of the region's religions, ethnic groups and cultures.

Program Objectives

1. Promote a multi-disciplinary approach to the study of the Middle East and North Africa;
2. Introduce and enhance understanding of the history, cultures, politics and religions of the Middle East and North Africa;
3. Encourage inter-cultural dialogue that could help bridge the divide between East and West; and
4. Provide a program that will formally document a student's concentrated study of the Middle East and North Africa.

Program Requirements

1. Core requirement: IDST 265.
2. Either ARAB 101 or HBRW 101 and either ARAB 102 (or higher) or HBRW 102 (or higher). Students may count another Middle Eastern language (Persian, Turkish) if they can provide documentation of accredited academic courses taken domestically or abroad. Native speakers may have this requirement waived at the discretion of the director.
3. Two elective courses (6 credit hours) at any level from the approved list.
4. Two additional elective courses (6 credit hours) from the approved list at the 300-400 level. Courses from two different disciplines must be represented in #3 and #4.
5. Certain independent study, special topics courses and study abroad courses focusing on Middle Eastern topics may count toward the minor as determined by the director.

The Curriculum in Middle East and North Africa Studies

IDST 265. Introduction to Middle East and North Africa Studies (3-3-0) AIGM

This course focuses on the Middle East and North Africa as a complex cultural area. It explores the major intellectual, political, social and cultural issues and practices, concentrating on the Fertile Crescent, Egypt, Turkey, the Arabian Peninsula, and Iran. The course discusses major issues such as women and gender, regional conflicts, and religion and politics, among others placing them in the broader framework of the modern Middle East and addressing recent developments in the region and its outlook for the future. This course is required for students in the minor, but is open to all interested students.

Core

ARAB 101	Beginning Arabic I, or
HBRW 101	Beginning Hebrew I
ARAB 102	Beginning Arabic II (or higher), or
HBRW 102	Beginning Hebrew II (or higher)
IDST 265	Introduction to Middle East and North Africa Studies

Electives

ARAB 201	Intermediate Arabic I (or higher)*
HBRW 201	Intermediate Hebrew I (or higher)*
HIST 216	Israel/Palestine: One Land, Two Peoples
HIST 312	Ancient Egypt
HIST 375	History of Modern Middle East
HIST 376	Modern North Africa
HIST 403	Ancient Persia
HIST 415	The Byzantine Empire
HIST 479	De-colonizing the Middle East
MLAN 220	Gender in the Arab World
PHIL 349	Islamic Philosophy
POLS 215	Comparative and International Politics
POLS 322	Conflict and Peace Studies
POLS 329	International Human Rights
POLS 330	Middle Eastern Politics
POLS 331	Democratization and Democratic Backsliding
POLS 338	Politics of Weapons Proliferation
POLS 380	Terrorism
POLS 410	Ethnic Conflict and Nationalism
RSTD 218	The Qur'an
RSTD 258	Sexuality and Gender in Judaism
RSTD 261	Hebrew Bible
RSTD 265	The Vision of Judaism
RSTD 270	The Vision of Islam

**if not used to fulfill requirement #2*

Note: Special topics courses in any of the disciplines will be considered as meeting the Middle East Studies minor requirements if content is applicable and approved by the program director.

DEPARTMENT OF MILITARY SCIENCE (ARMY ROTC)

LTC Patrick Billmann, Chair
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57 North Moores Lane
(757) 594-8496 or (757) 594-7851

Mission Statement

The mission of the Military Science Department is to educate, train, inspire and commission graduates of Christopher Newport University who are leaders of character committed to the Army Values — loyalty, duty, respect, selfless service, honor, integrity and personal courage; to professional growth throughout a career as an officer in the United States Army, the Army National Guard or the United States Army Reserve; and to a lifetime of selfless service to the community 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 and labs are taught at Christopher Newport University, with some field leadership training 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 $4,200 in subsistence allowance money to each contracted cadet.
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 $45,900 per year, increasing to $74,900 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 two- and three-year scholarships. Four-year scholarships are available only to high school seniors. ROTC scholarships pay for:

- Full tuition and fees or $12,000 room and board per academic year
- Books - $600 per semester
- Tax-free subsistence allowance - $420 per month

Books and Uniforms

The Department of Military Science provides all course materials, required uniforms and equipment free of charge.

Graduate Studies

Newly commissioned officers may apply for delayed entry into active duty to pursue graduate degrees in recognized fields.

Requirements for Commissioning

The Department of Military Science 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 five-week Cadet Summer Training Basic Camp 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 Advanced Camp 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 213, 324, 351 or 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 Junior ROTC in high school, should consult the Department of Military Science. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Basic Camp 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;
- 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/she/they 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/Education Delay

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 on active duty, in the Reserves, or in the Individual Ready Reserves.
2. Reserve Forces Duty (Army National Guard or U.S. Army Reserve). Newly commissioned officers may enter active duty for approximately 90-150 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.
3. The Educational Delay (Ed Delay) program is designed to allow ROTC cadets a path to attend law school, seminary, medical school or similar post-undergraduate education. Upon graduating from their undergraduate program, newly commissioned Lieutenants will immediately attend school for their advanced degree, therefore delaying their service obligation. This is a very competitive program, to which cadets apply during the fall of their senior year.

Minor in Military Science
(18 credit hours)

The minor in military science offers contracted cadets in Christopher Newport's ROTC program the opportunity to add integrated inquiry in the fields of history, American studies, political science, and leadership studies to their academic curriculum in military science. This minor provides a broader liberal arts perspective to help prepare graduates for positions of responsibility and for advancement opportunities in military and civilian careers. The minor is optional, and is not a requirement for commissioning.

Program Objectives

1. To provide a structured inquiry of military operations, military history, organizational processes and leadership.
2. To provide a liberal arts perspective by investigating interrelated knowledge in history, political science, American and leadership studies that extends beyond the core required military science courses.
3. To provide the opportunity to ROTC students to earn a minor that will distinguish them and have a potential advantage for promotion consideration in military and civilian careers.

Program Requirements

1. MLSC 301, 302, 401, 402.
2. Select one HIST course (3 credit hours):
   - HIST 213, 324, 351, 355
3. Select one additional course (3 credit hours):
   - AMST 100, 300, 330, 340;
   - HIST 213, 324, 351, 355;
   - LDSP 330;
   - POLS 323, 338, 380.

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

Core

MLSC 301	Adaptive Team Leadership
MLSC 302	Leadership in Changing Environments
MLSC 401	Developing Adaptive Leaders
MLSC 402	Leadership in a Complex World

Electives

AMST 100	Formation of Democratic Life
AMST 300	America's Global Influence
AMST 330	Treason in America
AMST 340	America at Sea
HIST 213	Greek and Roman Warfare
HIST 324	America and the Second World War
HIST 351	U.S. Military History
HIST 355	Civil War and Reconstruction
LDSP 330	Cross-Cultural Leadership
POLS 323	American Foreign Policy
POLS 338	Politics of Weapons Proliferation
POLS 380	Terrorism

THE CURRICULUM IN MILITARY SCIENCE

MLSC 101. Leadership and Personal Development (2-2-0)
Corequisite: MLSC 101L.
Focuses on introduction to the Army and basic Soldier skills. It introduces cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Cadets also begin learning map reading and land navigation. Students will have initial classes on fieldcraft, first aid, individual/team movement techniques that will include a weekly lab facilitated by MS III cadets and supervised by MS IV cadets and cadre.

MLSC 101L. Leadership Lab (1-0-2)
Corequisite: MLSC 101.

MLSC 102. Introduction to Tactical Leadership (2-2-0)
Corequisite: MLSC 102L.
Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MS III cadets, supervised by MS IV cadets and cadre.

MLSC 102L. Leadership Lab (1-0-2)
Corequisite: MLSC 102.

MLSC 201. Innovative Team Leadership (2-2-0)
Prerequisites: MLSC 101/101L, 102/102L or equivalent.
Corequisite: MLSC 201L.
Focuses on leadership and ethics. The course adds depth to the cadets' knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is presented through the understanding of values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Armed Conflict (LOAC) and philosophy of military service are also discussed. Cadets are then required to apply their knowledge outside the classroom during hands-on performance-oriented environments at the weekly lab facilitated by MS III cadets, supervised by MS IV cadets and cadre.

MLSC 201L. Leadership Lab (1-0-2)
Corequisite: MLSC 201.

MLSC 202. Foundations of Tactical Leadership (2-2-0)
Prerequisites: MLSC 201/201L.
Corequisite: MLSC 202L.
Focuses on Army doctrine and decision making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. The Troop Leading Procedures and Operations Orders will lead Cadets to an understanding of Army Doctrine and Symbology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III cadets and supervised by cadre.

MLSC 202L. Leadership Lab (1-0-2)
Corequisite: MLSC 202.

MLSC 301. Adaptive Team Leadership (3-3-0)
Prerequisites: MLSC 202/202L.
Corequisite: MLSC 301L.
Focuses on training management and the warfighting functions. It is an academically challenging course where you will study, practice and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation overseen by MS IV cadets, supervised by ROTC cadre.

MLSC 301L. Leadership Lab (1-0-2)
Prerequisites: MLSC 202/202L; or equivalent.
Corequisite: MLSC 301.

MLSC 302. Leadership in Changing Environments (3-3-0)
Prerequisites: MLSC 301/301L.
Corequisite: MLSC 302L.
Focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MS IV cadets, supervised by ROTC cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advanced Camp, which you will attend in the summer at Fort Knox, KY.

MLSC 302L. Leadership Lab (1-0-2)
Prerequisites: MLSC 301/301L.
Corequisite: MLSC 302.

MLSC 401. Developing Adaptive Leaders (3-3-0)
Prerequisites: MLSC 302/302L.
Corequisite: MLSC 401L.
Focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills and abilities you will need as an Army Officer. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning and legal responsibilities. At the conclusion of this course, you will be familiar with how to conduct training at the company level using the Training Management Cycle. Includes a lab per week overseeing MS III cadet lesson facilitation and supervised by ROTC cadre.

MLSC 401L. Leadership Lab (1-0-2)
Prerequisites: MLSC 302/302L.
Corequisite: MLSC 401.

MLSC 402. Leadership in a Complex World (3-3-0)
Prerequisites: MLSC 401/401L.
Corequisite: MLSC 402L.
An academically challenging course where you will develop knowledge, skills and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam and an Oral Practicum as the final exam. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MS III cadet lesson facilitation and supervised by ROTC cadre.

MLSC 402L. Leadership Lab (1-0-2)
Prerequisites: MLSC 401/401L.
Corequisite: MLSC 402.

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES

Dr. Laura Deiulio, Chair
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ldeiulio@cnu.edu

Faculty

Distinguished Professor: Padilla
Professor: Buszard, Deiulio, Miller, Mulryan
Associate Professor: Adamitis, Finley, Gordon, Larson, Pollio, Smith
Assistant Professor: Pauw, Valdez, Varo Varo
Senior Lecturer: McInnis, Seuchie
Lecturer: Anzzolin, Obeid
Emeriti: Edery, Motta, St. Onge, Velardi

Mission Statement

Our programs empower students to explore both ancient and modern world cultures in a rigorous manner that is anchored in the study of language. Students of modern languages hone their linguistic skills by speaking, reading, writing and listening to the target language. In upper-level classes they apply these skills to the analysis of literature and culture. Students of Greek and Latin focus on reading and interpreting ancient literature, supporting this work with the study of ancient social history and material culture. All students have opportunities to study abroad and conduct research. They develop their capacity for critical thinking, public speaking and polished writing—essential tools for professional success in any field. In the Department of Modern and Classical Languages and Literatures (MCLL), students acquire a more global perspective by deepening their understanding of one or more non-U.S. cultures. Within the university's Liberal Learning Core Curriculum, MCLL solely oversees the Second Language Literacy requirement and contributes significantly to the Areas of Inquiry. In addition to our majors and minors, MCLL supports the MAT degree and numerous interdisciplinary programs.

Program Requirements

The Department of Modern and Classical Languages and Literatures offers courses that are designed to teach students to understand a foreign language; to develop skills in speaking, reading and writing as appropriate; and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for advanced graduate and professional degrees, the teaching professions, the domestic and international business world, government work, social work, careers in science and medicine and work in and relating to the fine and performing arts. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The department offers the Bachelor of Arts degree in general foreign languages with majors in classical studies, French, German, and Spanish. Also available are teacher education programs in Spanish and English as a Second Language (ESL), and minors in Chinese studies, classical studies, Greek studies, international culture and business, Latin American studies, Middle East and North Africa studies, French, German, Latin and Spanish. The interdisciplinary major global commerce and culture is directed by a member of the MCLL faculty.

Foreign Language Placement Recommendations
General Language Policies

1. Students who demonstrate proficiency at one level may not take a lower-level course for credit without the permission of the department.
2. Native speakers of languages other than English may not receive academic credit for 100-level courses or 300-level conversation courses in the native language.
3. Native speakers of any language may take a class in their native language only with the permission of the department.

Second Language Literacy Requirement

All Christopher Newport University students must successfully complete one course (three credit hours) in a modern or classical language at the 200-level or higher, or the equivalent, in order to graduate.

Satisfying the Second Language Literacy Requirement

Students are strongly encouraged to complete the requirement during the freshman or sophomore year. The requirement may be satisfied in one of several ways:

1. Completion of a three credit hour 200-level course or higher at Christopher Newport (see below for placement recommendations);
2. Receipt of transfer credit for a three credit hour 200-level course or higher in a second language from an accredited institution;
3. Three credit hours earned in a second language at the 200-level or above through the Advanced Placement Exam or International Baccalaureate exams;
4. Receipt of an A or AS on the Cambridge Advanced Standing Exams in a second language (no credit will be awarded).

Native speakers of languages other than English and students who completed three or more years of high school instruction in a language not taught at Christopher Newport

University may demonstrate fulfillment of the requirement by providing documentation for one of the following (no credit will be awarded):

1. Completion of a secondary program of instruction in a language other than English; the language of instruction must be specified in the documentation;
2. Successful completion of a proficiency exam administered by the Department of Modern and Classical Languages and Literatures for native speakers of languages offered at Christopher Newport;
3. A score of intermediate-low or higher on the Oral Proficiency Interview in the target language administered by Language Testing International for native speakers of languages that are not offered at Christopher Newport University and students who completed three or more years of high school instruction in a language not taught at Christopher Newport University *(testing costs are paid by the student)*;
4. A score of 3 or higher on the ASLPI administered by Gallaudet University for students who completed three or more years of high school instruction in American Sign Language *(testing costs are paid by the student)*.

If you meet one of these four criteria, you should contact the chair of the Department of Modern and Classical Languages and Literatures (MCM 105) as soon as possible, but no later than the semester prior to graduation.

Placement Recommendations

These recommendations are based on years of high school (9th-12th grade) experience with grades of *C*- or higher.

- *1 year:* take 101, 102 and 200 (satisfy requirement only) or 201 (majors and minors) in sequential order
- *2 years:* take 102 and 200 (satisfy requirement only) or 201 (majors and minors) in sequential order
- *3 years:* take either 200 (satisfy requirement only) or 201 (majors and minors)
- *4 years:* take any course numbered 301-308

Students are strongly encouraged to complete the requirement during the freshman or sophomore year. Students who have not studied their second language for two or more years should consult with the MCLL department chair regarding appropriate placement.

Bachelor of Arts degree in General Foreign Languages

The Bachelor of Arts degree in general foreign languages may be taken with a major in classical studies, French, German or Spanish.

Graduation Requirements

In order to graduate, an MCLL student must have successfully completed all requirements listed for his/her/their individual major with a grade of *C*- or higher, the liberal learning curriculum, and the exit examination in the major.

Native speakers of French, German and Spanish who choose to major in their native language may ***not*** register for 300- or 400-level conversation courses but may substitute any other 300- or 400-level elective course to complete the required number of hours for the B.A. in general foreign languages.

No student may present more than twelve credit hours of topics credit or six credit hours of independent study credit toward the major program.

Bachelor of Arts degree in General Foreign Languages
Classical Studies Major

In addition to requiring successful completion of the liberal learning curriculum, the major in classical studies requires successful completion of the following courses, with grades of *C*- or higher:

1. CLST 211;
2. CLST 212;
3. Select one course (3 credit hours) from GREK or LATN;
4. Select seven courses (21 credit hours) from CLST or LATN at the 300-level or higher; at least two (6 credit hours) of these must be at the 400-level;
5. Select two courses (6 credit hours) from the following: Any CLST, GREK, LATN course; COMM 249, HIST 213, 301, 302, 403; PHIL 201, POLS 340, 357.

Minor in Classical Studies
(18 credit hours)

The minor in classical studies is not available to students with a major in classical studies. The minor requires successful completion of the following courses, with grades of *C*- or higher:

1. Select two courses (6 credit hours), with at least 3 credit hours at the 200-level or above from the following: any CLST, GREK, or LATN, COMM 249, HIST 213, 301, 302, 403, PHIL 201, POLS 340, 357;
2. Select four courses (12 credit hours) in CLST or LATN at or above the 300-level.

Minor in Greek Studies
(15 credit hours)

The minor in Greek Studies is available to students with a major in classical studies with the permission of the department. The minor in Greek Studies requires successful completion of the following courses, with grades of a *C*- or higher:

1. GREK 201;
2. Select four courses (12 credit hours) from the following: CLST 201, 211, 271, 313/413W, 316/416W, 317/417W, 321/421W, 322/422W, HIST 301, HIST 403, PHIL 201, POLS 357.

Minor in Latin
(15 credit hours)

The minor in Latin is available to students with a major in classical studies with the permission of the department. The minor in Latin requires successful completion of the following courses, with grades of a *C*- or higher:

1. Four courses (12 credit hours) of LATN at the 200-level or above;
2. Select one course (3 credit hours) from the following: any LATN at the 300-level or higher, CLST 212, 272, 302, 312, 318/418W, 319/419W, 320/420W, HIST 302.

Bachelor of Arts degree in General Foreign Languages
French Major

In addition to requiring successful completion of the liberal learning curriculum, the major in French requires successful completion of, with grades of a *C*- or higher:

Modern Languages Core:
1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 310W and 490W.

Major and Elective Studies:
3. Select two: FREN 301, 303, 314;
4. Select FREN 302 or 308 (except native speakers who choose a 300-400 level FREN elective);
5. FREN 310, 351, 352 and 390;
6. Select 3 credit hours from any FREN courses at the 300-level or higher that have not been used to satisfy one of the above requirements;
7. Select 3 credit hours from MLAN 308, 311, 470 or any FREN courses at the 300-level or higher that have not been used to satisfy one of the above requirements.

Students interested in pursuing teaching licensure in French or other graduate study are strongly advised to take an additional foreign language through the 202 level.

Minor in French
(21 credit hours)

The minor program in French consists of the following courses, with grades of a *C*- or higher:

1. Select two courses (6 credit hours) in FREN at the 200-level or above;
2. Select four courses (12 credit hours) in FREN at the 300-level or above;
3. Select MLAN 308 or an additional FREN course at the 300-level or above.

No specific French courses are required for the minor in French.

Bachelor of Arts degree in General Foreign Languages
German Major

In addition to requiring successful completion of the liberal learning curriculum, the major in German requires successful completion of, with grades of a *C*- or higher:

Modern Languages Core:
1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 310W and 490W.

Major and Elective Studies:
3. GERM 301, 303, 311, and 312;
4. Select one: GERM 302 or 308 (except native speakers who choose a 300-400 level GERM elective);
5. Select one (3 credit hours): GERM 351, 352;
6. Select 6 credit hours from any GERM courses at the 300-level or higher that have not been used to satisfy one of the above requirements;
7. Select 3 credit hours from MLAN 308, MLAN 311, MLAN 470, or any GERM courses at the 300-level or higher that have not been used to satisfy one of the above requirements.

Students interested in pursuing teaching licensure in German or other graduate study are strongly advised to take an additional foreign language through the 202 level.

Minor in German
(21 credit hours)

The minor program in German consists of the following courses, with grades of a C- or higher:

1. Select two courses (6 credit hours) in GERM at the 200-level or above;
2. Select four courses (12 credit hours) in GERM at the 300-level or above;
3. Select MLAN 308 or an additional GERM course at the 300-level or above.

No specific German courses are required for the minor in German.

Bachelor of Arts degree in General Foreign Languages
Spanish Major

In addition to requiring successful completion of the liberal learning curriculum, the major in Spanish requires successful completion of, with grades of a *C*- or higher:

Modern Languages Core:
1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 310W and 490W.

Major and Elective Studies:
3. SPAN 301;
4. Select one: SPAN 303, 314, 321, or 330;
5. Select one: SPAN 302, or 308 (except native speakers who choose a 300-400 level SPAN elective);
6. Select two: SPAN 351, 352, 353, 354;
7. Select one: SPAN 471, 472, 473;
8. Select 6 credit hours from any SPAN courses at the 300-level or higher that have not been used to satisfy one of the above requirements;
9. Select 3 credit hours from MLAN 308, 311, 470 or any

SPAN courses at the 300-level or higher that have not been used to satisfy one of the above requirements.

Students interested in pursuing an MAT in Spanish or other graduate study are strongly advised to take an additional foreign language through the 202 level and multiple SPAN courses at the 400-level.

Minor in Spanish
(21 credit hours)

The minor program in Spanish consists of the following courses, with grades of a *C-* or higher:

1. Select two courses (6 credit hours) in SPAN at the 200-level or above;
2. Select four courses (12 credit hours) in SPAN at the 300-level or above;
3. Select MLAN 308 or an additional SPAN course at the 300-level or above.

No specific Spanish courses are required for the minor in Spanish.

Teacher Preparation Programs

Teacher Preparation in Spanish

Students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a B.A. in general foreign languages, Spanish major after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in Spanish or other classical or modern languages and literatures can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects. Students preparing to teach elementary through secondary school, grades pre-kindergarten through 12, in the content area of Spanish should complete the Spanish major. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major/concentration courses required:
See requirements for the B.A. in general foreign languages, Spanish major (SPAN 301 and 303 required).

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab ; NSCI 310.

* Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Elementary/Secondary level (PK-12) Track: Spanish Endorsement

Major courses required:
Student must complete the requirements for the B.A. in general foreign languages, Spanish major (SPAN 301 and 303 required).

Support courses required:
ENGL 123 and 223; PSYC 207 or 208 and 312; SOCL 314/314L; MATH 125; COMM 201 or THEA 232; CPSC 110.

Graduate courses* required (senior year):
Select two: MLAN 511, MLAN 570; PSYC/TCHG 544.

* See the graduate catalog for course descriptions.

Teacher Preparation in English as a Second Language (ESL)

Students who wish to become licensed teachers of ESL should apply to the five-year Master of Arts in Teaching program. Students will earn a Bachelor of Arts or Bachelor of Science degree during the first four years and then take an additional year of studies leading to an M.A.T. degree. Students completing this program are licensed to teach pre-kindergarten through grade 12. Application to the program must be made in spring of the junior year. See the graduate catalog for application instructions and requirements.

Major courses required:
Any B.A. or B.S. degree in a liberal arts or science major is acceptable for this program, but the B.A. in English is recommended.

Support courses required:
MATH 125; COMM 201 or THEA 232; CPSC 110; PSYC 207 or 208 and 312; SOCL 314/314L; ENGL 123, 223, 310 and 331; SOCL 330 or MLAN 308; MLAN 311; LANG through 202 (Spanish recommended).

Graduate courses* required (senior year):
Select two: MLAN 511 or MLAN 570 or PSYC 521.

* See the graduate catalog for course descriptions.

The Curriculum in Arabic

ARAB 101. Beginning Arabic I (3-3-0)

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 consent of instructor.
ARAB 102 is a continuation of ARAB 101. 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 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ARAB 201. Intermediate Arabic I (3-3-0)
Prerequisite: ARAB 102 or consent of instructor.
ARAB 201 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 and aural practice using audio and video materials.

ARAB 202. Intermediate Arabic II (3-3-0)
Prerequisite: ARAB 201 or consent of instructor.
Intermediate Arabic II 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 and aural practice using audio and video materials.

ARAB 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ARAB 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ARAB 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THE CURRICULUM IN CHINESE

CHIN 101. Beginning Chinese I (3-3-0)
As an introduction to Mandarin Chinese for non-native speakers, this course focuses above all on the fundamental language skills of oral expression and listening comprehension. Following presentation of the sounds of Mandarin and of the Pīnyīn system of Romanization, students will work to acquire a vocabulary of some 1000 common words and expressions, a knowledge of the basic grammatical rules and patterns of Mandarin and a familiarity with pertinent aspects of Chinese culture. Given this communicative emphasis, instruction in the Chinese script is deferred to Chinese 102.

CHIN 102. Beginning Chinese II (3-3-0)
Prerequisite: CHIN 101 or consent of instructor.
Focus in this course continues to be upon spoken communication in Mandarin Chinese. Chinese 102 supplements continued study of essential vocabulary and syntax with an introduction to the Chinese writing system, with emphasis upon the readily acquired skill of reading comprehension rather than upon rote reproduction of individual characters. By completion of the 101/102 sequence, students can expect to have gained a basic competence in spoken Mandarin, the ability to read and comprehend elementary texts and an acquaintance with a range of relevant cultural phenomena.

CHIN 111. Elementary Chinese Writing I (1-1-0)
Corequisite: CHIN 101.
This course offers instruction that supplements CHIN 101, focusing especially on writing Chinese characters.

CHIN 112. Elementary Chinese Writing II (1-1-0)
Corequisite: CHIN 102.
This course offers instruction that supplements CHIN 102, focusing especially on writing Chinese characters.

CHIN 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CHIN 201. Intermediate Chinese I (3-3-0)
Prerequisite: CHIN 102 or consent of instructor.
CHIN 201 is for those students who wish to continue to learn Mandarin Chinese at the intermediate level.

CHIN 202. Intermediate Chinese II (3-3-0)
Prerequisite: CHIN 201 or consent of instructor.
CHIN 202 is for those students who wish to continue their study of intermediate Mandarin Chinese.

CHIN 211. Intermediate Chinese Writing I (1-1-0)
Corequisite: CHIN 201.
This course offers instruction that supplements CHIN 201, focusing especially on writing Chinese at the intermediate level. Does not fulfill LLC Foreign Language requirement.

CHIN 212. Intermediate Chinese Writing II (1-1-0)
Corequisite: CHIN 202.
This course offers instruction that supplements CHIN 202, focusing especially on writing Chinese at the intermediate level. Does not fulfill LLC Foreign Language requirement.

CHIN 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CHIN 302. Chinese Conversation and Comprehension (3-3-0)
Prerequisite: CHIN 202 or consent of instructor.
CHIN 302 is a course in conversational Mandarin Chinese. Instructional focus is on the skills of Mandarin listening and speaking as well as communicative competence in real-world conversational interactions and situations. The class is organized into twelve week-long units that focus upon a particular topic pertaining to Chinese society and culture. Taught in Chinese. This course is repeatable once for a total of six credit hours.

CHIN 314. Business Chinese (3-3-0)
Prerequisite: CHIN 202 or consent of instructor.
CHIN 314 is an introduction to Mandarin Chinese as employed in the business environment. Instruction incorporates speaking, listening, reading and writing, with focus on communicative competence in real-world business situations. Taught in Chinese.

CHIN 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CHIN 495. Special Topics (3-3-0)
Prerequisites: As announced.
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. Classical Roots of American Culture (3-3-0) AIWT
In this course, students will consider the impact of classical literature, art and architecture on American culture from Colonial times to the Antebellum Era.

CLST 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CLST 201. The Mythic Imagination (3-3-0) AIWT
This course provides a thorough introduction to the principal myths of classical antiquity. Students will analyze the significance of ancient myth from a variety of interpretive perspectives and consider the influence of Greco-Roman culture upon western civilization as a whole, paying particular attention to the use of mythic themes in later art, literature and cinema.

CLST 211. Ancient Athens (3-3-0) AIWT
This course examines ancient Greek culture, specifically in the fifth-century Athenian democracy, primarily through the analysis of literature, art and architecture. Students will also explore the legacy of ancient Greece in the western world.

CLST 212. Roman Culture (3-3-0) AIWT
This course examines ancient Roman culture primarily through the analysis of literature, art and architecture. Students will also explore the legacy of ancient Rome in the western world.

CLST 271. Creative Expressions in Ancient Greece (3-3-0) AICE
This study abroad course examines the culture of ancient Greece. Activities include lectures and site and museum tours. This course is repeatable for credit.

CLST 272. The Roman Empire: Architecture and Ideology (3-3-0) AICE
This study abroad course offers students an introduction to ancient Roman architecture in its original cultural context.

CLST 295. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CLST 307/407W. The Ancient World in Film (3-3-0) AICE [Formerly CLST 103, not equivalent]
Prerequisite for CLST 307: ENGL 223 with a grade of C- or higher.
Prerequisites for CLST 407: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above or permission of the instructor.
This course explores ways in which modern cinema (mis) appropriates the ancient world, especially Greece and Rome. Topics vary by instructor. Students may not receive credit for both CLST 307 and CLST 407.

CLST 313/413W. Sex and Gender in Ancient Greece and Rome (3-3-0) AIWT
Prerequisite for CLST 313: ENGL 223 with a grade of C- or higher.
Prerequisites for CLST 413W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.
This course will introduce students to the world of Greek and Roman women. 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, social constructs, gender, sexuality, religion and politics. Students may not receive credit for both CLST 313 and 413W.

CLST 316/416W. Sport and Spectacle in the Ancient World (3-3-0) AIGM

Prerequisite for CLST 316: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 416W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

This course introduces students to the related concepts of sport and spectacle in ancient Greece and Rome with an emphasis on the Greek Olympic Games and Roman gladiatorial contests. Through close readings of ancient sources and contemporary scholarship - supported by digital and cinematic reconstructions and reenactments - students explore the following aspects of ancient sport and spectacle: venues and infrastructure; experiences of participants and spectators; cultural significance; and the ways in which interactions between Greeks and Romans influenced their respective institutions. Students may not receive credit for both CLST 316 and 416W.

CLST 317/417W. The Trojan War: Myth, History, Legacy (3-3-0) AIGM

Prerequisite for CLST 317: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 417W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

Trojan War stories such as the Abduction of Helen, Wrath of Achilles, Trojan Horse and Adventures of Odysseus, have been entertaining and educating audiences for thousands of years, but how can we account for the popularity of such stories? Why did the ancient Romans claim a Trojan refugee, Aeneas, as their ancestor and why is the Trojan War still the subject of books, TV shows, and movies? Through close examination of ancient art and literature, archaeological remains and contemporary scholarship, students will explore these questions and other issues about the Trojan War. Students may not receive credit for both CLST 317 and 417W.

CLST 318/418W. Leaders of Rome (3-3-0) AIWT

Prerequisite for CLST 318: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 418W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

This course will examine leadership in the face of the many external and internal crises that arose during the long life of the Roman state. Students will examine the ways in which leading Romans confronted these crises, and will focus in particular on issues of adaptability, perseverance and self-definition, and on the necessary give and take between leaders and those who had to choose whether or not to follow them. Students may not receive credit for both CLST 318 and 418W.

CLST 319/419W. Pompeii (3-3-0) AICE

Prerequisite for CLST 319: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 419W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

This course explores Pompeii's public and private buildings, art historical remains and urban infrastructure with the goal of understanding life and death in an ancient Roman provincial town through the lens of material culture. Excerpts from literary works that make references to ancient Pompeii, as well as inscriptions and graffiti found throughout the town, will help contextualize the physical remains. Students may not receive credit for both CLST 319 and 419W.

CLST 320/420W. Peoples of the Roman Empire (3-3-0) AIGM

Prerequisite for CLST 320: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 420W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

This course explores the ways in which the Romans understood the concepts of ethnicity, identity and otherness, as revealed by their interactions with the representations of different groups of people integrated into their empire. It also examines the ways in which these interactions shaped the identity not only of the "other" people, but also of the Romans themselves. Students may not receive credit for both CLST 320 and 420W.

CLST 321/421W. Dictators, Demagogues, and Decline (3-3-0) AIWT [CLST 421W: formerly CLST 414W, equivalent; formerly CLST 314, not equivalent]]

Prerequisite for CLST 321: ENGL 223 with a grade of C- or higher.

Prerequisites for CLST 421W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.

This course studies the persistent depiction of social decline in ancient Greek and Roman authors. Representative governments like the Roman republic and fifth-century Athens were exceedingly rare in the ancient world, and the authors in these societies regularly discussed the social

and political dangers of their peculiar institutions in their writings. Students will compare their analyses, assess their validity and consider the influence of their ideas upon our own society. Students may not receive credit for both CLST 321 and 421W.

CLST 322/422W. Ancient Greek and Roman Theater (3-3-0) AIWT [CLST 322: formerly CLST 302, equivalent]
Prerequisite for CLST 322: ENGL 223 with a grade of C- or higher.
Prerequisites for CLST 422W: ENGL 223 with a grade of C- or higher, 3 credit hours of CLST at the 200-level or above, and 3 credit hours of CLST or LATN at the 300-level or above.
This course focuses on the interpretation and analysis of ancient Greek and Roman dramas in their original cultural and performative contexts. Students will also explore the legacy of ancient drama in the western world. Students may not receive credit for both CLST 322 and 422W.

CLST 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CLST 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Curriculum in French

FREN 101. Beginning French I (3-3-0)
Students with 3 or more years of high school French are encouraged to enroll in FREN 200.
Emphasis on the acquisition of practical vocabulary and mastery of grammatical structures through oral usage in the classroom. Reading and writing skills based on the same material are developed simultaneously.

FREN 102. Beginning 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 mastery of grammatical structures 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)
Prerequisite: As announced.
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 FREN 201 instead of FREN 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 FREN 201 instead of FREN 200.

FREN 202. Intermediate French II (3-3-0)
Recommended prerequisite: FREN 201, or FREN 200 with a grade of A- or higher, or 3 or more years of high school French or consent of instructor.
More advanced work in all skill areas of the language. Material equally divided between practical conversation and selected readings. Taught in French.

FREN 295. Special Topics (3-3-0)
Prerequisites: As announced.
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 major grammatical structures of the language and the main principles of syntax, composition and translation. Special attention will be given to reading and writing via vocabulary building and short writing assignments, in order to prepare students for 300-level classes taught in French that focus on various academic disciplines. Taught 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 via conversation, presentations and extemporaneous speaking. Not open to native speakers of French. Taught in French.

FREN 303. Reading and Writing Seminar in French (3-3-0)
Recommended prerequisite: FREN 202 or 4 or more years of high school French or consent of instructor.
This course is designed to help students write accurately through response papers in different time frames and from different perspectives. Students will write several brief narratives in the past, present and future tenses in response to film, cultural media and brief readings. Readings will feature different time frames and both oral and literary verb tenses and moods. Students will learn to differentiate between appropriate written and oral language on a variety of topics and will produce several writing samples. Taught in French.

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 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. Taught in French. 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.
Special emphasis will be given to inherent differences between how syllables are formed and sounds are articulated in English and French. Students will learn how every sound in the French language is pronounced via intensive practice and repetition. Students will learn to translate phonetic transcriptions into written French and vice versa. They will also learn, via extensive practice, how to transcribe native oral French into phonetic symbols. Taught in French.

FREN 314. Business French (3-3-0)
[Formerly FREN 305, equivalent]
Recommended prerequisite: FREN 202, or 4 or more years of high school French or consent of instructor.
This course 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. Students will acquire specialized vocabulary of professions and grasp an understanding of the functioning of French companies, business practices and culture within the francophone world. Students will also develop a professional dossier, including a CV and cover letter, and learn to write memos and correspondence. All students will also be required to conduct mock interviews. Readings will be supplemented by internet-based activities and realia from the business world. Taught in French.

FREN 351. Studies in the Early Modern Era (3-3-0)
Recommended prerequisite: FREN 202, or 4 or more years of high school French or consent of instructor.
Selected works from literature, cinema and the visual arts will acquaint students with major artistic and social movements of the Middle Ages through the 18th century. Materials will be supplemented with authentic cultural artifacts (journals, advertisements, music, etc.) to help situate them in their cultural and historical contexts. Through group work, class presentations and short research papers, students will further develop their reading, speaking, listening, and writing skills in French. Taught in French.

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 works from literature, cinema and the visual arts will acquaint students with major artistic and social movements of the 19th, 20th and 21st centuries. Materials will be supplemented with authentic cultural artifacts (journals, advertisements, music, etc.) to help situate them in their cultural and historical contexts. Through group work, class presentations and short research papers, students will further develop their reading, speaking, listening, and writing skills in French. Taught in French.

FREN 370. CNU Seminar Abroad. (3-3-0)
Prerequisite: FREN 202 or consent of instructor.
This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances or other cultural events. As in any three credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Departmental application and appropriate university paperwork required. Serves as an elective for the French minor or major.

FREN 390. Studies in French Literature. (3-3-0)
Recommended prerequisite: FREN 202, or 4 or more years of high school French or consent of instructor.
This course will enhance students' knowledge of French and francophone literature and culture through the study and analysis of important literary, aesthetic and culture trends. Focusing on different historical periods, each iteration of this course will ask students to closely examine fiction non-fiction, poetry and theatrical works and provide them with the tools to understand and recognize the defining characteristics of various artistic and intellectual movements in the history of French literature. While the content studied will vary, the course learning objectives will remain the same. This course is repeatable once for a total of six credit hours. Taught in French.

FREN 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

FREN 490. Practicum (3-3-0)
Prerequisite: FREN 202 or its equivalent, modern language major, consent of instructor and department chair.
This course allows students to earn credit for an internship that may consist of teaching in a school, conducting fieldwork, working in a company or assisting in an MCLL course. The supervising instructor, who must be a full-time MCLL faculty member, will determine the criteria for the internship, assignments and assessments.

FREN 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Curriculum in German

GERM 101. Beginning 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. Students use the language in highly authentic cultural contexts while also acquiring a basis for reading and writing.

GERM 102. Beginning German II (3-3-0)
Recommended prerequisite: GERM 101, or 2 years of high school German, or consent of 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. Students use the language in highly authentic cultural contexts while also acquiring a basis for reading and writing.

GERM 195. Special Topics (3-3-0)
Prerequisite: As announced.
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 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.

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.

GERM 202. Intermediate German II (3-3-0)
Recommended prerequisite: GERM 200, or GERM 201, 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)
Prerequisites: As announced.
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 German grammar and the main principles of syntax, focusing on the development of skill in writing and reading. Taught in German.

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. Taught in German.

GERM 303. German Composition (3-3-0)
Recommended prerequisite: GERM 202, or 4 or more years of high school German or consent of instructor.
This course is designed to focus on writing as a process. Students will use a variety of methods, including peer-editing, self-correction and stylistic exercises, to improve the accuracy and effectiveness of their writing in German. Study of grammar will be individualized during the writing process. Assignments may encompass a variety of styles, including descriptions, narrations, literary analysis, and business writing. Taught in German.

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 uses German films to improve listening comprehension, writing and conversational skills. The main emphasis is on vocabulary improvement. Not open to native speakers of German. Repeatable for credit one time. Taught in German.

GERM 311. German Cultural History I (3-3-0)
Recommended prerequisite: GERM 202, or 4 or more years

of high school German or consent of instructor.
Offered every other year.
This course offers an overview of the cultural history of German-speaking Europe from antiquity to 1800. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, literature, philosophy and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 312. German Cultural History II (3-3-0)
Recommended prerequisite: GERM 202, or 4 or more years of high school German or consent of instructor.
Offered every other year.
GERM 312 offers an overview of the cultural history of German-speaking Europe from 1800 to the present. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, film, literature, philosophy and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 314. Business German (3-3-0)
Recommended prerequisite: GERM 202, or 4 or more years of high school German or consent of instructor.
In this course students acquire the linguistic proficiency and cultural awareness necessary to function effectively and knowledgeably in a German-speaking business environment. Taught in German.

GERM 351. Studies in the Early Modern Era (3-3-0)
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, Baroque, and the Age of Goethe will acquaint students with the major authors, works, themes and genres of German literature before 1800. Additional materials, such as film, music, and art are used to situate literary works in their cultural context. A variety of activities including presentations, group work and opinion papers, will hone students' critical thinking and language skills. Taught in German.

GERM 352. Studies in the Modern Era (3-3-0)
Recommended prerequisite: GERM 202, or 4 or more years of high school German or consent of instructor.
Selected readings from the 19th and 20th centuries and beyond will acquaint students with the major authors, works, themes, and genres of these time periods. Additional materials, such as journals, periodicals, and other authentic texts, as well as film, and web sources, will help to situate literary texts in their cultural context. Activities including presentation, group work, and opinion papers, will hone students' critical thinking and language skills. While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. This course is repeatable twice for a total of nine credit hours. Taught in German.

GERM 370. CNU Seminar Abroad (3-3-0)
Prerequisite: GERM 202 or consent of instructor.
This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Departmental application and appropriate university paperwork required. Serves as an elective for the German minor or major.

GERM 395. Special Topics (3-3-0)
Prerequisites: As announced.
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 instructor and department chair.
This course allows students to earn credit for an internship that may consist of teaching in a school, conducting fieldwork, working in a company or assisting in an MCLL course. The supervising instructor, who must be a full-time MCLL faculty member, will determine the criteria for the internship, assignments and assessments.

GERM 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THE CURRICULUM IN GREEK

GREK 101. Beginning Ancient Greek I (3-3-0)
Every other year.
This course introduces students to Attic Greek, the primary dialect of ancient Greek society, and to Greek literature, history, culture and society. Students will learn Greek grammar and vocabulary, learn to translate Greek accurately and efficiently and come to a deeper appreciation of Greek culture.

GREK 102. Beginning Ancient Greek II (3-3-0)
Prerequisite: GREK 101 or consent of instructor.
Every other year.
This course is a continuation of Greek 101. It completes the introductory survey of Attic Greek.

GREK 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GREK 201. Intermediate Ancient Greek I (3-3-0)
Prerequisite: GREK 102 or consent of instructor.
Every other year.
This course builds upon the fundamental grammar introduced in GREK 101 and 102. It comprises both an extensive review of Greek grammar and a close study of selected works of Greek prose within their literary, historical and cultural contexts.

GREK 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GREK 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GREK 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Curriculum in Hebrew

HBRW 101. Beginning Hebrew I (3-3-0)
This course provides an introduction to basic grammar, syntax and vocabulary of biblical Hebrew and an introduction to modern spoken Hebrew through oral exercises of elements that figure in both biblical and modern Hebrew. It is an introduction to reading printed Hebrew with vowels and learning to write in both print and script in Hebrew letters.

HBRW 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HBRW 102. Beginning Hebrew II (3-3-0)
Prerequisite: HBRW 101 or consent of instructor.
This course is a continuation of HBRW 101's introduction to basic grammar, syntax and vocabulary of biblical Hebrew. In HBRW 102 students move beyond the basic forms of the perfect and imperfect to more complex grammar and syntax issues, such as the derived stems, participles and infinitives. Students will gain competence in reading the Hebrew Bible and other medieval and modern Hebrew texts. The teaching of reading and writing "script" (handwriting) of Hebrew lettering as well as block print and printed texts will be a priority.

HBRW 201. Intermediate Hebrew I (3-3-0)
Prerequisite: HBRW 102 or consent of instructor.
This course is a continuation of HBRW 101-102 with an increasing emphasis on reading Hebrew texts. The course will study the Hebrew Bible, especially readings from every section of the Bible, the Torah (first five books), the Prophets and the Writings. This course completes the student's preparation for basic Hebrew exegetical and hermeneutical study of the Hebrew Bible. Other areas of reading and understanding of medieval and modern Hebrew texts will also be a priority.

HBRW 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HBRW 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

HBRW 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced. Taught upon request.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Curriculum in Italian

ITAL 101. Beginning Italian I (3-3-0)
Students with 2 years of high school Italian are encouraged to enroll in ITAL 102. Students with 3 or more years of high school Italian are encouraged to enroll in ITAL 201 or ITAL 202.
This course is an introduction to Italian grammar, speech, vocabulary and culture through a variety of written and oral exercises. The student uses the language in practical situations while also acquiring a basis for listening, writing and reading.

ITAL 102. Beginning Italian II (3-3-0)
Prerequisite: ITAL 101 or consent of instructor. Students with 3 or more years of high school Italian are encouraged to enroll in ITAL 201 or ITAL 202.
This is a continuation course that builds on the skills developed in ITAL 101. The acquisition of new vocabulary and grammar structures will deepen and strengthen speaking, listening, reading and writing abilities, with emphasis on practical situations and basic notions of culture and society.

ITAL 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ITAL 201. Intermediate Italian I (3-3-0)
Prerequisite: ITAL 102 or consent of instructor.
This course is a continuation of the major grammatical structures of the language and further development of the student's ability to understand, speak, read and write Italian. The student will continue to expand vocabulary, use the language in a variety of contexts, and deepen knowledge of culture and society. Taught in Italian.

ITAL 202. Intermediate Italian II (3-3-0)
Prerequisite: ITAL 201 or consent of instructor.
This course focuses on more advanced work in all skill areas of the language. Emphasis is placed on the use of language in various contexts prompted by readings and discussions centered on Italian literature, culture and civilization. Taught in Italian.

ITAL 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ITAL 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ITAL 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Taught upon request.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THE CURRICULUM IN LATIN

LATN 101. Beginning Latin I (3-3-0)
Students with 3 or more years of high school Latin are encouraged to enroll in LATN 200.
This course is the first part of an introduction to the basic elements of Latin vocabulary, grammar and syntax.

LATN 102. Beginning 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.
This course is the second part of an introduction to the basic elements of Latin vocabulary, grammar and syntax.

LATN 195. Special Topics (3-3-0)
Prerequisite: As announced.
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.
This course examines advanced Latin grammar and syntax through the translation and interpretation of selected passages of Latin texts.

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.
This course examines advanced Latin grammar, syntax and meter through the translation, scansion and interpretation of selected passages of Latin poetry.

LATN 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LATN 301/401. Lyric and Elegiac Poetry (3-3-0)
LATN 301: Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor; LATN 401: Required prerequisite: one LATN course at the 300-level or consent of instructor.
In this course, students engage in the analysis and interpretation of lyric and elegiac poems within their philological, historical, aesthetic and cultural contexts and increase their ability to translate, parse and appreciate Latin poetry. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. This course is repeatable twice for a total of nine credit hours.

LATN 302/402. Roman Historians (3-3-0)
LATN 302: Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor; LATN 402: Required prerequisite: one LATN course at the 300-level or consent of instructor.
In this course, students engage in the analysis and interpretation of the works of Roman historians within their philological, historical, aesthetic and cultural contexts and increase their ability to translate, parse and appreciate Latin prose. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. This course is repeatable twice for a total of nine credit hours.

LATN 303/403. Roman Orators (3-3-0)
LATN 303: Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor; LATN 403: Required prerequisite: one LATN course at the 300-level or consent of instructor.
In this course, students engage in the analysis and interpretation of oratorical texts within their philological, historical, aesthetic, and cultural contexts in order to increase their ability to translate, parse, and appreciate Latin prose.

While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. This course is repeatable twice for a total of nine credit hours.

LATN 304/404. Epic Poetry (3-3-0)
LATN 304: Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor; LATN 404: Required prerequisite: one LATN course at the 300-level or consent of instructor.
In this course, students engage in the analysis and interpretation of Latin epic poetry within its philological, historical, aesthetic and cultural contexts and increase their ability to translate, parse, scan and appreciate Latin poetry. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. This course is repeatable twice for a total of nine credit hours.

LATN 306/406. Epistles (3-3-0)
LATN 306: Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor; LATN 406: Required prerequisite: one LATN course at the 300-level or consent of instructor.
In this course, students engage in the analysis and interpretation of Latin epistolary prose and poetry within its philological, historical, aesthetic and cultural contexts and increase their ability to translate, parse and appreciate Latin literature. Students taking this course at the 400-level will be required to write a research paper in addition to completing the other assignments listed on the syllabus. While the content studied may vary based on the instructor's expertise, the course format and objectives will remain the same. This course is repeatable twice for a total of nine credit hours.

LATN 395. Special Topics (3-3-0)
Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LATN 495. Special Topics (3-3-0)
Recommended prerequisite: LATN 202, 4 or more years of high school Latin or consent of instructor.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

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)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MLAN 203. International Folktales in English Translation (3-3-0) AICE
This course acquaints students with folktales from a variety of backgrounds, including European and Latin American countries. Lectures offer historical and critical background while emphasizing the literary and cultural traits of the countries where the tales were developed. Students will explore perspectives such as a relationship between storytellers and their audiences, the concept of children's literature and its influence upon our understanding of childhood, and the ways in which folk- and literary tales continue to shape us and our perception of the world. No knowledge of another language is necessary.

MLAN 205. The Novel in English Translation (3-3-0) AIWT
This course acquaints the students with canonical novels and novellas in English translation united by a common theme. Lectures emphasize historical and critical perspectives, at the same time contrasting the literary and cultural traits of the nations represented in the literary works studied. No knowledge of another language is necessary.

MLAN 206. The Drama in English Translation (3-3-0) AIWT
This course acquaints students with canonical works of foreign drama in English translation united by a common theme. Lectures emphasize historical and critical perspectives, at the same time contrasting literary and cultural traits of the nations represented in the dramatic works studied. No knowledge of another language is necessary.

MLAN 207. International Cinema (3-3-0) AICE
This course examines international movies. Representative screenings may include films from Germany, Italy, Spain, Latin America, francophone cultures or other countries. Through lectures and discussion, students will hone the skills necessary to read and critically analyze films in their cultural context. Films will be shown in the original language with English subtitles; no knowledge of another language is necessary. Two hours of lecture and discussion and two hours of film screening per week. This course may be counted toward the film studies minor.

MLAN 220. Gender in the Arab World (3-3-0) AIGM
This course examines changing gender roles in the Arab world. The interdisciplinary readings, films, lectures and class discussions will broaden students' understanding of gender issues and enable students to recognize the intersection of sexism with class, race, and ethnicity in the construction of women's identities in Arab societies. Against

the background of transnational feminist activism, students learn to critically analyze the obstacles to and opportunities for establishing Arab women's rights as human rights. No knowledge of another language is necessary. This course counts as an elective in the minor in women, gender, and sexuality studies.

MLAN 295. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MLAN 308. Cross-Cultural Awareness (3-3-0) AIGM
Pre or corequisite: ENGL 223.
This course builds cross-cultural awareness and develops students' skills in communicating with peoples from other cultures by examining cultural patterns and cues that determine behavior in different parts of the world. Basic cultural principles, such as concepts of time, space, formality and informality and intimacy will be explored from a cross-cultural perspective, as different members of the Department of Modern and Classical Languages treat the application of these concepts within diverse cultural contexts. This course complements work done by French, German and Spanish majors and minors in their target language, although no knowledge of a foreign language is necessary. This course counts as an elective in the civic engagement and social justice minor.

MLAN 310. WI: Texts in Context (3-3-0) AICE
Pre or corequisite: ENGL 223.
This course introduces students to methods of cultural analysis used by scholars in French studies, German studies and Hispanic studies. Participants examine a variety of creative responses to selected intellectual movements. Material studied ranges from literary texts to works of visual culture, musical scores, architecture and monuments. Class discussions and supplementary readings introduce students to relevant theoretical approaches. The course complements work done by French, German and Spanish majors in their target language, although no knowledge of a foreign language is necessary.

MLAN 311. Multilingual Learners in the Community (3-3-0) AIGM
[Formerly ENGL 311, equivalent]
Prerequisite: Sophomore, junior or senior standing or consent of instructor.
This course is an introductory survey of multilingual learners in the United States and in the Hampton Roads area. In this course students will gain skills in cross-cultural competence, become familiar with the processes of second language acquisition, and engage in volunteer work to offer English learning opportunities to adult multilingual learners. Classroom activities will provide the context for community engaged learning and incorporate reflection assignments. Not just for future teachers, the course will be of interest to anyone preparing for a career in community service, business or government work. No knowledge of another language is required. This course counts as an elective in the linguistics minor and the civic engagement and social justice minor.

MLAN 370. CNU Seminar Abroad (3-3-0)
Prerequisite: ENGL 123 or consent of instructor.
This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances or other cultural events. Assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities will be published well in advance. Students in MLAN 370 need not speak a foreign language. Departmental application and appropriate university paperwork required.

MLAN 371. Africa: Myth and Reality Introduction to Contemporary Francophone African Culture and Society (3-3-0) AIGM
This course is an introduction to contemporary francophone African culture and society taught on site in Cameroon and Senegal. Located in central Africa, both countries represent several cultural regions and cultures (West, Central and North). They are also known for their colonial heritage and religious pluralism. They offer an ideal platform to study the continent's society, cultures, politics and history. Drawing from multidisciplinary sources, this course will focus on the myths about Africa and will address how colonial and postcolonial conditions have constructed them. With on-site classes, students will challenge those myths and learn the reality behind them. No knowledge of another language is necessary.

MLAN 372. France and the Francophone World: Shared History, Culture Shaping, Identity Constructions (3-3-0) AIGM
Prerequisite: ENGL 223.
The course examines the dynamic of past and present relationship between France and the francophone world with a focus on the impact of colonization in the Hexagon. Taught on site in France the course will challenge the students to see how streets, districts, exhibits, markets, music and films pertaining to francophone territories have impacted traditional French civilization and have reshaped the current cultural landscape of the Hexagon. On-site lectures, and visits of cities and villages, will address how French history has constructed the myth of La France; and students will learn how colonial heritage challenges that myth.

MLAN 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs

of students and the expertise of faculty.

MLAN 470. Teaching Modern Languages (3-3-0)
Prerequisite: Junior or senior standing with major in French, German, or Spanish or consent of instructor.
Students use their world language and cultural knowledge to plan and deliver lessons; create classroom experiences appropriate to the needs of learners; develop effective strategies for teaching world languages in meaningful contexts; collaborate with peers in reflection on the teaching and learning process and in planning lessons; and develop an awareness of the responsibility of a language educator.

MLAN 490. WI: Capstone Course in Modern Languages (3-3-0)
Prerequisites: ENGL 223 with a grade of C- or higher and MLAN 310W.
Corequisites: Declared major in French, Germa, or Spanish and junior or senior standing or consent of instructor.
Required of all French, German and Spanish majors. The capstone experience in modern languages is a research-writing course in which students are expected to demonstrate their ability to read and interpret primary sources, analyze and synthesize secondary sources, and write a well argued research paper in support of an original thesis. The objectives and format of the capstone course are consistent, but the specific research topic for each class will be determined by the instructor. Students will take the major exit exam as part of this course.

MLAN 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Curriculum in Spanish

SPAN 101. Beginning Spanish I (3-3-0)
Students with 3 or more years of high school Spanish are encouraged to enroll in SPAN 200. Restricted to freshmen and sophomores.
An introduction to the Spanish language, with emphasis on reading, writing, speaking and listening comprehension.

SPAN 102. Beginning 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.
Restricted to freshmen and sophomores.
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)
Prerequisite: As announced.
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 SPAN 201 instead of SPAN 200.

SPAN 201. Intermediate Spanish I (3-3-0)
Recommended prerequisite: SPAN 102 or SPAN 200, or 3 or more years of high school Spanish or consent of instructor.
A review of grammatical structures, with further development of reading, writing, speaking and listening comprehension skills. Students who are interested in continuing their studies in Spanish should take SPAN 201 instead of SPAN 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 structures, with the goal of further enhancing reading, writing, communication skills and listening comprehension skills. Taught in Spanish.

SPAN 295. Special Topics (3-3-0)
Prerequisites: As announced.
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. Taught 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.
This course improves fluency in spoken Spanish through the practice of oral communication and informal writing in different contexts and for varied communicative purposes. Students will develop speaking skills in connection with readings emphasizing topics in contemporary Hispanic culture. Not open to native speakers of Spanish. Taught in Spanish.

SPAN 303. Spanish in the Digital Age (3-3-0)
[Formerly SPAN 303W, not equivalent]
Prerequisite: SPAN 301 with grade of C- or higher or consent of instructor.
This course develops students' Spanish language and analytical skills through a digital humanities methodology. Students in the course engage with the Spanish-speaking world and strengthen their understanding of advanced grammar structures through the use of social media platforms, online analysis tools and the creation of multi-media compositions. This interdisciplinary work broadens the students' knowledge of the Spanish-speaking world and their understanding of the Spanish language while exploring the possibilities of digital analysis. Credits for this course count toward the digital humanities minor.

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.
Recent Spanish-language movies will be used to improve listening comprehension, writing and conversation skills. Cultural content will also be emphasized. Not open to native speakers of Spanish. Taught in Spanish.

SPAN 314. Business Spanish (3-3-0)
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
The objectives of SPAN 314 are to provide students with a solid foundation in the vocabulary and discourse used in the Spanish-speaking business world and to enhance students' ability to function effectively in commercial contexts locally, in the U.S. and abroad. This course will also develop students' geographic literacy and cultural understanding of the Spanish-speaking world. Taught in Spanish.

SPAN 321. Techniques of Translation and Interpretation (3-3-0)
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
A course designed to acquaint the student with the skills of translation and oral interpretation. The course will be based upon practical translations such as business letters, newspaper articles essays on different subjects and interpreting for the legal and medical professions. A variety of techniques emphasizing accurate translations and interpretations will be used. Taught in Spanish.

SPAN 330. Spanish in the Community (3-3-0)
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
This service-learning course provides opportunities to work with organizations in Newport News/Hampton Roads that provide services to the Spanish-speaking community; students may also use this course to explore possible career fields. Students will be required to engage in volunteer experiences off campus on a weekly basis, write a final paper analyzing their experiences and give an oral presentation in Spanish to the class, among other assignments. Taught in Spanish. This course counts as an elective in the civic engagement and social justice minor.

SPAN 340. Cultural Journeys: Introduction to the Hispanic World (3-3-0)
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
This course is an introduction to the history and cultures of Spanish-speaking countries and is designed to familiarize students with basic techniques of textual and cultural analysis. The course will provide a deeper understanding of Hispanic cultures and thought while further developing writing skill by reviewing advanced structures of Spanish grammar through reading and composition. In this course, students will learn basic tools of analysis of a diverse range of themes and forms of cultural production (literature, cinema, visual art, poetry and popular culture) in the Hispanic world. Taught in Spanish.

SPAN 351. Exploring Identities: Approaches to the Spanish-Speaking Worlds (3-3-0) AIGM
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
This course explores the topics of self, identity and otherness in the Hispanic world emphasizing the development of reading and writing skills. Through the critical analysis of texts, music or visual arts, students will gain awareness of cultural differences and a better understanding of issues such as (but not limited to) race, gender, religion, politics, subjectivity, diversity, education and self-knowledge. Taught in Spanish.

SPAN 352. Power & Resistance: Approaches to the Spanish-Speaking Worlds (3-3-0) AIGM
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
This course explores the topics of power, rebels and social movements in the Hispanic world emphasizing the development of reading and writing skills. Through the critical analysis of texts, music or visual arts, students will gain awareness of cultural differences and a better understanding of issues such as (but not limited to): revolutions, cultural resistance, social responses to hegemonic power, past and present uses of violence, the construction of collective identities, social inequalities, the role of art in politics. Taught in Spanish.

SPAN 353. Beyond Borders: Approaches to the Spanish-Speaking Worlds (3-3-0) AIWT
Prerequisite: SPAN 301 with a grade of C- or higher or consent of instructor.
This course explores the themes of borders, migration and globalization in the Hispanic world emphasizing the development of reading and writing skills. Through the

critical analysis of texts, music or visual arts, students will gain awareness of cultural differences and a better understanding of issues such as (but not limited to): migratory movements, diaspora, nationalism, colonialism, socioeconomic inequalities and human rights. Taught in Spanish.

SPAN 354. Urban and Natural Spaces: Approaches to the Spanish-speaking Worlds (3-3-0) AIWT
Prerequisite: SPAN 301 with a grade of C- or higher, or consent of instructor.
This course explores the topics of urban and natural spaces in the Hispanic world emphasizing the development of reading and writing skills. Through the critical analysis of texts, music or visual arts, students will gain awareness of cultural differences and a better understanding of issues such as (but not limited to): environment, city and country, landscapes, anthropocene, human relationships with nature, land uses and exploitation, indigenous cosmovisions, spatial disparity, tradition vs. modernity, natural disasters and climate change. Taught in Spanish.

SPAN 370. CNU Seminar Abroad (3-3-0)
Prerequisite: SPAN 202 or its equivalent or consent of instructor.
This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances or other cultural events. As in any three credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations and group activities will be published well in advance. Departmental application and appropriate university paperwork required. Serves as an elective for the Spanish minor or major.

SPAN 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

SPAN 471. Hispanic Visual Culture and the Arts (3-3-0) AICE [Formerly SPAN 361, equivalent]
Prerequisites: SPAN 301 and SPAN 302 or 308 with a grade of C- or higher or consent of instructor.
As a course that fulfills the seminar requirement of the Spanish major, SPAN 471 is devoted to the relationship between visual artistic expressions (such as film, painting, sculpture, architecture, performance, photography and similar topics) and social, cultural, historical, economic and political realities in the Hispanic world. Close "readings" of primary sources, critical readings and class discussions will culminate in an original research paper. Taught in Spanish.

SPAN 472. Hispanic Popular Culture (3-3-0) AIWT [Formerly SPAN 362, equivalent]
Prerequisites: SPAN 301 and SPAN 302 or 308 with a grade of C- or higher or consent of instructor.
As a course that fulfills the seminar requirement of the Spanish major, SPAN 472 is devoted to the relationship between popular culture and the social, cultural, historical, economic and political situations in the Spanish-speaking world. The course offers an in-depth focus on popular culture and recent developments in Latin America, Spain and the Hispanic U.S. (youth, unemployment, immigration, fashion, music/dance, slang, cuisine, tourism mass-media/film, cultural movements), combined with popular literature, film and newspaper articles. Close readings of primary sources, critical readings and class discussions will culminate in an original research paper. Taught in Spanish.

SPAN 473. Hispanic Literature and Social Issues (3-3-0) [Formerly SPAN 363, equivalent]
Prerequisites: SPAN 301 and SPAN 302 or 308 with a grade of C- or higher or consent of instructor.
As a course that fulfills the seminar requirement of the Spanish major, SPAN 473 emphasizes students' oral, written and analytical skills, providing sustained dialogue on issues (social, cultural, historic, economic and/or political situations) and works (novels, short stories, essays, poetry and other genres). Discussion of social issues as expressed through literature may include analysis of political struggles, urban environments, race/ethnicity, gender/sexuality and national or regional borders. Supplementary critical readings inflect class discussion and culminate in a final research paper. Taught in Spanish.

SPAN 490. Practicum (3-3-0)
Prerequisites: SPAN 202 or its equivalent, modern language major, consent of the instructor and department chair.
This course allows students to earn credit for an internship that may consist of teaching in a school, conducting fieldwork, working in a company or assisting in an MCLL course. The supervising instructor, who must be a full-time MCLL faculty member, will determine the criteria for the internship, assignments, and assessments.

SPAN 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MUSEUM STUDIES

Dr. Michelle Erhardt, Director
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Minor in Museum Studies
(18 credit hours)

Museums preserve and promote cultural heritage through the collection of artifacts, specimens and cultural objects. As institutions they are responsible for the care and protection of objects of scientific, artistic, cultural and historical importance, making these objects accessible to the public and available for study and research. In the modern world, museums play a critical role in initiating cultural dialogue and educating the general public.

The minor in museum studies provides education, exposure and training to empower students to professionally cultivate, care for, manage and present a museum collection in a responsible, comprehensive, thoughtful and ethical manner. The curriculum includes a broad overview of museum curation, education, management and collection care as well as museum history, museological theory and current trends and challenges facing museums. The minor is designed to be a compliment to a number of diverse majors, from the arts and sciences to the business world.

Program Requirements

Students should seek advising from the director in choosing the courses for the minor. A minimum of 18 credit hours as listed below are required to complete the minor.

1. IDST 277 and 377;
2. Select one course (3 credit hours) management/ administration elective: BUSN 302, ENGL 353W, 454W, or THEA 200;
3. Select two courses (6 credit hours) of museum studies electives from at least two different disciplines, one of which must be 200-level or higher;
4. Select one course (3 credit hours): ANTH 491; BIOL 496 (with approval); CHEM 499 (with approval); FNAR 491; HIST 491; THEA 492; or an approved practicum/ independent study courses from other disciplines.

THE CURRICULUM IN MUSEUM STUDIES

IDST 277. Introduction to Museum Studies (3-3-0)
Fall.
This course is a general introduction to the history, organization and public missions of museums. The course provides a broad overview of the major components of a museum including administration, finance, education, marketing, collections management and collections care.

IDST 377. Advanced Museum Studies (3-3-0)
Prerequisite: IDST 277.
Spring.
This course provides an in-depth focus on an aspect of museum studies, from management and collection care, to current approaches and challenges in the field. Topics will vary, but may include the following: material culture and the archaeological object, history of museums, conservation and collection care and curatorial ethics and approaches.

Museum Studies Electives

AMST 340	America at Sea
BIOL 212/212L	Principles of Biology II (with Lab)
CHEM 103	Intro to Chemistry
CHEM 110	Chemistry and Society
FNAR 201	World Art in Context I: Ancient to Medieval
FNAR 202	World Art in Context II: Renaissance to Modern
FREN 351	Studies in the Early Modern Era
FREN 352	Studies in the Modern Era
GERM 311	German Cultural History I
GERM 312	German Cultural History II
HIST 111	The Ancient and Medieval World
HIST 112	The Modern World
HIST 121	Early America to the Civil War
HIST 122	Modern America: Reconstruction to Global Power
IDST 240	Medieval and Early Modern Perspectives
HIST 435	Public History
HIST 348	Historical Archaeology
SPAN 471*	Hispanic Visual Culture and the Arts
THEA 352	Art, Clothing and Society

*Approved study abroad courses with approval

NEUROSCIENCE PROGRAM

Dr. Andrew J. Velkey, Director
Forbes Hall 1053
(757) 594-7927
avelkey@cnu.edu

Faculty

Professor: Webb
Associate Professor: Bogenpohl, Campolattaro, Grau, Lipatova, Meighan, Mitrano, Rollins, Velkey
Assistant Professor: Ashburn, Burket, Fernandez, Salazar
Emerita: Cartwright

Mission Statement

The neuroscience program is an interdisciplinary degree program housed within the College of Natural and Behavioral Sciences. Upon successful completion of the curriculum, students are awarded a Bachelor of Science in Neuroscience. The mission of the neuroscience program is to offer students a comprehensive, rigorous, interdisciplinary curriculum in neuroscience and its many ancillary professional applications. Students will gain a systematic introduction to the scientific methodologies, theories and literature focused on the anatomy, physiology and biochemistry of the nervous system and their behavioral correlates. In addition, students will develop skills in conducting independent research on aspects of neural functioning reflecting both fine-grained/ molecular as well as more global levels of analyses.

The members of the neuroscience faculty are dedicated to presenting their students with engaging and challenging courses in the current, basic and applied discipline of neuroscience and presenting them the opportunity to engage in a diversity of undergraduate research projects in basic and applied neuroscience.

Core Competencies in Neuroscience

The Society for Neuroscience, with input from the Faculty for Undergraduate Neuroscience, developed core competencies for students completing an undergraduate degree in Neuroscience. These competencies are divided into five categories, and the neuroscience curriculum is designed to produce well-trained graduates who meet all five competencies. These competencies are summarized as follows:

1. **Conceptual Knowledge**: To gain a basic understanding of the structure and function of the nervous system through various approaches, such as cellular and molecular biology, systems and behavioral approaches and interdisciplinary knowledge from fields that intersect with neuroscience.
2. **Analytic and Scientific Thinking**: To gain the ability to read and analyze primary research articles, collect and analyze quantitative data and gain abilities in understanding and performing scientific research.
3. **Rigorous and Responsible Conduct of Research**: To gain an understanding of scientifically rigorous experimental design, safe lab practices and ethical human and animal research practices.
4. **Communication Skills**: To gain the ability to present and communicate scientific information and data, orally and in writing.
5. **Individual Development and Professionalism**: To build a foundation of responsible and ethical behavior, build skills in teamwork and professional interpersonal skills, appreciate the cultural diversity of the neuroscience community and be a part of advocacy and outreach in the community.

Curricular Relevance to Graduate Education

The neuroscience curriculum prepares our undergraduates for highly selective and competitive graduate programs. We aim to produce graduates prepared for and qualified to pursue postgraduate study in neuroscience, psychology, biology, pharmaceutical and medical chemistry and medicine. As well, the interdisciplinary degree in neuroscience is integral to a broad liberal arts and sciences undergraduate education. Our key and central objective lies in training scholars, teachers and practitioners who will exercise their intelligence, industriousness and integrity in the pursuit of productive personal and professional lives.

Bachelor of Science in Neuroscience

The neuroscience curriculum includes the neuroscience core and electives as well as additional required coursework in biology, chemistry, mathematics, physics and psychology and optional coursework in computer science.

The Bachelor of Science degree in neuroscience requires the successful completion of a minimum of 23 credit hours in Neuroscience (NEUR) as well as 36 credit hours in foundation and elective courses. In addition to the successful completion of the liberal learning curriculum, the degree requires successful completion of the following courses:

1. Core: NEUR 201, 300, 301W/301L, 305, 316, 490W;
2. BIOL 211/211L;
3. CHEM 121/121L-242/242L, and 221/221L;
4. PHYS 151/151L-152/152L;
5. MATH 125 and 135 or higher (MATH 140 or 148 is strongly recommended);
6. Select at least 4 credit hours of additional NEUR courses at the 300- or 400-level (no more than 3 credit hours

can be NEUR 499);
7. Select one (minimum of 3 credit hours): BIOL 307/307L, 313, 314/314L, 411, BCHM 414/414L, CHEM 222/222L, CPSC 471;
8. Select one (minimum of 3 credit hours): PSYC 305, 406/406L, 408/408L, 415/415L, 428/428L, or 451/451L.

The Curriculum in Neuroscience

NEUR 201. Introduction to Neuroscience (3-3-0)
Prerequisites: BIOL 211/211L.
This course is designed to provide a comprehensive introduction to the field of neuroscience and the basic principles of organization and function of the nervous system. An exploration of the neural basis of behavior at the cellular and systems levels will span the following topics: anatomy and development of the brain, cell biology, membrane potential, synaptic transmission, sensory and motor systems and higher brain function such as memory and language.

NEUR 300. Biostatistics-Statistical Applications for Life Sciences Research (3-3-0)
[Same as BIOL 300]
Prerequisites: BIOL 211 or NEUR 201, MATH 125 each with a C- or higher.
This course is an introduction to methods and concepts of statistical analysis and sampling, with special attention to techniques used in the biological sciences. Topics include descriptive statistics, probability, types of error, inferential statistics, correlation and regression, analysis of variance (ANOVA) and distribution-free techniques.

NEUR 300L. Biostatistics-Statistical Applications for Life Sciences Research Laboratory (1-0-3)
[Same as BIOL 300L]
Prerequisite: NEUR 300 with a C- or higher.
This is an elective laboratory course to follow successful completion of NEUR 300. Students will develop enhanced skills in describing, characterizing and analyzing biostatistical data using appropriate computer software and visualization tools, with an emphasis on reporting analytical results and figures to a scientific audience. Lab fees apply each term.

NEUR 301. WI: Research Methods in Neuroscience (4-3-0)
Prerequisites: NEUR 201, NEUR 300, BIOL 211/211L and ENGL 223 with a C- or higher.
Corequisite: NEUR 301L.
This course will provide an introduction to research design in empirical neuroscience research. General topics will include the scientific method, research ethics and research design. Students will also learn about methods such as EEG/ERP, structural and functional MRI, single- and multi-unit recording, transgenic and knockout methods with associated histological techniques, as well as lesion-based behavioral approaches. Students will write literature reviews and empirical research reports.

NEUR 301L. Research Methods in Neuroscience Laboratory (0-0-4)
Corequisite: NEUR 301W.
This laboratory course will provide students with an experiential introduction to research design in empirical neuroscience research. General topics include the scientific method, research ethics and research design. Students will gain experience writing empirical research reports. Lab fees apply each term.

NEUR 305. Neurobiology (3-3-0)
Prerequisites: NEUR 201 and BIOL 201/201L or BIOL 211/211L, each with a C- or higher.
This course will cover the basic biological principles and processes involved in neural function, including the common architectural elements and functional processes of neurological systems, from the cellular/molecular to the organ system level. Integrative functions and behavior will be explored as well as developmental facets of neural function, neural plasticity and neuroendocrine functions.

NEUR 316. Brain and Cognition (3-3-0)
[Same as PSYC 316]
Prerequisites: NEUR 201 or PSYC 201 and 202 each with a C- or higher.
This course examines behavioral and neuroscience research on human cognitive processes including perception, attention, memory, language, emotion, decision making and executive functioning. In this course, students learn about the empirical methods, theoretical models, as well as classic and current research that cognitive neuroscientists use to study various topics within the broader field. In addition, it is expected that students will be able to identify how these cognitive processes are applicable to the situations we encounter in our everyday lives.

NEUR 360. Neuroendocrinology (3-3-0)
Prerequisites: NEUR 201 and 305 each with a C- or higher.
Spring semester of odd-numbered years.
This course focuses on the neuroendocrine system and the regulation of behavior in humans and animals. Special consideration will be given to the interaction between brain structures and the endocrine system as related to reproduction and parenting behavior stress responding, foraging and feeding behavior, and circadian rhythms. Example topics include neuroendocrine signaling pathways such as the hypothalamic-pituitary-adrenal axis, circadian regulation of gene expression as it related to brain function and behavior and the role of neurotransmitter expression in attachment behaviors.

NEUR 395. Special Topics in Neuroscience (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of the faculty. Students who are interested in having a topics course in a certain area should make their suggestion to the program director. Students may earn up to 9 credit hours in topics courses, but may not earn more than 3 credit hours for any single topic, should that topic be repeated.

NEUR 410. Neurobiology of Memory (3-3-0)
Prerequisites: NEUR 301W/301L and NEUR 305 each with a C- or higher.
Fall semester of odd-numbered years.
The focus of this course is on the neurobiological basis of memory as viewed from an integrative framework. Coursework will explore mechanisms of memory at cellular and molecular levels, through behavioral and physiological experimental studies and in neuropsychological case studies. The goal of the course is to understand how the brain can support proper encoding, storage and retrieval of various types of memories.

NEUR 420. Neuroanatomy (3-3-0)
Prerequisites: NEUR 201, NEUR 301W/301L and NEUR 305 each completed with a C- or higher.
Spring semester annually.
This course provides an introduction to the anatomy and function of the human nervous system. Emphasis will be on cellular structure and function, neural development, and gross anatomy and function of the cerebrum, brainstem, cranial nerves, and spinal cord.

NEUR 430. Neurobiology of Addiction (3-3-0)
Prerequisites: NEUR 201, 301W/301L and NEUR 305 each completed with a C- or higher.
Fall semester of even-numbered years.
This course will focus on the neurobiological processes that underlie drug effects, addiction, treatment and relapse. Students will learn the neural and physiological effects of the most commonly abused drugs at the cellular level. The course will include an introduction to basic pharmacology, including the pharmacodynamics and pharmacokinetics of the most highly abused drugs. The course readings will focus on the most current research that is being performed in the neuroscientific community in the area of addiction, as our understanding of the brain and causes of addiction are continually changing as the technology used to examine neurobiology continually evolves.

NEUR 480. The Molecular and Cellular Biology of Aging (3-3-0) [Same as BIOL 480]
Prerequisites: BIOL 213 and BIOL 213L or NEUR 201.
This course focuses on the latest literature leading to the current understanding of the underlying molecular and cellular causes of aging and the diseases associated with aging. This includes an understanding of current research methodologies and novel technologies. The course spans the following topics: cellular changes that accompany aging, the microbiome and aging multiple diseases associated with aging, and possible treatments and future research directions in aging. The molecular impacts of mitochondria, neurodegeneration, the microbiota, metabolism, diet, inflammation and stem cells on aging are explored. It includes lectures, readings, student presentations, class discussions and critiques of scientific papers.

NEUR 490W. Senior Seminar in Neuroscience (3-3-0)
Prerequisites: NEUR 201, 301W/301L and NEUR 305, each completed with a C- or higher; senior standing.
This seminar is designed to serve as a capstone course for graduating neuroscience majors. Students enrolled in this course will demonstrate their mastery and knowledge acquired as neuroscience major students. Students will be required to demonstrate their ability to extract, process and interpret information from empirical sources; design a research proposal to test a neuroscientific hypothesis; and critically examine readings pertaining to the topic at hand. The topic of each seminar will vary depending on the instructor's area of expertise.

NEUR 495. Advanced Topics in Neuroscience (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of the faculty. Students who are interested in having a topics course in a certain area should make their suggestion to the program director. Students may earn up to 9 credit hours in topics courses, but may not earn more than 3 credit hours for any single topic, should that topic be repeated.

NEUR 499. Independent Study in Neuroscience (Credits vary 1-3)
Prerequisite: As determined by and with the consent of the instructor.
Topics vary, determined by the special interests and needs of students and the expertise of the faculty. *While a total of 6 independent study credit hours can be applied toward a bachelor's degree from Christopher Newport, only 3 of those credit hours under NEUR 499 can be applied toward the neuroscience major.*

Department of Performing Arts

Dr. Rachel Holland, Chair
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Faculty

Distinguished Professor: Reimer
Professor: Gillman, Holland, G.Lloyd, Sweet
Associate Professor: Ankney, Bellecci, Corbin, Godwin, Jaremski, McGuire, Rossum
Assistant Professor: Bible, Hamm, Irving, Johnson, Levine
Lecturer: Jones, L.Lloyd, Tfirn
Emeritus: Hillow, Wood

Dr. Mark Reimer, Director of Music
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Music Vision

- To awaken and nurture highly talented composers, performers and music educators committed to developing their abilities to their highest potential.
- To support study and celebration of music's role in business, the arts, history, language, literature, math, science and technology, unfolding music's connection to all areas of human endeavor.
- To engage students of all disciplines in the study and performance of music, fostering a university culture of appreciation, curiosity, understanding and joy.

Music Mission

The music program encourages all students who have a passion for music to participate in ensembles, courses, and events that broaden and enrich the understanding of music and its functions in culture and society. The music faculty strives to uphold the highest standards of scholarship and performance while placing, as their top priority, the education of each student. The music program offers a rigorous and comprehensive curriculum immersed in an academic environment rich in liberal learning. Students learn to form critical opinions, think, speak and write clearly and understand the structure, development and performance of music from around the globe. And most important, students learn to embrace the truth that musicianship and scholarship are lifetime pursuits.

Music Goals

- To provide a rigorous and comprehensive curriculum in a university accredited and assessed by the National Association of Schools of Music and the Southern Association of Colleges and Schools.
- To provide music faculty and guest artists who are recognized experts in their field and who have a passion for teaching and scholarship.
- To accept high-achieving music majors who have the demonstrated skills, knowledge and desire necessary to succeed in their chosen field.
- To provide all students a wide variety of musical ensembles, courses and events that enrich the cultural life of the University and the community.
- To provide students with additional opportunities for leadership, scholarship and service through student music organizations.

Music Program Learning Outcomes

Every music graduate will be able to:

- Demonstrate knowledge and ability in the analysis, identification, composition and critical listening of music.
- Demonstrate an understanding of the history of Western music including styles, significant repertoire, performance practice and historical context.
- Demonstrate an understanding of the socio-political, cultural and historical contexts as applied to world musics.
- Demonstrate the ability to express musical ideas through written and oral communication.
- Demonstrate the ability to notate, analyze and perform music through aural skills.
- Demonstrate functional skills and knowledge on keyboard.
- Demonstrate functional skills and knowledge as a conductor.
- Demonstrate creativity through composition and improvised performance through the manipulation of a variety of sound sources.
- Demonstrate application of technology relevant to his or her area of specialization.
- Demonstrate proficiency in performance as soloists and ensemble musicians on his/her/their instrument of specialization.
- Demonstrate knowledge and skills relevant to his/her/their area of specialization.
- Demonstrate a broad understanding of how skills and knowledge apply to music's role in the human endeavor.

Christopher Newport University Excel Program

The music program, a partner with Riverside Performing Arts Medicine, is committed to the development of mind, body and spirit. With the health and safety of every student in mind, faculty and staff, and health professionals assist students in creating effective practice routines, managing performance anxiety, sharpening mental focus, developing personal confidence, bonding with peers, protecting against hearing loss, handling equipment safely, leading a healthy lifestyle, developing leadership skills and pursuing career enhancement opportunities.

Music Degrees

The Bachelor of Music (B.M.) 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 pre-certification choral, pre-certification instrumental, composition and performance.

The Bachelor of Arts (B.A.) degree provides a strong education in the liberal arts, irrespective of specific career aspirations. The degree provides a fundamental knowledge of written and aural skills, the history and development of music, and performance. The areas of concentration include music studies and creatives studies. This degree serves individuals who seek a broad program of general education rather than intense specialization in the undergraduate years.

The Master of Arts in Teaching degree is offered with concentrations in choral and instrumental music education. Students accepted into the M.A.T. program graduate in four years with the Bachelor of Music degree with a concentration in either pre-certification choral or instrumental and then complete an additional year of study leading to the M.A.T. degree and teacher certification (PK-12). For more information, see the graduate catalog.

Assessment Procedures

The rigor of the academic curriculum of the music program at Christopher Newport University is ensured through a comprehensive curriculum, highly experienced and qualified professors, numerous assessment procedures and accreditation by the National Association of Schools of Music and the Southern Association of Colleges and Schools.

Entrance Requirements

Acceptance is highly competitive, for the department admits each year approximately two majors per voice part or instrument. A student intending to matriculate in the music program must first satisfy all entrance requirements, including an entrance audition, interview, two professional recommendations by music educators, entrance examinations in music theory and aural skills and acceptance into Christopher Newport University.

Degree Program Continuance Requirements

The major in music requires an enormous commitment of time and energy toward academic study, individual practice and ensemble rehearsal. Although admission into the major is highly competitive, music majors who continue to experience significant challenges by the end of the first year should consider changing their major.

Music majors are reviewed at the completion of their fourth semester for continuation in either the Bachelor of Music or the Bachelor of Arts degree program, referred to as, "Sophomore Check Point." The review committee consists of full-time music faculty members elected each year by the full-time music faculty.

In order to be considered for continuation in the Bachelor of Music degree and the Bachelor of Arts degree with a concentration in music studies, the student must have earned a grade of C- or higher in the following courses:

- Improvisation (MUSC 125);
- Four semesters of music theory (MUSC 211-212, 311-312), music history (MUSC 303-304) and aural skills (MUSC 209-210, 309-310);
- Four semesters of keyboard skills (MUSC 115-116, 215-216 or APP PIAN 130);
- Four semesters of applied music in the student's major area of concentration;
- jury approval;
- Four semesters of a major ensemble;
- four semesters of performance attendance (MUSC 012) and masterclass (MUSC 014);
- ENGL 123, ENGL 223 and two courses from the Areas of Inquiry;
- Successful completion [with a maximum of three attempts to pass] of the Scales Proficiency Examination (instrumentalists) and the Piano Proficiency Examination;
- Successful completion of the Library Orientation;
- Three Dispositions Forms (pre-certification majors),
- Cumulative GPA of 2.5 or higher (2.9 for the B.M./M.A.T.).

In order to be considered for continuation in the Bachelor of Arts Degree with a concentration in creative studies, the student must have earned a grade of C- or higher in the following courses:

- Improvisation (MUSC 125);
- Music technology (MUSC 200);
- Two semesters of music theory (MUSC 211-212), music history (MUSC 303-304), aural skills (MUSC 209-210) and keyboard skills (MUSC 115-116 or APP PIAN 130);
- Four semesters of applied music in the student's major area of concentration,
- Jury approval,
- Four semesters of a major ensemble,
- Four semesters of performance attendance (MUSC 012) and masterclass (MUSC 014),

- ENGL 123, ENGL 223 and two courses from the Areas of Inquiry,
- Successful completion of the Library Orientation
- Cumulative GPA of 2.5 or higher.

Factors such as the student's progress in applied music lessons, demonstrated commitment to and enthusiasm for the field of study and overall promise for success in the field and/or graduate study are considered, as well.

Christopher Newport University is accredited by The National Association of Schools of Music and, therefore, is required to uphold national standards throughout the tenure of the student.

Graduation Requirements

In order to graduate, the music student must have successfully completed all requirements listed for individual concentrations (including all upper-level music courses, juries and recitals) with a grade of *C-* or higher and the liberal learning curriculum, passed the exit examinations in music theory, ear training and music history and completed the ETS Music Field Test. The senior recital serves as the final assessment of a student pursuing performance and composition; student teaching serves as the final assessment of a student pursuing pre-certification; and the music capstone project serves as the final assessment of a student pursuing the Bachelor of Arts degree. The goal of graduating competent and competitive students is assessed through the student's success in graduate school and chosen profession.

Applied Music Juries

Juries are held each semester to adjudicate the areas of improvisation, performance and conducting. They serve as the semester examination and give students an opportunity to demonstrate their progress in performance skills to the applied music faculty. The applied music jury consists of the applied music faculty who teach in the area of the student's concentration.

The Bachelor of Music Degree Program
Major in Music

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Performance Concentration
(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 309-310, 311-312, 314 or 316;
2. Depending on area of interest:
   a. instrumentalists select one: MUSC 391, 394, 396, 397 or 398;
   b. non-keyboard instrumentalists select one: MUSC 430 or 440;
   c. keyboardists select one: MUSC 420, 430 or 440;
   d. vocalists must take MUSC 261, 265, 266, 450, 496, THEA 232 and one 200-level course in French, German or Italian;
3. Keyboardists must take an upper-level music elective, and all instrumentalists must take an upper-level elective that is writing intensive;
4. Nine credit hours of electives within or outside of MUSC;
5. APP MUSC 133-134, 233-234, 333-334 (junior recital) and 433-434 (senior recital);
6. Eight credit hours in MUSC 101, 102, 112 or 114 (keyboardists take eight credit hours of MUSC 127) and four credit hours of chamber ensembles for instrumentalists (MUSC 124 for percussion), four for keyboardists; eight credit hours in MUSC 100 or 105 and one credit hour in MUSC 107 for vocalists;
7. Four semesters of piano (keyboardists must take MUSC 216);
8. Eight semesters in MUSC 012 (performance attendance) and MUSC 014 (masterclass);
9. Pass the exit examinations in music theory, ear training and music history and complete the ETS Music Field Test;
10. Pass the scales (instrumentalists only) and piano proficiency examinations and successfully complete the Library Orientation.

Composition Concentration

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 309-310, 311-312 314 or 316;
2. MUSC 401W or 490W, 411, 413, 415;
3. APP COMP 131-132 and 231-232;
4. APP MUSC 131-132 and 231-232 (non-composition); four semesters of MUSC 014;
5. APP COMP 331-332 and 431-432; four semesters of MUSC 014;
6. MUSC 315;
7. Twelve credit hours of electives within or outside of MUSC and one credit hour of MUSC 104 (Electronic Music Ensemble);
8. Eight credit hours in MUSC 100, 101, 102, 105, 112 or 114; Keyboardists may take up to eight credit hours of MUSC 127;
9. Four semesters of piano;
10. Eight semesters in MUSC 012 (performance attendance);
11. Pass the exit examinations in music theory, ear training and music history and complete the ETS Music Field Test;
12. Pass the scales (instrumentalists only) and piano proficiency examinations and successfully complete the Library Orientation.

The Bachelor of Arts Degree in Music

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Music Studies Concentration

1. Six credit hours of upper-level music electives;
2. Six credit hours of upper-level, non-music electives;
3. MUSC 492 (capstone);
4. Nine credit hours of upper- or lower-level non-music electives;
5. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 309-310, 311-312; MUSC 314 or 316;
6. APP MUSC 131-132 and 231-232; four semesters of MUSC 014;
7. Eight credit hours in MUSC 100, 101, 102, 103, 105, 112, or 114, depending on area of concentration (keyboardists take eight credit hours of MUSC 127); one credit of chamber ensembles;
8. Four semesters of piano;
9. Eight semesters in MUSC 012 (performance attendance);
10. One course (3 credit hours): PHIL 201, 202, 207, 304, 337, 376, 384 or RSTD 337;
11. Three credit hours in FNAR and three credit hours in THEA;
12. Pass the exit examinations in music theory, ear training and music history and complete the ETS Music Field Test;
13. Pass the scales (instrumentalists only) and piano proficiency examinations and successfully complete the Library Orientation.

Creative Studies Concentration

1. Nine credit hours of upper- or lower-level, non-music electives from the following: CPSC 110, 125, 140, 150, 250, 270, 280; FNAR 117, 118, 128, 205, 333;
2. Six credit hours of upper-level, non-music electives from the following: CPSC 327, 330, 335, 350, 440; FNAR 331, 332, 333, 334;
3. MUSC 492 (capstone);
4. Three credit hours in FNAR;
5. Three credit hours in THEA or DANC from the following: THEA 252, 250; DANC 204, 205, 206;
6. Three credit hours from the following: PHIL 201, 202, 207, 304, 337, 376, 384; RSTD 337;
7. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 315, 417;
8. BUSN 302;
9. Six credit hours of upper-level music electives;
10. APP MUSC 131-132, 231-232;
11. Four semesters of MUSC 014;
12. Eight credit hours in MUSC 100, 101, 102, 103, 105, 112, or 114 (keyboardists take eight credit hours of MUSC 127), depending on area of concentration;
13. Four credit hours in MUSC 104 (Electronic Music Ensemble) and one credit in MUSC 104 (Chamber Ensemble);
14. MUSC 115-116;
15. Eight semesters of MUSC 012 (performance attendance);
16. Successfully complete the Library Orientation.

For students who have a strong interest in technology, the following electives are recommended: MATH 115, MATH 128, CPSC 110, CPSC 140, CPSC 150, FNAR 128, FNAR 205, ENGL 304W.

Teacher Preparation in Music

Completion of the Bachelor of Music degree with a concentration in either pre-certification choral or instrumental *does not* result in teacher certification. Students who wish to become teachers should complete the Bachelor of Music degree with a concentration in either pre-certification instrumental or choral and the Master of Arts in Teaching (M.A.T.) degree. Students majoring in music can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, elementary and secondary school, grades PK through 12, in the content area of music, choral or instrumental.

Application to the five-year M.A.T. program must be made in spring of the junior year. Candidates must have passed the Sophomore Check Point and the Teacher Disposition Rating. See the graduate catalog for application instructions and requirements. Students accepted into the M.A.T. graduate in four years with the Bachelor of Music degree with a concentration in either pre-certification choral or instrumental and then complete an additional year of study leading to the M.A.T. degree and teacher certification. See the graduate catalog for the requirements leading to the M.A.T.

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Bachelor of Music
Pre-Certification Choral Concentration

Completion of the Bachelor of Music pre-certification choral concentration requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in degree in music with a concentration in music studies which does not include teacher preparation at Christopher Newport.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 309-310, 311-312, 314 and 401W or 490W;
2. MUSC 220, 230, 240, 250, 260, 265, 266 and one 200-level course in Latin, French, German or Italian;

3. MUSC 137, 337W, 415, 510 and 518;
4. APP MUSC 131-132, 231-232, 331-332, 431-432 (senior recital);
5. Eight credit hours in MUSC 100 or 105 (pianists take MUSC 330 and seven credit hours in MUSC 100 or 105);
6. MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314, CPSC 110 and THEA 232;
7. Four semesters of piano (pianists take APP VOIC 131-132 and 231-232);
8. Eight semesters in MUSC 012 (performance attendance) and MUSC 014 (masterclass);
9. Pass the exit examinations in music theory, ear training and music history and complete the ETS Music Field Test;
10. Pass the piano proficiency examination and successfully complete the Library Orientation.

Note: 500-level courses require minimum 3.00 GPA and M.A.T. graduate admission.

Bachelor of Music
Pre-Certification Instrumental Concentration

Completion of the Bachelor of Music pre-certification instrumental concentration requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in degree in music with a concentration in music studies which does not include teacher preparation at Christopher Newport.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305, 306, 309-310, 311-312, 316 and 401W or 490W;
2. MUSC 220, 230, 240, 250, 260;
3. MUSC 137, 337W, 415, 510 and 517;
4. APP MUSC 131-132, 231-232, 331-332, and 431-432 (senior recital);
5. Eight credit hours in either MUSC 101, 102, 112 or 114, depending on area of concentration (four credit hours of MUSC 112 are required for band emphasis); Keyboardists may take up to eight credit hours of MUSC 127;
6. MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314; CPSC 110; THEA 232;
7. Four semesters of piano;
8. Eight semesters in MUSC 012 (performance attendance) and MUSC 014 (masterclass);
9. Two credit hours of chamber ensembles (MUSC 124 for percussionists);
10. Pass the exit examinations in music theory, ear training and music history and complete the ETS Music Field Test;
11. Pass the scales and piano proficiency examination and successfully complete the Library Orientation.

Note: 500-level courses require minimum 3.00 GPA and M.A.T. graduate admission.

Elementary level (PK-6)

Major/concentration courses required:
See major requirements for the Bachelor of Music.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

*Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for 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 pre-certification choral or instrumental.

Support courses required:
COMM 201 or THEA 232; CPSC 110; MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314.

Graduate courses* required (senior year):
For pre-certification choral students: MUSC 510, 518.
For pre-certification instrumental students: MUSC 510, 517.

*See the graduate catalog for course descriptions.

Minor in Music

The minor in music may not be paired with a Music Major (BM or BA). The minor in music requires successful completion of the following courses with the grade of *C-* or higher:

1. Required courses (5 credit hours): MUSC 135 (1 credit), MUSC 136 (3 credits), MUSC 200 (1 credit);
2. Select four from the following ensemble courses (4 credit hours/ ensembles are repeatable for credit): MUSC 100 (1 credit), MUSC 101 (1 credit), MUSC 102 (1 credit), MUSC 103 (1 credit), MUSC 104 (1 credit), MUSC 105 (1 credit), MUSC 107 (1 credit), MUSC 108 (1 credit), MUSC 112 (1 credit), MUSC 114 (1 credit), MUSC 120 (1 credit), MUSC 122 (1 credit), MUSC 124 (1 credit), MUSC 128 (1 credit);

3. Nine credit hours selected from the following: MUSC 125 (1 credit), MUSC 138 (1 credit), MUSC 139 (1 credit), MUSC 143 (1 credit), MUSC 144 (1 credit), MUSC 205 (3 credit), MUSC 214 (3 credit), MUSC 262 (3 credit), MUSC 275 (3 credit), MUSC 306 (3 credit), MUSC 315 (3 credit), MUSC 416 (3 credit), MUSC 417 (3 credit), MUSC 299 or 399

The Curriculum in Music

MUSC 012. Performance Attendance (0-0-1)
All students who are enrolled in MUSC 012 must attend a minimum of 15 music events for the semester. Students are encouraged to attend all concerts and recitals presented on the campus of Christopher Newport University. A student does not receive MUSC 012 credit for a performance in which he/she/they participates. A minimum of 12 events must be university concerts and recitals, and a minimum of three events must be professional concerts and recitals, and attendance at the Ferguson Center Chamber Music Series concerts are required. A grade of "P" (passing) is required for eight enrollments. Required for all music majors.

MUSC 100. University Chorale (1-0-3) AICE
Prerequisite: A grade of C- or higher is required for all music majors.
An auditioned mixed choral ensemble that performs primarily on campus throughout the academic year. The repertoire includes a variety of musical eras and styles, with an emphasis on masterworks for chorus and an ensemble of instruments, from chamber to full orchestra. Students may register each semester, but no more than eight credit hours can be counted toward graduation.

MUSC 101. Wind Ensemble (1-0-4) AICE
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 credit hours can be counted toward graduation.

MUSC 102. University Orchestra (1-0-4) AICE
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 credit hours can be counted toward graduation.

MUSC 103. Jazz Ensemble (1-0-3) AICE
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 credit hours can be counted toward graduation.

MUSC 104. Chamber Ensemble (1-0-1)
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 credit hours can be counted toward graduation.

MUSC 105. Chamber Choir (1-0-4) AICE
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 credit hours can be counted toward graduation.

MUSC 107. Opera CNU (1-0-4)
Prerequisite: MUSC 261.
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. Students may register each semester, but no more than eight credit hours can be counted toward graduation.

MUSC 108. Jazz Combo (1-0-3)
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 credit hours can be counted toward graduation.

MUSC 112. Marching Band (1-0-6) AICE
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 credit hours can be counted toward graduation.

MUSC 114. University Band (1-0-4) AICE
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 credit hours can be counted toward graduation.

MUSC 115. Keyboard Skills I (1-0-3)
Corequisites:MUSC 209 and 211.
This course develops basic keyboard skills. The areas of study include scales, arpeggios, block and broken chords, chord progressions, harmonization, sight reading and elementary works composed for the piano. Required for all music majors. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 116. Keyboard Skills II (1-0-3)
Prerequisite: MUSC 115 with a grade of C- or higher.
Corequisites: MUSC 210 and 212.
This course develops basic keyboard skills. The areas of study include scales, arpeggios, block and broken chords, chord progressions, harmonization, sight reading, transposition and late elementary works composed for the piano. Required of all music majors. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 120. Saxophone Ensemble (1-0-3)
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 credit hours can be counted toward graduation.

MUSC 122. String Chamber Music (1-0-3)
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 credit hours can be counted toward graduation.

MUSC 123. Pep Band (1-0-6) or (0-0-6)
Prerequisite: MUSC 112 or consent of instructor.
The pep band welcomes each spring all band musicians who performed the previous fall in the Christopher Newport University Marching Captains. The band is a highly energetic and school-spirited ensemble that performs at most home basketball games and at select university events throughout the spring semester. The zero credit option is open only to non-music majors.

MUSC 124. Percussion Ensemble (1-0-3)
An auditioned ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the percussion ensemble repertoire. Students may register each semester, but no more than eight credit hours can be counted toward graduation.

MUSC 125. Elementary Improvisation Skills (1-0-3)
This course develops basic improvisation skills. The areas of study include theory, style, composition, scale patterns, and harmonic progressions and experimentation with various sound sources, manipulating common elements in non-traditional ways.

MUSC 127. Ensemble Accompanying (1-0-3)
Individual assignments will involve participation in one or more of the major ensembles in addition to the possibility of accompanying applied vocal or instrumental lessons. The course is designed to help develop the skills necessary to be an effective and supportive collaborative keyboardist. Placement in an appropriate ensemble is meant to challenge and allow the student to gain knowledge of new repertoire and composers, as well as learning how to listen, respond, watch, rehearse and perform as a collaborative keyboardist. Students may register each semester, but not more than eight credit hours can be counted toward the major. This course is a requirement for students pursuing the B.M. degree in piano performance, but is open to any student whose primary instrument is piano.

MUSC 128. World Music Ensemble (1-0-3)
The world music ensemble is a non-auditioned, multi-cultural music ensemble that explores instrumental, vocal and dance practices utilizing culturally responsive pedagogy. The music includes a variety of musical styles and genres, although the primary emphasis is on the standard repertoire, performance practices, culture and society of the country or countries being explored. All interested students are welcome to participate, and no previous experience or training in music or dance is required. Students may register each semester, but no more than eight credit hours can be counted toward graduation.

MUSC 135. Music Fundamentals (1-1-0)
Prerequisite: Music major, music theatre major, or consent of instructor.
This course examines the fundamental principles of music notation. Topics include the study of notes, treble and bass clefs, accidentals, enharmonicism, half-and whole-steps, the piano keyboard, dynamics, articulations, tempi, stylistic features, music history periodization, note values, select simple and compound meter time signatures and rhythms and an introduction to sight singing and dictation.

MUSC 136. Elements of Music for Music Theater Majors (3-3-0)
Prerequisites: MUSC 135, music theater major.
This course examines the underlying principles of tonal music. Specifically designed for the musical theater major, this course focuses on musical theater and popular music repertoire whenever possible. Topics include pitch notation and the grand staff, an introduction to the piano keyboard, rhythms, and time signatures in simple and compound meters,

major and minor scales and key signatures, intervals, triads, inversions, seventh chords, melody harmonization and cadences. This course culminates in a composition project focusing on popular music genres, such as folk and blues songs.

MUSC 137. Introduction to Music Education (1-0-3)
Prerequisite: Pre-certification major.
This course introduces students to the comprehensive musicianship skills necessary to build a successful music education program including creating, responding, performing and connecting concepts within the discipline. It provides an overview of the multifaceted nature of K-12 music teaching and learning and serves as a foundation for the construction of students' own beliefs and practices as a music teacher. Guided field observations in a variety of settings are part of the course in order to prepare students for observations in more advanced music education coursework.

MUSC 138. Elementary Keyboard Skills for Music Theater Majors (1-0-3)
Prerequisite: Music theater major.
The objective of this course is to develop each student's music and technical skills at the piano through the study and performance of early level standard repertoire, sight-reading, transposition, score reduction and chord symbols. The student will learn standard fingering of scales and arpeggios, bass and treble clefs, hand and body posture, and use of pedals as well as a variety of keyboard skills specific to music theater accompanying.

MUSC 139. Advanced Keyboard Skills for Music Theater Majors (1-0-3)
Prerequisites: MUSC 138, music theater major.
The objective of this course is to further develop necessary keyboard skills for music theater majors through more advanced concepts. This course builds upon the Elementary Keyboard Skills for Musical Theater Majors class and adds additional skills such as "comping," advanced score and chord symbol reduction, and melodic and harmonic transposition.

MUSC 143. Aural Skills I for Musical Theater Majors (1-0-3)
Prerequisite: Theater/Dance major.
This course includes the study of sight-counting, sight-singing and dictation. Rhythmic topics include the study of non-divided beat values in a variety of simple and compound meters. Pitch topics include conjunct and disjunct major- and minor-mode melodies. A variety of dictation topics and ensemble performances. Musical theater and popular music repertoire are focused upon whenever possible.

MUSC 144. Aural Skills II for Musical Theater Majors (1-0-3)
Prerequisite: Theater/Dance major.
This course includes the study of sight-counting, sight-singing and dictation. Rhythmic topics include the study of non-divided beat values in a variety of simple and compound meters. Pitch topics include conjunct and disjunct major- and minor-mode melodies. A variety of dictation topics and ensemble performances. No harmonic dictation or clef-reading exercises will be undertaken in this class. Music theater and popular music repertoire are focused upon whenever possible.

MUSC 195. Special Topics (3-3-0)
Prerequisite: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MUSC 200. Music Technology (1-3-0)
Prerequisite: Music major, music theater major or consent of instructor.
This course explores publishing, music notation, digital recording and video techniques. Finale music notation software is used for notation and MIDI playback, and GarageBand software is used for sound recording and MIDI sequencing. Creating and editing musical scores for printing and publication are a major focus of the course.

MUSC 205. Film Music (3-3-0) AICE
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 209. Aural Skills I (1-0-3)
Corequisites: MUSC 115 and 211.
This course includes the study of sight-counting, sight-singing, improvisation and dictation. Rhythmic topics include the study of non-divided beat values in a variety of simple and compound meters. Pitch topics include conjunct and disjunct major- and minor-mode melodies. Rhythmic and pitch improvisation is also undertaken, along with a variety of dictation topics and ensemble performances. The course includes discussions on the pedagogy of beginning dictation and sight singing skills. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 210. Aural Skills II (1-0-3)
Prerequisite: MUSC 209 with a grade of C- or higher.
Corequisites: MUSC 116 and 212.
This course includes the study of sight-counting, sight-singing, improvisation and dictation. Rhythmic topics in this class include the study of divided beat values in simple and compound meters, as well as syncopation, triplets and duplets. Pitch topics include the study of alto and tenor clefs, and major- and minor-mode melodies that focus on more advanced diatonic leaps. Rhythmic and pitch improvisation is also undertaken, along with a variety of dictation topics and ensemble performances.

The course also includes discussions on the pedagogy of more advanced dictation and sight-singing skills. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 211. Music Theory I (3-3-0)
Prerequisite: Music major.
Corequisites: MUSC 209 and 115.
This course examines the underlying principles of tonal music. Topics include the basics of music notation, clefs, simple and compound meters, major and minor scales and keys signatures, modes, intervals, triads, inversions, seventh chords and an introduction to species counterpoint. The course also includes discussions of the pedagogy of music fundamentals and contrapuntal topics. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 212. Music Theory II (3-3-0)
Prerequisite: MUSC 211 with a grade of C- or higher.
Corequisites: MUSC 116 and 210
MUSC 212 includes the study of chord function and voice-leading practices in tonal music. Students develop skills for part-writing, figured bass and analysis as well as an understanding of tonal phrase models. This course includes discussions of the pedagogy of diatonic part-writing and phrases. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 214. Jazz History and Literature (3-3-0) AICE
This course studies the inception and evolution of jazz through various stylistic periods of the twentieth century, recognizes great jazz artists and their contributions to the idiom, investigates the vital role of African-American culture present in the music, through detailed knowledge of jazz in recorded form.

MUSC 215. Keyboard Skills III (1-0-3)
Prerequisite: MUSC 116 with a grade of C- or higher.
Corequisites: MUSC 309 and 311.
This course builds upon the previous content of MUSC 115 and 116 to develop each student's musical, functional and technical skills at the piano. The student will perform intermediate-level repertoire, sight-read music in a variety of textures, utilize chromatic harmony in melodic harmonization and chord progression, play 2-part scores (choral and instrumental) and transpose simple pieces for piano at sight. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 216. Advanced Keyboard Skills IV (1-0-3)
Prerequisite: MUSC 215 with a grade of C- or higher.
Corequisites: MUSC 310 and 312.
This course cultivates more advanced keyboard skills through the study and performance of early advanced repertoire, sight-reading, transposition, harmonization, chord progression, figured bass, advanced chords and comping. The student will also develop basic collaborative skills through the study of 3- and 4-part scores, vocal accompanying and ensemble performance. The student will work towards passing the Piano Proficiency Exam. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 220. Brass Instrument Techniques (1-3-0)
Instruction, literature and teaching methods for trumpet, horn, trombone, euphonium and tuba. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 230. Woodwind Instrument Techniques (1-3-0)
Instruction, literature and teaching methods for flute, oboe, bassoon, clarinet and saxophone. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools.

MUSC 235. Music in the Digital Age (3-3-0) AICE
This course provides students with foundational knowledge about the concepts and categories that scholars use to understand digitally mediated music. We will explore several musical cultures and trends that have emerged online over the past twenty years, and the methods used to study these phenomena. Students will conduct their own research on digital music through quantitative, observational and reflective experiences. Through engagement with readings, special guests, and documentaries, students will gain the facility to think and write clearly about mediated music and its role in our digital world, as well as reflect on digital music's role in their daily lives.

MUSC 240. Percussion Techniques (1-3-0)
Instruction, literature and teaching methods for timpani, snare drum, xylophone, bass drum, cymbals, Latin and jazz drums and auxiliary instruments. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools.

MUSC 250. String Instrument Techniques (1-3-0)
Instruction, literature and teaching methods for violin, viola, violoncello, double bass and guitar. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 260. Voice Techniques (1-2-0)
Principles of voice production and pedagogy. Topics include breathing, posture, registration, voice classification (adolescent through adult), principles of resonance, the physiology of singing, selecting vocalises and warm-up techniques, vowel purity and articulation. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools.

MUSC 261. Opera Workshop (1-0-4)
Prerequisite: Voice major and consent of instructor.
A course requiring participation in opera scenes and performance in the community recital program, including performing the prepared scenes in area schools. All roles are assigned to accommodate the specific abilities of each student. In addition, basic stage movement, audition techniques, and performance preparation are addressed. A service learning component, including a performance journal documenting your experiences in civic responsibility, is required. Please note that performances will take place off campus and outside of course hours.

MUSC 262. Opera Throughout History (3-3-0) AIWT
Prerequisite: ENGL 123.
This course is a survey of opera from its beginnings in the late sixteenth century to opera films and streaming in the twentieth century. We will examine this multimedia form in a wide variety of cultural, historical and political contexts. To experience opera firsthand, the class will attend an opera performance of the Virginia Opera, and they will also watch a number of operas on DVD and through live in HD streams from the Metropolitan Opera in New York. Most importantly, this course aims to de-mystify this "elite" art form and relate it to recent developments in technology, multimedia and spectacle.

MUSC 265. Foreign Language Diction I (1-3-0)
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.

MUSC 266. Foreign Language Diction II (1-3-0)
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.

MUSC 275. American Popular Music (3-3-0) AICE
This course studies the evolution of American Popular Music through various stylistic periods and genres of the twentieth century, recognizes great musicians and their contributions, investigates the vital role of African-American culture present in the music, samples the musical constructs (lyrics, music theory, form) while understanding rudimentary analysis of recorded works. Genres to be surveyed include: Tin Pan Alley, early Musical Theater, Blues Traditions, Jazz, Swing Bands, Folk, Country, Bluegrass, Rock, Soul, Motown, Hip-Hop, Electronica and the confluence of these genres in today's popular music.

MUSC 295. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

MUSC 303-304-305. History of Western Music (3-3-0)
Prerequisite for 303: MUSC 212 with a minimum grade of C-.
Prerequisite for 304: MUSC 212 with a minimum grade of C-.
Prerequisite for 305: MUSC 212 with a minimum grade of C-.
Fall, 303 and 305; Spring, 304.
A three-semester sequence that surveys musical styles, literature and thought in Western music from the ancient world to the present day. The courses include extensive reading, library work and listening. Required for all music majors.

MUSC 306. Global Transformations: "World Music" and the "World" (3-3-0) AIGM
Prerequisite: ENGL 223 with a grade of C- or higher.
In this course we will examine the ways in which various world music practices and genres exemplify the main issues related to the process of globalization. While often regarded as "pure" entertainment, music provides powerful modes of interaction within and across cultures. Music also often serves as a metaphor and can be a first indicator of social and political transformations. Some of the questions we will address are: What is globalization and how is it expressed in world music? How does music influence various aspects of globalization? In what ways are musical practices heralding social and political shifts in today's world?

MUSC 309. Aural Skills III (1-0-3)
Prerequisite: MUSC 210 with a grade of C- or higher.
Corequisites: MUSC 215 and 311.
This course includes the study of sight-counting, sight-singing, improvisation and dictation. Rhythmic topics in this class include the continued study of divided beat values in simple and compound meters, syncopation and tuplets. Pitch topics include the continued study of alto and tenor clefs, major- and minor-mode melodies that include advanced leaps and chromaticism and closely-related modulations. Rhythmic and pitch improvisation is also undertaken, along with a variety of dictation topics and ensemble performances. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 310. Aural Skills IV (1-0-3)
Prerequisite: MUSC 309 with a grade of C- or higher.
Corequisites: MUSC 216 and 312.
This course includes the study of sight-counting, sight-singing, improvisation and dictation. Rhythmic topics in this class include the study of changing meters, asymmetric meters, hemiola, further subdivisions of the beat, notation in slow tempi and additional 20th- and 21st-century rhythmic techniques. Pitch topics include the continued study of alto and tenor clefs, advanced chromaticism and chromatic leaps, remote modulations and additional 20th and 21st century pitch techniques. Rhythmic and pitch improvisation is also

undertaken, along with a variety of dictation topics and ensemble performances. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 311. Music Theory III (3-3-0)
Prerequisite: MUSC 212 with a grade of C- or higher.
Corequisite: MUSC 309 and 215.
Chromatic Harmony and Form includes the study of secondary chords, closely-related modulations, form, modal mixture and chromatic predominants. Through part-writing and analysis, students learn to recognize and utilize these common chromatic harmonies and modulations. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 312. Music Theory IV (3-3-0)
Prerequisite: MUSC 311 with a grade of C- or higher.
Corequisites: MUSC 216 and 310.
MUSC 312 introduced advanced chromatic harmonies, chromatic modulations, and large forms. Principles of post-tonal theory are explored through the analysis of music from the 20th and 21st centuries. A final grade of *C-* or higher is required for music majors to pass the course.

MUSC 314. Principles of Choral Conducting (3-3-0)
Prerequisites: MUSC 310 and 312 or consent of instructor.
This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis, score preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport and more. Students conduct live choral ensembles both in the classroom and in the rehearsal hall and are required to complete a total of six hours of observation in the public schools.

MUSC 315. Aesthetics and Techniques of Music Technology (3-3-0) AICE
Prerequisite: ENGL 223.
The course focuses on specific creative software programs and hardware, providing a broad understanding of the ever-evolving field of music technology. Applied study in the basic theory and hands-on operation of the "Digital Audio Workstation" allows students to conceive, create and produce musical works using digital audio, the Musical Instrument Digital Interface (MIDI), and computer software. An emphasis is placed on creative experience creating sound art with digital technologies and theoretical topics including acoustics, sound synthesis, signal processing and digitization.

MUSC 316. Principles of Instrumental Conducting (3-3-0)
Prerequisites: MUSC 310 and 312 or consent of instructor.
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.

MUSC 330. Collaborative Piano and Accompanying Skills (1-2-1)
Prerequisites: APP PIAN 232 or 234 with a grade or C- or higher; junior pre-certification choral major; junior piano performance major; or consent of instructor.
This course consists of theoretical and auditory study and practical application of collaborative concepts. As part of this course, you will be expected to participate in a major ensemble or studio in the role of a collaborative pianist. This class meets twice a week for one hour; one class will be spent on study and discussion while the following class will be spent on performance, coaching and application. The third lab hour will be spent in an ensemble, studio or setting outside of the class. This course is not meant to introduce students to large swaths of repertoire, but to convey the relevant knowledge and skills of a collaborative pianist and have students actively develop those skills.

MUSC 337. WI: Music in the Elementary Schools (3-3-0)
Prerequisites: ENGL 223, MUSC 137, MUSC 310 and MUSC 312 all with a grade of C- or higher.
This course is designed to prepare pre-certification majors to teach general music in the elementary music classroom. It requires the student to imagine, engage, play and reflect upon musical experiences of children. You will also be asked to convey, design and engage others in musical experiences that could be used in an elementary music classroom. We will survey and experience a wide scope of developmental theories and music methods and you will be asked to apply these concepts in your own teaching.

MUSC 390. WI: Cuban Popular Music (3-3-0) AIGM
Prerequisite: ENGL 223.
This interdisciplinary course will introduce students to the formation and impact of popular Cuban musical styles amid a complex history of immigration, slavery and cultural heritage, alongside the many genres of Cuban music that grew out of this particular amalgam of historical and social conditions. Students will become acquainted with different musical styles and traditions and will develop a clear understanding of the interlocked role that beat, syncopation, and melodic counterpoint perform in the construction and performance of Cuban popular music. Class work includes a variety of readings, videos, live recordings and analysis of selected musical scores.

MUSC 391. String Literature and Pedagogy (3-3-0)
Prerequisites: 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, double bass and guitar. Teaching materials, including exercises, etudes and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete

a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 394. Keyboard Literature and Pedagogy (3-3-0)
Prerequisites: Junior standing and APP KEYBOARD 232 or 234.
Spring, as needed.
Discussed are the literature and history of keyboard instruments in addition to teaching materials for both private and class instruction. Memorization and sight reading are also addressed. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in studios.

MUSC 395. Special Topics (3-3-0)
Prerequisites: As announced.
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)
Prerequisites: Junior standing and APP WOODWINDS 232 or 234.
Fall, as needed.
A survey of solo and chamber music literature and the historical development of the flute, oboe, bassoon, clarinet and saxophone families. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 397. Brass Literature and Pedagogy (3-3-0)
Prerequisites: Junior standing and APP BRASS 232 or 234.
Spring, as needed.
A survey of solo and chamber music literature and the historical development of the trumpet, horn, trombone, euphonium and tuba. Teaching materials, including exercises, etudes and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 398. Percussion Literature and Pedagogy (3-3-0)
Prerequisites: Junior standing and APP PERC 232 or 234.
Spring, as needed.
A survey of solo and chamber music literature. Also studies the origin, development and influences of indigenous instruments and their uses in contemporary music. Teaching materials, including exercises, etudes and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at Christopher Newport.

MUSC 401. WI: Seminar in Music Bibliography (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, MUSC 305 and 312 and junior standing.
Spring, as needed.
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.

MUSC 411. Post-Tonal Theory (3-3-0)
Prerequisite: MUSC 312 with a minimum grade of C-.
Spring, as needed.
Post-Tonal Theory explores the compositional techniques arising with the decline of tonality's preeminence in the early 1900s. By engaging important musical literature from the 20th and 21st century, flexible analytic tools are used to facilitate a contextual interpretation of works. At the end of the semester, students marshal an array of theoretical concepts and compositional techniques to produce a composition of their own. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 413. Counterpoint (3-3-0)
Prerequisites: MUSC 310 and MUSC 312 both with a grade of C- or higher.
Spring, as needed.
In counterpoint, students first review 16th-century species counterpoint through analysis and composition assignments. Students then study 18th-century counterpoint through fugal compositional and analysis assignments.

MUSC 415. Orchestration (1-1-0)
Prerequisite: MUSC 200, 310 and 312 all with a grade of C- or higher.
In orchestration, students study the basic concepts of arranging music for various ensembles of instruments. After a general survey of the instruments of the orchestra covering ranges, clefs, timbre, special effects and terminology techniques of orchestration are studied through written projects and analyses of scores.

MUSC 416. Jazz Composition and Arranging (3-3-0)
Prerequisites: MUSC 200, 310 and 312 or consent of instructor.
Spring, as needed.
An extensive study of techniques used in composing and arranging for various sized jazz ensembles. Writing skills will be developed through listening, transcription, composition analysis and score study.

MUSC 417. Studio Production (3-2-1)
Prerequisites: MUSC 200, MUSC 315 or consent of instructor. A grade of C- or higher is required for all music majors.
This course examines the constantly changing and creative roles of production in recorded music over the last 50 years. Topics and themes for this course will include the analysis of key recordings, theoretical and practical understanding of recording and production technologies, the development in music production, highly developed listening skills and creative projects where hands on experience gives students professional recording experience. This class will also focus on recording outside of the studio in different live sound and small venue situations. Theoretical topics also include acoustics, psychoacoustics, deep listening and basic signal processing.

MUSC 420. Choral Literature (3-3-0)
Prerequisites: MUSC 310, 312 and 314 or 316; keyboard performance major or consent of instructor.
A survey course which requires historical and structural analysis of major choral literature from the Renaissance to the present. Special emphasis is placed on major works, composers, compositional styles, analysis, programming,and error detection. Students read and discuss a variety of material to develop the knowledge and pedagogical skills necessary to become effective teachers, scholars and musicians.

MUSC 430. Wind Literature (3-3-0)
Prerequisites: MUSC 310, 312, and 314 or 316, senior instrumental performance or keyboard performance major or consent or instructor.
A comprehensive study of wind groups focusing on instrumentation and literature from the earliest beginnings to the present. Special emphasis is placed on major works, composers, stylistic changes, programming, and error detection. Students read and discuss a variety of material to develop the knowledge and pedagogical skills necessary to become effective teachers, scholars, and musicians.

MUSC 440. Orchestral Literature (3-3-0)
Prerequisites: MUSC 310, 312 and 314 or 316; or consent of instructor.
A comprehensive study of orchestral groups focusing on instrumentation and literature from the earliest beginnings to the present. Special emphasis is placed on major works, composers, stylistic changes, programming and error detection. Students read and discuss a variety of material to develop the knowledge and pedagogical skills necessary to become effective teachers, scholars and musicians.

MUSC 450. Vocal Literature (3-3-0)
Spring, rotational.
A survey of the development of Western art music song with special emphasis placed on composers, poets and compositions since the seventeenth century.

MUSC 490. WI: Research Seminar (3-3-0)
Prerequisites: ENGL 223 and MUSC 303-304-305 all with a minimum grade of C-.
Spring, as needed.
A proseminar that facilitates the scholarly preparation, writing and annotation of research findings through accurate and disciplined use of conventional style sheets. Students conduct research, examine and report on materials in the library, and undertake a selected writing project. Students question each other's findings, methods, and procedures orally. Partially satisfies the Writing Intensive requirement.

MUSC 491. Practicum in Music (1-0-1)
Prerequisites: Senior standing or consent of instructor; cumulative GPA of 3.0 or higher; endorsement of two Christopher Newport music faculty and the department chair.
This course is a closely monitored, one-semester internship with a prominent organization in the student's specific field of study. Students must successfully complete a minimum of twenty hours of on-site training for which they receive an evaluation by their training supervisor in the organization. The student must also present a project journal to the training supervisor and the faculty supervisor.

MUSC 492. Music Capstone Project (3-0-3)
Prerequisite: Senior standing or consent of instructor.
The format of the project can be a research paper, a multimedia project or a lecture-recital. The major theme must include exploring pervasive cross-cultural and/or interdisciplinary influences in music. Required will be an analysis of the information from multiple sources to understand a proposed topic; a synthesis of information from multiple music disciplines (theory, history, performance, technology, etc.) to address the issue; a skillful presentation and defense of value judgments on the chosen topic; a demonstration of effective qualitative research methods; and the understanding of the importance of professional presentation of material and self-presentation. The selected capstone project requires approval by the supervising faculty member and the department chair before it is allowed to commence.

MUSC 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
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)
Prerequisites: Junior standing and APP VOICE 232 or 234. Fall, rotational.
Techniques and methods used in voice building and coaching of song literature. Topics include voice classification, quality, diction, registration, breath management, psychology and physiology. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation

in the public schools and at Christopher Newport.

MUSC 499. Independent Study or Thesis (Credits vary 1-3)
Prerequisites: Junior or senior standing; consent of instructor and department chair.
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 department chair.

The Curriculum in Applied Music

APP MUSC 014. Applied Music Master Class (0-0-1)
Prerequisites: Music major, consent of instructor and Director of Music.
Corequisite: APP MUSC 131 or higher.
All students who are enrolled in MUSC 014 must be a music major and enrolled concurrently in APP MUSC 131 or higher. Students are required to attend this weekly, 50-minute masterclass in which they perform, present and receive constructive criticism from faculty and their colleagues, and learn how to practice, to interact with collaborative artists and to perform using professional stage etiquette. A grade of "P" (passing) is required for eight enrollments.

APP MUSC 130. Applied Music: piano, organ, strings, harpsichord, woodwinds, brass, percussion, voice, composition, jazz improvisation, and conducting. (1-0-0.5) or (2-0-1)
Prerequisites: Consent of instructor and Director of Music.
For one credit hour, students receive one 25-minute lesson per week and are required to attend and to participate in the weekly masterclass. For two credit hours, students receive one 50-minute lesson per week and are required to attend and to participate in the weekly masterclass. APP MUSC 130 is intended for music majors pursuing a minor area of performance. The repertoire for all lessons is determined by the instructor according to the level and ability of the student. Students may repeat APP MUSC 130 up to eight times for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 131, 132, 231, 232, 331, 332, and 431. Applied Music: piano, organ, strings, woodwinds, brass, percussion, composition, and voice (1-0-0.5)
Prerequisites: Music major, consent of instructor and Director of Music.
Corequisite: MUSC 014.
Students receive one 25-minute lesson per week. Auditions are required for new students. The repertoire is determined by the instructor according to the level and ability of the student. A 15-minute hearing is required at the completion of APP MUSC 232 to determine whether or not the student may advance to APP MUSC 331. None of the credit hours can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 133, 134, 233, 234, 333, 433. Applied Music: piano, organ, strings, woodwinds, brass, percussion, voice, jazz improvisation and conducting (2-0-1)
Prerequisites: Music performance or consent of instructor and Director of Music.
Corequisite: MUSC 014.
Students receive one 50-minute lesson per week and are required to attend and to participate in the weekly masterclass. 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 credit hours can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 334. Applied Music: Junior Recital (2-0-1)
Prerequisites: Music performance major; consent of instructor and Director of Music; junior standing.
Corequisite: MUSC 014.
Students receive one 50-minute lesson per week and are required to attend and to participate in the weekly masterclass. 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 credit hours can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 432. Applied Music: Senior Recital (1-0-0.5)
Prerequisites: Music major, consent of instructor and Director of Music; senior standing.
Corequisite: MUSC 014.
Students receive one 25-minute lesson per week and are required to attend and to participate in the weekly masterclass. A 30-minute senior recital is required during the semester of APP MUSC 432. The recital must include one work for chamber ensemble. None of the credit hours can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 434. Applied Music: Senior Recital (2-0-1)
Prerequisites: Music performance major; consent of instructor and Director of Music; senior standing.
Corequisite: MUSC 014.
Students receive one 50-minute lesson per week and are required to attend and to participate in the weekly masterclass. 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 credit hours can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

Theater and Dance

Theater and Dance Mission Statement

- To **OFFER** our students the means to become a liberally educated person of the theater;
- To **PROVIDE** an intellectually and artistically stimulating environment in which to study the art of theater within a liberal arts context;
- To **PRACTICE** the art of theater by actively engaging in a search for vital connections between theater's role in the past and present, and its future purpose in the world;
- To **PREPARE** our students for success at the finest graduate schools and the world of professional theater;
- To **BROADEN** our students' understanding of society and culture by exploring personal expression through a variety of theatrical disciplines;
- To **ENRICH** our students awareness and appreciation for the art of theater as central to the liberal arts;
- To **SERVE** as a major artistic and cultural resource for Christopher Newport University and the greater Hampton Roads community.

For more than twenty-five centuries the art of theater has illuminated human feeling and behavior. A self-rewarding humanist discipline, the study of theater stimulates self-knowledge, intensifies social awareness, encourages interdisciplinary collaboration and holds a vital place in liberal arts education. Theater and Dance offers a Bachelor of Arts degree in fine and performing arts with a major in theater, a minor in theater and a minor in dance.

A theater education at Christopher Newport University 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 and theater history. A rigorous yet flexible curriculum balances classroom study with practical production application. Our production season includes four ambitious mainstage offerings, a dance concert, one-act and science play festivals and additional second stage productions.Theater and Dance, which produces under the banner TheaterCNU, *practices professionalism.* Through small classes, attentive advising and active collaboration, the faculty of professional theater artists, scholars and practitioners mentor the artistic development and academic progress of each student. The department prepares its graduates for a variety of professional opportunities, graduate study and careers in theater education.

Theater and Dance is housed in Christopher Newport University's 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 and classrooms.

Christopher Newport University is accredited by the National Association of Schools of Theatre (NAST). The program requires incentive and commitment—in the classroom, the rehearsal hall, backstage and in performance. The program expects all students to embrace appropriate discipline and professional conduct. These expectations, policies and practices are clearly articulated in the *TheaterCNU Handbook*. The *Handbook* is updated each year and is used in conjunction with this catalog when framing a student's course of study in theater.

The department 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 such as design, directing, acting and dance. The department also offers students the opportunity to retake 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, 200L, 250L, 336, 351, 354, 356, 370, 380, 381, 430, 438, 452, 456, 491, 498; DANC 204, 304, 330, 381, 430.

Students wishing to retake any of these classes should consult their academic advisor prior to registration.

Bachelor of Arts Degree in Fine and Performing Arts Theater major

In addition to successfully completing the liberal learning curriculum requirements, the theater major requires the following:

1. Degree-seeking students pursuing the major in theater must achieve a minimum grade point average of 2.50, with no grades below *C-* in all required courses for the major. Please be advised that these standards exceed University minimums.
2. Degree-seeking students in theater must choose a concentration, before the fall semester of the junior year. Six concentrations are offered, each with additional course requirements, in the following disciplines:
    - Acting
    - Arts Administration
    - Design/Technical Theater
    - Directing/Dramatic Literature
    - Music-Theater/Dance
    - Theater Studies
3. Students who wish to graduate with two or more concentrations must complete a senior thesis for each concentration.

Acting Concentration

Students entering the acting concentration undergo the challenging rigors of actor training and rehearsal to expand and extend their own expressive capabilities through performance. Opportunities to perform include mainstage plays and musicals, one-act festivals in the Studio Theater, student-directed scenes and one acts and occasional roles at regional commercial venues. Grading policy in studio courses emphasizes focused participation and meaningful progress in conjunction with inherent talent and acquired skill. Production and class critiques provide an open forum to provide feedback and acknowledge strengths and discoveries.

In addition to satisfying the liberal learning curriculum the acting concentration requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - Three semesters of THEA 250L;
2. THEA 332, 333, 334, 430^;
3. Select two: THEA 258, 336, 338, 431 or 432;
4. Twelve additional credit hours of approved THEA or DANC electives;
5. Performance participation in at least three approved public performances;
6. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Arts Administration Concentration

The arts administration concentration is an interdisciplinary course of study that provides students with learning experiences in multiple fields within a liberal arts context. This diverse course of study seeks to instill the student-artist with the business savvy necessary to succeed in our highly competitive marketplace, and to free the business student to think and work more creatively. The arts administration concentration prepares students for graduate study or a career in arts leadership.

In addition to satisfying the liberal learning curriculum the arts administration concentration recommends a minor in business. The concentration requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - One semester of THEA 250L*;
   - Two semesters of THEA 200L*;
2. THEA 200, 451, 492, ACCT 201, BUSN 302, ENGL 353W, 454W, LDSP 240;
3. Select one: BUSN 340, COMM 322, CPSC 216, POLS 371W;
4. Successful completion of the Theater Graduation Examination.

* Two semesters of THEA 200L replaces two semesters of THEA 250L in the Theater Core.

Design/Technical Theater Concentration

The theatrical design arts – scenography, costume design, lighting, sound and make-up – define setting, mood and style, giving sensory life to the spectacle of drama. The design/technical theater concentration equips students to approach plays with both imagination and technical expertise – from research and conceptualization to drafting and execution. The technical theater component offers hands-on training and experience in the backstage operations of theater production and in the craft of stage management.

In addition to satisfying the liberal learning curriculum the design/technical theater concentration requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - Three semesters of THEA 250L;
2. THEA 151, 351, 354^, 356^, 452^;
3. Fifteen additional credit hours of approved THEA or DANC electives;
4. Design and/or technical assignments in at least three approved public performances;
5. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Directing/Dramatic Literature Concentration

Emphasizing critical inquiry, scholarship, script analysis and practical studio application, students work to develop mastery in the close reading and imaginative realization of plays. Augmented with courses in English, the directing/dramatic literature concentration approaches texts and trends in a variety of contexts, with persuasive relationships to the world outside the theater. This concentration prepares students to undertake graduate study or professional training in directing, literature and criticism, playwriting or dramaturgy.

In addition to satisfying the liberal learning requirements the directing/dramatic literature concentration recommends ENGL 352 and 421. The concentration requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - Three semesters of THEA 250L;
2. ENGL 308W;
3. THEA 333, 336^, 451;
4. Select two: THEA 346, 365W, 368W, 463W;
5. Twelve additional credit hours of approved THEA or DANC electives;
6. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Musical Theater Concentration

The musical theater 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 a dance minor and requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - Three semesters of THEA 250L;
2. MUSC 135, 136, 138, 139, 143, 144;
3. Eight credit hours of THEA 130;
4. Successful completion of THEA 130 Voice Jury in the first semester freshman year as adjudicated by the Theater faculty;
5. THEA 333, 346; DANC 330^, 430^;
6. Choose one: THEA 332, 334, 338, 430, 431;
7. Six additional credit hours of approved THEA, DANC or MUSC electives;
8. Performance participation in at least three approved public performances;
9. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Theater Studies Concentration

The theater studies concentration gives students a comprehensive experience, equally combining theoretical and practical courses. The curriculum is purposefully flexible allowing students to choose from the wide range of sub-disciplines in theater. While students pursue their individual theatrical interests they do so within the context of a broader understanding of theater, which opens the mind to larger questions of psychology, social identity and history. Students are encouraged to augment their studies with cognate disciplines such as music, art, English, history, philosophy, religion, mathematics or foreign languages. The theater studies concentration prepares students for graduate study in theater criticism, history, and scholarship.

In addition to the liberal learning curriculum the theater studies concentration requires the following:

1. Theater Core:
   - THEA 232, 250, 252, 310, 311, 498;
   - Three semesters of THEA 250L;
2. THEA 336;
3. Select one: THEA 354^, 356^ or 452^;
4. Select one: THEA 368W, 370, 463W or other upper level theater literature course;
5. Fifteen additional credit hours of approved THEA or DANC electives, of which there can be a maximum of six credit hours of performance classes, a maximum of six credit hours of design classes and a maximum of six credit hours of dance classes;
6. Successful completion of the Theater Graduation Examination.

^ Repeatable for credit

Theater Graduation Examination

Successful completion of the theater program requires each student to pass a practical examination prior to graduation. See *Theater Handbook* for detailed descriptions and specific requirements for each concentration.

Theater Literature

The theater reading list includes important dramatic literature that provides necessary background for the aspiring artist or educator.

- Core Reading List
  David Ball, *Backwards and Forwards*
  Sophocles, *Oedipus Rex*
  Euripides, *Medea*
  Hrosvitha, *Dulcitius*
  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*

Minor in Theater
(16 credit hours)

The theater minor requires successful completion of the following courses with no grades below *C-*. Please be advised that these standards exceed the University minimums. The minor program in theater requires the following:

1. THEA 232;
2. Select one: THEA 250 or 252;
3. Select one: THEA 200L or 250L;
4. THEA 310;
5. Three additional credit hours of THEA electives at the 200-level or higher;
6. Three additional credit hours of THEA electives at the 300-level or higher.

Minor in Dance
(16 credit hours)

The dance minor 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, theater, communication and others. Sixteen credit hours are required for completion of the dance minor with three credit hours of the theoretical component, twelve credit hours of the movement component and one credit hour of performance and/or production. Students must maintain a minimum grade point average of 2.50, with no grades below *C-* in all required courses in the minor. Please be advised that these standards exceed University minimums.The minor program in dance requires the following:

1. Select one sequence of two courses (6 credit hours): DANC 204^ and 304; DANC 206 and 306; DANC 260 and 360; or DANC 330 and 430;
2. Select two additional studio courses (6 credit hours): DANC 204^, 205, 206, 207, 304, 306, 330^, or 360;
3. Select one theoretical course (3 credit hours): DANCE 240, 260, or 340W;
5. Select one performance and/or production course (1 credit hour): DANC 381^.

^ Repeatable for credit

The Curriculum in Dance

DANC 195. Special Topics in Dance (3-3-0)
Topics vary, determined by the special interests and needs of the students and the expertise of faculty.

DANC 204. Ballet I (3-3-0) AICE
[Formerly THEA 144, equivalent]
In this course students will explore the basic vocabulary and techniques of the classical ballet. Through practical application students will learn the historical foundations and development of this dance form. In this physically rigorous course students will be in the studio and dancing each class. This course is repeatable once for a total of six credit hours. Proper attire and footwear required. May require attendance of productions outside of scheduled class times.

DANC 205. Classic Jazz Technique (3-3-0) AICE
[Formerly THEA 145, equivalent]
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. May require attendance of productions outside of scheduled class times.

DANC 206. Modern Dance I (3-3-0) AICE
In this course students explore dance within the umbrella term of modern dance. A practical and rigorous physical course, students will be introduced to a variety of approaches to modern and contemporary postmodern techniques for movement and creative decision making. Students will be in the studio and dancing each class in addition to engaging in readings and discussions providing historical, creative and anatomical support for approaches to modern dance techniques. Previous dance experience is helpful but not necessary. May require attendance of productions outside of scheduled class times.

DANC 207. Beginning Tap (3-3-0)
Alternate years.
This course introduces students to the basics of Broadway-style tap technique and style. The class will be comprised of investigating the history of Broadway tap, developing tap-specific physical warm-ups, learning and reviewing common tap steps and performing tap combinations and dances inspired by the Broadway tap repertoire. Students will be required to own their own appropriate tap shoes and dress in dance-appropriate attire. The class may require attendance at performances outside of scheduled class times.

DANC 240. Dance Composition (3-3-0)
[Formerly THEA 249, equivalent]
Prerequisites: DANC 204, 205 or 206 or consent of instructor. Alternate years.
The purpose of this bimodal 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. May require attendance of productions outside of scheduled class times.

DANC 260. African Dance in the Diaspora (3-3-0) AIGM
Alternate years.
This course is an introduction to the history, socio-political context and contemporary practice of sacred and secular dance traditions in the African Diaspora specifically in Brazil, Haiti, Cuba and the United States. We will trace the dominant roots and routes from West and West Central Africa contrasting the intra-African cultures present in these various Diaspora dance communities as well as the differences that resulted from diverse colonial histories. The course content will emerge through readings, dance sessions in the studio including singing, viewing films and videos, participative lectures and discussions, writing and other creative projects. No prior dance experience necessary. May require attendance of productions outside of scheduled class times.

DANC 295. Special Topics in Dance (3-3-0)
Topics vary, determined by the special interests and needs of the students and the expertise of faculty.

DANC 304. Ballet II (3-3-0)
[Formerly THEA 244, equivalent]
Prerequisite: THEA 144 or DANC 204 or consent of instructor.
This course builds upon the vocabulary and technique of classical ballet presented in Ballet I. The course will emphasize proper alignment and carriage of the body, complex technical exercises, and expanded repertoire. In this physically rigorous course, students will be in the studio and dancing each class. Proper attire and footwear are required. This course can be repeated twice for a total of nine credit hours. May require attendance of productions outside of scheduled class times.

DANC 306. Modern II (3-3-0)
Prerequisite: DANC 206 or consent of instructor.
This course builds upon the vocabulary and technique of contemporary postmodern dance presented in Modern I. A practical and rigorous physical course, students will develop their technique of modern and contemporary postmodern dance through exercises, expanding phrase work, choreography and improvisation. Students will be in the studio and dancing each class in addition to engaging in readings and discussions providing historical, creative and anatomical support for approaches to modern dance techniques. May require attendance of productions outside of scheduled class times.

DANC 330. Dance Styles for the Musical Theater (3-3-0)
[Formerly THEA 344, equivalent]
Suggested prerequisite: THEA 144 or DANC 204.
In this course students explore the basic dance vocabularies traditionally found in musical theater. A practical and rigorous physical course, students will be introduced to a variety of dance styles including but not limited to, jazz, tap and ballet. Students will be in the studio and dancing each class. Previous dance class helpful but not necessary. This course is repeatable twice for a total of nine credit hours. May require attendance of productions outside of scheduled class times.

DANC 340. WI: Dance History and Contemporary Perspectives (3-3-0)
[Formerly THEA 349, not equivalent]
Prerequisite: ENGL 223.
By exploring the works of the traditional and contemporary repertories, 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. May require attendance of productions outside of scheduled class times.

DANC 360. Afro-Caribbean Dance (3-3-0) AIGM
Prerequisite: ENGL 123.
This course acts as an introduction to Afro-Caribbean folkloric dance performance and its context. A physically rigorous course, students will dance every day. Through supplemental readings, discussions, writing assignments and creative projects, students will gain a deeper understanding of the African nations where the dances have their origins, the nature of the syncretized or creolized culture from which the dances arose, the ritual purpose the dances serve in their communities, and the history of their performance. Previous dance experience helpful but not necessary. May require attendance of productions outside of scheduled class times.

DANC 381. Production in Dance (Credits vary 0-1)
Prerequisite: Consent of instructor.
All Christopher Newport students may perform in mainstage productions (See *Theater Handbook* for audition details). All full-time students who are cast in the TheaterCNU's annual dance concert must enroll in DANC 381. Students who accompany the dance concert in an area of theatrical production or as choreographers may also enroll in DANC 381. (Number of credit hours, 0 or 1, to be determined by the program director in consultation with the student and the department chair.) This course is repeatable for a maximum of three credit hours.

DANC 395. Special Topics in Dance (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of the students and the expertise of faculty.

DANC 430. Advanced Dance Styles/Musical Theater (3-3-0)
[Formerly THEA 444, equivalent]
Prerequisite: THEA 344 or DANC 330 or consent of instructor.
For students advancing on the musical theater/dance concentration, this rigorous dance class will focus on the variety of jazz dance styles typical of the American musical theater. Through choreographed exercises and projects, students experience how theatrical dances enhance story, character, mood and period. This course is repeatable twice for a total of nine credit hours. May require attendance of productions outside of scheduled class times.

DANC 495. Special Topics in Dance (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of the students and the expertise of faculty.

DANC 499. Independent Study in Dance (3-3-0)
Prerequisite: As announced, consent of instructor.
Topics vary, determined by the special interests and needs of the students and the expertise of faculty.

The Curriculum in Theater Arts

Design: THEA 150, 254, 257, 258, 351, 353, 354, 355, 356, 359, 452, 456.
Literature: THEA 361W, 365W, 368, 370.
Performance: THEA 130, 232, 233, 332, 334, 338, 430, 431, 432, 438.

THEA 130. Private Voice (Credits vary 1-2)
Prerequisites: Theater major; consent of instructor and department chair.
For one credit hour students receive one 25-minute lesson per week. For two credit hours students receive one 50-minute lesson per week. THEA 130 is for students pursuing the music-theater/dance concentration. The repertoire for all lessons is determined by the instructor according to the level and ability of the student. A fifteen-minute hearing is required at the completion of the class to determine whether the student may continue private voice. This course requires attendance at a weekly 50-minute master class known as Vocal Repertory. These individualized lessons may be repeated for a maximum of eight credit hours. An applied fee is charged each semester.

THEA 151. The Designer's Imagination (3-3-0) AICE
This course provides an introduction to design for the stage and the designer's process. The course exposes students to the designed world and its applications for the stage. Through the study of space, form, color and light, students learn the underlying processes of communication through design, and how design shapes the human experience. Students explore the connections between text and design and how the principles of design are used as the foundation of storytelling and narrative. Lab fees apply each term.

THEA 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THEA 200. Principles of Arts Administration (3-3-0)
Alternate years.
This course provides an overview of topics encountered in the administration of nonprofit 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 Practicum (1-0-1)
Restricted to theater majors or minors.
Laboratory experience to supplement THEA 200 and to provide students with practical understanding, appreciation and hands-on training in arts administration. This hands-on experience also gives students the opportunity to assume a variety of essential responsibilities directly tied to theatrical promotion. This course is repeatable seven times for a maximum of eight credit hours.

THEA 210. The Dramatic Impulse (3-3-0) AICE
Restricted to non-theater majors.
In its long evolution the drama has provided a stage for religious celebration, civic debate, social propaganda, moral persuasion and artistic storytelling in a rich range of styles. Through close reading of representative plays students will develop and practice skills in critical reading, thinking and writing. THEA 210 focuses on the study of dramatic texts in the context of performance and examines the history of western theater. This course may require attendance of TheaterCNU productions.

THEA 232. Acting I (3-3-0) AICE
[Formerly THEA 230, equivalent]
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. The course emphasizes participation and progress in conjunction with performance expectations. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 250. Scene Design and Technology (3-3-0) AICE
Recommended pre or corequisite: THEA 250L.
The student will study important visionary theater designers, artists and theorists and how their visions made and make a significant impression on the art of theater and performance. Through practical experience, connections are made between written and drawn artistic concepts and realized images. Students learn to interpret the artistic expectations of the designer as they engineer scenery. Fundamentals of scenery construction, stage lighting and production techniques in the contemporary theater are practiced. By the completion of this class, the student has participated in production assignments and has also completed several significant personal projects including participation in the design process which is central to the art of theater. Class includes a competency checklist. Lab fees apply each term.

THEA 250L. Backstage Practicum (1-0-3)
Pre or corequisite: THEA 250 or 252.
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 department's Technical Director in consultation with the Director of Theater. This course is repeatable seven times for a maximum of eight credit hours.

THEA 252. Costume Design and Technology (3-2-3)
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 and construction studio. By the completion of this class, the student has participated in production assignments and has also completed several significant personal projects including participation in the creative processes of costume design which is central to the art of theater. Lab fees apply each term.

THEA 254. Rendering for the Theater (3-3-0)
Prerequisite: THEA 150 or FNAR 118.
A studio class where students learn about color mixing, watercolor, colored pencil, pen and ink and various other artist's mediums. Using these tools students create a variety of different textures and drawings that can be added to their artistic portfolios. This class will also cover types of paper and some experimental techniques for special effects.

THEA 257. Stage Mechanics: Rigging and Metal Work (3-3-0)
Prerequisite: THEA 250 with a C- or higher.
The term mechanic relates to work or skill. Ergo, the term "stage mechanics" refers to any work or skill applied to theater. This session will concentrate on the mechanics of rigging and metal working. Rigging topics include studies or rope, wire rope, rigging systems mechanical advantage, trusses and load baring structural force. Metal work topics include theoretical concepts, layout and fabrication, welding, cutting, grinding and problem solving. Throughout this class safety and environmental awareness will be emphasized. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 258. Makeup for the Theater (3-3-0)
Alternate years.
This practical workshop introduces students to the basic principles of theatrical makeup design and application. Students will investigate the makeup design process through research, character analysis, production concept, rendering and actualization.

THEA 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THEA 310. Theater History I (3-3-0)
Restricted to theater majors and minors.
Prerequisite: ENGL 223.
This course explores Western theater history from the 5th century BCE to 1600 CE. The theater arts will be contextualized within the geographical, political, literary, artistic, economic, legal and philosophical cultures that produced them. Students will identify continuities and distinctions between the theatrical and artistic cultures reviewed in the course in addition to developing an understanding of the relevance and importance of theater history to the art as it is practiced today. This course may require attendance at TheaterCNU productions.

THEA 311. Theater History II (3-3-0)
Restricted to theater majors and minors.
Prerequisite: THEA 310.
This course explores Western theater history from 1600 to 1900. The theater arts will be contextualized within the geographical, political, literary, artistic, economic, legal and philosophical cultures that produced them. Students will identify continuities and distinctions between the theatrical and artistic cultures reviewed in the course in addition to developing an understanding of the relevance and importance of theater history to the art as it is practiced today. This course may require attendance at TheaterCNU productions.

THEA 332. The Actor's Voice (3-3-0)
Prerequisites: THEA 232 and declared theater major or minor or consent of instructor.
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 333. Acting II (3-3-0)
Prerequisites: THEA 232 with a grade of C- or higher and declared theater major or minor or consent of instructor.
The next step in the acting sequence, emerging actors will deepen their exploration of the fundamentals of the actor's craft in relation to realistic texts, performing scene work within emotionally invested circumstances, improving sending and receiving skills, playing objectives and actions clearly and applying text analysis techniques, including preparing a monologue and professional materials. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 334. The Actor's Body (3-3-0)
Prerequisites: THEA 232 and declared theater major or minor or consent of instructor.
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)
Prerequisites: THEA 232 and declared theater major or minor or consent of instructor.
In this practical introduction to the craft and complexity of stage directing, students investigate the empty stage space, learn to manipulate elements of composition and blocking, and explore the basic vocabulary of storytelling in the theater – focusing on the clarity and impact of stage pictures. Students keep a journal of their directorial notes and progress. This course is repeatable twice for a total of nine credit hours.

THEA 338. Introduction to Stage Combat (3-2-2)
Prerequisite: THEA 232.
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*. *This class is physically demanding and requires appropriate athletic attire.*

THEA 346. History of Musical Theater (3-3-0)
The evolution and variety of the musical theater genre from its melting-pot origins in minstrelsy, operetta, vaudeville and immigrant street song to the distinctly American post-war Broadway musical. Largely shaped by the genius of Gershwin, Kern, Rodgers and Hammerstein, Bernstein, Sondheim and Lloyd Webber, the contemporary musical continues to explore new forms of expression on the world stage. This course will consider the books and scores of selected musical theater highspots, including *Showboat*, *Oklahoma*, *West Side Story*, *Candide*, *Jesus Christ Superstar* and *Sweeney Todd*.

THEA 351. Tech Theater II (3-1-6)
Prerequisite: THEA 250.
Tech Theater II is an intensive class offered for the dedicated student of theater. The course format combines studio and 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 such as planning, estimating and time management. Students will be given greater latitude and greater responsibility as they improve technical competency and learn the use of more exotic tools and practices. May require attendance of TheaterCNU productions outside of scheduled class times. This course is repeatable twice for a total of nine credit hours.

THEA 352. Art, Clothing and Society (3-3-0) AICE
Prerequisite: ENGL 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 also study how the politics, religion and society affected not only the fine arts but also the clothes people would wear.

THEA 353. Scene Painting (3-2-2)
Prerequisite: THEA 250 or consent of instructor.
Scene painting is a studio class which examines the art and craft of painting scenery and properties for the stage. Lecture demonstrations focus on the tools, techniques and materials of the scenic artist's discipline. In addition to supporting departmental productions, assignments 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 and other supplies. May require attendance of TheaterCNU productions outside of scheduled class times. Lab fees apply each term.

THEA 354. Scene Design (3-2-2)
Prerequisite: THEA 150 or consent of instructor.

Alternate years.
A theoretical and practical introduction to the art and craft of scenic design in the theater. Students explore the collaborative design process as it evolves from script to sketch to model, and learn to communicate through drawing, drafting, rendering and model-making. May require attendance of TheaterCNU productions outside of scheduled class times. This course is repeatable twice for a total of nine credit hours.

THEA 355. Sound Design (3-3-0) AICE
Prerequisite: Sophomore standing or above.
Alternate years.
A theoretical and practical introduction to the art, craft and technology of contemporary sound design for the theater. Students learn to articulate a theatrical vision of sound based on script analysis and collaboration. Sound design software tools are utilized in arranging and manipulating the mechanics of sound. May require attendance of Theater CNU productions outside of scheduled class times.

THEA 356. Lighting Design (3-2-2)
Prerequisite: THEA 250 or consent of instructor.
An introduction to the art, craft and technology of contemporary lighting design for the theater. Students learn to articulate a theatrical vision of lighting based on script analysis and collaboration, and how to manipulate lighting mechanics to realize that vision on stage. Lab hours require participation in a TheaterCNU productions. May require attendance of TheaterCNU productions outside of scheduled class times. This course is repeatable twice for a total of nine credit hours.

THEA 359. Designing in CAD (3-3-0)
Prerequisite: Sophomore standing.
This course introduces students to the operation of a Computer Aided Drafting (CAD) system and reinforces drafting and design standards. Competency will be developed in the use of straight lines, curved lines, complex curves, dimensions, tolerances and terminology associated with CAD. This course also offers introduction to 3D modeling techniques, CAD and spreadsheets specific to the lighting designer, as well as a discussion of advanced computer tools in all theatrical technical areas. Lab fees apply each term.

THEA 365. WI: Playwriting (3-3-0) AICE
[Same as ENGL 365] [Formerly THEA 468W, equivalent]
Prerequisite: ENGL 223 with a C- or higher.
What makes a story a script? What makes a script stageworthy? Building from simple scenarios, scores and situations, students will develop a playwright's vocabulary in the areas of dramatic form and theatrical expression, include principles of structure, action dialogue, spectacle and character. Students will work through multiple drafts to produce an original one-act play.

THEA 368. WI: Science on the Stage (3-3-0)
[Formerly THEA 261, not equivalent]
Prerequisite: ENGL 223 with a C- or higher.
Alternate years.
This course explores through reading, discussion and research the symbiotic relationship between the sciences and the performing arts, and specifically, what unique factors make the dramatic text and the theatre an ideal medium to tell the challenging story of scientists and scientific knowledge. As E.O. Wilson states in his 1998 book Consilience, "The greatest enterprise of the mind has always been and always will be the attempted linkage of the sciences and the humanities". This class will explore the cultural factors and paradigm shifts within the scientific and artistic communities that have created a flowering of contemporary dramatic works such as *Arcadia, Proof,* and *Copenhagen* that explore the scientist and scientific knowledge as a central dramatic metaphor.

THEA 370. A Movable Feast (3-3-0)
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 academic 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. This course can be repeated once for a maximum of six credit hours.

THEA 380. Production (Credits vary 0-3)
Prerequisite: Consent of instructor.
All Christopher Newport students may perform in mainstage productions (see *Theater Handbook* for audition details). All full-time students who are cast in TheaterCNU mainstage productions must enroll in THEA 380. *Number of credit hours to be determined by the production director.* This course is repeatable for credit, but only six credit hours may count toward graduation.

THEA 381. Production in Dance (Credits vary 0-2)
All Christopher Newport 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 credit hours per show to be determined by the director. This course is repeatable for credit for a maximum of three credit hours.

THEA 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

THEA 430. Acting III (3-3-0)
Prerequisites: THEA 333 and junior or senior standing or consent of instructor.
Concentrated practice in the analysis, preparation, rehearsal, performance and critique of exemplary scenes from selected plays. May require attendance of TheaterCNU productions outside of scheduled class times. This course is repeatable twice for a maximum of nine credit hours.

THEA 431. Styles of Acting (3-3-0)
Prerequisite: THEA 333.
In this advanced actor's workshop, students confront the necessary challenges and problems of playing particular periods and styles on the contemporary stage, from the heightened formality of classical and neoclassical tragedy and comedy to the expressionistic freedoms of avant-garde theater. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 432. WI: Shakespeare: Verse and Text (3-3-0)
Prerequisite: ENGL 223.
Corequisite: ENGL 223.
This course explores and analyzes heightened language and verse analysis techniques that support performance and interpretation. It places emphasis on scanning and editing Shakespeare's verse and other classical texts.

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 twice for a total of nine credit hours when coursework addresses a different weapon style than previously encountered by the student. Lab fees apply each term.

THEA 451. Stage Management (3-3-0)
Prerequisite: THEA 250.
Alternate years.
This highly practical course examines the pivotal role and complex craft of the stage manager in the theater. Students learn the vocabulary, techniques and professional protocols necessary to organize and manage every aspect of theatrical production – from posting the first audition notice to calling the final light cue on closing night. Acquired skills include organizing production meetings, developing a rehearsal schedule, maintaining a blocking script, running tech rehearsals and collaborating with the director, designers, actors, crews and house staff.

THEA 452. Costume Design (3-3-0)
Prerequisite: THEA 252.
Alternate years.
This course considers principles and practices of costume design for the theater – from concept to rendering. Students will study rendering techniques drawing the human body and begin building a portfolio of their work. This course is repeatable twice for a total of nine credit hours.

THEA 456. Lighting Design II (3-1-4)
Prerequisite: THEA 356.
Advanced study in lighting design, students will work to create a lighting design portfolio that includes project analyses, light plots, instrument schedules and related documents. Directed projects may also include design assignments for mainstage, studio or off-campus productions. This course is repeatable twice for a total of nine credit hours

THEA 463. WI: Dramatic Literature in Context (3-3-0)
Prerequisite: ENGL 223.
Alternate years.
This course explores key works of dramatic literature in their social, political, economic, and artistic contexts. Selected dramatic works may be grouped by period, place, theme or author. Students read a series of playtexts and compose several papers that interpret plays in light of historical or contemporary non-dramatic writings. May require attendance at TheaterCNU productions outside of scheduled class times.

THEA 491. Theater Practicum (Credits vary 1-3)
Prerequisite: Theater major with junior or senior standing.
Student-proposed practical or theoretical projects carried out in collaboration with University or off-campus organizations. Requires faculty approval and supervision. This course is repeatable twice for a total of nine credit hours.

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 495. Special Topics (3-3-0)
Prerequisites: As announced.
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 and 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. This course is repeatable once for a total of six credit hours.

THEA 499. Independent Study (Credits vary 1-3)
Prerequisites: Junior or senior standing; consent of instructor and department chair.
An opportunity for independent study under the guidance of a faculty advisor.

Department of Philosophy and Religion

Dr. Elizabeth (Betsy) Jelinek, Chair
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Faculty

Professor: Redick, Schweig, Silverman, Strehle, Thompson, Timani, Underwood
Associate Professor: Balay, Jelinek, Sakal
Assistant Professor: Gardner, Homan, Tweedt
Master Lecturer: Hutchinson
Emeriti: Campbell, Powell, Rose, Teschner

Mission Statement

The mission of the Department of Philosophy and Religion is to foster investigation of the big questions – the nature of existence, reality, knowledge, God, ethics, and beauty – questions that form the basis of many other disciplines and give rise to a more meaningful life. Building on the historical and cross-cultural foundations of these topics, students in our classes learn how to critically interrogate their practical consequences for our communities. Whether through exposing logical fallacies in political discourse, investigating the environmental ethics of global climate change or articulating responses to world religious conflict, we emphasize how the study of philosophy and religion matters today. In these ways, our department supports the university's mission to provide a liberal arts education that stimulates intellectual inquiry, fosters social and civic values and educates both the mind and spirit.

Philosophy is an entry point for a variety of professions. Philosophy majors enter graduate school for advanced degrees in various humanities disciplines and then go on to college-level teaching. Others enter graduate programs in business administration or law, for which training in logical analysis and value-awareness provides an excellent background. According to the Law School Admission Council data, philosophy and religion students rank first or second highest in performance on the LSAT among a set of 29 disciplines surveyed. Additionally, philosophy majors have among the highest rates of acceptance to law school of any major.

The Department of Philosophy and Religion offers the Bachelor of Arts in Philosophy with optional concentrations in pre-seminary studies or studies in religion. We also offer a minor in philosophy of law and a minor in philosophy and religion as well as a certficate in professional ethics. These concentrations allow students to explore their primary areas of interest while pursing a philosophy degree.

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, 205, 451, 490W;
2. Select two (6 credit hours): PHIL 201, 202 or 203;
3. Select one (3 credit hours) Ethics/Value Analysis: PHIL 207, 304, 315, 319, 337, 376, 386 or 384;
4. Select one (3 credit hours) Epistemology/Metaphysics: PHIL 305, 317, 320, 379 or 308;
5. Select four (12 credit hours) 300-400 level courses in PHIL and/or RSTD;
6. Successfully complete the Christopher Newport University Philosophy and Religion departmental comprehensive examination.

Dr. Kip H. Redick
Director of Pre-Seminary Studies
McMurran Hall 261B
(757) 594-7801
kredick@cnu.edu

Bachelor of Arts degree in Philosophy
Pre-Seminary Studies Concentration

The pre-seminary studies concentration will prepare the undergraduate student for further graduate seminary education in a number of religious traditions. This concentration will give students a broad view of religion and foster the necessary intellectual methods that open them to focused studies in particular traditions. Courses taken to fulfill the requirements of the pre-seminary studies concentration will challenge personal beliefs by presenting opportunities to understand the world's diversity of religious expression and thereby provide a greater context for understanding faith in a world where people of various religious traditions interact regularly.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in pre-seminary studies requires successful completion of the following:

1. PHIL 101, 205, 451, 490W;
2. RSTD 261, 262, 491;
3. Select one Visions course (3 credit hours): RSTD 220. 232, 260, 265 or 270;
4. Select one Historical Studies course (3 credit hours): RSTD 235, 258, 335, 350; PHIL 317, 348 or 349;
5. Select one Value Analysis course (3 credit hours): RSTD 258, 312, 326W, 337, 338; PHIL 304, 306, 308, 315, 319, 337 or 376;
6. Select one Comparative Studies course (3 credit hours):

RSTD 236, 310, 330 or 345;
7. Select two (6 credit hours) courses in PHIL and/or RSTD;
8. Successfully complete the Christopher Newport University Philosophy and Religion 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.

Dr. Graham Schweig
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gschweig@cnu.edu

Bachelor of Arts degree in Philosophy
Studies in Religion Concentration

The studies in religion concentration enables students to engage in the empathetic and critical analysis of religious traditions in order to understand their historical development and their present character. As an academic discipline, religion 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 toward their similarities and differences. The studies in religion concentration can benefit those responsible for instructing others in religious matters (whether as paid professionals or as volunteers). Generally, 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 studies in religion concentration requires successful completion of the following:

1. PHIL 101, 205, 451, 490W;
2. RSTD 211, 212;
3. Select three Comparative and Historical Studies courses (9 credit hours): RSTD 220, 232, 235, 258, 260, 265, 270, 330, 335 or 350;
4. Select three (9 credit hours) courses in PHIL and/or RSTD, two at the 300-400 level;
5. Successfully complete the Christopher Newport University Philosophy and Religion departmental comprehensive exam.

Those who complete the studies in religion concentration are encouraged to take elective courses that support the concentration.

Minor in Philosophy of Law (18 credit hours)

Dr. Dawn Hutchinson, Director
McMurran Hall 259D
(757) 594-8828
dhutchin@cnu.edu

The philosophy of law is a liberal arts inquiry into the foundations of law and an examination of law from the point of view of traditional topics in philosophy such as ethics, epistemology, metaphysics and the philosophy of language. The minor will approach these issues from global and comparative, classical, modern and postmodern perspectives.

1. PHIL 205, 321W, 425;
2. POLS 316;
3. Select one: PHIL 337 or RSTD 321;
4. Select one: AMST 350; POLS 240, 327; or PHIL 304.

Minor in Philosophy and Religion
(18 credit hours)

Philosophy supports other programs at the University wherever critical thinking and a sharpened sense of values are important. The general areas of ethics, aesthetics, political philosophy and theology will be of special interest to students concentrating in the humanities and the social sciences. The areas of logic, theory of knowledge, philosophy of science, philosophy of language and philosophy of mind, with their stress on reasoning and logic, will be of interest to students concentrating in the natural sciences, mathematics and computer science. Courses in Indian, Japanese, Chinese and comparative philosophy provide a familiarity with non-Western cultures that is of value to those who are enrolled in international studies programs.

The minor requires:
1. PHIL 101 or 205; and
2. A minimum of 15 credit hours above the 100-level.
3. At least two courses must be taken at the 300- or 400-level.

Baccalaureate Certificate in Pofessional Ethics

Dr. Chris Tweedt, Director
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chris.tweedt@cnu.edu

Certificate in Professional Ethics
(12 credit hours)

The certificate is designed to introduce students to the basic skills and competencies needed for professional ethics. Students will become familiar with the tools of ethical reasoning and will be taught to employ them in various professional contexts. These tools include critical thinking and ethical argumentation, including formal and

informal reasoning. Graduates will be able to form, evaluate, and apply ethical principles in professional contexts such as business, medical fields, religious contexts, or interpersonal relationships. Emphasis will be placed not only on working with memorizing currently held conventional principles but on evaluating them and applying them within new contexts. *This is not a stand-alone certificate. Students are required to complete a bachelor's degree to obtain this certificate.*

The certificate requires:
1. PHIL 207;
2. Select two (6 credit hours) elective courses from the list: PHIL 304, 319, 337, 376, 384 or RSTD 304; and
3. PHIL 480 or PHIL 490 with a professional ethics project as approved by the instructor.

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, hospital administrations and local church and religious organizations.

The Curriculum in Philosophy

PHIL 101. Critical Thinking I (3-3-0) LLFR
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; addressing vagueness and ambiguity by a more precise rendering of language. Satisfies the logical reasoning foundation requirement.

PHIL 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PHIL 201. Ancient and Medieval Philosophy (3-3-0) AIGM
A study of the philosophical thought of the European, Middle Eastern and Far Eastern cultures from ancient times to 1500 C.E. Readings from primary sources may include topics such as early Greek explanations of the physical world, Plato's theory of abstract forms and his account of political obligation, Aristotle's theory of the soul, Epicurean and Stoic accounts of the highest moral good, Medieval arguments for God's existence, Confucian and Taoist concepts of the individual and society, Buddhist and Hindu views of self and world and the significance of meditative techniques and practices.

PHIL 202. Modern Philosophy (3-3-0) AIWT
A study of the philosophical thought of Western cultures from 1500 C.E. Readings from primary sources may 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 and Kant's theory of the phenomenal and noumenal worlds.

PHIL 203. 19th and 20th Century Western Philosophy (3-3-0) AIWT
The purpose of this course is to introduce key developments across American and European philosophical traditions over the last 200 years. This may include such movements as Existentialism, Phenomenology, Transcendentalism, Pragmatism, Marxism, Psychoanalysis, Philosophy of Language, and more. Specific figures may include Kierkegaard, Nietzsche, Sartre, Freud, Marx, Wittgenstein, Quine, Butler, Foucault and others. Studying these movements, the course seeks to illustrate their interrelations, differences and significant influences on contemporary thought.

PHIL 205. The Anatomy of Thought (3-3-0) LLFR
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. Satisfies the logical reasoning foundation requirement.

PHIL 207. Ethical Issues in Business: A Critical Thinking Approach (3-3-0) LLFR
Designed to impart the basic skills of critical thinking and reasoning in everyday language: analyzing arguments for validity, using both inductive and deductive arguments, increasing argument cogency, identifying common fallacies, analyzing statements for consistency, implications, contradictions; distinguishing fact from opinion; identifying inference and argument; addressing vagueness and ambiguity in language. This course focuses on applying these skills to ethical issues raised within a business setting. Satisfies the logical reasoning foundation requirement.

PHIL 215. Philosophy and Literature (3-3-0) AIWT
This course investigates recent developments in philosophy and literature and their relevance to traditional and contemporary topics. Student will consider questions such as: can fiction be true, does literature make us more moral, is literature always political, should some literature be banned for the common good, how do we know what we know? Students will explore philosophical ideas like knowledge, semiotics, emotion, politics, morality, literary criticism, gender and existentialism through Western primary sources.

PHIL 240. Philosophy of Life's Meaning (3-3-0)
Spring.
This course is an introduction to theories about what makes human life meaningful. Topics include theories of personhood, the role of the body in human life, what it means to live a meaningful life, what it means to have a good death, whether humans have a purpose to their lives (and if so, what it is) and what makes life worth living. Discussions address the value and role of health care, medicine, life and death in a well-lived life.

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.
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 their new theoretical and conceptual material to bear on the analysis of moral problems in real-life situations.

PHIL 305. The Quest for Truth (3-3-0) AIGM
Prerequisites: PHIL 101, ENGL 223.
Alternate years.
This course explores some of the main questions of human knowledge raised in the field of epistemology. What is the origin and extent of knowledge? What are the kinds of knowledge? What are the degrees of certainty? How reliable is the testimony of others? What is the relationship between language and the world? What distinguishes deductive from inductive reasoning? How reliable is memory? Can we trust our knowledge of the past? How does knowledge differ from belief?

PHIL 306. Search for Beauty (3-3-0) AICE
Prerequisite: ENGL 223.
Alternate years.
This course confronts the student with artwork and its elementary descriptive terminology. It considers the general significance of the fine arts and aesthetic value in the life of humans by a systematic treatment of these problems: expression; creativity; the objectivity of the aesthetic judgment; the nature of the aesthetic experience; aesthetic qualities and the aesthetic object; the analysis of aesthetic value; art and morality.

PHIL 307. Current Trends in Modern Thought (3-3-0)
Prerequisite: Junior standing or consent of instructor.
Alternate years.
This course is an examination of the most important topics and theories of the leading philosophers of the 20-century. Selections from primary works of major Western philosophers will be studied. Topics may 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) AIGM
Prerequisite: Junior standing or consent of instructor.
Offered once every three years.
Topics 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: Junior standing or consent of instructor.
Offered once every two years.
This course is a study of American philosophy focusing on issues in such movements as Transcendentalism, Pragmatism, Naturalism and the Philosophy of Language. Major American philosophers such as R. W. Emerson, D. Thoreau, C. S. Peirce, John Dewey and William James may be examined 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)
Prerequisite: ENGL 223.
This course will focus upon recent literature in the philosophy of feminism. Feminist critiques of knowledge, metaphysics, history, morality, philosophical anthropology and social institutions will be examined and discussed. The course will deal with such topics as ideals of masculinity and femininity, feminine and masculine paradigms, the social construction of reality, human nature, reason, sex and gender, ego and self, autonomy, caring and maternal thinking, the implications of feminist thought for concepts of language, authorship, literature and the feminist claims concerning the epistemological role of theory, practice and experience. The philosophy of non-Western cultures will be considered in the light of the feminist critique.

PHIL 317. Existentialism (3-3-0) AIWT
Prerequisite: ENGL 223.
This course is a study of existentialism from its 19th-century beginnings with Kierkegaard and Nietzsche to the work of Jaspers, Heidegger and Sartre. Topics 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 examined.

PHIL 319. Philosophy of Love and Sexuality (3-3-0) AIWT
Prerequisite: ENGL 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) AIWT
Prerequisite: ENGL 223.
Alternate years.
An analysis of scientific reasoning in the natural and social sciences. Topics to be discussed may 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)
Prerequisites: ENGL 223 with a C- or higher and sophomore standing.
Alternate Years.
Students learn how argumentation functions in the trial and the court of appeals, choice of law theory, rule and 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.

PHIL 326. WI: Philosophy in the Movies (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and junior standing.
Alternate Years.
This course is a philosophical and experiential exploration of philosophical concepts within popular film. The 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.

PHIL 337. Radical Evil and the Philosophy of Law (3-3-0)
Prerequisite: ENGL 223.
Alternate Years.
Immanuel Kant describes "radical evil" as the rational choice to make the propensity to do evil supreme among the maxims of action. He claims that it is mysterious and inscrutable. Evil threatens human reason for it challenges the hope that the world makes sense. Whether expressed in secular or theological claims, evil poses the problem about the world's intelligibility. This course will distinguish different kinds of evil according to degrees of volition and cognition covering the spectrum from 'irresistible impulse' as in insane homicide, to 'malice aforethought' that defines murder, through 'wanton vileness' that warrants the death penalty.

PHIL 344. Yoga: Philosophy and Practice (3-3-0) AIGM
Prerequisite: ENGL 223.
Alternate Years.
Yoga is not dominated by any one tradition, yet its impact on mystical religious traditions has been powerful. This course explores the backdrop of the six systems of Indian foundational to later Hindu culture, thought and practice to understand the rich vision and many forms of yoga. Readings include primary texts, such as the Bhagavad Gita, select Upanishads, the Yoga Sutra, as well as modern scholarly studies. The phenomena of yoga will also be examined comparatively with some of the mystical-philosophical systems in other major world religions.

PHIL 348. Asian Philosophy (3-3-0) AIGM
Prerequisite: Junior standing or consent of instructor.
Alternate Years.
This course is an in-depth study of the history of one of the major traditions in Asian philosophy using primary source material. Specific content will be determined by the instructor, but areas of emphasis may include Chinese, Japanese or Indian philosophy. Topics 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) AIGM
Prerequisite: Junior standing or consent of instructor.
Alternate Years.
A study of the history of Islamic philosophy using primary 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 Qur'an. 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 360. Cultural Values in Health Care (3-3-0)
Prerequisite: ENGL 223.
Spring.
This course is an examination of our culture's values in health care. We compare and contrast these values with perspectives and values from other cultures around the world to discover our situatedness in a particular culture with a particular set of values. Students will critically evaluate our current cultural attitudes, their origins and their differences from other cultural attitudes. Topics include definitions of health, what counts as health care, the role of medicine, corporatization of medicine, what counts toward quality of life, what lives are valuable, the role of religion in health care, attitudes toward aging and resistance to/allowance of death.

PHIL 370. Philosophy Seminar Abroad (3-3-0)
Prerequisite: Permission of instructor.
The philosophy seminar abroad is an in-depth study of a central issue or problem in the philosophical and religious traditions of Eastern or Western thought. This course will be taught on-site in a region central to the genesis or perpetuation of the issue or problem. The seminar will include classroom orientation, lectures, discussion group activities, visits to sites of significance related to the central theme of the course. Contact may include activities prior to departure, on-site, and upon return. Criteria for admission into the Philosophy Seminar Abroad may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations and some activities, which will be published well in advance of the trip. This course will be repeatable for additional credit up to a maximum of two times with the consent of all affected instructors.

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, non-Western 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 379. Philosophy of Language (3-3-0)
Prerequisite: Sophomore standing.
Philosophy of language seeks to understand the nature of language in the context of traditional concerns about the nature of knowledge and reality. Philosophy of language asks and attempts to answer questions such as: What is language? What is meaning? How do uses of language understand one another? What is the connection between names and the objects to which they refer? Are the truth and falsehood of our statements determined by the world, or by our linguistic conventions? Can we think without language? Do we have an innate linguistic faculty or do we learn to speak by observing the behavior of other speakers? The attempts to answer such questions are the source of various philosophical theories about language.

PHIL 384. Medical Ethics (3-3-0) AIWT
Prerequisite: ENGL 223.
The focus of this course 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 and experimenting with human subjects.

PHIL 386. Values and Postmodernity (3-3-0)
Prerequisite: Junior standing or consent of instructor.
Alternate years.
The rapid changes of the twentieth century, often called a postmodern era, have significantly challenged modern enlightenment ideals of individuality, free will, justice, and the good life. This course will consider, from the perspective of postmodernity, the dynamic relationship between the personal and the political. This course will also explore what factors may have led to this devaluation of values or "nihilistic" attitude, as well as how we can again instill our culture and our lives with meaning, even if not in any absolutist sense (the "revaluation" of values).

PHIL 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PHIL 425. Constitutional Theory (3-3-0)
Prerequisites: PHIL 205, ENGL 223 or consent of instructor.
This course explores the purpose, nature, and interpretation of constitutions with particular emphasis on the United States Constitution. Students examine Plato, Aristotle, Locke, Hobbes, Rousseau, the Federalist, John Rawls, U.S. Supreme Court decisions, foreign constitutions and contemporary theories of constitutional interpretation. In doing so, students explore the tension between contemporary politics and fundamental values as well as the role of the judiciary in resolving that tension.

PHIL 451. The Great Philosophers (3-3-0)
Prerequisite: Junior standing or consent of instructor.
This course is a comprehensive examination of the writings of one or more of the major thinkers of the ancient, medieval or modern periods in philosophical thought. Course content will change periodically and the course is repeatable twice for a total of nine credit hours with the consent of the instructor.

PHIL 480. Professional Ethics Capstone (3-3-0)
Prerequisites: PHIL 207 and PHIL 304, 376, 384, PHIL 319, 337, or RSTD 304 (must select two elective courses from this list), and junior or senior standing.
Restrictions: For non-philosophy majors, enrolled in the Professional Ethics Certificate Program.
The course has a seminar format in which students are guided in the writing of a major research paper on a topic in professional ethics. In addition to instructor supervision, students provide feedback, commentary and analysis of each other's work.

PHIL 490. WI: Senior Seminar (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, PHIL 451 and philosophy major.
The course has a seminar format in which students are guided in the writing of a major research paper. In addition to instructor supervision, students provide feedback, commentary and analysis of each other's work. Required for all philosophy majors.

PHIL 491. Practicum (Credits vary 1-3)
Prerequisites: Philosophy major with senior standing.
Offered upon request.
This course 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 and in hospital administrations. This course may be repeated for a maximum of three credit hours.

PHIL 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PHIL 499. Independent Study (3-3-0)
Prerequisites: Philosophy major with senior standing, consent of instructor and department chair.
Offered upon request.
This course involves a research project requiring 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 Studies in Religion

RSTD 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

RSTD 210. Interfaith Studies (3-3-0) AIGM
[Formerly RSTD 318, not equivalent]
This course will discuss the theologies of religious pluralism and comparative theology from multi-religious perspectives. Students learn how theologians step into the territory of the other, study the tradition of the other and come back to reflect on their own traditions based on what they have learned from the other. We will attempt to answer the following: What is the relationship between theology of religions and comparative theology? Can comparative theology dispense with theology of religions? Is comparative theology a foundational discipline or just another name for syncretism? This course will also prepare students to be future leaders in interfaith dialogue and civic engagement.

RSTD 211. Religions of the East (3-3-0) AIGM
This is an introduction to major religious traditions of the world, which may include indigenous religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto and other religions such as 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 may be addressed.

RSTD 212. Religions of the West (3-3-0) AIWT
Using the same approach described in the preceding entry, this course will explore a number of ancient and modern religious traditions, which may include Zoroastrianism, Judaism, Christianity, Islam, modern Western religions such as Protestantism, Mormonism, Christian Science and contemporary New Age movements.

RSTD 218. The Qur'an (3-3-0) AIGM
Alternate Years.
This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women and Christianity and Judaism from an Islamic point of view. In this course students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures.

RSTD 220. The Vision of Hinduism (3-3-0)
Alternate Years.
An ancient Hindu visionary proclaimed, "Truth is one, though religious teachers call it by many names" (*Rig-Veda*). In other words, truth is universal and not the possession of any one religion. Yet, due to the different contexts within which human beings experience the sacred, there are many different ways of envisioning the universal truths of religion. Hinduism is rich with such visionary encounters with truth, as expressed, for instance, in the Vedas, the Upanishads, Vedanta and Yoga. Depending on the focus of the course when it is offered, these topics may be addressed along with others, such as the guru-disciple relationship, worship of the gods, temple architecture and rituals, caste, paths to enlightenment, mythology, devotional poetry and religious philosophy.

RSTD 232. Visions of Christianity (3-3-0) AIWT
This course is an introduction to major events, persons, issues and ideas within the development of the Christian tradition. Topics of discussion include doctrines of God, the role of rituals and sacraments, the Trinity, the church Christology, salvation, Scripture, creation, sin, faith and reason and eschatology. The course explores the diversity of ancient and modern expressions of Christianity.

RSTD 235. Religion in America (3-3-0) AIWT
[Formerly RSTD 319, equivalent]
Prerequisite: ENGL 223.
What is "American" about "religion" and vice versa? We live in a nation that claims to uphold religious freedom and separation of church and state as founding ideals, but what exactly do these words mean? Have dominant under-standings of these ideas changed over time? Can marginalized groups use these ideas to advocate for change? What makes religions "American?" How does America fit into the context of other Western traditions? This class will equip students to consider such questions by introducing them to critical concepts in religious studies, including nation, com-munity, identity, canon, authenticity and others. Throughout the course, students will focus on how religious categoriza-tions and identities intersect with race, gender, sexuality and tradition.

RSTD 236. Sacred Communication, Sacred Journeys (3-3-0) AIWT
Alternate Years.
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 Tanakh (TNK), the Bible, the Qur'an; sacred oral communication as found in non-literate traditions; sacred artifacts that convey information such as burial sites; the possibility of sacred electronic communication; and sacred visual communication such as iconography and possibly photography and film.

RSTD 258. Sexuality and Gender in Judaism (3-3-0) AIWT
The course offers an exploration of gender, sexuality and power hierarchies in varied Jewish traditions. It will discuss mainstream-patriarchal points of view of femininity and masculinity – from the book of Genesis to current legal discus-sions in the State of Israel – alongside the efforts to challenge these traditions. Topics to be addressed include sexual misconceptions, homosexuality, gender and queer theory, feminist theology and political activism.

RSTD 260. The Vision of Buddhism (3-3-0) AIGM
Alternate 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 261. Hebrew Bible (3-3-0) AIWT
[Formerly RSTD 361, equivalent]
This course concerns the writings of the Hebrew Bible 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 262. New Testament (3-3-0) AIWT
[Formerly RSTD 362, equivalent]
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 265. The Vision of Judaism (3-3-0) AIWT
Alternate 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, Kabbalah, Hasidism and modern Jewish reform and renewal movements.

RSTD 266. Theology and the Holocaust (3-3-0)
This seminar explores the history of the Holocaust, traditional theodicies and the religious and theological responses to the Holocaust both during and after the Second World War. The seminar focuses attention on this facet of Jewish responses to Nazi persecution and facilitates a deeper understanding of the manner in which religious responses during the Holocaust influenced postwar theological efforts to confront the enormity of the destruction. What were the roots of religious and theological arguments that historically contributed to the religious responses to the lead up to the Holocaust by churches in and around Europe and the postwar theological effort to confront the role that the Church played during the Holocaust?

RSTD 270. The Vision of Islam (3-3-0) AIGM
Alternate Years.
This course will be an introductory survey of Islam, one of the most significant religious traditions in world history. We will cover major events in Islamic history as well as important rituals, practices and teachings to get a sense of how Islam shapes the daily lives of its followers. We will study the life of the Prophet Muhammad, read selections from the *Qur'an* (in English translation) and listen to recordings of professional reciters to get a sense of the important aural aspects of Muslim life. We will pay particular attention to Sufism, Islam in America and major issues facing Muslims in the contemporary world.

RSTD 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

RSTD 304. Catholic Theology and Social Teaching (3-3-0) AIWT
Prerequisites: ENGL 223 and junior standing or consent of instructor.
Alternate Years.
In its two-thousand-year history, the Catholic Church has influenced the spirituality, art and cultures of western civilization in profound ways. In this course, we will explore what Catholic Christians believe and how they rationally reflect on their beliefs. We will examine the methods and sources of Catholic theology and how the Church developed its doctrines about God, angels demons, Jesus, Mary, the pope and the purpose of human life. We will also examine how the Church's moral teachings apply to pressing social questions about human rights, poverty and economic justice, just war and pacifism, environmentalism and racial reconciliation.

RSTD 310. Myth, Symbol, and Ritual (3-3-0)
Prerequisite: ENGL 223.
Alternate Years.
Everyone knows that myths are false, symbols are arbitrary and rituals are meaningless gestures, right? WRONG! Myths are actually important articulations of truths, symbols have deep resonance and rituals define our ways of interacting with each other. This course will explore three important aspects of world religions: myths, symbols and rituals. We will critically examine, discuss and write about various dimensions of myth, symbol and ritual, noting similarities as well as differences across religious and cultural boundaries. Our main concern will be to understand how religions shape our ways of thinking and living rather than debating alleged claims of "truth" or "falsity."

RSTD 312. Religion and the Arts (3-3-0) AICE
Prerequisite: ENGL 223.
Alternate 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 321. The Church and the State (3-3-0) AIWT
Alternate Years.
There is no more controversial issue these days than the relationship between church and state. Some believe that religion is a private matter and best left out of the political arena because it creates division and conflict. Others argue that religion is an essential aspect of our lives in general and an indispensable element of our corporate existence in particular, laying the foundation of our most sacred political concepts. In this course we will explore the religious heritage of modern ideals in Puritanism and the Reformation, trace the growth of secularism in the modern world from the times of the Enlightenment and address contemporary issues related to the relationship of church and state.

RSTD 326. WI: Religion in the Movies (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and junior standing.
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.

RSTD 330. Christian Prayer and Spirituality (3-3-0) AIWT
Prerequisite: Sophomore standing or consent of instructor.
Alternate years.

Christianity, like other religions, has an inward spiritual or mystical dimension that has nurtured a continuous stream of mystics, saints, and spiritual visionaries over the last two millennia. For example, John Tauler, a 14th Century mystic, taught that "prayer is the ascent of the mind to God." In this course, we will explore the lives, teachings and spiritual practices of a wide array of Christian spiritual teachers from the beginning of Christian history to the present day. Along the way, we will focus on the stages of the mystical life as it has been charted by the spiritual masters of the Christian mystical life. More broadly, we will study the teachings of the Christian mystics for insights into the nature of religion, the validity of contemplative experience and the meaning of human existence.

RSTD 335. Primal Religions: Myth, Ritual, and Oral Expression (3-3-0) AIGM
Prerequisite: ENGL 223.
Alternate years.
This course will focus on religions that occur in non-literate cultures such as Native American and Australian Aboriginal societies. We will compare and contrast these oral traditions with literate traditions. These traditions will be drawn from ancient and contemporary examples. Topics to be considered include: the use of dance, vision quest, song, the bard, magic, shamanism, myth, paintings and other arts in the traditions of primal regions.

RSTD 337. Religion and Ecology (3-3-0)
Alternate Years.
Environmental concerns have become extremely important, underlying the contemporary discussion of environmental responsibility are some basic religious questions: What is the place of human beings in the natural world? Are there limits to the responsibility that humans have toward other species? Are human beings of nature or above nature? Answers to these questions are informed by answers to more obvious religious questions: What is the meaning of life? What is our purpose, if any, in the cosmos? These questions will be explored by looking at religious traditions, both ancient and contemporary, east and west. Finally, the course will explore a rising concept, ecological spirituality.

RSTD 338. Pilgrimage on the Appalachian Trail (3-3-0)
Prerequisite: Consent of instructor.
Offered Summer Term 1 only.
Hiking the Appalachian Trail can be understood as a kind of modern spiritual journey. This class will be an experiential exploration, hiking the Appalachian Trail, comparing and contrasting the experience of walking through the wilderness with traditional pilgrimages and communicating with others who are themselves not in the class, but hiking the trail for their own reasons. Class members will learn, through reading, journal writing and interpersonal communication, how pilgrim backpackers experience communitas in relation to both persons and their environment.

RSTD 345. Scriptures of the World (3-3-0) AIGM
Prerequisite: ENGL 223.
Alternate Years.
This course is an examination of the way religious peoples communicate using written texts, which focuses on one way religion is communicated. The primary goal of the course is to deepen student's understanding of the complexity, subtlety and variety of modes of textual use reflected by the great religious traditions of the world. In reflecting on these rich scriptural practices, students should realize a new appreciation for the intricacies of their own religious traditions. The course aims to develop student knowledge of uses of sacred scriptures that range from repositories of ritual to enumerators of ethical proclamations, from prompts for sacred chant to legal documents that require multiple layers of commentary.

RSTD 350. Thinking About God (3-3-0) AIWT
Prerequisite: Junior standing or consent of instructor.
Alternate Years.
From a position of unquestioned absolute rule over Western intellectual life as late as the thirteenth century, God in recent centuries has been eclipsed by humanity and its concerns. God is now marginal to the learned discourse of the academy, government, and the media. But God has not gone away, for God is now as popular as ever in America and also in the Muslim world. This rebirth of passionate concern with God is one of the most significant religious events of recent times. In this course, we will trace the theological and philosophical revolutions that brought about these startling reversals in the fortunes of God.

RSTD 366. Bhagavad Gita and Sacred Hindu Texts (3-3-0) AIGM
Prerequisite: ENGL 223.
The diverse corpus of literature that constitutes the sacred texts of Hindu traditions, such as Vedas, Upanishads and the Puranas, is the general focus of this course. Among these texts, the Bhagavad Gita is the most prominent, the most loved and the most commented upon by Hindu traditions over the millennia. Often thought of as the bible of India, it is indisputably one of the important sacred texts of the world, next to the Bible and the Qur'an. It presents a synthesis of the philosophical and religious systems of Hindu traditions, and projects a vision of the world and the human condition that has held the fascination of Western thinkers for at least two centuries.

RSTD 370. Religious Studies Seminar Abroad (3-3-0)
Prerequisite: Permission of instructor.
Extended summer term, alternate years.
This course is an in-depth study of a central issue or problem in the religious traditions of Eastern or Western thought. The course will be taught on-site in a region central to the genesis

or perpetuation of the issue or problem. Criteria for admission into the course may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations, and some activities, which will be published well in advance of the trip. This course is repeatable for a total of six credit hours with the consent of all affected instructors.

RSTD 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

RSTD 491. Practicum/Internship (Credits vary 1-3)
Prerequisites: Philosophy major with senior standing.
Offered upon request.
This course provides opportunities for students interested in applying critical thinking, value analysis and philosophical concepts generally, to field and professions outside the academic setting. Students are placed in local church and religious organizations or non-profit organizations.

RSTD 495. Special Topics (3-3-0)
Prerequisites: As announced.
As needed.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

RSTD 499. Independent Research (3-3-0)
Prerequisites: Philosophy major with senior standing, consent of instructor and department chair.
Offered upon 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 AND ENGINEERING

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Faculty

Professor: Brash, Heddle, Wang
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Assistant Professors: Ghaffari, Keshtkar, Kreider, Lu, Phadke, Phelps, Roy
Lecturer: Gore, McElfresh
Instructor: Belsky, Cole, Davis, McElhenny, Perkins
Post-Doctoral Fellow: Marinaro
Emeriti: Anyiwo, Baird, Buoncristiani, Caton, Doughty, Game, Hibler, Selim, G. Webb, J. Webb

Mission Statement

Our Mission is to:

- introduce all Christopher Newport University students to the richness of science and engineering as a human endeavor and to emphasize their importance and utility in our lives;
- enhance awareness of the interaction between science and the other disciplines;
- prepare our graduates to enter careers as competent scientists, engineers and educators;
- give our students the lifelong learning and leadership skills that enable them to grow in their professions and advance to positions of leadership, and;
- be recognized widely as a group of individuals engaged in and contributing to our various communities.

The Department of Physics, Computer Science and Engineering offers majors in the fields of engineering, science, and high technology. The **physics** major allows students to specialize in the design of instrumentation used in the scientific measurement process; to experiment with high-speed data acquisition systems; to design and implement computer models and simulations of physical processes; and to study phenomena in nuclear and particle physics as well as in astrophysics and gravitational-wave astronomy. The **electrical engineering** major offers specializations in digital systems, communication and signal processing, and control and instrumentation. The **computer engineering** major is a specialized degree with emphasis on hardware and software design and integration in computer systems. The **computer science** major allows students to specialize in data structures and operating systems, scientific computing, artificial intelligence applications, software engineering, mobile programming, robotics and security. The **cybersecurity** major has its foundation in computer science and information science, and focuses on the protection of computing systems including hardware, software and data.

The Bachelor of Science in Information Science degree is an applied major intended to address the broad scope of modern business, information, and technology problems. It offers specializations in cybersecurity, software engineering and data analytics.

Minors in physics, computer science, cybersecurity, data science and information science may be arranged to support most majors; this is particularly appropriate for science, mathematics, or business majors as preparation for advanced study or employment.

In addition to its commitment to serve the science student, the department also supports Christopher Newport's liberal arts mission by striving to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public awareness of the relationship between science and technology and the realm of human values. Many of our course offerings fulfill the liberal-learning core requirements and are designed to complement the programs of students in the liberal arts, social sciences and in business. CPSC 110, 140, 150, PHYS 105L, 141, 142, 143 and 144 are examples of such courses.

More information can be found at cnu.edu/academics/departments/pcse.

Equipment

The department has four state-of-the-art teaching classrooms (with smartboards, multiple video projectors and video switching) for computer science and physics instruction, as well as three teaching-research labs: the Hunter Creech Computer Lab, the Engineering Electronics Lab and the Engineering Projects Lab. In addition, it has three general-purpose fully-computerized physics laboratories, two student research and five faculty research labs. These research labs include instrumentation for high-speed data acquisition, wireless communications, robotics and unmanned systems.

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. Current and recent projects are sponsored by the National Science Foundation (NSF), the

Thomas Jefferson National Accelerator Facility (TJNAF), the the Commonwealth Cyber Initiative and the U.S. Navy. Students who would like to assist with the research projects will find departmental members able to provide challenging opportunities for independent study.

Five Year B.S./M.S. Program

The department has programs leading to a dual B.S./M.S. degree in applied physics and computer science. By enrolling 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 receive the Bachelor of Science degree once they complete the requirements, even if they decide not to finish the M.S. degree. Our Master of Science (M.S.)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 physics. By taking a total of 9-12 graduate credit hours during the senior year and one graduate course during the summer, the MS degree 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 higher. 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.

Bachelor of Science Degree in Computer Engineering

The Bachelor of Science degree in computer engineering is accredited by the Engineering Accreditation Commission of ABET. Computer engineering encompasses design and analysis of both hardware and software systems. Engineering problem solving, a key component of our computer engineering major, 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 program educational objectives of the computer engineering program are to ensure that within a few years after graduation:

1. Our graduates will have established themselves in professional positions in industry, government or non-profit organizations that utilize the skills and abilities associated with liberally-educated computer engineers, and/or will be enrolled in programs of graduate or professional study.
2. Our graduates, collectively, will be competent working with both electronic hardware and software, and will have applied their knowledge and skills in a wide variety of fields. Furthermore, our graduates will have demonstrated their commitment to professional growth and life-long learning.
3. Our graduates should be leading lives of significance by demonstrating initiative, leadership and ethical behavior and by serving society in part through their professional contributions.

The student outcomes for the Christopher Newport University computer engineering major specify that, by the time of graduation, our graduates will have:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors;
- an ability to communicate effectively with a range of audiences;
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts;
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives;
- an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions; and
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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 of the following courses with no more than two grades below *C-* :

1. ECON 200 or ECON 201 or 202;
2. CHEM 121/121L-122;
3. PHYS 201/201L-202/202L, 341;
4. MATH 140 or 148, 240, 247;
5. ENGR 121, 210, 211/211L-212/212L, 213;
6. CPEN 214, 315/315L, 371W, 414, 431, 497W, 498;

7. CPSC 150/150L-250/250L, 255, 270, 327, 410, 420;
8. Six credit hours from professional electives: CPEN 422, 495; CPSC 360, 425, 440, 450, 470, 471, 472, 475, 480, 495; CYBR 428; PHYS 421; PCSE 495 (only one 495 course allowed with advisor's permission); CPSC 501 or 502 (with advisor's permission).

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

First year: CPSC 150, 150L, 250, 250L; MATH 140 or 148 and MATH 240; ENGR 121;
Second year: CPEN 214, 315, 315L, CPSC 255, CPSC 270, ENGR 210, 213, PHYS 201, 201L, 202, 202L;
Third year: CPEN 371W, 414, CPSC 327, ENGR 211, 211L, 212, 212L, MATH 247, PHYS 341; CHEM 121, 121L, ECON 201 or 202;
Fourth year: CPEN 431, CPEN 498W, CPSC 410, CPSC 420, two professional electives, CHEM 242.

Bachelor of Science Degree in Electrical Engineering

The Bachelor of Science degree in electrical engineering is accredited by the Engineering Accreditation Commission of ABET. Electrical engineers design and fabricate electrical devices and systems that have become an indispensable part of our lives. The program of study is to provide each graduate with a firm foundation in electrical engineering principles while gaining the tools to adapt to the technical changes and career opportunities they will experience in the future. The electrical engineering undergraduate curriculum begins with a solid foundation in mathematics and science. After the freshman year, we adopt a comprehensive approach by covering traditional electrical engineering areas in circuits, electronics, digital systems, control and communication. Adequate elective freedom is available to allow specialization in three emphasis areas: digital systems, control and instrumentation, communication and signal processing. The goal is to prepare our students with one or more of the most common electrical engineering specialties. Emphasis is placed on understanding principles through theoretical investigation and experimental verification.

The program educational objectives of the electrical engineering program are to ensure that within a few years after graduation:

1. Our graduates will have established themselves in professional positions in industry, government or non-profit organizations that utilize the skills and abilities associated with liberally-educated electrical engineers, and/or will be enrolled in programs of graduate or professional study.
2. Our graduates, collectively, will be competent working with both traditional and emerging electrical engineering technologies, and will have applied their knowledge and skills in a wide variety of engineering-related fields. Furthermore, our graduates will have demonstrated their commitment to professional growth and life-long learning.
3. Our graduates should be leading lives of significance by demonstrating initiative, leadership and ethical behavior, and by serving society in part through their professional contributions.

The student outcomes for the electrical engineering program specify that, by the time of graduation, our graduates will have:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors;
- an ability to communicate effectively with a range of audiences;
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts;
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives;
- an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions; and
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

The curriculum in electrical engineering has a mixture of the particular and the general, theoretical and experimental, along with strong components in design and integration. Compared to a purely theoretical approach, we adopt a curriculum that focuses on analysis and design using current technologies, and the one that emphasizes an applied approach. There is a comprehensive laboratory component to provide a hands-on experience. Most electrical engineering courses have either a dedicated laboratory companion course or a laboratory component built into it. This approach is inherently more interesting to students, and leads students toward more individual learning.

Degree requirements are those of the Bachelor of Science degree. In addition to requiring successful completion of the liberal learning curriculum, the electrical engineering major requires successful of the following courses with no more than two grades below *C*-:

1. ECON 200 or ECON 201or 202;
2. CHEM 121/121L-242;

3. PHYS 201/201L-202/202L, 341;
4. MATH 140 or 148, 240, 247;
5. MATH 250 or 335 or ENGR 213;
6. CPSC 150/150L-250/250L, 256 or 327;
7. CPEN 214, 371W;
8. ENGR 121, 210, 211/211L, 212/212L;
9. EENG 221, 311/311L, 321/321L, 361/361L, 497W, 498;
10. Minimum of twelve credit hours of professional electives from the following list, at least one of the three areas of emphasis must be completed:
    a. Digital Systems: CPEN 315/315L, CPEN 414;
    b. Control: EENG 421, CPEN 422;
    c. Communication: EENG 461, EENG 481

    Additional Professional Electives:
    CPSC 471, EENG 495.

Bachelor of Science degree in Computer Foundations

Students in this program can choose to major in **physics, computer science or cybersecurity**.

Major in Physics

The physics major builds a broad foundation in the traditional core areas of physics, including classical mechanics, electromagnetism, optics, quantum physics,and relativity. Physics majors gain expertise in computer engineering, computer science and mathematics through required support courses. Our students extend their capacity for critical thinking through upper level major electives, as well as courses that comprise the Christopher Newport liberal learning core.

Students in the physics major have an opportunity to apply their knowledge through undergraduate research experiences with both department faculty and industry partners. The department has faculty with vibrant research programs and enjoys a strong relationship with the Thomas Jefferson National Accelerator Facility (JLab). Our department also provides opportunities for undergraduate research in applied physics at the nearby NASA Langley Research Center or as part of the Laser Interferometer Gravitational-Wave Observatory (LIGO) Scientific Collaboration.

Physicists have a wide range of career options. They work in a variety of areas from research at universities and government laboratories to education, healthcare, manufacturing and consulting and analysis firms. Their jobs involve working as software developers, engineers and science/lab technicians and managers or even patent lawyers.

Degree requirements are those of the Bachelor of Science degree. In addition to requiring the successful completion of the liberal learning curriculum, the physics major requires successful completion of the following courses with no more than two a grades below *C*-:

1. CPEN 214;
2. CPSC 150/150L-250/250L;
3. PHYS 201/201L-202/202L, 301, 303, 304, 340, 341, 351, 402 and 406;
4. Select one: PHYS 401 or 404[1];
5. ENGR 211/211L;
6. MATH 140 or 148, 240, 247, 250;
7. PCSE 498W (3 credit hour capstone course);
8. Select two: ENGR 212/212L; MATH 350 or 355, any 300-level or higher PHYS course(s) that is not already listed as required above.

[1]The student must take either PHYS 401 or 404 as part of their degree requirements. Students planning on graduate school in physics are encouraged to complete the other as a major elective. Students in the five-year program should take the crosslisted graduate course PHYS 501 or 504.

Major in Computer Science

Computer science plays an essential role in many disciplines ranging from business to scientific research. Examples of jobs include software engineering and development, information technology operations, web development, cybersecurity and database design and administration.

Computer science majors at Christopher Newport University take core courses that 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, operating systems and algorithms, with additional electives to extend the student's knowledge in an area of their choice.

Graduates will be prepared for further study in graduate school or employment as computer scientists or researchers. 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. See your advisor or departmental brochures for more details on the computer science major.

Degree requirements are those of the Bachelor of Science degree. In addition to requiring the successful completion of the liberal learning curriculum, the computer science major requires successful completion of the following courses with no more than two grades below *C*-:

1. CPEN 214, 371W;
2. CPSC 150/150L-250/250L, 255, 270, 280, 327, 360, 410, 420;
3. MATH 140 or 148, 240;
4. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L and PHYS 340 or ENGR 210 or MATH 235 or 260;
5. ENGR 213;
6. PHYS 341;

7. Select three: CPSC 425, 440, 450, 460, 470, 471, 472, 475, 480, 485, 495; any 500-level course with advisor's permission; MATH 380; PHYS 421, 441; CYBR 428; with courses numbered 495 and above used no more than twice;
8. CPSC 498 (3 credit hour capstone course).

Major in Cybersecurity

Cybersecurity focuses on the protection of computing systems including hardware, software and data from digital attacks. The cybersecurity major provides students with a strong foundation in computer science and information science. Building on this foundation of knowledge, students then study specific topics and techniques related to cybersecurity. Students end their studies with the cybersecurity capstone, an opportunity to explore and develop a cybersecurity-related project.

Degree requirements are those of the Bachelor of Science degree. In addition to requiring the successful completion of the liberal learning curriculum, the cybersecurity major requires successful completion of the following courses with no more than two grades below *C-*:

1. MATH 125 or PHYS 341, MATH 140 or MATH 148, MATH 235 or MATH 260, ENGR 213;
2. CPSC 150/150L-250/250L, 255, 256 or 327;
3. CPSC 335, 336, 440;
4. CYBR 328, 428, 429, 448, CPEN 371W;
5. Select four: CPSC 350, 360, 410, 430, 450, 460, 470, 471, 475, CPEN 422;
6. CYBR 498W.

Bachelor of Science in Information Science Degree

Information is an increasingly valuable asset in modern organizations. The study of information systems, and the science behind them requires a diverse set of skills from the fields of computer science, business, mathematics and psychology. The Bachelor of Science in Information Science (BSIS) degree in Information Science provides a strong foundation across these disciplines and allows students to specialize in one of three areas or emphasis; cybersecurity, software engineering or data analytics/ big data. To be appropriately prepared for higher-level classes, students are encouraged to take 100- and 200- level courses in the major early in their academic career, most importantly, CPSC 150/150L - 250/250L and CPSC 215. In the junior year, students are expected to start taking core classes, including CPSC 335, 350 and 351, and to select one of three areas of emphasis. Students are further encouraged to utilize their area of emphasis when selecting projects for their capstone course, CPSC 445W.

The Bachelor of Science in Information Science degree requires students to successfully complete the liberal learning curriculum as well as the major and elective courses listed below, with no more than two grades below a *C-*. As the BSIS degree is a professional degree, it does not require the second science sequence as specified in the *General Requirements for Graduation*. Requirements of the BSIS degree:

1. CPSC 150/150L - 250/250L;
2. MATH 125, 135 or 140 or 148, 235 or 260;
3. ACCT 200, ECON 201, 202, BUSN 303, PSYC 202;
4. CPSC 445W;
5. CPSC 215, 216, 335, 350, 351, 440, CPEN 371W;
6. Minimum of 12 credit hours of professional electives from the following courses, at least one of the three areas of emphasis must be completed:
   a. Cybersecurity: CYBR 328, CPSC 336, CYBR 428 or CYBR 429.
   b. Software Engineering: CPSC 255, 280, 480.
   c. Data Analytics / Big Data: BUSN 305, CPSC 336, CPSC 441.
   Additional Professional Electives:
   CPSC 430, 475, PSYC 303, 313, FINC 300, MGMT 450.

Minor in Physics (26 credit hours)

A minor physics requires satisfactory completion of PHYS 201/201L-202/202L-303, 351 and at least 12 additional credit hours in physics or engineering courses at the 300-level or higher. Students who are majoring in biology, computer engineering, computer science and mathematics are especially suited for such a minor program.

Minor in Computer Science (20 credit hours)

The minor in computer science requires a minimum of 20 credit hours in computer science, including: CPSC 150/150L- 250/250L and twelve additional credit hours selected from the list of **CPSC courses in the computer science major** at a level higher than 250, with at least six credit hours at the 300 or 400-level. *Note: Several CPSC courses, including CPSC 335, 336, 350, 351, and 445, are NOT part of the computer science major and therefore do not count toward the minor in computer science.*

Minor in Cybersecurity (20 credit hours)

The minor in cybersecurity requires satisfactory completion of CPSC 150/150L-250/250L, CPSC 335 or 336, CYBR 328 and at least six additional credit hours in cybersecurity (CYBR) at the 300-level or higher.

Minor in Information Science (20 credit hours)

The minor in information science requires CPSC 215, 150/150L, 250/250L, 335, 350 and 351.

Teacher Preparation in Physics

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the MAT program must be made in spring of the junior year. See the graduate catalog for application instructions and requirements. Students will earn a B.S. in Computer Foundations, physics after the first four

years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in 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 physics. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks in addition to liberal learning curriculum:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the BS in Computer Foundations, Physics major.

Support courses required:

ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

*Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

Secondary level (6-12) Track: Physics Endorsement

Major courses required:

See major requirements for the B.S. in computer foundations, physics major.

Support courses required:

MATH 125; COMM 201 or THEA 232; PSYC 207 or 208, and 312; SOCL 314/314L; CPSC 110; ENGR 212/212L.

Graduate courses* required (senior year):

Select six credit hours: PHYS 501, 502, or 504 (these courses can replace PHYS 401, 402, or 404 required for the major).

*See the graduate catalog for course descriptions.

THE CURRICULUM IN COMPUTER ENGINEERING

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

Pre or Corequisite: ENGR 121 or PHYS 152 or PHYS 202.

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

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

Prerequisite: CPEN 214 with a grade of C- or higher.
Restricted to CPEN, EE, or PHYS majors.
Pre or Corequisite: CPEN 315L.

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.

Advanced sequential circuit design and implementation, design with programmable logic, digital circuit simulation. The use of modern Electronic Design Automation (EDA) tools is emphasized. Lab fees apply each term.

CPEN 371. WI: Computer Ethics (2-2-0)

Prerequisites: ENGL 223 with a C- or higher; major or minor in PCSE.

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.

CPEN 414. Computer Architecture (3-3-0)

Prerequisite: CPEN 315.

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)

Prerequisites: CPSC 256 or CPSC 327, CPEN 214.

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 (3-2-1)

Prerequisites: CPEN 315/315L
Pre or Corequisite: CPSC 270.

The 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 and device interfacing. Development systems and Electronic Design Automation software are used throughout the course.

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

Prerequisites: As announced.

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

CPEN 497. WI: Computer Engineering Capstone Design 1 (2-2-0)
Prerequisite: ENGL 223.
Pre or Corequisites: CPEN 371W, computer engineering major, senior standing.
Part one of the capstone design project in which a senior student completes a practical computer engineering project through applying the engineering knowledge and judgment they have acquired during their college career. This course will focus on developing a project proposal, the design process and developing technical writing skills. A formal written technical report is required.

CPEN 498. Computer Engineering Capstone Design 2 (2-2-0)
Prerequisite: CPEN 497W
Part two of the capstone design project in which a senior student completes a practical computer engineering project through applying the engineering knowledge and judgment they have acquired during their college career. The course will focus on prototyping, testing and other design skills. A formal oral presentation and a written report are required as well as the artifact that is the design.

THE CURRICULUM IN COMPUTER SCIENCE

CPSC 110. Introduction to Computing (3-3-0) LLFR
Prerequisite: High school algebra or one semester of college-level mathematics.
Designed for students 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. Satisfies the logical reasoning foundation requirement.

CPSC 125. Foundations of Computer Science (3-3-0)
Prerequisite: High school algebra or one semester of college-level mathematics.
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 140. Introduction to Computer Programming with Multimedia (3-3-0) LLFR
This course is an introduction to computer programming via multimedia using a simple yet powerful language. Topics include programming language concepts, data types and operations, expressions, symbolic logic, conditionals, loops, functions and basic data structures. Assignments will be multimedia-oriented, such as a simple photo shop-like application, an animation generator and a simplified iTunes-like application.

CPSC 150. Introduction to Programming (3-3-0) LLFR
Pre or corequisite: CPSC 150L
This course is an introduction to problem solving and programming. Topics include using primitive and object types, defining Boolean and arithmetic expressions, using selection and iterative statements, defining and using methods, defining classes, creating objects and manipulating arrays. Emphasis is placed on designing, coding and testing programs using the above topics. Satisfies the logical reasoning foundation requirement.

CPSC 150L. Introduction to Programming Laboratory (1-0-3)
Pre or corequisite: CPSC 150.
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. Lab fees apply each term.

CPSC 215. Software Packages for Business Applications (3-3-0)
Prerequisite: MATH 135 or 140 or 148 or BUSN 231 or POLS 352.
Corequisite: MATH 135 or 140 or 148.
For students majoring in business, global culture and commerce or information science and those wanting a more in-depth understanding of and competence in the use of spreadsheets, databases and database management. Covers creation of complex spreadsheets using Microsoft Excel, and database queries and management using Microsoft Access.

CPSC 216. Multimedia and Web Publishing (3-3-0)
Prerequisite: CPSC 140 or 150.
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. Programming for Data Manipulation (3-3-0)
Prerequisites: Grade of C- or higher in CPSC 150/150L
Corequisites: CPSC 250L and MATH 135 or MATH 140 or MATH 148 or permission of department chair
This course builds upon concepts taught in CPSC 150 and provides continuing study of data storage and manipulation, and introduces their application to scientific computing and visualization. Specific topics include object oriented design, programming style, debugging and algorithm design. The course will incorporate the use of existing libraries for data processing and visualization.

CPSC 250L. Programming for Data Manipulation Laboratory (1-0-3)
Prerequisites: CPSC 150/150L with a grade of C- or

higher. Pre or Corequisite: CPSC 250.
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. Lab fees apply each term.

CPSC 255. Programming for Applications (3-3-0)
Prerequisite: CPSC 250 with grade of C- or higher or consent of instructor.
This course provides a study of programming and problem solving using a scalable structured programming language. The course assumes competency with programming and problem solving using variables, conditional statements, loops, classes (objects) and arrays. The course begins with a brief introduction to these prior programming concepts, before moving on to more advanced concepts such as class inheritance and interfaces, generics and beginning data structures such as linked lists, stacks and queues. The course includes more advanced programming techniques such as exceptions, recursion, networking and data structures.

CPSC 256. C/C++ Programming for Engineers and Scientists (3-3-0)
Prerequisite: CPSC 250 with C- or higher.
This course explores problem-solving techniques for problems primarily from fields of engineering and sciences to include procedural and object-oriented program development, editing, compiling, linking and debugging using C/C++ programming language. Applications in hardware-oriented programming, embedded environment and computer simulation are also studied.

CPSC 270. Data and File Structures (3-3-0)
Prerequisite: CPSC 255 with a grade of C- or higher.
Pre or corequisite: ENGR 213.
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 280. Introduction to Software Engineering (3-3-0)
Prerequisite: Grade of C- or higher in CPSC 255.
This course introduces the theory and practice of building reliable software systems. It covers the life-cycle of software development and its existing models, methods for modeling, designing, testing and debugging software and techniques to choose appropriate models to build systems involving individuals or teams of developers.

CPSC 327. C++ Programming (3-3-0)
[Formerly CPSC427, equivalent]
Prerequisites: CPEN 214 and ENGR 213 and a grade of C- or higher in CPSC 255.
Designed for students who already know how to program, but do not know C++. This is a comprehensive introduction to C++. The course will emphasize basic C++, in particular memory management, inheritance and features needed for low level programming.

CPSC 330. Computer Organization (3-3-0)
Prerequisites: CPSC 250/250L, CPEN 214.
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 250/250L.
A broad overview of computer networking topics to include the OSI model, protocols, applications, TPC/IP, addressing and subnetting, wired and wireless technologies and network security.

CPSC 336. Network Implementation and Administration I (3-3-0)
Prerequisites: CPSC 250, restricted to BSIS majors, cybersecurity majors or permission of department chair.
Study of TCP/IP based networks for a UNIX environment and the integration of different types of virtualization and cloud solutions with various operating systems. Routing, domain name servers and sockets are included in network configuration. Once networks are set up, they are configured to serve a purpose through the implementation and administration of information servers such as web and database servers with consideration for functionality and security.

CPSC 350. Information Systems Analysis (3-3-0)
Prerequisites: CPSC 150/150L.
Introduction to information systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

CPSC 351. Information Systems Design and Implementation (3-3-0)
Prerequisites: CPSC 250/250L, CPSC 350.
Lecture/project-based course for systematic design, implementation, and maintenance of information systems. Based on given requirements for an information system, the course guides students in methods, tools and techniques for realizing the desired system.

CPSC 360. Programming Language Concepts (3-3-0)
Prerequisite: Grade of C- or higher in CPSC 255.
Basic concepts dealing with information binding, arithmetic, string handling, data structures, storage and mapping, input/

output and execution environment. Specialized concepts concerning recursion, multiprocessing, list processing and language extensibility. Several programming languages will be examined.

CPSC 410. Operating Systems I (3-3-0)
Prerequisites: CPSC 270 and CPSC 327.
Introduction to operating systems, I/O processing, interrupt structure and multiprocessing-multiprogramming, job management, resource management, batch and interactive processing, deadlock problem, computer net-working through teleprocessing and system performance evaluation.

CPSC 420. Algorithms (3-3-0)
Prerequisites: CPSC 270 and ENGR 213.
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)
Prerequisite: CPSC 280.
Object-oriented design and applications of an object oriented programming language. Presents object-oriented design methods and provides guidance in the effective implementation of object oriented programs.

CPSC 430. Simulation Modeling (3-3-0)
Prerequisites: MATH 125; MATH 135 or 140 or 148; MATH 235 or 260; CPSC 250/250L.
Examines the quantitative analysis of management problems. This course 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)
Prerequisites: CPSC 250 and 250L.
Database (DB) concepts. Relational, hierarchical and network models. Query languages, data sub-languages and schema representations. The DB environment: DB administration, security, dictionaries, integrity, backup and recovery. May be taken as research intensive.

CPSC 441. Big Data Technologies (3-3-0)
Prerequisites: MATH 235 or 260; CPSC 336, 440; restricted to BSIS majors or permission of department chair.
This course covers facets of cloud computing and big data management, including the study of the architecture of the cloud computing model with respect to virtualization, multitenacy, privacy, security, cloud data management and indexing, scheming and cost analysis; it also includes relevant programming models, crowd sourcing and data provenance.

CPSC 445. WI: Information Science Capstone (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and CPSC 350. Pre or Corequisite: CPSC 440.
A major project that includes a study of the factors necessary for successful implementation and operation of information systems; the traditional life cycle approach to managing and controlling application development and alternative development approaches. Written and oral presentation of project.

CPSC 450. Operating Systems II (3-3-0)
Prerequisite: CPSC 410.
A continuation of CPSC 410 with emphasis on the area of intra-system communications.

CPSC 460. Introduction to Compilers (3-3-0)
Prerequisite: CPSC 360.
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 270, 360; MATH 240.
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)
Prerequisites: CPSC 255 or CPSC 256 and MATH 235 or MATH 260 or ENGR 210 or PHYS 340 each with a grade of C- or higher.
This course is an introduction to the mathematical and computational foundations of artificial intelligence. Its emphasis is on those elements of artificial intelligence that are most useful for practical applications. Topics include heuristic search, problem solving, game playing, knowledge representation, logical inference, planning, reasoning under uncertainty, expert systems, machine learning and language understanding. Programming assignments are required.

CPSC 472. Introduction to Robotics (3-3-0)
Prerequisites: CPSC 255 or CPSC 256 and MATH 235 or MATH 260 or ENGR 210 or PHYS 340 each with a grade of C- or higher.
This course presents an overview of applied robotics. The course will cover introductions to configuration space representations, rigid body transforms in 2D and 3D, robot kinematics, basic control theory, motion planning, perception and machine decision making. Perception topics include basic computer vision and laser rangefinder (LIDAR)-based obstacle detection and mapping. The course includes hands on development and system integration using various robotic platforms. Programming will be done in Ubuntu Linux in a mixture of C++ and Python; no prior experience is required,

but students will be expected to self-teach the specifics necessary to complete the projects.

CPSC 475. Android Mobile Computing (3-3-0)
Prerequisite: CPSC 255 with a grade of C- or higher.
This course covers core concepts of the Android programming platform and its key components using the Android SDK and the Java programming language. Topics discussed include application lifecycle, user interface design, activities and intents, data persistence, networking, messaging, location-based applications and android services.

CPSC 480. Software Design and Development (3-3-0)
Prerequisite: CPSC 280.
Presentation and application of formal approaches to state-of-the-art techniques in software design and development.

CPSC 485. Principles and Applications of Multimedia (3-3-0)
Prerequisite: CPSC 250.
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 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CPSC 498. Capstone Project in Computer Science (3-3-0)
Prerequisites: CPSC 270 and CPSC 327 and senior standing.
Directed projects or research under the supervision of a faculty member.

THE CURRICULUM IN CYBERSECURITY

CYBR 198. First Year Cybersecurity Seminar (1-1-0)
This course provides an overview of key concepts in cybersecurity and a guided exploration that requires connecting these concepts to other disciplines, current events and cybersecurity tools. First year students and students interested in exploring cybersecurity for the first time will work closely with faculty and more experienced students to prepare for each of the topics. Additionally, participation in a community-based cybersecurity activity or event is required.

CYBR 298. Second Year Cybersecurity Seminar (1-1-0)
Prerequisite: CYBR 198 or permission of instructor.
This course provides a continued overview of key concepts in cybersecurity and open exploration that requires connecting these concepts to other disciplines, current events and cybersecurity tools. Students with prior cybersecurity experience or experience in CYBR 198 will work to guide less-experienced students in their exploration of the topics. Additionally, participation in planning a community-based cybersecurity activity or event is required.

CYBR 328. Foundations and Principles of Cybersecurity (3-3-0)
Prerequisites: CPSC 250/250L.
This course examines the foundational concepts and basic principles necessary for the understanding and study of cybersecurity. A wide breadth of topics is explored to prepare students for future courses in the cybersecurity major.

CYBR 428. Network Security and Cryptography (3-3-0) [Formerly CPSC 428, equivalent]
Prerequisites: CPSC 250, MATH 135 or 140 or 148, ENGL 223.
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.

CYBR 429. Computer and System Security (3-3-0) [Formerly CPSC 429, equivalent]
Prerequisite: CYBR 328 or permission of department chair.. Restricted to BSIS majors, cybersecurity majors.
Study of computer and system security practices, policies and principles. Designed as a counterpart to CYBR 428, this course will focus on topics such as account and access control, password security and database security. Additionally, topics such as buffer overflows, vulnerabilities, secure coding practices, secure configuration, auditing and logging will be covered.

CYBR 448. Advanced Cryptography and Cybersecurity (3-3-0)
Prerequisites: CYBR 428, CYBR 429, ENGR 213.
This course provides an in-depth exploration of important cybersecurity methods and practices. The course also includes advanced exploration of the role infrastructure plays on security, including topics on operating systems, intrusion detection and prevention, advanced network security and advanced cryptography.

CYBR 498W. Cybersecurity Capstone (3-3-0)
Corequisite: CYBR 448.
The capstone course is a major project that includes the study and exploration of an area of cybersecurity. Projects are expected to research and/or implement a cybersecurity-related solution. Written and oral presentations are required.

THE CURRICULUM IN ELECTRICAL ENGINEERING

EENG 221. Signals and Systems (3-3-0)
Prerequisites: ENGR 210 and MATH 247.
This course covers the fundamental concepts of continuous-time and discrete-time signals (singularity functions, complex exponentials, Fourier representations, Laplace and Z transforms, sampling) and representations of linear, time invariant systems (difference and differential equations, block diagrams, system functions, poles and zeros, convolution, impulse and step responses, frequency responses).

EENG 311. Electric Circuits II (3-3-0)
Prerequisite: ENGR 211 with a grade of C- or higher.
Corequisite: EENG 311L.
This course covers advanced concepts of electric circuits including sinusoidal steady state response, sinusoidal steady-state power, three-phase circuits, Laplace and Fourier transforms, frequency selective circuits and active filters.

EENG 311L. Electric Circuits II Lab (1-0-3)
Pre or Corequisite: EENG 311 with a grade of C- or higher.
Laboratory experiences to accompany the lecture part of this course. The laboratory activities emphasize design and analysis principles taught in the lecture. Lab experiments include characterizing and testing Sinusoidal steady state response of RLC circuits, Sinusoidal steady state power, three-phase circuits, frequency selective circuits and active filters.

EENG 321. Control Systems (3-3-0)
Prerequisite: EENG 221 with a grade of C- or higher.
This course deals with the fundamental principles for analysis and design of control systems. Topics include dynamic modeling, dynamic response, basic properties of feedback, root-locus design method, frequency-response design method and state-space design.

EENG 321L. Control System Laboratory (1-0-3)
Pre or Corequisite: EENG 321.
Laboratory experiences to accompany the lecture part of this course. The laboratory activities stress fundamental principles of the lecture course. These include the modeling of dynamic systems, various design techniques of feedback controller and implementation of control systems. Lab fees apply each term.

EENG 361. Communication Systems I (3-3-0)
Prerequisite: EENG 221 with a grade of C- or higher.
This course covers topics in digital and analog communications, including modulation techniques, noise considerations, performance aspects and selected applications.

EENG 361L. Communication Systems Laboratory (1-0-3)
Pre or Corequisite: EENG 361 with a grade of C- or higher.
Laboratory experiences to accompany the lecture part of this course. The laboratory activities stress fundamental principles of the lecture course including frequency response of systems, filtering and various modulation techniques. Lab fees apply each term.

EENG 421. Industrial Control and Data Acquisition (3-3-0)
Prerequisite: EENG 321 with a grade of C- or higher.
Elements of industrial control systems: sensors, actuators, and controllers. This course will emphasize PID controllers and industrial process control, including PLC. Introduction of data acquisition systems, A/D and D/A conversion, sampling theory; case study on data acquisition systems will be studied as well as tools and methods used for realization, analysis and assessment of industrial control and data acquisition systems.

EENG 461. Communication Systems II (3-3-0)
Prerequisite: EENG 361 with a grade of C- or higher.
This course covers the fundamentals of wire and wireless communication systems, including data compression, error correction, modulation techniques and channel access.

EENG 481. Digital Signal Processing (3-3-0)
Prerequisites: EENG 221 and MATH 247 each with a grade of C- or higher.
This course presents time and frequency domain analysis, difference equations, z-transform, FIR and IIR digital filter design, discrete Fourier transform, FFT and random sequences.

EENG 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

EENG 497. WI: Electrical Engineering Capstone Design 1 (2-2-0)
Prerequisite: ENGL 223; EENG 221
Pre or corequisites: CPEN 371W, electrical engineering major, senior standing.
Part one of the capstone design project in which a senior student completes a practical electrical engineering project through applying the engineering knowledge and judgment they have acquired during their college career. The course will focus on developing a project proposal, the design process, and developing technical writing skills. A formal written technical report is required.

EENG 498. Electrical Engineering Capstone Design 2 (2-2-0)
Prerequisites: EENG 497W.
Part two of the capstone design project in which a senior student completes a practical electrical engineering project

through applying the engineering knowledge and judgment they have acquired during their college career. The course will focus on prototyping, testing and other design skills. A formal oral presentation and a written report are required as well the artifact that is the design.

The Curriculum in Engineering

ENGR 121. Engineering Design (3-3-0)
Pre or corequisites: MATH 140 or 148, CPSC 150.
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 210. Mathematical Methods for Engineers and Scientists (3-3-0)
[Formerly ENGR 340, equivalent]
Pre or corequisite: MATH 240.
Introduction of mathematical methods and concepts that are essential for engineers, computer scientists, physicists, as well as members of related disciplines. Topics include linear algebra, complex variables, mathematical transformations and numerical analysis.

ENGR 211. Introduction to Electric Circuits and Electronics (3-3-0)
Corequisites: PHYS 202/202L; MATH 247; ENGR 210 or PHYS 340.
A study of the basic experimental laws of electrical circuits; Ohm's Law and Kirchhoff's Laws of voltage and current. Analysis techniques for DC circuits. Properties of the basic circuit elements; resistor, inductors, capacitors. AC circuits, sinusoidal AC circuits and their solution by phasor methods. Introduction to the operational amplifier.

ENGR 211L. Introduction to Electric Circuits and Electronics Laboratory (1-0-3)
Pre or Corequisite: ENGR 211.
Lab fees apply each term.

ENGR 212. Electronics (3-3-0)
Prerequisites: ENGR 211/211L.
Introduction to basic solid state electronic devices including diodes and transistors and their operating principles. Modeling and analysis of electronic circuit biasing and small signal operation. Applications of discrete and integrated devices in analog electronic circuits.

ENGR 212L. Electronics Laboratory (1-0-3)
Pre or Corequisite: ENGR 212.
Lab fees apply each term.

ENGR 213. Discrete Structures for Computer Applications (3-3-0)
Prerequisite: CPSC 150.
Fundamental mathematical tools used in the analysis of algorithms and data structures, including logic, sets and functions, recursive algorithms and recurrence relations, combinatorics and graphs.

The Curriculum in Physics

PHYS 105L. Elementary Physics Laboratory (1-0-3) AINW
Pre or Corequisite: PHYS 141 or 142 or 143 or 144.
Physics laboratory experiences to accompany PHYS 141, 142, 143, 144. For non-science students. The laboratories introduce fundamental physics principles and the application of these principals to society. Lab fees apply each term.

PHYS 141. How Things Work (3-3-0) AINW
Prerequisite: High school algebra.
Designed for non-science majors. Physical concepts including mechanics, heat, sound, electromagnetism and nuclear physics are studied in the context of everyday phenomena. Investigation begins with whole objects and looks inside them to see what makes them work. Because it concentrates on concepts rather than math, and on familiar objects rather than abstract constructs, this course offers students with many different learning styles substantial insights into our modern world.

PHYS 142. Energy: Principles, Problems and Societal Impact (3-3-0) AINW
Prerequisite: High school algebra.
Designed for non-science majors. Topics include energy principles, mechanical energy, electromagnetic energy, thermodynamic energy, nuclear energy, solar energy and other energy systems. Energy conservation, environmental issues and societal impact issues will be discussed.

PHYS 143. Physics Unveiled: The Magic and The Mystery (3-3-0) AINW
Prerequisite: High school algebra.
Designed for non-science majors. This course provides an introduction to the revolutionary developments in our understanding of the magical mysteries of the physical world that evolved during the 20th century. It is intended for non-science majors and provides a background for other courses in physics and astronomy. Basic physical concepts in mechanics, electromagnetism and quantum physics will be applied to investigations of topics such as flight, space travel, medicine, communication and industry. Course topics will cover both the macroscopic world and microscopic phenomena. The course will focus on concept development with simple problem solving.

PHYS 144. Introduction to Astronomy (3-3-0) AINW
Prerequisite: High school algebra.
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. College Physics (3-3-0) AINW
Prerequisites for PHYS 151: High school algebra and trigonometry or consent of instructor.
Prerequisite for PHYS 152: PHYS 151.
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. College Physics Laboratory (1-0-3) AINW
Pre or Corequisite for PHYS 151L: PHYS 151.
Pre or Corequisite for PHYS 152L: PHYS 152.
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. Lab fees apply each term.

PHYS 201. University Physics I (3-3-0) AINW
Pre or Corequisite: MATH 130 or MATH 132 or MATH 140 or MATH 148.
This is a first semester, calculus-based introductory physics course. Basic principles of mechanics are developed. Topics include units, measurement, vectors, displacement, velocity, acceleration, force, equilibrium, mass, Newton's laws, work, energy and momentum.

PHYS 201L. University Physics I Laboratory (1-0-3) AINW
Pre or Corequisite: PHYS 201.
The first semester of physics laboratory experiences to accompany the lecture part of the course. The laboratory introduces experimental techniques, data analysis and data analysis tools and technical report writing utilizing the fundamental physical principles introduced in the lecture portion of the course. Computer use is integrated throughout the laboratory exercise. Lab fees apply each term.

PHYS 202. University Physics II (3-3-0) AINW
Prerequisite: PHYS 201.
Pre or Corequisite: MATH 140 or MATH 148.
This is a second semester, calculus-based introductory physics course. The course covers electricity, including electrostatics and electric fields, Gauss's law, electric potential, capacitors, dielectrics, current, resistance, DC circuits, magnetic fields, inductance and AC currents.

PHYS 202L. University Physics II Laboratory (1-0-3) AINW
Pre or Corequisite: PHYS 202.
The second semester of physics laboratory experiences to accompany the lecture part of the course. The laboratory introduces fundamental physical principles, data analysis skills and data analysis tools. Computer use is integrated throughout the laboratory exercise. Lab fees apply each term.

PHYS 301. Intermediate Classical Mechanics (3-3-0)
Prerequisites: PHYS 201, MATH 250 each with a grade of C- or higher.
Corequisite: MATH 247.
This is the first semester of a two semester sequence in classical mechanics. This course will lay the foundation for PHYS 401. The topics for this course include: conservative force analysis, motion under linear and quadratic friction, rocket motion, driven-damped harmonic motion, normal modes, motion in non-inertial reference frames and analysis of rigid body rotation.

PHYS 303. University Physics III (3-3-0)
Prerequisite: PHYS 201.
Corequisite: MATH 250.
This is a one semester introduction to waves, thermodynamics and optics. Topics include oscillations, mechanical waves, sound, the Doppler effect, superpostion, standing waves, temperature, heat, equations of state, thermodynamic processes, heat engines, refrigerators, first and second laws of thermodynamics, entropy and geometric optics.

PHYS 304. Electrostatics (3-3-0)
Prerequisite: PHYS 202 with a grade of C- or higher.
Corequisite: MATH 247.
This is the first semester of a two semester sequence in electricity and magnetism. This course will lay the foundation for PHYS 404. The topics for this course include Gauss's law, Coulomb's law, Laplace's equation, Poisson's equation, electric fields in matter, magnetostatics and magnetic fields in matter.

PHYS 338. Apprenticeship in Teaching Physics (3-1-4)
Prerequisites: Junior standing, 15 credit hours in major.
Pre or corequisite: MATH 247.
Taught as needed.
The student will work directly with a faculty member from the department in designing laboratory experiments and demonstrations, teaching parts of laboratories and giving demonstrations in classes. Special emphasis will be given to the use of learning technologies, including computers and multimedia in the classroom.

PHYS 340. Methods of Theoretical Physics (3-3-0)
Prerequisites: MATH 240; PHYS 303 is recommended.
Corequisites: PHYS 202/202L.
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 or 148.
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)
Prerequisites: PHYS 202 and MATH 240.
This is a one-semester introduction to the field of astrophysics. It focuses on the application of calculus-based math to study modern astrophysics. Topics include celestial mechanics, space weather, the nature of life-cycle of stars and the solar system.

PHYS 351. Modern Physics (3-3-0)
Prerequisite: PHYS 303.
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 401. Advanced Topics in Mechanics (3-3-0)
Prerequisites: PHYS 301, 340; MATH 247, 250.
This is the second semester of a two semester sequence in classical mechanics. It builds upon a foundation of mechanics studies in PHYS 301. The topics for this course include scattering theory, the calculus of variations, Lagrangian mechanics, Hamiltonian mechanics, chaos theory, continuum mechanics, and special relativity with tensors.

PHYS 402. Quantum Physics (3-3-0)
Prerequisites: PHYS 301, 351; MATH 247, 250; MATH 260 or PHYS 340.
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. Electrodynamics (3-3-0)
Prerequisites: PHYS 304, and MATH 247 and 250.
Spring, odd-numbered years.
This is the second semester of a two semester sequence in electricity and magnetism. It builds upon a foundation of electrostatics studied in PHYS 304. The topics for this course include electromotive force, Faraday's law, Maxwell's equations, conservation laws, electromagnetic waves, potentials and fields, radiation and relativity.

PHYS 406. Thermodynamics (3-3-0)
Prerequisites: MATH 247, PHYS 351.
An in-depth review of classical thermodynamics as introduced in PHYS 303 (temperature; ideal gas law; zeroth, first, and second laws, heat capacity; phase changes, heat transport; thermodynamic processes; heat engines and refrigerators; reversibility, irreversibility and entropy) and an introduction to statistical physics (microstates and macrostates), the multiplicity function, the Boltzmann and Gibbs factors, the partition function, thermodynamic potentials, the cononical and grand cononical ensembles Fermi-Dirac and Bose-Einstein gases, Debye Theory.

PHYS 415. Relativity (3-3-0)
Prerequisites: PHYS 304, PHYS 340, and MATH 250.
Corequisite: PHYS 351.
This course is an in-depth study of relativity. Beginning from the history of and evidence for the theory, we will build the necessary mathematical foundations (using modern tensor notation) to describe physics in four-dimentional spacetime. Topics include the Lorentz transformation (time dilation and length contraction), spacetime diagrams, 4D kinematics, energy-momentum, relativistic collisions, Minkowski forces, and electronmagnetic fields in four dimensions. An introduction to general relativity will be covered using the principle of Strong Equivalence.

PHYS 421. System Design Lab (Data Acquisition) (3-3-0)
Prerequisites: ENGR 211/211L; CPEN 214; CPSC 250/250L.
The investigation of advanced physics in an experimental laboratory. Design of experiments. The study of experimental techniques and methodologies with a focus on optimization and efficiency. The use computers as data acquisition systems. Development of data acquisition and analysis software.

PHYS 431. Optical Physics (3-3-0)
Prerequisites: PHYS 303, 304, 340.
Fall, odd-numbered years.
A continuation of the fundamentals studied in PHYS 303. Topics include electromagnetic waves in media, polarization, radiometry and photometry, the Fresnel equations, dispersion, matrix methods in geometrical optics, H-planes, interferometry and diffraction.

PHYS 441. Modeling and Simulation (3-3-0)
Prerequisites: PHYS 152 or PHYS 202 and CPSC 250 and (MATH 140 or MATH 148) or consent of instructor.
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 simulation of the problem.

PHYS 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PHYS 498. WI: Capstone Project in Applied Physics (Credits vary 1-3) [Formerly PCSE 498W, equivalent]
Prerequisites: ENGL 223 with a C- or higher and senior standing.
Directed research or projects under the direction of a faculty advisor. This course can be repeated twice for a maximum of three credit hours.

PCSE Topics Courses and Independent Study

PCSE 195. Special Topics (Credits vary 1-3)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PCSE 295. Special Topics (Credits vary 1-3)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PCSE 299. Elementary Independent Study in Applied Physics and Computer Science (Credits vary 1-3)
May be taken as research intensive.
Directed research or projects under the direction of a faculty advisor. This course is subject to the University policy on independent study.

PCSE 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PCSE 399. Intermediate Independent Study in Applied Physics and Computer Science (Credits vary 1-3)
May be taken as research intensive.
Directed research or projects under the direction of a faculty advisor. This course is regulated under the University Policy on Independent Study.

PCSE 495. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PCSE 499. Advanced Independent Study in Applied Physics and Computer Science (Credits vary 1-3)
Prerequisites: Consent of instructor and department chair.
May be taken as research intensive. Directed research or projects under the direction of a faculty advisor. This course is regulated under the University Policy on Independent Study.

DEPARTMENT OF POLITICAL SCIENCE

Dr. Andrew Kirkpatrick, Chair
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Faculty

Distinguished Professor: Busch
Professor: Kidd
Associate Professor: Barnello, Bromley-Trujillo, Camobreco, Chouhoud, Lynerd, Kirkpatrick, Rizova, Sun
Assistant Professor: Parente, Rader
Lecturer: Shelton
Emeriti: Carlson, Doane, Greenlee, Killam, Miller, Winter

Mission Statement

The mission of the Department of Political Science is to help students become aware of the numerous and complex ways in which political forces shape their lives. Our academic offerings accomplish this by focusing on the core areas of the discipline of political science, which include American politics, political theory and comparative politics and international relations. American government courses teach students about the forces that influence politics in the United States and how governmental institutions in this country operate. Political theory courses raise awareness of the deep and fundamental questions asked for centuries by classical and contemporary philosophers. Comparative politics and international relations courses provide students with an understanding of political systems from around the world and help them to understand the dynamics of international politics and the functioning of global institutions. Students are also taught how critical analysis and the scientific method can be applied to understand the workings of government and politics.

The Department of Political Science offers a Bachelor of Arts degree in political science. Within this degree there are two possible majors. A degree in political science prepares students for a wide range of employment opportunities in both the public and private sectors and serves as a foundation for law or graduate school. Our students have gone on to successful careers in local, state and national government, academics, politics, the legal field, law enforcement, engineering and the military.

Additionally, some of the department's course offerings may be used to fulfill the University's liberal learning curriculum requirements. The effects of politics and government seep into all areas of life, and thus our students are well equipped to handle a variety of situations. Students who study political science are able to make more informed decisions in both their professional and personal worlds, thereby helping to make them responsible democratic citizens.

Graduate Studies Preparation

The Bachelor of Arts in political science is excellent preparation for admission to and success in graduate school. Recent graduates have gone on to study at schools such as University of North Carolina-Chapel Hill, University of Michigan, Pennsylvania State University, Purdue University, The College of William and Mary, George Mason University, American University, Virginia Tech University, University of Illinois, University of Florida, University of Mississippi, University of San Diego, University of California-Santa Barbara, University of Washington and University of Maryland. Students interested in pursuing graduate studies should consult their academic advisors to plan an appropriate course of study.

Law School Preparation

The Bachelor of Arts in political science is excellent preparation for admission to and success in law school. Courses involving rigorous analytical skills are strongly recommended by law school admissions committees. Recent graduates have been admitted to law schools at schools such as University of Richmond, University of Virginia, The College of William and Mary, George Mason University, University of Delaware, University of Nebraska, Pennsylvania State University, University of Pittsburgh and University of Wisconsin. Students interested in attending law school should contact their academic advisors to plan an appropriate course of study. For additional information on law school preparation, see the *Pre-Law Program* located in this catalog.

Internship Opportunities

We encourage our majors to take political and government-related internships at the local, state, federal and international levels. Internships might be as varied as working with government agencies, international organizations, political campaigns, private firms or domestic or foreign-based non-profit organizations.

Bachelor of Arts Degree in Political Science

The degree in political science is a rigorous academic program that provides a general liberal arts background for the study of politics and government. The Department's faculty presents a diversity of ideological orientations and methodological approaches that offer students a wide variety of viewpoints and perspectives on political issues.

Major in Political Science (36 credit hours)

The major in political science requires successful completion of 36 credit hours, including the following:

1. **Core courses**: POLS 100, 101, 215, 352 and 490W.
2. **Major Electives**: Select 21 credit hours in POLS courses in consultation with your academic advisor. At least 18 credit hours must be numbered at the 300-400 levels.

Major in International Affairs (36 credit hours)

The major in international affairs requires the successful completion of 36 credit hours, including the following:

1. **Core courses**: POLS 100, 101, 215, 352 and 490W.
2. **Major Electives**: Select 21 credit hours including:

- Any two POLS courses at the 300 or 400 level;
- One of the following: POLS 311W or POLS 402W;
- One regional course from POLS 330, 335, 350, 351, 353;
- One topical course from POLS 301, 322, 323, 327, 329, 338, 340, 380, 381, 391, 410; and
- Select 6 credit hours from: POLS 301, 311W, 322, 323, 327, 329, 330, 335, 338, 340, 350, 351, 353, 380, 381,391, 402W, 410.

Minor in Political Science (18 credit hours)

The minor in political science requires the successful completion of 18 credit hours, including:

1. POLS 100 or 101;
2. POLS 215;
3. Select four POLS courses (12 credit hours) at or above the 200-level in consultation with a departmental academic advisor. At least three courses (9 credit hours) must be at the 300- or 400-level.

Teacher Preparation in History and Social Science

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the graduate catalog for application instructions and requirements. Students will earn a B.A. in political science after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in political science can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of history and social science. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See major requirements for the B.A. in political science.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

*Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

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

Major courses required:
See major requirements for the B.A. in political science.

Support courses required:
MATH 125; CPSC 110, COMM 201 or THEA 232; PSYC 207 or 208, 312; SOCL 314/314L; ECON 201 or 202; GEOG 210, 211; HIST 111, 112, 121, 122, 390; and two upper level history electives.

Graduate courses* required (senior year):
Select six credit hours:
500-level history courses; or PSYC 535.

*See the graduate catalog for course descriptions.

THE CURRICULUM IN POLITICAL SCIENCE

All POLS courses are formerly GOVT, equivalent

POLS 100. Political Thought and Society (3-3-0) AIWT
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.

POLS 101. Power and Politics in America (3-3-0) AIDE
An introduction to the dynamics of the American political system. The course focuses on political institutions such as the presidency, Congress, the judiciary and topics including the bureaucracy, elections, political parties and interest groups. The course emphasizes critical thinking about politics, governmental institutions and power in the United States.

POLS 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

POLS 202. State and Local Government (3-3-0)
This course focuses on state governments and the political forces at work at the state and local levels within the United States. While containing many of the same political institutions as the federal government, the states have their own unique social and cultural backgrounds. In addition, the states make and implement their own public policies, many of which impact the daily lives of their citizens more often than some at the federal level. Topics covered include federalism, state legislatures and local governments.

POLS 215. Comparative and International Politics (3-3-0) AIGM
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 toward poor countries, legitimacy of tactics for pursuing political gains, when war is just and the challenges that exist to organizing internationally.

POLS 240. The Supreme Court in American Politics (3-3-0) AIDE
This course provides an examination of the United States Supreme Court as a political institution and as the custodian of the American system of government. The history of the court and its role in the federal judicial process is reviewed, and individual cases are examined to analyze developments in constitutional interpretation, federal-state relations and individual rights and liberties. The course will highlight the distinctly varied philosophies of justices and how the dynamics of the court shift over time.

POLS 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

POLS 301. Politics and Travel (3-3-0)
Prerequisite: Sophomore standing or consent of instructor.
This course will allow students from all disciplines to study politics and governmental institutions abroad. Destinations and topics will depend upon faculty expertise and student interest. Additional fees may be required. Course may be repeated twice for a maximum of nine credit hours.

POLS 311. WI: Comparative Politics (3-3-0)
Prerequisites: ENGL 223 with a C- or higher, POLS 215.
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.

POLS 315. U.S. Environmental Policy (3-3-0)
Prerequisite: POLS 101 or EVST 220.
This course examines U.S. environmental issues and policymaking. We consider how environmental policy is adopted and implemented in a federal system. In addition, environmental regulations are evaluated and policy alternatives will be analyzed. This course will take students through the important actors in the environmental policy process, the significant factors related to policy development, adoption and implementation and a series of current environmental issues.

POLS 316. Constitutional Law (3-3-0)
Prerequisite: Junior standing or consent of instructor.
This course will explore national powers and structures of government in American constitutional law. Some of the issues that will be addressed in the class are the balance of powers between the branches of the national government and the states, the scope and nature of federal authority, war powers and commercial regulation. *POLS 316 and POLS 317 are part of a two-part American constitutional law sequence. Courses can be taken independently or concurrently (in either order).*

POLS 317. Civil Rights and Liberties (3-3-0) [Formerly POLS 307]
Prerequisite: Junior standing or consent of instructor.
This course will examine basic civil rights and liberties in American constitutional law. Students will gain an understanding of contemporary and controversial issues. Some of the issues that will be addressed in the class are free speech, equal protection, rights of privacy, voting rights, freedom of religion and rights of the accused. *POLS 316 and POLS 317 are part of a two-part American constitutional law sequence. Courses can be taken independently or concurrently (in either order).*

POLS 320. Religion and Politics in the United States (3-3-0)
Prerequisite: POLS 101.
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.

POLS 322. Conflict and Peace Studies (3-3-0)
Prerequisite: POLS 215.
For millennia, philosophers, religious thinkers, and political activists have written about peace and war. Conflicts are found in all human communities; but peace is the state of mind everyone desires. This course examines the nature and causes of conflict, conflict resolution and the foundations of peace. By analyzing different case studies, we discuss

the sources, causes and determinants of conflict, present the various perspectives on conflict management and study different ways of peacemaking. We study academic writings in international relations, politics and conflict and peace studies to explore a variety of techniques employed in managing, resolving and preventing conflict.

POLS 323. American Foreign Policy (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
A seminar examining the foundations of American foreign policy including issues of world leadership, military strategy, economic relations and the institutional processes in the formulation of foreign policy.

POLS 327. International Law and International Organizations (3-3-0)
Prerequisite: POLS 215.
This course provides a formal introduction to international law and international organizations and emphasizes the relationship between law and the political behavior of states, institutions, and other international actors in world politics. International law is more relevant than ever before. From international wars to environmental challenges, from human rights violations to the question of statehood, globalization, and the law of war, international law has a direct influence on international affairs. This course focuses on the nature, sources, and applications of international law and analyses its effect on issues in contemporary international relations.

POLS 329. International Human Rights (3-3-0)
Prerequisite: POLS 215.
Human rights and especially human rights violations are some of the most discussed issues on the international agenda. The conflicts in the former Yugoslavia, Israel/ Palestine, Rwanda and Sudan are only among the best-known examples involving gross violations of human rights. This course examines human rights issues from different academic perspectives including politics, history and law. The main focus is on the international management of human rights and the protection of individuals and groups on the international level. A number of exemplary case studies are considered to illustrate achievements, efficiency and outcome of today's international human rights protection regime.

POLS 330. Middle Eastern Politics (3-3-0)
Prerequisite: POLS 215.
This course explores the impact of authoritarian rule, recent uprisings, and calls for change to the political, economic, social and cultural environment of the Middle East and North Africa (MENA), and discusses the juxtaposition of secular modernism and religious revival in the area. Different case studies will shed light on a region that has been the focus of international attention and scrutiny in both public political discourse and in media coverage over the past decades.

POLS 331. Democratization and Democratic Backsliding (3-3-0)
Prerequisite: POLS 215.
This course tackles one of the most fundamental yet essentially contested concepts in political science: Democracy. We begin by first examining how the term was understood at its inception and during various key eras in history before establishing a working definition based on how scholars understand it today. Next we take an empirical turn, asking how we can measure democracy while working hands-on with common datasets. In the second module, we focus on the various ways countries may democratize. From there, we will consider what makes democracy "work" before examining how democracy can recede or altogether breakdown.

POLS 333. Congress (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
This course focuses on a general overview of the powers of Congress. Particular attention is devoted to understanding how an individual wins a congressional election, factors that affect congressional behavior and the impact Congress has on public policy making. Topics covered include congressional elections, representation, coalition building, voting behavior, leadership, committees, legislative process and decision making and organized interests.

POLS 335. West European Politics (3-3-0)
Prerequisite: POLS 215.
This course is designed to provide students with an overview of the political systems of Western Europe, as well as the most powerful international organization in the world: the European Union. The EU's member states have pooled their sovereignty in a way that is unique in the history of political systems. How has this affected their domestic democratic systems? In what future direction are the countries of Western Europe and the EU likely to go?

POLS 338. Politics of Weapons Proliferation (3-3-0)
Prerequisite: POLS 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 the proliferation of weapons of mass destruction and the primary countries and terrorist groups that are attempting to acquire these weapons.

POLS 340. Might and Right Among Nations (3-3-0)
Prerequisite: POLS 100 or 215.
The main purpose of the course is to acquaint students with the evolution of international relations thought by means of a critical examination of classics in the tradition of political philosophy. Readings will be drawn from works of classical

thinkers including Thucydides, Machiavelli, Grotius, Hobbes, Rousseau and Kant, as well as some representative contemporary theorists. From these will emerge the concepts, assumptions, and issues that continue to dominate thinking about world politics today, including: the legitimate basis of political authority, the nature of sovereignty, the implications of "human nature" for world politics and the possibilities and limits of international ethics.

POLS 344. The Presidency (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
A seminar examining the American presidency, with a particular focus on its constitutional foundation, the process of selection, presidential leadership and presidential relations with other political institutions and the public.

POLS 350. Latin American Politics and Societies (3-3-0)
Prerequisite: POLS 215 or consent of instructor.
This is a course that introduces students to regime change, democratic institutional design and social transformations in contemporary Latin America. Students will learn about classical and novel theoretical perspectives that help us understand how differences in electoral systems, executive and legislative structure affect political outcomes such as democratic regime stability and governability in Latin America. The last section of the course will explore important social phenomena in the region such as drug trafficking, corruption, indigenous people's mobilization and the rise of the new left.

POLS 351. East and Central European Politics and Societies (3-3-0)
Prerequisite: POLS 215 or consent of instructor.
This course introduces students to the politics, society, and culture of East and Central European countries during three historical junctures in the region's development – the interwar period of state formation, the years of communist rule and the post-communist era. Students will learn about classical and novel theoretical perspectives that help us understand how differences in electoral systems, executive and legislative structure affect political outcomes such as democratic regime stability and governability in post-communist East and Central Europe. The course will also explore important social phenomena in the region such as right-wing political extremism, corruption, ethnic conflict and immigration issues.

POLS 352. Research Methods and Quantitative Analysis (3-3-0)
Pre or corequisite: MATH 125.
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.

POLS 353. East Asian Politics (3-3-0)
Prerequisite: POLS 215.
East Asia is one of the most economically dynamic regions in the world. The term "East Asian Politics," however, collapses together a disparate array of political, economic and social structures, institutions and practices. One objective of this course is to disentangle each of these factors and examine their respective influences on the contemporary politics of these countries. While the course involves gaining an appreciation for East Asia's historical richness and complexity, we will primarily focus on contemporary issues related to the "East Asian economic development model," which reflects the unique relationship between political and economic development in this region.

POLS 354. Political Campaigns and Elections (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
A seminar examining the theoretical, historical and political principles of political campaigns and elections in the United States. Particular attention is given to understanding the various factors that influence individual election outcomes, how elections impact the operation of government and public policy and influences on elections such as the media, political action committees and political parties.

POLS 357. Classical Political Thought (3-3-0)
Prerequisite: POLS 100 or consent of instructor.
Beginnings of the Western political heritage as shaped by the great political thinkers from Plato to Cicero.

POLS 358. Modern Political Thought (3-3-0)
Prerequisite: POLS 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.

POLS 359. American Political Thought (3-3-0)
Prerequisites: POLS 100, 101 or consent of instructor.
History of American political thought from the founding to the Progressives, as represented by such thinkers as Locke, the Founders, federalists and anti-federalists, Tocqueville and Lincoln. Particular emphasis is placed on views of democracy, liberty, equality, property and the Union.

POLS 363. The Judicial Process (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
An examination of institutional analysis of the judiciary in the context of sociopolitical conceptions of adjudication with emphasis on the role of courts in American society.

POLS 371. WI: Public Policy and Governance (3-3-0)
Prerequisites: POLS 101 and ENGL 223.
An introduction to the policy process, governance and public

administration. Students examine how policy decisions emerge and how they are implemented. Primary topics of study include the stages of the policy process, the role of politics in public administration and substantive policy areas such as health and welfare policy, environmental policy and criminal justice.

POLS 375. Labor Law and Politics (3-3-0)
This course will examine political and court decisions, as well as state, federal and constitutional laws that impact the employment environment. Particular emphasis will be given to federal laws such as Title VII, Americans with Disabilities Act, Equal Pay Act, Age Discrimination Act and specific Civil Rights Acts. Students will gain an understanding as to why these laws came into existence and how prospective and current employees and supervisors are affected.

POLS 380. Terrorism (3-3-0)
Prerequisite: POLS 215.
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."

POLS 381. International Political Economy (3-3-0)
Prerequisite: POLS 215 or consent of instructor.
This course introduces students to the study of international political economy (IPE). It addresses the reciprocal and interactive relationship between politics and economics in the historical and contemporary international system by exploring the effect of political factors on international economic relations as well as the impact of economic factors on domestic and international politics. The course introduces the theoretical frameworks that guide the study of IPE, and applies these frameworks to the relations between principal state and non-state actors in a variety of issues in IPE, including international trade, foreign investment flows, international monetary relations, currency crises, international development and global governance.

POLS 382. Women and Politics (3-3-0)
Prerequisite: ENGL 223.
This course introduces students to the various roles of women in American politics. It covers a wide range of topics from the history of women's involvement in politics in America to the future of women in politics. Other topics covered include feminist theories, women's political participation and contemporary public policies of particular interest to women. Overall, the course investigates the role women have played in shaping the American political system and the significant political accomplishments of women.

POLS 391. International Environmental Politics (3-3-0)
Prerequisite: POLS 215.
This course is designed to provide students with an overview of contemporary environmental politics, primarily looking at the developed world of advanced capitalist societies. Because environmental problems do not stop at international borders, environmental solutions require international cooperation. We will seek to understand why that cooperation is so difficult to achieve. Topics include the dynamics of environmental politics in different states, the processes of environmental policy making, stumbling blocks to reaching international agreement and the role of different actors: multi-national corporations, policy makers, scientific experts, political parties, the public, the media and the environmental lobby.

POLS 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credit hours may be counted toward a degree.

POLS 402. WI: International Relations Theory and World Issues (3-3-0)
Prerequisite: POLS 215.
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.

POLS 410. Ethnic Conflict and Nationalism (3-3-0)
Prerequisite: POLS 215.
Conflicts in the Balkans, Northern Ireland, Rwanda, Darfur, Iraq, Israel/Palestine, Sri Lanka and India, among others, have led to tremendous human suffering and massive political mobilization. This course provides an overview of the causes, character and dynamics of ethnic conflicts and the strategies that can be employed to resolve them. It discusses the relationship between the theory of nationalism and ethnic conflict and puts issues accompanying ethnic conflict in a broader context of international politics. A number of exemplary case studies are considered to illustrate causes, trends, and consequences of conflicts and to discuss their resolution.

POLS 454. American Political Behavior (3-3-0)
Prerequisite: POLS 101 or consent of instructor.
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.

POLS 490. WI: Senior Seminar in Political Science (3-3-0)
Prerequisites: ENGL 223 with a C- or higher; senior standing, political science or international affairs major, and completion of all other core courses in the majors.
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.

POLS 491. Political Science Internship (3-0-8)
Prerequisites: POLS major and junior standing.
Part-time and full-time internships with government, military, for-profit or non-profit organizations. Periodic conferences with the instructor, written paper assignments incorporating theory and practice applicable to the site location, field evaluations and a minimum of 120 hours at a field location in one semester are required for three credit hours. A maximum of six credit hours over a two semester period may be counted toward a degree upon completion of 240 hours at a field location. Students are encouraged to secure an internship location, however, the class instructor will assist students in this process.

POLS 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credit hours may be counted toward a degree

POLS 499. Independent Studies in Political Science (Credits vary 1-3)
Prerequisites: Junior or senior standing, consent of instructor and department chair.
As needed.
The purpose of this course is to enable a qualified student to enrich their program through independent work. The topic and evaluation are agreed upon in writing by the student and faculty member supervising the effort. This should be completed by the end of pre-registration for the session in which the study will take place. A student should have a minimum overall GPA of 2.50. Copies of the study plan, attached to an independent study authorization form, must be filed with appropriate college offices. A student may take a maximum of three credit hours of independent study in a semester and a maximum of six credit hours in their total academic program.

PRE-LAW PROGRAM

William Mims, Director
prelaw.cnu.edu

The nation's top law schools seek applicants who have pursued a well-rounded undergraduate education, one like the liberal arts and sciences curriculum Christopher Newport University offers. Therefore, like most colleges and universities, Christopher Newport does not offer a pre-law major. Rather, our liberal learning curriculum helps students from all majors prepare for application to law school. In addition to offering all the prerequisite coursework, Christopher Newport offers a variety of resources, such as academic and career advising, mentoring, internship opportunities, workshops and seminars to help any highly-motivated student gain admission to the law school of their choice.

Many of these resources are offered through the Pre-Law Program, which hosts a variety of events focused on preparing for law school, determining if law school is right for you and crafting a strong law school application. Students who join the Pre-Law Program are also assigned an advisor who can answer individual questions. All students interested in law school are also encouraged to join Christopher Newport University's chapter of Phi Alpha Delta. Our chapter of this national, co-educational fraternity offers pre-law education and peer-to-peer support.

In addition, students with high levels of academic achievement should apply to the Pre-Law Scholars program. This program offers intensive mentoring to maximize law school preparation.

How to Get Started

1. Consult our web page, prelaw.cnu.edu, for details about upcoming Pre-Law Program events and to learn more about the Pre-Law Scholars Program.

2. Contact the program director and ask to join the Pre-Law Program. You will be informed of all our events and, depending on your major, be given an advisor with whom you can discuss your plans. If you qualify, apply to the Pre-Law Scholars Program (qualifications and application procedure are explained at prelaw.cnu.edu).

3. Join and be an active member of Phi Alpha Delta, the pre-law fraternity. Membership is open to all Christopher Newport University students.

Suggested Courses

While no specific courses are required for law school admission, courses that require you to write extensively, think critically, and analyze information from multiple disciplines are helpful toward preparing for the rigors of law school.

Students who wish to have coursework that focuses on legal issues should consider taking some of the following courses:

AMST 120	Encounters with the Constitution
AMST 245	Introduction to American Law
AMST 330	Treason in America
AMST 335	Moot Court
AMST/LDSP 345	American Epidemics and the Constitution: Lessons in Law, Leadership, and Policy
AMST 350	Sex, Law, and Society
BUSN 251	Business Law I
COMM 239	Argumentation
COMM 305	The First Amendment, Culture, and Communication
COMM 325	Persuasion
CRIM 208	Crime in America
CRIM 335	Crime and Inequality
CRIM 365	Social Change and Policy
ENGL 353	WI: Writing for the Professions
HIST 121	Early America to the Civil War
HIST 217	Social History of American Law
HIST 341	The Long Civil Rights Movement
HIST 342	American Environmental History
HIST 354	The American Revolution and Early Republic, 1775-1820
HONR 323	Civil Liberties in Wartime
PHIL 205*	The Anatomy of Thought
PHIL 207	Ethical Issues in Business
PHIL 321	WI: Legal Reasoning
PHIL 337	Radical Evil and the Philosophy of Law
PHIL 425	Constitutional Theory
POLS 204	Hate Crimes and Reality
POLS 240	The Supreme Court in American Politics
POLS 316	Constitutional Law
POLS 317	Civil Rights and Liberties
POLS 327	International Law and International Organizations
POLS 363	The Judicial Process
POLS 375	Labor, Law and Politics
RSTD 321	The Church and the State

*Students preparing for the Law School Admission Test (LSAT) should consider taking PHIL 205 as part of their preparation.

Pre-Med and Pre-Health Program

Dr. Gwynne D. Brown, Director
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(757) 594-7782
gwynne.brown@cnu.edu

Medical schools and other professional health programs typically seek applicants with a well-rounded undergraduate education, such as that offered by Christopher Newport University's liberal learning curriculum. Like most colleges and universities, Christopher Newport University does not offer a pre-med or pre-health major. However, our program can help students from any academic major to prepare for admission into medical school and other health profession programs. In addition to offering all the necessary prerequisite coursework, Christopher Newport University offers a variety of resources, such as academic and career advising, mentoring, clinical internship opportunities, workshops and seminars. Our goal is to help any highly-motivated student gain admission into the professional school of their choice.

How to Get Started

Meet with the Director of Pre-health Programs if you are pre-med, pre-dental, pre-vet, or pre-PA. Meet with the Pre-health Advisor if you are interested in any other pre-health profession (e.g. physical therapy, occupational therapy, pharmacy, nursing, etc.).

What if I can't decide which career I want?

Don't panic! You have time to determine the career that is right for you. You should talk with someone in the Center for Career Planning (Newport Hall 305), the Pre-health Advisor, or the Director of Pre-health Programs (DPP) about the various health career possibilities available to you. It is also wise to experience various health careers first-hand by volunteering at hospitals, local clinics, doctors' offices and by shadowing practitioners in the various fields of interest to you.

Academically, a good start is CHEM 121/121L (unless you have not completed high school chemistry, or are fairly certain you will pursue physical therapy or occupational therapy and do not want a BS in biology, in which case you can take CHEM 103/103L). If you are a biology major, the first two years of your curriculum will take care of most of the prerequisites for many health profession programs. If you are not a biology major, start with BIOL 211/211L, followed by BIOL 213/213L (you will need an override to enroll in BIOL 213/213L).

Special Opportunities

Pre-med Scholars Program (PSP)

The Pre-med Scholars Program (PSP) provides qualified students with an enriched undergraduate experience that will facilitate their matriculation to the medical, physician assistant, dental or veterinary school of their choice. Through a combination of intensive advising and mentoring, seminars and workshops and structured clinical and service-learning experiences, the program provides the student with all of the opportunities needed to become a strong candidate for admission to the school of their choice.

Benefits of the Program

In addition to a rigorous academic program that ensures meeting professional graduate school prerequisites, PSP students are eligible for the CNU-EVMS BSMD Joint Program, the CNU-VCU SOM Preferred Applicant Program, VCOM guaranteed early junior interview, EVMS' PA Early Assurance Program, opportunities for pre-med scholarships, and focused, individualized advising from the DPP and mentoring by physicians. PSP students are also guaranteed clinical shadowing and service learning opportunities so long as they have the availability in their schedules.

Entering the Program

Admission to the program is open to any entering freshman who is interested in a career in medicine (pre-med or pre-PA), dentistry, or veterinary medicine and has earned a *minimum* of either a 4.0 high school GPA, 1310 SAT (critical reading & math), or 28 ACT.

Students can also join the program once admitted to the University by performing well in the classroom. Students who have completed CHEM 121/121L, have an overall and science GPA $\geq$ 3.50, and have an interest in applying to medical, physician assistant, dental or veterinary school may also apply to the program by contacting the DPP.

Program Requirements

In addition to completing the general academic requirements and specific degree requirements for the academic major of their choosing, all PSP students must:

- maintain an overall and science GPA of not less than 3.40;
- successfully complete the PMED activities course each semester;
- complete the required coursework for application to medical, physician assistant, dental or veterinary school in a timely manner.

CNU-EVMS BSMD Joint Program and the CNU-VCU SOM Preferred Applicant Program

In order to facilitate entry of qualified students into

medical school and enrich their undergraduate experience, Christopher Newport University has reached agreements with Eastern Virginia Medical School (EVMS) and Virginia Commonwealth University School of Medicine (VCU SOM). Selected students who receive provisional early acceptance to one of the aforementioned medical schools must satisfactorily complete their undergraduate degree program at Christopher Newport.

Students who are in good standing in Pre-med Scholars can apply for early acceptance in the spring of their sophomore year by completing the appropriate application form for each school and submitting it to the DPP provided they meet the criteria of each program. The Council for Health Professions Preparation (CHPP) will review the applications and select students for an interview. CHPP then submits the nominees to EVMS and/or VCU. Final selections (invitation for on-campus interviews and offers of provisional acceptance) are conducted by the individual medical schools. Students accepted early to EVMS must earn ≥ 503 on the MCAT to guarantee admission. Students accepted early to VCU SOM must earn ≥ 508 on the MCAT to guarantee admission.

Academic Program Criteria for Early Application to EVMS:

1. Enrolled at Christopher Newport University since freshman year of college. Transfer students are ineligible for this program.
2. College sophomore in good standing at Christopher Newport University.
3. Overall and science GPA of 3.5 at the time of application.
4. To be competitive, students need grades of at least a B in BIOL 211/211L, and in three of the following four chemistry courses, with the fourth course in progress: CHEM 121/121L, CHEM 242/242L, CHEM 221/221L, and CHEM 222/22L.

The successful applicant will also demonstrate an active interest in medicine and participate in extracurricular activities.

Academic Program Criteria for the VCU SOM Preferred Applicant Program:

1. Enrolled at Christopher Newport University since freshman year of college. Transfer students are ineligible for this program.
2. College sophomore in good standing at Christopher Newport University.
3. Overall GPA of 3.5 and science GPA of 3.4 at the time of application.
4. To be competitive, students need grades of at least a B in BIOL 211/211L, and in three of the following four chemistry courses, with the fourth course in progress: CHEM 121/121L, CHEM 242/242L, CHEM 221/221L, and CHEM 222/22L.

The successful applicant will also demonstrate an active interest in medicine and participate in extracurricular activities.

CNU VCOM Guaranteed Early Junior Interview

Students in PSP interested in applying to the Edward Via College of Osteopathic Medicine (VCOM) who have a minimum of a 3.5 GPA and have made adequate progress toward medical school prerequisites are guaranteed an early interview following their junior year. Students requesting an early interview to VCOM must be in good standing in PSP and go through CHPP during the spring semester of their junior year.

EVMS Master of Physician Assistant Early Assurance Program

Eastern Virginia Medical School (EVMS) and Christopher Newport University have entered into an agreement whereby up to five Christopher Newport University applicants who meet certain criteria and are recommended by the DPP and CHPP are eligible for early assurance into EVMS's Master of Physician Assistant (MPA) program. To be eligible to apply through the Early Assurance Program, a student must meet the following criteria:

1. Enrolled at Christopher Newport University since freshman year of college. Transfer students are ineligible for this program.
2. College junior in good standing at Christopher Newport University with no more than one additional academic year to complete at the time of their interview.
3. A U.S. Citizen or Permanent Resident.
4. Maintain an overall GPA of 3.4 or higher and be enrolled in Pre-med Scholars at the time of the application process.
5. Accumulate 500 hours of patient care experience before acceptance into the program.
6. Satisfactorily complete at least 7 of the 8 pre-requisite courses with at least a *B-* by the time of the application
   - BIOL 284/284L-285/285L or BIOL 314/314L-315/315L (either sequence of Anatomy and Physiology);
   - BIOL 301/301L (Microbiology);
   - CHEM 121/121L or CHEM 242/242L (General Chemistry);
   - CHEM 221/221L or CHEM 222/222L (Organic Chemistry I or II) or BCHM 410 (Medical Biochemistry) or BCHM 414 (Biochemistry I);
   - PSYC 201 or PSYC 202 (Introductory Psychology);
   - PSYC 207 (Lifespan Development) or any PSYC 300/400-level course;
   - 3 credit hours of College Math, Statistics, or Physics therefore MATH 125 (Statistics) or MATH 130 or higher or PHYS 151/151L or PHYS 152/152L can satisfy this requirement.

Riverside Medical Group (RMG) Scholars

Each year, two incoming freshmen interested in pursuing a career in medicine are selected to receive a $2500 scholarship from the Riverside Medical Group. To be eligible for a RMG scholarship, applicants must have a minimum score of either a 1310 on the SAT or a 28 on the ACT or a 4.0 high school GPA. Freshman RMGs must earn a 3.70 GPA their first year in order to maintain the scholarship. In addition, each year one to three additional students will be selected as RMGs from among the current PSP participants. Upperclassmen must maintain a 3.50 GPA and remain in good standing in the PSP to maintain their scholarships. In addition to full participation in the PSP, RMG scholars shadow at Riverside Medical Center up to four times per semester and will be offered a paid internship with Riverside Health Systems for one summer following their sophomore year.

ODU School of Physical Therapy
Guaranteed Admission Agreement

Old Dominion University (ODU) School of Physical Therapy and Christopher Newport University have entered into an agreement whereby Christopher Newport applicants that meet certain criteria and are recommended by the DPP and the Pre-Health Advisor will be guaranteed admission into the ODU Doctor of Physical Therapy (DPT) program. Students must complete all the requirements for admission including the academic and GRE requirements listed below, shadowing and volunteer hours, three letters of recommendation, and the application provided to the DPP by ODU.

Requirements

1. The student must complete all prerequisite PT courses at Christopher Newport University with a minimum grade of *B* in all science prerequisite courses, an overall science GPA of 3.50 or higher, and graduate from Christopher Newport University with a baccalaureate degree and a 3.50 cumulative GPA.
2. The courses for this GPA include: one year of general biology (BIOL 211/211L-213/213L), one year of anatomy and physiology with lab (BIOL 284/284L-285/285L or BIOL 314/314L-315/315L); one year of physics (PHYS 151/151L-152/152L or PHYS 201/201L-202/202L); one year of introductory or general chemistry (CHEM 103/103L-104/104L or CHEM 121/121L-242/242L); statistics (MATH 125) and a general psychology course.
3. The student must complete the Graduate Record Examination, with scores of at least 150 each for the verbal and quantitative sections, and a writing score of at least 4.

Sentara College of Health Sciences Masters Entry to Nursing Program
Guaranteed Admission Agreement

Sentara College of Health Sciences (SCOHS) and Christopher Newport University have entered into an agreement whereby two Christopher Newport applicants who meet certain requirements and are recommended by the DPP and the Pre-health Advisor will be guaranteed admission into Sentara's Masters Entry to Nursing Program (MENP). Interested students must notify the DPP or Pre-health Advisor during the fall semester of their senior year if they intend to apply. SCOHS must be notified with names of applicants by January 31.

Requirements

1. Students must complete the bachelor's degree at Christopher Newport University with an overall GPA of 3.0 or higher on a 4.0 scale and prerequisite courses with a *B-* (2.67) or higher.
2. The required courses are one year of anatomy and physiology with labs (BIOL 284/284L-285/285L or BIOL 314/314L-315/315L),
3. Microbiology with lab (BIOL 301/301L), nutrition (BIOL 319),
4. Lifespan development (PSYC 207),
5. One semester of chemistry with lab (either CHEM 103/103L or CHEM 121/121L),
6. English (ENGL 123 and 223), and
7. Statistics (MATH 125).

Suggested Course Plans

Prerequisite coursework must be completed at some minimal level determined by each particular program; grades below a *C* are generally not accepted and certain schools may require a *B-* or higher. Most graduate schools require two semesters of some form of English composition; students not taking ENGL 123 and/or ENGL 223 should be aware of this. Students in the Honors Program do not have to take English since the 3XX Honors classes meet the English requirement. At the time of application, the registrar will send an "Honor's letter" with the student's transcript, which explains the demands of the Honors curriculum and subsequent completion of the English requirement through the Honors Program.

Students are ultimately responsible for determining specific course and admission requirements for any program to which they plan to apply.

Pre-Dentistry

The prerequisite coursework for dental school will take three years to complete. Requirements for admission into dental school vary among the different programs. It is critical for prospective applicants to check the specific requirements for each program. Applicants are expected to have some experience in dental settings, and should be able to provide strong letters of recommendation from teachers,

dentist(s) and others who can attest to the applicant's character and attributes. Evidence of good manual dexterity is an asset. Students must also take an entrance exam, the DAT, which requires competency in the natural sciences, perceptual ability, reading comprehension and quantitative reasoning.

Courses at Christopher Newport that satisfy the prerequisites for applying to a typical dental program:

1. BCHM 410 (Medical Biochemistry) for non-Biochemistry majors or BCHM 414/415 414-415 (Biochemistry I and II) for Biochemistry majors;
2. BIOL 211/211L- 213/213L (Principles of Biology I and III). Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L;
3. CHEM 121/121L-242/242L (General Chemistry);
4. CHEM 221/221L-222/222L (Organic Chemistry);
5. ENGL 123 or HONR 3XX;
6. MATH 125 (Statistics);
7. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (one year of College or University Physics)
8. The following courses are strongly recommended, but not always required: BIOL 301/301L (Microbiology), BIOL 307 (Cell Biology), BIOL 313 (Genetics), BIOL 284/284L-285/285L or BIOL 314/314L-315/315L (either sequence of Anatomy and Physiology), BIOL 411 (Immunology), BIOL 412/412L (Fundamental Molecular Biology).

Pre-Medicine

The *traditional* pre-med student will apply to medical school after their third year, however, most students are taking "growth" year(s) between college and medical school. Prerequisite coursework can vary among medical schools but takes a minimum of three years to complete. Applications are submitted at least one year before intended matriculation. In addition to the prerequisite coursework, successful applicants complete a significant number of hours participating in clinical internships, shadowing in diverse medical settings, and volunteer work.

The following courses at Christopher Newport will prepare students well for the MCAT and satisfy the prerequisite requirements for most medical schools;

1. BCHM 410 (Medical Biochemistry) for non-Biochemistry majors or BCHM 414/415 (Biochemistry I and II) for Biochemistry majors
2. BIOL 211/211L- 213/213L (Principles of Biology I and III). Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L;
3. BIOL 307 (Cell Biology);
4. BIOL 313 (Genetics);
5. CHEM 121/121L-242/242L (General Chemistry);
6. CHEM 221/221L-222/222L (Organic Chemistry);
7. ENGL 123 and ENGL 223 or 2 HONR 3XX courses;
8. MATH 125 (Statistics);
9. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (one year of College or University Physics);
10. PSYC 201 and 202 (Introductory Psychology courses);
11. SOCL 205 (Sociological Foundations)
12. Other beneficial courses include BIOL 301/301L (Microbiology), BIOL 314/314L-315/315L (Anatomy and Physiology I & II), BIOL 411 (Immunology), BIOL 412/412L (Fundamental Molecular Biology), and MATH 140 (Calculus I).

Note: not all medical schools recognize AP credit. Additional prerequisites, such as math or an additional science course may be required. Applicants must check the individual requirements of each medical school to which they plan to apply.

Pre-Occupational Therapy

Occupational therapy schools accept applicants from diverse academic backgrounds. There are significant differences in the prerequisites required among different occupational therapy schools. Students must check the prerequisites for each program. In addition to the prerequisite coursework, most programs require applicants to have a certain number of hours of occupational therapy experience. Since occupational therapy has such a broad scope of practice, it is desirable for applicants to have experiences in multiple settings.

Courses at Christopher Newport that satisfy the prerequisites for applying to a typical occupational therapy program:

1. ANTH 203 (Cultural Anthropology);
2. BIOL 211/211L-213/213L (Principles of Biology I and III). Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L; see note below regarding chemistry;
3. BIOL 271 (Medical Terminology);
4. BIOL 284/284L-285/285L or BIOL 314/314L-315/315L (either sequence of Anatomy and Physiology);
5. MATH 125 (Statistics);
6. PSYC 201 and/or PSYC 202 (Introductory Psychology courses);
7. PSYC 207 (Lifespan Development) and PSYC 315 (Abnormal Psychology);

Note: Although chemistry is not typically listed as a prerequisite for occupational therapy school, students must be enrolled in or have completed one of the introductory chemistry courses in order to enroll in the introductory biology courses. This can be satisfied with CHEM 103/103L or CHEM 121/121L. Additional anthropology, sociology or psychology classes are frequently required. Some occupational therapy schools require physics or kinesiology.

Pre-Pharmacy

Requirements for admission to pharmacy school vary

among the different programs. It is critical for prospective applicants to check the specific requirements for each program. The prerequisite coursework will take three years to complete. Applicants are expected to have acquired some experience in a pharmacy setting, and should be able to provide strong letters of recommendation from teachers, pharmacist(s), and others who can attest to the applicant's character and attributes.

Courses at Christopher Newport that satisfy the prerequisites for applying to a typical pharmacy program:

1. BCHM 410 (Medical Biochemistry) for non-Biochemistry majors or BCHM 414 (Biochemistry I) for Biochemistry majors;
2. BIOL 211/211L-213/213L (Principles of Biology I and III). Non-biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L;
3. BIOL 284/284L-285/285L or BIOL 314/314/L-315/315L (either sequence of Anatomy and Physiology);
4. BIOL 301/301L (Microbiology);
5. CHEM 121/121L-242/242L (General Chemistry);
6. CHEM 221/221L-222/222L (Organic Chemistry);
7. COMM 201 (Public Speaking);
8. ENGL 123 and ENGL 223 or 2 HONR 3XX;
9. MATH 125 (Statistics), and at least one semester of calculus, satisfied with MATH 135 or 140 or 148;
10. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (one year of College or University Physics);
11. Economics is required by some schools.
12. The following courses are recommended, but not always required: BIOL 307 (Cell Biology), BIOL 313 (Genetics), BIOL 411 (Immunology) or BIOL 412 (Fundamental Molecular Biology).

Pre-Physical Therapy

Requirements for admission to PT school vary among the different programs. It is critical for prospective applicants to check the specific requirements for each program. Most physical therapy programs require only two semesters of chemistry. This can usually be satisfied with CHEM 103/103L-104/104L or CHEM 121/121L-242/242L, but some schools do not accept the first sequence. If you are not certain which medical field you will ultimately pursue, or to be eligible for any program, consider the two year chemistry sequence, CHEM 121/121L-242/242L and CHEM 221/221L-222/222L. In addition to prerequisite courses, applicants must accumulate hours shadowing a physical therapist, including some in acute-care settings. Many programs, such as Old Dominion University, do not interview applicants and base their decision solely on the application (including essays/personal statements) and letters of reference (one of which must come from a physical therapist).

Courses at Christopher Newport that satisfy the prerequisites for applying to a typical physical therapy program:

1. BIOL 211/211L-213/213L (Principles of Biology I and III). (Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L);
2. BIOL 284/284L-285/285L or BIOL 314/314L-315/315L (either sequence of Anatomy and Physiology);
3. CHEM 121/121L-242/242L, if chemistry, biochemistry, or neuroscience major or obtaining a BS in biology; OR CHEM 103/103L-104/104L for other majors or if obtaining a BA in biology as long as a school does not require General Chemistry;
4. MATH 125 (Statistics);
5. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (one year of College or University Physics -major dependent);
6. PSYC 201 and PSYC 202 (Introductory Psychology courses); some schools accept 3 of those credit hours from other social science courses.

Pre-Physician Assistant

The typical Physician Assistant program lasts approximately 28-30 months and leads to a Masters in Physician Assistant Studies. Admission to a PA program is based on overall academic performance, performance in prerequisite courses, personal statements and letters of recommendation, including one from a practicing physician assistant. In addition, most programs require a significant number of patient contact hours, therefore many students volunteer as Emergency Medical Technicians (EMT) or become Certified Nursing Assistants (CNA). Prerequisite coursework varies significantly among different PA schools, therefore the courses listed below serve only as a guide.

Courses at Christopher Newport that satisfy the prerequisites for applying to a typical physician assistant program.

1. BIOL 211/211L-213/213L (Principles of Biology I and III). Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L;
2. BIOL 284/284L-285/285L or BIOL 314/314L-315/315L (either sequence of Anatomy and Physiology);
3. BIOL 301/301L (Microbiology)-[BIOL 307 (Cell Biology), BCHM 410 (Medical Biochemistry) for non-Biochemistry majors or BCHM 414 (Biochemistry I) for Biochemistry majors may serve as an alternative];
4. CHEM 121/121L-242/242L (General Chemistry);
5. CHEM 221/221L-222/222L (Organic Chemistry) Many PA schools only require one semester of organic chemistry and some schools allow students to substitute Biochemistry for Organic Chemistry, however, at Christopher Newport Organic Chemistry is a prerequisite for Biochemistry;
6. MATH 125 (Statistics);
7. PSYC 201 and PSYC 202 (Introductory Psychology

courses);
8. PSYC 207 (Lifespan Development) and PSYC 315 (Abnormal Psychology).
9. The following courses are strongly recommended and some may be required: BIOL 271 (Medical Terminology), BIOL 313 (Genetics), and BIOL 411 (Immunology).

Pre-Veterinary Medicine

Because there are relatively few veterinary medicine schools in the U.S., criteria for admission is very competitive, despite the looming shortage of practicing veterinarians. Prerequisite coursework as well as entrance exam requirements vary significantly among vet schools. A strong GRE score is required by some schools in addition to solid academic performance. Many hours of experience with animals is paramount; admissions committees look for confidence and competence in animal handling skills. Exposure to a variety of animal groups (small, large and exotic) is also important. At least one letter of recommendation from a practicing veterinarian is required.

Prerequisites for applying to a typical veterinary medicine program:

1. BIOL 211/211L-213/213L (Principles of Biology I and III). Non-Biology majors will need to submit an override form to the Registrar in order to take BIOL 213/213L;
2. BIOL 271 (Medical Terminology);
3. BIOL 301 (Microbiology);
4. BCHM 410 (Medical Biochemistry) for non-Biochemistry majors or BCHM 414 (Biochemistry I) for Biochemistry majors;
5. CHEM 121/121L-242/242L (General Chemistry);
6. CHEM 221/221L- 222/222L (Organic Chemistry);
7. COMM 201 (Public Speaking);
8. ENGL 123 and ENGL 223 or 2 HONR 3XX courses;
9. MATH (6 credit hours in either algebra, trigonometry, calculus and/or statistics);
10. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (one year of College or University Physics);
11. The following courses are strongly recommended and some may be required: BIOL 307 (Cell Biology), BIOL 313 (Genetics), BIOL 314/314L-315/315L (Anatomy and Physiology I & II), BIOL 409/409L (Comparative Anatomy), and BIOL 411 (Immunology).

Health Professions not Listed

Consult with the Center for Career Planning (CNH 305), the DPP, or the Pre-health Advisor if you are interested in other pre-health fields such as nursing, podiatry, public health, etc. Various websites also provide valuable information (such as Explore Health Careers, explorehealthcareers.org).

Entrance Exams and Application Services

Most medical and health profession schools use some form of the Centralized Application Service (CAS); cycles usually open in the spring or early summer preceding the senior year. Deadlines for each school vary therefore students must check each program's individual website; however, to be competitive for most schools, an applicant needs to apply early in the cycle. In addition, students should take the program's relevant entrance exam (MCAT, DAT, GRE, etc.) in a timely manner in order to complete the application packet early in the cycle.

COUNCIL FOR HEALTH PROFESSIONS PREPARATION/COMMITTEE EVALUATION AND LETTER

Council for Health Professions Preparation

The Council for Health Professions Preparation (CHPP) consists of the Director of Pre-health Programs (DPP), faculty, administrators and local healthcare practitioners. The council acts as a liaison between the pre-health student and the DPP, provides advice and guidance to the DPP with respect to the Pre-med & Pre-health Program, participates in the evaluation of all pre-med and pre-health students who request a *Committee Letter* for their application to a professional school or program, and establishes the criteria for student selection and continuation in all health-career related programs at Christopher Newport University.

Committee Evaluation and Letter

Qualified students may request an evaluation and committee letter from the CHPP. A committee letter is usually favored by admissions committees when evaluating applicants, and is a composite of the committee's evaluation of the applicant as well as those of individual referrers.

To request a committee letter from the CHPP students must:

1. Upload and submit 6 documents (resume or cv, transcript, personal statement, CHECS release form, a FERPA form, and a list of references) to the CHPP Evaluation Request Job Posting on Handshake by the required date;
2. Secure 3-5 confidential letters of recommendation submitted electronically to the DPP;
3. Satisfy the prerequisites for admission;
4. Meet with the DPP;
5. Be in good academic standing and show progress in prerequisite courses for chosen profession.

Students are evaluated on their academic performance, extracurricular activities, including service and research, experiences related to intended profession, letters submitted to the CHPP and the interview. Students are awarded an overall level of evaluation based on how they compare to other pre-health students. Students may discuss their evaluation with the DPP.

The Curriculum in Pre-Med

PMED 010. PSP Activities I (0-0-1)
Restricted to freshman PSP students.
Participation in a number of requirements for the Pre-med Scholars Program, including participation in regularly scheduled seminars, completion of monthly clinical blocks if schedule allows (approximately 4 hours each) as well as completion of an approved service learning activity. This course is graded pass/fail. May be repeated once.

PMED 020. PSP Activities II (0-0-1)
Restricted to sophomore PSP students.
Participation in a number of requirements for the Pre-med Scholars Program, including participation in regularly scheduled seminars, completion of monthly clinical blocks if schedule allows (approximately 4 hours each) or an alternate clinical experience approved by the DPP as well as completion of an approved service learning activity. This course is graded pass/fail. May be repeated once.

PMED 030. PSP Activities III (0-0-1)
Prerequisites: PMED 020, junior standing.
Participation in a number of requirements for the Pre-med Scholars Program, including participation in regularly scheduled seminars, completion of clinical experience approved by the DPP, as well as completion of an approved service learning activity. This course is graded pass/fail. May be repeated once.

PMED 040. PSP Activities IV (0-0-1)
Prerequisites: PMED 030, senior standing.
Participation in a number of requirements for the Pre-med Scholars Program, including participation in regularly scheduled seminars, completion of clinical experience approved by the DPP, as well as completion of an approved service learning activity. This course is graded pass/fail. May be repeated once.

President's Leadership Program

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The President's Leadership Program (PLP) 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, personal and leadership development experiences, service learning and internships, as well as the opportunity for travel through international study, leadership conferences and competitions and immersive service experiences—all designed to supplement the major of each student's choice. For additional information, visit cnu.edu/plp

Program Commitments

As a program we are committed to:

- Preparing you for lives of leadership, service and civic responsibility.
- Facilitating the connection between leadership theory and practice through the integration and application of academic study, experiential learning and personal development.
- Inspiring you to define your purpose, find your passion and clarify personal values.
- Challenging you to develop a philosophy and practice of leadership that encompasses a diverse range of beliefs and ideas.
- Encouraging respect for individual difference and inclusivity.
- Valuing collaboration, group work and leadership as a process among people.

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 competencies
- Develop the ability to enlist others in a common purpose
- Strengthen personal and organizational responsibility
- Develop an orientation toward positive risk-taking
- Develop the ability to manage and resolve conflict
- Develop a strong work ethic and high standards of excellence

Eligibility

Students apply to the President's Leadership Program during their senior year of high school through an application process in conjunction with the Christopher Newport University admission process. At the end of each academic semester, students are reviewed for program continuation in accordance with the standards outlined in the PLP Student Contract. Continuation in the Presidents' leadership Program is separate and distinct from scholarship eligibility. See scholarship requirements below. Applications are available through the Common App. PLP is separate from the Honors Program and the leadership studies minor.

Scholarships

Students selected for the President's Leadership Program receive a $500, $2500 or $5000 scholarship (depending on the scholarship level outlined in their admission letter) each semester that will be applied to the student's account for up to eight semesters at Christopher Newport. Scholarship levels are determined at the time of admission and cannot be increased in future semesters. To maintain scholarship eligibility, students must continue participation in the program(s) funding their scholarships, reside on campus (for all eight semesters), maintain their required term and cumulative GPA minimums, maintain consecutive full-time enrollment, fulfill programmatic requirements as outlined in the PLP Student Contract and continue progression in the leadership studies minor or second major. In addition, all students must uphold the Honor Code and Student Code of Conduct.

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 relationships. Beginning with Leadership Adventure, PLP's extended orientation program, PLP first year students bond with each other, the PLP staff and upper-class facilitators. A minor or second major in leadership studies is required for all Presidents' Leadership Program students. (Please see separate listing for leadership minor/major requirements.)

Community Service

Students in the President's Leadership Program must complete a minimum of 100 hours of service under the supervision or approval of the PLP staff. Service develops students' self-efficacy to lead, engages them in the practice of servant leadership, exposes them to social problems, and empowers 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. Examples include building a Habitat for Humanity

home, tutoring in a middle school STEM program, coaching community athletic teams or visiting local retirement communities. The President's Leadership Program staff also offers optional opportunities to conduct service through immersive domestic and international trips, as well as one-time service explorations designed to intentionally connect students to local service partners.

Internships

Having become acquainted with leadership theory, process, and practice through the PLP curriculum, each student will enhance his or her leadership competency through supervised internships in fields such as business, government and nonprofit organizations. Through these internships, students are given the opportunity to see leadership in action and apply their classroom knowledge to a practical professional development experience, thus providing the foundation needed to succeed as they begin their career.

President's Leadership Speaker Series

PLP students have opportunities to hear leadership perspectives from an array of leaders from the public, political, and private sectors. These leaders share insights on and responses to today's leadership challenges through formal presentations and student interaction. Presentations are open to all students and members of the CNU community.

Study Abroad Scholarships

Students are eligible for a one-time study abroad scholarship and are encouraged to use this benefit. Students are required to submit an application by the applicable deadline in order to be considered for a study abroad scholarship. Scholarship selection will be based on whether students meet the eligibility criteria below and available funding. In order to qualify, students must complete three semesters at Christopher Newport and maintain the scholarship requirements outlined in the scholarship section. Study abroad scholarships are restricted to undergraduate students participating in foreign study abroad programs approved by the Christopher Newport University Office of Study Abroad. Study Abroad programs taking place over fall break, spring break or winter break periods do not qualify for the scholarship.

A select group of Presidential Scholars will be invited to participate in a special study abroad experience the summer following their second year in which their necessary travel and room and board expenses will be covered by Christopher Newport. This opportunity will be given to top academic candidates who meet requirements as outlined in the PLP Student Contract. Scholarship applications are not required for students participating in this special study abroad experience.

Program Commitments

Please see the *President's Leadership Program Handbook* for specific information regarding the program commitments at cnu.edu/plp.

DEPARTMENT OF PSYCHOLOGY

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Faculty

Professor: Greenlee, Guajardo
Associate Professor: Antaramian, Campolattaro, Dow, Gibbons, Hart, Lee, Lipatova, Marshall, Pressley, Rollins, Velkey
Assistant Professor: Ashburn, Fernandez, Hicks
Senior Lecturer: Lange, Niehaus
Lecturer: Riggins
Emeriti: Bauer, Cartwright, Catanzaro, Doolittle, Herrmann, Hunter

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.

Program of Study

The Department of Psychology offers both Bachelor of Arts and Bachelor of Science degrees. The department requires each undergraduate major, through a rigorous and well-planned curriculum, to study and master the literature and methods of psychology. Curricular emphases are on fundamental conceptual knowledge, methods of psychological science, practical applications of both knowledge and skills and theoretical considerations. The psychology curriculum requires courses at elementary, intermediate and advanced levels, including courses with laboratory components. Options such as practica, seminars, individual faculty mentored research opportunities and team research projects are available to majors. The curriculum also offers a wide range of course offerings covering the breadth of modern psychological science.

The psychology curriculum provides excellent preparation for students who wish to pursue graduate study. Others find careers as advisors, counselors, case managers, volunteer services managers, research lab managers, mental health care workers, program managers, child care workers, social services workers, administrative assistants, customer services representatives, human resources officers, personnel officers, job analysts, marketing researchers, public relations representatives, research analysts, staff training specialists and a variety of other career options. The psychology curriculum also provides a strong foundation for students who wish to become elementary teachers.

Bachelor of Arts and Bachelor of Science Degrees in Psychology

Students who wish to major in psychology must declare the major by submitting a *Declaration of Major* form to the Office of the Registrar. Majors will be required to complete a comprehensive exit examination of psychological knowledge as part of the department's assessment procedure. Students will be assigned a faculty advisor by the Registrar's office. Students are urged to consult their assigned advisor regularly.

Students seeking a degree in psychology must:

- successfully complete the liberal learning core;
- complete MATH 125 and a minimum of 36 credit hours toward the psychology major (19 specified course credit hours in psychology and 17 elective credit hours in psychology);
- present no more than one psychology course to simultaneously satisfy the psychology major and the liberal learning core requirements;
- complete a standardized comprehensive exit examination of psychological knowledge.

Electives should be chosen in consultation with an academic advisor. Students pursuing a degree in psychology should successfully complete MATH 125, PSYC 201, 202, 300, 301W and 301L as early in their programs as feasible but in no case later than the completion of the first 90 credit hours of the degree. Course prerequisites must be satisfied.

The psychology major has a restricted prerequisite structure. Thus, it is recommended that students take their major courses in the following order:

- First Year: PSYC 201, 202, MATH 125.
- Second Year: PSYC 300, PSYC 3XX elective.
- Third Year: PSYC 301W/301L, PSYC 3XX, PSYC 3XX or 4XX elective.
- Fourth Year: PSYC 4XX/4XXL, PSYC 4YY/4YYL, PSYC 490W.

Psychology majors must earn a grade of *C*- or higher in MATH 125, PSYC 201, 202, 300, 301W and 301L. Before students can enroll in PSYC 300 they must earn a grade of *C*- or higher in MATH 125 and PSYC 201 or 202. Before majors can enroll in PSYC 301W they must earn a grade of *C*- or higher in PSYC 201, 202 and 300. Students may not enroll in 400-level lab courses until they successfully complete PSYC 301W with a grade of *C*- or higher and students may not enroll in PSYC 490W until they successfully complete PSYC 301W with a grade of *C*- or higher.

Bachelor of Arts Degree in Psychology

In addition to successful completion of the liberal learning curriculum, the Bachelor of Arts degree in psychology requires successful completion of the following courses:

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. Selection of three additional 300-level courses;
6. Selection of two additional 400-level courses with corequisite labs;
7. One PSYC 3 credit elective at the 300- or 400- level;
8. PSYC 490W.

Bachelor of Science Degree in Psychology

In addition to successful completion of the liberal learning curriculum, the Bachelor of Science degree in psychology requires successful completion of the following courses:

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. Selection of three additional 300-level courses;
6. Selection of two additional 400-level courses with corequisite labs;
7. One PSYC 3 credit hour elective at the 300- or 400- level;
8. PSYC 490W.
9. One sequence from the following list to satisfy the *University Bachelor of Science Degree Requirement.* No more than three lecture courses may be taken from the same discipline, and no more than two laboratory courses may be taken from the same discipline to satisfy the *University Bachelor of Science Degree Requirement* and the *Investigating the Natural World Area of Inquiry*.

   BIOL 107, 108, 109L
   BIOL 211/211L-212/212L
   BIOL 211/211L-213/213L
   CHEM 103/103L-104/104L
   CHEM 121/121L-242/242L
   PHYS 151/151L-152/152L
   PHYS 201/201L-202/202L

Minor in Psychology (18 credit hours)

Eighteen credit hours (minimum) constitute the minor, which must include PSYC 201 and 202. Nine of the remaining 12 credit hours must be at the 300- or 400-level. All prerequisites must be met for courses taken for the minor. A psychology minor is particularly appropriate for business, sociology, social work, government, public administration, pre-med, pre-law and neuroscience.

Psychology Major Requirements for Teacher Preparation

For those students who wish to become elementary teachers, Christopher Newport has a program leading to a bachelor's degree in psychology and the M.A.T. (Master of Arts in Teaching). This program also includes teacher licensure. Students wishing to teach psychology at the secondary level must complete teacher preparation requirements in history and social science. Application to the program must be made in spring of the junior year. See the graduate catalog for application instructions and requirements. 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 or your department advisor.

Students will earn a B.A. or B.S. in psychology after the first four years and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete the following track for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See major requirements for a BA or BS in psychology.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

*Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

THE CURRICULUM IN PSYCHOLOGY

PSYC 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PSYC 201. Investigating the Biological Bases of Behavior and Cognition (3-3-0) AINW
This course covers basic principles of scientific psychology, including coverage of history and systems of psychology (the historical development and progression of scientific theories in psychology), the scientific method and research methods. Additionally, this course includes coverage of biological bases of behavior (brain and nervous system structure, function and effects on individual behavior and mental processes), sensation and perception (anatomy and function of sensory systems such as the visual system), learning and memory, intelligence and cognition. 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)
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, motivation, 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. Students will develop a foundation for understanding psychology and will be introduced to a variety of disciplines within psychology.

PSYC 207. Lifespan Development (3-3-0)
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)
Required for students in the Teacher Preparation Program.
This course will focus on the biological, cognitive, linguistic, social, and emotional factors influencing the normal growth and development of the child from conception through adolescence. The course will focus on theories and research in child development as well as everyday applications of those theories and research.

PSYC 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PSYC 299. Field Research in Psychology (Credits vary 1-3)
Prerequisites: Psychology major, consent of instructor and department chair.
This course is designed to allow first or second year psychology students the opportunity to enrich their program of study by pursuing research work in psychology. Students who take this course will most often be working with a psychology professor on their 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 six credit hours of field research may be counted toward the degree.

PSYC 300. Statistical Applications in Social Science Research (3-3-0)
Prerequisites: PSYC 201 or PSYC 202 with a grade of C- or higher and completion of MATH 125 or an equivalent statistics course with a grade of C- or higher.
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 301. WI: Research Methods in Psychological Science (3-3-0)
Prerequisites: ENGL 223 with a C- or higher and PSYC 201, 202, 300 each with a grade of C- or higher.
Corequisite: PSYC 301L.
An introduction to empirical research in psychological science. Topics covered 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.

PSYC 301L. Research Methods in Psychological Science Laboratory (1-0-3)
Corequisite: PSYC 301W.
Lab fees apply each term.

PSYC 303. Industrial and Organizational Psychology (3-3-0)
Prerequisites: MATH 125 and PSYC 201 or 202.
An overview of the field of industrial and 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]
Prerequisites: PSYC 201, 202.
An examination of the nature and causes of individual behavior in social situations. The focus of the course is on social thinking and beliefs, attitudes and behavior, social influence processes and both positive and negative social interactions.

PSYC 305. Psychology of Learning (3-3-0)
Prerequisites: PSYC 201, 202 or NEUR 201.
A study of the principles and theories of human and animal learning, with consideration also given to methods of investigation and recent theories of various learning phenomena.

PSYC 306. History and Systems of Psychology (3-3-0)
Prerequisites: PSYC 201, 202.
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)
Prerequisites: PSYC 201 or 202 and sophomore standing.
This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adolescence (from puberty to young adulthood). The course will focus on theories, research, and problems in the process of adolescent development as well as everyday applications of theories and research.

PSYC 312. Educational Psychology (3-3-0)
Prerequisites: PSYC 201 or 202 or 208 all with a minimum grade of D - or higher.
Required for students in the Teacher Preparation Program.
This course focuses on the application of psychological facts, principles and methods to learning in the classroom. This includes developing skills in the evaluation of student performance as an aid to learning and teaching.

PSYC 313. Human Relations in Organizations (3-3-0)
Prerequisites: 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)
Prerequisites: 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)
Prerequisites: PSYC 201, 202.
A survey of behavior pathology emphasizing anxiety, mood, somatoform, eating, gender and substance disorders, as well as disorders related to childhood. Diagnostic criteria, etiology and treatment of each disorder is presented. This class relies heavily on film as a tool for exploring the experience of mental illness, as well as societal attitudes toward psychological disorders and treatment.

PSYC 316. Brain and Cognition (3-3-0)
[Same as NEUR 316]
Prerequisites: PSYC 201 and 202; or NEUR 201.
This course examines behavioral and neuroscience research on human cognitive processes including perception, attention, memory, language, emotion, decision making and executive functioning. In this course, students learn about the empirical methods, theoretical models, as well as classic and current research used to study various topics within the field. In addition, it is expected that students will be able to identify how these cognitive processes are applicable to the situations we encounter in our everyday lives.

PSYC 317. Play in Pediatric Health and Development (3-3-0)
Prerequisites: PSYC 202, 207 or 208 or consent of instructor.
Students will learn about the role and functions of play in pediatric development, learning, and health from infancy to young adulthood. The following topics will be discussed. classical and contemporary theories on play; neuroscience of play; play as an essential element of children's growth, development, learning and health; the influence of play environments on children's play; the use of play to promote development, learning and health; and applications of play in special circumstances, such as medical play in hospital or health care settings.

PSYC 319. Introduction to Psychotherapy (3-3-0)
Prerequisites: PSYC 201, 202.
How can talking to a stranger reduce distress? Psychotherapy, or the "talking cure" is a recent treatment designed to heal mental illness through social interaction with a therapist. This course examines the foundations by which clinicians practice psychotherapy, and provides an introduction to several major therapy orientations: psychoanalytic, humanistic, gestalt, behavioral and cognitive approaches. The course also emphasizes the role of empirical research for determining the utility and limits of current therapies and highlights ongoing controversies in the field that impact both clinicians and clients.

PSYC 320. Psychology of Gender (3-3-0)
Prerequisites: 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)
Prerequisites: 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)
Prerequisites: PSYC 201, 202, 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 336. Psychology of Death, Dying, and Bereavement (3-3-0)
Prerequisite: PSYC 201 or 202.
This course critically examines death, dying and bereavement from a psychological perspective. Students will learn about a variety of methods, theories, models, practices and research as they apply to such topics as death anxiety, the dying process, suicide, grief, afterlife beliefs and murder. These topics will be considered from different levels of analysis, which include biological (e.g., brain), individual (e.g., developmental group) and contextual or sociological (e.g., norms).

PSYC 340. Adult Development and Aging (3-3-0)
Prerequisites: PSYC 201 or 202 and sophomore standing.
This course will focus on the biological, cognitive, social and emotional factors influencing the normal growth and development of individuals in adulthood (from young adulthood to the end of the life cycle). The course will focus on theories, research, and problems in the process of adult development and aging as well as everyday applications of theories and research.

PSYC 347. Psychology Seminar Abroad (3-3-0)
Prerequisite: PSYC 201 or 202.
This seminar examines the psychology of human behavior and culture through a comparative cultural perspective, and is taught on-site in a host country. Students explore the psychology of human behavior and mental processes at the individual and group level through site visits, lectures, guided tours and on-site data collection. Student learning will be assessed through term papers, research projects, presentations, reaction papers and/or examinations, as specified in the course syllabus. Departmental application and Study Abroad Office paperwork required.

PSYC 350. Forensic Psychology (3-3-0)
Prerequisites: PSYC 201, 202.
Presents an overview of how psychology research in areas such as social, clinical, developmental, I/O, and cognitive, is applied in areas of the legal system. Topics explored may include police psychology and interrogations and confessions, investigative psychology, consulting with the legal system for court cases and jury selection, eyewitness issues, issues of juvenile development and delinquency, violent crime and victim impact, domestic violence, correctional psychology, civil applications and child and elder abuse.

PSYC 360. Evolutionary Psychology (3-3-0)
Prerequisites: PSYC 201, 202.
An introduction to the ways in which an evolutionary psychologist uses natural selection as a lens for viewing human behavior and cognition. The course will focus on how natural selection works to produce adaptations, and then explore a wide range of psychological topics including mating and mate choice, disgust, consciousness, race, happiness and health.

PSYC 395. Special Topics (3-3-0)
Prerequisites: As announced.
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 300-level topics course may be offered toward a degree in psychology.

PSYC 404. Biopsychology (3-3-0)
Prerequisites: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or higher and senior standing or consent of

instructor for non-majors.
Corequisite: PSYC 404L.
A critical analysis of selected physiological mechanisms controlling behavior. Lecture topics include neuroanatomy/neurophysiology, sensory systems, homeostatically regulated systems, psychopharmacology and the physiological basis of memory. The laboratory provides hands-on experience with such topics as physiological instrumentation, various computer simulations and an introduction to surgical techniques.

PSYC 404L. Biopsychology Laboratory (1-0-3)
Corequisite: PSYC 404.
Lab fees apply each term.

PSYC 405. Psychology of Motivation and Emotion (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing. PSYC 305 recommended.
Corequisite: PSYC 405L.
A study of the emerging factors in behavior, including such topics as instincts, drives, homeostatically-regulated systems, emotions, stress, anxiety. Motivation is approached theoretically from a biological framework. The laboratory includes replication of important experiments using either human or animal subjects.

PSYC 405L. Psychology of Motivation and Emotion Laboratory (1-0-3)
Corequisite: PSYC 405.
Lab fees apply each term.

PSYC 406. Psychology of Sensation and Perception (3-3-0)
Prerequisites: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or higher and senior standing or consent of instructor for non-majors.
Corequisite: PSYC 406L.
A study of sensory and perceptual processes presented in the framework of both theoretical and experimental issues. The laboratory includes experiments and demonstrations in several sensory/perceptual modalities.

PSYC 406L. Psychology of Sensation and Perception Laboratory (1-0-3)
Corequisite: PSYC 406.
Lab fees apply each term.

PSYC 408. Psychopharmacology (3-3-0)
Prerequisites: PSYC 301W/301L or NEUR 301W/301L, each completed with a grade of C- or higher and senior standing or consent of instructor for non-majors.
Corequisite: PSYC 408L.
Spring.
This course examines how prescription and recreational psychotropic drugs affect behavior, the brain and mental health.

PSYC 408L. Psychopharmacology Laboratory (1-0-3)
Corequisite: PSYC 408.
Spring.
Lab fees apply each term.

PSYC 409. Behavioral Medicine and Health Psychology (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing or consent of instructor for non-majors.
Corequisite: PSYC 409L.
This course offers 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.
Lab fees apply each term.

PSYC 410. Psychological Tests and Measurements (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing or consent of instructor.
Corequisite: PSYC 410L.
This course explores the theory and practice of psychological assessment. Psychometric principles of test construction, development, validation, with attention to statistical techniques and utilization are examined. Current psychological instruments are studied in depth. Students will learn to critically evaluate current psychological tests within a variety of contexts.

PSYC 410L. Psychological Tests and Measurements Laboratory (1-0-3)
Corequisite: PSYC 410.
Lab fees apply each term.

PSYC 412. Positive Psychology (3-3-0)
Prerequisites: PSYC 301W/301L with a grade C- or higher or senior standing
Corequisite: PSYC 412L.
This course examines positive psychology and the scientific study of individual strengths, human flourishing and optimal functioning. Specific topics include positive emotions, character strengths, optimism, personal goals, resilience and close relationships. The corequisite laboratory focuses on scientific investigations and practical applications of course content.

PSYC 412L. Positive Psychology Laboratory (1-0-3)
Prerequisite : PSYC 301W/301L with a grade C- or higher or senior standing
Corequisite: PSYC 412.
The laboratory focuses on scientific investigations and

practical applications of course content.

PSYC 415. Comparative Psychology (3-3-0)
Prerequisites: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or higher and senior standing or consent of instructor.
Corequisite: PSYC 415L.
This course will focus on the fundamental methods and content of comparative psychology. Classic and contemporary principles and research will be discussed. The course will include such topics as the history of comparative psychology as well as movement, foraging, social grouping, territoriality, mating systems and reproduction, predator and 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.
Lab fees apply each term.

PSYC 420. Human Sexuality (3-3-0)
Prerequisites: PSYC 201, 202.
The area of human sexuality includes subject matter from several disciplines. 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)
Prerequisites: PSYC 201, 202, 301W, 303 or consent of instructor for non-majors.
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)
Prerequisites: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or higher and senior standing or consent of instructor for non-majors.
Corequisite: PSYC 428L.
This course will focus on the development of cognitive processes from infancy to adolescence. Classic and contemporary theories and research will be discussed. The course will include such topics as attention, perception, brain development, memory, mental representation, language acquisition, conceptual development, social cognition, literacy acquisition and numerical concepts.

PSYC 428L. Cognitive Development Laboratory (1-0-3)
Corequisite: PSYC 428.
Lab fees apply each term.

PSYC 430. Social Development (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing or consent of instructor.
Corequisite: PSYC430L .
This course examines the nature and pathways of human social development from conception to adulthood with emphasis on birth to adolescence and the influence on adult behavior. We discuss classic and contemporary theories and research on topics such as socialization, personality development, temperament, emotional development, the establishment and maintenance of parent/child relationships, social cognition, sex-role development and the ties to adult sexual relationships, prosocial and antisocial development, moral development, early social language, the nature of parenting, sibling interactions, peer relationships, television, computers and schooling. This course is designed to benefit those with an interest in working with children.

PSYC 430L. Social Development Laboratory (1-0-3)
Corequisite: PSYC430.
Lab fees apply each term.

PSYC 431. Psychology of Architecture and Industrial Design (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing or consent of instructor.
Corequisite: PSYC 431L.
This course investigates psychological principles important to environmental, architectural and product design issues. An overview will be provided on how the science of psychology informs our understanding of how people use structures and products in their lives. The course examines the historical and creative influence of noted architects and designers, concentrating on how they dealt with human-environment issues, such as crowding, privacy, efficiency and socialization. The laboratory provides an opportunity for students to identify, analyze and solve design problems using a studio and fieldwork approach. The course culminates with the preparation and delivery of a major presentation and term paper illustrating a creative solution to a design problem.

PSYC 431L. Psychology of Architecture and Industrial Design Studio-Lab and Fieldwork (1-0-3)
Corequisite: PSYC 431.
Lab fees apply each term.

PSYC 444. The Psychology of Creative and Critical Thinking (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing.
Corequisite: PSYC 444L.
This course explores a psychological approach to creative (e.g., original ideation, problem solving, and innovativeness) and critical (e.g., evaluation, analysis, and Socratic reasoning) thinking. Students will be given the opportunity to customize learning based on their own unique interests and career goals through reading, discussions, collaborations, projects and presentations.

PSYC 444L. The Psychology of Creative and Critical Thinking Laboratory (1-0-3)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing.
Corequisite: PSYC 444.
Lab fees apply each term.

PSYC 451. Advanced Statistics and Multivariate Analysis (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher and senior standing, or POLS 352 or SOCL 340 or consent of instructor.
Corequisite: PSYC 451L.
This course will introduce multivariate analyses covering repeated measures, Analysis of Covariance, MANOVA, Multiple Regression, Factor Analysis, Discriminate Analysis, and a brief overview of Path Analysis, Log Linear designs and Meta-Analysis. The logical properties of multivariate techniques and interpretation of research results are stressed. Multivariate statistical procedures are compared covering the various strengths and weaknesses. Finally, this course will focus on how to organize, analyze and interpret complex data.

PSYC 451L. Advanced Statistics and Multivariate Analysis Laboratory (1-0-3)
Corequisite: PSYC 451.
Lab fees apply each term.

PSYC 490. WI: Senior Seminar (3-3-0)
Prerequisites: Senior standing; ENGL 223 and PSYC 301W/301L all with grades of C- or higher.
Topical seminars cover a variety of areas. These seminars are limited to seniors only.

PSYC 491. Practicum in Psychology (3-3-0)
Prerequisites: Senior standing; PSYC 301W/301L with grades of C- or higher and consent of 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 the degree.

PSYC 492. Directed Research in Psychology (3-3-0)
Prerequisites: PSYC 301W/301L with a grade of C- or higher.
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)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

PSYC 499. Independent Study in Psychology (Credits vary 1-3)
Prerequisites: Junior or senior standing, consent of instructor and department chair.
This course is designed to allow qualified students to enrich their program by pursuing independent work in psychology. The topic, timelines 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 credit hours earned in PSYC 499 may be counted toward the degree.

Research and Creative Activity Undergraduate Certificate

Dr. David Salomon, Director
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Certificate in Research and Creative Activity (12 credit hours)

The certificate provides undergraduate students with a planned sequence of courses to support their systematic development as undergraduate researchers and artists, providing an added credential to present to employers and graduate schools. The certificate affords students the opportunity for transcriptable evidence of their involvement in undergraduate research and creative activity. *This is not a stand-alone certificate. Students are required to complete a bachelor's degree to obtain this certificate.*

Admission Process

1. Inform core or major advisor of intention to apply to the certificate program.
2. Complete and submit an online application form (available at cnu.edu/research) with a copy of an unofficial transcript to orca@cnu.edu with the subject line "URCA Application."
3. Applications will be reviewed by the program director. Once accepted, students will file a declaration with the University Registrar's office.
4. Once student has completed all requirements, the Certificate in Research and Creative Activity will be conferred at completion of the undergraduate degree.

Program Objectives

1. Contact potential mentors in a professional manner.
2. Understand basic research and creative methodologies in the student's discipline.
3. Use technology to integrate research and creative inquiry.
4. Conduct and complete at least one fully realized research project.
5. Prepare and present research or creative activity at a conference, journal publication, exhibition, or performance.

Program Requirements

1. Core requirement (3 credit hours): URCA 101 and URCA 400
2. Select three courses (9 credit hours) from the approved elective list in each of the research topic areas

The Curriculum in Research and Creative Activity

URCA 101. Introduction to Research and Creative Activity (2-2-0)

This course is designed to help students new to research and creative activity in all disciplines navigate the process of securing, and excelling in, an experience. The course will demystify the process at CNU and provide instruction in research-related skills and resources. All students receive one-on-one advising with Office of Undergraduate Research and Creative Activity staff and interact with peer researchers. Presentation modules by CNU faculty from diverse fields focus on their own cutting-edge research and creative activity, how faculty design research projects, how inquiry is structured in the different disciplines and how CNU undergraduates can get involved and ultimately join the community of scholars and creative artists.

URCA 400. Capstone in Student Research and Creative Activity (1-0-1)

Prerequisite: URCA 101 and three electives from each Research Topic Area.

The capstone course presents students with an opportunity to engage in dissemination of applied research or a creative project (e.g., musical performance). The course involves a student-initiated research project supervised by the course instructor. Students will examine and participate in the dissemination by presenting their capstone in a conference, performance or publication. The purpose of the capstone is to introduce students to professional dissemination of research or creative activity. Students will be required to have a research or creative activity project approved by the instructor. The final product and presentation will be a conference presentation, publication, performance or art show that corresponds with the student's academic discipline.

Electives

Students will select one course from each of the three topic areas to complete for a total of nine credits. The following course descriptions appear in appropriate sections throughout the catalog.

Topic Area I: Student Research and Creative Activity Exposure

The focus of the topic area is to provide students with a basic understanding of current practices, literatures and re-search and creative inquiry methodologies in their chosen discipline. The course selected will educate students in

the foundational elements of research and creative activity.

BIOL 300	Biostatistics-Statistical Applications for Life Sciences and Research
BIOL 391	Junior Seminar
CHEM 391	Investigating Chemical Literature
COMM 302	Critical Media Theory
COMM 303	Rhetorical Theory
COMM 304	Interpersonal Theory
HIST 210	History of Virginia
HIST 211	Comic Books and American Society
HIST 212	Viva Zapata! Revolution and the Peoples of Latin America
HIST 213	Greek and Roman Warfare
HIST 214	The Black Death
HIST 216	Israel/Palestine: One Land, Two Peoples
HIST 217	Social History of American Law
MLAN 203	The Novel in English Translation
MLAN 206	The Drama in English Translation
MLAN 207	International Cinema
NEUR 301	Research Methods in Neuroscience
NEUR 301L	Research Methods in Neuroscience Laboratory
PHIL 215	Philosophy and Literature
PSYC 299	Field Research in Psychology
PSYC 300	Statistical Applications in Social Science Research
PSYC 301	Research Methods in Psychological Science

Topic Area II: Student Research and Creative Activity Skill Building

The focus of the topic area is to provide students with a basic understanding of the theoretical constructs behind re-search and creative activity. The course selected will educate students in how to identify a research question, in infor-mation literacy and research ethics and in using tech-nology effectively to integrate research and creative inquiry.

AMST 490	Capstone Seminar in American Studies
ANTH 388	Field Explorations in Anthropology and Geography
BIOL 491	Senior Seminar
CLST 307	The Ancient World in Film
CLST 313	Sex and Gender in Ancient Greece and Rome
CLST 319	Pompeii
COMM 402	Media Research Methods
COMM 403	Rhetorical Criticism
COMM 404	Quantitative Research Methods in Communication
COMM 405	Qualitative Research Methods in Communication
GEOG 388	Field Explorations in Anthropology and Geography
HIST 299	Undergraduate Research in History
HIST 300	WI: Historical Methods, Historiography, and Career Development
MLAN 310	Tests in Context
NEUR 490	Senior Seminar in Neuroscience
PHIL 304	Ethics and Current Value Questions
PHIL 306	Search for Beauty
PHIL 308	Philosophy of Religion
PHIL 312	American Philosophy
PHIL 315	Philosophy of Gender
PHIL 319	Philosophy of Love and Sexuality
PHIL 337	Radical Evil and the Philosophy of Law
PHIL 348	Asian Philosophy
PHIL 349	Islamic Philosophy
PHIL 376	Environmental Ethics
PHIL 379	Philosophy of Language
PHIL 425	The Constitutional Theory
PHYS 421	System Design Lab
PSYC 404	Biopsychology
PSYC 405	Psychology of Motivation and Emotion
PSYC 406	Sensation and Perception
PSYC 408	Psychopharmacology
PSYC 409	Behavioral Medicine and Health Psychology
PSYC 410	Psychological Tests and Measurements
PSYC 415	Comparative Psychology
PSYC 428	Cognitive Development
PSYC 430	Social Development
PSYC 431	Psychology of Architecture and Industrial Design
PSYC 444	Psychology of Creative and Critical Thinking
PSYC 451	Advanced Statistics and Multivariate Analysis
RSTD 236	Sacred Communication, Sacred Journeys
RSTD 304	Catholic Theology and Social Teaching
RSTD 310	Myth, Symbol, and Ritual
RSTD 330	Christian Prayer and Spirituality
RSTD 335	Primal Religions: Myth, Ritual, and Oral Expression
RSTD 337	Religion and Ecology
RSTD 345	Scriptures of the World
RSTD 350	Thinking About God
SOCL 300	Methods of Inquiry
SOWK 493	Methods of Social Work Research

Topic Area III: Student Research and Creative Activity Application or Directed Research

The focus of the topic area is to provide students with the basic understanding of how to apply knowledge of the ele-ments of research and creative activities theories. The course selected will educate students in the process of creating a fully defined research or creative project that is ready for dissemination in presentation, performance, publication or juried show.

ANTH 499	Independent Research in Anthropology
BIOL 492	Undergraduate Research Experience

BIOL 499	Problems in Biology
CHEM 492	POGIA-A Chemistry Capstone Course
CHEM 499	Independent Study and Research
CLST 495	Special Topics
COMM 425	WI: Senior Seminar
CRIM 499	Independent Research in Anthropology
DANC 306	Modern Dance II
DANC 340	Dance History and Contemporary Perspectives
DTAN 300/ECON 381	Data Science for Social Scientists
ECON 470	International Trade and Finance
ECON 485	Applied Econometrics
GEOG 499	Independent Research in Geography
HIST 480	The United States as a World Power
HIST 489	Women and Social Movements in U.S. History
HIST 490	WI: Senior Seminar
HIST 499	Independent Study
HONR 339	Dance Studies
MBCH 498	Undergraduate Research and Thesis
MLAN 490	Capstone in Modern Languages
NEUR 490	Senior Seminar
NEUR 499	Independent Study in Neuroscience
PHIL 490	WI: Senior Seminar
PHIL 499	Independent Study
PHYS 498	WI: Capstone Project in Applied Physics
PSYC 490	Senior Seminar
PSYC 492	Directed Research in Psychology
RSTD 326	WI: Religion in the Movies
SOCL 490	WI: Senior Seminar
SOCL 499	Independent Research in Sociology
SOWK 498	Senior Seminar in Social Work
SOWK 499	Independent Research in Social Work)
SPAN 471	Hispanic Visual Culture and the Arts
SPAN 472	Hispanic Popular Culture
SPAN 473	Hispanic Literature and Social Issues

Department of Sociology, Social Work and Anthropology

Dr. John Finn, Chair
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Faculty

Professor: Lewis
Associate Professor: Finn, Koon-Magnin, Russett, Timmer, Valutis, Waldron
Assistant Professor: Baird, Bono, Dinsmore, Keener, Palmer, Rochmes
Senior Lecturer: Briddell, Griffiths, Harris, Loy
Emeriti: Durel, Gustafsson, Healey, Kernodle, Manton, Mathews, Pellett, Purtle

The Department of Sociology, Social Work and Anthropology offers a Bachelor of Arts degree in sociology and a Bachelor of Arts degree in social work accredited by the Council on Social Work Education. Students earning a Bachelor of Arts in sociology may major in anthropology, criminology or sociology. A program of teacher preparation is also available for sociology majors. Minors are offered in anthropology, criminology, geography and sociology. All majors acquire a strong liberal arts background as well as experience in understanding society from a sociological perspective. The three majors all emphasize and develop the ability to analyze significant social issues, conduct research and communicate the results of scholarly investigation. Students 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, criminology or anthropology provides practical skills for the work-world, valuable preparation for graduate study and a solid foundation for intelligent citizen participation.

The Bachelor of Arts degree in social work offers a strong liberal arts base and has the principal educational objective of preparing students for beginning generalist social work practice. The highly integrated curriculum includes sequences of study in social welfare policy and services, human behavior and the social environment, research and social work practice. Coursework includes the study of individuals, families, groups, organizations and communities; it also integrates content on values and ethics of the profession, diversity and special populations, social and economic justice and a strengths perspective. The culmination of the major is the educationally directed field instruction which places students in social agencies in the community. Graduates find employment in public and private social service agencies in fields such as family and child welfare, health, mental health, drug and alcohol rehabilitation, schools, corrections and probation.

Mission Statement

The Department of Sociology, Social Work and Anthropology's mission is to present the intellectual foundations of sociology, social work, anthropology, criminology and geography. Built on a strong liberal arts base, our programs are mindful of each discipline's responsibility to mentor students who will be engaged citizens in a multicultural, diverse and global society. Our instructional mission is to provide students with knowledge and skills that are applicable to a broad range of settings, including the public and private sector, and to better prepare students to pursue graduate and professional degrees in sociology, social work, anthropology, criminology and related disciplines. In addition to these, the social work program prepares students for entry level social work practice. We emphasize each discipline's core concepts, theories, bodies of knowledge, techniques of social research, the ability to think critically and the clear expression of ideas, both written and oral. This educational mission promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, our programs advocate service to the community and Commonwealth.

Bachelor of Arts Degree in Sociology

Students in this program of study can choose to major in anthropology, criminology and/or sociology.

Bachelor of Arts Degree in Sociology
Anthropology major

In addition to successfully completing the liberal learning curriculum, the anthropology major requires successful completion of the following major and elective courses with no more than two grades below *C*-:

1. MATH 125;
2. ANTH 200 and 203;
3. SOCL 300, 340, 390, and 490W; all completed at Christopher Newport University in this department only and passed with a grade of *C*- or higher;
4. Select an additional 4 courses (12 credit hours) in ANTH at the 300-400 level;
5. Select an additional two ANTH, CRIM, GEOG or SOCL courses (6 credit hours) at the 300-400 level;
6. In total, at least 18 credit hours in courses for the major must be earned at Christopher Newport University.
7. Successful completion of departmental qualifying examinations.

Bachelor of Arts Degree in Sociology
Criminology Major

In addition to successfully completing the liberal learning curriculum, the criminology major requires successful completion of the following major and elective courses with no more than two grades below *C*-:

1. MATH 125;
2. CRIM 208 and SOCL 205;
3. CRIM 390W and SOCL 300, 340, and 490W; all completed at Christopher Newport University in this department and passed with a grade of *C*- or higher;
4. CRIM 491;
5. Select an additional 4 CRIM courses (12 credit hours) at the 300-400 level;
6. Select an additional ANTH, CRIM, GEOG or SOCL course (3 credit hours) at the 300-400 level;
7. In total, at least 18 credit hours in courses for the major must be earned at Christopher Newport University.

Bachelor of Arts Degree in Sociology
Sociology major

In addition to successfully completing the liberal learning curriculum, the sociology major requires successful completion of the following major and elective courses with no more than two grades below *C*-:

1. MATH 125;
2. SOCL 205 and 220;
3. SOCL 300, 340, 390W,and 490W; all completed at Christopher Newport University in this department only and passed with a grade of C- or higher;
4. Select an additional 4 SOCL courses (12 credit hours) at the 300-400 level;
5. Select an additional two ANTH, CRIM, GEOG or SOCL courses (6 credit hours) at the 300-400 level;
6. In total, at least 18 credit hours in SOCL courses must be earned at Christopher Newport University;
7. Successful completion of departmental qualifying examinations.

Minor in Anthropology (18 credit hours)

The minor in anthropology requires a minimum of 18 credit hours in anthropology. Required courses are:

1. ANTH 200 and 203;
2. Additional 12 credit hours in ANTH courses at the 300-level or above;

Minor in Criminology (18 credit hours)

The minor in criminology requires successful completion of the following:

1. CRIM 208
2. Select one: ANTH 203, GEOG 210, SOCL 220, SOCL 205 or SOWK 201;
3. Additional 4 CRIM courses (12 credit hours) at the 300-400 level.

Minor in Geography (18 credit hours)

The minor in geography requires successful completion of the following:

1. Core: GEOG 210, 211, and 349 or 350;
2. Geography Electives (6 credit hours): Select any two 300-400-level GEOG courses;
3. Interdisciplinary Electives (3 credit hours): Select one course from the following: ANTH 331, ANTH 365, ANTH/ SOCL 309, ANTH/ SOCL 330, IDST 205, IDST 265, IDST 267, POLS 381, any 300 or 400-level GEOG course, and any study abroad course with the approval of the department chair.

Minor in Sociology (18 credit hours)

The minor in sociology requires a minimum of 18 credit hours in sociology. Required courses are:

1. SOCL 205 and 220;
2. Additional 12 credit hours in SOCL courses at the 300-level or above;

Sociology Major Requirements for Teacher Preparation

Those students who wish to become elementary teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the graduate catalog for application instructions and requirements. Students will earn the B.A. in sociology (any concentration) and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete the following track for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See BA in sociology major requirements.

Support courses required:
ENGL 123, 223 and 316; COMM 201 or THEA 232; CPSC 110; MATH 109, 125; HIST 111, 121, 122; POLS 101; GEOG 201 or 210; PSYC 208, 312; SOCL 314/314L; ECON 200 or 201 or 202; BIOL 107 or 108; CHEM 103 or higher; PHYS 141 or higher; PHYS 105L, BIOL 109L or CHEM lab; NSCI 310.

*Support courses may change based on regulations from the Virginia Department of Education.

Graduate courses* required (senior year):
Select six credit hours from a), b), or c):

a) MATH 570;
b) PSYC 535;
c) MLAN 511.

*See the graduate catalog for course descriptions.

NOTE: Students wishing to teach sociology at the secondary level must complete teacher preparation requirements in history and social science. Application to this program is made during the junior year. Because course sequencing is critical to finishing on time, interested students should talk to an advisor about the five-year program early.

Dr. Diane Griffiths
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Social Work Field Education Coordinator:
Dr. Jill Russett

Bachelor of Arts Degree in Social Work
Mission Statement

The social work program ascribes to and fully supports the mission of the Department of Sociology, Social Work and Anthropology. In addition, the program prepares social work majors for generalist social work practice grounded in scientific inquiry that promotes social and economic justice, alleviates social problems and enhances human well-being while practicing within the values of the social work profession. The social work program is committed to a curriculum of excellence built on the competencies required for social work practice that meets the accreditation standards of the Council on Social Work Education. The program places special emphasis on service to community, Commonwealth and beyond.

Social Work Program Goals

The Christopher Newport University Social Work Program goals are to produce:

- Exceptionally competent baccalaureate generalist social workers prepared in a liberal arts foundation.
- Social science scholars who are technologically competent and prepared for critical thought and scientific inquiry.
- Citizens of the community and the Commonwealth who are informed about the social and natural environment including national and global issues and ready advocates of human and civil rights for social and economic justice.
- Individuals who demonstrate effective interpersonal and professional communication skills and the ability to use self-as-instrument practice.
- Professionals imbued with the social work strengths perspective, respect for human diversity, and the ability to apply knowledge of diversity and difference in practice.
- Social workers prepared to apply theory and knowledge of biological, psychological, sociological and spiritual views of person and environment interaction.
- Leaders dedicated to service and prepared with an understanding of the value base of the social work profession and its ethical standards and principles.

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

1. BIOL 109L and one BIOL 100-level lecture course;
2. MATH 125;
3. PSYC 201;
4. SOCL 205, 220 or ANTH 203;
5. SOCL 316, 340;
6. SOWK 201, 210, 211, 301, 301L, 302, 303, 366, 401, 402W, 493 and 498.
7. Because courses are sequential, students are required to meet regularly with a social work faculty advisor.

Entrance to the Social Work Major

In addition to admission as a classified student at Christopher Newport University and formal declaration of social work as a major, students must apply for "entered status" as a Christopher Newport baccalaureate social work major. Requirements for entrance to the social work major include:

- Completion of at least 30 credit hours of academic work, showing progress toward meeting Christopher Newport's liberal learning core requirements;
- Successful completion (a grade of *C* or better) of SOWK 201 or acceptable equivalent is preferred, to ensure 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 2.7 in all social work courses; and
- One professional reference from a professor or employer outside Social Work, a completed application, and possibly a personal or panel interview.

For further information on these requirements, the social work major furnishes information and application to interested students through the program director or department website.

Entrance to the major consists of the following:

- Application. Applications for entrance to the social work major are accepted from students who are currently enrolled at the University and have at least 30 credit hours of academic work. It is preferred (but not required) that students have completed or are currently enrolled in Introduction to Social Work (SOWK 201) at the time of the application. Transfer students who meet these requirements may also apply. Applications are accepted throughout the year, but students MUST

be approved as a social work major prior to enrollment in Social Work Practice I (SOWK 301) and the corresponding laboratory class (SOWK 301L).

- Interview. Once a complete application package is received, an interview or panel interview may be scheduled. Interviews are usually scheduled with the Social Work Major Director. However, the applicant, a social work faculty member, or the Social Work Major Director may request an interview and decision by a panel of three social work faculty members in lieu of an individual interview and decision by the Social Work Major Director.
- Disposition. Students will be informed of the disposition of their applications, in writing, within three weeks of application or interview when applicable. The following dispositions are possible: **Full Entrance, Probationary Entrance** (indicates specific requirements for full acceptance), and **Denial.**

Students who have been granted probationary entrance or who have been denied may appeal such decisions through the appeals channels as outlined in the *Social Work Program Student Handbook.*

Continuance in the Social Work Major

A student must demonstrate readiness to enter and continue in the professional or upper level courses in the social work program of study. This requires:

1. Academic achievement (maintenance of overall GPA of 2.5 and GPA of 2.7 in social work courses);
2. Personal and professional behavior consistent with the National Association of Social Workers (NASW) Code of Ethics;
3. Effectiveness in work with client systems as demonstrated through laboratory and field courses; and
4. Capacity to master the necessary skills of generalist social work practice.

Continuing GPA and Other Requirements

Automatic review of entrance standing occurs when grades of *D* or *F* are made in any required course in the major or when a student is on academic probation. Probationary status in the major prevents a student from entering or continuing in 400-level social work (SOWK) courses. Re-entrance to good standing will be determined by GPA and approval of the Social Work Major Director and/or a panel of three social work faculty members.

Successful completion of SOWK 301 and 301L (with a grade of *C* or better). A grade below a *C* or an unfavorable laboratory evaluation of skills will result in automatic probationary status or permanent dismissal from the program. Continuance in the program following probationary status will be determined in the following semester.

Field Instruction Requirements

The field instruction component of the student's social work education is integral to developing professional social workers. The field experience is designed to be an overall learning experience, integrating students' knowledge, values, skills and cognitive and affective processes acquired prior to field within a "practice" setting to assure the continuing process of professional growth.

Entrance to Field Instruction requires:

1. Senior status;
2. Students meet the criteria for continuance in the social work major;
3. Completed and approved field instruction application for entrance to Field Instruction I (SOWK 401);
4. Students obtain individual liability insurance (available through the National Association of Social Workers).

Additional information is available in the *Field Instruction Manual* available through the Field Instruction Coordinator.

THE CURRICULUM IN ANTHROPOLOGY

ANTH 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ANTH 200. Human Adaptation (3-3-0) AINW
The course will focus on the processes and principles relevant to understanding the biological history of the human species and the variation this species exhibits today. Because of the unique nature of humans as culturally dependent 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 archaeology.

ANTH 203. Cultural Anthropology (3-3-0) AIGM
An anthropological and comparative study of humans and the cultures they have created. The focus of the course is the study of pre-industrial and non-Western societies, including social and political organization, religion, economics, mythology and traditions and intellectual and artistic life.

ANTH 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ANTH 309. Migration, Displacement, and Refugees (3-3-0) AIGM [Same as SOCL 309]
Prerequisites: SOCL 205, SOCL 220, or ANTH 203.
This course examines what people go through when they are

forced to flee their homelands under duress, and the obstacles and opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the experience of displaced peoples, looking at the history of immigration to the U.S. and linking current refugee crises to global economics and politics. Given the unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

ANTH 310. Fear and Magic (3-3-0)
Prerequisite: ANTH 203.
This course investigates what various cultures consider frightening, and the magical means they use to overcome those fears. Using an anthropological approach to religion and magic, the course examines how magical beliefs and practices are embedded and enacted within specific cultural contexts, including our own.

ANTH 315. Health and Healing (3-3-0)
[Same as SOCL 315]
Prerequisite: Any 200-level SOCL or ANTH course.
Analysis of the sociocultural context of illness, including disease etiology, epidemiology and illness behaviors. The formal and informal organization of the health professions and institutions and the system of health care delivery.

ANTH 325. Food and Society (3-3-0) AIGM
[Same as GEOG 325; Formerly SOCL 325]
Prerequisite: Any 200-level ANTH, GEOG, or SOCL course.
This course is designed to develop an appreciation for the role of food in human societies. 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 is an endless enactment of gender, family and community relationships. Students will explore food consumption, production and distribution both locally and globally and will use food as a lens to understand cultural relationships, social inequalities and environmental impacts of agriculture, food production and food waste.

ANTH 330. Language, Culture, and Society (3-3-0) AIGM
[Same as SOCL 330]
Prerequisite: ANTH 203 or SOCL 205.
This course takes a socio-cultural look at language by exploring the relationship between language and society from a global comparative perspective. Students will learn about how language constructs meaning and contributes to the reproduction of both individual and collective identities. Drawing on the insights of linguistic anthropology and sociolinguistics, the course explores major topics in the study of language such as ethnicity, class and gender as well as linguistic rights, minority language revitalization and language policy. Students will also be introduced to the methods of conversational and critical discourse analysis.

ANTH 331. Environment, Culture and Society (3-3-0)
Prerequisite: ANTH 200 or 203 or EVST 220.
An investigation of the intersection of human behavior, social organization, and the biotic communities which provide the conditions for human survival. The focus of the course involves theoretical models developed by social scientists to account for issues of adaptability, sustainability and environmental degradation in relation to cultural practices and social norms of behavior. Additionally, the class will consider the methodological challenges in creating reliable knowledge of socio-ecological systems. Topics may include cultural ecology, social organization, conservation, sustainability, mode of production, mode of subsistence, stratification, indigeneity, ecosystems, pinnacle species, identity, landscape, political ecology, place vs. space, environmental racism, development and neo-totemism.

ANTH 345. Forensic Anthropology (3-2-2)
Prerequisite: ANTH 200.
In this class, students learn about forensic anthropology, specifically its methods of data collection and analysis. We begin by becoming acquainted with the skeleton with a detailed look at major cranial and post-cranial elements and their features. In addition to identifying bones, we learn how bones respond to stress and trauma. Using established osteometric methods, we work on identifying key characteristics such as age, sex and gender before moving on examining patterns of trauma and their possible biological, cultural or violent causes.

ANTH 365. Case Study in Culture (3-3-0)
Prerequisite: ANTH 203 or SOCL 205.
This course will provide an in-depth study of people and their practices in a specific culture. Content will vary depending on the instructor, but the course will provide a focused look at a particular culture, be that a regional culture (such as Polynesian culture), a singular culture (such as the Ainu of Japan), or a culture defined by diasporas and migration (such as the Roma in Europe and Chinatown, USA). Students will gain a comprehensive understanding of the culture in question, through a combination of lecture, projects, films and ethnographic texts. This course is repeatable once for a total of six credit hours when the topic is different.

ANTH 377. Gender and Power (3-3-0) AIGM
[Same as SOCL 377]
Prerequisites: ANTH 203 or SOCL 201 or 220 or IDST 255.
This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

ANTH 388. Field Explorations in Anthropology and Geography (3-2-2)
[Same as GEOG 388]
Prerequisite: ANTH 203 or any 200-level GEOG course.
Field research has long been at the core of both anthropological and geographical inquiry. Whether interviewing key informants, participating in important community events or interpreting cultural landscapes, fieldwork in anthropology and cultural geography happens through direct experiences and relationships with our research subjects and co-collaborators. The purpose of this course is to introduce students to key theories and methods used in fieldwork in both disciplines, to put them to use on a field project locally, nationally or globally, and to draft a written report of the results.

ANTH 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ANTH 491. Internship in Anthropology (3-0-8)
[Formerly, same as SOCL 491, equivalent]
Prerequisite: Permission of instructor.
The internship in anthropology consists of 120 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. The internship must be approved by the department before registering.

ANTH 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ANTH 499. Independent Research in Anthropology (3-0-8)
Prerequisites: Consent of instructor and department chair.
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 department secured before registration.

THE CURRICULUM IN CRIMINOLOGY

CRIM 208. Crime in America (3-3-0)
This course provides a sociological analysis of the nature and extent of crime, beginning by assessing how crime is defined and measured. Students will identify patterns and trends in crime and examine elements of crime control and prevention, including police, courts and correctional systems.

CRIM 275. Introduction to Forensic Science (3-3-0)
This course is an introduction to methods investigators use in analyzing different elements of a crime scene. Topics include: forensic toxicology, DNA analysis, fiber analysis, fingerprints, forensic biometrics, serology and crime scene reconstruction. We will be spending a portion of the semester in the lab conducting the types of analyses that constitute the heart of many forensic investigations. In addition, we will also use a critical lens to assess these techniques and their application, discussing the limits of these methods, how a scientist's bias might lead to a misinterpretation and the historical implication of forensic science in racial bias and wrongful convictions.

CRIM 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CRIM 319. Deviant Behavior (3-3-0) [Same as SOCL 319]
Prerequisite: CRIM 208 or SOCL 205.
An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the social construction of deviance, the role of social power and the effects of societal responses to deviance. Various forms of deviance will be analyzed.

CRIM 331. Gender, Sexuality, and Crime (3-3-0)
[Same as SOCL 331]
Prerequisite: CRIM 208 or SOCL 205.
This course examines the ways that gender and sexuality affect patterns and experiences of offending, victimization and interaction with the criminal justice system. Grounded in feminist criminology, this course will critically engage the intersections of gender, race, class and sexuality, examining ways that these affect the treatment of women both inside and outside the criminal justice system. Topics may include the impact of gender and sexuality on victimization; the gendered nature of offending and criminal justice processing; the incarceration experiences of women and of members of the LGBTQIA+ community; and the role of gender in criminal justice professions, as well as the impacts of current policies and legislation.

CRIM 335. Race, Inequality, and Crime (3-3-0)
[Same as SOCL 335]
Prerequisite: CRIM 208 or SOCL 205.
This course takes a critical approach to examining the relationships between structural inequality, crime and crime control. We will identify how race and ethnicity are related to crime, victimization and crime control and will explore a varietyof potential causes and consequences of these inequalities. This course will address topics such as mass incarceration, hate crimes, violence and homicide rates, institutional discrimination and issues of intersectionality.

CRIM 338. Mental Health, Crime, and Criminal Justice (3-3-0)
Prerequisite: CRIM 208 or SOCL 205.
This course explores the intersection of mental health, crime

and the criminal justice system. Given the increasing rate of incarcerated individuals diagnosed with a mental illness, it is important to understand the realities and myths regarding mental health and crime. Topics studied will include the criminalization of mental illness, the relationship between mental health and offending behavior, victimization risks of those with a mental illness and the treatment of mentally ill individuals by the criminal justice system.

CRIM 354. Policing in the 21st Century (3-3-0)
Prerequisite: CRIM 208 or SOCL 205.
This course will examine the institution of policing as well as problems in contemporary law enforcement. Students are introduced to current and historical trends in policing, types of law enforcement agencies and empirical evaluations of police effectiveness. The course also explores the role and function of police in today's society, examining research on police practices, policies and interactions with the public to engage these topics from a critical perspective. Students will examine problems in policing through a sociological lens, exploring how social structure, social power and inequality relate to salient issues in law enforcement.

CRIM 357. Incarceration and Punishment (3-3-0)
Prerequisite: CRIM 208 or SOCL 205.
This course analyzes the origins of incarceration and its role in modern society. Topics include the definition and history of the carceral state, the evolution of corrections, prison and jail culture, parole, community corrections and alternative sanctions, mass incarceration and the prison industrial complex. Students will examine how social power influences carceral policies and practices as well as how incarceration influences structural inequalities. Students will identify problems with the current correctional systems and assess potential reforms.

CRIM 365. Social Change and Policy (3-3-0)
[Same as SOCL 365]
Prerequisite: CRIM 208 or SOCL 205 or 220.
This course examines the structural and cultural factors that facilitate societal change. Students will explore the ways by which social problems are constructed and how laws and policies are framed and impacted by social movements and organizations.

CRIM 374. Substance Use and Addiction (3-3-0)
[Same as SOCL 374 and SOWK 374]
Prerequisite: CRIM 208 or PSYC 201 or SOCL 205 or SOWK 201.
This course examines substance use and abuse in contemporary society. Topics are treated from a multidisciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse are also analyzed. Assessments of the costs, options and alternatives to addiction along with educational efforts toward prevention are examined.

CRIM 390. WI: Criminological Theory (3-3-0)
Prerequisites: CRIM 208, ENGL 223 and criminology major..
In this course, students will assess a variety of explanations for criminal behavior. Building on a sociological foundation, this course includes an in-depth analysis of major criminological theories. Students will examine sociological, psychological, biological and economic factors in criminal behavior. These theoretical perspectives will be used to evaluate individual offending and victimization, crime patterns, criminal justice policies and public perceptions of crime.

CRIM 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CRIM 491. Internship in Criminology (3-3-0)
Prerequisites: CRIM 208 and 390W.
Internships provide students with the opportunity to apply criminological concepts outside of the classroom, helping students to make connections between academic and employment experiences. In addition, students gain valuable work experience and prepare to translate these academic and workplace skills to post-graduation employment. Students will complete 120 hours in an internship related to criminology, as well as assignments designed to connect education with experience. Internships must be approved by the department before the student registers.

CRIM 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

CRIM 499. Independent Research in Criminology (3-0-8)
Prerequisites: Consent of instructor and department chair.
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 department secured before registration.

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 210. Introduction to Human Geography (3-3-0)
This course provides a broad introduction to human geography. To do so, the course will introduce the spatial perspective and teach students to apply this perspective to a broad range of geographic subfields, including population and demographics, migration, cultural, political, economic and

urban geography, and the geography of human-environment interaction. The course places particular emphasis on the role of geography in helping to understand and address local, regional and global issues. Additional attention will be paid to the role of geospatial technology in solving these problems.

GEOG 211. Geography of Human-Environment Interaction (3-3-0) AINW
This course is an introduction to the study of human-environment interactions from a geographical perspective, placing a special emphasis on the role of humans in shaping the environment, and how this changed environment then affects humans and human development. The course explores different perspectives in human-environment interaction such as the politics of nature, cultural and political ecology, hazards geography and human vulnerability and environmental justice. Pressing issues in human-environment geography will be covered, including global climate change, global food systems, overpopulation, overconsumption and biodiversity. By the end of the semester students should understand the highly integrated relationships between humans and the environment.

GEOG 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GEOG 308. Urban Social Geography (3-3-0) [Same as SOCL 308]
Prerequisite: Any 200-level GEOG or SOCL course.
The purpose of this course is to critically analyze our urbanizing world. What has driven humans to settle in increasingly higher densities? How do people choose where to live, and what constrains those choices? What are the social, economic and environmental implications of urbanization? To answer these and other questions, this course focuses on the historical process of urbanization, 20th and 21st century urbanization in the United States and various other case studies in urban geography and sociology.

GEOG 325. Food and Society (3-3-0) AIGM [Same as ANTH 325; Formerly SOCL 325]
Prerequisite: Any 200-level ANTH, GEOG or SOCL course.
This course is designed to develop an appreciation for the role of food in human societies. 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 is an endless enactment of gender, family and community relationships. Students will explore food consumption, production and distribution both locally and globally and will use food as a lens to understand cultural relationships, social inequalities and environmental impacts of agriculture, food production and food waste.

GEOG 349. Mapping and Geovisualization (3-1-2)
This course is for anyone who loves maps and wants to learn how to make them. Besides being great to look at, maps are incredibly powerful tools for communication and analyzing data. This course provides an overview of the history of cartography, explores the role that maps play in contemporary society, and unpacks the intricacies of map design and of the characteristics and limitations of various map types. Throughout the semester, special emphasis is placed on critical cartography.

GEOG 350. GIS for the Social Sciences (3-2-3)
Prerequisites: MATH 125.
This course is designed as a first step into the exploration of Geographic Information System (GIS) and how it can be used to perform social science research, analysis and policy development. The course focuses on obtaining a conceptual understanding of what is and how to use GIS. Specifically, students will learn the basic structure of a geospatial environment, the spatial nature of data and experiment with different GIS software packages ranging from desktop, online or open-source programs. By the end of the course students will be fully prepared to use GIS in their own applications and rapidly adapt to this ever-changing technology.

GEOG 388. Field Explorations in Anthropology and Geography (3-2-2) [Same as ANTH 388]
Prerequisite: ANTH 203 or any 200-level GEOG course.
Field research has long been at the core of both anthropological and geographical inquiry. Whether interviewing key informants, participating in important community events or interpreting cultural landscapes, fieldwork in anthropology and cultural geography happens through direct experiences and relationships with our research subjects and co-collaborators. The purpose of this course is to introduce students to key theories and methods used in fieldwork in both disciplines, to put them to use on a field project locally, nationally or globally and to draft a written report of the results.

GEOG 395. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GEOG 491. Internship in Geography (3-0-8)
Prerequisite: GEOG 210 or 211 or permission of the instructor.
This course provides students with the opportunity to apply geographical concepts outside the classroom, helping students to make connections between academic and employment experiences. Students gain valuable work experience and prepare to translate these academic and workplace skills to post-graduation employment. Students will complete 120 hours in an internship related to geography, as well as assignments designed to connect education with experience. Internships must be approved by the department before the student registers. This course may be taken twice

for academic credit.

GEOG 495. Special Topics (3-3-0)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

GEOG 499. Independent Research in Geography (3-0-8)
Prerequisites: Consent of instructor and department chair.
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 department secured before registration.

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 205. Sociological Foundations (3-3-0) AIWT
This course will explore the perspectives, theories and methodologies of sociology that are used to understand the dynamics of contemporary Western society. The course emphasizes the ways socialization, social cooperation and conflict influence the structure of American society as well as the worldwide community. 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 220. Global Social Problems (3-3-0) AIGM
[Formerly SOCL 201, equivalent]
This course addresses social problems in the U.S. and around the broader world. The course devotes considerable attention to inequalities and tensions created by predominant forms of globalization, to critiques by non-Western thinkers and to experiences of people living within and between Global Northern and Global Southern nations. The course examines historical contexts and contemporary debates, including (but not limited to): unequal international development and global inequality, ethnic conflict, media and culture, food justice, housing insecurity and educational inequality. In doing so, this course directly engages with the ways such problems are felt on the basis of power, privilege and marginality, barriers to positive social change and our moral obligations in responding as responsible global citizens.

SOCL 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

SOCL 300. Methods of Inquiry (3-3-0)
Prerequisites: Any 200 level ANTH, CRIM or SOCL course.
This course provides an overview of how social scientists ask and answer questions about the social world. Students will assess peer-reviewed, primary research and be introduced to qualitative and quantitative methodologies utilized in social science. Students will learn how to identify and implement appropriate research methodologies to conduct studies within the fields of sociology, anthropology and criminology. Students will gain a comprehensive understanding of the research process from conceptualization to analysis.

SOCL 303. Reimagining the Family (3-3-0)
Prerequisite: SOCL 205 or 220 or 314 or ANTH 203.
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 (3-3-0)
Prerequisite: SOCL 205 or 220 or 314 or ANTH 203.
Emphasis will be on the generic process by which individuals become members of society. Consideration of the impact of family, sex, race and socioeconomic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group and media.

SOCL 306. Social Psychology (3-3-0)
[Same as PSYC 304]
Prerequisites: PSYC 201, 202.
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 308. Urban Social Geography (3-3-0)
[Same as GEOG 308]
Prerequisite: Any 200-level GEOG or SOCL course.
The purpose of this course is to critically analyze our urbanizing world. What has driven humans to settle in increasingly higher densities? How do people choose where to live, and what constrains those choices? What are the social, economic, and environmental implications of urbanization? To answer these and other questions, this course focuses on the historical process of urbanization, 20th and 21st century urbanization in the U. S., and various other case studies in urban geography and sociology.

SOCL 309. Migration, Displacement, and Refugees (3-3-0) AIGM [Same as ANTH 309]
Prerequisites: SOCL 205, 220 or ANTH 203.
This course examines what people go through when they are forced to flee their homelands under duress, and the obstacles and opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the experience of displaced people, looking at the history of immigration to the U.S. and linking current refugee crises to global economics and politics. Given the

unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

SOCL 313. Religion and Power (3-3-0)
Prerequisite: SOCL 205 or 220 or ANTH 203.
The course examines how religious belief uniquely motivates social cohesion and conflict across multiple arenas of social interaction. It provides a sociological analysis of the ways in which religious identity, institutions and organizations and social power are intertwined. Students will assess theoretical perspectives, empirical evidence and trends in religion in America and around the world.

SOCL 314. Education, Culture and Society (3-3-0)
Prerequisite: Junior standing.
This course examines underlying ideologies as expressed in educational theory and practice and the role of education in modern social, economic and political life. A participatory forum for discussion of a variety of perspectives and issues will provide a basis for students to explore the purpose and future of education in a free and democratic society.

SOCL 314L. Education, Culture and Society Lab (1-1-2)
Pre or Corequisites: SOCL 314 and junior standing.
This course is intended primarily for students who plan to apply to the M.A.T. program. 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. Health and Healing (3-3-0) [Same as ANTH 315]
Prerequisite: Any 200-level SOCL or ANTH course.
Analysis of the sociocultural context of illness, including disease etiology, epidemiology and illness behaviors. The formal and informal organization of the health professions and institutions and the system of health care delivery.

SOCL 316. Race, Ethnicity, and Racism (3-3-0)
Prerequisite: SOCL 205 or 220 or ANTH 203 or SOWK 201.
This course interrogates the social construction of race and ethnicity, and the meanings and manifestations of racism, with a primary focus on the U.S. We will examine the ways in which race and ethnicity are inextricably tied to social and economic power as well as other key social identities and structures, such as citizenship, class, gender and sexuality. Drawing on multiple theoretical perspectives and empirical evidence spanning diverse groups and institutions, the course will provide a critical assessment of the role of race in historical and contemporary social dynamics.

SOCL 319. Deviant Behavior (3-3-0) [Same as CRIM 319]
Prerequisite: CRIM 208 or SOCL 205.
An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the social construction of deviance, the role of social power and the effects of societal responses to deviance. Various forms of deviance will be analyzed.

SOCL 320. Sociology of Media and Popular Culture (3-3-0)
Prerequisite: SOCL 205 or 220 or ANTH 203.
The class takes a critical approach to the production and consumption of the mass media, with a focus on both the economics and politics of the media industry in the United States. We examine the influence of media messages in terms of socialization, identity, norms, rituals, stereotypes, deviance, crime and violence. This course also addresses the growth of new media technologies, current dilemmas facing media policy makers and the impact of the media on globalization. Finally, we examine how relations of race, social class and gender are intricately tied to cultural production and consumption in society.

SOCL 321. Criminology (3-3-0)
Prerequisite: Any 200-level SOCL or ANTH course.
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 330. Language, Culture, and Society (3-3-0) AIGM [Same as ANTH 330]
Prerequisite: ANTH 203 or SOCL 205.
This course takes a socio-cultural look at language by exploring the relationship between language and society from a global comparative perspective. Students will learn about how language constructs meaning and contributes to the reproduction of both individual and collective identities. Drawing on the insights of linguistic anthropology and sociolinguistics, the course explores major topics in the study of language such as ethnicity, class and gender as well as linguistic rights, minority language revitalization and language policy. Students will also be introduced to the methods of conversational and critical discourse analysis.

SOCL 331. Gender, Sexuality, and Crime (3-3-0) [Same as CRIM 331]
Prerequisite: CRIM 208 or SOCL 205.
This course examines the ways that gender and sexuality affect patterns and experiences of offending, victimization and interaction with the criminal justice system. Grounded in feminist criminology, this course will critically engage the intersections of gender, race, class and sexuality, examining ways that these affect the treatment of women both inside and outside the criminal justice system. Topics may include

the impact of gender and sexuality on victimization; the gendered nature of offending and criminal justice processing; the incarceration experiences of women and of members of the LGBTQIA+ community; and the role of gender in criminal justice professions, as well as the impacts of current policies and legislation.

SOCL 335. Race, Inequality, and Crime (3-3-0)
[Same as CRIM 335]
Prerequisite: CRIM 208 or SOCL 205.
This course takes a critical approach to examining the relationships between structural inequality, crime and crime control. We will identify how race and ethnicity are related to crime, victimization and crime control and will explore a variety of potential causes and consequences of these inequalities. This course will address topics such as mass incarceration, hate crimes, violence and homicide rates, institutional discrimination and issues of intersectionality.

SOCL 340. Statistics for Social Research (3-3-0)
[Formerly SOCL 392, equivalent]
Prerequisites: MATH 125, any 200-level ANTH, CRIM or SOCL course or SOWK 201.
Data-analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis and measures of association.

SOCL 365. Social Change and Policy (3-3-0)
[Same as CRIM 365]
Prerequisite: CRIM 208 or SOCL 205 or 220.
This course examines the structural and cultural factors that facilitate societal change. Students will explore the ways by which social problems are constructed and how laws and policies are framed and impacted by social movements and organizations.

SOCL 374. Substance Use and Addiction (3-3-0)
[Same as CRIM 374 and SOWK 374]
Prerequisite: CRIM 208 or PSYC 201 or SOCL 205 or SOWK 201.
This course examines substance use and abuse in contemporary society. Topics are treated from a multidisciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse are also analyzed. Assessments of the costs, options and alternatives to addiction along with educational efforts toward prevention are examined.

SOCL 377. Gender and Power (3-3-0) AIGM
[Same as ANTH 377]
Prerequisites: ANTH 203 or SOCL 205 or 220 or IDST 255.
This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences. Recurrent themes in women's studies, women's movements and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOCL 390. WI: Sociological Theory (3-3-0)
Prerequisites: SOCL 205 or ANTH 203 and ENGL 223.
This course is designed to give students an overview of the history, development, and current status of sociology. Texts, lectures, discussions and small group sessions will focus on the assumptions and concepts employed by major classical and contemporary theorists who have contributed to our understanding of individuals, groups, organizations and society. Students will develop skills to apply theories to the current social world.

SOCL 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

SOCL 490. WI: Senior Seminar (3-3-0)
Prerequisites: SOCL 340, 300 and 470W; CRIM 390W or SOCL 390W, and all with a C- or higher.
This discussion-centered capstone course emphasizes the importance of careful, systematic analysis as well as the concepts, theories and methods employed in social science research. Students will select a feasible research question to be studied throughout the semester, then apply the theoretical and methodological knowledge gained in previous courses to design and conduct an original research project.

SOCL 491. Internship in Sociology (3-0-8)
[Formerly, same as ANTH 491, equivalent]
Prerequisite: Permission of instructor.
The internship in sociology consists of 120 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. The internship must be approved by the department before registering.

SOCL 492. Readings in Sociology (Credits vary 1-3)
Prerequisite: Consent of instructor.
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)
Prerequisites: As announced. Junior or senior standing or consent of instructor.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

SOCL 499. Independent Research in Sociology (3-0-8)
Prerequisites: Consent of instructor and department chair.
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 department secured before registration.

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 201. Introduction to Social Work and Social Welfare (3-3-0)
Introduces and examines the social work profession and the social welfare settings in which it is practiced. Includes the historical development, central concepts and institutional nature of social welfare as well as the origins, history, values and practices of social work as a profession. This course includes a service-learning component.

SOWK 210. Human Behavior and the Social Environment I (3-3-0)
Prerequisites: Freshman or sophomore standing only.
This course integrates knowledge from biology, anthropology, sociology and psychology to explore human development and the ways social systems, socio-cultural, political and economic forces could promote or deter the achievement and maintenance of well-being for individuals, families, groups, organizations and communities. It also examines the impact of diversity on human development and systems of all sizes. Theories of human behavior are critically evaluated and applied to engagement, assessment, intervention and evaluation of clients of all system sizes. Application is practiced using empirical evidence and service-learning experiences. The first of sequential courses, this course covers development from conception through adolescence.

SOWK 211. Human Behavior and the Social Environment II (3-3-0)
Prerequisite: SOWK 210 with a grade of C- or higher.
This course integrates knowledge from biology, anthropology, sociology and psychology to explore human development and the ways social systems, socio-cultural, political and economic forces could promote or deter the achievement and maintenance of well-being for individuals, families, groups, organizations and communities. It also examines the impact of diversity on human development and systems of all sizes. Theories of human behavior are critically evaluated and applied to engagement, assessment, intervention and evaluation of clients of all system sizes. Application is practiced using empirical evidence and service-learning experiences. The second of sequential courses, this course covers development from early adulthood through death.

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.
Designed to develop beginning 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 helping role; interviewing techniques; client assessments; intervention strategies; evaluation of outcomes; and integration of these skills with knowledge of diverse racial, ethnic and cultural patterns. Stresses work with individuals.

SOWK 301L. Social Work Practice Lab I and Junior Field Instruction (2-0-6)
Prerequisite: Acceptance as a social work major.
Corequisite: SOWK 301.
An 80 to 120 clock-hour laboratory which experientially reinforces the content of SOWK 301. Includes off-campus observation of social agencies, use of video equipment, role-playing exercises, various methods of practicing culturally sensitive generalist social work and some limited experience in a community social service setting.

SOWK 302. Social Work Practice II (3-3-0)
Prerequisites: Grade of C or higher in SOWK 301 and 301L.
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 303. Social Work Practice III (3-3-0)
[Formerly SOWK 403, not equivalent]
Prerequisite: Acceptance as a social work major.
Designed to develop knowledge, skills and values for beginning generalist social work practice with organizations and communities (macro level practice). Teaches skills for engagement, assessment, intervention and evaluation in macro practice. Includes a service-learning component to integrate experience working with an actual community agency or project.

SOWK 366. Social Policy Analysis (3-3-0)
[Formerly SOWK 368W, not equivalent]
Prerequisite: Acceptance as a social work major.
Introduces a framework for the analysis of social policies and services. Focuses on the variables that shape human service delivery systems. Application of analytical skills to a social policy is a required component of the course. Includes a service-learning project that is designed to develop political advocacy and lobby skills.

SOWK 374. Substance Use and Addiction (3-3-0)
[Same as CRIM 374 and SOCL 374]
Prerequisite: CRIM 208 or PSYC 201 or SOCL 205 or SOWK 201.
This course examines substance use and abuse in contemporary society. Topics are treated from a multi-disciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse also are analyzed. Assessments of the costs, options and alternatives to addiction along with educational efforts toward prevention are examined.

SOWK 395. Special Topics (Credits vary 1-3)
Prerequisites: As announced.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

SOWK 401. Field Instruction I (6-2-16)
Prerequisites: SOWK 302 with a grade of C or higher and acceptance of field instruction application.
Corequisite: SOWK 493.
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. WI: Field Instruction II (6-2-16)
Prerequisite: SOWK 401 with a grade of C or higher.
Corequisite: SOWK 498.
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 493. Methods of Social Work Research (3-3-0)
[Formerly SOWK 393W, not equivalent]
Corequisite: SOWK 401.
Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques and sampling. Students will develop an original research proposal appropriate for practice or program evaluation of the field placement (to be conducted in SOWK 498).

SOWK 495. Special Topics (3-3-0)
Prerequisites: As announced.
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.
Corequisite: SOWK 402W.
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 (3-0-8)
Prerequisites: SOCL 340, SOWK 493, senior standing, a 3.00 GPA (both overall and in the major), consent of instructor and department chair.
Independent research allows the student to do a research project on a chosen subject under the direction of a faculty member. The research topic must be decided upon and permission of faculty member and Social Work Director secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Final paper will be presented orally to the department.

OFFICE OF TEACHER PREPARATION

Dr. Jean S. Filetti, Director
McMurran Hall 253
(757) 594-7388
filetti@cnu.edu

Mission

The mission of the Christopher Newport University Master of Arts in Teaching (M.A.T.) Program is to prepare highly qualified teachers who are licensed to teach in the Commonwealth of Virginia and in reciprocal states throughout the United States.

Areas of Teaching and Required Degrees

Students who wish to pursue teacher preparation should consult the teacher preparation sections in the individual department (listed below) and the *Christopher Newport University Graduate Catalog* for a description of the Master of Arts in Teaching Program.

Elementary, grades PK-6 Track

The grades PK-6 track requires teaching all subjects in elementary school. Any liberal arts or science major (B.A. or B.S.) is acceptable. See individual departments for list of courses needed to prepare for the M.A.T. in elementary education.

Grades PK-12 Track

- **English as a Second Language (ESL)** requires a B.A. or B.S. in any liberal arts or science major. M.A.T. ESL course requirements are listed in the Department of Modern and Classical Languages and Literatures.
- **Music, Choral or Instrumental** requires a B.M. in music with either the pre-certification choral concentration or pre-certification instrumental concentration.
- **Spanish** requires a B.A. in foreign languages and literatures with a Spanish major.
- **Visual Arts** requires a B.A. in art and art history with a studio art major.

Grades 6-12 Track

- **Biology** requires a B.S. in biology, any concentration
- **Chemistry** requires a B.S. in chemistry.
- **English** requires a B.A. in English, without a declared concentration is recommended.
- **History and Social Science** requires either a B.A. in history, a B.A. in political science or a B.A. in interdisciplinary studies with an American studies major.
- **Mathematics** requires either a B.S. or B.A. in mathematics.
- **Physics** requires a B.S. in computer foundations with a physics major.

See individual departments for specific requirements.

U.S. National Security Studies

Dr. Nathan E. Busch, Director
McMurran Hall 359E
(757) 594-8498
nbusch@cnu.edu

Minor in U.S. National Security Studies
(18 credit hours)

The United States faces a multitude of new and unprecedented threats to its national security interests. From the proven and suspected weapons of mass destruction (WMD) programs in North Korea, Iran and Syria, to the ongoing War on Terrorism, the collective threats to U.S. national security are serious and enduring.

Given this dangerous international environment, there is a pressing need both to improve our understanding of the threats facing the United States and to prepare the next generation of governmental leaders to meet the challenges facing the nation. This interdisciplinary minor brings together the courses across the curriculum that would help prepare the future diplomats, intelligence analysts and academic scholars in the field of U.S. National Security.

The minor will accomplish these goals by exploring the rich, and often controversial, legacy of U.S. diplomatic and national security policies from its founding to the present, beginning with the principles of U.S. foreign policy rooted in the Constitution and tracing the evolution of U.S. national security through the Cold War and Post-Cold War eras. The minor will also examine the specific internal mechanisms by which national security policies are formulated, as well as the theoretical debates in international relations scholarship. These debates concern the nature of the international system, the role of power, calculations of national interest and the effect of institutions such as international law in governing state behavior. Finally, the minor will study the political and historical contexts for current regional conflict areas, and the "new dimensions" of U.S. national security including WMD proliferation, ethnic conflict and conflict resolution, the "War on Terrorism" and human, environmental and energy security.

Program Objectives

1. Investigate the history and evolution of America's national security interests and policies from the founding to the present, the contemporary international threats and challenges facing the United States and the diplomatic and military mechanisms necessary for addressing these threats.
2. Examine the specific internal mechanisms by which U.S. national security policies are formulated.
3. Serve as a minor for those students who wish to extend their work in a major to include the study of U.S. national security.

Program Requirements

1. A minimum of 18 credit hours, chosen from the courses listed below, is needed to complete the minor.
2. Core requirements: AMST 100 and POLS 215.
3. Select four additional classes (12 credit hours) from the elective courses listed below. Of these 12 credit hours, at least three must be from AMST or HIST.
4. Certain internships, independent studies, study abroad courses and special topics courses may also count toward the minor as determined by the director.

The Curriculum in U.S. National Security Studies

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

Core

AMST 100	Founding the American Experiment
POLS 215	Comparative and International Politics

Electives

One 202-level or higher second lanugage literacy course

AMST 300	The American Experiment: Global Influence
AMST 330	Treason in America
HIST 324	America and the Second World War
HIST 325	Cold War Politics and Culture
HIST 336	American Foreign Relations
HIST 351	American Military History
HIST 480	The United States as a World Power
POLS 323	American Foreign Policy
POLS 327	International Law
POLS 338	Politics of Weapons Proliferation
POLS 340	Might and Right Among Nations
POLS 380	Terrorism
POLS 402	International Relations Theory and World Issues

WOMEN, GENDER, AND SEXUALITY STUDIES

Dr. Laura Puaca, Director
McMurran Hall 309
(757) 594-8879
laura.puaca@cnu.edu

Minor in Women, Gender, and Sexuality Studies (15 credit hours)

The minor program in Women, Gender, and Sexuality Studies brings together those courses offered by the University which focus on these subjects. The minor gives students the opportunity to explore the interconnectedness of these categories through concentrated study across several diverse fields.

Program Objectives

1. To provide students with an interdisciplinary perspective regarding issues of gender and sexuality (drawing upon such fields as English, philosophy, history, anthropology, sociology, social work, psychology, political science 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 assist students in forging connections among classroom material, real-life situations and their own efforts to effect social change.

Program Requirements

Students should seek advising from the director in choosing the courses for the minor.

1. A minimum of 15 credit hours as listed below are required to complete the minor.
2. Courses must be from three different disciplines and must focus one-half to two-thirds of their material on issues relating to women, gender, and/or sexuality.
3. Core requirements: IDST 255 and four additional courses (12 credit hours).
4. Special Topics and other courses can be used if approved by the director.

THE CURRICULUM IN WOMEN, GENDER, AND SEXUALITY STUDIES

IDST 255. Introduction to Women, Gender, and Sexuality Studies (3-3-0) [Formerly WGST 201, equivalent] AIGM

This interdisciplinary course places the study of women, gender, and sexuality at the center of the curriculum. We will interrogate how gender has been socially constructed and maintained through a variety of institutions in both American society and worldwide. By focusing on intersections of gender with race, class, sexuality, ethnicity and nation, we will also recognize the manifestations of power and privilege in everyday life. Among the topics we will address are: feminist history and theory; work, welfare, and poverty; body image, health care, and reproductive rights; violence; globalization; and the future of feminism.

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

Core

IDST 255	Introduction to Women, Gender, and Sexuality Studies

Electives*

AMST 350	Sex, Law, and Society
ANTH/SOCL 377	Gender and Power
CLST 313	Women in Ancient Greece and Rome
COMM 330	Communicating Gender, Race, and Class
ENGL 320	WI: Studies in Women and Literature
FREN 354	French Women Writers
HIST 304	U.S. Women's History
HIST 305	History of Gender and Sexuality in the United States
HIST 383	Filthy Paris: Sex, Health, and Hygiene in the City of Light
HIST 396	African American Women's History
HIST 489	Women and Social Movements in U.S. History
LDSP 380	Women in Leadership
MLAN 220	Gender in the Arab World
PHIL 315	Philosophy of Gender
PHIL 319	Philosophy of Love and Sexuality
POLS 382	Women and Politics
PSYC 320	Psychology of Gender
PSYC 420	Human Sexuality
RSTD 258	Sexuality and Gender in Judaism
SOCL 303	Reimagining the Family

*Other courses, including special topics and independent study or internships, with permission of the director.

Family Educational Rights and Privacy Act (FERPA)

Listed below is the annual notification of the Family Educational Rights and Privacy Act of 1974 (FERPA). The University is required to inform enrolled students annually of their rights under the terms of FERPA. The act does not apply to students admitted to the University who have not officially enrolled. An admitted student is determined to be enrolled upon their first day of classes at the University.

Note: Students should access cnu.edu/registrar/ferpa/ for the latest changes to CNU directory information and updates regarding the Family Educational Rights and Privacy Act of 1974 (FERPA). The Vice President for Enrollment and Student Success and the University Registrar serve as the University's FERPA officials and implement policies and procedures to facilitate compliance with this federal requirement.

A. Policy Intent

1. The University student (education) 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 refuse the designation of any or all of the types of information about the student as directory information. A written request must be submitted prior to the start of the fall or spring semester.

2. 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.

3. 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 their right of access. Letters of recommendation are removed from admissions files before the files are forwarded to the Office of the Registrar.

   b. Parents' confidential financial statements.

   c. Personal files and records of members of faculty or administrative personnel, which are in sole possession of the maker thereof.

   d. Education records, which contain information about more than one student; in such cases, CNU will allow the inquiring student access to the part of the record, which pertains only to the inquiring student.

   e. Records of the admissions offices 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.

4. 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.

5. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe their record is incorrect, they should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify the information they feel is inaccurate or misleading. The official will respond within a reasonable period concerning their action. Should the student not be satisfied, a hearing may be requested of the Vice President for Enrollment, Student Success, and Institutional Effectiveness.

6. 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 C.3.

below).

7. 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.
   b. Date of birth (month and day only).
   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. The request must be submitted, in writing, prior to the start of fall or spring semesters. 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 any University employee operating in support of the University's overall mission and goals; 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, in support of the University's overall mission and goals, and not for purposes extraneous to the official's area of responsibility or extraneous to 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 or to assist in accomplishing the University's overall mission and goals. A school official is determined to have a legitimate educational interest if the official needs to review an education record or needs access to components of an education record in order to fulfill their professional responsibility.

   c. Information requested by student organizations of any kind will be provided only when authorized by the Vice President of Student Affairs/Dean of Students.

   d. Effective July 2008, the Commonwealth of Virginia required higher education institutions to release educational record information to parents of dependent children. This state legislation is allowable within the guidelines of FERPA. Students who are tax dependents of their parent(s) or legal guardian(s) may authorize the receipt of mid-term or final grades and/or academic transcripts by contacting the Office of the Registrar to complete the documentation necessary for this disclosure. Proof of tax dependency may be required.

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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July 1, 2024 - June 30, 2025

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Robert E. Colvin, Vice President for Strategic Initiatives

Lisa Duncan Raines, Vice President for Enrollment and Student Success, and Institutional Effectiveness

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