

CHRISTOPHER NEWPORT UNIVERSITY 2015 – 2016 UNDERGRADUATE CATALOG



CHRISTOPHER NEWPORT
UNIVERSITY



CHRISTOPHER NEWPORT

UNIVERSITY

UNDERGRADUATE CATALOG

Volume 50, Number 1, June 2015

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant or student and the Rector and Board of Visitors of Christopher Newport University. The University reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations, or fees whenever the University deems it expedient to do so.

Christopher Newport University (CNU) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, veteran status, political affiliation, or any other status protected by law. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among everyone on campus. In pursuit of this goal, any question of impermissible discrimination and/or harassment on these bases will be addressed with efficiency and energy in accordance with the Harassment, Discrimination, Sexual Misconduct, and Retaliation Policy. Anyone having questions concerning the policy and procedures should contact the Director of Title IX and Equal Opportunity.

1 Avenue of the Arts
Newport News, VA 23606-3072
Phone: (757) 594-7000 / TDD: (757) 594-7938

cnu.edu

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 CNU student! Our 5,000 students hail from every part of Virginia, 27 other states and several foreign countries.

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

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

The number of admission applications has soared by more than 700 percent in the last decade, and the middle 50 percent SAT range for last year's incoming freshmen (Critical Reading and Math) was 1080-1230. The middle 50 percent GPA range (4.0 scale) was 3.4-3.9. More students also are seeking entry into our distinguished Honors Program and President's Leadership Program.

CNU also offers many international study opportunities, including our permanent relationship with the University of Oxford and dozens of smaller, faculty-led programs. Signature academic programs include the Master of Arts in Teaching, Pre-Law Program, Pre-Med and Pre-Health Program, and a cutting-edge program in neuroscience.

Professors and Academics

Our professors love to teach, and most chose CNU for our commitment to academic excellence. Outstanding veteran faculty members offer an incredible depth of experience and knowledge, and more than 50 percent of our classes have 19 or fewer students.

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

Our marketing students and Small Business Institute have won top honors regionally and nationally. The Joseph

W. Luter, III School of Business is accredited by the Association to Advance Collegiate Schools of Business, one of only 42 schools in the nation offering only undergraduate programs to earn this honor.

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

CNU has received top recognition from *Forbes*, *Kiplinger's Personal Finance* and The Princeton Review organization. *U.S. News & World Report* selected Christopher Newport as one of America's up-and-coming schools, those that have made "the most promising and innovative changes in the areas of academics, faculty, student life, campus and facilities."

Intercollegiate Athletics

Playing to win is a passion at CNU. As part of NCAA Division III, our athletes excel in the classroom and on the field of play through 23 varsity teams. Since 1980, CNU has produced more than 550 All-Americans and has won more than 70 national team and individual titles.

CNU's football team was the first in NCAA history to win its conference and go to the NCAA playoffs in its first year of play. Exceptional venues for baseball, lacrosse, softball and soccer make it easy to cheer on the Captains. Nearly every year we have the top winning percentage among Virginia schools.

Student Life

A community of honor, CNU 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 250 clubs and organizations, along with dozens of recreational and club sports as well as service projects. Whether you're interested in biology field trips to the ocean or launching a campus club, 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 Spring Fest, Family Weekend and Homecoming. The Ferguson Center for the Arts, our world-class performing arts venue, features the 500-seat Music & Theatre Hall, a 200-seat experimental theater, and the awe-inspiring, 1,700-seat Concert Hall for performances by internationally known stars. Jewel, 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 may attend performances for \$5 to \$15!

CNU 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.

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

The Campus: Present and Future

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

We have completed \$1 billion in new capital construction, including the David Student Union. The Paul and Rosemary Tribble Library, with its 14-story tower lighted day and night, 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 McMurrin, 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. Completed in 2013, 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.

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

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

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, Schooner's, Subway, Moe's Southwest Grill and Tropical Smoothie. Thanks to our dazzling residential facilities, including the recently opened Rappahannock River Hall, 4,000 students now make CNU their home.

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

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

Come Visit!

See firsthand the quality of Christopher Newport University. We welcome your visit Monday through Saturday (except major national holidays) throughout the year. Call (757) 594-7015 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 CNU!

THE UNIVERSITY HONOR SYSTEM

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

The Honor Code:

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

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

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

STUDENT ACADEMIC RESPONSIBILITIES

CNU is a community comprised of students who:

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

TABLE OF CONTENTS

WELCOME TO CHRISTOPHER NEWPORT UNIVERSITY	2
The University Honor System	4
Student Academic Responsibilities	4
ACADEMIC CALENDAR	7-8
GENERAL INFORMATION	
The University	9
Freshman Admission	10
Placement Credit Policies	11-14
Advanced Placement (AP)	12
International Baccalaureate Program Credit	13
University of Cambridge Examinations	14
Admission for Transfer, Readmitted and Non-degree	15
Tuition & Fees	18
Financial Aid	23
Residence Life and Housing	26
Athletics	29
Student Affairs	31
Academic Advising	32
Center for Academic Success	33
University Writing Center	33
Fellowships and Prestigious Scholarships	33
James C. Windsor Center for Health and Counseling Services	34
Information Technology Services	35
Disability Support Services	35
Career Planning	36
Study Abroad	36
Library	37
ACADEMIC INFORMATION	
Academic Organization and Degrees	38
Graduate Studies	39
Academic Policies and Procedures	40
Graduation Requirements	51
Academic Standards	53
Liberal Learning Core	54
College and School Designations	57
DEPARTMENTS AND PROGRAMS	
African-American Studies	58
Asian Studies	59
Biology, Molecular and Chemistry	60
Biology, Organismal and Environmental	71
Biotechnology and Management Program	78
Business	80
Childhood Studies	92
Civic Engagement and Social Entrepreneurship	93
Communication	94
Digital Humanities	100

Economics	101
English.....	105
Environmental Studies	116
Film Studies.....	118
Fine Art and Art History.....	119
Government.....	126
History.....	133
Honors	144
Human Rights and Conflict Resolution	148
Interdisciplinary Studies.....	149
International Culture and Business	150
Judeo-Christian Studies.....	151
Latin American Studies	152
Leadership and American Studies	153
Linguistics	159
Mathematics	160
Medieval and Renaissance Studies	167
Middle East and North Africa Studies.....	168
Military Science	169
Modern and Classical Languages and Literatures.....	173
Music.....	190
Neuroscience	203
Philosophy and Religious Studies.....	206
Physics, Computer Science and Engineering.....	217
Pre-law	232
Pre-Med & Pre-Health	233
President’s Leadership Program.....	239
Psychology	241
Sociology, Social Work and Anthropology	249
Teacher Preparation	260
Theater and Dance.....	261
U.S. National Security Studies.....	272
University Liberal Learning Curriculum.....	273
Women’s and Gender Studies.....	274
REFERENCE INFORMATION	
Family Rights and Privacy Act.....	275
Board of Visitors and Administration.....	277
Faculty.....	278
Emeriti Faculty	289
INDEX.....	292

CHRISTOPHER NEWPORT UNIVERSITY

ACADEMIC CALENDAR
FALL 2015 – SPRING 2016**Fall 2015: August 24- December 12**

August	21	F	Freshman Convocation and Honor Code Induction Ceremony
	24	M	Classes begin
	19-28	W-F	Add/Drop period
	28	F	Last day to <i>Add/Drop</i> -11:59 p.m. and elect <i>Audit</i> status-5:00 p.m.
September	7	M	Labor Day – classes meet
	11	F	Deadline for faculty to submit <i>undergraduate</i> change or extension of <i>I</i> grades for Spring 2014-5:00 p.m.
	14	F	Deadline for faculty to submit <i>graduate</i> change or extension of <i>I</i> grades for Spring 2014-5:00 p.m.
October	5	M	Mid-term grade entry begins-8:00 a.m.
	9	F	Mid-term grades due by 12:00 noon
	9	F	<i>Fall Recess begins after last class meets</i>
	14	W	Classes resume
	28	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
November	24	T	<i>Thanksgiving recess begins after last class meets</i>
	30	M	Classes resume
December	4	F	Classes end
	5-6	S-Su	University Reading/Study Day
	7	M	Final examinations begin
	7	M	Final grade entry begins-8:00 a.m.
	9	W	University Reading/Study Day
	12	S	Final examinations end
	16	W	GRADES DUE by 12:00 noon

Spring 2016: January 11 - April 30

January	11	M	Classes begin
	11-15	M-F	Add/Drop period
	15	F	Last day to <i>Add/Drop</i> -11:59 p.m. and elect <i>Audit</i> status-5:00 p.m.
	29	F	Deadline for faculty to submit <i>undergraduate</i> change or extension of <i>I</i> grades for Fall 2014-5:00 p.m.
	29	F	Deadline for faculty to submit <i>graduate</i> change or extension of <i>I</i> grades for Fall 2014-5:00 p.m.
February	22	M	Mid-term grade entry begins-8:00 a.m.
	26	F	Mid-term grades due by 12:00 noon
	26	F	<i>Spring Recess begins after last class</i>
March	7	M	Classes resume
	16	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fall</i> option
April	22	F	Classes end
	23	S	University Reading/Study Day
	24	Su	University Reading/Study Day
	25	M	Final examinations begin
	25	M	Final grade entry begins-8:00 a.m.
	27	W	University Reading/Study Day
	30	F	Final examinations end
May	5	Th	GRADES DUE by 10:00 a.m.
	9-13	M-F	Commencement Week activities
	14	S	<i>Commencement</i>

Note: Access cnu.edu/academics/calendar/ for the latest Academic Calendar updates.

Summer 2016

May 2016 Term Three-week session: M-F Classes May 9 - May 27

MAY	9	M	Classes begin
	10	T	Last day to <i>Drop/Add</i> -11:59 p.m. and elect <i>Audit</i> status-5:00 p.m.
	18	W	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i> -5:00 p.m.
	26	Th	Classes end
	27	F	Final grade entry begins-8:00 a.m.
	30	M	Holiday- no classes
June	1	T	GRADES DUE by 12:00 noon

Summer 2016 Extended Term: May 9 - August 5

May	9	M	Classes may begin
August	1	M	Final grade entry begins-8:00 a.m.
	5	F	Classes may end
	5	F	GRADES DUE by 12:00 noon

Summer 2016 Term 1 Four-week session: M-F Classes June 6 - July 1

June	6	M	Classes begin
	7	T	Last day to <i>Drop/Add</i> -11:59 p.m. and elect <i>Audit</i> status-5:00 p.m.
June	20	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i> -5:00 p.m.
	29	W	Classes end
	30	Th	University Reading/Study Day
July	1	F	Final examinations
	1	F	Final grade entry begins-8:00 a.m.
	6	W	GRADES DUE 12:00 noon

Summer 2016 Term 2 Five-week session: M-Th Classes July 5 - August 5

July	5	M	Classes begin
	6	T	Last day to <i>Drop/Add</i> -11:59 p.m. and elect <i>Audit</i> status-5:00 p.m.
	19	M	Last day to <i>Withdraw</i> and elect <i>Pass/Fail</i> -5:00 p.m.
August	3	T	Classes end
	4	W	University Reading/Study Day
	5	Th	Final examinations
	5	Th	Final grade entry begins-8:00 a.m.
	10	T	GRADES DUE by 12:00 noon

Note: Access cnu.edu/academics/calendar/ for the latest Academic Calendar updates.

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

President Paul Tribble

Vision

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

Mission

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

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

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

History

CNU was authorized and established by the Virginia General Assembly in its 1960 session as a two-year branch of the College of William and Mary. The University derives

its name from Captain Christopher Newport, the English mariner who was among the most important men connected with the permanent settling of Virginia. It was Captain Newport who was put in sole charge and command of the small squadron of three ships that made the historic voyage, culminating with the landing at Jamestown in 1607. Christopher Newport University became a four-year, baccalaureate-degree-granting institution in 1971 and, in July 1977, became totally independent from The College of William and Mary. The University began offering graduate programs in July 1991.

The University first enrolled 171 students in September 1961 at its initial home, a former public school building in downtown Newport News, provided through the generosity of the city of Newport News and its school board. In 1963, the city of Newport News purchased and deeded to the Commonwealth the 75-acre tract where the present campus is now located.

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

UNIVERSITY PRESIDENTS

H. Westcott Cunningham

1961-1970

James C. Windsor

1970-1979

John E. Anderson, Jr.

President Emeritus

1980-1986

Anthony R. Santoro

President Emeritus

1987-1996

Paul S. Tribble, Jr.

1996-Present

Accreditation

Christopher Newport University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the baccalaureate and master’s degree levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4501 for questions about the accreditation of Christopher Newport University.

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.
- Makes referrals to the academic departments for curricular advising.
- Provides guided tours of the campus.
- Conducts information sessions on and off campus.
- Distributes University publications and electronic marketing material.
- Determines eligibility for in-state tuition.
- Represents the University at high school visits, college fairs, panel presentations and other recruitment venues.
- Sponsors on- and off-campus recruitment events.

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

Admission Deadlines for Fall Freshman Applicants

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

Admission Deadlines for Spring Freshman Applicants

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

Freshman Admission Requirements, Degree-seeking

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

- Graduation from an accredited secondary school or its equivalent. Christopher Newport University emphasizes strong academic preparation. Freshman applicants are expected to have completed a college preparatory curriculum, such as Virginia's 26-unit Advanced Studies Diploma (ASD) program, or its equivalent. This program requires four units of English, four units in the

social sciences, four units in mathematics, four units in laboratory science, three units in one foreign language or two years of two foreign languages, two units in health and physical education, two units of electives, and one unit in fine arts or career and technical education. The mid-range (middle 50 percent) for successful applicants is a 3.50/4.00 GPA and a 1070-1230 SAT (critical reading 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 course requirements, but they will not satisfy the University second language literacy requirement.
- The University accepts results of either the SAT or ACT. Applicants who have achieved a 3.50 cumulative high school GPA (on a 4.00 scale), or rank in the upper 10 percent of their high school graduating classes 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. A limited number of Test Optional spaces are available within each entering freshman class.
- An essay or personal statement of approximately 250-500 words.
- All admission applicants are strongly encouraged to schedule an admission interview. Interviews are required of all merit scholarship applications administered by the Office of Admission.
- *Optional*--personal recommendation, preferably from a teacher in a core 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 parent or legal guardian in one of the following exempted areas: Newport News, Hampton, Poquoson, Yorktown, Seaford, Grafton, or Tabb. The residential experience is designed for students who reach 17 to 22 years of age by September 1, 2013. 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 must be forwarded to the Office of Admission from the applicant's secondary school. Official SAT or ACT scores are also required (except for Test Optional applicants).
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. (SAT or ACT is required of applicants who graduated from high school less than five years prior to applying.)
3. **Home Schooled Students:** Applicants must submit a transcript describing their college-preparatory courses and test results from either the SAT or ACT. A *Home-school Supplement Form* is required at the time of application submission.

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 Oct. 1, for the fall and spring semesters, respectively. (All supporting documentation must be received by these deadlines or the decision will be deferred to the next academic term.) Since the University is a state-supported institution, it cannot provide financial aid to international students. International applicants who are not U.S. citizens are required to:

1. Submit an application for admission under degree-seeking status.
2. Submit official copies of 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).
5. Submit a *Financial Resources Statement*, including any official bank statements or affidavits to demonstrate the financial resources required to pay out-of-state tuition, fees, and room/board at CNU.
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 CNU prior to graduation from high school as a way to bridge the gap between high school and college. Open to students with strong academic backgrounds and standardized test scores, such students may take only courses for which they meet the prerequisites. An interview with an admission officer is required, after receipt of the following application materials.

- Application for admission, including a \$50 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 CNU.

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 CNU credit chart published annually. Prospective students should check the CNU website for updates at cnu.edu/registrar/placementcredit.

- **International Baccalaureate (IB) Program Credit.** 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

The following scores are effective for Fall 2016 applicants.

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

<u>AP Test</u>	<u>Score</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Art History	4	6	FNAR 201-202
Art History	3	A*	A*
Studio Art (2D, 3D, Drawing)	4	B*	B*
Biology	4	7	BIOL 107/108/109L
Calculus AB	4	4	MATH 140
Calculus BC (C*)	4	8	MATH 140 & 240
Chemistry	4	7/8	CHEM 121/121L & 122/D*
Chemistry	3	4	CHEM 103/103L
Chinese	4	12	CHIN 101-102/201-202
Chinese	3	6	CHIN 101-102
Computer Science A	4	4	CPSC 150/150L
Computer Science A	3	3	CPSC 110
Economics (Macro)	4	3	ECON 201
Economics (Micro)	4	3	ECON 202
English Lang/Comp	5	6	ENGL 123 and elective credit
English Lang/Comp	4	3	ENGL 123
English Lit/Comp	5	6	ENGL elective credit
English Lit/Comp	4	3	ENGL elective credit
Environmental Science	4	4	BIOL 115/109L
French	4	12	FREN 101-102/201-202
French	3	6	FREN 101-102
Geography (Human)	4	3	GEOG 201
German	4	12	GERM 101-102/201-202
German	3	6	GERM 101-102
Government (United States)	4	3	GOVT 101
Government (Comparative)	4	3	GOVT 215
History (European)	5	6	History Elective Credit
History (European)	4	3	History Elective Credit
History (U.S.)	5	6	HIST 121-122
History (U.S.)	4	3	HIST 121
History (World)	5	6	HIST 111, 112
History (World)	4	3	HIST 111
Italian	4	12	ITAL 101-102/201-202
Italian	3	6	ITAL 201-202
Japanese	4	A*	A*
Latin	4	12	LATN 101-102/201-202
Latin	3	6	LATN 101-102
Music Theory	4	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
Psychology	4	3	PSYC 201
Spanish Language	4	12	SPAN 101-102/201-202
Spanish Language	3	6	SPAN 101-102
Spanish Literature	4	12	SPAN 101-102/201-202
Spanish Literature	3	6	SPAN 101-102
Statistics	4	3	MATH 125

A* Department makes individual recommendation.

B* Credit is dependent upon portfolio and documentation.

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

D* Department makes individual recommendations for CHEM 122L

INTERNATIONAL BACCALAUREATE (IB) PROGRAM CREDIT

The following scores are effective for Fall 2016 applicants.

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

<u>IB Exam Subject</u>	<u>Score</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Anthropology(HL)	4	3	ANTH 203
Art (studio) (HL)	4	3	FNAR 118
	5	6	FNAR 118 & studio art elective
Biology (HL)	5	7	BIOL 107, 108, 109L
Business and Management (HL)	6	3	BUSN lower level elective
Chemistry (HL)	5	7/8	CHEM 121/121L, 122/*
	6	7/8	CHEM 121/121L, 122/*
Computer Science (HL)	4	3	CPSC 125
	5	7	CPSC 125, 150, 150L
	7	11	CPSC 125, 150, 250 & labs
Economics (HL)	6	3	ECON 202
Environmental Systems & Societies (HL)	5	7	BIOL 107, 108, 109L
English A (HL)	6	3	ENGL 123
	7	6	ENGL 123 & English elective credit
Foreign Language (HL)	4	6	LANG 101, 102
	5	12	LANG 101-202
Geography (HL)	4	3	GEOG 201
	5	6	GEOG 201, 202
Government (HL)	6	3	GOVT 215
History of Europe & Islamic World (HL)	6	3	Lower level History elective
History 20th Century World (HL)	6	3	Lower level History elective
Information Technology in a Global Society (HL)	4	3	CPSC 125
Mathematics (HL)	5	4	MATH 140
Music Theory (HL)	6	6	MUSC 209, 211 & Music elective credit
Philosophy (HL)	5	3	PHIL 202
Philosophy (SL)	6	3	PHIL 202
Physics (HL)	4	4	PHYS 201, 201L
	5	8	PHYS 201, 202 & labs
Psychology (HL)	4	3	PSYC 201
Religious Studies (HL)	5	3	RSTD 211
Religious Studies (SL)	6	3	RSTD 211
Theater Arts (HL)	5	3	THEA 210
	6	6	THEA 210, 211

* Department makes individual recommendations for CHEM 122L.

(HL) higher level

(SL) standard level

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

The following scores are effective for **Fall 2016** applicants.

Advanced standing credit is awarded for Cambridge examinations. The pre-approved departmental equivalencies for qualifying examination scored are listed below. Please note that these policies and the required scores are reviewed and updated annually. Prospective students should check the CNU website at cnu.edu.

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

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

ADMISSION FOR TRANSFER, READMIT AND NON-DEGREE STUDENTS

Bonnie Tracey, Director of Transfer Enrollment
Christopher Newport Hall First Floor
(757) 594-7296 or (757) 594-7279 Fax: (757) 594-7711
transfer@cnu.edu

The Office of the Transfer Enrollment offers the following services:

- Reviews and acts on undergraduate transfer, non-degree and readmission applications;
- Serves as liaison to the Department of State and certifies both F-1 Visas and J-1 Visas;
- Facilitates international student services and maintains associated records;
- Serves as university official regarding state domicile issues and provides relevant training;
- Evaluates and awards transfer, dual enrollment, advanced placement credit, CLEP and International Baccalaureate credit;
- Reviews and processes all Request to Take Courses Elsewhere Forms and the Virginia Tidewater Consortium agreements.

Admission Deadlines for Transfer, Readmitted and Non-degree Students

The deadlines to apply as a non-freshman are:

Fall Semester	March 1
Spring Semester	October 1

Transfer Admission Requirements, Degree-seeking

Admission to Christopher Newport University is competitive and increasingly selective. Space in each class is reserved for the best-qualified applicants. Selection for admission is also dependent on a student's preparation for their intended field of study. To be considered for transfer admission, priority is focused on those students presenting a minimum cumulative grade point average of 3.00 GPA, 15 hours of college level credit, and completion of one class in college level mathematics and a college level English course. (Note: Priority is granted to those applicants presenting a cumulative GPA of at least 3.0 from each college attended.)

Transfer applicants must:

1. Maintain good academic and disciplinary standing and be eligible to return to the last college or university attended.
2. Submit the *Common Application* online which includes an online essay.
3. Submit the non-refundable application fee (fee-waiver not applicable).
4. Submit official college transcript(s) from all colleges and/or universities attended by the stated application/

credential deadline to the Office of the Registrar, ATTN: Transfer Enrollment. **Transfer Enrollment does not accept electronic college transcripts.** (*Partial transcripts or grade reports are encouraged for those applicants who are still in attendance at their current college.*)

5. Submit official high school transcripts regardless of the graduation year. (Home-schooled applicants must submit the Common Application School Report form and a detailed description of curriculum. See Transfer Enrollment website for details.
6. Submit SAT/ACT test results if graduation from high school was five years ago or less.
7. Submit three letters of recommendation.
8. Submit Transfer College Report (Verification of Enrollment Form) certified by each college attended.
9. Schedule an interview with Transfer Enrollment staff. Interviews are not mandatory but they are highly recommended.

Degree Completion Requirement

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

Documents Required for Transfer Applicants

1. Transfer applicants must request that all colleges previously attended submit official transcripts to the Office of the Registrar, ATTN: Transfer Enrollment. Transfer applicants who are enrolled elsewhere when they apply may be conditionally admitted upon review of a partial transcript; however, a final offer of admission will not be made without an official final transcript. If a conditional offer of admission was made based on an unofficial transcript, and the official transcript indicates a lower GPA or grades below C, the university reserves the right to rescind any offer of conditional admission and cancel registration. If an offer of admission is made, please realize that you are expected to maintain full time (12 credit hours) each term.
2. **Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. New transfer or readmission applicants who have been suspended or placed on academic probation from Christopher Newport University or any college or university for non-academic, social, or disciplinary reasons may be denied admission to the University. If offered**

admission, should CNU learn of conduct that would violate CNU conduct standards, we will reconsider the admission decision and may withdraw our offer.

Transfer Credit

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

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

Readmission to the University

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

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

Degree seeking students who leave the University for a period of one full academic year or more must be readmitted and will be required to meet all liberal learning curriculum, major, minor and concentration requirements that are in effect (per the *Undergraduate Catalog*) when they are readmitted to Christopher Newport University.

Non-degree Admission

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

Categories of Non-degree students

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

Non-Degree Admission Requirements

1. Applicants in this category must complete the Non-Degree Application, pay the \$50 application fee (non-refundable), and submit official copies of academic credentials from all colleges and universities attended. **Transfer Enrollment does not accept electronic transcripts.** Please request all official college transcripts, official college Transfer Report Verification of Enrollment Form(s) from all colleges and official high school transcript be sent to the Office of the Registrar, ATTN: Transfer Enrollment. These credentials may be submitted at the time of application. **Students admitted as non-degree seeking are not permitted to enroll as full-time students.**
2. Applicants who enter as non-degree students must be academically eligible to return to the last institution attended, and have a minimum overall GPA of at least 3.0 on **all** past academic work.
3. Students who begin at CNU in non-degree status and wish to change to degree-seeking status must reapply for admission to be considered for degree seeking status. Past academic credentials from high school and/or college will be reviewed and regular admission standards will apply.
4. Applicants must have met all prerequisites for courses in which they wish to enroll.
5. Non-degree applicants must submit the non-refundable application fee (see Undergraduate General Fees).

OFFICE OF STUDENT ACCOUNTS, CASH SERVICES

Diane Reed, University Comptroller
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 CNU Business Office website at: businessoffice.cnu.edu.

Tuition, fees, and room and board rates are determined annually and approved by the Board of Visitors in May for the following Academic year. **Current rates** and information can be found on the CNU Business Office website at cnu.edu/businessoffice/studentparents/tuition.asp.

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

Tuition

Undergraduate students who have registered for 12 to 17 credit hours will be defined as full-time students and will qualify for the full-time rate. Any combination of credit courses and audit courses satisfies the 12-credit-hour minimum for eligibility for the full-time rates. The full-time rate 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 and information can be found on the Housing website at cnu.edu/housing/roomboard/.

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 CNU Business Office website at: businessoffice.cnu.edu.
- A non-refundable application fee. Students who wish to be admitted to the University **must pay an application fee**. This fee 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 non-refundable **applied music instruction fee** is charged per one credit hour course.
- A **laboratory fee** is assessed on specific 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 **returned check fee** is charged for each returned check.
- A **study abroad fee** is required on specified courses.

Schedule Changes (Add/Drop)

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

full-time student (taking at least 12 credit hours) increases his or her academic workload to exceed 17 credit hours, the full-time rate will be charged plus the per-credit-hour rate for each credit hour over 17 credit hours.

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

Schedule changes that result in additional charges are due by the payment due date. If this date has passed, then payment is due in full on the date the course is added.

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

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

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

Billing

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

For registrations, schedule adjustments, housing and meal plan assignments taking place after early registration and the initial billing, payment is due by the payment due date. If this date has passed they are due in full on the date of the change. It is the student's responsibility to pay all charges by the payment due date each term.

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

Payments

1. You may view and pay your bill online through your CNU Live account.
2. Payment may also be made at the Cashier's Office with cash, money order, or check, payable to Christopher Newport University (CNU). The Cashier's Office is located on the first floor of Christopher Newport Hall.
3. Money order or check, payable to Christopher Newport University can be mailed to Christopher Newport University, Attn: Cashier's Office, 1 Avenue of the Arts, Newport News, VA 23606-3072.

Students may also pay their tuition bills to the University through a monthly payment program, discussed later in this publication.

Please take careful note of the following:

1. Students who owe the University any charges accrued from previous terms (i.e., tuition, room-and-board, parking fines, library fines, etc.) are required to pay these charges before being permitted to register or access grades.
2. Students who are receiving any form of tuition assistance must provide the Office of Student Accounts with properly approved tuition assistance forms and pay any balance by the payment due date or a late payment fee will be assessed.
3. Students who are receiving any form of financial aid must have accepted 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 or they will be held liable for all classes for which they are registered. Students may also be liable to repay any financial aid disbursed if the semester is not successfully completed. Late financial aid applicants must be prepared to meet the tuition obligation through means other than financial aid by the payment due date.
4. The University may, at its sole discretion, cancel a student's registration for failure to meet financial obligations at any time. Questions concerning financial

policy and payment of tuition and fees should be directed to the Office of Student Accounts, located on the first floor of Christopher Newport Hall, 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 University Business Office **by the payment due date**. Postmark date does not apply. You may also pay online with an eCheck (no fee) or credit card: VISA, American Express, Discover and Mastercard (a convenience fee applies with credit card use).

In the fall and spring terms, at 5:00 p.m. on the **payment due date, the University may cancel the registration for all students who have not made financial arrangements**. These students may register again during scheduled registration periods. The University does not guarantee that students will be able to obtain their original schedules. Classes are available on a first-come-first-served basis.

Monthly Payment Plan

Students may select to use the monthly payment plan for the fall and/or spring semester and **must** sign up separately for each semester. This payment option allows payment of tuition and fees in monthly installments. When determining the amount to budget, please consider tuition and fees, applied music fees, lab fees, and room and board (if applicable). This plan may be used by full-time or part-time students, but is not available for summer terms.

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

Tuition Refund Policy

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

- 100 percent 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 percent for all courses dropped during the second week of the academic term.

- 50 percent for all courses dropped 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. Applied music fees are not refundable after the first day of scheduled lessons with the instructor.

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

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

All refunds will be processed in accordance with the above policy including medical withdrawals that do not involve inpatient hospitalization. If there are extenuating circumstances (such as mandatory job transfer or active duty military mobilization from the Hampton Roads area documented by a letter from the employer and/or a copy of military orders or extended period of inpatient hospitalization documented by a physician's statement), students should contact the Office of Student Accounts, located on the first floor of Christopher Newport Hall, telephone (757) 594-7195, to obtain a tuition refund appeal form. Notification of the final decision will be made within two weeks of the date the appeal is filed.

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

Returned Checks

A **returned check fee** will be assessed for all checks returned from the bank to the University for any reason. An individual has seven (7) calendar days to repay the amount of the check and the returned check fee. If a check for tuition and fees is returned to the University from the bank for any reason a late payment fee will be assessed in addition to the returned check fee. If the student does not repay the total amount due within seven (7) calendar days, his or her registration will be canceled. 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 **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 in full. Students will not be permitted to register for subsequent terms, grades will be held, and the University will not issue official transcripts, etc. This also will apply to students who retain property that belongs to the University.

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

Veterans' Benefits

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

33 benefits can be reduced by other tuition restricted aid received by the student.

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, U.S.C., who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.

- Anyone using transferred Post-9/11 G.I. Bill benefits (§ 38 U.S.C. § 3319) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.

- Anyone 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 his/her formal State of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge, release, or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

Senior Citizens

The 1989 session of the Virginia General Assembly amended and reenacted the Senior Citizen's Higher Education Act of 1974. Senior citizens are permitted to register and enroll in courses as full-time or part-time students for academic credit, without charge, providing taxable income for federal income tax purposes did not exceed \$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. Senior citizens must meet the applicable University admissions requirements to participate in this waiver program, and the determination of the University's ability to offer a selected course is at the discretion of the University.

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

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

Forms to request the senior citizen tuition waiver are available in the Office of Student Accounts, 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 Common Application (online).** Freshman applicants should direct questions to the Office of Admission, while transfer and readmit applicant questions are directed to the Office of Transfer Enrollment.

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 Office of Transfer Enrollment.

Procedure

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

SHORT-TERM EMERGENCY LOANS

The John Stephen Rasmussen Memorial Fund

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

Emergency Loan Fund

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

OFFICE OF FINANCIAL AID

Tina Russell, 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 after January 1.

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

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

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

Financial aid is awarded for one academic year at a time but, upon reapplication and continued eligibility, may be renewed for succeeding years. The priority filing deadline for applying for all financial aid administered by Christopher Newport University is March 1 for the following academic year. Students may apply for the Pell Grant and Direct Student Loan programs on a rolling basis. New students must be admitted to the University before receiving a decision letter regarding financial aid. Announcements of financial aid decisions for first-time freshmen applying by the priority date are normally made no later than April.

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

in writing and notifies currently enrolled students of their financial aid via CNU Live.

Application Requirements

To be considered for financial aid, applicants must:

1. Be enrolled or accepted for enrollment at the University as a degree-seeking student.
2. File a Free Application for Federal Student Aid (FAFSA) with the federal processor each year, the results of which should be received by the University's Office of Financial Aid by March 1. **CNU's federal code for the FAFSA is 003706.** To meet this deadline, students should complete the FAFSA online at fafsa.gov as soon after January 1 as possible.
3. The Office of Financial Aid recommends that the completed FAFSA be submitted by February 20, which should allow it to be processed by the priority filing deadline.

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

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

Grants

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

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.

Federal Pell Grant is a need-based federal grant. Students must demonstrate the highest level of financial need.

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

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

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

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 not exceed a maximum Expected Family Contribution (EFC) of 12000. Continuing students must maintain full-time enrollment, minimum EFC requirements, and a cumulative 3.00 GPA or higher to renew the grant.

CNU Scholarships

Institutional scholarships are awarded annually to incoming and currently enrolled students from programs made possible through contributions from alumni, faculty, staff, corporations, and friends of the University. Need-based scholarships are awarded through the Office of Financial Aid and are based on information provided on the FAFSA.

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

Student Loans

Students who need assistance in addition to those grants and scholarships listed above may want to consider the federal Direct Student Loan Program or request assistance through the federal Direct Parent PLUS Program for parents. 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 will 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 second year, and \$12,500 for remaining years.

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

Federal Direct Parent PLUS Loan Program

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

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

Estimated Cost of Attendance

Budget planning for attendance at Christopher Newport University should consider both direct and indirect costs. Direct charges are tuition and fees. For such information, see the *Tuition and Fees* section of the catalog. Indirect costs are the normal expenses for living to include books, housing, board, transportation and miscellaneous expenses.

Study Abroad/Study Away

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

Return of Title IV Funds

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

Additional Information

Students interested in receiving financial aid are strongly encouraged to review the financial aid process on our CNU Financial Aid home page at financialaid.cnu.edu. Additional questions or information requests should be directed to the staff of the Office of Financial Aid by email at finaid@cnu.edu or by calling the office at (757) 594-7170.

OFFICE OF RESIDENCE LIFE

David Student Union 3125
 (757) 594-7756 or (757) 594-7527
 Fax: (757) 594-7501
 reslife@cnu.edu

Living on Campus

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

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

Security is a primary concern for our resident assistants and professional staff in the hall and is considered a shared responsibility with you, the resident. All exterior points of entry are monitored, and electronic locks are featured on interior doors and entry ways. On main campus an information desk in the lobby of each residence hall is staffed 24 hours a day, and University police work closely with Residence Life staff and residents to create a safe living environment. Other measures for safety include an Alertus System in all residence halls for any emergency.

UNIVERSITY HOUSING

Christopher Newport Hall 300
 (757) 594-7756
 Fax (757) 594-7519
 housingadmin@cnu.edu

Freshmen, Sophomore and Junior Residency Requirement

Effective with the Fall 2010 freshman class, first second and third year students are required to live on campus unless they live with a parent or legal guardian in one of the following exempted areas: Newport News, Hampton, Poquoson, Yorktown, Seaford, Grafton, or Tabb. The residential experience is designed for students who reach 17 to 22 years of age by September 1, 2014. Students who are younger or older than the previously stated ages will receive consideration on a case by case basis.

Santoro Hall

A freshman residence hall housing approximately 430 students, Santoro Hall is arranged as suites – four students share two bedrooms and one bathroom (except during periods of high occupancy). Approximately 35 students reside in separate floor “wings,” with three wings comprising one floor.

York River Hall

Opened in the fall of 2002, York River Hall houses approximately 538 freshman students. 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 bathroom.

Potomac River Hall

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

James River Hall

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

Warwick River Hall

Warwick River Hall opened in August 2012. The hall accommodates approximately 457 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-class students the opportunity to experience the independence and convenience of apartment living along with all the advantages of campus life. Five separate buildings Washington, Jefferson, Madison, Monroe, and Harrison make up this apartment complex. The apartments are upscale two, three and four bedroom units offering each student their own private bedroom and bath. Each unit offers a fully equipped kitchen, a furnished living and dining room and a washer and dryer.

CNU Village

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

Greek Village

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

CNU Landing

This 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

Opened in fall 2013, Rappahannock River Hall is comprised of upscale two, three and four bedroom units offering each student their own private bedroom and bath. Each unit offers an equipped 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.

Dining Choices

Dining Services offers several meal plans to meet the variety of needs of the campus community. First-year residential students can choose either the 14 or 19 meal plan. Our first year residential students are required to participate in one of these two meal plans. Upper-class students living in units without kitchens may choose between 19, 14 or 10

meal plans. For the convenience of upper-class residents with kitchens and off-campus students we offer a 5 meal plan to assist in meeting their dining needs.

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

The Commons is located near Santoro Residence Hall offering casual, comfortable dining in a food court setting. The Commons serves breakfast, lunch and dinner Monday through Friday, and brunch and dinner on Saturday on Sunday. An expansive selection of entrees served buffet style with specialty self-service venues if offered.

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

The Commons and Regattas offer an All You Care To Eat fare and daily vegetarian entrees and vegan selections. The David Student Union also houses several cash operations, Chick-fil-A, Sweet Street and The Bistro all serving their own signature menus.

Financial Information

All rates referenced below are for the last year, the 2014-2015 academic year. The Housing & Dining Service rates are determined annually and approved by the Board of Visitors, which are established and announced in the spring for the following academic year.

Room fees for double occupancy: \$3282.00 per semester; single occupancy for upper-class residents is an additional \$300.00 per semester.

Room fees for CNU Apartments, Greek Village and CNU Village: \$8864.00 for a 12-month lease.

Board fees for 19-, 14-, & 10-meal plan: \$1875.00 per semester; 5-meal plan: \$980.00 per semester (Only residents with kitchenettes or commuter students are eligible for this plan).

To apply, complete the *Housing and Dining Services Contract Acceptance Form* available at the Housing website: housing.cnu.edu. Occupancy is on a first-come/first-served basis for incoming freshman classes. A ten-month TuitionPay payment plan is available. For details contact TuitionPay at (800) 635-0120.

Deadlines

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

Contract Cancellation

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

DEPARTMENT OF ATHLETICS

Todd Brooks, Director

Freeman Center 217

(757) 594-7025

todd.brooks@cnu.edu

Intercollegiate Athletics

The University's athletics program was founded in the early 1960s but has become nationally renowned over the last two decades. The women's track and field team won six consecutive NCAA Division III National Championships in the late 1980s and now has a total of twelve. Since 1980, Christopher Newport University has produced over 600 Division III All Americans, 67 individual national champions and 12 NCAA team championships. These recipients have participated in football, men's and women's basketball, men's and women's soccer, softball, men's tennis, golf, baseball, cross country, volleyball, field hockey and track and field. The men's and women's basketball teams have appeared in NCAA championship tournaments numerous times, as have the golf, men's and women's soccer, baseball, volleyball, football, field hockey, women's lacrosse and softball teams. In 2014, the CNU cheerleading squad also captured the program's first Cheer Ltd Open College National Championship. 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. CNU'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.

In addition to participating in NCAA championships, the University has hosted 18 NCAA Regional basketball games, the 2012 NCAA Baseball Regional Championship, the 2010 and 2012 NCAA Softball Regional Championship, three straight NCAA Volleyball Regionals from 2010-12 and again in 2014, six NCAA South Regional Cross Country Championship meets, as well as the 1983 and 1991 National Championship meets. In the fall of 2010, CNU played host to the NCAA Division III Field Hockey Championships. Additionally, CNU has hosted three NCAA playoff games in football, fifteen in men's soccer, eight in women's soccer, six in field hockey and three in women's lacrosse. In the fall 2014, the University also played host to the NCAA Division III Women's Volleyball National Championship at the Freeman Center, and the Captains' volleyball team competed in the finals on their home floor for the first time.

The University competes in 21 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, indoor track and field, outdoor track and field, sailing, soccer, softball, tennis, volleyball, field hockey and lacrosse. Since 2011, the CNU Storm Dance Team is also under the direction of the Athletics Department. Christopher Newport University is a member of the Capital Athletic Conference which also includes: Frostburg State University, Marymount University, University of Mary Washington, Penn State Harrisburg, Salisbury University, Southern Virginia University, St. Mary's College of Maryland, Wesley College and York College of Pennsylvania. Christopher Newport, was a member of the USA South Athletic Conference from 1972-2012, and through 2014 as an affiliated member of the league for football. Starting in the 2015 season, CNU football will be an affiliated 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 CNU'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. Now a member of the Capital, CNU captured its first Richard C. Cook All-Sports Award in 2014, compiling 183.5 points to win the overall all-sports crown.

Philosophy

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

Participation

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

The Office of Recreational Services

The Office of Recreational Services (CNURec) was founded in the fall of 2005 and is comprised of the program areas of Intramural Sports, Sports Clubs and Outdoor Adventure & Recreation (OAR). Intramural Sports and Sport Clubs have grown tremendously over the years with hundreds of participants engaging in various activities on campus. OAR offers various outdoor recreational activities and adventure trips, and 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 for students to play in, such as billiards, sand volleyball, table tennis and cornhole.

The Intramural program employs dozens of students each year as officials and supervisors. Through employment, students learn transferable skills that prepare them for future challenges. At the same time, these positions of leadership enhance the student's social experience on campus and solidify CNU at the forefront of student development in the field of collegiate athletics and recreation.

Currently, there are 28 (23 competitive and 5 recreational) sport clubs on campus. These include: boxing, crew, cycling, dressage, equestrian, field hockey, fishing, hiking, men's ice hockey, men's lacrosse, women's lacrosse, martial arts, quidditch, rock climbing, men's rugby, running, scuba diving, men's soccer, women's soccer, men's swimming, women's swimming, table tennis, men's tennis, women's tennis, ultimate frisbee, and men's volleyball, women's volleyball. The competitive clubs aim to compete for CNU at the collegiate level against other sport clubs in the area. The recreational clubs are open to all skill levels and are more fun in nature; however, some may compete against local colleges and universities if desired.

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

Philosophy

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

Participation in Intramural Sports

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

Participation in Sport Clubs

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

STUDENT AFFAIRS
Dr. Kevin M. Hughes, Dean of Students
David Student Union, 3rd Floor
(757) 594 -7160
dosa@cnu.edu

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

Orientation programs 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 CNU student. Further, University Fellows work directly with students seeking additional support or opportunities to become active and engaged members of Christopher Newport University.

Student Engagement seeks to provide meaningful and developmental opportunities that supplement what students learn in the classroom, engage them in leadership outside the classroom, and empower them to serve the community. Furthermore, the staff aims to increase retention by collaborating with other offices in an effort to foster campus traditions and shape the CNU experience.

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 strives to uphold 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 Honor U initiative, which highlights the honorable lifestyle expected of CNU community members, and the Academic Convocation, which formally welcomes new students to CNU through the signing of the Honor Code.

The Office of Health and Counseling Services facilitates students' personal exploration to assist them in being successful in their endeavors at CNU. Students can access basic medical support through the Health & Wellness Clinic, where services range from prescribing medication to

healthy living assessments. Office of Health and Counseling Services helps our students develop the tools they need to be successful in and out of the classroom.

The Office of Residence Life (ORL) cultivates the rich campus living experience by encouraging students to develop their life skills as they explore their moral, personal and social values. Programs and activities are sponsored by ORL and individual resident assistants.

The Office of Student Activities (OSA) sponsors a variety of social and educational events tailored to the needs and desires of CNU students. These events, many of which are jointly operated with one of the over 240 clubs and organizations on campus, have included major concerts, dynamic leadership speakers, popular comedians, and annual events such as Fall and Spring Fest, Family Weekend, and Homecoming. Within OSA, Greek Life and Diversity Initiatives are prominent areas.

Greek Life works closely with the social fraternities and sororities as well as the historically African-American Greek-letter organizations to provide a meaningful educational, service and social experience for students interested in Greek Life. Approximately 18 percent of CNU students join one of the six fraternities, six sororities or three historically African American Greek-letter organizations.

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

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

ACADEMIC ADVISING

Dr. Peter M. Carlson

Faculty Director of Student Success and Professor

(757) 594- 7847

pcarlson@cnu.edu

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

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

Responsibilities of Academic Advisers

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

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

Responsibilities of Students

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

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

throughout the advising process, however, the final decisions ultimately belong to the student.

6. Engage in the contemplation and clarification of honor, personal values, and goals; this includes reflecting on what they aspire to accomplish with their liberal arts education within and beyond the University.

Faculty Core Adviser

First-year freshmen at Christopher Newport University work with a Faculty Core Adviser (FCA) who will remain a student's adviser for the first two years (while the student pursues the University Core Requirements and major prerequisites) even if the student changes his/her area of academic interest. This means that all students will have a stable faculty adviser to support them during the first two years of study. FCAs will assist students in their transition from high school to college, facilitate and encourage students' intellectual exploration, assist students in curricular decisions, and encourage students to become active members of the University community.

Major Adviser

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

Pre-Law or Pre-Health Advising

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

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

CENTER FOR ACADEMIC SUCCESS
AND THE
ALICE F. RANDALL WRITING CENTER

Christopher Newport Hall, first floor
(757) 594-7684
tutors@cnu.edu

Jeannine Leger
Academic Success Director

Dr. Mary Wright
Writing Center Director

The Center for Academic Success and Alice F. Randall Writing Center are designed to support students academically. Staff members provide direct assistance, as well as guidance regarding other campus resources.

Staff in the Center for Academic Success manage an Early Intervention System to identify and support students who are struggling. The goal is to help students perform well and stay on track for a timely graduation. Students meet with a member of the staff to form a Plan of Action that addresses specific individual needs. Students may be paired with a University Fellow for Student Success who will guide them to enhance their academic and social performance.

The Center for Academic Success and the Alice F. Randall Writing Center also are staffed by trained peer tutors who provide free assistance in writing, mathematics, biology, chemistry, physics, economics, languages, and other areas of the liberal learning curriculum. Peer writing consultants provide assistance at any stage of the writing process, from idea development to polishing a final draft. Free tutorial assistance in the Center is available to currently enrolled CNU students. Tutoring in some areas occurs at regularly scheduled times, whereas tutoring in other topics occurs by appointment. Students may call (757) 594-7684, email tutors@cnu.edu or stop by to schedule an appointment with a peer tutor or a writing center consultant.

Additional services available include workshops and individual assistance on such topics as time management, test taking skills, effective strategies for reading text, and general study skills. A full description of the Center's services is available at tutors.cnu.edu.

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

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

FELLOWSHIPS AND PRESTIGIOUS SCHOLARSHIPS

Dr. Quentin Kidd, Vice Provost
Christopher Newport Hall
(757) 594-8499
qkidd@cnu.edu

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

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 CNU 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 CNU liberal learning mission through teaching a diverse student population how to assess their own health status, access medical resources, know their rights and responsibilities as patients, and become informed medical consumers. Professional support services are available to assist all graduate and undergraduate students when they become sick or injured.

Free Clinic Services:

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

Clinic Services Requiring a Fee:

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

Free Health and Wellness Education Opportunities:

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

THE OFFICE OF COUNSELING SERVICES
Freeman Center H230
(757) 594-7047
cccc@cnu.edu

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

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

Counseling Services:

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

Stephen Campbell, Chief Information Officer
Ratcliffe Hall 125
(757) 594-7663

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

Internet Services

The University maintains two gigabyte connections allowing for high-speed access to the Internet from all campus facilities including residence halls.

Central Computing Systems

CNU IT systems and services can be accessed from all networked computers on campus as well as through the Internet for email, calendaring, online registration, online course system and other services.

Open PC Labs/Classrooms

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

Wireless

Information Technology Services has just added hundreds of wireless access points in the resident halls greatly expanding wireless capability for the CNU campus. All residential and academic spaces now have wireless access.

Microsoft Office

All students are given access to Office 365, which allows web-based access for all office products and the ability to share documents with faculty and other students. Students are also allowed to download a full copy of Microsoft Office on their personal computers.

DISABILITY SUPPORT SERVICES

Office of the Dean of Students
David Student Union 3142
(757) 594-7160 Fax: (757) 594-7505
dosa@cnu.edu

Services for Students with Disabilities

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

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

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

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

CENTER FOR CAREER PLANNING

Libby Westley, Director
Christopher Newport Hall 304
(757) 594-8887
ccp@cnu.edu

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

Career Development Topics:

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

Developing a Diverse Global Network:

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

Assistance for CNU Alumni:

Career related appointments on campus or by phone
 Access to CNU Career Connect

STUDY ABROAD

Amanda Pierce, Coordinator
McMurrin Hall 161
(757) 594-8851
studyabroad@cnu.edu

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

- demonstrate good academic and social standing at the University;
- 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.

PAUL AND ROSEMARY TRIBLE LIBRARY

Mary K. Sellen, University Librarian
(757) 594-7132
library@cnu.edu

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

Opened in spring 2008, the Tribble Library doubles the size of the previous Smith Library. The Tribble Library combines the best of a traditional library with a state-of-the-art technology center to create an interactive learning experience for the 21st century. Significantly enhanced and enlarged study areas offer students a wide variety of environments for study and intellectual activity. Students can choose from group study rooms, two large quiet study rooms, wireless café, and a 24/7 secured study environment to meet their academic needs. Access to the Internet and the electronic collection is available throughout the building through wireless connections, and books and media are readily available through an open stacks arrangement. Eight professional librarians and ten 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 and services as well as keeps them informed on events happening in the library.

Reference

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

Library Instruction

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

Internet Services

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

Interlibrary Loan

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

Special Collections

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

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

OFFICE OF THE PROVOST

Dr. David Doughy, Provost

Dr. Quentin Kidd, Associate Provost for Undergraduate Education

Dr. Geoffrey Klein, Associate Provost for Graduate Studies and Assessment

Dr. Lisa Duncan Rains, Associate Provost for Enrollment and Student Success

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, and College of Social Sciences and the Joseph 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 prerequisite structure of courses offered by the department and specifies the requirements for the department's degree and certification programs. The Chair is the chief administrative officer at the departmental level.

Baccalaureate Degrees Offered

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

Bachelor of Arts

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

Bachelor of Music

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

Bachelor of Science

Biology—cellular, molecular and physiological; environmental; integrative; or organismal major required
 Chemistry—Biochemistry major optional
 Computer Engineering
 Computer Foundations—applied physics, computer science or information systems major required
 Electrical Engineering
 Interdisciplinary Studies—neuroscience major optional
 Mathematics—computational and applied mathematics major optional
 Psychology

Bachelor of Science in Business Administration

Accounting, finance, management, or marketing major required

Bachelor of Science in Information Science

Minors

African-American studies, American studies, anthropology, applied physics, art history, Asian studies, biology, business administration, chemistry, childhood studies, civic engagement and social entrepreneurship, classical studies, communication studies, computer science, dance, digital humanities, economics, environmental studies, film studies, French, German, Greek studies, history, human rights and conflict resolution, information science, international culture and business, Judeo-Christian studies, Latin American studies, Latin, leadership studies, linguistics, literature, mathematics, medieval and renaissance studies, Middle East and North African studies, military science, photography and video art, philosophy and religious studies, philosophy of law, political science, psychology, sociology, Spanish, studio art, theater, U.S. national security studies, women's and gender studies, writing

GRADUATE STUDIES

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

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

Bachelor's to Master's Program

Through the Bachelor's to Master's Five-Year Program, eligible CNU students, who apply February 1st in their junior year and are accepted, can earn a master's degree in one of our graduate disciplines with one additional year beyond the senior year by following a prescribed curriculum 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 semester/term in graduate courses leading to a master's degree. Please note that the use of the term 'five-year' is not meant to insure 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, and the time necessary for thesis research may require a specific student to take longer than five years

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 CNU 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 will be able to:

- participate in funded research at both the Thomas Jefferson National Accelerator Facility and the NASA Langley Research Center
- conduct research in solid state materials, digital signal processing, high-speed data acquisition, artificial intelligence, smart sensor design, application-specific integrated circuits, modeling and simulation, nuclear physics and pattern recognition
- solve business and industry problems at the Applied Research Center (ARC), a state-of-the-art research consortium for several universities
- learn in an interdisciplinary and collegial environment
- work in well-equipped laboratories on campus, NASA Langley, Thomas Jefferson National Accelerator Facility and the ARC
- publish their research in papers and conference presentations nationally and internationally

Master of Science in Environmental Science

Designed for current and prospective students in the rapidly growing field of environmental monitoring and conservation, this degree program is flexible enough to fit the interests and needs of a wide variety of students who are planning to pursue a Ph.D. or interested in careers involving environmental assessment, monitoring and conservation. The core courses are those mentioned most frequently by employers, consultants and educators as those needed for successful employment. The remainder of the curriculum is designed to enhance the understanding of ecosystem ecology, the conservation of organisms and their environment, and environmental chemistry. Many of these courses involve or consist entirely of fieldwork, since the majority of the employers surveyed are seeking graduates with first-hand knowledge of analyzing the environment. Graduates from this program will:

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

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

This is a practitioner-oriented degree program designed to translate theory into effective instructional practice. The 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 CNU 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. Five-Year M.A.T. 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 are utilized from 12 academic departments and supplemented by practicing public school educators to provide students with a strong background in their selected teaching areas.

The Office of Graduate Studies is located in Tribble Library 243 and welcomes undergraduate students interested in the Bachelor's to Masters Five-Year programs. From their web site: gradstudies.cnu.edu/fiveyear/, students may view the *Graduate Catalog* to see a specific curriculum and course descriptions, apply for admission, contact the graduate program coordinator of their choice and learn more about such topics as research for theses or financial aid. Please contact the Office of Graduate Studies at gradstdy@cnu.edu or (757) 594-7544.

OFFICE OF THE REGISTRAR

Donna Shelton, Interim University Registrar
Julianna Wait, Interim Associate Registrar
Christopher Newport Hall, First Floor
(757) 594-7155 Fax: (757) 594-7711
register@cnu.edu

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

- Provides analysis of students' progress toward degree requirements and certifies that graduation requirements are satisfied for degree conferral;
- Maintains permanent student academic records and issues transcripts;
- Evaluates and awards transfer, dual enrollment, advanced placement credit, CLEP and International Baccalaureate credit;
- Coordinates and collaborates with university departments to build, publish, and maintain a schedule of classes;
- Coordinates and publishes the final exam schedule;
- Facilitates online web-based course registration;
- Coordinates and processes course enrollment schedule adjustments, including drops, adds, exceptions, and all types of withdrawals;
- Provides online web-based access to faculty entry of grades and student viewing of third-week, mid-term and final grades and degree progress evaluations;
- Provides access to and training for online access of student records for faculty advisers;
- Provides online web-based unofficial transcripts;
- Facilitates meetings of the Undergraduate Degrees Committee and the Academic Status Committee;
- Provides academic accommodations to students with disabilities;
- Facilitates international student services and maintains associated records;
- Certifies student enrollment and academic information to authorized requesting agencies;
- Maintains students' certificates of immunization;
- Reviews and acts on applications for undergraduate transfer admission, non-degree admission, and readmission to the University;
- Serves as university official regarding the Family Educational Rights and Privacy Act (FERPA) and provides relevant training; and
- Coordinates and processes documentation required by Veterans Affairs for educational benefits.

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

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

Academic Policies and Procedures

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

Academic Continuance at the University

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

Academic 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. Students who do not maintain this minimum grade point average may be subject to enrollment restrictions as governed by the Academic Performance Policies. Note: Students should be reminded that some major fields of study require a higher academic performance standard. Consult the portion of the *Undergraduate Catalog* for your major for more specific information.

ACADEMIC PERFORMANCE POLICIES

MINIMUM STANDARDS FOR ACADEMIC CONTINUANCE

FIRST SEMESTER, FIRST-TIME FRESHMEN

Credit Hours Attempted*	Minimum GPA for Good Standing	Probation GPA Range	Suspension GPA Range
1-18	2.00	1.99-1.0099 Or Less

ALL OTHER STUDENTS AND SEMESTERS

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

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

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

Academic Warning

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

Academic Probation

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

Academic Suspension

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

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

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

1. Make an appointment to develop a plan of study with the Office of 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.

Returning students must develop a plan of study (*Second Chance Contract*) in conjunction with the Office of Student Success. This plan of study will indicate the credit hour limits the students must observe, the conditions of the agreement, and a schedule of courses to be taken each semester. If the student follows this agreement and earns at least a 2.00 term GPA, the student will not be academically dismissed even if the cumulative GPA is below the minimum standard for continuance. If the student does not follow the plan of study, does not earn a 2.00 or higher term GPA, or does not meet the terms of the agreement, the student will

be academically dismissed. Students are required to initiate the *Second Chance Contract* each semester of continuous academic probation following academic suspension. Once a student's cumulative GPA meets the minimum good standing range (2.00 or higher), the contract is considered complete.

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

Academic Dismissal

Students who have already been academically suspended, are on academic probation, and fail to meet minimum standards for continuance will be academically dismissed from the University. The notation *Academic Dismissal* will be placed on the dismissed student's web-based grade report and permanent academic record. Students who have been academically dismissed from CNU may not apply for readmission to the University for at least five calendar years. Such applicants' academic records at CNU will be considered part of the relevant materials for readmission to the University.

Academic progress must be sufficient to support graduation within a maximum of six (6) years after matriculation as a full-time student. Such students who fail to meet this requirement may be academically dismissed from the University. In the event of extenuating circumstances, students may appeal to the Academic Status Committee for an extension of the graduation date. Complete written petitions (appeals) must be received in the Office of the Registrar at least one week prior to the next published Committee meeting. Deadlines for receipt of complete petitions are published on the Office of the Registrar website. Forms for appealing academic progress are available in the Office of the Registrar and on the Office of the Registrar website. The six-year maximum does not apply to students whose initial matriculation at CNU is part-time.

Classification of Degree-seeking Full- and Part-time Students (student level)

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

Full-time Status/Permission to Underload

Students who enroll in 12 or more credit hours in a regular semester (fall and/or spring) are considered to be

enrolled full-time. The average course load for full-time undergraduate students at CNU is approximately 15 credit hours during either fall or spring semester. Students may carry up to 18 credit hours in a regular semester and up to 18 credit hours in the entire summer session (no more than two courses or six credit hours in each summer term or a total of 18 credit hours in any combination of summer terms) without special permission. Students wishing to exceed these credit hours should see the section entitled "Overload Schedule." **CNU expects students to maintain full-time status.** A student 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 website. Students enrolled as less than full-time should consider carefully the non-academic ramifications of less than full-time enrollment. For example financial aid, health insurance, NCAA athletics, progress toward degree, immigration status and/or 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 dis-enrolled from the University for that semester.**

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 up to 18 credit hours in the entire summer (with no more than six credit hours in one summer term or a total of 18 credit hours in any combination of summer terms), provided they have earned at least 12 credit hours at CNU and have an overall GPA of at least 3.00; or students who wish to enroll in up to 19 credits in a regular semester (fall or spring) when the one credit hour overload is for a lab 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 petitioning the Academic Status Committee. The Academic Status Committee may recommend granting overload permission in compelling circumstances for students who seem academically able to successfully complete a semester/term with overload hours. The Academic Status Committee considers the student's written request, grade point average, progress toward the student's stated educational objective, academic performance in previous semesters, and the mix of courses in the overload petition. Students must complete the *Request for Overload* form, which is available in the Office of the Registrar or on the Office of the Registrar website. The completed petition must be received in the Office of the Registrar **no later than**

the deadline published on the Office of the Registrar website. Petitions received after the deadline will be held for the following scheduled Academic Status Committee meeting.

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 may be 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, CNU has created an immunization policy that incorporates the guideline for immunizations set forth in the *Code of Virginia*, Section 23-7.5. Students may have received these immunizations as a child or later in life. **All entering full time students (including transfer students) must provide a completed *Certificate of Immunization*, which must be signed or stamped by a licensed health care professional.** Failure to do so will result in the student's inability to register for and attend the next semester at CNU. In some cases, students may sign a waiver of the recommended immunization and be in compliance with University and state policy. The *Certificate of Immunization* form is required of all new students when they are admitted to the University. Copies may be obtained from the Office of the Registrar website (registrar.cnu.edu/forms/) or by contacting the Office of the Registrar, Christopher Newport Hall, Christopher Newport University, 1 Avenue of the Arts, Newport News, VA 23606-3072. Questions about this requirement or the waiver should be directed to the Office of the Registrar at (757) 594-7155 or via email at register@cnu.edu.

Registration

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

Registered students should log in to their CNU Live account to review their charges as paper bills are no longer mailed. The balance must be paid by the deadline noted on the online billing statement and announced on the CNU

Business Office website. Students are not considered officially registered until tuition and fee payments have been received in the Business Office. The University reserves the right to cancel registrations if bills are not paid.

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

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

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

Enrollment in Extended Summer Term

All Extended Summer courses will be travel courses that occur at an international location, and travel on these study trips requires concurrent enrollment in the associated coursework. All current students in good financial and social standing at the University are eligible to enroll in these courses. Registration for these courses must be processed through the Office of the Registrar. No more than four credits

may be taken during the Extended Summer Term without special permission from the Office of the Registrar. *No degree conferrals will occur after completion of an Extended Summer Term course.*

Schedule Adjustment (add/drop)

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

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

Withdrawal from a Course

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

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

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

During the withdrawal period, students may withdraw from a course by completing a *Withdrawal from Course* form obtained in the Office of the Registrar or available on the Office of the Registrar's website. Students are encouraged to obtain the signature of the instructor of record on *Withdrawal from Course* forms, even if the course is for a zero credit hour course or a course taken on an audit basis. If a student is unable to obtain the instructor's signature on the *Withdrawal from Course* form, he/she should indicate

such on the form when it is submitted to the Office of the Registrar. Course withdrawals will be recorded with a grade of *W* on the student's academic record; course withdrawals in excess of five will be recorded with a grade of *F* on the student's academic record. If a student has a 'hold' on his/her account, he/she will not be able to withdraw from courses until/if the 'hold' has been resolved with the appropriate office. Note that if the 'hold' has not been resolved by the end of the course withdrawal period, the student may not withdraw from that course. Course withdrawal periods are published on the Office of the Registrar website and in the academic calendar.

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

Medical, Military and Administrative Withdrawals

Students who appeal to withdraw from the semester for medical reasons (*medical* withdrawal) must complete a *Withdrawal from Semester Form* and submit detailed documentation to the Office of the Registrar outlining the justification for the request. Appeals for medical withdrawals must be timely and must be submitted as close as reasonably possible to the accident/incident causing the need for the medical withdrawal. The student must also provide a written statement on official letterhead from his/her physician certifying that he/she is/was incapacitated and was physically incapable of completing the term due to medical reasons. Appeals for medical withdrawals which are received after the last day of regular classes will be considered *late* and must have a written statement by the student indicating the compelling reason for the late request. Late requests will be considered on a case by case basis. After the Office of the Registrar receives all required documentations, the Office of the Registrar will begin a thorough review of the student's request and determine the appropriateness of the medical withdrawal. After the review has been completed, the University Registrar will review the request, and the student will be notified in writing of the decision. If the request is approved and the student wishes to return to the University for a future term, the student will need to provide written documentation from the treating physician that he/she is eligible to return. It is rare that two consecutive medical withdrawals will be approved or that a medical withdrawal will be approved retroactively for a previous period of enrollment. In such extreme instances of physical incapacitation, additional documentation from the physician

and the student will be required to justify the lateness of the appeal.

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

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

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

Auditing a Course

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

schedule adjustment periods and in compliance with established deadlines. Students who switch from audit status to credit status are expected to make satisfactory academic progress according to the *University Minimum Standards for Academic Continuance*.

Independent Study Procedures

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

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

To qualify for Independent Study:

1. The student must have a cumulative grade point average of at least 2.50;
2. The student and the faculty member directing the independent study must complete an *Independent Study Authorization* form (available on the Office of the Registrar website);
3. Students must register for the independent study course through the Office of the Registrar (not via the web). Within five days of being signed by both parties, the *Independent Study Authorization* form must be submitted to the appropriate department chair, if required. (If an independent study is to be taken off campus or is to be directed by adjunct faculty, written approval of the department chair is required.) Students must then present the completed and approved *Independent Study Authorization* form to the Office of the Registrar at the time of registration or schedule adjustment so he/she can be registered in the desired course. Incomplete forms will not be processed.
4. The deadline for submission of an approved *Independent Study Authorization* form is the last date, as stated on the Office of the Registrar website for the term requested, to drop/add a course. If the addition of the independent study course will cause an

overload situation (more than 18 credits in a regular semester), the student must submit the form along with a petition for an overload to the Academic Status Committee. Deadlines for submission of petitions to the Academic Status Committee are posted at registrar.cnu.edu/committees. Completed petitions should be submitted to the Office of the Registrar by the published deadline.

Class Attendance

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

Other regulations include:

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

Final Examinations

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

Absence from Final Examinations

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

Grade Point Average

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

Grading System

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

- I** Indicates an incomplete grade and is not computed in the cumulative GPA.
- P** Indicates a passing grade in a pass/fail course; if the student receives a grade of *P*, it is not computed in the cumulative GPA while the grade of *F* is computed in the cumulative GPA.
- W** Indicates that a student withdrew from a course and is not computed in the cumulative GPA.
- M** Indicates that a student has received a medical/administrative/military withdrawal and is not computed in the cumulative GPA.
- AU** Indicates that a student has audited a course (no degree credit is awarded) and is not computed in the cumulative GPA.
- Z** Indicates a zero credit course and is not computed in the cumulative GPA.

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

Incomplete Grade

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

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

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

Grades for Repeated Courses

For most courses that are repeated, only the grade, credit, and grade points for the **most recent** course enrollment will be counted toward graduation requirements, credit hours earned, and included in the computation of grade point averages. **Courses completed at CNU with a grade of *D* or *F* cannot be repeated at another institution.** Students who, after their third attempt (excluding course withdrawals designated by a grade of *W*), do not successfully complete a course required for a specific degree at CNU may not be allowed to graduate with that degree, as determined by the student’s academic department. Students, whose academic department removes them from the major because of three unsuccessful attempts (excluding course withdrawals designated by a grade of *W*) in a required course, may petition the Undergraduate Degrees Committee

for reinstatement to their former major. Students who fail to successfully complete the mandatory general education or liberal learning curriculum courses after three enrollments may be academically dismissed from CNU. Students who are academically dismissed may petition the Academic Status Committee for reinstatement. Students who wish to petition either committee should consult the Office of the Registrar website for deadlines, forms, and instructions regarding the appeal process. Petitions received after the published deadline will be held for the next scheduled meeting. Completed petitions should be submitted to the Office of the Registrar by the published deadline.

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

The Pass/Fail Option

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

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

- Courses taken on a pass/fail basis count toward full- or part-time standing.
- A grade of *P* is granted for earning a *D-* or 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 web-based, 'CNU Connect' account and clicking on the 'CNU Live' link. Final grades are available at the end of each term.

Dean's Academic Honor List

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

Request to take Courses Elsewhere

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

CNU students who enroll in any non-CNU study abroad course must obtain prior approval for credit prior to the study term. Students should use the *Application for Participation in Non-CNU Led Study Abroad* form, which can be obtained from the Study Abroad Office. It is the student's responsibility to obtain the necessary signatures for all courses that might be taken during the study abroad, and submit the completed form, including all required signatures, to the 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 advance approval from the Office of the Registrar. Students must complete a *Request to Take a CLEP Exam* form, available on the Office of the Registrar website. The University grants students permission to take CLEP examinations when such action is necessary for students to make progress toward their educational objective. Credit for CLEP examinations are granted only if the student has prior written approval from the Office of the Registrar and earns at least the minimum score published in the *CLEP Policy and Procedures on Challenging Courses* available on the web at public.cnu.edu/clep.pdf. Degree-seeking students who are on academic suspension are not eligible to take CLEP examinations for credit at CNU.

Challenging a Course

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the University may challenge these courses. Students may earn credit for such courses upon demonstration of proficiency through procedures established by each academic department at the University. Only those courses that do not appear on the student's CNU permanent academic record or on any other college transcript may be challenged. Students may challenge a given course only once. To challenge a course, the student should pay the required fee to challenge a course and present a completed *Request to Challenge a Course* form (available on the Office of the Registrar website) to the Office of the Registrar for approval. After the student has paid the challenge fee and received approval from the Office of the Registrar, he/she should contact the chair of the department of the course to obtain approval and to arrange to challenge the course. The student must also obtain written approval of the academic dean to challenge a course. After the course has been challenged, the responsible faculty member will record the results on the *Challenge* form and submit to the Office of the Registrar. The non-traditional credits will be recorded on the student's permanent academic record, and the student will receive notification from the Office of the Registrar indicating the results of the challenge. Unsuccessful challenges will not appear on the academic record. Details concerning this process, individual department procedures and courses available to challenge are listed in the booklet entitled *CLEP Policy and Procedures on Challenging Courses* available on the web at public.cnu.edu/clep.pdf.

Academic Forgiveness

CNU students who have been readmitted after not taking courses at CNU for a period of five or more years may apply to the University Registrar for academic forgiveness. The student must be currently enrolled at CNU and have

completed at least 12 credit hours with a minimum 2.00 grade point average. The University Registrar will act on behalf of the Academic Status Committee to have the past academic record at CNU forgiven. The forgiveness policy applies to the entire academic record prior to readmission and not to selected courses. The record of forgiven courses will remain on the student's permanent record, but it will be noted that these courses have been forgiven. Such forgiven courses will not fulfill any academic requirements nor will they be computed in the cumulative grade point average.

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

Declaration or Change of Major

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

A major must consist of a minimum of 30 semester hours and a maximum of 42 semester hours in the discipline. Introductory (100- and 200- level) courses need not be counted in the 42-hour maximum requirement, at the discretion of the department housing the major. Students may take more than 42 hours in the major field, and a department may not require more than this number except where the university has approved an exception for the program as in instances where accreditation may require more hours. **Students must submit the completed *Declaration or Change of Major/Minor* forms to the Office of the Registrar.**

Double Major

Degree-seeking students may designate a second, **concurrent** major field of study. All requirements for both majors, including the general education or liberal learning curriculum, supporting, and concentration requirements must be completed. Students seeking a double major must complete the appropriate request form, available from the Office of the Registrar. In the case of a double major, **two baccalaureate degrees will not be awarded.** However, a notation recognizing the completion of the requirements for the second major will be recorded on the student's permanent academic record (transcript) at the time of graduation. **Students should submit completed forms to the Office of the Registrar.**

Declaration of Minor

Degree-seeking students may declare a minor in a sanctioned secondary field of study by completing the *Declaration or Change of Major/Minor* form, available from the Office of the Registrar. A minor may not be declared in the discipline of the major. The minor must include from 15 to

21 credit hours of course work above the 100-level, as determined by the department of the minor field. **Students should submit completed forms to the Office of the Registrar.**

Second Bachelor's Degree

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

Undergraduate Students taking Graduate courses

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

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

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

Undergraduates accepted to one of the five-year programs may be required to take certain graduate level courses that will be applied toward an undergraduate degree. 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 Intent to Graduate form, as one of the university's requirements for graduation. For summer graduates, students must be enrolled in one of the summer terms. At the end of the final drop/add period for their term of graduation, students who have not registered for a course will be required to enroll in the following semester and graduation will be delayed, or in special circumstances, students can petition to the Office of the Registrar for an exception to this enrollment requirement.

Commencement and Graduation Exercises

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

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

Degrees will not be conferred for students unless all graduation requirements, including courses, degree requirements, GPAs, credits, and financial obligations have been satisfied. NOTE: Degrees will not be conferred for students with a missing grade or grade(s) of Incomplete, I, on his/her 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/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), he/she may be eligible to participate as a *candidate pending completion* (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.

Spring semester degree candidates must be enrolled for courses and successfully complete all University and major requirements no later than the May conferral date in order to participate in the ceremony. Students who have remaining degree or University requirements going into spring semester, or intending 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 the summer terms cannot be considered for students to be reviewed as a spring degree candidate, or to participate in the spring Commencement ceremony. Students who plan to complete degree requirements after the spring semester conferral date will have their anticipated semester/term of graduation deferred to August or December.

Graduation with Honors

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

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

Students must earn at least 54 credit hours at CNU to be eligible for graduation with honors. Eligibility for each honor requires that, at the time of graduation, the respective minimum GPA be equaled or exceeded both in the graduate's *cumulative GPA* and in the graduate's *CNU GPA*. (For an explanation of GPA, see the section entitled Grade Point Average.)

NOTE: For the purpose of illustration, a graduate whose cumulative and CNU GPAs are, respectively 3.80 and 3.60, would graduate Cum Laude because the 3.60 CNU GPA precludes any higher honor. Similarly, a graduate whose cumulative and CNU GPA's are respectively, 3.40 and 3.70 would be precluded from graduation with honors by the 3.40 cumulative GPA.

GENERAL REQUIREMENTS FOR GRADUATION

All baccalaureate degree programs require:

1. A total of 120 academic semester hours with a grade point average of at least 2.00;
2. Official classification as degree-seeking prior to beginning the last 30 credit hours in their academic program;
3. Minimum of 45 credit hours completed in residence as a degree-seeking student at CNU. Note: Credit earned through a CNU approved study abroad/away program is counted as 'resident' credit;
4. Minimum of 30 of the last 36 credit hours, including the last 12 credit hours within the major field, taken in residence;
5. At or before the end of the sophomore year (fourth semester), degree-seeking students must choose a major field of study. To declare a major field or to change a previously declared major field, students must file a *Declaration or Change of Major/Minor Form* with the Office of the Registrar. Students are then assigned a *major adviser* who assists in planning the program of study with emphasis on the major requirements. Students should refer to school and/or departmental listings in the appropriate *Undergraduate Catalog* for degree requirements. See #8;
6. Of the total credits required for graduation:
 - a) Students matriculating in Fall 2000 and thereafter must complete two (2) 300-400 level courses that are designated as writing intensive (WI). See major department for details.
 - b) 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 credits in any combination of *Topics* courses (195, 295, 395, and 495) in any department. Should a course taken as a *Topics* course subsequently convert to a regularly offered course within that department, then that course will not be counted toward the 12-hour maximum under this provision.
 - d) Students may repeat certain courses for credit toward graduation. (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.
7. Students must file the *Intent to Graduate* form and all substitutions for any requirement for graduation, with the Office of the Registrar, according to the following schedule:
 - a) Students planning to complete degree requirements at the end of the summer must file the *Intent to Graduate* form no later than August 30 of the preceding year.
 - b) Students planning to complete degree requirements at the end of the fall semester must file the *Intent to Graduate* form no later than December 15 of the preceding year.
 - c) Students planning to complete degree requirements at the end of the spring semester must file the *Intent to Graduate* form no later than May 30 of the preceding year.
8. Effective for degree-seeking students entering the University Fall Semester 2003 and after, all degree requirements must be completed according to the *Undergraduate Catalog* in effect at the time of admission or readmission. If a course necessary for the completion of the general education requirements/liberal learning curriculum should no longer be in the *Undergraduate Catalog*, the student may petition the Undergraduate Degrees Committee to make an appropriate substitution. Such petitions must be received by the Undergraduate Degrees Committee prior to March 1 for students expecting to graduate in May or August and prior to November 1 for students expecting to graduate in December.

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

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

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

10. Minimum Grade Requirements:
 - a) Students must earn grades of *C-* or 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 studies or upper division requirements, major requirements and suggested electives.
11. Assessment Requirements: The University engages in a number of assessment processes in order to gauge the effectiveness of its educational programs and administrative operations. These processes may require students to participate in examinations, surveys, interviews, or other information gathering activities that are not part of any specific course. Each student will be given at least a 10-day notification for any assessment and evaluation activity that requires scheduling prior to participation. The satisfactory completion of assessment and evaluation is a general requirement for graduation from the University.
12. Students are required to be enrolled in at least one CNU course during the semester of their degree conferral.
13. A signature from the department chair or the instructor or in some cases, both the chair and the instructor, is required on the *Schedule Adjustment Form*, to waive a stated course prerequisite and/or enrollment restriction.
14. Effective for all transfer students entering the university in Fall 2006 and after: All students must complete the Second Language Literacy requirement (one 3-credit language course at the 200-level). Students may either transfer credit from another college or university for a 200-level (intermediate) language course or higher, or complete a 200-level course or higher at CNU. Placement recommendations and course offerings are listed under the Department of Modern and Classical Languages and Literatures.
15. 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.

ACADEMIC STANDARDS**1. Courses of instruction and how they appear:**

- Courses of instruction are found following departmental descriptions.
- Departments appear in alphabetical order in this catalog. Course descriptions appear in sections beginning with “Curriculum in...”
- Discipline is indicated by the four letters in front of a course number (e.g., PHYS) and department is the four-letter code in which a discipline is housed (e.g., PCSE). Some departments house several disciplines.
- Within the course descriptions, courses numbered 100-200 series are primarily for freshmen and sophomores, 300-series for juniors, and 400-series for seniors.
- A continuous course sequence, indicated by a hyphen between course numbers (e.g., PHYS 201-202) covers a field of closely-related materials; and the first semester must precede the second, unless permission is granted by the appropriate academic department chair.
- If a course is made up of two closely related semesters and the second semester may be taken first, the course numbers are separated by a comma (e.g., ECON 201, 202).
- 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.

- If applicable, prerequisites and/or corequisites are listed. The student is responsible for having completed all prerequisites and corequisites as listed for courses in which the student enrolls.
 - Following course prerequisites and/or corequisites is an indication of when that course is normally offered (e.g., fall, spring, and etc.). If such designations do not appear, please consult with the appropriate department chair.
 - Courses identified by WI: in the course title [e.g., BIOL 391. WI: Junior Seminar] are writing intensive and satisfy the writing intensive requirement.
 - With appropriate approval, X99 independent study courses can be offered in any semester by all departments.
 - 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 Committee under an approved course number.
- 2. 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.
- 3. The minor** must include from 15 to 21 credit hours of course work above the 100-level, as determined by the department of the minor field.
- 4. 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.

Liberal Learning Core Curriculum (*prerequisites must be met*) **40 hours minimum****I. Liberal Learning Foundations** ¹ **(21 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 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: Literature, Research and Writing

◆Second Language Literacy-completed at the 200-level or higher ² **(3 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 ³
- See the *Modern Languages and Literature* section for information on placement, equivalencies and exemptions

◆Mathematical Literacy (*prerequisites must be met*) **(6 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 123* Mathematical Excursions
 MATH 125* Elementary Statistics
 MATH 127* Elementary Cryptography
 MATH 128* Introduction to Mathematical Programming
 MATH 130 Precalculus
 MATH 131* Mathematics for the Life Sciences
 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 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* Computers and Programming I
 PHIL 101* Critical Thinking
 PHIL 205* Anatomy of Thought
 PHIL 207* Ethical Issues in Business: A Critical Thinking Approach

◆Economic Modeling and Analysis **(3 hours minimum)**

These courses use the concept of opportunity cost to identify a tradeoff 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 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 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 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*
GOVT 101*
GOVT 240*
HIST 121*

◆ Creative Expressions (AICE) (3 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.

CLST 103	FNAR 128*	FNAR 374	MUSC 101	MUSC 315
CLST 311	FNAR 201*	FNAR 375	MUSC 102	PHIL 306
CLST 312	FNAR 202*	FNAR 376	MUSC 103	
	FNAR 204	FNAR 378	MUSC 105	RSTD 312
DANC 204*	FNAR 205*	FNAR 379	MUSC 106	SPAN 471
DANC 205*	FNAR 241	FNAR 380	MUSC 112	
DANC 206*	FNAR 331	FNAR 381	MUSC 114	THEA 150*
	FNAR 332		MUSC 117	THEA 210*
ENGL 215	FNAR 333	MLAN 203*	MUSC 204	THEA 230*
ENGL 250*	FNAR 371W	MLAN 207*	MUSC 205	THEA 250*
ENGL 256*	FNAR 372	MLAN 310	MUSC 206	THEA 352
ENGL 304W	FNAR 373		MUSC 214*	THEA 365W
ENGL 365W				

◆ Global and Multicultural Perspectives (AIGM) (3 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	COMM 340	HIST 111*	MUSC 306	RSTD 211*	SOCL 201*
ANTH 203*	DANC 260*	HIST 112*	PHIL 201*	RSTD 218*	SOCL 309
ANTH 309	DANC 360		PHIL 252*	RSTD 260*	SOCL 325
ANTH 325	ENGL 310	IDST 205*	PHIL 305	RSTD 270*	SOCL 330
ANTH 330	ENGL 313	IDST 255*	PHIL 344	RSTD 315	SOCL 377
ANTH 377	ENGL 320W	LDSP 330	PHIL 349	RSTD 318	SPAN 351
CLST 415	ENGL 324	MLAN 308		RSTD 335	SPAN 352
				RSTD 345	
				RSTD 366	

◆ **Investigating the Natural World (AINW)****(7 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 is 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 112/109L*	CHEM 122/122L	PHYS 151/151L*	
BIOL 113/109L*		PHYS 152/152L	
BIOL 115/109L*		PHYS 201/201L	
		PHYS 202/202L	

◆ **Western Traditions (AIWT)****(3 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*	COMM 249*	HIST 122*	PHIL 202*	RSTD 212*	SPAN 353
		HIST 349	PHIL 215*	RSTD 232*	SPAN 354
CLST 101*	ECON 320		PHIL 317	RSTD 236*	SPAN 472
CLST 201*			PHIL 319	RSTD 265*	
CLST 211*	ENGL 105*	IDST 240*	PHIL 320	RSTD 321	
CLST 212*	ENGL 216*		PHIL 384	RSTD 330	
CLST 301W	ENGL 271	MLAN 205*		RSTD 350	
CLST 302	ENGL 381	MLAN 206*		RSTD 361	
CLST 313				RSTD 362	
CLST 414	FREN 354	MUSC 262			

III. Writing Intensive

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

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 hours minimum**

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

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

* Indicates NO prerequisite

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

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

3 ASL does not satisfy the Second Language Literacy Requirement

COLLEGE OF ARTS AND HUMANITIES

Dr. Lori Underwood, Dean
McMurrin Hall 303
(757) 594-7052
underwoo@cnu.edu

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

COLLEGE OF NATURAL AND BEHAVIORAL SCIENCES

Dr. Nicole Guajardo, Dean
Forbes Hall 3035
(757) 594-8069
nguajard@cnu.edu

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

COLLEGE OF SOCIAL SCIENCES

Dr. Robert E. Colvin, Dean
Luter Hall 224
(757) 594-0723
rcolvin@cnu.edu

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

JOSEPH W. LUTER, III SCHOOL OF BUSINESS

Dr. George H. Ebbs, Dean
Luter Hall 114
(757) 594-7055

AFRICAN-AMERICAN STUDIES

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

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

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

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

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

Program Objectives:

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

Program Requirements:

Students should work with the director to complete program.

1. A minimum of 18 credits as listed below are needed to complete the minor;
2. Core requirement: ENGL 345 or HIST 349 and one additional core course (3 credits);
3. Three additional courses (9 credits) from electives;

4. One course (3 credits) from either the core or electives;
5. Courses from three different disciplines must be represented in the 18 credits;
6. Four courses (12 of the 18 credits) must come from courses at the 300 or 400 level.

THE CURRICULUM IN AFRICAN-AMERICAN STUDIES

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

Core

ENGL 345	African-American Literature and Culture
HIST 349	The Rise and Fall of American Slavery
HIST 355	Civil War and Reconstruction
HIST 341	The Long Civil Rights Movement
PHIL 252	African Philosophy
SOCL 316	Racial and Ethnic Relations

Elective

ANTH 330	Language and Culture
SOCL 330	Language and Culture
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
FNAR 380	Caribbean Art
FNAR 381	African Art
GOVT 204	Hate Crime Realities and Consequences
GOVT 316	Constitutional Law
HIST 357	Twentieth Century American, 1920-1960
HIST 370	Twentieth Century Africa
HIST 473	Major Themes in Contemporary African History
MUSC 408	Jazz History and Literature
SOCL 205	Identity, Community, and the Individual
SOCL 303	The Family in Transition
SOCL 304	Socialization and Society

ASIAN STUDIES

Dr. Jonathan M. Smith, Director
McMurrin Hall 165
(757) 594-8762
jonathan.smith@cnu.edu

The Minor Program in Asian Studies (18-21 credits)

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

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

Program Objectives:

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

Program Requirements:

1. CHIN 101(or its equivalent) or other Asian language approved by the director. Native speakers of an Asian language may have this requirement waived at the discretion of the director.
2. IDST 205.
3. CHIN 102 or higher. A 102 level course in another Asian language may be approved by the director. Students who fulfill this requirement in a language new to them via an independent study must complete the equivalent of two semesters (six credits) even if the independent study is at the 300 or 400 level. Native speakers of an Asian language should meet with the director.
4. Select four program electives (12 credits) from the following approved list. Courses must be from three different disciplines (course prefix).
5. Certain independent study, special topics courses and study abroad courses focusing on Asian topics may count toward the minor as determined by the director.
6. Students must consult the director on matters of course selection and advising.

THE CURRICULUM IN ASIAN STUDIES

IDST 205. Introduction to Asian Studies (3-3-0) AIGM [formerly ASIA 201, equivalent]

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

Core

CHIN 101	Beginning Chinese I
CHIN 102	Beginning Chinese II
IDST 205.	Introduction to Asian Studies

Electives

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

CHIN 201	Intermediate Chinese I, or higher*
FNAR 374	Asian Art
GEOG 202	Introduction to Geography II
HIST 360	History of Traditional East Asia
HIST 367	Modern Chinese History
HIST 368	Modern Japanese History
HIST 405	Law and Justice in Chinese History
HIST 466	Society and Culture in Chinese History
PHIL 344	Yoga: Philosophy and Practice
PHIL 348	Asian Philosophy
RSTD 211	Religions of the East
RSTD 220	The Vision of Hinduism
RSTD 260	The Vision of Buddhism
RSTD 330	The Mystic Quest
RSTD 366	Bhagavad Gita and Sacred Hindu Texts

* if not used to fulfill program requirement #3

DEPARTMENT OF MOLECULAR BIOLOGY AND CHEMISTRY

Dr. Lisa Webb, Chair
Forbes Hall 3022B
(757) 594-8255
lwebb@cnu.edu

Faculty

Professor: Brunke

Associate Professor: Abdel-Fattah, J. M. Carney, Grau, Klein, Webb

Assistant Professor: K. Cole, Knies, Meighan, Mitrano, Patterson, Wiens

Visiting Assistant Professor: S. Harris, Quinlan

Lecturer: Brown, Knight, Lassetter, Liskin, Shima Tombolato-Terzić, Wolfgang

Emeriti: Chang, Hammer, Sacks

Mission Statement

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

Health-Related Professions

The CNU 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 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 (757) 594-8255 or gwynne.brown@cnu.edu.

The 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 35 credits in biology. Students may present no more than two biology courses with grades lower than C- for the degree.

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

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

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

The Bachelor of Science Degree in Biology

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

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

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

The Major in Cellular, Molecular and Physiological Biology

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

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

The Major in Environmental Biology

See catalog description for Department of Organismal and Environmental Biology

The Major in Integrative Biology

See catalog description for Department of Organismal and Environmental Biology

The Major in Organismal Biology

See Catalog description for Department of Organismal and Environmental Biology

The Minor in Biology (27 Credits)

A minor in biology requires 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-122/122L) and a minimum of seven BIOL credits at the 300- or 400-level, including one course with a laboratory component.

The Bachelor of Science Degree in Chemistry

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

The 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-122/122L;
2. MATH 140 or 148 and 240;
3. PHYS 201/201L-202/202L.
4. CHEM 321/321L-322/322L;
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 credits of CHEM at the 300- or 400-level.

The 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-122/122L;
2. BIOL 211/211L;
3. MATH 140 or 148 and 240;
4. PHYS 201/201L-202/202L.
5. CHEM 321/321L-322/322L,
6. CHEM 341,
7. CHEM 361/361L,
8. CHEM 391W;
9. BCHM 414/414L, 415/415L;
10. BIOL 307/307L, 313, 412/412L.

The Minor in Chemistry (23 Credits)

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

Five-Year Program: Master of Science in Environmental Science

The Master of Science in environmental science is designed for current and prospective students in the new, rapidly growing field of environmental monitoring and conservation. This five-year program leads to both a Bachelor of Science in biology 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 gradstudies.cnu.edu/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 (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 mentored the student in a major course or research project.

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

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 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:

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

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track

Major courses required:

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

Support courses required:

CHEM 121/121L, 122/122L; 321/321L, 322/322L;
 CPSC 210; COMM 201 or THEA 230;
 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: ENV5 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 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 of secondary school, grade six through 12. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK – 6)Major courses required:

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

Support courses required:

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

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6 -12)Major courses required:

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

Support courses required:

BIOL 107 or 108, or higher; PHYS 201/201L, 202/202L; MATH 125,140 or 148 and 240; CPSC 110; PSYC 207 or 208 and 312; COMM 201 or THEA 230; SOCL 314/314L.

Graduate courses* required (senior year):

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

* See the graduate catalog for course descriptions.

THE CURRICULUM IN BIOLOGY

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

Fall, Summer.

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 nonmajors; major topics covered are ecology, genetics, evolution, and diversity.

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

Spring, Summer.

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

Fall, Spring and Summer.

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

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

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

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

Restricted to students in biology, biochemistry and neuroscience 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 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.

Restricted to students in the biology degree programs.

BIOL 211L is managed and taught by the MBCH Department. Principles of Biology I Lab is the laboratory com-

ponent of the first course in the three course sequence for students seeking degrees in biology. This course introduces students to basic laboratory techniques and fundamental cellular and molecular topics. Lab fees apply each term.

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

Prerequisite: BIOL 211/211L with a C or better and CHEM 103/103L or 121/121L with a C- or higher; or EVST 220.

Restricted to students in biology degree programs.

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 degrees 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. Restricted to students in the biology degree programs.

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 degrees in biology. This course covers evolutionary, diversity, and ecological topics by way of in-class and in-the-field exercises. As per instructions given in class students should expect to be in the field for some lab activities. Lab fees apply each term.

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

Prerequisite: BIOL 212/212L with a C or higher and CHEM 104/104L or 122/122L with a C- or higher. Restricted to students in the biology degree programs.

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 degrees 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. Restricted to students in the biology degree programs.

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

Prerequisite: one of the following: BIOL 108, 112, 113, 202; or consent of instructor.

Examination of the aging process and consequent changes in human physiology and body systems. Relationships of physi-

ological changes to health and nutritional problems. Survey of major health problems and interventive possibilities.

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. This course covers the definitions, spelling, pronunciation, usage, abbreviations, and origins of a wide range of medical terms, generally organized by anatomical organ systems and medical specialties.

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

Fall and Spring.

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

BIOL 301. Microbiology (4-3-0)

Prerequisites: BIOL 213/213L with a C or better. Corequisite: BIOL 301L.

Fall.

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

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

Corequisite: BIOL 301.

Fall.

Lab fees apply each term.

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

Prerequisites: BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305; or BIOL 211 and CHEM 322/322L.

Fall.

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

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

Pre or Corequisite: BIOL 307.

Fall.

Lab fees apply each term.

BIOL 313. Genetics (3-3-0)

Prerequisites: BIOL 213/213L with a C or better; or CHEM 321/321L and NEUR 301/301L and 305; or BIOL 211 and CHEM 322/322L.

Fall.

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 better; or CHEM 321/321L and NEUR 301/301L and 305.

Corequisite: BIOL 314L.

Fall.

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

BIOL 314L. Human Anatomy and Physiology I Laboratory (1-0-4)

Pre or corequisite: BIOL 314.

Fall.

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.

Spring.

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

BIOL 315L. Human Anatomy and Physiology II Laboratory (1-0-4)

Prerequisite: BIOL 314L; Pre or corequisite: BIOL 315.

Spring.

Course includes dissection of preserved animals and animal organs. Students are responsible for providing their own dissection tools. Lab fees apply each term.

BIOL 326. Genomics, Proteomics and Bioinformatics (3-3-0)

Prerequisites: BIOL 213/213L with a C or better.

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; BIOL 213/213L with a C or better.

Fall and Spring.

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

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

Prerequisites: BIOL 213/213L with a C or better.

Fall and Spring.

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

BIOL 411. Immunology (3-3-0)

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

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

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

Prerequisites: BIOL 307 or BIOL 313 with a C- or 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 420. Animal Physiology (4-3-0)

Prerequisites: BIOL 213/213L with a C or better; and one of the following: BIOL 307 or 312 or 409 or 425 or 440 or 445 or 457. Corequisite: BIOL 420L.

Spring, odd years.

An introductory course in animal physiology emphasizing fundamental principles, concepts, and mechanisms responsible for homeostatic regulation of animal functions.

BIOL 420L. Animal Physiology Laboratory (0-0-4)

Corequisite: BIOL 420.

Spring, odd years.

Lab exercises will complement and reinforce lecture concepts, as well as provide students with the opportunity to perform physiology experiments and data analysis. Lab fees apply each term.

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

Prerequisite: BIOL 213/213L with a C or better.

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

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

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

Spring.

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

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

Corequisite: BIOL 450.

Spring.

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

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

Prerequisites: ENGL 223; BIOL 391W with a C- or higher. Fall and Spring.

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

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

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

Fall, Spring and Summer.

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

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

Prerequisites: BIOL 213/213L with a C or better.

Fall, Spring and Summer.

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

BIOL 496. Practicum (credits vary 1-3)

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

Fall, Spring and Summer.

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

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

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

Fall, Spring and Summer.

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

THE CURRICULUM IN BIOCHEMISTRY

BCHM 395. Special Topics in Biochemistry (3-3-0)

Prerequisites: CHEM 322/322L.

Fall, Spring, Summer.

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

BCHM 414. Biochemistry I (3-3-0)

[Formerly BIOL/CHEM 414, equivalent]

Prerequisites: CHEM 322/322L.

Fall.

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.**Fall.*

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.**Spring.*

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.**Spring.*

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: CHEM 322/322L.**Fall, Spring, Summer.*

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

THE CURRICULUM IN CHEMISTRY

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

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

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

CHEM 103L. Introductory Chemistry Laboratory I (1-0-3) AINW*Pre or Corequisite: CHEM 103.**Fall.*

An introduction to the experimental techniques and methods of chemistry. Lab fees apply each term.

CHEM 104. Introductory Chemistry II (3-3-0) AINW*Prerequisite: CHEM 103 or 121.**Spring.*

The fundamentals of organic and biochemistry.

CHEM 104L. Introductory Chemistry Laboratory II (1-0-3) AINW*Pre or Corequisite: CHEM 104.**Spring.*

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*Fall, Spring.*

CHEM 110 is for nonscience majors only; it is not intended for chemistry or biology majors. This 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 111L. Environmental Studies Chemistry Lab (1-0-4)*Pre or Corequisite: CHEM 103 or 121. Restricted to environmental studies minors.*

This lab introduces environmental studies minor to basic laboratory practices related to environmental chemistry issues. Basic Laboratory practices will be provided for each experiment with fundamental concepts and theories. Students will learn how to apply basic chemistry concepts in order to understand environmental issues.

CHEM 121. General Chemistry I (3-3-0) AINW*Fall and Spring.*

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

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

Pre or Corequisite: CHEM 121.

Fall and Spring.

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

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

Prerequisite: CHEM 121.

Fall and Spring.

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

Pre or Corequisite: CHEM 122.

Prerequisite: CHEM 121L.

Fall and Spring.

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

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

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

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

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

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

Prerequisite: CHEM 122/122L.

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

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

Pre- or Corequisite: CHEM 321.

Introduction to common techniques and qualitative organic analysis. Lab fees apply each term.

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

Prerequisite: CHEM 321.

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

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

Prerequisite: CHEM 321L.

Pre or Corequisite: CHEM 322.

Spring.

The study and analysis of organic reactions with emphasis on instrumental methods. Lab fees apply each term.

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

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

Fall.

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

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

Prerequisite: CHEM 341; Corequisite: CHEM 342L.

Spring.

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

CHEM 342L. Physical Chemistry Lab (1-0-4)

Pre or corequisite: CHEM 342.

Spring. Lab fees apply each term.

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

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

Prerequisite Courses: CHEM 122/122L.

Spring.

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

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

Corequisite: CHEM 361.

Restricted to chemistry and biochemistry majors.

Spring.

The laboratory course, to accompany Analytical Chemistry, involves an introduction to analytical laboratory techniques, such as volumetric and gravimetric analysis, electro-chemistry, and the treatment of experimental data. Lab fees apply each term.

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

Prerequisite: ENGL 223, CHEM 322, junior standing.

Restricted to chemistry and biochemistry majors.

Fall.

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

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

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

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

Prerequisites: CHEM 322/322L.

Fall.

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

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

Corequisite: CHEM 401.

Fall.

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 322.

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

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

Prerequisite: CHEM 361.

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

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

Prerequisites: CHEM 321.

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

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

Prerequisite: CHEM 322/322L and 361.

Fall.

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.

Fall. Lab fees apply each term.

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.

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

Prerequisite: CHEM 322.

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

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

Prerequisite: CHEM 321.

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

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

Prerequisite: CHEM 322.

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

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

Prerequisite: PHYS 202/202L and MATH 140 or 148 and 240 and CHEM 122/122L.

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

CHEM 492. WI: POGIA-A Chemistry Capstone Course (3-3-0)

Prerequisites: ENGL 223; CHEM 391W and senior standing.

Spring

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

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

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

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

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

THE CURRICULUM IN NATURAL SCIENCE

NSCI 310. The Study of Science (3-3-2)

Prerequisite: PSYC 312 or SOCL 314, junior standing, completion of a three credit AINW.

This course is designed to allow prospective elementary school teachers to study fundamental scientific concepts such as models, change, structure and function, systems, variation, cause and effect, diversity, and scale through various topics (i.e., motion, energy, heat, electricity and magnetism, light, atoms, solar system, cell, respiration, plants, animals, behavior, evolution, environmental science, taxonomy, ecology). Also students will have opportunities to examine exemplary science curricula, review characteristics of the learner, and develop effective instructional strategies and assessment instruments needed to teach science.

DEPARTMENT OF ORGANISMAL AND ENVIRONMENTAL BIOLOGY

Dr. Michael D. Meyer, Chair
Forbes Hall 1021B
(757) 594-7126
michael.meyer@cnu.edu

Faculty

Professor: Atkinson, Whiting
Associate Professor: M. Meyer, Ruane, Sherwin,
 J.S. Thompson
Assistant Professor: Collar, Harwell, Steven
Lecturer: Burke, Lattanzio
Emeriti: Banks, Cheney, Cones, Mollick, Reed

Mission Statement

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

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

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

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

Health-Related Professions

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

The Bachelor of Arts Degree in Biology

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

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

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

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

The Bachelor of Science Degree in Biology

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

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

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

The Major in Cellular, Molecular and Physiological Biology

See catalog description for Department of Molecular Biology and Chemistry.

The Major in Environmental Biology

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

* 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 BIOL 391W and 491W and CHEM 121/121L-122/122L.

The Major in Integrative Biology

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

majors. At least three of the courses taken must have a laboratory component.

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

The Major in Organismal Biology

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

* 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 BIOL 391W and 491W and CHEM 121/121L-122/122L.

The Minor in Biology (27 Credits)

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-122/122L) and a minimum of seven BIOL credits at the 300- or 400-level, including one course with a laboratory component.

Five-Year Program: Master of Science in Environmental Science

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

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

How and When to Apply

After completion of 65 credit hours of undergraduate study, the application to the Five-Year B.S./M.S. Program is submitted no later than February 1 of the junior year. Applications for admission to the Five-Year Program are available at gradstudies.cnu.edu. Formal acceptance by the Office of Graduate Studies will constitute admission to the

Master of Science in environmental science program as long as the student has the required 3.00 GPA upon undergraduate graduation.

Requirements for Admission

Criteria for student admission into the five-year program:

1. Undergraduate cumulative GPA of 3.00 or higher.
2. GPA in the student's major of at least 3.00.
3. Submission of one of the following:
 - a. A minimum SAT Score of 1100 with a minimum of 530 in the verbal and quantitative sections (must be less than five years old);
 - b. A Graduate Record Examination (GRE) General Test score of 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.
4. Two letters of recommendation. One must be from a faculty member in the major who has taught/or mentored the student in a major course or research project.

Teacher Preparation in Biology

Those students who wish to become teachers may apply to the Five-Year Master of Arts in Teaching (M.A.T.) Program as an undergraduate or after completion of a Bachelor of Science degree in biology. Application to the Five-Year Program must be made in spring of the junior year. 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; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310;
- and other support courses for the B.A. or B.S. degree in biology.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track

Major courses required:

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

Support courses required:

CHEM 121/121L, 122/122L; 321/321L, 322/322L;
CPSC 110; COMM 201 or THEA 230;
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: ENV5 510/510L, 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

Fall, Summer.

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 nonmajors; major topics covered are ecology, genetics, evolution, and diversity.

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

Spring, Summer.

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

Fall, Spring and Summer.

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

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

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 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 195. Special Topics (credits vary 1-3)

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

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

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

Prerequisite: BIOL 211/211L with a C or better and CHEM 103/103L or 121/121L with a C- or higher; or EVST 220 with a grade of C or higher.
Restricted to students in biology degree programs.
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 degrees 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.
Restricted to students in biology degree programs.
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 degrees in biology. This course covers evolutionary, diversity, and ecological topics by way of in-class and in-the-field exercises. As per instructions given in class students should expect to be in the field for some lab activities. Lab fees apply each term.

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

Prerequisite: BIOL 212/212L with a C or better and CHEM 104/104L or 122/122L with a C- or higher.
Restricted to students in biology degree programs.
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 degrees in biology. This course covers form and function of botanical and zoological organisms in some detail. T

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

Pre or Corequisite: BIOL 213.
Restricted to students in biology degree programs.
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)

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

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

Prerequisites: BIOL 213/213L with a C or higher.
Spring, odd years.

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

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

Pre or Corequisite: BIOL 302.
Spring, odd years.

Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

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

Prerequisites: BIOL 213/213L with a C or higher.

Fall.

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

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

Pre or Corequisite: BIOL 306.

Fall.

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

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

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: BIOL 308L.

A survey of the processes involved in plant growth: mineral nutrition, water relations, translocation, metabolism, and photosynthesis. Control of plant growth and development by hormones, growth regulators, light, and temperature.

BIOL 308L. Plant Biology Laboratory (0-0-4)

Corequisite: BIOL 308. Lab fees apply each term.

BIOL 310. Plant Systematics (4-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: BIOL 310L.

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

BIOL 310L. Plant Systematics Laboratory (0-0-4)

Corequisite: BIOL 310. Lab fees apply each term.

BIOL 312. Invertebrate Zoology (4-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: BIOL 312L.

Spring.

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

BIOL 312L. Invertebrate Zoology Laboratory (0-0-4)

Corequisite: BIOL 312.

Spring.

Hands-on experience with living and preserved inverte-

brates. Dissections, slide work, on-campus and off-campus field work are included. Lab fees apply each term.

BIOL 328. Island Biology and Experimental Design (3-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Spring.

This course combines in-class lectures and discussions with field research to expand upon the undergraduate biology experience. In the lecture component, students will synthesize the primary literature on topics in biodiversity and island biology in order to identify unanswered research questions and propose experiments. During the field trip to a private island in the Bahamas, students will explore the lush biodiversity, execute their experiments, and collect data to answer their research questions. Students will analyze, graph and present their data when they return to campus.

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

Prerequisites: ENGL 223; BIOL 213/213L with a C or higher.

Fall and Spring.

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

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

Prerequisites: BIOL 213/213L with a C or higher.

Fall and Spring.

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

BIOL 403. Marine Biology (3-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: BIOL 403L.

Spring, even years.

Taxonomic and ecological investigations of the major marine groups; pollution ecology; applied marine science.

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

Pre or Corequisite: BIOL 403.

Spring, even years.

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.

Fall.

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.

Fall.

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.

General chordate anatomy, emphasizing the vertebrates, considered on a comparative, evolutionary, and functional basis.

BIOL 409L. Comparative Anatomy of Vertebrates Laboratory (0-0-4)

Corequisite: BIOL 409.

Laboratory work includes dissection and study of lamprey, shark, mudpuppy, cat, and other supplemental chordates. Lab fees apply each term.

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

Prerequisites: BIOL 213/213L with a C or higher.

Fall, even 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)

Prerequisite: 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

Spring.

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

BIOL 425L. Ornithology Lab (1-0-4)

Corequisite: BIOL 425.

Spring.

Lab is field-oriented and includes afternoon field trips throughout the Peninsula region of Virginia. Lab focuses on the identification of birds using both ocular and acoustic characters. 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 435. Environmental Application of GIS (4-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: Biol 435L.

Spring, even years.

This course applies Geographic Information Systems (GIS) to environmental and ecological issues within the urban and rural landscapes. Computer information mapping, output design, spatial analyzes, GPS (Geographical Positioning System) applications, and remote sensing techniques are discussed, explored (hands-on), and applied to local and regional problems.

BIOL 435L. Environmental Application of GIS Laboratory (0-0-4)

Corequisite: BIOL 435.

Spring, even years.

The application of ARCVIEW (ESRI Co.) software along with Trimble GPS units to geospatially address environmental questions and problems. Includes on- and off-campus field exercises. Lab fees apply each term.

BIOL 440. Herpetology (4-3-0)

Prerequisites: BIOL 213/213L with a C or higher. Corequisite: BIOL 440L.

Spring.

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

BIOL 440L. Herpetology Laboratory (0-0-4)

Corequisite: BIOL 440.

Spring.

Lab includes hands-on classroom exercises and on- and off-campus field exercises. Lab fees apply each term.

BIOL 445. Mammalogy (4-3-0)

Prerequisites: BIOL 213/213L with a C or higher.

Corequisite: BIOL 445L.

Fall.

Mammalogy is designed to introduce students to basic principles of mammalian biology. Students will learn to recognize Virginia's mammals and will gain an understanding of global mammalian diversity and systematics. Additionally, this course will provide a broad understanding of the natural history of mammalian groups and species. We will investigate the role of mammals in natural and urban systems. Finally, we will discuss the conservation of this important taxonomic group.

BIOL 445L. Mammalogy Lab (0-0-4)

Corequisite: BIOL 445.

Fall.

Lab involves hands-on exercises in the lab and in the field that enhance and are complementary of material covered in lecture. Processing, dissection, and necropsy are an expected part of the lab. Lab includes on- and off-campus field exercises. Lab fees apply each term.

BIOL 454. Global Change (3-3-0)

Prerequisite: BIOL 213/213L with a C or higher.

Spring, odd years.

This course will examine the evidence, causes, and impacts of global change. It is taught in a modified seminar format with discussion topics covering the basics of global cycles to current climate change issues. A sampling of topics include: ecological consequences of global warming, ozone depletion, terrestrial 'greening', ocean current changes, changing patterns of climate on ecosystem functioning, community interactions, and suitability of human systems.

BIOL 457. Entomology (4-3-0)

Prerequisite: BIOL 213/213L with a C or higher. Corequisite: BIOL 457L.

Fall.

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

BIOL 457L. Entomology Lab (0-0-4)

Corequisite: BIOL 457.

Fall.

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

BIOL 465. Fish Biology (3-3-0)

Prerequisite: BIOL 213/213L with a C or higher.

Corequisite: BIOL 465L

Fall, odd years.

An introduction to the biology of fishes, including evolution and phylogeny, anatomy and physiology, processes affecting growth throughout the life cycle, behavior, ecology, and the role of fishes in their environment. The course concludes with a discussion of case studies in the conservation and management of fish species.

BIOL 465L. Fish Biology Laboratory (1-0-4)

Corequisite: BIOL 465.

Fall, odd years.

A field-oriented lab involving field trips to sites throughout southeastern Virginia. Students will learn field sampling and identification techniques for fishes, as well as data analysis applicable to fish population and community ecology. Lab fees apply each term.

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

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

Fall and Spring.

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

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

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

Fall, Spring and Summer.

This course is designed to provide the qualified student the opportunity for scientific research under the supervision of a departmental faculty member. The topic, time-line, and criteria for evaluation are agreed upon in writing by the student and supervising instructor before the student can register for the course. *Course may be 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: BIOL 213/213L with a C or higher.

Fall, Spring and Summer.

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

BIOL 496. Practicum (credits vary 1-3)

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

Fall, Spring and Summer.

This course consists of an internship with an organization, usually external to the University, in which the student gains applied experience in some area of the biological sciences. Specific details of course requirements can be found in the agreement file maintained 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. 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.

Fall, Spring and Summer.

An opportunity for independent study or literature review with guidance of a faculty adviser. 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.)*

BIOTECHNOLOGY AND MANAGEMENT PROGRAM

William Donaldson, M.B.A
Director
(757) 594-7836
william.donaldson@cnu.edu
Luter Hall 238

The biotechnology and management program is designed for students who are interested in pursuing careers at the intersection of science and business. Through coursework and internships, students will be prepared for graduate work as well as entry into businesses focused on biotechnology and related areas.

Students accepted into the program select a major in life sciences and complete a minor in business administration, with additional coursework and a focus on entrepreneurship in life sciences. Students also will attend a focused speaker series and complete an internship in biotechnology.

Scholarships

Students selected for the biotechnology and management program receive a \$2500 scholarship each semester that will be applied to the student's account over four years at CNU. This scholarship is renewed each semester if the student meets requirements as outlined in the *Biotechnology and Management Student Contract*.

Eligibility

Students apply to the biotechnology and management program during their senior year in high school through an application process separate from the CNU admission process. Applications for the biotechnology and management program will be reviewed for strength of high school curriculum, including core curriculum courses, as well as a high school grade point average of at least a 3.75 (on a 4.00 scale), and a minimum total score of 1250 on the SATs (with at least a 600 on the quantitative test) or a composite score of 28 on the ACT (at least 25 on the ACT quantitative).

At the end of each academic semester, students are reviewed for program continuation in accordance with the standards outlined in the program *Student Contract*. Students must maintain a minimum cumulative GPA of 3.30 to continue in the program.

Program Requirements:

1. Complete a major in one of the life sciences. Students in the Life Sciences and Management Program select one of the following life sciences majors offered at CNU:
 - BS in biology with a major in cellular, molecular, and physiological biology
 - BS in biology with a major in environmental biology
 - BS in biology with a major in organismal biology
 - BS in chemistry with a major in biochemistry
 - BS in interdisciplinary studies, neuroscience major
2. BUSN 210 Introduction to Biotechnology and Management.
3. BTMG 010, 020, 030, 040 Biotechnology and Management Activities.
4. MATH 125 Elementary Statistics and MATH 140 Calculus or 148 Accelerated Calculus as pre requisites to BUSN 231 Applied Business Statistics.
5. CPSC 215 Software for Business Applications as a pre or co requisite to BUSN 231.
6. BUSN 480 Internship as approved by the director.
7. The minor in business administration. Students in the Life Sciences and Management Program complete the minor in business administration:
 - a. A minimum grade of C in ACCT 201 Principles of Accounting I and BUSN 231 Applied Business Statistics;
 - b. Select two:
 - ACCT 202 Accounting II
 - ECON 201 Macroeconomics
 - ECON 202 Microeconomics;
 - c. BUSN 303 Intermediate Microeconomics;
 - d. FINC 300 Managerial Accounting;
 - e. BUSN 442 Small Business Institute® with an emphasis on entrepreneurship;
 - f. Students also are eligible to take up to a maximum of nine semester hours of upper division (non Area of Inquiry), B.S.B.A. courses. They must meet the course prerequisites and obtain approval from the Luter College of Business.

8. Students are strongly encouraged to take PHIL 207 Ethical Issues in Business, which satisfies the logical reasoning requirement of the liberal learning foundations, or PHIL 384 Medical Ethics which satisfies the area of inquiry western traditions requirement.

Four Year Plan of study:

First Year:

- Speaker series: BTMG 010

Second Year:

- Speaker series: BTMG 020
- BUSN 210

Third Year:

- Speaker series: BTMG 030
- BUSN 480 (May be completed during the summer after the third year)

Fourth Year:

- Speaker series: BTMG 040
- BUSN 442

THE CURRICULUM IN BIOTECHNOLOGY AND MANAGEMENT

BTMG 010, 020, 030, 040 Biotechnology and Management Activities (0-0-1)

Students in the biotechnology and management program participate in major intellectual events focused on life sciences, management, and/or biotechnology. Students will also meet as specified by the Director of the Biotechnology and Management Program. 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 442 Small Business Institute® -Biotechnology (3-3-0)

Pre requisite: ENGL 223 with a minimum grade of C, and BUSN 303 and BUSN 210.

This is a hands-on course in which teams of senior students in the biotechnology and management program, in concert with business majors, conduct a semester-long business internship/consulting project with an established or emerging biotechnology entity. Teams will consult with existing and proposed entities on biotechnology based opportunity identification and verification, market attractiveness, technology commercialization, product development, and deployment. Students will gain theoretical and practical knowledge as well as real-world exposure to the dynamic forces affecting biotechnological firms. Student will have an opportunity to develop and refine critical thinking and written and oral communication skills in their final consultation reports to the business client.

BUSN 480 Internship in Business-Biotechnology

Pre requisite: BSBA major or biotechnology and management program with at least junior standing or permission of the College of Business.

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.

JOSEPH W. LUTER, III SCHOOL OF BUSINESS

Dr. George H. Ebbs, Dean
(757) 594-7184 Luter Hall 114

Professor Pam Pringle, Director
(757) 594-7055 ppringle@cnu.edu

Faculty

Distinguished Professor: Spiller

Professor: Cohen

Associate Professor: Bardwell, Frucot, Hall, Hasbrouck,
Hettche, McMahon, Rahim, Shaltayev

Assistant Professor: Adut, Donaldson, Kim, Qin

Lecturer: Spranger, Walker

Instructor: Lindquist, Lingenfelter, Morris, Pringle

Executive in Residence: Drummond

Emeriti: Coker, Fellowes, Hunter, Jordan, McCubbin,
Mills, Riley, Schell

The Joseph W. Luter, III School of Business offers the Bachelor of Science in Business Administration (B.S.B.A.) with majors in accounting, finance, management and marketing. Admission to the Luter School of Business is competitive. Students apply for acceptance during the semester in which they will complete a minimum of 54 credit hours of coursework and all pre-business requirements. The B.S.B.A. is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for business programs worldwide. We invite you to explore these pages to see what the Luter School of Business has to offer students.

Vision and Mission Statement of the Luter School of Business

Our vision is to be a preeminent public liberal arts undergraduate business program and to serve a diverse population of high achieving students.

Our mission is to educate and prepare undergraduate students for successful careers in business and service to society. We seek to develop students intellectually, professionally, and personally through a liberal arts based rigorous program that will distinguish them as critical thinkers, articulate communicators, and ethical business leaders. The Luter School enrolls a highly selective student body primarily from Virginia and the surrounding region. Students develop multi-disciplinary competencies and specialized skills necessary to excel in prestigious graduate programs and the global economy. The faculty provides high-quality, student centered instruction that both challenges and inspires students. Faculty members produce peer-reviewed, discipline-based, applied and pedagogical research and other intellectual contributions to their respective fields. The Luter School actively engages with private and public sectors to provide leadership, learning, and service opportunities. Quality is assured by maintenance of accreditation with AACSB International.

SMALL BUSINESS INSTITUTE® (SBI)

Professor William Donaldson, Director
(757) 594-7836

william.donaldson@cnu.edu

CNU's national award winning Small Business Institute® (SBI) offers free business assistance to small firms located in the Hampton Roads area. The primary mission of the SBI is to enhance the success of small businesses by assisting them in finding workable, practical, solutions to real world problems. Common types of assistance offered are business plans, management and human resources plans, marketing plans, market research studies, compliance, plans, corporate philanthropy plans, and promotional plans; accounting, financial, and business systems analysis; and web site development. Teams of senior-level students, under faculty supervision of the SBI Director, provide semester-long business consultation to selected small businesses. Selection of clients is based on application and interview with the SBI Director. For more information visit our website at smallbusinessinstitute.cnu.edu.

Procedures for Formal Acceptance to the Upper Division and Declaring a Major under the Bachelor of Science in Business Administration (B.S.B.A.)

The B.S.B.A. degree has lower (freshman and sophomore) division and upper (junior and senior) division course requirements. Lower division courses are open to all students who have satisfied the required course prerequisites. Enrollment in upper division courses is limited to students who have met the requirements for formal acceptance to the B.S.B.A. or who have permission from the School of Business.

Admission requirements for pre-business are the same as for the entire University. Pre-business students follow university-wide liberal learning curriculum requirements and pre-business requirements during freshman and sophomore years.

Pre-Business Requirements for the B.S.B.A.

1. A minimum of 54 hours of coursework.
2. All the pre-business courses (ACCT 201-202, BUSN 231, CPSC 215, ECON 201, 202, MATH 125 and 135 (recommended) or MATH 140 or 148, and PHIL 207) **with a minimum grade of C in each course.**
3. An overall 3.0 GPA.

Application Process for the B.S.B.A.

Application is made online on the Luter School of Business website in the term in which the pre-business requirements will be completed. Acceptance decisions are based on a student's cumulative GPA at the conclusion of the semester prior to the student's application to the program and successful completion of the required pre-business courses. A student with a cumulative GPA of at least 3.00 at the time of application will be conditionally accepted into the B.S.B.A. program. First semester transfer students who do not have a cumulative CNU GPA are ranked according to their final cumulative GPA from their prior institution. The Dean's Office will notify students of the application decision prior to the advising period for registration. A student may apply twice to the B.S.B.A. program.

Degree Qualification Requirements for Graduation with a B.S.B.A. Degree

1. Effective for degree-seeking students entering the University Fall Semester 2003 and after, general education/liberal learning curriculum, major, minor, and concentration requirements for graduation must be completed according to the University Catalog in effect at the time of admission to the University. **Note:** The B.S.B.A. curriculum may change and the Luter School of Business has the right to substitute courses in place of courses retired from the catalog.
2. Students may have earned no more than one grade below a C- in the business core and 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 B.S.B.A. degree may be declared. **Note:** Only one degree is awarded and two B.S.B.A. majors may require more than 120 credit hours to graduate.
5. At least 50 percent of the business credit hours required for the B.S.B.A. must be earned at CNU.

B.S.B.A. Course Restrictions

Students not planning to major or minor in business may enroll in any lower division business course as long as they have met the course prerequisites. Non-business majors may take up to a **maximum** of nine semester hours of upper division (non A of I), B.S.B.A. courses. They must meet the course prerequisites and obtain approval from the office of the dean.

The Minor in Business Administration (21 credits)

This interdisciplinary program in business administration is designed for students who are not seeking the B.S.B.A. and who desire to acquire skills in the basic concepts and practices inherent in and allied to the field of business administration. The minor program in business administration requires successful completion of the following:

1. ACCT 201, BUSN 231¹ each with a minimum grade of C;
2. Select two: ACCT 202 or ECON 201 or 202;

3. BUSN 303;
4. FINC 300;
5. BUSN 448 or 495, or BUSN 442 for biotechnology students only.

¹ Additional course prerequisites for BUSN 231:

- MATH 125;
- MATH 135 (recommended), MATH 140 or 148;
- CPSC 215.

The Minor in International Culture and Business

Students may also be interested in the International Culture and Business Minor as described in this publication (see index).

The Bachelor of Science in Business Administration Majors

Students can choose among four areas of study in the B.S.B.A. degree: accounting, finance, management, and marketing. The majors consist of six courses (18 credit hours) beyond the business core curriculum.

Accounting

While accounting has been referred to as the "language of business," it is really much more. Accounting information is a critical element in the decision making processes of virtually all economic entities. Governments, nonprofit organizations, and individuals must all rely on accounting information in making economic decisions.

Those with an understanding of accounting are in a unique position to provide valuable assistance to businesses and others making economic decisions. As a result, there are always employment opportunities available for individuals with the skills to create, analyze, and interpret accounting information.

Accountants are found at the highest levels of responsibility in a wide variety of organizations. These include federal, state, and local governments and nonprofit organizations, as well as business and industry of all types. Accounting graduates also frequently use their training to enhance non-accounting careers in management, finance, law and governmental administration. Truly, a degree in accounting provides a solid foundation for a variety of successful career paths.

Finance

Finance is the lifeblood of business. Without knowledge of the financial implications of business decisions, managers can make serious mistakes. Proper financial analysis helps business leaders make the choices that add value for the firm's stakeholders, 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 statements, 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.

Management

Management offers the greatest flexibility and broadest application of all the business majors by challenging our students to understand both the social and technical aspects of an organization. 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. The management major prepares students for the challenges of our ever-changing, global, and information-rich society.

Marketing

The field of marketing is hot, and the use of direct and interactive marketing in today's business world is booming! Direct and interactive marketing is now at the center of the communications revolution, and is being used with great fervor 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 CNU Luter School of Business is one of the few undergraduate institutions nationwide to offer a degree program specializing in cutting-edge direct and interactive 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 database marketing 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 challenged to examine how digital marketing is evolving and how emerging technology can be used to engage consumers to create profitable customer relationships. CNU's marketing program is known and respected nationwide as its students have repeatedly won the highest and most coveted award in the direct and interactive marketing industry, the Collegiate Gold ECHO Award.

All majors within the B.S.B.A. require the successful completion of the liberal learning curriculum, the pre-business requirements, and the business core. Note that some of the pre-business courses also satisfy liberal learning curriculum requirements. In addition, students must complete the specific courses as listed for their chosen major.

The Business Core

The core courses are designed to give all business graduates the fundamentals necessary to succeed in the global business environment. All students must complete the following upper-division core:

1. BUSN 300 Organizational Behavior
(Minimum grade of C required for management majors)
2. BUSN 304 Operations Management
(Minimum grade of C required for management majors)
3. BUSN 311 Marketing Management
(Minimum grade of C required for marketing majors)
4. BUSN 323 Corporate Finance
(Minimum grade of C required for finance majors)
5. BUSN 351 Business Law I
6. BUSN 370 Business and Accounting Information Systems (restricted to accounting majors)
or BUSN 371 Management Information Systems
7. BUSN 418 Strategic Management

In addition, students must complete one of the following majors:

Accounting Major

1. Business Core;
2. ACCT 301, 302, 303, 401, 405W;
3. Select one: ACCT 352, 402, 451, 461, 480, 495 or 499.

Note: ACCT 201 and ACCT 202 minimum grade of B-required.

Finance Major

1. Business Core;
2. FINC 324, 325, 422, 425, 428W;
3. Select one: FINC 424, 454, 480, 495 or 499.

Note: BUSN 323 minimum grade of C required.

Management Major

1. Business Core;
2. MGMT 310, 355, 400, 410, 491W;
3. Select one: BUSN 440, MGMT 330, 454, 455, 480, 495 or 499.

Note: BUSN 300 and 304 minimum grade of C required.

Marketing Major

1. Business Core;
2. MKTG 310, 330, 455, 460, 470W;
3. Select one: MKTG 420, 454, 480, 495 or 499.

Note: BUSN 311 minimum grade of C required.

THE CURRICULUM IN BUSINESS

BUSN 205. Business Practicum (1-0-1)

Prerequisites: pre-business students must have 30 earned credit hours, a 3.0 GPA, and permission of the School of Business.

As needed.

This course allows students to experience work in a professional environment early in the undergraduate academic career, identify or clarify career goals, and participate in internships that do not qualify for the academic internship (BUSN 480). Applications are available in the office of the 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)

Prerequisites: A minimum grade of C in MATH 125.

Pre or Corequisite: CPSC 215; MATH 135 or 140 or 148. Fall and Spring.

This course introduces students to the strategic value of data and statistical analysis within the context of real-world business problems. Students also learn the value of statistical information in making informed judgments and business process improvements. Specifically, the course will concentrate on the application of statistics to understand and improve business decision making through the use of practical knowledge-based tools, regression models, and statistical inference. The student will also become familiar with different types of data collection and measurements. Students are strongly advised to take this course as soon as the prerequisites are completed.

BUSN 300. Organizational Behavior (3-3-0)

Prerequisite: ENGL 223, BSBA majors or permission of the School of Business.

Fall and Spring.

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.

As needed.

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, we will 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. We will also explore how the industry is changing as a result of new technology.

BUSN 303. Fundamentals of Business (3-3-0)

Prerequisite: ENGL 223 and ACCT 201.

Fall and Spring.

This course helps students gain a solid understanding of the components of a business, its external environment, and the interactions between them. Students will engage in decision-making and problem solving in that setting. Ethics, leadership, employee empowerment, the impact of technology and the global market are topics of discussion. Students will be exposed to case-based learning in the course and will have the opportunity to develop critical thinking skills, team skills, written and oral communication skills throughout the course.

BUSN 304. Operations Management (3-3-0)

Prerequisite: BUSN231, BSBA majors or permission of the School of Business.

Fall and Spring.

Understanding the role of the operations function and its impact on the competitiveness of the firm is an important part of any manager's training. Operational issues include designing, acquiring, operating, and maintaining facilities and processes; purchasing raw materials; controlling and maintaining inventories, and providing the proper labor needed to produce a good or service so that customers' expectations are met. This course in operations management is intended to be a survey of operating practices and models in both manufacturing and service oriented firms. A minimum grade of C is required for management majors.

BUSN 311. Marketing Management (3-3-0)

Prerequisite: ENGL 223, BSBA majors or permission of the School of Business.

Fall and Spring.

An introduction to analysis and management of customer satisfaction in goods and services markets by profit and non-profit organizations. Buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, sales force and advertising management, and market research are examined in the contexts of strategy development, decision making, implementation, and control. A minimum grade of C is required for marketing majors.

BUSN 323. Corporate Finance (3-3-0)

Prerequisites: ACCT 201 and ECON 201 or 202 and MATH 125; BSBA majors or permission of the School of Business. Fall and Spring.

This course examines the financial decisions inherent in the effective management of the business organization. Topics include the environment of managerial finance, financial analysis, planning and control, the relationship between risk and return, stock and bond valuation, 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 340. Non-Profit as Business Enterprise (3-3-0)

Prerequisite: junior standing. Fall.

As a required for the Civic Engagement and Social Entrepreneurship minor, this course is designed to achieve a distinctive outcome within our broadly stated program goal, to “explore issues of social and political justice; business and economic opportunity; equal access to education, health care and the arts; and/or environmental conservation as well as cross-cultural understanding both within the United States and internationally.” This course will teach students a unique methodology using analytic business tools; to engage students thoroughly in service learning with actual operating civic and charitable institutions; and, to address compelling management, social, legal, business and economic issues pertaining to one of our most significant social institutions, the public charity, also known as the NPO.

BUSN 351. Business Law I (3-3-0)

Prerequisite: ENGL 223, BSBA majors or permission of the School of Business. Fall and Spring.

Understanding our legal system and legal principles is essential for all business students. This course presents the 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 352. Business Law II (3-3-0) [Same as ACCT 352] [Formerly ACCT 350, equivalent]

Prerequisites: ENGL 223, BSBA majors or permission of the School of Business. Spring.

This course covers advanced topics in business law that are particularly important to accounting and finance majors. The course covers legal and professional responsibilities of accountants and finance professionals, business organizations and securities laws, debtor creditor relations, and negotiable instruments law.

BUSN 370. Business and Accounting Information Systems (3-3-0)

Prerequisites: CPSC 110 or 215 (or a passing score on the CPSC 215 readiness exam) and ACCT 202. Open to accounting majors only or permission of the School of Business. Fall and Spring.

This course examines the nature and role of information systems technologies as an integrative and enabling function in contemporary organizations. Topics include 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 illustrates the fundamental importance of information technology in the conduct of management, accounting, and operations functions.

BUSN 371. Management Information Systems (3-3-0)

Prerequisites: CPSC 110 or 215 (or a passing score on the CPSC 215 readiness exam) and ENGL 223; Restricted to MGMT, MKTG, FINC majors or permission of the School of Business. Not open to accounting majors. Fall and Spring.

This course addresses the managerial and informational needs of an organization through the use of transaction processing systems, management information systems, and decision support systems. It introduces students to systems analysis concepts and methodologies for effective information system design and development. Software based exercises and assignments using spreadsheets and databases will be employed in class.

BUSN 395. Topics in Business (credits vary 1-3)

Prerequisites: ENGL 223; BSBA majors or permission of the School of Business. As needed.

Topical seminars or courses in business areas of current interest.

BUSN 418. Strategic Management (3-3-0)

Prerequisites: BUSN 300, 304, 311, 323, BSBA majors or permission of the School of Business. Fall and Spring.

This course is the capstone for the B.S.B.A. 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 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 440. Small Business Institute® (3-3-0)**[Formerly BUSN 440W, not equivalent]**

Prerequisites: ENGL 223, and a minimum grade of C in BUSN 303 or BUSN 300 or permission of the SBI Director. Fall and Spring.

A hands-on field-based business consulting and research course in which teams of senior students provide semester-long business consultation to selected small businesses in the Hampton Roads area. Areas of assistance include business plans, management and human resource plans, marketing plans, market research studies, compliance plans, corporate philanthropy plans, and, promotional plans; accounting, financial, operational, and business systems analysis; and web site development. Students gain real-world exposure to the dynamic forces affecting small firms. Students have an opportunity to refine critical thinking written and oral communication skills in the development and presentation of professional-caliber consultation reports and casebooks to clients.

BUSN 442 Small Business Institute® -Biotechnology (3-3-0)

Prerequisite: ENGL 223, and a minimum grade of C in BUSN 210 and 303.

As needed.

This is a hands-on course in which teams of senior students in the Biotechnology and management Program, in concert with Business majors, conduct a semester-long business internship/consulting project with an established or emerging biotechnology entity. Teams will consult with existing and proposed entities on biotechnology based opportunity identification and verification, market attractiveness, technology commercialization, product development, and deployment. Students will gain theoretical and practical knowledge as well as real-world exposure to the dynamic forces affecting biotechnological firms. Student will have an opportunity to develop and refine critical thinking and written and oral communication skills in their final consultation reports to the business client.

BUSN 448. Enterprise Management (3-0-3)

Prerequisite: ENGL 223, and a minimum grade of C in BUSN 303.

Fall and spring.

Enterprise management entails making long-range plans for organizations, executing those plans and effectively managing the enterprise. Students will review all functions of the business enterprise, learn the process of strategic planning for the enterprise and use this process to conduct a multi-period business simulation designed to provide approximate real life experience. The course is designed to integrate and apply knowledge and skills acquired throughout the business minor curriculum. Using sophisticated simulation software, small teams of students will have an opportunity to formulate strategy and run their own company. Decisions are made from the perspective of top management.

BUSN 480. Internship in Business (3-0-3)

Prerequisite: BSBA major or Biotech Management Program with at least junior standing or permission of the School of Business.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience with the student. Presentations to faculty, outside organizations and students are given at the end of the term. Applications are available on the Luter School of Business website.

BUSN 491. Brout Seminar (3-3-0)

Prerequisite: junior standing or permission of the School of Business.

As needed.

This is a seminar course designed and taught by the Brout Professor. The topic changes each year.

BUSN 495. Advanced Topics in Business (credits vary 1-3)

Prerequisite: junior standing, BSBA majors or permission of the School of Business.

As Needed.

Topical seminars or courses in business areas of current interest.

THE CURRICULUM IN ACCOUNTING

ACCT 201. Principles of Accounting I: Financial (3-3-0)

Prerequisite: sophomore standing or permission of the School of Business. Recommended corequisite: CPSC 215. Fall and spring.

This course provides an introduction to accounting principles and financial reporting and demonstrates how decision makers use accounting information for reporting and management purposes. Emphasis is placed on analysis and interpretation, as well as preparation of accounting information and its use in the operation of organizations.

ACCT 202. Principles of Accounting II: Managerial (3-3-0)

Prerequisites: ACCT 201 and sophomore standing or permission of the School of Business. Pre or corequisite: CPSC 215.

Fall and spring.

This course introduces cost and managerial accounting, focusing on product costing and the use of accounting information within the organization to provide direction and to judge performance.

ACCT 301. Intermediate Accounting I (3-3-0)

Prerequisites: ACCT 201, 202, CPSC 110 or 215 or passing grade on CPSC 215 readiness exam, restricted to BSBA accounting majors or permission of the School of Business.

Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed upon revenue recognition, accounting for cash, receivables, inventories, property, plant and equipment, and intangible assets.

ACCT 302. Intermediate Accounting II (3-3-0)

Prerequisite: ACCT 301 with a minimum grade of C, restricted to BSBA accounting majors or permission of the School of Business.

Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed upon accounting for current liabilities and contingencies, long-term liabilities, stockholders' equity, investments, leases, income taxes, and preparation of the statement of cash flows.

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

Prerequisites: ACCT 201, 202, and BUSN 231, BSBA accounting majors or permission of the School of Business.

Fall and spring.

This course applies concepts of cost and managerial accounting in providing cost data for planning and controlling routine manufacturing, productive and supporting operations. The course emphasizes the relevance of cost concepts to modern decision tools.

ACCT 352. Business Law II (3-3-0) [Formerly ACCT 350, equivalent] [Same as BUSN 352]

Prerequisites: ENGL 223, BSBA majors or permission of the School of Business.

Spring.

This course covers advanced topics in business law that are particularly important to accounting and finance majors. The course covers legal and professional responsibilities of accountants and finance professionals, business organizations and securities laws, debtor creditor relations, and negotiable instruments law.

ACCT 401. Taxation (3-3-0)

Prerequisites: ACCT 201, 202, BSBA majors or permission of the School of Business.

Fall and Spring.

Students are introduced to the concepts and principles of income taxation as they apply to individuals and businesses.

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

Prerequisite: ACCT 401; BSBA majors or permission of the School of Business.

This course is a study of the principles of federal taxation as applied to corporations, partnerships, estates, trusts, and gifts.

ACCT 404. Volunteer Income Tax Assistance (1-0-1)

Corequisite: ACCT 401

Spring.

Students participate in the Internal Revenue Service's VITA program, preparing federal income tax returns for low income taxpayers. Students gain experience using professional tax preparation software and applying the income tax law to real life situations. The course may be repeated twice for a total of three credits and is graded pass/fail.

ACCT 405. WI: Auditing (3-3-0)

Prerequisites: ENGL 223; ACCT 302 with a minimum grade of C, BSBA accounting majors, senior standing or permission of the School of Business.

Fall and spring.

This course presents a conceptual approach to auditing principles and procedures in the preparation of auditing reports. Professional standards and ethics are emphasized. Partially satisfies the writing intensive requirement.

ACCT 451. Governmental & Nonprofit Accounting and Selected Topics (3-3-0)

Prerequisite: ACCT 302 with a minimum grade of C, BSBA accounting majors or permission of the School of Business.

Fall.

This course covers accounting and financial reporting for governmental entities and other nonprofit organizations and selected topics associated with accumulating and reporting financial information about businesses are covered in this course.

ACCT 461. International Financial Reporting Standards (3-3-0)

Prerequisites: ACCT 302 with a minimum grade of C, BSBA accounting majors or permission of the School of Business. Fall.

This course is an introductory course to IFRS. Core concepts and key elements of the International Financial Reporting Standards (IFRS) will be discussed. Students will recognize the significant differences and similarities between U.S. GAAP and IFRS, understand, implement and apply the key elements of the standards, and analyze financial statements prepared in accordance with IFRS.

ACCT 480. Internship in Accounting (3-0-3)

Prerequisite: BSBA accounting major with at least junior standing or permission of the School of Business. As needed.

This is a hands-on course supervised by a faculty mentor. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in accounting. Projects are determined in a joint process between the faculty mentor, host agency and student. A semester-long deliverable is due at the end of the project requiring an extensive written report and presentation for both faculty mentor and the host agency. Applications are available on the Luter School of Business website.

ACCT 495. Advanced Topics in Accounting (3-3-0)

Prerequisites: ACCT 302 with a minimum grade of C, and BSBA majors or permission of the School of Business. As needed.

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 or permission of the School of Business.

As needed.

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)

Fall and spring.

This course is closed to BSBA students.

This course is designed to teach students to exercise intelligent control over their income, expenditures, borrowing, saving, and investments.

FINC 300. Managerial Finance (3-3-0)

Prerequisites: ACCT 201, and ECON 201 or 202 and MATH 125.

Fall and spring.

This course is closed to BSBA students.

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)

Pre or corequisite: BUSN 323, BSBA majors or permission of the School of Business.

Fall and Spring.

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)

Prerequisite: BUSN 323 with a minimum grade of C, BSBA majors or permission of the School of Business.

Spring.

The course focuses on the operating environment of financial institutions in terms of performance criteria, loan and investment policy, regulation, and social and economic implications. The course deals with the current and proposed changes in the functioning and role of banks, capital markets, insurance companies and other institutions providing financial products and services.

FINC 422. Intermediate Corporate Finance (3-3-0)

Prerequisite: BUSN 323 with a minimum grade of C, and BSBA majors or permission of School of Business.

Fall.

This is a course to strengthen students' knowledge of corporate financial management and the analytics of financial decisions, to a higher conceptual and analytical level than BUSN 323. The course will explore advanced financial theories and the theoretical framework for financial analysis

and decision-making. The following topics will be explored: 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)

Prerequisite: FINC 324, BSBA majors or permission of the School of Business.

Spring.

The course will focus on advanced investment topics, focusing on building and managing portfolios of stocks, bonds, currencies and other financial assets. Topics may also include the role of physical assets in portfolio optimization and the institutional management of investment portfolios for individual investors (mutual funds, bank trust departments, hedge funds, etc.). 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)

Prerequisite: FINC 324, BSBA majors or permission of the School of Business.

Fall.

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, e.g., options, futures, and swaps in risk management.

FINC 428. WI: Financial Policy and Strategy (3-3-0)

Prerequisites: ENGL 223, FINC 324, 422, BSBA majors or permission of the School of Business.

Spring.

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. Partially satisfies the Writing intensive requirement.

FINC 454. Study Abroad in Finance (3-3-0)

Prerequisite: BSBA major and permission of the School of Business.

As needed.

This finance elective provides the opportunity for BSBA majors to take a course at an AACSB accredited institution abroad and transfer the credit as a finance elective within the major. The course requires prior approval by the School of Business to ensure the international course meets Luter program standards.

FINC 480. Internship in Finance (3-0-3)

Prerequisites: BSBA major with at least junior standing or permission of the School of Business.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Finance. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the project requiring an extensive written report and presentation for both faculty and the host agency. Applications are available on the Luter School of Business website.

FINC 495. Advanced Topics in Finance (credits vary 1-3)

Prerequisite: BSBA majors and permission of the School of Business.

As needed.

Topical seminars in finance.

FINC 499. Independent Study in Finance (credits vary 1-3)

Prerequisite: BUSN 323 with a minimum grade of C, BSBA majors and permission of the School of Business.

As needed.

Provides students with an opportunity for independent study or research with guidance of faculty adviser.

THE CURRICULUM IN MANAGEMENT

MGMT 310. Leadership in Business (3-3-0)

Pre or Corequisite: BUSN 300, BSBA majors or permission of the School of Business.

Spring.

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 330. Simulation Modeling for Business (3-3-0) [Formerly MGMT 430, equivalent]

Prerequisite: BUSN 304 with a minimum grade of C, BSBA majors or permission of the School of Business.

As needed.

With modern, powerful computers, many decision makers are turning to simulation to make decisions about facility locations and layout; policies concerning inventory, production, space analysis, investment strategies, marketing strategies; and many other managerial decisions. Computer simulated models help managers study business systems and processes before they are implemented. Such studies allow for the evaluation of business systems performance and the identification of important factors that affect it. As a result, systems are designed to be efficient and productive, saving system implementation and fine-tuning cost. This course will be oriented towards demonstrating how simulation can be applied to aid decision-making.

MGMT 355. Management Science (3-3-0) [Formerly MGMT 420, equivalent]

Pre or Corequisite: BUSN 304, BSBA majors or permission of the School of Business.

Spring.

This course focuses on management science techniques that can be 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 will learn to determine which methods are appropriate for solving various types of problems. The primary goal of the course is to help students become more skilled builders and consumers of models. Another important goal is to encourage a more disciplined thinking process when approaching management situations. This course covers management science and operations research tools such as Linear Programming, Sensitivity Analysis, and Decision Trees.

MGMT 400. Human Resource Management (3-3-0)

Prerequisite: BUSN 300 with a minimum grade of C, BSBA majors or permission of the School of Business.

Fall.

This course examines the management of an organization's key resource, its people. Topics include job analysis, recruitment, selection, orientation and training, performance appraisal, diversity, compensation, benefits, legislation and labor law, and the role of unions and collective bargaining.

MGMT 410. Supply Chain Management (3-3-0)

Prerequisite: BUSN 304 with a minimum grade of C, BSBA majors or permission of the School of Business.

Fall.

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 454. Study Abroad in Management (3-3-0)

Prerequisite: BSBA major and permission of the School of Business.

As needed.

This management elective provides the opportunity for BSBA majors to take a course at an AACSB accredited institution abroad and transfer the credit as a management elective within the major. The course requires prior approval by the School of Business to ensure the international course meets Luter program standards.

MGMT 455. Leadership Assessment and Development (3-3-0)

Prerequisite: BUSN 300 with a minimum grade of C, BSBA majors or permission of the School of Business.

Pre or corequisite: MGMT 310.

As needed.

This course is designed to allow students to assess and develop their leadership capabilities in order to prepare them to be effective leaders in all phases of their lives. Data will be generated through a variety of assessment methods designed to reveal the students' interests, abilities, values, and knowledge related to managerial effectiveness. Students will learn how to interpret these data and use them to design personal development plans.

MGMT 480. Internship in Management (3-0-3)

Prerequisite: BSBA major with at least junior standing or permission of the School of Business.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Management. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency. Applications are available on the Luter School of Business website.

MGMT 491. WI: Senior Seminar in Management (3-3-0)

Prerequisites: ENGL 223, MGMT 400 and 410; BSBA majors or permission of the School of Business.

Spring.

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. Partially satisfies the writing intensive requirement.

MGMT 495. Advanced Topics in Management (3-3-0)

Prerequisite: MGMT 400 and 410, BSBA majors or permission of the School of Business.

As needed.

Topical seminars in management.

MGMT 499. Independent Study in Management (credits vary 1-3)

Prerequisite: Permission of the School of Business.

As needed.

Provides students with an opportunity for independent study or research with guidance of a faculty adviser.

THE CURRICULUM IN MARKETING

MKTG 210. Marketing, Society, and Public Policy (3-3-0)

Prerequisite: ENGL 223.

As needed.

As a modern business practice, marketing plays a significant role in shaping society's perceptions, attitudes, and behavior. A marketer's tools and techniques have the potential to affect both positive and negative change within our society and culture. This class examines the ways different marketing campaigns influence individuals and social institutions. Special emphasis is placed on discerning the underlying principles that guide informed public policy decisions. Topics include at-risk market segments, public health initiatives, consumer privacy, and eco-sustainability.

MKTG 310. Interactive Marketing (3-3-0)

Pre or Corequisite: BUSN 311, BSBA majors or permission of the School of Business.

Spring.

An introduction to the theory and practice of personalized interactive marketing, including direct response advertising, measurability and accountability, lists and databases, and the cultivation of customer relationships. Emphasis will be placed on marketing strategies emerging from technological innovations in print, mobile, text, digital and social media and how new media and sophisticated customer databases continue to change the marketing landscape.

MKTG 330. Digital Marketing (3-3-0)

Prerequisite: BUSN 311 with a minimum grade of C, BSBA majors or permission of the School of Business.

Spring.

Digital media prompts opportunities and challenges for marketers to interact with consumers. Recent advances in communication technology have expanded e-business beyond the World Wide Web to an interactive, multi-platform, multi-device, digital environment. This course examines recent developments in e-business and considers the broad context of how consumers, technology, and marketing impact supply and demand. Particular emphasis is placed on constructing a framework for the strategic deployment of digital media in a consumer products marketing context. Topics include a survey of consumer digital devices, social networking, data surveillance, effective graphic design, and techniques in digital media production.

MKTG 420. Consumer Research (3-3-0) [Formerly MKTG 320, equivalent]

Prerequisite: BUSN 311 with a minimum grade of C, BSBA majors or permission of the School of Business.

Spring.

This course will introduce students to theoretical frameworks regarding why and what we buy. Students will develop an understanding of the quantitative and qualitative research tools marketers use to develop consumer insights and make

critical marketing decisions. Topics include the development of managerial strategies and the creation of marketing objectives, as well as the creation of consumer communications and the ongoing measurement of campaign success and brand health. Students will have the opportunity to practice various research techniques firsthand, and will work towards applying research findings to develop marketing recommendations.

MKTG 454. Study Abroad in Marketing (3-3-0)

Prerequisite: BSBA major and permission of the School of Business.

As needed

This marketing elective provides the opportunity for BSBA majors to take a course at an AACSB accredited institution abroad and transfer the credit as a marketing elective within the major. The course requires prior approval by the School of Business to ensure the international course meets Luter program standards.

MKTG 455. Database Marketing (3-3-0)

Prerequisite: BUSN 311 with a minimum grade of C and MKTG 310, BSBA majors or permission of the School of Business. *Corequisite:* MKTG 460.

Fall.

Information technology is transforming the business environment. Businesses now have the ability to convert raw customer transactional data into usable marketing intelligence. Companies can identify, profile, analyze, and interact with both current and prospective customers on a personal basis. This course will provide students with a comprehensive understanding of database development and use to maximize customer relationships. Topics covered include the creation and use of databases, database analysis and customer profiling, and managerial decision-making.

MKTG 460. Integrated Marketing Communications (3-3-0)

Prerequisite: BUSN 311 with a minimum grade of C and MKTG 310, BSBA majors or permission of the School of Business. *Corequisite:* MKTG 455.

Fall.

This course covers all of the aspects involved in designing the most effective and efficient marketing communication program possible to build and maintain customer relationships. Topics include consumer behavior, positioning, offer creation, creative processes-including message development, layout and design and creative testing, media planning and media selection, promotional budgeting and 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. WI: Interactive Marketing Strategy (3-3-0)

Prerequisites: ENGL 223; MKTG 455, 460, BSBA majors or permission of the School of Business.

Spring.

This course is a comprehensive examination of all aspects of the management of marketing. Mainstream marketing management concepts are taught on the premise that marketing is a universal management function with strong strategic elements that are operationalized in different ways in different parts of the world. Supported by a strong conceptual foundation, students' learning will be directed toward practical applications in interactive marketing. The course uses the case study method to apply concepts to business world settings. Cases will emphasize issues in interactive marketing. Partially satisfies the writing intensive requirement.

MKTG 480. Internship in Marketing (3-0-3)

Prerequisites: BSBA major with at least junior standing or permission of the School of Business.

As needed.

Marketing students are strongly encouraged to undertake this academic internship during their final senior semester which will enable them to apply more comprehensive marketing knowledge and skills to their projects and duties. This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in Marketing. Projects are determined in a joint process between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency. Applications are available on the Luter School of Business website.

MKTG 495. Advanced Topics in Marketing (3-3-0)

Prerequisites: BUSN 311 with a minimum grade of C, BSBA majors or permission of the School of Business.

As needed.

Topical seminars in marketing.

MKTG 499. Independent Study in Marketing (credits vary 1-3)

Prerequisites: BSBA majors and permission of the School of Business.

As needed.

Provides students with an opportunity for independent study or research with guidance of a faculty adviser.

CHILDHOOD STUDIES

Dr. Kara Keeling, Director
McMurran 201D
(757) 594-7952
kkeeling@cnu.edu

The Minor Program in Childhood Studies (18 credits)

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

1. Provide a body of knowledge about children and adolescents combined with skills obtained from the student's major discipline to prepare for careers in 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 credits as listed below are required to complete the minor.
2. Core requirement: IDST 210.
3. Select five courses (15 credits) 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, GOVT, PSYC, SOWK, as well as new courses may be credited toward the minor if they have the approval of the director.

THE CURRICULUM IN CHILDHOOD STUDIES

IDST 210. A Study in Childhood: History, Literature and Education (3-3-0) [formerly CHST 201, equivalent]

Prerequisite: ENGL 123.

Spring.

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.

COMM 311	Family Communication
ENGL 315	Adolescent Literature
ENGL 316	Children's 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	The Family in Transition
SOCL 304	Socialization and Society
SOCL 314	Education, Culture and Society
SOWK 211	Human Behavior in the Social Environment II

CIVIC ENGAGEMENT AND SOCIAL ENTREPRENEURSHIP

Dr. Roberta Rosenberg, Co-Director
McMurrin Hall 201J
(757) 594-7149
rrosenb@cnu.edu

Dr. Stephanie Bardwell, Co-Director
Luter Hall 144A
(757) 594-7139
bardwell@cnu.edu

The Minor Program in Civic Engagement and Social Entrepreneurship (18 credits)

The minor in Civic Engagement and Social Entrepreneurship (CESE) is an interdisciplinary program open to all students interested in issues of social and political justice; business and economic opportunity; equal access to education, health care and the arts; and/or environmental conservation as well as cross-cultural understanding both within the United States and internationally. Through interdisciplinary study and service, students will become proactive citizens who find creative and practical solutions to local, national and global problems. Students will be able to use their liberal arts education in combination with a variety of business, writing and research skills to create an original project that will seek to remedy clearly defined social, cultural or economic problems. This program is open to all majors and is intended for students who have an interest in social entrepreneurship and community service and who desire interdisciplinary knowledge which can transform and make a difference in society. Some courses offered include a service learning component.

Program Objectives:

1. To provide students with the interdisciplinary knowledge and skills needed to study, research and find innovative solutions to contemporary problems.
2. To help students to understand social entrepreneurship theory and development as it is practiced locally, nationally and globally.
3. To offer students an opportunity to study contemporary issues and their solutions through community based problem solving and service learning.

Program Requirements:

Students will work with a co-director to select courses and a community project.

1. A minimum of 18 credits are required to complete the minor, including the capstone course IDST 470.
2. Core requirements: ENGL 454W, IDST 470 and BUSN 340.
3. Select three approved electives (9 credits) in a field of special interest from two different disciplines.
4. Special topics and other courses can be used if pre-approved by a co-director.

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

THE CURRICULUM IN CIVIC ENGAGEMENT AND SOCIAL ENTREPRENEURSHIP

IDST 470. Seminar in Civic Engagement & Social Entrepreneurship (3-0-3) [formerly SOWK 470, equivalent]

Prerequisites: BUSN 340 and ENGL 454.

This is the capstone course for the minor in civic engagement and social entrepreneurship. This seminar draws on course work 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.

Core

BUSN 340	Non-Profit as Business Enterprise*
ENGL 454	WI: Public Relations and Grants: Writing for Civic Engagement*
IDST 470	Seminar in Civic Engagement & Social Entrepreneurship*

Electives

BIOL 115	Topics in Ecology and the Environment
ECON 200	The Economic Way of Thinking
ECON 310	Economics in the Public Sector
ECON 351	Urban Economics
GOVT 215	Comparative and International Politics
GOVT 291	Community Service Internship
HIST 341	The Long Civil Rights Movement
LDSP 384	Leading Change
MUSC 261	Opera Workshop
PHIL 304	Ethics and Current Value Questions
PHIL 315	Philosophy of Gender
PSYC 303	Industrial and Organizational Psychology
PSYC 304	Social Psychology
PSYC 313	Human Relations in Organizations
PSYC 340	Adult Development and Aging
PSYC 521**	Reading Acquisition and Development
RSTD 318	Theologies of Religious Pluralism
SOCL 201	Globalization and Society
SOCL 205	Identity, Community and the Individual
SOCL 314	Education, Culture and Society
SOCL 315	Health and Healing
SOCL 316	Racial and Ethnic Relations
SOCL 318	Social Problems
SOCL 325	Food and Culture
SOCL 377	Women, Gender, and Culture
SOWK 200	Volunteer Services
SOWK 374	Addition, Prevention, Treatment and Recovery
SPAN 330	Spanish in the Community

**service learning course*

*** graduate level course*

DEPARTMENT OF COMMUNICATION

Dr. Linda Manning, Chair
Luter Hall 255
(757) 594-8732
lmanning@cnu.edu

Faculty

Associate Professor: Baughman, Manning,
 Michaela Meyer, Steiner, Stern
Assistant Professor: J. S. Smith, Veksler
Lecturer: Connable, Vangelis
Instructor: Best, Billinson, Center, Goen, Sery
Emeriti: Hubbard, Koch

Mission Statement

Communication is a discipline concerned with the study of messages within the context of human relationships, communities and institutions. Courses in communication examine the nature, use, role and interpretation of messages produced by, and for, individuals, communities and cultures. Students majoring in communication will learn to understand, interpret, produce and critique messages within the contexts of interpersonal, media and public culture.

The Bachelor of Arts degree in Communication Studies

Since antiquity, scholars and practitioners have explored and grappled with the power of human communication—as a tool for persuasion, as a means of establishing and building relationships, and as a fundamental way to create meaning. Faculty in the department of communication 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 studies requires the following courses:

1. COMM 201, 211, 222, 249, 352, 452W;
2. Select one: COMM 316, 318, 333W, 350W, 370;
3. Select one: COMM 411, 433, 455;
4. Select fifteen additional credits in COMM courses, at least twelve hours must be at the 300-400 level.
5. Majors are required to submit a *Communication Portfolio* by the beginning of the exam period of the semester they intend to graduate.

Students who have declared communication studies 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 professional goals. Recommended areas are mediation, psychology, management and marketing, government and public affairs.

The Minor in Communication Studies (18 credits)

The minor program in communication studies requires successful completion of the following:

1. COMM 201;
2. Select two: COMM 211, 222, 249;
3. Select nine additional credits in 300-400 level communication courses in consultation with a departmental academic adviser;
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 the student to effective speech preparation and delivery with emphasis on the extemporaneous mode of natural and direct communication.

COMM 210. Communicating Identity (3-3-0) [Formerly COMM 410, not equivalent]

Restricted to freshman and sophomore standing.

This course examines the construction and production of identity in a postmodern society. Students will interrogate issues of age, race, class, gender, and sexual orientation as categories of interpersonal identity politics, and further will discuss the implications of the electronic age on the creation of discursive categories for identity. As a seminar, all students are required to conduct research related to the overall theme of the course.

COMM 211. Interpersonal Communication (3-3-0)*Restricted to freshman and sophomore standing.*

This course introduces the student to a theoretical and practical study of face-to-face, two-way communication. The course stresses methods of creating effective and efficient communication in family systems, friendships, love, and work relationships.

COMM 221. Media History (3-3-0)*Restricted to freshman and sophomore standing.*

This course examines the integral characteristics of mass communication technological innovations and their social significance. The course will focus on the early pioneers, their competitive drive, and pursuit of ingenious developments. Topics include print, telegraphic/telephonic, broadcast, and digital transmissions. The manner in which technology channels have altered the message, and their influence on our culture, will also be incorporated.

COMM 222. Media, Culture and Technology (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. Culture studies and media theories will enable students to be better critical consumers of the media.

COMM 232. Communicating through Digital Technology (3-3-0)*Prerequisite: ENGL 123*

This course prepares students for writing in digital media environments and interpreting communication in media research for the public. Students will learn to use multimedia to tell stories and convey information, and to 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. We 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 the unsound arguments, and evaluate evidence. Satisfies the logical reasoning foundation requirement.

COMM 249. Introduction to Rhetoric (3-3-0) AIWT*Restricted to freshman, sophomore and junior 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 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 201, 211.**Restricted to sophomore and junior standing.*

This course emphasizes the study of body movement, facial expressions, space, vocalization, time, objects, dress, and touch as forms of nonverbal communication, which in conjunction with language convey ideas, intentions, emotional states, and attitudes. Course topics are related to current perspectives in American society.

COMM 305. The First Amendment, Culture and Communication (3-3-0)*Prerequisite: COMM 249, sophomore and junior standing.*

This course introduces students to the relationship between communication, law, and culture. The course is concerned with how the First Amendment and our culture influence one another, how 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)*Prerequisite: COMM 201, 211 and junior 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 312. Media Aesthetics (3-3-0)*Prerequisite: COMM 222 or 250.*

This course introduces students to the principles of media aesthetics. Students explore screen media, such as television, film, blogs, and online news sites, in the interest of developing visual media literacy skills. Media literacy, in the visual, aesthetic realm, is concerned with examining, critiquing and sometimes, producing screen media. Students will learn genre form and function toward developing visual media.

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

Prerequisite: COMM 201, 211.

This course introduces students to interviewing as one of the principle qualitative methodologies used in the field of communication through theory and application. Students will learn how to design, implement, and conduct interviews, with the focus being on using interviews as a research tool. All students are required to research, prepare, and deliver well-organized interviewing presentations that successfully apply theories and concepts from the course in various interviewing contexts.

COMM 318. Quantitative Research Methods in Communication (3-3-0)

Prerequisite: MATH 125

Pre or corequisite: COMM 352.

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 320. Media and Society (3-3-0)

Prerequisite: COMM 201 and 222 or 250.

This course emphasizes the study of the characteristics of American mass media and their social significance. Special attention is given to persuasive strategies used to shape the way people think and the decisions people make.

COMM 321. WI: Communication and Film (3-3-2)

Prerequisite: ENGL 223.

One of the most powerful influences on the conduct of our everyday social lives is popular culture, particularly the feature film. It serves as reflectors 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. *May be repeated once for credit with written permission for a total of six credits.* Partially satisfies the writing intensive requirement.

COMM 322. Communication and Social Media (3-3-0)

Prerequisite: COMM 222 or 250.

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 325. Persuasion (3-3-0)

Prerequisite: COMM 201, 249 and junior 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 or 250.

This course examines the study of popular culture and communication, with a specific focus on the social, cultural and technological dimensions of media and media environments. The course examines media-audience relations with regard to critical issues and controversies in media and popular culture. This 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 various television shows, films, popular music, internet content and other forms of popular culture.

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

Prerequisite: COMM 201 and sophomore standing.

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

COMM 333. WI: Rhetorical Criticism (3-3-0)

Prerequisite: ENGL 223, COMM 249.

In a culture that is bombarded daily with a variety of persuasive discourses via speeches, advertisements, films, pictures, or social movements, an informed and critically aware citizenry is important to our deliberative democracy. Rhetorical criticism is the intellectual practice of critically investigating the production and deliverance of such persuasive acts, improving one's ability to operate as effective consumers of public discourses. In this course, we will become familiar with 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. Partially satisfies the writing intensive requirement.

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

Prerequisite: COMM 249.

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 (e.g., news, journalism, blogs, websites, etc.) substantially influences, and is influenced by both elites and regular citizens.

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

Prerequisite: COMM 201 and sophomore standing.

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

COMM 341. Rhetoric and Social Movements (3-3-0)

Prerequisite: COMM 249.

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 350. WI: Media Criticism (3-3-0)

Prerequisite: ENGL 223 and COMM 201 and 222 or 250 and junior standing.

This course introduces students to methods of media criticism that will increase media literacy by allowing students to analyze and critically process mediated experiences in everyday life. Students will engage contemporary examples of film, television, and other media through a critical lens. The course emphasizes the influence of social, economic, political, and technological forces on content, strategies/marketing, and critical analysis employed by scholars and media practitioners. Partially satisfies the writing intensive requirement.

COMM 352. Philosophy and Communication (3-3-0)

Prerequisite: ENGL 223, COMM 201, 211, 222 and 249.

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 360. Health and Medical Communication (3-3-0)

Prerequisite: 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 that 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 health care 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 365. Stress, Health and Human Interaction (3-3-0)

Prerequisite: ENGL 223.

The biopsychosocial approach to investigating health communication requires rigorous scientific examination of the biological, psychological and social antecedents and consequences of human communication. In order to understand how social behavior correlates with health, we must understand how biology functions to help us produce, contextualize and interpret communication, and how communication can in turn, affect physiology. This course explores the basic anatomy and physiology of the human body including: the brain, nervous system, immune system, endocrine system, cardiovascular system and facial musculature. The remainder of the semester applies this information in context by looking at topics such as: human attraction and sexual behavior, etc.

COMM 370. Qualitative Research Methods in Communication (3-3-0)

Pre or corequisite: COMM 352.

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 395. Special Topics (3-3-0)

Prerequisite: COMM 352 and junior standing.

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

COMM 411. Interpersonal Theory (3-3-0)

Prerequisite: COMM 325 or 352 and junior standing.

Relational interactions, such as communication with friends, family members, significant others, and mentors, help define our identities and construct our worldviews. This course focuses on theories used to ground the study of relational communication. While the course draws on a variety of theories—embracing an interdisciplinary approach to 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 gain considerable theoretical and applied insight into personal and professional relationships.

COMM 414. Advanced Relational Communication (3-3-0)

Prerequisite: COMM 211, ENGL 223.

The field of personal relationships is broad, with scholars from areas such as communication, anthropology, sociology, psychology, and even biology all contributing to knowledge about relational communication. Therefore, this course takes an interdisciplinary approach to studying close relationships, such as those between friends, romantic partners, and family members. We start by talking about what relationships are and then trace how they function across various relational stages. We examine relevant research related to relational initiation, escalation, maintenance, and then conclude the course by looking at relational challenges such as conflict, privacy management, infidelity, and termination.

COMM 415. Rhetoric and Religion (3-3-0)

Prerequisite: COMM 249.

This course explores how religious faith is generally expressed in and is shaped by words, language, and symbols. Particular attention will be 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 425. Public Dialogue in America (3-3-0)

Prerequisite: COMM 249.

Throughout our history, our nation has confronted numerous public controversies sparked by competing values, perspectives and priorities. While some controversies achieve resolution and other just fade away, all public controversies exhibit numerous rhetorical dimensions. Developing an appreciation for the rhetorical texture of any controversy equips us to better address future controversies and further develop healthy deliberative habits. In this course, we will

investigate a series of 20th and 21st century American public controversies from a communication perspective. Through these explorations, students will develop an appreciation for the political, economic and cultural contexts that influence and constrain the rhetorical features of each controversy.

COMM 430. WI: Sex, Sexuality and Communication (3-3-0)

Prerequisite: ENGL 223, COMM 201 and junior standing.

This course is an intensive seminar for the interdisciplinary study of sex, sexuality, and gender. By exploring sex, sexuality, and gender from several different vantage points students will gain a broader view of the relationship between sex, sexuality, and gender as it is produced, in and around, individuals in the social world. Students will examine the contradictions between understanding sexuality as a discrete category of analysis and sexuality as a category predicated on other forms of power relations, and the importance of culture and society in creating the very personal sense of gender and sexuality on individuals. Partially satisfies the writing intensive requirement.

COMM 433. Rhetorical Theory (3-3-0)

Prerequisite: COMM 325 or 352 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, and Foucault and others to develop a general overview on the evolution of rhetorical theory.

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

Prerequisites: ENGL 223; senior standing; and one of the following: COMM 411, 433, 450 or 455.

Spring.

In this course students will be asked to construct a proposal and do preliminary research on an approved project. They will be required to write a problem statement justifying the need for their research, conduct a literature review of existing research on their topic, design a methodological procedure appropriate for examination of their research, conduct a preliminary study utilizing their proposed methodology, and write a discussion/conclusion section in which they outline preliminary findings, limitations, and suggestions for future research. Partially satisfies the writing intensive requirement.

COMM 455. Critical Cultural Theory (3-3-0)

Prerequisites: COMM 325 or 352 and junior standing.

This course introduces the interdisciplinary field, cultural studies. Cultural studies is a theory-based examination of how culture and ideology influence our thinking about the world. In this class we will cover some of the classic readings in the field, and apply cultural studies to an examination of human bodies. We will look at how our culture produces an understanding of the body through the media and through activities such as body building. Our culture influences how we understand our bodies. This affects how we experience our bodies, and the bodies of others, as appropriate, inappropriate, beautiful, or monstrous.

COMM 490. Study Abroad in Communication (3-3-0)

Prerequisite: 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)

Prerequisite: COMM 201 and junior standing and consent of Internship Program Director.

Internships are a vehicle to maximize your communication background and your understanding of concepts, theories, models, and frameworks of the discipline in a non-academic setting. The practicum in communication consists of 120 hours of work as well as written essays and employer evaluation. The internship may be paid or unpaid, however only one internship may be applied to the major. Students must have their internship approved by the internship director prior to being enrolled in the class.

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

Prerequisite: COMM 201 and senior standing.

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

COMM 499. Independent Study (credits vary 1-3)

Prerequisites: COMM 201 and senior standing and consent of instructor and Department Chair.

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

DIGITAL HUMANITIES

Dr. Trevor Hoag, Co-Director
McMurrin Hall 213
(757) 594-8891
trevor.hoag@cnu.edu

Dr. Antonio Siochi, Co-Director
Luter Hall 330
(757) 594-7569
siochi@cnu.edu

The Minor Program in Digital Humanities (18 credits)

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 them for careers where digital media and technology enrich approaches to traditional humanities-oriented fields and projects such as education, library science, museum curation, non-profits, 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 the digital has changed what it means to be human, what shape future humanities research should/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 credits as listed below are required to complete the minor.

1. Core requirements: IDST 270, CPSC 140, and CPSC 216.
2. Select three courses (9 credits) 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	Media, Culture, and Technology
COMM 232	Communicating Digital Knowledge
COMM 312	Media Aesthetics
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 332	Animation
FNAR 333	Video Art
FNAR 334	Graphic Design
HIST 435	Public History
MUSC 315	Digital Creativity with Music Technology
PHIL 382	Technology, Self, and Society
THEA 359	Designing in CAD

DEPARTMENT OF ECONOMICS

Dr. Robert C. Winder, Chair
Luter Hall 227
(757) 594-7068
rwinder@cnu.edu

Faculty

Professors: Vachris, Winder, Zestos
Visiting Professor: Shala
Associate Professor: Taylor
Instructor: Kotula, O'Reilly
Lecturer: Taghvatalab, Yu
Emeriti: Booker, Park

Mission Statement

The mission of the Department of Economics is to provide an outstanding, liberal arts education that will enable and inspire our students to live personally meaningful and socially productive lives. We achieve this by teaching a rigorous curriculum that integrates the liberal arts, the core functional areas of economics, and the quantitative competencies needed to address the economic and public policy challenges of today and the future. Students will acquire the analytical and decision-making skills that employers in the private and public sectors value, become informed and thoughtful citizens, and better understand how to enrich human welfare in a complex and interdependent world. Because of its emphasis on sound logic and rational thought, a degree in economics is an excellent foundation for pursuing graduate studies in a wide range of disciplines, including political science, law, public policy, business, international studies, and economics.

Overview of the Department

Economics is the study of how individuals, firms, government, and society allocate scarce resources among viable alternatives. Students who major in economics enjoy a broad liberal arts education, while also developing analytical skills to prepare them for employment and graduate school.

Students develop their analytical abilities with a core curriculum of theory and applied methods courses. The major offers flexibility such that students may tailor their program electives according to their needs. The supporting coursework can focus on government, law, or a field within economics. Consult your adviser for assistance in selecting electives that meet your needs.

The economics faculty is a talented and dedicated cadre of teacher-scholars. As recognized scholars within their fields, our faculty publishes research projects in respected outlets and presents papers at professional conferences. The faculty has applied work experience in organizations such as the Bureau of Labor Statistics (BLS), financial and

investment banking firms, the Organization for Economic Cooperation and Development, 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 two lecture series, the Jean-Monnet European Union Lecture Series and the BB&T Colloquium for the Study of Capitalism.

After Graduation

Students majoring in economics can find multiple employment opportunities upon graduation. Nearly every industry in the Commonwealth and nation—from agriculture and healthcare administration, to banking and retail employ economists. Local, state, and federal governments also hire significant numbers of economics graduates. Recent graduates have taken positions at PricewaterhouseCoopers, the U.S. Federal Reserve Bank, Northwestern Mutual, 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, Johns Hopkins University, University of Virginia, Purdue University, Rensselaer Polytechnic Institute, George Mason University, Indiana University, and California State University at Santa Barbara.

Degree Requirements

The department offers a major and minor in economics. Within the major, an optional concentration in mathematical economics is also available.

Bachelor of Arts degree in Economics

In addition to the successful completion of the University's liberal learning curriculum, the Bachelor of Arts degree in economics requires successful completion of the following major and elective courses:

Foundation

1. MATH 125;
2. ECON 201, 202;
3. MATH 135 or 140 or 148;
4. CPSC 215*;
5. ECON 303, 304, 485, 490W;
6. Select two 300/400 ECON elective courses (six credits)

Program Electives: Select four courses (12 credits)

7. Any 300/400 level ECON elective;
8. GOVT 202, 215, 327, 402;
9. BUSN 351.

*Pre- or Co-requisite: MATH 135 or 140 or 148 or a passing score on the CPSC 215 readiness exam.

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, 140 or 148;
2. ECON 201, 202;
3. CPSC 215*;
4. ECON 303, 304, 485, 490W;
5. Select two 300/400 ECON elective courses (six credits)
6. MATH 240, 250, 260, 320;
7. Select one 300/400 level MATH elective (three credits)

*Pre- or Co-requisite: MATH 135 or 140 or 148 or a passing score on the CPSC 215 readiness exam.

Minor in Economics (21 credits)

The minor in economics requires successful completion of the following courses: ECON 201, 202, 303*, and 304* plus nine additional credits in upper-level (300-400) economics courses. The minor can be declared after completion of ECON 201 and 202 with a required minimum grade of C in each course. Students must have a CNU GPA of at least 2.0 to declare the minor.

*Prerequisites: Econ 201, 202, MATH 125 and 135 or 140 or 148, each with a grade of at least C.

THE CURRICULUM IN ECONOMICS

ECON 200. The Economic Way of Thinking (3-3-0) LLFE *Fall and Spring.*

The economic way of thinking can help students better understand problems facing the world. In this course, students will 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 *Fall and Spring.*

An introduction to the analytical tools commonly employed by economists in determining the aggregate level of economic activity and the composition of output, prices, and the distribution of income. Problems related to these subjects are considered, and alternative courses of public policy are evaluated. Satisfies the economic modeling and analysis requirement.

ECON 202. Principles of Microeconomics (3-3-0) LLFE *Fall and Spring.*

Microeconomics is the study of the analytical tools used by economists in the 'theory of the firm'. Topics include the price mechanism, pricing policy, production theory, cost theory, profit maximization, and the various types of market structures. Problems related to these areas and policies for solutions are discussed. Satisfies the economic modeling and analysis requirement.

ECON 203. Environmental Economic Literacy for the Citizen (3-3-0) *Fall.*

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 301. Environmental Economics (3-3-0)

Prerequisite: A grade of C or higher in ECON 203, or both ECON 201 and 202 with a grade of C or higher.

As needed.

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: A grade of C or higher in ECON 201, 202, MATH 125 and 135 or 140 or 148.

Spring.

Intermediate microeconomics is the study of consumer and producer behavior. This course builds upon the principles of microeconomics course as it provides a more in-depth analysis of the utility maximizing behavior of households and the profit-maximizing behavior of firms. Other topics include alternate market structures, welfare economics, and decision making in the public sector.

ECON 304. Intermediate Macroeconomic Analysis (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202, MATH 125 and 135 or 140 or 148.

Fall.

A study of classical, neoclassical, and Keynesian macroeconomics. Economic analysis of national income, output, employment, price level, consumption, investment, rate of interest, demand for money and supply of money, and a study of monetary, fiscal, and other economic policies. Introduction to the theory and empirics of economic growth.

ECON 310. Economics of the Public Sector (3-3-0) [Formerly ECON 302, equivalent]

Prerequisites: grade of C or higher in ECON 201, 202.

As needed.

The nature and application of the fundamental principles of obtaining, managing, and disbursing funds for governmental functions at the local, state, and federal levels. The American tax system is given detailed consideration.

ECON 320. European Integration (3-3-0) AIWT

Prerequisites: ECON 201, 202.

As needed.

This course examines political and economic developments after the end of World War II in Europe. Students will investigate all those events that brought the European countries closer to each other by abolishing trade barriers and allowing free mobility of capital and labor, as well as the tremendous progress made toward economic and monetary integration since the treaties of Paris and Rome. This course is an in-depth analysis of the economic and political integration of Europe.

ECON 351. Urban Economics (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202.

As needed.

Building on knowledge acquired in ECON 201 and 202, students will undertake an analysis of the economic factors that have given rise to the formation of urban centers. Primarily using American cities, we will discuss what makes them unique, and study urban problems such as poverty, crime, homelessness and housing conditions, traffic congestion and urban growth. As part of the course requirements, students will also participate in a community engagement activity that meets identified community needs. Students reflect on the service activity (20 hours) that meets identified community needs. 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 375. Industrial Organization and Public Policy (3-3-0) [Formerly ECON 375W, not equivalent]

Prerequisites: A grade of C or higher in ENGL 123, ENGL 223; ECON 201, 202.

As needed.

Designed to enable the student to study the microeconomic theoretical aspects of industrial organization. The topics covered include: market structures, vertical structure of markets, welfare losses due to market power, market power impact on distribution pricing policies, and the role of government in promoting and preventing competition. The course provides the student with a theoretical, empirical, and descriptive framework of industrial organization and social/business policy.

ECON 385. Comparative Economic Systems (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202.

As needed.

A comparative analysis of economic systems and the performance of such economies as measured by growth, equity, and efficiency criteria. Theoretical and actual systems such as the U.S., West and East Europe, Russia, China, Cuba, Norway, Sweden, and Japan are examined.

ECON 395. Intermediate Topics in Economics (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202.

As needed.

Topical seminars in economics to cover a variety of areas.

ECON 400. Economics of International Contracting & Organization (3-3-0)

Prerequisites: ECON 201, 202, and at least one course at the ECON 300-level.

As needed.

This course introduces students to the economics of organization, and international business contracting. Topics include the examination of contracts used in international trade finance, barter and countertrade, transfer pricing, the

defense industry, and international government procurement. Students acquire the skills to understand and use a wide range of contracts employed in international business today, assess the relative economic efficiency of a given contract, and design a particular contract to facilitate the intended transaction, given the exchange setting. A major assignment requires students to propose, design, and present their own import/export business plan.

ECON 410. Economic Development Theory and Policy (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202. As needed.

An introduction to important topics in the field of economic development. The first part of the course examines the historical record of world development, the challenges facing many less developed countries, and growth models. The second part of the course focuses on economic development theory and policy. Here we examine how trade, balance of payments and exchange rates can affect growth trajectories. Extensive coverage is given to industrial policy, its theory, empirics, and strategy. The course concludes with a study of how institutions and linkages can influence development outcomes.

ECON 470. International Trade and Finance (3-3-0)

Prerequisites: A grade of C or higher in ECON 201, 202. As needed.

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: A grade of C or higher in ECON 201, 202. As needed.

An analysis of the monetary system with emphasis upon determinants of the money supply money demand, interest rates, the international financial system, and the relationship between money and economic activity. In addition, the conduct of monetary policy, including goals targets, and transmission mechanisms are carefully considered.

ECON 480. Internship in Economics (3-0-3)

Prerequisite: junior or senior standing and approval of Department Chair.

As needed.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience for the student that is related to the major in economics. Projects are determined in a joint process

between the faculty, host agency and student. A semester-long deliverable is due at the end of the course requiring an extensive written report and presentation for both faculty and the host agency.

ECON 485. Methods in Economic Research (3-3-0)

Prerequisites: ECON 201 and 202; either MATH 135 or 140 or 148; each with a grade of C or higher; CPSC 215 OR 250. Fall.

Introduces students to fundamental econometric and mathematical techniques necessary to design and carry out applied research in economics and business. Topics include multiple regression, common econometric problems, time series analysis, and optimization. A major research project is required.

ECON 490. WI: Senior Seminar in Economics (3-3-0)

Prerequisites: ENGL 223; ECON 303, 304, 485; senior standing.

Spring.

Required topical capstone for all economics majors. The seminar integrates concepts, theories, and methodologies from core courses in the study of a selected topic in economics. The focus and content of the course will be determined by the instructor. Students are required to prepare and present a scholarly research paper. Partially satisfies the writing intensive requirement.

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

Prerequisites: ECON 201, 202 and permission of the instructor.

As needed.

Topical seminars or experimental courses in economics in a variety of areas.

ECON 499. Independent Study in Economics (Credits vary 1-3)

Prerequisites: ECON 201, 202, junior standing, and consent of instructor and Department Chair.

As needed.

An opportunity for independent study or research with guidance of an economics faculty member.

DEPARTMENT OF ENGLISH

Dr. Jean S. Filetti, Chair
McMurran Hall 205
(757) 594-7024
filetti@cnu.edu

Faculty

Professor: Filetti, Keeling, Mulligan, Paul, Pollard, Rosenberg, Rowley, Sprague, Wheeler
Associate Professor: Hopkins, Lee, Marinova, Nichols, Shortsleeve, Wright
Assistant Professor: Emmelhainz, Hoag, Teekell
Lecturer: J. R. Carney, Rodden, A. Rose
Instructor: Barclay, Bunch, J. Cornette, Healy
Emeriti: Chambers, D. Gordon, L. Gordon, Wood

Mission Statement

The CNU English Department instills in students the habits of mind required to pursue informed and purposeful lives in a diverse and interconnected world. Through intensive programs of reading, writing, and research, the department's faculty fosters in its students the capacity for independent thought and reflection, as well as an ever-opening awareness of the world and a keener capacity to observe that world. To that end, the department engenders respect for the English language throughout its history and in its various forms, expressions and functions, while situating English within a larger, global context. Throughout the English Department's curriculum students work toward finding their own critical voices, as they encounter literatures of the world, writings of various fields and disciplines, and language varieties of the local community. Students receive individual attention from their professors, who are published experts in their fields, as well as from leaders in the local community who mentor students in professional settings.

Overview

The English Department is at the heart of a liberal arts university. Grounded in the study of literature and literary tradition, the English major fosters critical-thinking, a talent transferable to all areas of life. The major is an especially good choice for students who want to pursue careers demanding a high degree of cultural literacy and attention to language, such as graduate work in primary, secondary and university level teaching and scholarship, law, advertising, journalism, public relations, publishing, communications, diplomacy, and human relations.

The central strength of the English Department is the study of literature, but the department also features other scholarly strengths. The gateway into the major is Literature, Theory and Culture (ENGL 308W), which gives students access to the theoretical and interpretive strategies that they will need for the many kinds of texts encountered in the major. Students will then choose courses from American,

British and World literatures as well as take up the study of a single author (for example, Shakespeare). Upper-level writing courses help students develop advanced rhetorical and composition skills, and linguistics and film studies courses enrich and expand students' understanding of texts and language. Finally, Senior Seminar (ENGL 490W), the capstone seminar, provides students with the opportunity to utilize all that they have learned to produce a final, independent project in a small seminar setting and with the guidance and expertise of an English faculty member.

The department welcomes and values both the literary and writing enthusiast, those who will major in our department, and those who will choose courses to satisfy their own interests and the liberal learning curriculum.

Goals

Literature courses, which comprise the core of each concentration of the major, move toward more sophisticated study: courses at the 200-level introduce important literary periods and major writers, develop literary vocabulary, and encourage critical/analytical abilities by means of short essays and discussion exams. Courses at the 300-level provide information in greater depth, extend literary vocabulary and critical/analytical abilities, and introduce critical approaches and research techniques. Courses at the 400-level encourage close analysis through intensive reading and extended research projects.

Advising

Undergraduate students should contact the University Registrar to be assigned a concentration specific faculty adviser.

Advisers help in working out balanced programs to fit individual abilities and career objectives. Supporting courses in relevant fields may be recommended. Degree progress sheets for all concentrations are available in the department office.

Students who have an excellent background in writing and literature may be eligible for advanced placement in English. (See the *Advanced Placement* section of this catalog.)

General Requirements for the Major

All English majors and minors must earn a C- or higher in required classes.

The English Department requires graduating seniors to turn in a Graduation Portfolio to the English Department the semester that they take English 490W. Students should see the requirements for the portfolio posted on the English Department's web site at english.cnu.edu/concentrations/portfolio.pdf.

The *First-Year Writing Seminar* and the *Second Year Writing Seminar* are courses designed to prepare freshman and sophomore students 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. Beginning with an examination of the principles of critical thinking and how texts and formats are the result of specific situations and conventions, students will evaluate prose texts, conduct research and craft polished pieces of their own using multiple sources of evidence.

The Second-Year Writing Seminar (ENGL 223), a sophomore-level course, enhances the critical reading and writing foundations introduced in English 123, and develops them with a focused exploration of literary and textual topics. Seminars center on the literary expertise of the course instructor in dialog with one of three core readings, such as: Plato's "Allegory of the Cave," Whitman's "Song of Myself," or Borges' "The Garden of Forking Paths." Students will be required to analyze, synthesize, and present primary and secondary sources. Through a process of staged writing and revision, students will produce: a) a polished research paper and b) a formal oral presentation.

In order to receive university credit toward a degree, students must pass each one 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, in addition to well trained and committed teachers, tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during spring and fall semesters.

The Bachelor of Arts degree in English

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 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits) at the 300- or 400 -level.

The 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. The 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 a variety of issues in depth. These may include how biographical, historical, cultural, or political contexts shed light on literary texts; how issues of race, class, gender, and sexuality may influence the production and reception of literature; and how our understanding of narrative can offer insights into our own lives and experiences.

In addition to requiring successful completion of the liberal learning curriculum, the literature concentration requires successful completion of the 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 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits) selected from:
ENGL 304W, 313, 315, 316, 320W, 324, 328, 329, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 380, 381, 393, 394, 395 (topics in literature only), 410, 412, 415, 416, 428, 429, 476, 495 (topics in literature only), 499.

The 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 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits), selected from: ENGL 250, 309W, 339W, 339L, 350, 351W, 352, 353W, 365W, 430, 450, 452W, 453, 454W, 462, 491, 499.

The Minor in Literature (18 credit hours)

The minor in literature requires successful completion of the following courses with the grade of C- or better:

1. Select two: ENGL 200, 201, 202;
2. Four additional courses (12 credits) selected from the following: ENGL 304W, 308W, 313, 315, 316, 320W, 324, 328, 329, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 380, 381, 393, 394, 395 (topics in literature only), 410, 412, 415, 416, 428, 429, 476, 495 (topics in literature only), 499.

The Minor in Writing (18 credits)

Writing courses develop students' interests in imaginative and professional writing. The writing minor emphasizes creative writing and professional writing skills, giving students important contexts for understanding human experience and assuming leadership roles in civic society. The writing minor requires the successful completion (with a grade of C- or higher) of any six courses (18 credit hours) selected from: ENGL 250, 309W, 339W, 350, 351W, 352, 353W, 365W, 430, 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, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of English. Application to the program must be made in spring of the junior year. 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, 310 or 430, and 316;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- COMM 201 or THEA 230;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544; or
- c) MLAN 511 or ENGL 530 or ENGL 532.

* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track

Major courses required:

See requirements for the B.A. in English, no concentration. As you plan your undergraduate program, include the following required courses: ENGL 308W, 309W, 315, 345 or 412, 421, and 430, one 300/400-level course in American literature, one film course, and one course in World literature.

Support courses required:

- MATH 125;
- CPSC 110;
- COMM 201 or THEA 230;
- ENGL 315, 421, 430
- MLAN 311;
- 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, ENGL 530 or 532.

* 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 105. Literatures of the Western World (3-3-0) AIWT

This course offers students the opportunity to read and discuss some of the significant texts of Western culture. Works from antiquity, the Middle Ages, the Renaissance, Romanticism, Realism, Modernism and Postmodernism will expose students to the western canon, the major historical periods and traditions, and the defining ideas, cultural perspectives and pattern of thought that have evolved in Europe throughout history as well as the Americas after 1500.

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. Individually and collectively, students will read and discuss challenging texts, evaluating text styles, conclusions, and evidence. They will 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 223. Second-Year Writing Seminar: Literature, Research and Writing. (3-3-0)

[Formerly ULLC 223, equivalent]

Prerequisite: ENGL 123 and sophomore standing.

The Second-Year Writing Seminar enhances the critical reading and writing foundations introduced in English 123, and develops them with a focused exploration of literary and textual topics. Seminars center on the literary expertise of the course instructor in dialog with one of three core readings, such as: Plato's *Allegory of the Cave*, Whitman's *Song of Myself*, or Borges' *The Garden of Forking Paths*. Students will be required to analyze, synthesize, and present primary and secondary sources. Through a process of staged writing and revision, students will produce: a) a polished research paper and b) a formal oral presentation. *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 will 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. British and American authors such as Pope, Swift, Blake, Wordsworth, Keats, Austen, Emily Brönte, Shelley, Franklin, Hawthorne, Melville, Longfellow and Thoreau will be studied 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; 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 will be 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, Ahkmatova, Borges, Neruda, García Márquez and Murakami.

ENGL 215. Popular Genres (3-3-0) AICE

Pre or Corequisite: ENGL 123.

Study of the creative concept and practice of a single popular genre such as fantasy, romance, horror, detective novels, sensation novels, etc.; the focus will vary from semester to semester and be determined by the instructor for that term. Students may have the opportunity to write creatively within the focus genre of the term, depending on instructor.

ENGL 216. Ruthless and Revered: Moral Character, Leaders, and Literature (3-3-0) AIWT

What can tomorrow's leaders learn from literature? Looking at pivotal moments in literature when leaders must choose between the temptations of fame and their own consciences, this course will examine how leaders achieve success or fail, change the world or destroy it, manipulate and mesmerize the masses, or rescue and guide those in need. Works such as *Murder in the Cathedral*, *Schindler's List*, *A Man for All Seasons*, *St. Joan*, *Things Fall Apart*, and *Waiting for the Barbarians* will provide the context for examinations of decision-making and the challenges that test fictional leaders.

ENGL 250. Shaping Language: An Exploration of Creative Writing (3-3-0) AICE

Through exposure, investigation and production, this course will give students the opportunity to engage with the four primary modes of creative writing: poetry, fiction, creative nonfiction and dramatic writing. Along with broad reading and analysis from a production standpoint, students will focus on skills all writers use to capture and convey the personal experience of the world to the public space. Over the course of the semester each student will produce a writing portfolio and engage in peer critiques that displays understanding of creative writing vocabulary and technique.

ENGL 256. Introduction to Film Studies (3-3-0) AICE

Prerequisite: ENGL 123.

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.

This course studies the origins of the Arthurian Legend in medieval Wales, England, Ireland and France, then explores the ways in which the legend was transmitted and transformed through the 20th century. Students will read and discuss primary and secondary texts to explore issues such as the relationship between myth, legend, history, fiction, and folklore; national identity and ideals of kingship; heroes and heroic identity; as well as medievalism, and the uses of the past.

ENGL 295. Special Topics (3-3-0)

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

ENGL 304. WI: Creativity, out of Conflict (3-3-0) AICE

Prerequisite: ENGL 223.

One of the fundamental engines of literary production is conflict, whether through war, cultural clashes or social unrest. A destructive moment can produce a creative response. Out of the Trojan War, Homer produced *The Iliad* and *The Odyssey*.

The course will focus on particular conflict-ridden moments in history and the literature that came out of them. Potential topics: dictatorship, the French Revolution, the American Civil War, the Mexican Revolution, Irish independence the Russian Revolution, the World Wars of the 20th century, the current Israeli-Palestinian Conflict. Partially satisfies the writing intensive requirement.

ENGL 308. WI: Literature, Theory, and Culture (3-3-0)

Prerequisites: ENGL 223; and either ENGL 200, 201, or 202; English majors only.

This course introduces critical contexts useful for interpreting literature. Short papers permit practice in presenting analysis in support of interpretations, laying essential groundwork for the major. Students will also produce a substantive interpretive and analytical paper focusing on a major literary text, utilizing an approach informed by literary theory and original research developed from electronic databases and print resources. Partially satisfies the writing intensive requirement.

ENGL 309. WI: Creative Nonfiction (3-3-0)

Prerequisite: ENGL 223.

Through analysis and practice, students will craft works of creative nonfiction that may include memoir, personal essay, reported narrative, nature writing, magazine story and multimedia texts. Writing projects will 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. Partially satisfies the writing intensive requirement.

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

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

An exploration of the major fields of linguistics (the scientific study of language). Topics include sound (phonetics/phonology), word parts (morphology), word orders (syntax), meaning (semantics/pragmatics), language acquisition (psycholinguistics) and dialects (sociolinguistics).

ENGL 312. History of the English Language (3-3-0)

Prerequisite: ENGL 223.

In this course we will study the history of the English language, using primary texts ranging from some of the earliest records to our own speech. We will consider 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. We will also consider 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. Pre or Corequisite: ENGL 223.

This course is designed to provide students with an opportunity to explore the ways in which literary texts interact inside their particular social, cultural, and political contexts. Because literature is not produced in a vacuum but instead records, promotes, interrogates, or critiques the dominant discourses of its culture, students in the course will examine the political, social, and/or cultural contexts of selected works in order to more fully understand the concerns of the text, the author, and the society that produced them both. Specific topics will vary by instructor.

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

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

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

ENGL 316. Children's Literature (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

An exploration of a representative sampling of literature written for children, focusing on the primary genres of children's books: picture books, fairy tales, fantasy, realistic fiction and poetry. Not a course devoted to pedagogical concerns or techniques.

ENGL 320. WI: Studies in Women and Literature (3-3-0) AIGM

Prerequisite: ENGL 223.

Students will analyze the influence of gender on literary texts and films by and about women. The focus will vary from semester to semester and may include historical surveys, major authors, genres and special topics including motherhood; marriage and the family; sexuality; the nature of work; religion and spirituality and literary theory on women and gender. Partially satisfies the writing intensive requirement as well as the minor in women's and gender studies.

ENGL 324. Vampires in World Literature and Film (3-3-0) AIGM

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course will provide students with the opportunity to study images of vampires across time and cultures. It explores the ways in which vampire narratives raise questions about power and place, whether in relation to gender roles and social position, invasion and conquest, or economic conditions. Students will also examine the relationship between high and popular culture, folklore, religion and ritual, myth and legend. Students will write two exams, a proposal, and a research paper.

ENGL 328. Latin American Literature (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course studies important, representative works of Latin American fiction and poetry in English translation. Potential authors include Jorge Luis Borges, Pablo Neruda, Gabriela Mistral, Gabriel García Márquez, Juan Rulfo, Clarice Lispector, Antonio Skarméta, Roberto Bolaño, Rosarion Castellanos.

ENGL 329. Modern Middle Eastern Literature (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course will provide an opportunity to study important, representative works of modern Middle Eastern fiction and poetry in English translation. Potential authors are Naguib Mahfouz, Yehuda Amichai, Mahmoud Darwish, Fadwa Tuqan, Abdelrahmen Munif, Hanan al-Shayk, Fadia Faqir, Amoz Oz, David Grossman, Ahdaf Soueif, Sayed Kashua .

ENGL 339. WI: Tutoring in the Writing Center (3-3-0)

Prerequisite: ENGL 223.

This course introduces students to the theory and philosophy of Writing Center teaching, provides practical experience in working with writers and their texts, and offers a review of basic grammar and punctuation rules with an eye toward being able to explain concepts and identify problems common to student writers. This course is also the required preparation for working as a peer consultant in the Alice Randall Writing Center. This course can be repeated once for a total of six credits. Partially satisfies the writing intensive requirement.

ENGL 339L. Writing Center Experience/Advanced Writing Center Experience (credits vary)

Prerequisite: ENGL 339W.

This course complements ENGL 339W, Tutoring in the Writing Center, and allows students the opportunity to further hone their writing and teaching abilities as they work with other writers as peer consultants in the Alice Randall Writing Center. The Writing Center functions as a hub of campus intellectual activity: working one-on-one with student writers from every discipline, Writing Center peer consultants also conduct writing workshops for small groups of students, help publicize Writing Center programs, and gain first-hand experience in Writing Center operation. **This course is graded as Pass/Fail**; English majors or minors may take it for elective credit. ENGL 339L is repeatable to a maximum of six credit hours.

ENGL 341. The Invasion of America: Concepts of Americanness, 1492-1800 (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

The "invasion" of the North American continent by Europeans (British, Spanish and French) had a profound effect on North American peoples and their cultures. In this course we will read pre- and post-contact Native American literatures,

Spanish epics and travel narratives, as well as the literature of British and African America, Puritans, Southern colonial adventurers and slaves. The course will explore 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 will focus on literary texts but will also utilize the important work of cultural historians of early America.

ENGL 342. Financial Fictions and the Rise of Realism (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

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 our concept of nation, class, gender and race. Reading works by authors, such as Mark Twain, Charlotte Perkins Gilman, Edith Wharton, Theodore Dreiser, F. Scott Fitzgerald and John Steinbeck, we will analyze financial fictions and the ways in which wealth, poverty, urbanization and consumption affect individuals and bring into existence new social institutions and new aesthetic forms: realism, naturalism and mass media.

ENGL 343. Postmodern America (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

What do the novels of Kurt Vonnegut, the short stories of Ursula Le Guin, the poetry of John Ashbery, the film *Memento*, the art of Andy Warhol and the buildings of Michael Graves have in common? All have been called “postmodern.” Using meta-narrative, pop culture, humor, parody, temporal dislocation and pastiche, postmodern artists depict a pluralistic society. This course will explore how American postmodern works continue the experimentation of modernism but also question its assumptions. In papers and presentations, students will have an opportunity to explore these postmodern trends throughout our culture, in literature, film, art and other media

ENGL 345. African-American Literature and Culture (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course is designed to introduce students to key issues, themes, and methods in African-American Studies as well as encourage further study of the discipline. Students will read texts in a range of genres spanning three centuries, attain a foundation in African-American tradition, and gain some sense of how African-American writers addressed issues of race, gender, nation, slavery and citizenship. Students will use the readings as entry points into a discussion of the historical period and cultural moment, which informed their creation.

ENGL 346. Black Presence and Presentation on the American Stage (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course will examine 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, we will explore what constitutes an effective representation and/or an offensive representation. We will also consider if representation is a method of empowerment or oppression. Some playwrights read might include Tyler Perry, Samuel Arnold and George Colman, Lorraine Hansberry, August Wilson, Ridgely Torrence or Suzan-Lori Parks.

ENGL 350. WI: Writing for the Digital Humanities (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

This course examines online texts in the humanities, also called digital humanities, which is the study of information in electronic form. Throughout the semester students will study how media impact the humanities and the people who use the Internet and social software to disseminate information widely and immediately. Students will investigate and produce a range of digital rhetoric from wikis, blogs, tweets, flicks, as well as nonfiction and fiction narratives produced exclusively for an online environment to understand how media affects writing and communication and how digital writing and communication affects media. Partially satisfies the writing intensive requirement.

ENGL 351. WI: Fiction Writing (3-3-0)

Prerequisites: ENGL 223.

Practice writing and rewriting fiction. Close reading of stories linked to technical exercises. Manuscripts exchanged and discussed—in person or via email. Emphasis on the cultivation of effective fiction over time and through focused exercises. Partially satisfies the writing intensive requirement.

ENGL 352. Poetry Writing (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

Frequent opportunities to write, and sometimes rewrite, poems. Attention to poems and poets, mostly contemporary. Manuscripts discussed and read aloud in class. Variety of exercises, some formal, with plenty of opportunity to experiment and savor the full powers of poems. Conferences invited.

ENGL 353. WI: Writing for the Professions (3-3-0)

Prerequisite: ENGL 223.

The principles and practice of writing for readers with business and professional backgrounds. Includes the preparation of memoranda, letters, proposals, abstracts, reports, resumes, supporting documentation, tables, graphs, and figures. Requires the adaptation of written material for oral presentation and the preparation, research, and writing of a community-based report. Valuable to majors in business, governmental administration, the sciences, and to humanities-subject majors who may work as writers and editors. Partially satisfies the writing intensive requirement.

ENGL 356. WI: Film, Theory and Culture (3-3-0)

Prerequisite: ENGL 223.

This course introduces students to critical methods for interpreting film and writing about film. Students compose several papers that demonstrate various critical lenses corresponding to academic and journal writing styles. This course is required for the film studies minor. Partially satisfies the writing intensive requirement.

ENGL 365. WI: Playwriting (3-3-0) AICE

[same as THEA 365]

Prerequisite: ENGL 223.

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, include principles of structure, action dialogue, spectacle and character. Students work through multiple drafts to produce an original one-act play. Partially satisfies the writing intensive requirement.

ENGL 372. The Metaphysics of Love in British Literature (3-3-0)

Prerequisite: ENGL 123. *Pre or Corequisite:* ENGL 223.

Love in British literature during the time of Shakespeare, the carpe diem poets and Restoration dramatists celebrates the trials and successes of human affection, as well as human beings' spirituality in religious contexts. Readings may include works such as *Hamlet*, Sheridan's *The Rivals*, and Milton's poetry, as well as works by Donne, Herbert and Herrick.

ENGL 373. Myth, Legend, and Romance in Medieval Britain (3-3-0)

Prerequisite: ENGL 123. *Pre or Corequisites:* ENGL 223 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 will 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. Students will collaborate on blogs, write two papers and one exam as they explore the rich literary heritage and cultural imaginary of early Britain.

ENGL 374. Romanticisms and Realisms (3-3-0)

Prerequisite: ENGL 123. *Pre or Corequisite:* ENGL 223.

The tension between Romanticism and Realism reflects the dynamic formation of modern society in the nineteenth century, as Romantic writers such as William Wordsworth and Mary Shelley radically envision the ideal relationships among humankind, Nature, society and the Divine, whereas Realist writers such as George Eliot and Thomas Hardy seek to explore the common condition of the individual within a complex web of social relationships and institutions. Within the broad definitions of Romanticism and Realism, this course examines the diverse ways that 19th century British authors created and reshaped those traditions, producing a variety of Romanticisms and Realisms that continue to influence literary history through the twentieth century and beyond. Course emphases may vary from one pole to the other or the vigorous interplay between the two.

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

Prerequisite: ENGL 123. *Pre or Corequisite:* ENGL 223.

This course investigates the myriad ways film and literature may be understood as conversant, symbiotic, and even combative mediums. The relationships between film and literature will be examined in terms of how one is adapted into the other, how both represent the cultural concerns of a particular historical moment, and how each depend upon and enhance certain stylistic strategies of narrative and non-narrative storytelling. Course may be repeated once for credit as the course will focus on varying examples of cinematic adaptation culled from different national and genre-specific literatures. Course may be repeated once for a total of six credits.

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

Prerequisite: ENGL 123. *Pre or Corequisite:* ENGL 223.

Flappers, fast cars, mass media, World War I, the avant-garde, the Harlem Renaissance – this course examines this decade's fast-paced intensity in the United States and Europe and its wide cultural influence.

ENGL 385. American Film (3-3-0)

Prerequisite: ENGL 123. *Pre or Corequisite:* ENGL 223.

This course addresses the origins, rise and dominance of American film from the 1890s to the present. This course will 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 will contextualize 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 392. Travel and Culture (Credits vary 1-3)

Prerequisite: ENGL 123. Pre or Corequisite ENGL 223 and consent of instructor.

This course is designed to allow students from all disciplines to travel in the United States and abroad to study language, literature, and writing. Topics and destinations vary, determined by the special interests and needs of students and the expertise of faculty. May involve additional fees. Course may be repeated once for credit.

ENGL 393. Environmental Imaginings (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

From Theocritus to Mary Oliver, writers have depicted nature in drastically different ways, revealing our environment to be idyllic, evil, divine, replete, unfinished, illusory and/or endangered. From pastoral poetry to dystopian novels, authors of environmental literature have recorded, revealed and shaped our attitude towards the natural world. Students will 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. Although a literature course, interdisciplinary theories and research will be encouraged.

ENGL 394. Investigating Psychology's Keys to Literary Meaning (3-3-0)

Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.

Mystery pervades literary texts, enticing literary detectives to find keys to open up their meanings. We will explore the psychology of Freud, Jung, Rogers and Gilligan in a quest to produce our own multifaceted readings of works from different periods and cultures by authors such as Raymond Carver, Charlotte Perkins Gilman, Kafka, John Bunyan, Joyce Carol Oates and Kate Chopin.

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

Prerequisite: ENGL 123. Pre or Corequisite ENGL 223.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. English majors may enroll only once for credit.

ENGL 410. Southern American Literature (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

Intensive study organized around such writers as William Faulkner, Ellen Glasgow, Richard Wright, Eudora Welty, Katherine Anne Porter, Thomas Wolfe, Zora Neale Hurston, Flannery O'Connor, Robert Penn Warren, Tennessee Williams, Walker Percy, Truman Capote, James Dickey, Peter Taylor, William Styron, and Ellen Gilchrist, or themes such as family and storytelling.

ENGL 412. Multicultural American Literature (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

Study of writers who have added their voices to Multi-cultural American literature. Analysis of the works by writers such as Toni Morrison, Alice Walker, August Wilson, Amy Tan, Louise Erdrich, and others will illuminate the influence of race, class, gender, and ethnicity upon the writer's sense of self, family, and community.

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

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

Study of the concept and practice of genre through analysis of works drawn from the American, British, or world traditions. Course material, which will vary based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, film noir and linked/framed narrative. Course may be repeated once for a total of six credits.

ENGL 416. Advanced Studies in Children's and Adolescent Literature (3-3-0)

Prerequisites: Either ENGL 223 and ENGL 315 or 316 or CHST 201.

This course will deepen 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 minimum C-.

Intensive study of the major plays of Shakespeare in their historical, cultural and performance contexts. Reading list available from the instructor.

ENGL 423. Major Authors (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

Intensive study of the works of a single major author from the American, British, or World traditions, such as Melville, Chaucer, Hitchcock or Garcia-Marquez. Course may be repeated once for a total of six credits.

ENGL 428. Literary Booms (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

Over time and across the globe, there are moments and places that bear witness to amazing surges of literary production: 5th Century BC Athens, the 9th Century Tang Dynasty, Golden Age Spain, the Harlem Renaissance, the 20th Century Boom in Latin American literature, post-independence African literature. In any one semester, this course will feature one of these flowerings of genius as well as explore the cultural and historical moment that produced it.

ENGL 429. East-West Literary Relations (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

The 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 sub-continent, Europe and the Middle East, Russia and Eurasia).

ENGL 430. The Structure of English (3-3-0)

Prerequisite: ENGL 223.

Application of current linguistic theories to the analysis of English grammatical structures pertinent to understanding how the forms of words and phrases combine and function together to create well-formed sentences in Standard English. Recommended prior to or simultaneously with English 309W.

ENGL 450. Advanced Writing Workshop (3-3-0)

Prerequisites: Grade of B or higher in ENGL 309W or 351 or 352, or consent of instructor.

This workshop is designed to refresh the student's sense of writing by joining the centuries-old conversations among writers. Readings in both prose and poetry provide a context—and impetus—for assignments. Each student will also develop an independent project consisting of one or more works refined to highest quality. Conferences invited.

ENGL 452. WI: Writing for Children: Second World Fantasy (3-3-0)

Prerequisite: ENGL 223.

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 will produce three polished chapters and an outline for a novel. Previous experience in creative writing is recommended as is ENGL 316. Partially satisfies the writing intensive requirement.

ENGL 453. Writing for Children: Picture Books (3-3-0)

Prerequisites: ENGL 123, 223.

This course explores the design and creation of picture books. Focus will concentrate 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: Public Relations and Grants (3-3-0)

Prerequisite: ENGL 223.

This course will help students analyze the communications, public relations, and grants needs of educational, social, political, arts, and faith-based organizations that work for the public good. Students will, through partnering with businesses, nonprofits, and government agencies, learn how to use writing as a vehicle for lasting social change. This course is recommended for students interested in public relations, fund raising and business, as well as the development of successful service-learning projects across the curriculum. Partially fulfills the writing intensive requirement.

ENGL 462. Community Storytelling & Documentary Studies (3-3-3)

Prerequisite: Permission of the instructor.

A survey and intensive study of documentary work in written narrative, in photography and/or in film. Focus is on understanding the documentarian's goals and craft. Course work may include tracing historical traditions, analyzing current trends or developing creative projects.

ENGL 476. Imagined Domesticities: British Fictions of the Home (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.

This course examines how 19th and 20th century British fiction imagines "the domestic" and the space of home. We'll explore connections between dwelling space and national space as Britain's imperial reach expands and contracts over the course of this period. How should we understand the rise of domestic fiction as a key literary genre through the 1800s? What is revealed in mid-Victorian fears about domestic instability reflected in sensation fiction? How do we read the position of servants in fiction, particularly as their roles shift in 20th-century modernity? What are "the homes of England" in a postcolonial, contemporary Britain?

ENGL 490. WI: Senior Seminar (3-3-0)

Prerequisites: Either ENGL 200, 201, or 202; and English 308W with a minimum C-.

Following up on practical skills and literary theoretical skills acquired in ENGL 308W, students will hone literary research skills. The seminar experience encourages students to explore a new theme, or return to a particular text to produce a fuller, more complex reading. Students will bring to the seminar a broad knowledge of literary text necessary to develop a thesis-driven interpretive essay that successfully incorporates the work of critics. Students may expand and deepen an essay developed in an earlier course, if approved by the instructor. Partially satisfies the writing intensive requirement.

ENGL 491. Internship in Writing (3-3-0)

Prerequisites: English or Communication major, junior standing, at least one upper-division writing course with a minimum grade of B or higher, and consent of instructor.

Part-time internship in writing. See Dr. Terry Lee for availability and eligibility requirements for writing, reporting, and photojournalism internships at a newspaper. See Dr. Jean S. Filetti or Dr. Roberta Rosenberg for availability and eligibility requirements for public relations or professional writing in association with nonprofit organizations, local businesses or government. Course may be repeated once for a total of six credits.

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

Prerequisite: ENGL 123. Corequisite: ENGL 223.

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

ENGL 499. Independent Study (Credits vary 1 -3)

Prerequisite: senior standing, consent of instructor and Department Chair.

ENVIRONMENTAL STUDIES

Dr. Andrew B. Kirkpatrick, Director
McMurrin Hall 359D
(757) 594-7269
andrew.kirkpatrick@cnu.edu

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 CNU 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 111L
4. ECON 203*
5. EVST 220
6. LDSP 250
7. MATH 125
8. ENGL 393
9. GOVT 371W
10. PHIL 376
11. Select four courses (12 credits) from the designated list of approved electives, with no more than six credits from the same discipline. Special topics and other courses may be approved by the director.
12. 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.

The Minor Program in Environmental Studies (23 credits)

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 111L
3. BIOL 115* or 212;
4. BIOL 109L or 212L;
5. EVST 220;
6. ECON 203**;

7. ENGL 313;
8. GOVT 371W;
9. PHIL 376.

*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]

Spring.

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 will 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)

Prerequisite: EVST 220.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of 12 credits in topics courses may be presented for graduation.

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

Prerequisite: EVST 220.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of 12 credits in topics courses may be presented for graduation.

The following course descriptions appear in appropriate sections throughout the catalog. No more than six credits from any one discipline may be presented for the major.

ANTH 325
ANTH 331
CHEM 104/L
ECON 301
EVST 395
EVST 495
GEOG 308
GOVT 391
HIST 342
RSTD 337
RSTD 338
PHYS 142

Electives

Food and Culture
Environment, Culture and Society
Introductory Chemistry II and lab
Environmental Economics
Topics in Environmental Studies
Topics in Environmental Studies
Our Urban Experience
International Environmental Politics
American Environmental History
Religion and Ecology
Pilgrimage on the Appalachian Trail
Energy: Principles, Problems and
Societal Impact

FILM STUDIES

Dr. John Nichols, Director
McMurrin Hall 201C
(757) 594-8896
jnichols@cnu.edu

The Minor Program in Film Studies (15 credits)

As an artistic medium, film explores the complexity of society through its many cultural uses, serving as a source of entertainment, a pinnacle of artistic experimentation, an instrument of social persuasion, and an interdisciplinary art form. Film courses in this program offer students the opportunity to participate in critical conversations about film, enhancing liberal arts learning by emphasizing strategies for close analysis, historical inquiry, narrativity, and philosophical thinking.

The interdisciplinary film minor program invites students to examine critically the cultural production and reception of film. Students in the program will analyze film style, explore the intersection of film and society, inquire into the making of film, learn strategies for writing about film, and investigate film's relations with other disciplines. (Any of the courses may be taken without commitment to the entire program.)

Program Objectives:

1. Investigate historical moments of cinematic production and reception as well as film's interdisciplinary relations.
2. Serve as a minor for students who wish to extend their work in a major to include film.
3. Offer a certificate program for students to emphasize their concentrated study of film (for a career in film or graduate studies in film).

Program Requirements:

Students should consult the director on matters of course selection and advising.

1. A minimum of 15 credits as listed below are needed to complete the minor.
2. Core requirement: ENGL 356W.
3. Select an additional four approved program electives (12 credits) to complete the minor.
4. Certain internships, independent studies, and special topics courses focusing on film may also count toward the minor as determined by the director.

THE CURRICULUM IN FILM STUDIES

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

Core

ENGL 356W WI: Film, Theory and Culture

Electives

CLST 307	The Ancient World in Film
COMM 295	Special Topics (a film studies topic)
COMM 321	WI: Communication and Film
COMM 350	Media Criticism
COMM 395	Special Topics (a film studies topic)
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	Vampires: Representing Power, the Self, and the Other in World Literature and Film
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	Community Storytelling & Documentary
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 361	WI: Broadway to Hollywood and Back
THEA 365	WI: Playwriting

DEPARTMENT OF FINE ART AND ART HISTORY

Dr. Christi L. Harris, Chair
Ferguson Hall 118A
(757) 594-7930
charris@cnu.edu

Faculty

Associate Professor: Erhardt, C. Harris, Henry, Morán

Assistant Professor: A. Skees,

Visiting Assistant Professor: Richardson

Lecturer: K. Skees

Affiliated Faculty: Motta

Emeriti: Anglin, 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.

The Bachelor of Arts Degree in Fine and Performing Arts

In planning their programs of study, students should select an adviser from the Department of Fine Art and Art History during their freshman year. A minimum grade of C- is required in all courses counted toward the completion of major and elective studies for this degree.

The Fine Arts major

The fine arts major provides the student with a thorough liberal arts background while offering the fundamentals required in studio art and art history. Each of these academic disciplines allows advanced work so that the student will be prepared to pursue an arts-related career or graduate study.

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in fine and performing arts, fine arts major also requires successful completion of all course work in one of the following fine arts concentrations:

Studio Art Concentration

1. FNAR 117, 118, 121, 128, 201, 202;
2. Minimum of four courses (12 credits) of studio art courses at the 300-400 level;
3. Select two (6 credits) studio art courses;
4. Select two (6 credits) art history courses;
5. FNAR 371W or 377;
6. FNAR 488 (3 credits)

Note: The student must purchase all personal and expendable art material.

Art History Concentration

1. FNAR 117, 118, 201, 202;
2. FNAR 371W or 377;
3. FNAR 373 or 379;
4. One non-western art history elective (3 credits);
5. One studio art course (3 credits);
6. Select five (15 credits) art history courses;
7. FNAR 490W.

Note: The student must purchase all personal and expendable art material.

Graduation Requirements

In order to graduate with a concentration in art, the student must have successfully completed all requirements listed for the art concentration with a grade of 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 concentration of studio art or art history. Students concentrating in studio art must submit an annual portfolio of work and exhibit in the Senior Art Exhibition. Participation in the interactive gallery critique is also required. Students specializing in art history must submit a research paper demonstrating original work and participate in an oral defense. All graduating seniors are required to take the departmental exit exam and participate in an exit interview.

The Minor in Art History (18 credits)

The minor program in art history requires successful completion of FNAR 201 and 202, unless the student has permission for an exemption; three credits in studio art; along with nine credits in art history electives.

The Minor in Studio Art (24 credits)

1. FNAR 117, 118, 201, 202;
2. One studio art course (3 credits) at or above the 200-level;

3. Select two (6 credits) studio art courses at or above the 300 level;
4. One art history course (3 credits) at or above the 300 level;

Note: The student must purchase all personal and expendable art material.

The Minor in Photography and Video Art (18 credits)

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 130 and 205;
2. Select three courses (9 credits): FNAR 230, 331 or 333;
3. Select one course (3 credits): ENGL 356W, FNAR 371W or 377.

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 concentration.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- COMM 201 or THEA 230;
- Two science courses and one accompanying lab;

- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Elementary/Secondary level (PK-12) Track: Art Endorsement

Major/concentration courses required:

In addition to the requirements for the B.A. in Fine and Performing Arts with a studio art concentration, the student needs to complete the following courses:

1. FNAR 201 and 202;
2. FNAR 224;
3. FNAR 241 or 251;
4. FNAR 226, 322.

Support courses required:

CPSC 110; COMM 201 or THEA 230; MATH 125; PSYC 207 or 208, 312; SOCL 314/314L; .

Graduate* courses required (senior year):

Select six credits: FNAR 534, FNAR 589 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, 375, 376, 377, 378, 379, 380, 381, 395 (in art history), 403, 490.

Non-western Art History Courses: FNAR 374, 375, 380, 381, 395 (in non-western art history).

Studio Art Courses: FNAR 117, 118, 121, 128, 130, 204, 205, 224, 226, 230, 241, 251, 252, 322, 324, 326, 331, 332, 333, 334, 341, 351, 352, 401, 402, 488.

FNAR 117. 3D Design (3-0-6)

[Formerly 119, not equivalent]

Fall and Spring.

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)*Fall and Spring.*

This course will introduce a visual vocabulary needed in ordering the elements of design for the creation of imaginative two dimensional art works in ensuing course work. Composition, color theory, techniques, and materials are a focus of the course. Other objectives include learning to critique, verbalization of intent, vocabulary usage, awareness of art historical precedents and contemporary approaches to art and design. The student must purchase all personal and expendable art material. Lab fees apply each term.

FNAR 121. Drawing I (3-0-6)*Fall and Spring.*

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*Prerequisite: FNAR 118 or consent of instructor.**Fall and Spring.*

This course is designed to introduce students to the principles and techniques of digital media and their specific application to an artistic process. During the course of the semester students will complete exercises, projects and participate in critiques, in order to develop a working knowledge of computer media as a tool for artistic expression and experimentation. While students learn software techniques, the emphasis is on applying digital technologies to the development of the student's artistic practice. Students will be introduced to 'new media' history and theory. The student must purchase all personal and expendable art material.

FNAR 130. Photography I (3-0-6)*Fall and Spring.*

A beginning study of the basic black and white photographic process utilizing traditional cameras and film. Students will learn to operate their equipment in a professional manner and will create photographic images using wet-darkroom techniques. The importance of understanding the many subtle qualities of light, and its use in creating successful photographs will be stressed. A review of basic compositional guidelines will be an integral part of the course. The student must purchase all personal and expendable art material. Lab fees apply each term.

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 each) AICE*Fall and Spring.*

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 each) AICE*Fall and Spring.*

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: English 123 with a grade of C- or higher and application form with essay to the FNAR Study Abroad committee by specified deadline.

"The Artistic Process" provides a study-abroad experience which surveys works of art and architecture in the light of influences which have helped shape art. It aims to examine the close relationship between art and its cultural contexts by studying works of art in their original locations. The course fosters a deeper evaluation of both private and public art and architecture and how artifacts have been shaped by a diversity of influences. The course involves both an historical and hands-on study of principles and ideals used in works of art.

FNAR 205. Digital Photography (3-0-6) AICE**[Formerly FNAR 101, not equivalent]***Fall and Spring.*

This course provides students with a strong foundation in the latest digital workflow methods, from advanced digital cap-

ture and image editing to master digital printing. Concepts covered in the course include color management, working with RAW files, managing and archiving image files. A digital SLR camera with at least 5-megapixel resolutions, histogram display and manual capability is required for this course (ability to capture in “camera RAW” preferred). A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras.

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

Prerequisite: FNAR 118 or consent of instructor.

Fall.

Oil painting will be studied through assignments that integrate elements and principles of design with a variety of painting surfaces and techniques. Through working from direct observation, students will gain an understanding of color mixing, color harmony, value range, and composition. Through formal critiques, students will expand problem-solving capabilities and oral presentation skills. Students gain an awareness of art historical precedents and contemporary approaches to painting and drawing through instructor lectures, textbook readings and personal research. The student must purchase all personal and expendable art materials. Lab fees apply each term.

FNAR 226. Mixed Media and Functional Art I (3-0-6)

Prerequisite: FNAR 117 or 119, 118 or consent of instructor.

Spring.

A course that explores the fundamentals of several basic craft processes and materials. This is a course suitable for teachers or others interested in learning about basic craft techniques. Possible projects include weaving, copper enameling, woodcarving, and simple jewelry making. The student must purchase all personal and expendable art material. Required for art education majors. Lab fees apply each term.

FNAR 230. Advanced Darkroom Photography (3-0-6)

Prerequisite: FNAR 118 and 130.

Spring.

An advanced study of the traditional black and white photographic process stressing techniques which will offer the student an opportunity to deviate from the creation of purely literal statements. Techniques will include photograms, handcoloring, cut and paste, solarization, “litho” prints and double printing. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.** Lab fees apply each term.

FNAR 241. Ceramics I (3-0-6) AICE

Fall and Spring.

An introduction to the craft, art, and language for fabricating clay by using hand building and glazing techniques; students will explore the various properties of clay and the formation of a three dimensional design within a meaningful sequence; students will experience clay’s responsiveness to

their thoughts and ideas under the careful, artistic guidance of the instructor. The student must purchase all personal and expendable art material. Required for art education majors. Lab fees apply each term.

FNAR 251. Sculpture I (3-0-6)

Prerequisite: FNAR 117 or 119 or consent of instructor.

Spring.

An introduction to the materials, methods and language of sculpture; students will investigate clay, wood, plaster and found objects; will explore the dynamics of three-dimensional design with emphasis on figurative, non-figurative, and environmental forms; will create specific sculpture forms and arrange interior and exterior spaces; and will move through a meaningful sequence of sculptural ideas. The student must purchase all personal and expendable art material. Required for art education majors. Lab fees apply each term.

FNAR 252. Printmaking I (3-0-6)

Prerequisite: FNAR 118 or consent of instructor; required for art education majors.

Fall.

An introduction to the techniques, traditions and innovations of modern artistic printing. This course specifically focuses on monotype, woodcut and intaglio printing processes. It will examine the principles of two-dimensional design, and will explore the creative interaction of technique and printing. Emphasis is on technical mastery and development of personal imagery. The student must purchase all personal and expendable art material. 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 a student’s drawing experience. Gesture and sustained drawings will explore both technical and experimental drawing concepts. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.** Lab fees apply each term.

FNAR 324. Advanced Painting (3-0-6)

Prerequisite: 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 credits.** Lab fees apply each term.

FNAR 326. Advanced Mixed Media and Functional Art (3-0-6)

Prerequisite: FNAR 118 and 117 or 119 and 226.

Spring.

A course that explores advanced techniques in several craft areas. This is a course suitable for teachers or others interested in exploring crafts beyond the basic techniques. Possible areas of exploration include batik, wool working, copper enameling, papermaking and book arts. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.** 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 credits.** Lab fees apply each term.

FNAR 332. Animation (3-0-6) AICE

Prerequisite: ENGL 223.

Fall, even years

This class is designed as an introduction to various basic animation techniques centered around the use of *Flash*. Students will gain experience in all phases of animation production. Emphasis will be on understanding the technical processes of animation in relation to narrative and experimental structure. The student must purchase all personal and expendable art material.

FNAR 333. Video Art (3-0-6) AICE

Prerequisite: FNAR 205.

Spring

This course introduces the basics of digital video production, with emphasis on conceptual video art. Students learn basic DV camera operation and Mac-based editing using *Final Cut Pro*. Equipped with the fundamental knowledge of hardware and software, students produce individual and collaborative projects that explore the visual language of video art.

Project assignments include both abstract and narrative explorations with emphasis on conceptual development. In addition to technical instruction, class time is used for video art screenings and discussion of readings related to contemporary video art, group critiques, and individual work time and consultation. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.**

FNAR 334. Graphic Design (3-0-6)

Prerequisite: FNAR 128.

Fall, odd years

This course introduces students to the commercial art of graphic design as a form of visual communication through the use of type, image, form, and color. Projects explore two dimensional design processes of visual identity and communication, thematic structure and hierarchy, creative problem solving, and the design practice of critiques and discussion. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.**

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

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

Spring.

An intermediate course in ceramics that extends the exploration of the craft, by hand building and glazing; students, while demonstrating craftsmanship, creativity, and conceptual skills, will create a cohesive body of work that demonstrates growth in technique, design and content; students will develop their analytic and aesthetic capacities to discuss critically the processes and products of clay fabrication. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.** Lab fees apply each term.

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

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

Spring.

An intermediate course in sculpture, that builds on FNAR 251; students will work toward a personal style within three-dimensional design; students' visions will be focused in figurative, non-figurative, and/or environmental compositions that will move toward a body of cohesive work that demonstrates a pattern of thoughts; students will work under the disciplined guidance of the instructor. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.** Lab fees apply each term.

FNAR 352. Advanced Printmaking (3-0-6)

Prerequisite: 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 credits.** Lab fees apply each term.

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

Prerequisite: ENGL 223; FNAR 201, 202.

Fall, alternate years.

A study of Modern painting, sculpture and architecture from the late eighteenth century through the early twentieth century. The course traces the progression of successive movements in Modern Art from its origins in late eighteenth-century Neoclassicism and Romanticism through early twentieth-century styles, including Cubism, Futurism, and Surrealism. Particular attention will be given to the unfolding concept of Modernism in painting, sculpture and architecture, as well as critical reaction to "the shock of the new," as witnessed by the emergence of avant-garde movements such as Realism, Impressionism, Cubism, Surrealism, and Dada. Partially satisfies the writing intensive requirement.

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

Prerequisite: FNAR 201, 202 or consent of instructor.

Fall, alternate years.

A chronological study of American painting, sculpture, architecture and furniture from the early seventeenth century to 1920. This course presents an interpretation of American art within a social, religious and political context, and will explore issues such as art in response to European influences and American nationalism.

FNAR 373. Italian Renaissance Art (3-3-0) AICE

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

Spring, alternate years.

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

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

Prerequisite: FNAR 201, 202 or consent of instructor.

Spring, alternate years.

A chronological study of painting, sculpture and architecture in India, China and Japan. This course presents a study of Asian art in context, and particular attention will be given to art as a response to Asian religion, patronage and social change.

FNAR 375. Pre-Columbian Art (3-3-0) AICE

Prerequisite: FNAR 201 or consent of instructor.

Fall, every third year.

This course is a wide-ranging survey of the arts from the indigenous cultures of the Caribbean, Mesoamerica, and the Andes, prior to contact with European societies. This course will focus on the historical development of the arts and architecture of these areas and the role of art in this wide variety of social contexts.

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

Prerequisite: FNAR 201, 202 or consent of instructor.

Fall, alternate years.

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

FNAR 377. Art of the 20th Century to the Present (3-3-0)

Prerequisite: FNAR 201, 202 or consent of instructor.

Spring, alternate years.

This course explores major movements in European and American art from the 1920's to the present, as well as the critical reaction to that art. Particular emphasis will be given to artistic rebellion and innovation, giving rise to a proliferation of styles such as Abstract Expressionism, Pop Art, Minimalism, Performance and Process Art.

FNAR 378. Baroque Art (3-3-0) AICE

Prerequisite: FNAR 201, 202 or consent of instructor.

Fall, alternate years.

A survey of seventeenth-century European painting, sculpture and architecture. This course presents an interpretation of Baroque art in context, and will explore issues to include art in response to the Protestant and Catholic reformations, as well as the rise of middle class patronage in Northern Europe.

FNAR 379. Northern Renaissance Art (3-3-0) AICE

Prerequisite: FNAR 201, 202 or consent of instructor.

Spring, alternate years.

This course will survey the arts of northern Europe (the Netherlands, Holland and Germany) during the Renaissance, from 1300-1600. The course will evaluate the influence of political and religious institutions, such as the papacy and the Catholic church, international trade with Italy and Spain, the rise of Humanism and how they shaped the development of one of the most fascinating periods of western art history.

FNAR 380. Caribbean Art (3-3-0) AICE

Prerequisite: FNAR 201, 202 or consent of instructor.

Spring, alternate years.

A study of the arts of the Caribbean beginning with indigenous cultures and proceeding through the contemporary period. The course will focus on the differences as well as the similarities between the many cultures of the Caribbean, emphasizing both shared and local histories, and the influences of these on artistic developments.

FNAR 381. African Art (3-3-0) AICE

Prerequisite: FNAR 201 or consent of instructor.

Spring, alternate years.

While an introductory course on the arts of the African continent, the course also explores the various ways in which Africa and its arts have been represented by and to the Western world. We will discuss African art, but we will also examine how the study of African art has been historically constructed and how the key issues present in African art and scholarship continue to reflect this construction. Students will also examine the influence of African art on the Diaspora of the Americas and Caribbean.

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

Prerequisite studio art topics: consent of instructor.

Prerequisite art history topics: FNAR 201, 202 or consent of instructor.

Fall and Spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. **This course is repeatable for a maximum of six credits.**

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

Prerequisite: basic studio courses and consent of instructor.

Fall and Spring.

Special individualized problems in studio areas. The student must purchase all personal and expendable art material. **This course is repeatable for a maximum of six credits.**

FNAR 402. Advanced Studio Topics (3-0-6)

Prerequisite: 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 credits.**

FNAR 403. WI: Advanced Topics in Art History (3-0-6).

Prerequisite: FNAR 201 and 202, ENGL 223 or permission of instructor.

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. This 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 credits.**

FNAR 488. Senior Seminar in Studio Art (3-0-6)

Prerequisite: senior standing.

Fall.

This studio course is designed as a capstone academic experience in Studio Art. Each student is expected to create a body of work that demonstrates technical ability and conceptual intent. Students will exhibit this work in the Senior Thesis Exhibition in the spring. Requirements for successful completion of the course include an artist's portfolio made up of a c.v., slides of their work and an artist statement. In addition to studio work, students also learn about art as a profession and best business practices relevant to being a professional artist. Required of all art education majors and concentration in studio art.

FNAR 490. WI: Senior Seminar in Art History (3-3-0)

Prerequisite: ENGL 223; senior standing.

Spring.

This seminar is designed as a capstone academic experience in Art History. Each student is expected to demonstrate independent research as well as prepare and present a formal research paper and participate in interactive critiques. Partially satisfies the writing intensive requirement.

FNAR 491. Practicum in Studio Art/Art History (credits vary 1-6)

Prerequisite: senior standing and consent of adviser.

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 credits.**

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

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

FNAR 499. Independent Study (credits vary 1-3)

Prerequisite: senior standing and consent of instructor and Department Chair.

Fall, Spring or Summer.

An opportunity for independent research in *Art History* in consultation with a member of the faculty from the art department. **This course is repeatable for a maximum of six credits.**

DEPARTMENT OF GOVERNMENT

Dr. Michelle A. Barnello, Chair
McMurrin Hall 361
(757) 594-7469
barnello@cnu.edu

Faculty

Professor: Busch, Carlson, Kidd
Associate Professor: Barnello, Camobreco, Greenlee,
 Kempin Reuter, Rizova
Assistant Professor: Kirkpatrick
Visiting Assistant Professor: Pownner
Lecturer: Cash, Hadley, Shelton
Instructor: Bitecofer
Emeriti: Doane, Killam, Miller, Williams, Winter

Mission Statement

The mission of the Department of Government 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 Government offers a Bachelor of Arts degree in political science. 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, and University of Maryland. Students interested in pursuing graduate studies should consult their academic advisers 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 advisers 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 major 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 an issues.

The major in political science requires successful completion of 36 credit hours, including the following:

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

Minor in Political Science (18 credits)

The minor in political science requires the successful completion of 18 credits, including:

1. Six credit hours from GOVT 100, 101 or 215;
2. Select four GOVT courses (12 credits) above the 200-level in consultation with a departmental academic adviser

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) TrackMajor courses required:

See major requirements for the B.A. in political science.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- COMM 201 or THEA 230;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track: History/Social Science EndorsementMajor courses required:

See major requirements for the B.A. in political science.

Support courses required:

MATH 125; CPSC 110, COMM 201 or THEA 230; PSYC 207 or 208, 312; SOCL 314/314L; ECON 201 or 202; GEOG 201, 202; HIST 111, 112, 121, 122, 390; and two upper level history electives.

Graduate courses* required (senior year):

Select six credits: 500 level History courses; or PSYC 535.

*See the graduate catalog for course descriptions.

THE CURRICULUM IN GOVERNMENT

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

Fall and Spring.

This course is an introduction to western political theory. The course focuses on the theoretical foundations of politics including the principal concepts, ideas, and theories of the study of the political world. Particular focus is given to the state, citizen, government, power, justice and conflict in the development of the modern western political system.

GOVT 101. Power and Politics in America (3-3-0) AIDE

Fall, Spring and Summer.

An introduction to the dynamics of the American political system. The course focuses on political institutions such as the presidency, Congress, the judiciary, and topics including the bureaucracy, elections, political parties, and interest groups. The course emphasizes critical thinking about politics, governmental institutions, and power in the United States.

GOVT 195. Special Topics (3-3-0)

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

GOVT 202. State and Local Government (3-3-0)

This course focuses on state governments and the political forces at work at the state and local levels within the United States. While containing many of the same political institutions as the federal government, the states have their own unique social and cultural backgrounds. In addition, the states make and implement their own public policies, many of which impact the daily lives of their citizens more often than some at the federal level. Topics covered include: federalism, state legislatures, and local governments.

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

This course examines the causes and effects of “hate crime” –crimes motivated in whole or in part by a bias against the victim’s perceived race, religion, ethnicity, sexual orientation or disability. The class discusses the problematic issues related to defining and recording hate crimes, the theoretical perspectives on motivation to commit hate crime, and governmental policies designed to reduce it.

GOVT 215. Comparative and International Politics (3-3-0)

Fall and Spring.

This course will introduce students to the political world beyond our borders. It combines the study of the international state system with the study of politics within states. The course will involve critical thinking about world issues and the organization of society and require students to debate contemporary political issues such as what responsibility rich countries have towards poor countries, legitimacy of tactics for pursuing political gains, when war is just and the challenges that exist to organizing internationally.

GOVT 240. The Supreme Court in American Politics (3-3-0) 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.

GOVT 243. Crime and Punishment in America (3-3-0)

A survey of the criminal justice system and overview of the major system components: law enforcement, judiciary and corrections; theories of crime causation and use of crime statistics. The focus is on identifying the relationships among the components of the criminal justice system and other components of government, critical thinking and issues confronting the system and its various components.

GOVT 291. Community Service Internship (Credits vary 1-3)

The community service internship provides opportunities for students to: 1) serve the community, 2) explore a possible career field, and 3) gain experience in understanding the effectiveness of organizations and their programs. Interns serve in a governmental or non-profit organization. For-profit organizations may be utilized if there is a clear connection between the program’s purpose and the public’s well-being. The course may be enrolled for one, two or three credit hours, requiring 25, 50 or 75 hours of community

service respectively with an organization approved by the instructor of record. A weekly journal is required of all participants on such topics as the role of volunteers in formal organizations, liability, services delivery effectiveness, political pressure, and career opportunities. A final paper analyzing the experience is required.

GOVT 295. Special Topics (3-3-0)

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

GOVT 301. Politics and Travel (3-3-0)

Prerequisite: GOVT 100. Pre or corequisite: 101 or consent of instructor.

This course will allow students from all disciplines to study politics and governmental institutions abroad. Destinations and topics will depend upon faculty expertise and student interest. Additional fees may be required. Course may be repeated twice for a maximum of nine credits.

GOVT 307. Civil Liberties (3-3-0)

Prerequisite: GOVT 100 or 101.

This course will examine basic civil rights and liberties. Students will gain an understanding of contemporary and controversial public policy issues. Some of the issues that will be addressed in the class are same sex marriages, rights of privacy, voting rights, freedom of religion and rights of the accused. Class time will include lecture, guest speakers, student discussion, video presentations and panel discussions.

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

Prerequisite: ENGL 223, GOVT 100 or 101.

A comparative study of the governmental processes of selected nations in terms of their ideologies, institutions, political organizations, and policies such as social welfare, crime control, urbanization, economic management, and foreign affairs. Partially satisfies the writing intensive requirement.

GOVT 316. Constitutional Law (3-3-0)

Prerequisite: Minimum junior standing or consent of instructor.

This course will explore the fundamentals of constitutional law. Civil rights and civil liberties through the study of many landmark U.S. Supreme Court cases will be studied. The restrictions on government and resolution of political questions through the courts will be covered.

GOVT 320. Religion and Politics in the United States (3-3-0)

Prerequisite: ENGL 223.

This course explores the link between religion and politics in America from a social scientific standpoint. It includes an examination of how religion has influenced American politics and policy both historically and currently. Topics include the religious roots of American culture, church-state relations, and the changing nature of religion’s impact on American political behavior.

GOVT 322. Conflict and Peace Studies (3-3-0)*Prerequisite: GOVT 215.*

For millennia, philosophers, religious thinkers, and political activists have written about peace and war. Conflicts are found in all human communities; but peace is the state of mind everyone desires. This course examines the nature and causes of conflict, conflict resolution, and the foundations of peace. By analyzing different case studies, we discuss the sources, causes and determinants of conflict, present the various perspectives on conflict management, and study different ways of peacemaking. We study academic writings in international relations, politics, and conflict and peace studies to explore a variety of techniques employed in managing, resolving, and preventing conflict.

GOVT 323. American Foreign Policy (3-3-0)*Prerequisite: GOVT 101 or consent of instructor.*

A seminar examining the foundations of American foreign policy including issues of world leadership, military strategy, economic relations, and the institutional processes in the formulation of foreign policy.

GOVT 327. International Law and International Organizations (3-3-0)*Prerequisite: GOVT 215.*

This course provides a formal introduction to international law and international organizations and emphasizes the relationship between law and the political behavior of states, institutions, and other international actors in world politics. International law is more relevant than ever before. From the international wars to environmental challenges, from human rights violations to the question of statehood, globalization, and the law of war, international law has a direct influence on international affairs. This course focuses on the nature, sources, and applications of international law and analyses its effect on issues in contemporary international relations.

GOVT 329. International Human Rights (3-3-0)*Prerequisite: GOVT 215.*

Human rights and especially human rights violations are some of the most discussed issues on the international agenda. The conflicts in the former Yugoslavia, Israel/Palestine, Rwanda, and Sudan are only among the best-known examples involving gross violations of human rights. This course examines human rights issues from different academic perspectives including politics, history, and law. The main focus is on the international management of human rights and the protection of individuals and groups on the international level. A number of exemplary case studies are considered to illustrate achievements, efficiency, and outcome of today's international human rights protection regime.

GOVT 330. Middle Eastern Politics (3-3-0)*Prerequisite: GOVT 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.

GOVT 333. Legislative Politics (3-3-0)*Prerequisite: GOVT 101 or consent of instructor.*

This course focuses on a general overview of the powers of Congress. Particular attention is devoted to understanding how an individual wins a congressional election, factors that affect congressional behavior, and the impact Congress has on public policy making. Topics covered include: congressional elections, representation, coalition building, voting behavior, leadership, committees, legislative process and decision making, and organized interests.

GOVT 338. Politics of Weapons Proliferation (3-3-0)*Prerequisite: GOVT 215.*

This course examines the threats posed by the proliferation of weapons of mass destruction to aspiring states and terrorist groups and the strategies that the United States and the international community have employed to prevent the spread of these weapons. Key topics that we will examine include the technologies necessary for these weapons, the relevant treaties and international agreements that attempt to prevent WMD proliferation, and the primary countries and terrorist groups that are attempting to acquire these weapons.

GOVT 340. Might and Right Among Nations (3-3-0)*Prerequisite: GOVT 100 or 215.*

The main purpose of the course is to acquaint students with the evolution of international relations thought by means of a critical examination of classics in the tradition of political philosophy. Readings will be drawn from works of classical thinkers including Thucydides, Machiavelli, Grotius, Hobbes, Rousseau, and Kant, as well as some representative contemporary theorists. From these will emerge the concepts, assumptions, and issues that continue to dominate thinking about world politics today, including: the legitimate basis of political authority, the nature of sovereignty, the implications of "human nature" for world politics, and the possibilities and limits of international ethics.

GOVT 344. The Presidency (3-3-0)*Prerequisite: GOVT 101 or consent of instructor.*

A seminar examining the American presidency, with a particular focus on its constitutional foundation, the process of selection, presidential leadership, and presidential relations with other political institutions and the public.

GOVT 347. Justice, Politics and Policy (3-3-0)

This course examines how public opinion shapes politics which, in turn, shapes policy in the criminal justice agencies. The American representative form of government is examined in the context of how and why we create and implement public policy in the federal, state and local justice systems.

GOVT 350. Latin American Politics and Societies (3-3-0)

Prerequisite: ENGL 223 and GOVT 100 or 101.

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.

GOVT 351. East and Central European Politics and Societies (3-3-0)

Prerequisite: ENGL 223 and GOVT 100 or 101.

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.

GOVT 352. Research Methods and Quantitative Analysis (3-3-0)

Prerequisite: MATH 125 or consent of instructor.

Fall and Spring.

An examination of the common methodological issues of social science research along with an introduction to the quantitative method. Topics include the conceptual foundations of research and the basic elements of research, research design and structure, data collection, and data-analysis techniques.

GOVT 353. East Asian Politics (3-3-0)

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.

GOVT 354. Political Campaigns and Elections (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

A seminar examining the theoretical, historical and political principles of political campaigns and elections in the United States. Particular attention is given to understanding the various factors that influence individual election outcomes, how elections impact the operation of government and public policy, and influences on elections such as the media, political action committees, and political parties.

GOVT 357. Classical Political Thought (3-3-0)

Prerequisite: GOVT 100 or consent of instructor.

Beginnings of the Western political heritage as shaped by the great political thinkers from Plato to Cicero.

GOVT 358. Modern Political Thought (3-3-0)

Prerequisite: GOVT 100 or consent of instructor.

Political thought of the Renaissance to that of the late nineteenth century, as represented by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Nietzsche. Particular emphasis is placed on the aspirations of liberalism and the criticisms these aspirations inspired.

GOVT 359. American Political Thought (3-3-0)

Prerequisite: GOVT 100, 101 or consent of instructor.

History of American political thought from the founding to the Progressives, as represented by such thinkers as Locke, the Founders, federalists and anti federalists, Tocqueville, and Lincoln. Particular emphasis is placed on views of democracy, liberty, equality, property and the Union.

GOVT 363. The Judicial Process (3-3-0)

Prerequisite: GOVT 101 or consent of instructor.

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

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

Prerequisite: ENGL 223.

The course presents an overview of the criminal justice systems in the United States and other countries. The law enforcement, judiciary and corrections components are examined within various national systems to identify the functions which best serve host political systems. Issues relating to the administration of justice within the context of urban and rural settings are also examined. Partially satisfies the writing intensive requirement.

GOVT 371. WI: Public Administration and Policy (3-3-0)

Prerequisite: ENGL 223.

An introduction to management in public, non-profit, and international career fields. The course concentrates upon examining resources for creating successful, high performance organizations. Primary topics of study include the role of politics in public administration, structural and human resources available for creating efficient and effective programs, communication styles and strategies, and budgeting and evaluation techniques and strategies. Partially Satisfies writing intensive requirement.

GOVT 375. Labor Law and Politics (3-3-0)

This course will examine political and court decisions, as well as state, federal, and constitutional laws that impact the employment environment. Particular emphasis will be given to federal laws such as Title VII, Americans with Disabilities Act, Equal Pay Act, Age Discrimination Act, and specific Civil Rights Acts. Students will gain an understanding as to why these laws came into existence and how prospective/current employees and supervisors are affected.

GOVT 380. Terrorism (3-3-0)

Prerequisite: ENGL 223.

This course will examine the modern phenomenon of terrorism. We will define terrorism, consider its motivations, review the new dangers associated with terrorist access to weapons of mass destruction, and debate policy proposals that might be taken by democratic regimes to reduce the likelihood of terrorism or mitigate its consequences. Although we will examine a number of different types of terrorism and terrorist groups (including left-wing and right-wing terrorism), we will pay particular attention to the events leading up to and following September 11, 2001 – including a close examination of Al Qaeda and the U.S. “war on terrorism.”

GOVT 381. International Political Economy (3-3-0)

Prerequisite: GOVT 215 or consent of instructor,

Restricted to junior and senior standing

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.

GOVT 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.

GOVT 391. International Environmental Politics (3-3-0)

Prerequisite: GOVT 215.

Fall

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.

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

Prerequisite: junior standing or consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credits may be counted toward a degree.

GOVT 402. International Relations Theory and World Issues (3-3-0)

Prerequisite: GOVT 100 or 101 or consent of instructor.

Fall, alternate years.

A seminar examining the central international relations theories including realism, neo-realism, liberalism, neo-liberalism, within the context of contemporary world issues.

GOVT 410. Ethnic Conflict and Nationalism (3-3-0)

Prerequisite: GOVT 215.

Conflicts in the Balkans, Northern Ireland, Rwanda, Darfur, Iraq, Israel/Palestine, Sri Lanka, and India, among others, have led to tremendous human suffering and massive political mobilization. This course provides an overview of the causes, character, and dynamics of ethnic conflicts and the strategies that can be employed to resolve them. It discusses the relationship between the theory of nationalism and ethnic conflict and puts issues accompanying ethnic conflict in a broader context of international politics. A number of exemplary case studies are considered to illustrate causes, trends, and consequences of conflicts and to discuss their resolution.

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

An examination of the process of generating criteria derived from democratic theory for making ethical judgments. The application of criteria to political situations as depicted in selected case studies. A review of ethical principles and their application, misleading assumptions, and false distinctions that may obstruct effective ethical decision-making about political actions.

GOVT 454. American Political Behavior (3-3-0)

Prerequisite: GOVT 100 and 101.

Why do some people vote and others do not? Why are some people turned off by the political process and others are not? How are people mobilized to participate in the political process? How is public opinion formed? What is ideology and how is it formed? This course will develop answers to these and other questions using the behavioral approach to the study of politics. We will look at the major theories of political behavior, the effect of long-term social change on political behavior, the socialization process, and the media.

GOVT 490. WI: Senior Seminar in Political Science (3-3-0)

Prerequisite: ENGL 223; senior standing, departmental major, and completion of all other core courses in political science.

Fall and Spring.

This seminar course is designed as a capstone academic experience in which each student is expected to demonstrate independent research skills, prepare and present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar. The formal paper should be a significant example of the student's academic credentials in terms of knowledge, skills, and abilities. In addition, each student will complete a standardized assessment relevant to the political science field. Partially satisfies the writing intensive requirement.

GOVT 491. Senior Practicum (3-3-8)

Prerequisite: GOVT 101, 202, or GOVT 100, 101 and senior standing, or consent of instructor.

Part-time and full-time internships with government, military, for-profit, or non-profit organizations. Periodic conferences, written evaluations, and final paper relating theory and practice are required. Recommended for advising tracks in American Politics, Justice Studies, Public Administration and International Relations. A maximum of six credits may be counted toward a degree.

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

Prerequisite: senior standing and consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of nine credits may be counted toward a degree.

GOVT 499. Independent Studies in Political Science (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

As needed.

The purpose of this course is to enable a qualified student to enrich his/her program through independent work. The topic and evaluation are agreed upon in writing by the student and faculty member supervising the effort. This should be completed by the end of pre-registration for the session in which the study will take place. A student should have a minimum overall GPA of 2.50. Copies of the study plan, attached to an independent study authorization form, must be filed with appropriate college offices. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his/her total academic program.

DEPARTMENT OF HISTORY

Dr. William F. Connell, Chair
McMurran Hall 305
(757) 594-7567
wconnell@cnu.edu

Faculty

Distinguished Professor: Santoro
Professor: Hamilton
Associate Professor: Connell, Duskin, Falk,
 Hyland, B. Puaca, Sellars, Shuck-Hall, Sishagne, Xu
Assistant Professor: Allison, Herbert, L. Puaca
Lecturer: C. Cartwright
Instructor: M. Perry
Emeriti: Bostick, Mazzarella, Morris, Saunders

Mission Statement

The mission of the Christopher Newport University Department of History is to serve the University and the Commonwealth by acting as a bridge to the humanities, the social sciences and the hard sciences. The Department's offerings complement these areas of learning by encouraging students to reach out and understand not only the history of human development through the ages but also to seek out the answers to society's contemporary problems and issues. The academic environment of the Department of History embraces all aspects of national, Western and global history. By means of comprehensive offerings of courses at the introductory, upper and graduate levels of study, the Department cultivates in its students an appreciation and zeal for learning that encompasses both theoretical and applied bodies of knowledge. To that end the Department and its committed faculty impart to students and the community at large lessons from the great chronicle of human experience - intellectual, political, cultural, economic and spiritual. Faculty share their own intellectual curiosity and dedication to learning through effective teaching, significant research and scholarship, and active community service.

The Department of History offers the Bachelor of Arts degree in history, a minor program, and general and specific courses for all students interested in studying history for personal enrichment or for meeting their professional needs. Survey courses are offered by which students may fulfill the liberal learning curriculum requirements, major or minor prerequisites and education certification requirements. Courses are offered in American, European, Latin American, African, Middle Eastern and Asian history, as well as themes in ancient and modern eras.

The study of history provides an excellent foundation for careers in areas such as teaching, business, law, politics and international development, public administration, journalism, communications, archaeology, public history and museum work, the ministry, the foreign service and the military, and graduate study. Students are taught valuable

skills such as: analysis of texts, documents and artifacts; the tools and methods of research; collection and organization of information; critical evaluation of conflicting interpretations; the preparation and presentation of oral and written reports or reviews.

Beyond these, the student who majors or minors in history is able to bring the breadth and depth of the human experience to illuminate and give perspective to his or her workday and personal world. In short, because history brings together all the scattered areas of study, there is not a field that cannot be enriched by studying history. Last, but not least, the study of history is endlessly fascinating, enriching, enjoyable and can remain so for a lifetime.

The Bachelor of Arts Degree in History

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in history requires successful completion of the following courses:

1. Select three (9 credits): HIST 111, 112, 121, 122;
2. HIST 200;
3. A minimum of 21 additional credit hours, six of which must be at the 400-level (excluding HIST 490W). Students must select a minimum of:
 - a. six credits of American history at the 300-level or higher;
 - b. six credits of European history at the 300-level or higher;
 - c. six credits of the history of Other Regions of the World (African, Asian, Latin American, Caribbean, Middle Eastern) at the 300-level or higher;
 - d. three credits of electives at the 200-level or higher of the student's choice, excluding HIST 200, 390W, 490W, 499;
 - e. HIST 276 may be counted only once.
4. HIST 390W;
5. HIST 490W;
6. A maximum of six hours of HIST 295/395/495 courses may be applied to the history major but none are necessary.

Minimum Grade Requirement for Graduation

History majors must achieve a minimum grade point average of 2.00 (4.00 maximum) in all history courses and no more than two grades below C- in 200-level and higher history courses may be counted towards the major.

The Minor in History (21 credits)

The minor program in history requires successful completion of the following 21 credits in history courses:

1. Select one: HIST 111, 112;
2. Select one: HIST 121, 122;
3. HIST 200;
4. Four courses (12 credits) in history courses 200, 300, or 400 level.

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 adviser to prepare an appropriate course of study. They should consider history courses that form a regional or thematic concentration, a study abroad program and opportunities to present their research at conferences.

Public History Focus

The Bachelor of Arts degree in history can help prepare students for a career in public history, material culture and museum studies. Students should meet regularly with their adviser to prepare an appropriate course of study. They should study abroad, and take HIST 348 with field work in historical archeology, HIST 435 course in public history and the HIST 491 Practicum. The Practicum is a three-credit, semester-long internship working in an historical agency such as a museum, archive or national historical park.

The Pre-Law Program

The Bachelor of Arts degree in history represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. History majors routinely score higher on the Law School Admissions Test (LSAT) than other majors in the arts, humanities and social sciences. The American Bar Association (ABA) recommends courses to develop your analytical, research, and writing skills rather than courses with subject matter about the law specifically. Therefore, history majors seeking careers in law should take as many 400-level history seminars as possible because they emphasize skills over content. For additional information on law school preparation, see the Pre-law Program located in this catalog.

The History-Business Program

The Bachelor of Arts degree in history may be taken with a minor program in business administration to attain a liberal arts education plus preparation for a career in business. The total program of study must satisfy all requirements for the Bachelor of Arts degree in history and the minor program in business administration. For details, see the minor in business administration under the 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) TrackMajor courses required:

See major requirements for the B.A. in history

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track: History/Social Science EndorsementMajor 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 230; MATH 125; PSYC 207 or 208, 312; SOCL 314/314L; GOVT 100 or 101; GOVT 202; GOVT 215; two upper level government electives; ECON 201 or 202; GEOG 201 and 202.

Graduate courses* required (senior year):

Select six credits: 500-level History courses; PSYC 535.

*See the graduate catalog for course descriptions.

THE CURRICULUM IN HISTORY

American History: HIST 304, 305, 324, 325, 327, 336, 341, 342, 346, 348, 349, 350, 351, 352, 354, 355, 356, 357, 358, 372, 435, 442, 443, 446, 453, 480, 485, 489.

European History: HIST 301, 302, 303, 308, 310, 313, 314, 317, 320, 321, 323, 326, 329, 331, 338, 339, 406, 415, 423, 432, 444.

Other Regions of the World: HIST 312, 347, 335, 343, 360, 362, 364, 365, 367, 368, 370, 375, 403, 405, 462, 466, 473W.

Survey: HIST 111, 112, 121, 122.

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

Fall, Spring and Summer.

A survey of world history centering on institutions, values and cultural forms from prehistoric time through the mid-16th century.

HIST 112. The Modern World (3-3-0) AIGM

Fall, Spring and Summer.

A survey of world history centering on institutions, values and cultural forms from the mid-16th century to the present.

HIST 121. Early America to the Civil War (3-3-0) AIDE

Fall, Spring and Summer.

A survey of the historical development of the United States from early colonial times through the Civil War including social, cultural, economic, intellectual and political movements through these years of earlier growth.

HIST 122. Modern America: Reconstruction to Global Power (3-3-0) AIWT

Fall, Spring and Summer.

A survey of the historical development of the United States from the Civil War through the present time. The course emphasizes social, cultural, economic, intellectual and political developments during the later years of America's growth.

HIST 195. Special Topics (3-3-0)

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

HIST 200. Historical Inquiry (3-3-0)

Fall or Spring.

Prerequisite: HIST 111 or 112 or 121 or 122. Pre or corequisite: ENGL 123.

This course will give students the opportunity to experience the type of reading, writing and discussion that is expected

of history majors and minors. Unlike survey courses, this class focuses on one specific time period, geographic region, culture or historical topic. Students will learn about the close reading, of historical texts; they will become proficient in identifying, analyzing and then using primary versus secondary sources; and continue their training in writing and in the construction of historically-minded arguments. Upon completion of this course, students will have acquired the skills that they need to succeed in upper-division history courses.

HIST 276. The Study of History Abroad (3-3-0)

Summer.

This course provides an in-depth study-abroad experience designed for both history majors and non-history majors. Traveling to such regions as Asia, Latin America, and Europe (including France, Germany and England), students will study different cultures and people by visiting important cities, key historical sites and major museums. Required readings, lectures and writing assignments emphasize historical context in order to provide a richer understanding of the area(s) under study. Course trips will include such topics as "Egypt in the United Kingdom" and "America and Postwar Europe." As areas of study vary on a yearly basis, this course may be repeated once for credit, but presented only once for the history major or minor.

HIST 295. Special Topics (3-3-0)

Fall, Spring and Summer.

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

HIST 301. The Ancient Greeks (3-3-0)

Prerequisite: HIST 200 or CLST 101 or 211.

Fall or Spring.

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 200 or CLST 101 or 212.

Fall or Spring.

History 302 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 303. The Roman Empire (3-3-0)

Prerequisite: HIST 200 or CLST 101 or 212.

Fall or Spring.

This course examines the political and social history of the Roman Empire (c 31BC-476 AD), starting with the fall of

the Republic and the establishment of dynastic monarchy at the head of the Roman state. Major themes will include the structure and mechanics of Roman rule over a Mediterranean empire; the spread of citizenship and interactions between the provinces and the capital; and the causes of eventual fragmentation and decline.

HIST 304. U.S. Women's History (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course examines the history of women in the United States from the colonial period to the present. By situating our study within broader social, cultural and political developments, we will explore the ways in which race, class, ethnicity, sexuality and geography have altered and informed American women's experiences. Key themes will include work, family life, war, politics and social reform. Through lectures, discussions, written assignments, secondary readings, and primary sources, we will reconstruct the varied and often contradictory meanings of American women's lives.

HIST 305. History of Gender and Sexuality in the United States (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course examines the history of gender and sexuality in the United States from the colonial period to the present. We will pay particular attention to how American understandings of gender and sexuality have been created and maintained through a variety of institutions, such as religion, law, science, medicine, language, and popular culture. Key themes include: family and community life; race, class, and citizenship; the role of the state; the medicalization of the body; the politics of reproduction; and activist responses.

HIST 308. Tudor and Stuart Britain (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course examines the history of Great Britain during the reigns of the Tudor and Stuart dynasties. Between 1450 and 1700, Britons saw civil war, famine and five changes of the national religion. During these 250 years they also witnessed Shakespeare, the Armada and the discovery of America. This course will explore themes of social upheaval, political fidelity, Reformation and revolution in all of the parts of Great Britain: Scotland, England, Ireland and Wales.

HIST 310. The Reformation Era (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

A study of the history of Europe in the 16th- and early 17th-centuries, with particular emphasis on the background, ideas, and development of the Protestant and Catholic Reformations, and their impact in the first half of the 17th-century.

HIST 312. Ancient Egypt (3-3-0)

Prerequisite: HIST 111 or 112 or 200, and ENGL 223.

Fall or Spring.

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 313. British Empires, 1500-Present (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course explores the politics, culture, and ideas of British expansion and nationalism from 1500 to the present. Students will learn about British imperialism from the earliest 'plantations' in Ireland, to the immense empires built by Britain in Africa, India and the Middle East. Over the semester, we will examine an array of primary sources, including Parliamentary speeches, political cartoons, diplomatic dispatches, advertisements and private journals. These documents, images and manuscripts will help us to better understand Britain's desire for and justification of expansion, as well the many important movements of resistance and rebellion that were undertaken by colonial subjects.

HIST 314. Early Modern France: Renaissance to Revolution (1500-1788) (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course explores the history of early modern France from 1500 to 1788. We will examine a wide variety of topics in French history, including: warfare and violence, popular and elite culture, social and economic change, and the creation of French colonies abroad. Two central themes of the course are the transformation of religious beliefs in the early modern period and the rise of the modern nation-state in France. The course concludes with the breakdown of the Old Regime in the decades prior to the start of the French Revolution.

HIST 317. Rebuilding Democracy in Postwar Europe (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course will examine the reconstruction of democracy in Europe since the Second World War. It will address the political, economic, social, and cultural developments that have shaken old democracies and facilitated new ones. In particular, the course will concentrate how democracies and their citizens have responded to a variety of challenges, including war, occupation, decolonization, immigration, terrorism, civic protests and the emergence of supranational institutions. Students will engage key themes through lecture, film, classroom discussion, and the use of primary and secondary sources.

HIST 320. Imperial Russian History (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course examines Russia's political, social, cultural, and economic development from the time of Peter the Great (1682) to the collapse of the Romanov Dynasty in 1917. Topics covered include Catherine the Great, the Napoleonic Wars, the Russian revolutionary intelligentsia, the Great Reforms, Russia's literary and artistic greats (Gogol, Dostoyevsky, Tolstoy, Chekhov, Chagall, Kandinsky and others), Russian Marxism and Rasputin.

HIST 321. Soviet History and Beyond (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course covers the history of the Soviet Union from the Russian Revolution in 1917 through the collapse of the Soviet Union in 1991 to the present day in the post-Soviet Republics. The course includes discussion of topics including Marxism, Leninism, Stalinism, socialist culture, the Cold War, reasons for the Soviet Union's collapse, and the transition to post-Communist life. Students read from a variety of sources and view classic Soviet films.

HIST 323. The French Revolution (3-3-0)

Prerequisite: HIST 200.

Spring.

This course examines the history of the French Revolution (1789-1815), and focuses particularly on the political, social, and cultural transformations of the period. The course begins with an account of the origins of the Revolution, before moving on to explore in detail the revolutionary decade and Napoleonic period. The remainder of the course will consider the enduring legacy of the Revolution of 1789 in Europe and the wider world from the nineteenth century to the present. The themes of the course include: terror and revolutionary violence; race, gender, and the paradox of rights; historical memory; and popular radicalism.

**HIST 324. America and the Second World War (3-3-0)
[Formerly HIST 340, not equivalent]**

Prerequisite: HIST 200 and ENGL 223.

Fall or Spring.

A comprehensive examination of the causes, conduct, and consequences of the Second World War with an emphasis on the American experience. The course considers the war from a military, diplomatic, and political perspective, but also for the war's impact on American social groups, cultural life, and collective memory.

HIST 325. Cold War Politics and Culture (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course examines the Cold War (1945-1991) from the perspectives of both Soviet and US politics and culture. Students will consider the era's major political and military events and build on the chronological narrative with study of the Cold War's cultural and intellectual impact on the combatants.

HIST 326. The Nazi State and the Holocaust (3-3-0)

Prerequisite: HIST 111 or 112 or 200, and ENGL 223.

Fall or Spring.

An in depth examination of the history and structure of the Nazi Party, including Hitler himself, the SA, SS, and other party groups; a study of the Holocaust and the trial of the major war criminals at Nuremberg, the verdicts, and the precedents established by the trials. The course includes a field trip escorted by the instructor to Washington, D.C. to view the permanent exhibition at the United States Holocaust Memorial Museum and to do term paper research in the Museum's Library. There is a \$40 fee for the chartered bus used to transport the class to Washington.

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

Prerequisite: HIST 111 or 112 or 200, and ENGL 223.

Fall or Spring.

An analysis in depth of the relationship between film and historical record. In conjunction with lectures and class discussions, students view and analyze classic popular fictional films as well as political, documentary and propaganda films. The course focuses on understanding the sometimes blurred lines between history and fiction or "docu-drama" written for political or social purposes. Films screened vary from term to term, and there are sometimes specific themes in a particular term. Typical films might include *The Grand Illusion*; *The Seventh Seal*; *The Four Feathers*; *Gandhi*; *JFK*; *Inherit the Wind*; *Schindler's List*; *The Crucible*; *The Fall of Berlin*. This course also counts in the film studies minor.

HIST 329. Modern France (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course examines the political, economic, social and cultural history of France since 1900. We begin with the origins of the Third Republic, the Dreyfus Affair and the Great War. Following the interwar era, we turn our attention to the trauma of war, defeat, and occupation by the Germans in 1940. 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 331. The Renaissance Era (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

This course examines how a literary and intellectual movement originating in Italy – the Renaissance – influenced major developments in European society between 1350 and 1650. Following an examination of the political context in late Medieval Europe, we will consider how the principle intellectual achievement of the Renaissance, humanism, changed thinking and influenced the transmission and reception of ideas and new information, especially as they related to science, distant lands and religion. We will also consider whether women and “ordinary” (non-elite people) were influenced by the Renaissance movement and examine the forces at work in bringing the Renaissance movement to a close.

HIST 335. Caribbean History and Culture: From Contact to Age of Revolution (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course is designed to give students a broad understanding of the history and culture of the peoples of the Caribbean, from the pre-Columbian Arawaks and Caribs through the infusion of European and African culture to the Age of Revolution. Students will explore the history of rivalries between empires, slavery and race relations, and the struggle for emancipation and self-determination. Examining Atlantic World Themes in the Caribbean basin, the course will emphasize the experiences of a variety of individuals including Amerindians, pirates and privateers, indentured servants, enslaved Africans, maroons, overseers and plantation owners, mariners, loyalists and revolutionaries.

HIST 336. American Foreign Relations (3-3-0)

Prerequisite: HIST 200 and ENGL 223.

Fall or Spring.

An examination of American foreign relations with the rest of the world from the 1880s to the present. The course focuses on elite policy making, international negotiations, and projections of national power abroad. Special attention is paid to the consequences of decisions on the global and domestic scenes.

HIST 338. History of Modern Germany II, 1945 to the Present (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

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: HIST 111 or 112 or 200, and ENGL 223.

Fall or Spring.

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 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: HIST 200 or ENGL 223.

Fall or Spring.

This course takes as its focus what historians have termed “The Long Civil Rights Movement,” or the historical struggle for black freedom that very much continues today. We will take a long view of the civil rights movement by extending it from the Reconstruction era until the present day. In doing so, the course will emphasize the struggle for black freedom in Hampton Roads and will situate that story within the broader national narrative. As a service learning course, students are required to spend 20 hours over the course of the semester working with a local community organization.

HIST 342. American Environmental History (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

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: HIST 200 or ENGL 223.

Fall or Spring.

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: HIST 200 or ENGL 223.

Fall or Spring.

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: HIST 200.

Fall or Spring.

An analysis of the nature and process of European expansion from the 15th century to 1715. Consequences of the "Columbian Exchange" will provide focus for the course.

HIST 348. Introduction to Historical Archaeology (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

An introduction to the principles and practices of historical archaeology using sites dating from 17th- and 18th-century Virginia. This course is a combination of history and archaeology.

HIST 349. The Rise and Fall of American Slavery (3-3-0) AIWT

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This class examines the historical roots, practices and legacies of racial bondage on the North American continent. Students consider the complex reasons for slavery's beginning and look at how it eventually flourished in late-colonial America and the United States. They focus, moreover, on how Africans and American survived, endured and resisted the institution. The course also explores the rise of the abolitionist movement, which culminated with the Civil War and emancipation.

HIST 350. American Indians (3-3-0)

Prerequisite: HIST 121 and 200.

Fall or Spring.

An examination of American Indians and their contacts with colonial European and post-revolutionary U.S. governments from the 16th century to the present. Included will be accounts of the origins and cultural developments of American Indians.

HIST 351. American Military History (3-3-0)

Prerequisite: HIST 200 or MLSC 201.

Fall or Spring.

An introduction to American military history from the colonial era to the present. The course examines wartime strategy and tactics, technological advances, and institutional relationships between military and civilian control. Students will consider the American military during peacetime, the impact of war on the domestic home front, the experiences of the rank and file soldiers, women, and racial minorities, and the changing representation of the military in American popular culture.

HIST 352. Colonial North America to 1700 (3-3-0)

Prerequisite: HIST 121 and 200.

Fall or Spring.

An examination of European intrusion into North America during the 16th and 17th centuries. Interactions among Africans, Europeans, and American Indians in Dutch, English, French, and Spanish outposts will be highlighted.

HIST 354. The American Revolution and Early Republic, 1775-1820 (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

Survey of the foundation of the United States from the American Revolution and United States Constitution through 1820.

HIST 355. Civil War and Reconstruction (3-3-0)

Prerequisite: HIST 200 or ENGL 223 or MLSC 201.

Fall or Spring.

An intensive study of slavery and its expansion, the secession crisis, Civil War military operations and Reconstruction.

HIST 356. The United States in the Gilded Age and the Progressive Era, 1877-1919 (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1877 to 1919 and the role of the United States in world affairs.

HIST 357. Twentieth Century America, 1920-1960 (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1920 to 1960 and the role of the United States in world affairs.

HIST 358. Twentieth Century America, 1961-Present (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

An analysis of the major political, economic, social, and cultural developments from 1961 to the present and the role of the United States in world affairs.

HIST 360. History of Traditional East Asia (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course offers an overview of traditional East Asia from ancient times to the mid-nineteenth century, focusing on the rise of Chinese and Japanese civilizations. It examines the formation and development of Chinese political, social and cultural tradition, the development of Japanese society and culture, the cultural exchanges among East Asian countries, the interaction between East Asia and Western nations in early modern times and the relevance of East Asian tradition to the modern world.

HIST 362. History of Modern Latin America (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

The course examines the Latin American independence movements, the political and economic developments of the 19th century, and the revolutions and changes of the 20th century.

HIST 364. History of Brazil (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

A study of the historical, cultural and political development of Brazil from its earliest beginning to the present.

HIST 365. History of Islam (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

Lecture and discussion course designed to provide students with a deeper understanding of Islam and its place in history. It explores the fundamental tenets of Islam and Islamic institutions and examines the history of the relation between the Muslim World and Western Christendom. It also raises such contemporary issues as the challenges of imperialism, the dilemma of modernization, Arab nationalism, the wider repercussions of the Arab-Israeli conflict and the question of Islamic fundamentalism.

HIST 367. Modern Chinese History (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course offers an overview of modern China from 1600 to the present, with emphasis on the period since the mid-nineteenth century. Through examining the domestic developments in China as well as the interaction between China and the world, the course aims to highlight both changes and continuity in China's political, economic and social-cultural life.

HIST 368. Modern Japanese History (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

This course offers an overview of modern Japanese history from 1600 to the present, with emphasis on the social, cultural, economic, and political developments in Japan as well as the interaction between Japan and the world since the mid-nineteenth century. The course aims to explain the rise of Japan as a military power in Asia prior to the Second World War and as an economic power in the world since the war.

HIST 370. Twentieth Century Africa (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

A survey of the major developments in African history over the last 100 years examining both the character of colonial rule and its impact on African societies. It covers the decolonization process and analyzes some of the major issues in contemporary Africa.

HIST 372. History of Virginia (3-3-0)

Prerequisite: HIST 200 or ENGL 223.

Fall or Spring.

An economic, social, cultural and political overview of Virginia from the Colonial Era to the present.

HIST 375. History of the Modern Middle East (3-3-0)

Prerequisite: HIST 200.

Fall or Spring.

Designed to introduce students to the last two centuries of Middle Eastern history, the course focuses on developments in the post-World War I period, including the growth of Arab nationalism and the emergence of the Israeli state. It examines social and political forces, such as Islamic Fundamentalism, which are currently shaping developments in the region.

HIST 390. WI: Historical Methods and Historiography (3-3-0)

Prerequisite: ENGL 223; and HIST 200.

Fall and Spring.

A writing intensive course designed to introduce students to the history of the discipline, to historical writing and to career development. Partially satisfies the writing intensive requirement.

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

Prerequisite: HIST 200.

Fall, Spring or Summer.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of six hours in HIST 395/495 may be offered toward completion of major requirements.

HIST 403. Ancient Persia (3-3-0)

Prerequisite: HIST 301 or 390W or CLST 211.

Fall or Spring.

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)

Prerequisite: HIST 112 and junior standing.

Fall or Spring.

This course provides a historical survey of Chinese law and judicial system. It focuses on the function and evolution of legal codes and judicial system in China's long history, examines the transition from traditional legal-judicial practices to their modern counterparts in the twentieth century, and analyzes the multi-dimensional interactions among official ideology, political institutions, judicial practices, legal culture and social-economic life.

HIST 406. Gender in Premodern Europe (3-3-0)

Prerequisite: HIST 112 and junior standing.

Fall or Spring.

This course provides an overview of premodern European ideas about gender and the human body. Students will learn how pre modern women and men were defined, and will consider the characteristics of *good* women and *good* men c.1500-1700. In premodern Western Europe, conceptions of masculinity and femininity mattered: they informed the medical community, educational institutions, and manifestations of politics. Gender shaped women's and men's access to work, legal aid, and money, and it situated them within the institutions of marriage and the family. Overall, students will consider how both women and men functioned within structures of patriarchy and the legacy of these gender differences in our society today.

HIST 415. The Byzantine Empire (3-3-0)

Prerequisite: HIST 111 and junior standing.

Fall or Spring.

A topical history of the later Roman Empire from the transfer of the imperial capital to Constantinople in the fourth century

A.D. to the fall of the city in 1453. Subject matter will include the imperial constitution and the administration of the state; the cult of the emperor; religion and the church; the army; city and country life; education and learning; literature and art; and Byzantium's neighbors. This course also counts in the medieval and renaissance studies minor.

HIST 423. Communism's Collapse (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

A seminar on the history of the Soviet Union, the East European states, and China from the 1970s to the present with analysis focused on the factors that led to the collapse and/or transformation of the political systems in those regions. Students will conduct significant primary source research on Russia, Eastern Europe, Eurasia and China in the late twentieth century and report on their research to the class.

HIST 432. World War II in European Memory (3-3-0)

Prerequisites: HIST 390W.

Fall or Spring.

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)

Prerequisite: HIST 121 or 122, and 390W.

Fall or Spring.

Public historians apply historical knowledge and methods in public and private settings outside of academia. This course will explore public history and its application in areas as diverse as museum studies and historical sites interpretation, local and community history (including historical societies), archival collection (including electronic data-basing), historic preservation and oral history. Students will examine both practical and theoretical issues of public history. This course will prepare students for the increasing employment opportunities available in the public and private sectors.

HIST 442. Workers in America (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This course will examine the origins of changing nature of work and the working class in the United States from the colonial period to the present. It will focus on issues such as indentured servitude and slavery, skilled artisans and mechanics, the rise of factory work and the assembly line, and the modern movement toward mechanization and digitization of white collar work. It will additionally look at the ways in which workers responded to change by workshop actions such as forming unions and using strikes and by the political activities of labor.

HIST 443. 20th Century American Popular Culture (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This course will examine American popular culture (such as sports, comic books and motion pictures) as it evolved from the technological innovations of the 1890s to the modern Internet era. Students will explore both how popular culture was shaped by the historical forces of the twentieth century's various eras and how the ideas, ideology, and other aspects of popular culture helped influence those historical forces and attitudes in turn.

HIST 444. The Enlightenment (3-3-0)

Prerequisite: HIST 390W.

This course examines the history of the Enlightenment in Europe (c. 1680-1800). We will explore political and philosophical debates about a variety of topics, including religion and science, reason and rationality, trade and economic prosperity, and the extension of rights to women and non-Europeans. From elite Parisian salons to London coffeehouses and the garrets of impoverished hack writers, we will consider the social and cultural basis of this intellectual movement. The course also examines the relationship between the Enlightenment and the political revolutions of the late eighteenth century, as well as the legacy of Enlightenment ideas in the modern era.

HIST 446. The Rise of Jacksonian America (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This course examines the dramatic political, economic and social changes that occurred during the age of Andrew Jackson (c. 1820-1850). Students will read extensively in primary and secondary sources and be expected to produce a significant research project.

HIST 453. Empires of North America, 1700-1775 (3-3-0)

Prerequisite: HIST 121, 200, and 390W.

Fall or Spring.

An examination of the interactions among Africans, Europeans, and American Indians in English, French, and Spanish North American settlements and provinces in the 18th century, concluding with the United States independence movement.

HIST 462. The Mexican Revolution (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This seminar will examine the long-term and short-term causes of the Mexican Revolution of 1910 with the aim of understanding its consequences for modern Mexico. In addition to understanding the narrative of Mexican history after 1857, students will explore the concept of revolution as a transformative experience.

HIST 466. Society and Culture in Chinese History (3-3-0)

Prerequisite: HIST 112 and junior standing.

Fall or Spring.

Focusing on social and cultural aspects of Chinese history, this thematic course seeks to deepen the understanding of Chinese history by examining such issues as environment, economic patterns, agricultural technology, native medicine, family system, women's status, secret societies, philosophies, religions, Western influences and new social classes.

HIST 473. Major Themes in Contemporary African History (3-3-0)

[Formerly HIST 473W, not equivalent]

Prerequisite: HIST 390W.

Fall or Spring.

This seminar class is designed to provide students with a deeper insight into the major issues and events that affect contemporary African societies. It starts by providing a synopsis of the colonial experience and the decolonization era in order to enable students to see the process of the evolution of the current socio-political and economic conditions in Africa. Several African and other Third World societies suffer from acute economic, social and political malaise. This course seeks to trace the origin and root causes of the problems and examine many of the debates concerning these vexing issues.

HIST 480. The United States as a World Power (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This readings and research seminar examines American foreign relations during the 20th century – and power specifically – from many different perspectives (political, cultural, economic, military). The specific topic of the seminar will be announced in advance. In general, it considers the changing reasons for American involvement in world affairs, the diverse ways in which the nation asserts its power abroad, and the consequences for such activities. Attention is also paid to the variety of ways in which foreign affairs affect the domestic scene, and vice versa. This course contains substantial reading and writing components.

HIST 485. The Great Depression (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This course is intended to give students a broad-ranging understanding of the era of the Great Depression (1929-1941). While the class will include political and economic issues and causes, it will also examine much of the cultural and social development in the period, as well as examine the Depression as a worldwide calamity.

HIST 489. Women and Social Movements in U.S. History (3-3-0)

Prerequisite: HIST 390W.

Fall or Spring.

This seminar will examine female activism in the United States during the nineteenth and twentieth centuries. We will pay particular attention to the participation and leadership of women in various social movements, such as abolition, woman suffrage, progressive reform, civil rights, and organized feminism. Drawing on a blend of historical scholarship and first-person narratives, we will uncover women's contributions to reform efforts of the past, trace their connections to each other, and assess their historical legacies.

HIST 490. WI: Senior Seminar (3-3-0)

Prerequisite: ENGL 223; HIST 390W

Fall and Spring.

Required of all history majors. A seminar dealing with selected problems in history and an examination of historiography, methodology and philosophy of history. The focus, form and content of each seminar will be determined by the instructor. The nature of the seminar will be announced well in advance after consideration of student interest and staff availability. Partially satisfies the writing intensive requirement.

HIST 491. Practicum (3-3-0)

Prerequisite: Junior standing and consent of the department chair.

Spring

An internship with a regional, federal, state, local, or private historical agency in which the student achieves applied experience in the field of history. The student agrees to work 140 hours/semester during the course of the semester under the direction of an agency supervisor. The student's duties will be defined by the agency supervisor, in agreement with the student and the course instructor. Up to three credit hours earned in this course may be applied toward elective credit within the history major.

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

Prerequisite: HIST 390W.

Fall, Spring or Summer.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. A maximum of six hours in HIST 395 and/or 495 may be offered toward completion of major requirements.

HIST 499. Independent Study (credits vary 1-3)

Prerequisite: HIST 200.

Fall, Spring or Summer.

An opportunity for independent research done in consultation with a member of the faculty from the History Department.

HONORS PROGRAM

Dr. Jay S. Paul, Director

Tribble Library 240

(757) 594-7072

jpaul@cnu.edu

Faculty

Professor: Doughty, Mulligan, Padilla, Paul, Spiller, Vachris

Associate Professor:

Adamitis, Bardwell, Barnello, Baughman, Connell, Falk, Gerousis, Gillman, Hart, Hillow, Kaufer-Busch, Kempin-Reuter, Klein, Lewis, Marinova, Morán, Nichols, Rizova, Siochi, Steiner, Thompson, Timani, Underwood, Vachris, Waldron, Webb, Xu

Assistant Professor:

Cusher, DeJong, Dow, Godwin, Jelinek, Kirkpatrick, Meighan, Mulryan, Veksler, Ward-Griffin, White

Lecturer: Loy, Vasilev

Instructor: Hutchinson, Woodworth

Mission Statement

The Honors Program invites high-ability students to fashion unique academic programs to prepare for post-graduate success. Students admitted to the program upon matriculation receive scholarships renewable annually as long as they enroll in Honors courses as required and adhere to the standards for Student Progress below.

The Honors Program lays the groundwork for excellence through a series of highly interactive interdisciplinary seminars. This intensive, integrative approach to the liberal arts allows students—working with Honors advisers in their major disciplines—opportunity to personalize academic plans that help fulfill personal and professional aspirations. Honors Inquiries encourage students to incorporate individualized initiatives into their curricula: independent study and research to hone methods of inquiry; volunteer or compensated experience of civic and social significance; and the culturally enriching experience of studying abroad and reflecting on global issues. Honors Students may also enroll in some upper-level courses earlier than usual, or fashion interdisciplinary clusters of courses to fulfill a specialized interest. In short, the Honors Program helps students to become informed, responsible citizens while encouraging them to prepare purposefully for outstanding opportunities, such as prestigious scholarships, and to proceed into graduate studies and/or fulfilling careers.

The director, advised by the Honors Faculty, administers the honors program as a University program.

Why Be an Honors Student?

- Honors faculty design special, interdisciplinary seminars and set expectations to encourage rigorous, creative thought.

- Honors students receive renewable residential scholarships of \$2000 or \$5000 (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 stipend of \$2000.
- 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 credit-bearing experiences for international study.
- Completion of the Honors Program is acknowledged on all transcripts.

Entering the Program

Applications to the Honors Program will be reviewed for strength of high school curriculum, including core curriculum courses, as well as a high school grade-point-average of at least 3.75 (on a 4.00 scale), and a minimum total score of 1250 on the SATs (at least 580 on the SAT Critical Reading Test) or a composite score of 28 on the ACT (at least 25 on the ACT verbal). First-year students may also be admitted by applying prior to Spring Recess; a minimum grade point average of 3.50 is required for consideration. Students with a minimum grade point average of 3.50 transferring to CNU from an Honors Program at another university or college are guaranteed admission to the Program. Transfer students interested in the Honors Program should contact Dr. Paul after formal admission to CNU and prior to their first term registration.

Program Requirements

The academic program as designed by the student and the Honors adviser to include:

1. HONR 100 (required first semester);
2. Liberal learning curriculum requirements are:
 - a. Second language literacy, 3 credits;
 - b. Mathematical literacy, 3 credits;

- c. Economic Modeling and Analysis, 3 credits;
 - d. One AINW course and accompanying lab, 4-5 credits;
 - e. One AIDE Course, 3 credits
3. Select three courses (9 credits). Seminars available according to five series, see HONR 300, 310, 320, 340, 350 below. Each unique course has its own number (e.g., 311, 312, 313, etc.) More than one seminar may be chosen from a series. All seminar descriptions appear at the Honors website.
 - a. HONR 300 series *Natural World*
 - b. HONR 310 and 360 series *Global & Multicultural*
 - c. HONR 320 & 370 series *Western Traditions*
 - d. HONR 340 series *Creative Expressions*
 - e. HONR 350 series *Logical Reasoning*
 4. Select two Honors Inquiry classes:
 - a. HONR 381* *Major-Related Independent Activity*, 0-3 credits
 - b. HONR 382* *Civic Engagement*, 1-3 credits
 - c. HONR 383** *Study Abroad*, 0 credits
 5. HONR 490W *Problems in the Modern World*;
 6. Two semesters of HONR 010;
 7. Two semesters of HONR 020;
 8. Two semesters of HONR 030;
 9. Two semesters of HONR 040;
 10. HONR 484 *Portfolio*;
 11. One additional WI course;
 12. A minimum cumulative 3.30 GPA at graduation;
 13. Completion of a major and/or concentration;
 14. A minimum of 120 credits.

*may be repeated for credit twice

**may be repeated for credit with director's permission

The Pass/Fail Option may not be applied to Honors Program Requirements except 010, 020, 030, and 040.

Student Progress

Honors student transcripts will be reviewed twice yearly—before the start of the second semester, and by the end May—to ensure that students are on track to complete Honors requirements. When an Honors Program student drops below the minimum 3.30 GPA, a letter of warning will be sent. 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, 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, he/she must adjust his/her registration accordingly (see following section). Withdrawing from an Honors seminar or inquiry course constitutes withdrawal from the Honors Program unless the director approves a waiver.

When a Student Leaves, or Is Removed from, the Honors Program

All students leaving the Honors Program prior to completion are advised to review liberal learning core curriculum requirements in the Catalog.

After 1 semester: The liberal learning core requirement will be reinstated, except for and any requirements already fulfilled by AP, IB, dual enrollment, transfer or CNU courses.

After 2nd semester: The liberal learning core requirement will be reinstated, except for ENGL 123, the area of inquiry corresponding to the HONR seminar completed, and any requirements already fulfilled.

After 3rd semester: The liberal learning core requirement will be reinstated, except for ENGL 123, the Areas of Inquiry corresponding to the HONR seminars completed, and any requirements already fulfilled.

After 4th, 5th, 6th, 7th or 8th semester: If the student has successfully completed HONR 100, three HONR 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.

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 Honors Convocation, which they wear at Commencement.

Research Stipends

The Honors Program provides Research Support Grants to students during the academic year, as well as Summer Research Stipends for independent research. Go to honors.cnu.edu and click on "apply" in the line announcing the stipends to download an application. The deadline falls in the middle of the spring semester. **All CNU students are eligible for summer Research Stipends.** Winners are announced at the Annual Honors Celebration and will be expected to make formal presentations of their work following the conclusion of their projects.

Travel Awards

Honors Students may apply for travel grants up to \$1000 for travel during the academic year to support research leading to presentations at conferences or to publication by contacting Dr. Jay Paul.

THE CURRICULUM IN HONORS

For descriptions of HONR 100 and individual courses in the 300-, 310-, 320-, 340-, and 350 series, see: honors.cnu.edu/curriculum.

HONR 010. First Year Activities (0-0-1)

Fall and Spring.

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments.

This course is graded Pass/fail.

HONR 020. Second Year Activities (0-0-1)

Fall and Spring.

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments.

This course is graded Pass/fail.

HONR 030. Third Year Activities (0-0-1)

Fall and Spring.

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments.

This course is graded Pass/fail.

HONR 040. Fourth Year Activities (0-0-1)

Fall and Spring.

Participate in major cultural / intellectual events, especially lectures and small-group discussions with visiting scholars, artists, and performers, and annual presentations of Honors research. A passing grade is required for two enrollments.

This course is graded Pass/fail.

HONR 100. Liberal Arts as Journey (3-3-0)

Fall.

Starting with one work (e. g. novel, film, scientific treatise) this seminar introduces the liberal arts through practice in logical, imaginative, and scientific thinking. HONR 100 introduces the Honors Program and the intentional undergraduate experience, especially the opportunity to develop plans for research and civic engagement projects of distinction with an eye toward post-graduate success.

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

Restricted to Honors Program students.

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

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

Restricted to Honors Program students.

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

HONR 300. Seminars in the Natural World (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related to fields ranging from neuroscience to astronomy. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 310 and 360. Seminars in Identity and Culture (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related to social institutions and the roles of individuals within them. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 320. Seminars in Western Traditions (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related Europe and the Americas. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 330. Travel and Culture (credits vary 1-3)

Prerequisite: Honors Program Students with junior status or above.

Travel in the United States and abroad with Honors Faculty. Topics and destinations vary, determined by special interests and needs of students and the expertise of faculty. May involve additional fees.

HONR 335. The Good Society (3-3-0)

This interdisciplinary seminar poses two central questions: what is a good society, and what are the roles and responsibilities of good citizens? Using an analytic framework, the course examines the patterned ways (institutions) in which people live together, the problems we solve with these institutions, and the problems either unsolved or caused by them. Through case studies, the course elevates awareness of the larger world and its problems and encourages student engagement. This course automatically counts as a Study Abroad Inquiry.

HONR 340. Seminars in Creative Expression (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related to human creativity, including the essential role of the arts in human evolution. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 350. Seminars in Formal and Informal Reasoning (3-3-0)

Prerequisite: HONR 100.

Fall and Spring.

Students in these interdisciplinary seminars will explore issues related to structures found in such areas as mathematical inquiry, formal logic, informal logic, and natural and artificial languages. A major cultural text will frame inquiry and provide historical depth. In discussions of central questions as well as in the development of projects, students will utilize the intellectual approaches and perspectives of various academic disciplines, including their majors. Assignments include written presentations and practice in one or more major skill set (e. g. quantitative analysis, computer skills, argumentative writing, geography, scientific reasoning and hypothesizing).

HONR 381. Major-Related Independent Activity (credits vary 0-3)

Prerequisite: Any three 300-level HONR seminars.

Fall and Spring.

When taken for credit, this Inquiry documents independent initiatives related to the curriculum of the major but additional to the requirements. HONR 381 is the equivalent of existing departmental independent studies and uses existing procedures. (As appropriate, this Inquiry may occur in a discipline outside the major.) *If individual research is already required by the major department, HONR 381 will not result in additional credit, but serve only as a completion marker for the Honors Program requirement. The course repeatable for a total of six credits.*

HONR 382. Civic Engagement (credits vary 0-3)

Restricted to Honors Program students.

Fall and Spring.

This Inquiry encourages students to undertake experiences—community service, internships, paid employment—related to their long-term goals. See honors.cnu.edu/pdf/382contract.pdf. The course may be taken twice for credit for a maximum of six credits.

HONR 383. Study Abroad (0-0-0)

This Inquiry confirms the completion of a study abroad for academic credit through a CNU program or through the transfer of another accredited institution's credits. The student must notify the director that the study abroad credits have been posted to the unofficial CNU transcript in order to receive the 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 student's experience in Honors. It will contain at least one important piece of work from each of the three Honors Seminars and of at least two Honors Inquiries, as well as a 3-5 page reflection upon and assessment of the entirety of the Honors / undergraduate experience in order to demonstrate integration and critical reflection of experience across four years.

HONR 490. WI: Problems in the Modern World (3-3-0)

Restricted to Honors Program students with junior or senior standing.

Fall and Spring.

This interdisciplinary course is designed to encourage students to examine the special concerns of the world they are about to enter. The course will have its own unique focus, which may change each year. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's major discipline. *The Pass/Fail Option may not be used in this course.* Partially satisfies the writing intensive requirement.

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

Restricted to Honors Program students.

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

HONR 499. Independent Study (credits vary 1-3)

Prerequisite: Consent of instructor and director.

HUMAN RIGHTS AND CONFLICT RESOLUTION

Dr. Tina Kempin Reuter, Director
McMurrin 355
(757) 594-7821
tina.reuter@cnu.edu

The Minor in Human Rights and Conflict Resolution (18 credits)

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 towards 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. GOVT 215 or SOCL 201;
2. GOVT 322 or 329;
3. Four courses (12 credits) chosen from the list of electives. Three of these courses must be taken at the 300-400 level;
4. Courses from three different disciplines must be represented in the 18 hours.

5. In addition to the 18 required hours, student must complete an internship (approved on an individual basis), or 30 hours of community service, or one additional service learning class. Graduation with Service Distinction is encouraged.
6. 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

GOVT 215	Comparative and International Politics
GOVT 322	Conflict and Peace Studies
GOVT 329	International Human Rights
SOCL 201	Globalization and Society

Electives

ANTH 203	Cultural Anthropology
ANTH 309	The Refugee Experience
ENGL 304	WI: Creativity out of Conflict
ENGL 313	Literature and Social Issues
GOVT 323	American Foreign Policy
GOVT 327	International Law & International Organizations
GOVT 340	Might and Right Among Nations
GOVT 365	Civil Liberties and Civil Rights
GOVT 410	Ethnic Conflict and Nationalism
GOVT 450	Ethics in Government and Politics
HIST 326	The Nazi State and the Holocaust
HIST 336	American Foreign Relations
HIST 341	The Long Civil Rights Movement
PHIL 304	Ethics and Current Value Questions
PHIL 337	Radical Evil and the Philosophy of Law
PHIL 386	Values and Postmodernity
PSYC 304	Social Psychology
SOCL 309	The Refugee Experience
SOCL 316	Racial and Ethnic Relations
SOCL 329	Social Movements and Social Change
SOWK 383	International Human Rights-Study Abroad

INTERDISCIPLINARY STUDIES

Professor Nathan Harter, Director
Luter Hall 201D
(757) 594-9173
nathan.harter@cnu.edu

The interdisciplinary studies degree program at Christopher Newport University permits a student, under the guidance of a faculty committee, to design and carry out an individual plan of study involving two or more academic disciplines. The student may earn either the Bachelor of Arts or the Bachelor of Science degree in interdisciplinary studies. An important objective of the Interdisciplinary Individualized Program is to involve the student in formulating a rationale for the design of a coherent individual program of study. This is a difficult task and requires a certain amount of knowledge and direction. The student will have to give considerable thought to his or her long-range learning objectives and to the best way to meet those objectives. For this reason, the following guidelines must be met:

1. The student must have completed at least 30 semester hours of course work and have achieved at least a 3.00 GPA at the time the petition is submitted.
2. The declaration of interdisciplinary studies major is through the petition process (details listed below) and must be completed before earning 60 hours of credit.
3. The total program of study must include at least 42 semester hours of course work beyond those completed **at the time of approval**; a minimum of 30 semester hours at the 300-400 level; and a senior capstone project designed by the student and her/his faculty committee to analyze and synthesize the topic of study.
4. The student's educational goals must be such that they cannot be achieved by a regular departmental major supported by a minor and/or careful selection of electives.
5. The student's total program of study must conform to and meet all requirements of the curricular structure for baccalaureate degrees, including the liberal learning curriculum and must give evidence of disciplined academic inquiry.

To enter this program the student must first complete a proposed plan of study, including a rationale for the plan and identifying those disciplines that will be involved in the student's plan of study. Guidelines are available from the Director of Interdisciplinary Studies. Proposals must be submitted to the Interdisciplinary Studies Director by November 1 during the fall semester or March 15 during the spring semester. It is advisable for a student to discuss his/her plan of study with the coordinator before submitting a proposal.

The Director of Interdisciplinary Studies reviews and approves the student's proposed plan of study. The student is notified if the proposal cannot be approved. If the proposal is viable, the student selects a faculty committee that represents the primary disciplines involved and identifies one of the members of the committee as the major adviser. The appointed faculty committee then meets with the student to discuss the proposed plan of study and continues to assist the student in the implementation of the details. This includes approving the individual courses that the student must take to meet all requirements for the bachelor of arts or bachelor of science degree. The committee must approve the student's program *and any subsequent changes* in an already approved program. The committee chair oversees the total work of the student and confirms, prior to graduation, that all requirements have been completed.

THE CURRICULUM IN INTERDISCIPLINARY STUDIES

IDST 490. Interdisciplinary Studies Capstone Project (3-0-3)

Prerequisites: Junior or Senior Standing, consent of the Instructor and Interdisciplinary Studies Program Director. In this course the student integrates coursework taken in the two-three disciplines comprising his/her major. Under the direction of his/her 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.

Additional IDST courses may be found listed with the minor:

IDST 205 Introduction to Asian Studies AIGM
 IDST 210 A Study in Childhood
 IDST 470 Seminar in Civic Engagement
 IDST 264 Judaism and Christianity in America
 IDST 240 Medieval & Renaissance Perspectives AIWT
 IDST 255 Introduction to Women's & Gender Studies AIGM
 IDST 265 Introduction to Middle East and North Africa Studies
 IDST 267 Introduction to Latin American Studies
 IDST 270 Introduction to Digital Humanities

INTERNATIONAL CULTURE AND BUSINESS

Dr. Jana L. Adamitis, Director

Department of Modern and Classical Languages and Literatures, McMurrin Hall 105

(757) 594-7057

jadam@cnu.edu

The Minor Program in International Culture and Business (18 credits)

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 proposed 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 the business students' experience at CNU.

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:

1. Select one: FREN 301, 303W, GERM 301, 303W, SPAN 301, 303W;
2. Select one: FREN 314, GERM 314, SPAN 314;
3. Select one: SOCL 201, GEOG 201, 202 or three study abroad transfer credits approved by the Luter School of Business Director or Chair of the Modern and Classical Languages and Literatures Department as appropriate.
4. MLAN 308;
5. Select one:
 - a. business majors complete six credits in the Business Core; or
 - b. BUSN 303 and either MKTG 210 or FINC 300.

THE CURRICULUM IN
INTERNATIONAL
CULTURE AND BUSINESS

Course descriptions appear in appropriate sections throughout the catalog:

FREN 301	Grammar and Composition
FREN 303	WI: Process Writing
FREN 314	Business French
GERM 301	Grammar and Composition
GERM 303	WI: Intensive Writing in German
GERM 314	Business German
MLAN 308	Cross Cultural Awareness
SPAN 301	Grammar and Composition
SPAN 303	WI: Advanced Grammar & Composition
SPAN 314	Business Spanish
GEOG 201	Introduction to Geography I
GEOG 202	Introduction to Geography II
SOCL 201	Globalization and Society
BUSN 303	Fundamentals of Business
MKTG 210	Marketing, Society & Public Policy
FINC 300	Managerial Finance

For business majors: six credits in the BUSN Core

JUDEO-CHRISTIAN STUDIES MINOR

Dr. Stephen Strehle, Director
McMurrin Hall 263
(757) 594-7272
sstrehle@cnu.edu

The Minor in Judeo-Christian Studies (18 credits)

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 credits) from the following 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 xxx	one semester of Greek may be presented
RSTD 319	Religion and American Identity
RSTD 321	The Church and the State
RSTD 361	Hebrew Bible
RSTD 362	New Testament
PHIL 308	Philosophy of Religion
PHIL 451	The Great Philosophers (Subject to the approval of the Director)
SOCL 313	Sociology of Religion
GOVT 320	Religion and Politics in America
HIST 310	The Reformation Era

LATIN AMERICAN STUDIES

Dr. Rocio Gordon, Director

McMurran Hall 121

(757) 594-8201

rocio.gordon@cnu.edu

The Minor in Latin American Studies (18 credits)

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. 2012 Census, there are 53 million Latinos 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 credits at the 202 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 credits at the 202-level or higher in Portuguese with the permission of the director.
2. IDST 267.
3. Select four courses (12 credits) 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 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)

An interdisciplinary introduction to Latin American 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
ENGL 328	Latin American Literature
FNAR 375	Pre-Columbian Art
GOVT 350	Latin American Politics and Societies
HIST 335	Caribbean History and Culture
HIST 362	History of Modern Latin America
HIST 364	History of Brazil
HIST 462	The Mexican Revolution
SPAN 351	Introduction to Latin American Literature I
SPAN 352	Introduction to Latin American Literature II

DEPARTMENT OF LEADERSHIP AND AMERICAN STUDIES

Dr. Benjamin W. Redekop, Chair

Luter Hall 213

(757) 594-8907

benjamin.redekop@cnu.edu

Faculty

Professor: Harter, Redekop

Associate Professor: Colvin, Kaufer Busch, White

Assistant Professor: Cushner, Shollen, Kundmueller

Lecturer: Callahan, Heuvel, Mathie, Sheffield, Tian

Instructor: Hinz, Throupe, Waters

Emerita: Perkins

Mission Statement

The mission of the Department of Leadership and American Studies is to offer interdisciplinary learning opportunities in leadership studies and American studies. The department is dedicated to the ideals of liberal learning, scholarship, leadership, and service. Our purpose is to ignite in our students a love of learning, inspire a sense of responsibility and civic duty, and help our students gain the knowledge and confidence to engage as responsible leaders and followers. The department currently offers a Bachelor of Arts degree in Interdisciplinary Studies with a major in American studies along with minors in both leadership and American studies. Note: Students are required to participate in program assessment activities.

CENTER FOR AMERICAN STUDIES

Dr. Elizabeth R. Kaufer Busch, Co-Director

(757) 594-7764

elizabeth.kaufer-busch@cnu.edu

Dr. Nathan Busch, Co-Director

nbusch@cnu.edu

The Center for American Studies (CAS) in the Department of Leadership and American Studies at Christopher Newport University is an interdisciplinary initiative 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.

The Bachelor of Arts Degree in Interdisciplinary Studies, American Studies Major

American studies employs investigative methodologies drawn from multiple disciplines, including attention to historical process, that involve reading, writing, conducting research, and critically thinking about the nature of American life. In American studies, an interdisciplinary approach is used to examine relevant topics such as region, place, cultural forms expressing American identity, America's place in the global community, and social constructs of class, gender, and race. Students will have the opportunity for experiential learning and study abroad. A major in American studies is excellent preparation for graduate and professional schools and for careers in journalism, law, government, education, non-profit organizations, and business.

The major is comprised of four core courses in American studies (AMST) with the remaining courses selected from approved, related courses from various disciplines as determined by the chosen concentration. Students will work closely with an adviser to ensure their curriculum has coherence, depth, and breadth and that it is consistent with the students' future plans.

The Bachelor of Arts degree in interdisciplinary studies requires that students fulfill the liberal learning curriculum, American studies core courses and complete 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 graduate study in social and political science, government, history or law. The constitutional studies concentration requires 24 credits in addition to the required American studies core courses. No more than two courses (6 credits) may be at the 100 or 200 level; 18 credits must be at the 300 or 400 level.

1. American studies core: AMST 100, 200, 300, 490W;
2. GOVT 316, PHIL 425;
3. Select six (18 credits) courses, a minimum of four at the 300 level or higher: AMST 120, 330, 390; BUSN 302, 351, 352; CLST 101; ECON 310; COMM 305; GOVT 240, 243, 320, 327, 333, 344, 347, 359, 363 368W, 375; HIST 304, 305, 341, 349, 354; HONR 322, 323; PHIL 205, 321, RSTD 321.

NOTES:

- 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 credits in addition to the required American studies core courses. No more than two courses (6 credits) may be at the 100 or 200 level; a minimum of 18 credits 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 195, 295, 310, 330, 340, 395, 399, 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, 340, 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.
3. Social Sciences - Select two: AMST 120, 195, 295, 330, 340, 395, 399, 495, 499; BUSN 351; COMM 320, 326, 330, 335, 341, 415, 425; ECON 302, 375W, 475; GOVT 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, 495; ANTH 377; COMM 340; ECON 385, 470; ENGL 320W, 425; FNAR 377; GEOG 308, GOVT 215, 311W, 358, 368W, 402; HIST 325, 469; HONR 490W; PHIL 315; PSYC 320; SOCL 377.

NOTES:

- 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 Sciences Concentration

Social science concentration 24 credits in addition to the required American studies core courses. No more than two courses (6 credits) may be at the 100 or 200 level; a minimum of 18 credits 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, 295, 330, 340, 395, 399, 495, 499; BUSN 351; COMM 320, 326, 330, 335, 341, 415, 425; ECON 302, 375W, 475; GOVT 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 195, 295, 310, 330, 340, 395, 399, 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, 340, 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, 495; ANTH 377; COMM 340; ECON 385, 470; ENGL 320W, 425; FNAR 377; GEOG 308, GOVT 215, 311W, 358, 368W, 402; HIST 325, 469; HONR 490W; PHIL 315; PSYC 320; SOCL 377.

NOTES:

- 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.

The Minor in American Studies (18 credits)

The minor in American studies requires 18 credit hours, including AMST 100, 200, and 300 plus nine additional hours at the 300-400 level chosen in consultation with an assigned departmental adviser from courses approved for the major in American Studies.

The Minor in Leadership Studies (18 credits)

The leadership studies minor, which is open to all CNU students, is interdisciplinary and highly complementary to any liberal arts and sciences or professional education. The Leadership studies minor is required for President's Leadership Program (PLP) students, but also is an attractive curriculum for other interested students.

Leading and following occurs in families, neighborhoods, communities, civic clubs, organizations, states, and nations. The process of leadership involves establishing trust and achieving change through shaping vision, values, and culture. Ethical leaders are needed who can identify important issues, heighten public awareness and understanding, develop imaginative solutions and strategies, and inspire and empower others to give of themselves to achieve the vision of a better tomorrow. Here, the word leader is intended to mean a person acting in a leadership role, not necessarily the occupant of a designated position of authority. The following curriculum is designed to prepare CNU students to engage effectively in the leadership process:

1. Minor core: LDSP 210, 240, 320, 386;
2. Select two: AMST 100; HONR 335; LDSP 195, 250, 295, 330, 359, 380, 384, 395, 399, 491W, 499; MLSC 401-401L; or MGMT 310.

Graduate School Preparation

Students who intend to pursue graduate studies in American Studies beyond the Bachelor of Arts degree in American Studies, should meet regularly with their adviser to prepare an appropriate course of study. They should consider a study abroad program, and opportunities to present their research at conferences.

The Pre-Law Program

The Bachelor of Arts degree in American Studies 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). For additional information on law school preparation, or Law school Admissions Testing (LSAT), contact American Studies Dr. Jonathan White, CNU’s pre-law adviser, or see the Pre-law program located in this catalog.

Internship Opportunities

Students may choose to take internships at the local, state, federal, and international levels. Internships might be as varied as working with historical societies, government agencies, local campaigns, business or management firms, private firms, or domestic foreign-based non-profit organizations. The Center for American Studies offers and can assist students in finding internship opportunities.

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 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 towards their degree program. 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 American Studies. Students may major under any of the three approved concentrations.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;

- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

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

Major courses required:

See major requirements for the B.A. in American Studies. You may major under any of the three approved concentrations.

Support courses required:

HIST 111-112, 121-122; MATH 125; COMM 201 or THEA 230; PSYC 207 or 208 and 312; SOCL 314/314L; CPSC 110; GOVT 100 or 101; GOVT 202; GOVT 215; Two 300-400 level government electives; Two 300-400 level history electives; ECON 201 or 202; GEOG 201 and 202; . Please note that students may take two 300-400 level government electives and two 300-400 level history electives from the list of approved American Studies course to count in the major.

Graduate courses* required (senior year): Select six credits: 500 level History courses; PSYC 535.

*See the graduate catalog for course descriptions.

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 will examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students will explore the extent to which America has been shaped by issues such as unity, equality, liberty, individualism, civic engagement, and democratic values.

AMST 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 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 with a grade of C- or higher.

A critical evaluation of the American Experiment through the lens of the global community that asks what it means to be an American in an increasingly global world. Students explore post-colonial world views of a number of influential philosophers, scholars, leaders, and policy makers on America's life, culture, and place in the world. Topics may include global rights and duties, resource scarcity, cultural imperialism, public health, and the clash of liberalism with fundamentalism.

AMST 310. The American Economy in Literature (3-3-0)

Prerequisite: ENGL 223.

A study of the workings of the American economy using selections from literature. Course readings will include excerpts and short works by authors including Frost, Steinbeck, and others. Topics to be covered include supply and demand, capitalism, income inequality, public goods and government regulation, and labor markets.

AMST 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 will 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 340. America at Sea (3-3-0)

Prerequisites: 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 390. American Studies and Travel (3-3-0)

Prerequisites: 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 credits, different topic and location.

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

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 399. Independent Study in American Studies (credits vary 1-3)

Prerequisite: junior standing.

The purpose of this junior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

AMST 490. WI: Capstone Seminar in American Studies (3-3-0)

Prerequisite: ENGL 223; completion of 75 credit hours; AMST major; and completion of AMST 100, 200, and 300 with a C or better.

A capstone academic experience in which each student is expected to demonstrate independent research skills, prepare and present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's particular focus within the American Studies major. The product of this scholarship will exemplify the student's academic credentials in terms of knowledge, skills, and abilities. In addition, each student will complete a standardized assessment relevant to American Studies. Partially satisfies the writing intensive requirement.

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

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

AMST 499. Independent Study in American Studies (credits vary 1-3)*Prerequisite: senior standing.*

The purpose of this advanced, senior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

THE CURRICULUM IN LEADERSHIP STUDIES

LDSP 195. Special Topics (3-3-0)

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

LDSP 210. Self, Group and Leadership (3-3-0)*Fall.*

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 will 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.**Spring.*

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)

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

LDSP 310. Leadership Theory and Research (3-3-0)*Prerequisite: LDSP 230.**Fall.*

This course examines salient theories, approaches, and the accumulated research-based understanding of the theoretical construct of leadership. Emphasis is placed on the evolution of leadership theory and contribution of research to the synthesis of historical leadership perspectives in contemporary leadership models. Enduring elements, ongoing controversies, emerging trends, and contemporary research are examined. The role of leadership is distinguished from that of management.

LDSP 320. Leadership Through the Ages (3-3-0)*Prerequisite: LDSP 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 or 310 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 359. The Mind of a Leader (3-3-0)*Prerequisite: LDSP 240 or 310.**Fall and Spring.*

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 380. Women and Leadership (3-3-0)

Prerequisite: 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 384. Leading Change (3-3-0)

Prerequisites: LDSP 230 or 240 or GOVT 101 or SOWK 201 or BUSN 300 all with grade of C- or higher.

This course examines models of change with particular emphasis on group processes and the role of leadership. Change is explored as a process that presents opportunities and challenges for internal and external change. The course analyzes resistance to change and how leadership processes can be developed and employed to facilitate and motivate change. Techniques for effective communication, intervention, and conflict resolution are reviewed. Analytical methods to identify the need for change and individuals' readiness for change are discussed.

LDSP 386. Values Leadership (3-3-0)

Prerequisites: LDSP 240 or 310, and 320 all with a grade of C- or higher, and senior standing.

This course examines the paradigm of values leadership as a theory and a philosophy. Values leadership is based on selecting, defining, modeling, and promoting values to unify individuals in striving toward a shared vision. Values based leaders create a culture of trust and leverage core values that inspire individuals to a higher level of motivation, morality, and achievement. Terminal, instrumental, and organizational values are explored. The techniques of envisioning, culture shaping, developing self-led followers, fostering trust, and ethical decision making are explored. The course considers the moral responsibilities of a leader toward his or her followers.

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

Prerequisite: LDSP 240 or 310 with grade of C- or higher. Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 399. Independent Study in Leadership (credits vary 1-3)

Prerequisites: consent of instructor and Department Chair.

The purpose of this junior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

LDSP 491. WI: Leadership Internship Seminar (3-3-0)

Prerequisites: ENGL 223; LDSP 240 or 386 with grade of C- or higher and junior standing.

The internship seminar is designed to help students integrate and apply the knowledge and experiences obtained in leadership courses to the internship setting. Using various research methodologies students in the seminar will analyze the leadership of the internship site, assess its leadership effectiveness, and determine strategies for change. Internship to be completed no more than one academic year prior to the seminar semester. Partially satisfies the writing intensive requirement.

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

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

LDSP 499. Independent Study in Leadership (credits vary 1-3)

Prerequisites: consent of instructor and Department Chair.

The purpose of this advanced, senior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of pre-registration. A minimum cumulative grade point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

LINGUISTICS

Dr. Rebecca Wheeler, Director
McMurrin Hall 201H
(757) 594-8889
rwheeler@cnu.edu

The Minor Program in Linguistics (15 credits)

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 religious studies; modern and classical languages and literatures; fine art and art history; psychology; communication; sociology, and anthropology and social work.

Program requirements

1. ENGL 310 Introduction to Linguistics is required of all students in the minor.
2. Successful completion of three credits in the structure of language, either English or a foreign language. Thus, students in the minor will select one course among the following: ENGL 430, FREN 301, GERM 301, SPAN 301 or LATN 200.
3. Three program electives (9 credits) 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.

Required Core (2 courses as specified)

ENGL 310	Introduction to Linguistics
ENGL 430	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

CPSC 250	Computers and Programming II
ENGL 312	History of the English Language
FREN 310	Practical French Phonetics
MLAN 311	Teaching English to Speakers of Other Languages (TESOL)
PHIL 205	The Anatomy of Thought
PHIL 215	Philosophy and Literary Theory
PHIL 307	Current Trends in Modern Thought
PHIL 379	Philosophy of Language
PSYC 208	Child Development
PSYC 316	Cognitive Psychology
PSYC 428/L	Cognitive Development /Lab
SOCL/ANTH 330	Language and Culture

DEPARTMENT OF MATHEMATICS

Dr. Christopher B. Kennedy, Chair
Luter Hall 360
(757) 594-7194
christopher.kennedy@cnu.edu

Faculty

Professor: Bradie, Chen, Martin
Associate Professor: Dobrescu, Kennedy
Assistant Professor: Samuels, J. D. Kelly, Vasilyeva
Visiting Assistant Professor: J. Perry
Lecturer: J. P. Kelly, Lenhart, Nailor, Wrayno
Instructor: Carpenter, Tong
Emeritus: Avioli, Bartels, Kostaki-Gailey, Summerville

Mission Statement

As a department within a university that values liberal learning, our mission is to provide a high-quality program that challenges students to appreciate the power, utility and beauty of mathematics. Outstanding teaching is the hallmark of the Department of Mathematics, but in addition, the department maintains a vigorous program of research and service. Programs for mathematics majors and minors prepare students for additional study or for professional careers.

Expected Outcomes

- To instill in students an appreciation for the power and relevance of mathematics as it relates to life,
- To equip students with a solid foundation in theoretical and applied mathematics necessary for advanced study or a professional career,
- To build foundational skills in critical thinking, reasoning, and problem solving,
- To help students develop their individual mathematical interests through internships, independent study, or faculty-student research,
- To provide students with mathematical proficiency to be successful when taking courses in other disciplines such as physics, biology, chemistry, psychology, business, technology, sociology and government.

The Department of Mathematics offers a variety of courses for those who wish to develop general or specific skills in mathematics, to satisfy the mathematics liberal learning foundation, to study mathematics for aesthetic reasons, or to pursue 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 required 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. The CRA is also offered every semester during the week before registration for the subsequent semester. A student's placement score is good for one academic year. For more information, see the departmental website.

MyLabsPlus

Many 100-level mathematics courses use the *MyLabsPlus* online homework system. After selecting a particular section of a course, students should check the Schedule of Classes to determine whether their section utilizes *MyLabsPlus*. If this is the case, students will need to purchase access to the system and should use the ISBN number provided in the Schedule of Classes to be certain they receive the correct access code.

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 adviser. **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 in mathematics must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. MATH 128 or 3 credits in CPSC numbered 125 or higher;
3. MATH 245, 250, 260, 360, 370;
4. Either MATH 451 or MATH 499;
5. Complete 21 credits at the 300-400-level:
 - a. Select 12 MATH credits at the 300-400 level (excluding MATH 301, 451); at least 3 credits must be at the 400 level (excluding 451, 490, 499);
 - b. Select nine credits at the 300-400 level in MATH (excluding MATH 301W, 308, 451 and 499) **or** in one of the following disciplines: PHYS, CHEM, CPSC, CPEN, ECON, NEUR, BIOL, or BCHM. Courses must be chosen in consultation with the adviser 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 in mathematics must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. CPSC 150/150L;
3. PHYS 201/201L and PHYS 202/202L;
4. MATH 245, 250, 260, 360, 370, 375;
5. MATH 460 or 470;
6. MATH 451 or 499;
7. Complete 15 MATH credits satisfying the following requirements:
 - a. Six credits must form a sequence, chosen from the following list of options:
 - 1) MATH 320 and either MATH 410 or 420;
 - 2) MATH 335 and MATH 435;
 - 3) MATH 330 and MATH 345;
 - 4) MATH 350 and MATH 355;
 - 5) MATH 380 and MATH 440;
 - 6) MATH 390 and MATH 400.
 - b. Select nine MATH credits at the 300-400 level (excluding MATH 301W, 308, 451).

Bachelor of Science degree, major in Computational and Applied Mathematics

Applied mathematics is the application of mathematics to real-world problems. It is inherently multi-disciplinary given that the applications generally arise in other disciplines. 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 CAM program is to prepare students for a career or graduate school by combining the CNU liberal learning curriculum with a rigorous mathematics core and a substantive investigation into their chosen application field. The major is completed by choosing one of the following concentrations:

Bachelor of Science degree, major in Computational and Applied Mathematics**Biology and Life Sciences Concentration**

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science in computational and applied mathematics, biology and life sciences concentration, must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. MATH 250, 260, 320, 360, 440;
3. MATH 451 or MATH 499;
4. Select two: CPSC 270, PHYS 341, or any 300-400 level MATH (excluding 301W, 440, 451, 490 and 499). Recommended selections are CPSC 270, MATH 335 or 380;
5. CPSC 150/150L and 250/250L;
6. BIOL 211/211L, 213/213L, 313, and 326;
7. CHEM 121/121L, 122/122L.

Bachelor of Science degree, major in Computational and Applied Mathematics**Computational Chemistry Concentration**

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science in computational and applied mathematics, computational chemistry concentration, must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. MATH 250, 260, 320, 360, 440;
3. PHYS 201/201L and 202/202L;
4. MATH 451 or MATH 499;
5. Select two: CPSC 270, PHYS 341, or any 300-400 level MATH (excluding 301W, 440, 451, 490 and 499). Recommended selections are CPSC 270 and either MATH 335 or 380;
6. CPSC 150/150L and 250/250L;
7. CHEM 121/121L, 122/122L, 321/321L, 341, 342/342L;
8. CHEM 395 Computational Chemistry;

**Bachelor of Science degree, major in Computational and Applied Mathematics
Economics Concentration**

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science in computational and applied mathematics, economics concentration, must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. MATH 250, 260, 320, 360, 440;
3. MATH 451 or MATH 499;
4. Select two: CPSC 270, PHYS 341, or any 300-400 level MATH (excluding 301W, 440, 451, 490 and 499). Recommended selections are CPSC 270, and either MATH 335 or 380;
5. CPSC 150/150L and 250/250L;
6. MATH 125 or 435;
7. ECON 201, 202, 485;
8. ACCT 201;
9. FINC 300;
10. Select three credits at the 300-400 level in ECON.
11. One sequence from the following list to satisfy the *University Bachelor of Science Degree Requirement*. No more than three lecture courses may be taken from the same discipline, and no more than two laboratory courses may be taken from the same discipline to satisfy the *University Bachelor of Science Degree Requirement* and the *Investigating the Natural World Area of Inquiry*.
 - BIOL 107, 108, 109L
 - BIOL 211/211L-212/212L
 - BIOL 211/211L-213/213L
 - CHEM 103/103L - 104/104L
 - CHEM 121/121L - 122/122L
 - PHYS 151/151L - 152/152L
 - PHYS 201/201L - 202/202L

**Bachelor of Science degree, major in Computational and Applied Mathematics
Physics, Dynamics and Engineering Concentration**

In addition to the successful completion of the liberal learning curriculum, students seeking a Bachelor of Science in computational and applied mathematics, physics, dynamics and engineering concentration, must successfully complete the following courses:

1. Minimum grade of C- in MATH 140 or 148 and 240;
2. MATH 250, 260, 320, 360, 440;
3. MATH 451 or MATH 499;
4. Select two: CPSC 270, PHYS 341, or any 300-400 level MATH (excluding 301W, 440, 451, 490 and 499). Recommended selections are CPSC 270, and either MATH 335 or 380;
5. CPSC 150/150L and 250/250L;
6. PHYS 201/201L, 202/202L, 303, 340;

7. Select one: CPEN 214, ENGR 211/211L, or 213;
8. Select three credits at the 300-400 level in PHYS or CPEN.

The Minor in Mathematics (19-20 credits)

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 or 250, with a C- or higher;
4. Six additional MATH credits 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 as required for the B.A. in Mathematics.

Support courses required:

- ENGL 123, 223, 310 or 430, and 316;
- CPSC 110;
- GEOG 201; GOVT 101;
- HIST 111 and 121;
- MATH 109 and 125;
- COMM 201 or THEA 230;
- two science courses and one accompanying lab;
- NSCI 310;
- PSYC 208 and 312;
- SOCL 314/ 314L;

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track: Math endorsement

Major courses as required for either the B.A. or the B.S. in Mathematics and MATH 335.

Support courses required:

- CPSC 110;
- MATH 125;
- PSYC 207 or 208 and 312;
- SOCL 314/314L;
- COMM 201 or THEA 230 .
- B.S. degree candidates must take PHYS 201- 202 with the accompanying laboratories.

Graduate courses* required (senior year):

Select five-eight credits: MATH 570, 578, 538.

*See the graduate catalog for course descriptions.

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 110. College Algebra (3-3-0)

Restricted to freshman standing or approval of the chair.

Fall and Spring.

This course is designed for those students who intend to take MATH 130 or MATH 135 and do not have adequate algebra skills for these courses. Topics include real number properties, exponents, polynomial and rational expressions, equations and inequalities, functions, quadratic functions, and logarithms. Students may not receive credit for this course after receiving a grade of C- or higher in MATH 130, or any course numbered MATH 135 or higher.

MATH 115. Contemporary Mathematics (3-3-0) LLFM

Prerequisite: through Algebra II in high school.

Fall and Spring.

This course is designed to introduce the student to applications of mathematics, including finance, linear programming (optimization problems), systems of equations, and other topics. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 120. The Saga of Mathematics(3-3-0) LLFM

Prerequisite: through Algebra II in high school.

Spring.

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 123. Mathematical Excursions (3-3-0) LLFM

Prerequisite: through Algebra II in high school.

This course is designed to introduce students to applications of mathematics, including voting methods, routing problems, network problems, and spiral growth in nature. The major emphasis is on the process of taking a real-world problem, converting this to a mathematical model, and then solving the problem. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 125. Elementary Statistics (3-3-0) LLFM

Prerequisite: through Algebra II in high school.

Fall and Spring.

This course is a general survey of descriptive and inferential statistics. Topics include descriptive analysis of univariate and bivariate data, probability, standard distributions, sampling, estimation, hypothesis testing and linear regression. Students may not receive credit for this course after receiving a grade of C- or higher in MATH 435.

MATH 127. Elementary Cryptography (3-3-0) LLFM

Fall and Spring.

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. 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

Fall and Spring.

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 or she 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. Precalculus (3-3-0) LLFM

Prerequisite: through Algebra II in high school.

Fall and Spring.

Designed for the student planning to take calculus, MATH 140, but who has insufficient knowledge of analytic geometry, trigonometry, and functions. Topics include real numbers, inequalities, analytic geometry, linear and quadratic functions, polynomials and rational functions, trigonometry, and exponential and logarithmic functions. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 131. Mathematics for the Life Sciences (3-3-0) LLFM

Fall and Spring.

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 135. Calculus for Business and Social Sciences (3-3-0) LLFM

Prerequisite: A minimum grade of C- in MATH 110 or 130 or an acceptable score on the Calculus Readiness Assessment.

Fall and Spring.

An introduction to the calculus of functions arising in business and the social sciences. Exponential and logarithmic functions, differentiation, and integration. Modeling and applications will be stressed. Students may not receive credit for this course after receiving a grade of C- or higher in any course numbered MATH 250 or higher.

MATH 140. Calculus and Analytic Geometry (4-4-1) LLFM

Prerequisite: A minimum grade of C- in MATH 130 or an acceptable score on the Calculus Readiness Assessment.

Fall and Spring.

An introduction to the calculus of elementary functions, continuity, derivatives, methods of differentiation, the Mean Value Theorem, curve sketching, applications of the derivative, the definite integral, the Fundamental Theorems of Calculus, indefinite integrals, and logarithmic and exponential functions. The software package *Mathematica* will be used.

MATH 148. Accelerated Calculus (3-3-0) LLFM

Prerequisite: An acceptable score on the Calculus Readiness Assessment.

Fall and Spring.

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)

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 MATH 140 or 148, CPSC 125 or 150/150L.

Fall and as needed in Spring.

Topics in applied linear algebra such as systems of linear equations, Gaussian elimination, matrix algebra, determinants, Cramer's rule, eigenvalues and vectors. Also applications in some of these areas: linear programming, game theory, Markov chains, input/output models, graph theory, and genetics. A computer project may be required.

MATH 240. Intermediate Calculus (4-4-0)

Prerequisite: A minimum grade of C- in either MATH 140 or 148.

Fall and Spring.

Techniques of integration, L'Hospital's Rule, application of integration, approximations, Taylor's Theorem, sequences and limits, series of numbers and functions, power series, and Taylor series. The software package *Mathematica* will be used.

MATH 245. Proofs and Discrete Mathematics (3-3-0) [Formerly MATH 310, equivalent]

Pre or corequisite: MATH 240.

Topics are presented so as to develop facility with methods of proof and mathematical argument. Topics will include logic, sets, binary relations, functions, binary operations, elementary number theory, number bases, mathematical induction, recursive definitions and algorithms, and other topics at the discretion of the instructor. Students should take MATH 240 concurrently or prior to MATH 245.

MATH 250. Multivariable Calculus (3-3-0)

Prerequisite: A minimum grade of C- in MATH 240.

Fall and Spring.

An introduction to the calculus of real-valued functions of more than one variable. The geometry of three-space, vector-valued functions, partial and directional derivatives, multiple and iterated integrals, and applications. The software package *Mathematica* will be used.

MATH 260. Linear Algebra (3-3-0)

Prerequisite: MATH 240.

Fall and Spring.

Systems of linear equations, matrix operations, determinants, vectors and vector spaces, independence, bases and dimension, coordinates, linear transformations and matrices, eigenvalues and eigenvectors.

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

Prerequisite: announced at the appropriate time.

As needed.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Courses can range from one-credit laboratories to three-credit courses on topics of immediate importance.

MATH 301. WI: Writing in Mathematics I (1-1-0)

Prerequisite: ENGL 223; MATH 240 and junior standing.

Fall and Spring.

Course will consist of several individual writing assignments and a possible group project designed to help students: investigate selected mathematics concepts/topics by using what they already know and expanding on it; gain experience in interpreting data and/or research such as reporting on selected articles from the MAA Mathematics Magazine and the JRME; practice the type of writing associated with mathematics. Partially satisfies the writing intensive requirement.

MATH 320. Ordinary Differential Equations (3-3-0)

Prerequisite: A minimum grade of C - in MATH 240.

Fall and Spring.

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

MATH 330. Graph Theory and Combinatorics (3-3-0)

Prerequisite: A minimum grade of C- in MATH 245.

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 will provide the students with a closer view of research problems.

MATH 335. Applied Probability (3-3-0)

Prerequisite: A minimum C- in MATH 240, a minimum C- in at least one of MATH 128, CPSC 125, 130L or 150

Fall.

Elementary probability theory including combinatorics, distributions of random variables, conditional probability, and moment generating functions. An introduction to stochastic processes including such topics as Markov chains, random walks, and queuing theory. Case studies. Computer projects may be required.

MATH 345. Number Theory (3-3-0)

Prerequisite: A minimum grade of C- in MATH 245.

Spring, even numbered years.

Topics include prime numbers, linear Diophantine equations, congruencies, theorems of Fermat, Wilson, and Euler, and numbers in other bases.

MATH 350. Vector Calculus (3-3-0)

Prerequisite: A minimum grade of C- in MATH 250.

Spring, even numbered years.

An introductory course in differential and integral vector calculus. Topics include vector operations, gradients, divergence, curl, line integrals, Green's Theorem, Stokes' Theorem, Divergence Theorem, and applications.

MATH 355. Complex Variables (3-3-0)

Prerequisite: A minimum grade of C- in MATH 250.

Spring, odd numbered years.

Introduction to the calculus of complex variables and its application to applied mathematics, physics and engineering. Topics include analytic functions, Cauchy-Reimann equations, residues and poles, and conformal mapping.

MATH 360. Real Analysis I (3-3-0)

Prerequisite: A minimum grade of C- in MATH 250 and 260.

Fall and Spring

A first course in real analysis covering various topics includ-

ing point-set topology, continuity, differentiability, the Riemann integral, sequences of functions, series of functions, Taylor and Fourier series, uniform continuity and uniform convergence.

MATH 370. Modern Algebra I (3-3-0)

Prerequisite: A minimum grade of C- in MATH 245 and 260.

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 375. Linear Algebra and its Applications (3-3-0)

Prerequisite: A minimum grade of C- in MATH 260.

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 \mathbf{R} and \mathbf{C} , linear transformations and operators, the course progresses to such topics as bilinear forms and inner product spaces, the Gram-Schmidt orthogonalization process, linear functionals, and dual spaces. Eigentheory over \mathbf{R} and \mathbf{C} is studied. 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 380. Numerical Analysis I (3-3-0)

Prerequisite: A minimum grade of C- in MATH 240 and 260.

Fall, odd numbered years.

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

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

Prerequisite: A minimum grade of C- in MATH 240 and 260.

Fall, even numbered years.

A study of the nature, scope, applications, and theoretical basis of operations research. The simplex algorithm, theoretical and computational aspects, duality theory and its relationship to game theory, dynamic programming, case studies. Computer projects may be required.

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

Prerequisite: as announced.

As needed.

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

MATH 400. Mathematical Methods of Operations Research II (3-3-0)

Prerequisite: MATH 390.

Spring, odd numbered years.

Mathematical theory and techniques of network algorithms, integer programming, inventory control, sequencing and scheduling, and computational complexity of algorithms. Case studies. Computer projects may be required.

MATH 410. Advanced Ordinary Differential Equations (3-3-0)

Prerequisite: MATH 320.

Fall, even numbered years.

A second course in ordinary differential equations. Topics will be selected from: series solutions near singular points, systems of first-order linear equations, non-linear differential equations, autonomous systems, phase plane and stability, Sturm-Liouville theory, numerical methods, and existence theory.

MATH 420. Partial Differential Equations (3-3-0)

Prerequisite: MATH 320 and 360.

Fall, odd numbered years.

Discussion of methods used in solving problems arising from continuous mathematical models. An introduction to partial differential equations. Additional topics may include: Sturm-Liouville Theory and qualitative theory of ordinary differential equations, transform methods, Green's functions, delay differential equations, special functions, and numerical methods.

MATH 435. Mathematical Statistics (3-3-0)

Prerequisite: MATH 335.

Spring, even numbered years.

A study of the nature, scope, and theoretical basis of methods of estimation, hypothesis testing, and statistical decision making. Descriptive statistics, quality of estimators and best tests, techniques of estimation and hypothesis testing, and regression analysis. Additional topics such as analysis of variance, non-parametric procedures, sampling techniques and MINITAB. Computer projects may be required.

MATH 440. Mathematical Modeling (3-3-0)

Prerequisite: MATH 320 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 451. Independent Learning Experience (1-1-0)

Prerequisite: either MATH 360 or 370.

Spring.

This course is designed to introduce students to techniques for effectively communicating mathematical reasoning and content and to provide students with the opportunity to demonstrate their ability to study some area of mathematics beyond what the student sees in the standard mathematics

curriculum under faculty advisement. Students will perform independent reading of multiple sources and prepare small written summaries of each reading and will communicate their findings both in the form of an oral presentation and a written report.

MATH 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. This is a proof-based course, stressing both concrete and theoretical concepts in algebra.

MATH 490. Internship in Mathematics (Credits vary 1-3)

Prerequisite: CPSC 150/150L, MATH 360 and at least nine semester hours of additional MATH coursework at the 300-400 level: minimum 3.00 GPA in all 300-400 level mathematics courses completed; approval of the departmental director of internships. Restricted to mathematics majors.

Credit varies from one to three semester hours, with 40 clock hours (60 minute hours) of scheduled, on-site time required for each semester hour of credit earned. This course may be taken repeatedly for credit until a maximum of three semester hours of credit has been earned. A project-based experience in a private, governmental, or military organization which permits the intern to apply his or her formal education to a project of mathematical substance and to gain appropriate experience as an apprentice in a mathematically-related employment environment. **This course is graded Pass/fail.** Course may be repeated for a maximum of three credits.

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

Prerequisite: as announced.

As needed.

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

MATH 499. Independent Research (credits vary 1-3)

Prerequisite: junior or standing and permission of the instructor and department chair.

As needed.

Individual research on an approved subject may be taken for one to three credits.

MEDIEVAL AND RENAISSANCE STUDIES

Dr. Sharon M. Rowley, Director
McMurrin Hall 209
(757) 594-7024
srowley@cnu.edu

The Minor Program in Medieval and Renaissance Studies (18 credits)

We look back to the Middle Ages for the origins of contemporary Western civilization and the liberal arts, and to the Renaissance 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 Renaissance arts, history, literature and theater, as well as philosophical, theological and political thought have helped to shape our modern world.

Medieval and Renaissance Studies (MRST) 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 MRST 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, religious studies and theater.

Program Objectives:

1. To promote interdisciplinary and trans-historical study of Medieval and Renaissance 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. This minor encourages students to think more broadly, historically and creatively about topics they are learning in their majors.

Program Requirements:

1. IDST 240 Medieval and Renaissance Perspectives
2. Successful completion of five electives from the MRST curriculum, selected from at least three different areas (history, art history, language, literature, philosophy, religious studies or theater); at least three of these courses should be at the 300-400 level.
3. Certain study abroad, special topics or independent study courses may count toward the minor requirement of electives at the director's discretion.
4. Students should meet with the director for advising and course selection.

THE CURRICULUM IN MEDIEVAL AND RENAISSANCE STUDIES

IDST 240. Medieval and Renaissance Perspectives (3-3-0) [formerly MRST 200, equivalent] AIWT

An interdisciplinary and trans-historical course examining the cultures of Medieval and Renaissance Europe. Students will learn about the foundations of western art, thought and culture: scholasticism, humanism and the Liberal Arts; Christianity, the Reformation and Islam; chivalry, feudalism and warfare; pandemic and plague; architecture and city-planning. These concepts will be studied through the lenses of Medieval and Renaissance arts, literature, history, theater, philosophy and theology.

Core

IDST 240 Medieval and Renaissance Perspectives

Electives

CLST 201 The Mythic Imagination
 ENGL 271 Arthurian Legend in Fiction and Film
 ENGL 372 The Metaphysics of Love in British Literature
 ENGL 373 Myth, Legend & Romance in Medieval Britain
 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 308 Tudor and Stuart Britain
 HIST 310 The Reformation Era
 HIST 313 British Empires, 1500-present
 HIST 331 The Renaissance Era
 HIST 365 History of Islam
 HIST 406 Gender in Premodern Europe
 HIST 415 The Byzantine Empire
 HNRS 321 Myths of Transformation
 LATN 200 Latin and Its Living Legacy
 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 Timani, Co-Director
McMurrin Hall 259B
(757) 594-7931
hussam.timani@cnu.edu

Professor Diana Obeid, Co-Director
McMurrin Hall 105B
(757) 594-8225
diana.obeid@cnu.edu

The Minor in Middle East and North Africa Studies (18 credits)

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, 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 encompasses 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 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, politics, and religions of the Middle East and North Africa as well as the region's diverse cultures;
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. ARAB 101, 102. Students may count another Middle Eastern language (Persian, Hebrew, 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. One elective course (3 credits) at any level from the following approved list.
4. Three additional electives courses (9 credits) from the following approved list at the 300-400 level. Courses from three different disciplines must be represented in the 9 credits.
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

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. Some of the themes this course covers will include women and gender, the Arab-Israeli conflict, the Iranian Revolution, the Persian Gulf Wars and Radicalism, while 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.

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

Core

ARAB 101	Beginning Arabic I
ARAB 102	Beginning Arabic II
IDST 265	Introduction to Middle Eastern and North African Studies

Electives

ARAB 201	or higher*
ENGL 329	Modern Middle Eastern Literature
GOVT 322	Conflict and Peace Studies
GOVT 327	International Law
GOVT 329	International Human Rights
GOVT 330	Middle Eastern Literature
GOVT 338	Politics of Weapons Proliferation
GOVT 380	Terrorism
GOVT 402	International Relations Theory and World Issues
GOVT 410	Ethnic Conflict and Nationalism
HIST 312	Ancient Egypt
HIST 336	American Foreign Relations
HIST 365	History of Islam
HIST 375	History of Modern Middle East
HIST 403	Ancient Persia
PHIL 349	Islamic Philosophy
RSTD 218	The Qur'an
RSTD 265	The Vision of Judaism
RSTD 270	The Vision of Islam
RSTD 315	Women in Islam
RSTD 361	Hebrew Bible

*if not used to fulfill requirement # 3

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)

Lieutenant Colonel James Kimbrough, Chair
57 North Moores Lane
(757) 594-8496 or (757) 594-7851

Mission Statement

The mission of the Military Science Department is to educate, train, inspire, and commission graduates of Christopher Newport University who are leaders of character committed to the Army Values — Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage; to professional growth throughout a career as an officer in the United States Army, the Army National Guard, or the United States Army Reserve; and to a lifetime of selfless service to the Commonwealth and to the nation.

By participating in the Military Science program, a student can earn a commission as a Second Lieutenant in the Regular Army, Army Reserve, or National Guard while pursuing a degree. The Department of Military Science offers a general military science curriculum which enables a cadet to qualify for assignment into any one of the 15 branches of the Army. The Military Science Department is a joint program with the College of William & Mary. Classroom courses are taught at Christopher Newport University, and some field leadership training is conducted at sites such as Ft. Eustis, the Mariner's Museum, and in Matoaka Woods at the College of William and Mary.

What ROTC Offers:

1. A maximum of \$4,500 - \$5,000 in subsistence allowance money to each cadet during his/her junior and senior years.
2. A commission as a Second Lieutenant in the United States Army.
3. A job opportunity in a leadership position with a starting salary and allowances of \$44,600 per year, increasing to \$73,700 in four years, or an opportunity to serve in the Army Reserve or National Guard.
4. Extensive leadership and management courses, which are applicable both to civilian industry and military service.
5. An opportunity to participate in leadership and confidence-building activities as land navigation, adventure training, marksmanship, field training exercises, and physical training.

Scholarships

Two-year, three-year and four-year Army ROTC scholarships are available on a competitive basis. College freshmen and sophomores may apply for three- and two-year scholarships. Four-year scholarships are available only to high school seniors. ROTC scholarships pay for:

- Full Tuition and fees per academic year

- Books - \$450 per semester
- Tax-free subsistence allowance - \$300-\$500 per month

Books and Uniforms

The Department of Military Science provides required uniforms and equipment. The department also provides course materials and texts to students free of charge for MLSC 101, 102, 201, and 202.

Graduate Studies

Newly commissioned officers may apply for delayed entry into active duty to pursue graduate degrees in recognized fields.

Requirements for Commissioning

The department of Military Science and Leadership offers two, three, and four year programs that will qualify students for commissioning as a Second Lieutenant in the United States Army. General Requirements for commissioning include:

1. Completion of Military Science and Leadership **Basic Course**.
 - a. **Four-Year Program.** Complete MLSC 101/101L, 102/102L, 201/201L, 202/202L during the freshman and sophomore years.
 - b. **Three-Year Program.** Students who have less than four years to graduate and are accepted into the Military Science and Leadership program after their first term can complete the MLSC 100-level courses simultaneously with the MLSC 200-level courses as determined by the Professor of Military Science & Leadership.
 - c. **Two-Year Program.** Either prior military service, three years of Junior ROTC or attendance to the four-week ROTC Leader Training Course during the summer (between the sophomore and junior years) will provide placement credit for the ROTC Military Science and Leadership Basic Course.
2. Completion of Military Science and Leadership **Advanced Course**.
 - a. Complete MLSC 301/301L and MLSC 302/302L during the junior year.
 - b. Attend a six-week ROTC Leadership Development and Assessment Course during the summer between the junior and senior years or following the senior year.
 - c. Complete MLSC 401/401L and MLSC 402/402L during the senior year.

3. Completion of HIST 351 or HIST 355. These courses are taught by the University's Department of History.

Requirements for Enrollment

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any armed forces may enroll in the Basic Military Science and Leadership program. Those meeting the above qualifications, but who have had prior military experience in the armed forces, ROTC in another college, or in junior ROTC in high school, should consult the Department of Military Science & Leadership. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Leader Training Course, advanced placement due to prior military service, or three years of JROTC;
- Successful completion of an Army physical examination;
- Execution of appropriate loyalty statements and contractual agreements;
- Satisfactory completion of the appropriate screening tests; and
- Selection by the Professor of Military Science.

Obligations

A student incurs no obligation to the military by participating in freshman or sophomore Military Science and Leadership courses (MLSC 100- and 200-level courses). These courses offer a student the opportunity to evaluate the prospect of military service and to qualify for the Advanced Course beginning in the junior year. When a cadet enters the Advanced Course, he or she contracts for eight years as described below and is obligated to accept a commission as a Second Lieutenant in the United States Army upon graduation.

Active Duty/Reserve Forces Duty

All commissioned officers incur an initial eight-year obligation. ROTC cadets have a choice of requesting Active Duty or Reserve Forces Duty. The difference between the two options is listed below:

1. Active Duty. The first four years are served on active duty, with the remaining four years served in the Reserves.
2. Reserve Forces Duty (Army National Guard or U.S. Army Reserve). Newly commissioned officers may enter active duty for approximately 90 days to attend a branch-specific Officer Basic Course and serve out the remainder of their eight year obligation in the Reserves while pursuing a civilian career. Cadets may choose to guarantee this option prior to entrance into the junior year.

The Minor Program in Military Science (18 credits)

The minor in military science offers contracted cadets in CNU's ROTC program the opportunity to add integrated inquiry in the fields of history, American studies, government, and/or leadership studies to their academic curriculum in military sciences. 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.

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, government, American studies, 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 two courses (6 credits):
 - AMST 100, 300, 330, 340;
 - HIST 351, 355;
 - LDSP 330;
 - GOVT 323, 388, 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 351 U.S. Military History
- HIST 355 Civil War and Reconstruction
- LDSP 330 Cross-Cultural Leadership
- GOVT 323 American Foreign Policy
- GOVT 338 Politics of Weapons Proliferation
- GOVT 380 Terrorism

THE CURRICULUM IN MILITARY SCIENCE

MLSC 101. Leadership and Personal Development (2-2-0)

Corequisite: MLSC 101L.

Fall.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management. The MLSC 101 course is designed to support recruiting and retention of cadets by giving them accurate insight into the army profession and the officer's role within the Army.

MLSC 101L. Leadership Lab (1-0-2)

Corequisite: MLSC 101.

MLSC 102. Introduction to Tactical Leadership (2-2-0)

Corequisite: MLSC 102L.

Spring.

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises.

MLSC 102L. Leadership Lab (1-0-2)

Corequisite: MLSC 102.

MLSC 201. Innovative Team Leadership (2-2-0)

Prerequisite: MLSC 101/101L, 102/102L or equivalent.

Corequisite: MLSC 201L.

Fall.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

MLSC 201L. Leadership Lab (1-0-2)

Corequisite: MLSC 201.

MLSC 202. Foundations of Tactical Leadership (2-2-0)

Prerequisite: MLSC 201/201L. Corequisite: MLSC 202L.

Spring.

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

MLSC 202L. Leadership Lab (1-0-2)

Corequisite: MLSC 202.

MLSC 301. Adaptive Team Leadership (3-3-0)

Prerequisite: MLSC 202/202L. Corequisite: 301L.

You are challenged to study, practice, and evaluate adaptive team leadership skills as you are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on their leadership abilities.

MLSC 301L. Leadership Lab (1-0-2)

Prerequisite: MLSC 202/202L; or equivalent. Corequisite: MLSC 301.

MLSC 302. Leadership in Changing Environments (3-3-0)

Prerequisite: MLSC 301/301L. Corequisite: MLSC 302L.

Spring.

You will be challenged to study, practice, and evaluate adaptive leadership skills as you are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. You will receive systematic and specific feedback on your leadership abilities. Leadership Lab concentrates on general military subjects directed toward the reinforcement of military skills and the development of new skills required for Advanced Camp.

MLSC 302L. Leadership Lab (1-0-2)

Prerequisite: MLSC 301/301L. Corequisite: MLSC 302.

MLSC 401. Developing Adaptive Leaders (3-3-0)

Prerequisite: MLSC 302/302L. Corequisite: MLSC 401L.

Fall.

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming Army officer. During the MSL IV year you will lead cadets at lower levels. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates.

MLSC 401L. Leadership Lab (1-0-2)

Prerequisite: MLSC 302/302L. Corequisite: MLSC 401.

MLSC 402. Leadership in a Complex World (3-3-0)

Prerequisite: MLSC 401/401L. Corequisite: MLSC 402L.

Spring.

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC II and III, and your first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. Prepare for the transition to a career as an Army Officer.

MLSC 402L. Leadership Lab (1-0-2)

Prerequisite: MLSC 401/401L. Corequisite: MLSC 402.

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES

Dr. Jana L. Adamitis, Chair
McMurran Hall 105
(757) 594-7020
jadam@cnu.edu

Faculty

Distinguished Professor: Padilla

Associate Professor: Adamitis, Buszard, Deiulio,
 Miller, Mulryan, Pollio, Velardi

Assistant Professor: Finley, R. Gordon, Larson,
 J. M. Smith

Lecturer: McInnis, Motta, Siewe-Seuchie, Valdez

Instructor: Edery, M. Grau, Obeid, Sorbera, Varo Varo

Emeriti: Reppen, St. Onge

Mission Statement

For centuries, the classical and modern languages constituted the very foundation of a liberal arts education. The centrality of language study to the liberal arts is just as true today in our era of globalization. MCLL seeks to develop the communicative competence of our modern languages students by integrating speaking, reading, writing, and listening skills into every course at every level; students of ancient languages learn to read and analyze critically foundational works of literature in the western tradition. But the study of foreign languages is not just skills development. Students are also encouraged to develop their capacity for critical thinking, analysis, synthesis of abstract concepts, and a lifelong desire for learning. They are introduced to the richness of the civilizations of the past, as well as to the mosaic of contemporary culture in the areas of the arts, societal trends, politics, and behaviors. Perhaps most importantly, students in MCLL learn to view themselves as citizens of the world. They are encouraged to appreciate cultural diversity, and to explore interrelations within and among global communities.

The Program

The Department of Modern and Classical Languages and Literatures offers courses and programs that are designed to teach students to understand a foreign language with facility; to develop skills in speaking, reading, and writing as appropriate; and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for advanced graduate and professional degrees, the teaching professions, the domestic and international business world, government work, social work, careers in science and medicine, and work in and relating to the fine and performing arts. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The department offers the Bachelor of Arts with majors in classical studies, French, German, and

Spanish. Also available are teacher education programs in Spanish and TESOL, and minor programs in Asian studies, classical studies, international culture and business, middle eastern and north African studies, French, German, Latin and Spanish.

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 credits for 100-level courses or 300-level conversation courses in the native language.

Second Language Literacy Requirement

All CNU students must successfully complete one course (three credits) 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. Students may not present American Sign Language (ASL) to fulfill the second language literacy requirement. The requirement may be satisfied in one of several ways:

1. completion of a three-credit 200-level course or higher at CNU (see below for placement recommendations);
2. receipt of transfer credits for a three-credit 200-level course or higher in a second language from an accredited institution;
3. three credits 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).

Exemptions from the Second Language Literacy Requirement

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 CNU may be exempted from 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 200-level waiver exam administered by the Department of Modern and Classical Languages and Literatures for native speakers of languages offered at CNU;
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 CNU and students who completed three or more years of high school instruction in a language not taught at CNU; testing costs are to be paid by the student.

If you meet one of these three criteria, you should complete the form entitled "Petition to be Exempted from the Second Language Literacy Requirement" that is accessible through the Registrar's website and submit it to 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 Chair regarding appropriate placement.

The Bachelor of Arts degree in Foreign Languages and Literatures

The Bachelor of Arts degree in foreign languages and literatures may be taken with a major in classical studies, French, German, or Spanish.

A major in classical studies will benefit all students who seek a solid background in the liberal arts by providing instruction in the Greco-Roman foundations of western culture and intellectualism and by challenging students to use their knowledge of the ancient world to evaluate critically the world in which they now live. The four required core courses in ancient languages, Greco-Roman culture, and the influence

of Greece and Rome give students the linguistic and socio-political background necessary for understanding the classical past and its impact upon the world of today. Elective courses provide both depth and breadth; variety among electives allows students to employ this major as a complement to other degree programs. The capstone course in classical studies allows students to make use of the critical thinking skills they have gained by delving into a research topic.

The majors in French, German, and Spanish also contribute to the mission of Christopher Newport University by allowing students to become educated global citizens. The 24 semester hours of course work above the 202 level in their major language permit students to develop communicative competency in their language of choice. Three required courses taught in English (Cross-Cultural Awareness, Texts in Context, and a 200-level elective) offer students a solid foundation in the liberal arts skills of critical thinking and analysis. Finally, the required capstone course in modern languages allows students to make use of the critical thinking skills they have gained by delving into a research topic.

A minimum grade of C- is required in all courses that are to be counted toward the completion of a major or minor program in modern or classical languages. Majors in classical studies or modern languages will be asked to take an assessment test during the year in which they complete their major program. Native speakers of French, German, and Spanish who choose to major in their native language may *not* register for 300- or 400-level conversation courses but may substitute any other 300- or 400-level elective course to complete the required number of hours for the B.A. in foreign languages and literatures.

Graduation Requirements

In order to graduate, an MCLL student must have successfully completed all requirements listed for his or her individual major with a grade of C- or higher and the liberal learning curriculum, and have completed the exit examination in the major.

No student may present more than twelve hours of topics credit or six hours of independent study credit toward the major program.

The Bachelor of Arts degree in Foreign Languages and Literatures

Classical Studies Major

Students wishing to pursue a major in classical studies choose one of two concentrations: classical studies or classical languages. In addition to requiring successful completion of the liberal learning curriculum, the major in classical studies requires successful completion of all required courses and electives with no grades below C-. Students who declare one concentration and wish to move to the other should consult with the department chair.

Concentration in Classical Studies

1. CLST 101, 201, 211 and 212;
2. Select seven courses (21 credits) from the following list, at least 15 credits in CLST, six credits at the 400-level:
 - CLST 301, 302, 311, 312, 313, 414, 415;
 - GOVT 340, 357;
 - HIST 301, 302, 303, 312, 403, 415.
3. Select one course (3 credits), unless used to satisfy requirement 1 or 2 above:
 - any CLST, GREK, LATN course; COMM 249, FNAR 201, GOVT 340 or 357, HIST 301, 302, 303, 312, 403, 415; PHIL 201.

Concentration in Classical Languages

1. Select eight LATN courses (24 credits), of which three courses must be at the 300-level and one course at the 400-level;
2. Select four courses (12 credits) in CLST, GREK, or LATN.

The Minor in Classical Studies (18 credits)

The classical studies minor is not available to majors with a concentration in classical studies. The curriculum, with no grades below C-, is as follows:

1. CLST 101 or 103;
2. Select three courses (9 credits) in CLST;
3. Select two electives (6 credits) from: Any CLST; COMM 249; FNAR 201; GOVT 340, 357; HIST 301, 302, 303, 312, 403, 415; PHIL 201.

The Minor in Greek Studies (18 credits)

The curriculum for the Greek studies minor, with no grades below C-, is as follows:

1. GREK 101, 102, 201;
2. Select three courses (9 credits) from: CLST 201, 202, 211, 301W, 311; HIST 301, 403.

The Minor in Latin (18 credits)

The Latin minor is not available to majors with concentrations in classical studies. The curriculum, with no grades below C-, is as follows:

1. Select four courses (12 credits) in LATN at the 200-level or above;
2. Select two electives (6 credits) from the following: CLST 202, 212, 312, 415; HIST 302, 303; any LATN at the 300-level or higher.

The Bachelor of Arts degree in Foreign Languages and Literatures

French Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in French requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the French exit exam.

Major and Elective Studies:

4. Select two: FREN 301, 303W, 314;
5. Select one: FREN 302, 308, or 310 (except native speakers who choose a 300-400 level FREN elective);
6. FREN 351 and 352;
7. Select one (3 credits): FREN 390, 353, 354;
8. Select 6 credits of FREN courses at the 300-level or higher that have not been used to satisfy one of the above requirements.

Students interested in pursuing an M.A.T. in French or other graduate study are strongly advised to take an additional foreign language through the 202 level.

The Minor in French (21 credits)

The minor program in French requires MLAN 308 and 18 credits in French above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific French courses are required.

The Bachelor of Arts degree in Foreign Languages and Literatures

German Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in German requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the German exit exam.

Major and Elective Studies:

4. GERM 301, 303W, 311, and 312;
5. Select one: GERM 302 or 308 (except native speakers who choose a 300-400 level GERM elective);
6. Select one (3 credits): GERM 351, 352;
7. Select two courses (6 credits) of GERM courses at the 300 level or higher that have not been used to satisfy one of the above categories.

Students interested in pursuing graduate study or teaching licensure in German are strongly advised to take an additional foreign language through the 202 level.

The Minor in German (21 Credits)

The minor program in German requires MLAN 308 and 18 credits in German above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific German courses are required.

The Bachelor of Arts degree in Foreign Languages and Literatures

Spanish Major

In addition to requiring successful completion of the liberal learning curriculum and the graduation requirements outlined above, the major in Spanish requires successful completion, with no grades below C-, of :

Modern Languages Core:

1. Select one: MLAN 203, 205, 206, or 207;
2. MLAN 308, 310, and 490W;
3. Successful completion of the Spanish exit exam.

Major and Elective Studies:

4. Select two: SPAN 301, 303W, 314, or 321;
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 (3 credits): SPAN 471, 472, 473;
8. Select 6 credits of SPAN courses at the 300 level or higher that have not been used to satisfy one of the above categories.

Students interested in pursuing an MAT in Spanish or other graduate study are strongly advised to take an additional foreign language through the 202 level and multiple SPAN courses at the 400-level.

The Minor in Spanish (21 credits)

The minor program in Spanish requires MLAN 308 and 18 credits in Spanish above the 100 level, at least 12 of which must be on the 300 level or higher, with no grades below C-. No specific Spanish courses are required.

TEACHER PREPARATION PROGRAMS

Teacher Preparation in Spanish

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

Elementary level (PK-6) Track

Major/concentration courses required:

See requirements for the B.A. in Foreign Languages and Literatures, Spanish major.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310;
- and other support courses for the B.A. in Foreign Languages and Literatures, Spanish major.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Elementary/Secondary level (PK-12) Track: Spanish Endorsement

Major courses required:

Student must complete the requirements for the B.A. in Foreign Languages and Literatures, Spanish major.

Support courses required:

PSYC 207 or 208 and 312; SOCL 314/314L;
MATH 125; COMM 201 or THEA 230; CPSC 110.

Graduate courses* required (senior year):

Select two: MLAN 511, 570, PSYC/TCHG 544.

* See the graduate catalog for course descriptions.

Teacher Preparation in English as a Second Language (ESL)

Those students who wish to become licensed teachers of ESL should apply to the five-year Master of Arts in Teaching program. Students will earn a **bachelor of arts or bachelor of science degree** during the first four years and then take an additional year of studies leading to an M.A.T. degree. Students completing this program are licensed to teach pre-kindergarten through grade 12. Application to the program must be made in spring of the junior year. 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 230; CPSC 110;
PSYC 207 or 208 and 312; SOCL 314/314L;
ENGL 310; SOCL 330 or ENGL 430; MLAN 308 and 311;
LANG through 202 (Spanish recommended).

Graduate courses* required (senior year):

Select two courses (six credits): ENGL 521, PSYC 521 or PSYC 535.

* See the graduate catalog for course descriptions.

THE CURRICULUM IN ARABIC

ARAB 101. Beginning Arabic I (3-3-0)

ARAB 101 is the first-semester course of first-year Arabic. This course is designed to introduce students to the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. The course is a combination of lecture, discussion, exercises and communicative language activities.

ARAB 102. Beginning Arabic II (3-3-0)

Recommended prerequisite: ARAB 101, or two years of high school Arabic, or consent of instructor. Students with three or more years of high school Arabic are encouraged to take ARAB 201.

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 201. Intermediate Arabic I (3-3-0)

Recommended prerequisite: ARAB 102, or three years of high school Arabic, or consent of instructor.

ARAB 201 is the first part of a second-year intermediate Arabic course. It will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening, and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

ARAB 202. Intermediate Arabic II (3-3-0)

Recommended prerequisite: ARAB 201, or three years of high school Arabic, or consent of instructor.

Intermediate Arabic II is the second part of a second-year intermediate Arabic course. It will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening, and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

THE CURRICULUM IN CHINESE

CHIN 101. 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)

Recommended prerequisite: CHIN 101, or two years of high school Chinese, or consent of instructor. Students with three or more years of high school Chinese are encouraged to take CHIN 201.

Focus in this course, a continuation of Chinese 101, continues to be upon spoken communication in Mandarin Chinese. In addition, 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 201. Intermediate Chinese I (3-3-0)

Recommended prerequisite: CHIN 102, or three years of high school Chinese, or consent of instructor.

CHIN 201 is for those students who, having completed the elementary level, wish to continue to learn Mandarin Chinese at the intermediate level.

CHIN 202. Intermediate Chinese II (3-3-0)

Recommended prerequisite: CHIN 201, or three years of high school CHIN, or consent of instructor.

CHIN 202 is for those students who, having completed CHIN 201, wish to continue their study of intermediate Mandarin Chinese.

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 103. The Ancient World in Film (3-3-0) AICE [Formerly CLST 307, not equivalent]

This course explores ways in which modern cinema (mis)appropriates the ancient world, especially Greece and Rome. Topics vary by instructor.

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 270. CNU Seminar Abroad (3-3-0)**[Formerly CLST 370, not equivalent]**

Prerequisite: ENGL 123 or consent of instructor.

This course is structured around a cultural theme and taught on-site in a country where the instructor has academic expertise. Activities encompass lectures, guided tours of sites, attendance at performances, or other cultural events. As in any 3-credit course, assignments may include readings, presentations, tests, journals, essays or a research project. Scheduled for two weeks in May or at another convenient time. In addition to tuition, charges for travel, accommodations, and group activities, will be published well in advance. Departmental application and appropriate University paperwork required. Fulfills an elective for the classical studies major and the minors in Latin and classical studies.

CLST 295. Special Topics (3-3-0)

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

CLST 301. WI: Ancient Greek Tragedy (3-3-0) AIWT

Prerequisite: ENGL 223.

This writing-intensive course focuses on the interpretation and analysis of ancient Greek tragedies in their original cultural and performative contexts. Students will also explore the legacy of ancient tragedy in the western world. Partially satisfies writing intensive requirement.

CLST 302. Ancient Epic (3-3-0) AIWT**[Formerly CLST 202, not equivalent]**

Prerequisite: ENGL 223.

In this course, students will read Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid* in their entirety; for each poem, students will consider the literary and historical background, cultural significance, and central themes.

CLST 311. Ancient Greek Art (3-3-0) AICE

Prerequisite: ENGL 223.

The course will examine the art and architecture produced in Greece and the Greek world from the Early Bronze Age (beginning ca. 3000 B.C.) through the Hellenistic Period, paying special attention to the major developments in ceramics, sculpture, architecture, and 'minor' arts that shaped what we now call ancient Greek civilization.

CLST 312. Ancient Roman Art (3-3-0) AICE*Prerequisite: ENGL 223.*

The course will examine the art and architecture produced in Italy and the Roman world from the Iron Age (beginning ca. 900 B.C.) to the fifth century A.D., paying special attention to the major developments in ceramics, sculpture, architecture, and ‘minor’ arts that shaped what we now call ancient Roman civilization.

CLST 313. Women in Ancient Greece and Rome (3-3-0) AIWT*Prerequisite: ENGL 223.*

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.

CLST 395. Special Topics (3-3-0)*Prerequisite: Consent of instructor.*

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Although students may take this course multiple times, there is a maximum 12 topics credit hours that may be presented for graduation.

CLST 414. Dictators, Demagogues, and Decline (3-3-0) AIWT [Formerly CLST 314, equivalent]*Prerequisite: ENGL 223.*

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.

CLST 415. Resisting Rome (3-3-0) AIGM [Formerly CLST 315, equivalent]*Prerequisite: ENGL 223.*

This course examines the numerous interactions between Rome, its neighbors and its own citizens, focusing primarily on areas of social and political friction. Evidence will include the literary, artistic, institutional, and architectural means by which Rome presented its own message, as well as the sophisticated methods employed by Rome’s internal and external opponents. Students also will study the impact of these opponents upon the literature and artistic legacy of the Roman world, and especially the Roman representations of groups they considered different from themselves.

CLST 490. WI: Capstone Course in Classical Studies (3-3-0)*Prerequisite: ENGL 223 with a grade of C- or higher. Prerequisite or Corequisite: CLST 101, 211, 212; one LATN or GREK course at the 200-level or above; and junior standing.*

Required of all classical studies majors. The capstone experience in classical studies is a research-writing course in which students are expected to demonstrate their ability to read and interpret primary sources in the original Latin and/or Greek, synthesize and analyze sources in English, and write a well argued research paper in support of an original thesis. The objectives and format of the Capstone Course are consistent, but the specific research topic for each course will be determined by the instructor. Partially satisfies writing intensive requirement.

CLST 495. Special Topics (3-3-0)*Prerequisite: Consent of instructor.*

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Although students may take this course multiple times, there is a maximum of 12 topics credit hours that may be presented for graduation.

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)

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

FREN 200. Effective Communication in French (3-3-0)

Recommended prerequisite: FREN 102, or 3 years of high school French, or consent of instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of French and Francophone cultures and strengthen their command of the language. Students who are interested in continuing their studies in French should take French 201 instead of French 200.

FREN 201. Intermediate French I (3-3-0)

Recommended prerequisite: FREN 102, or FREN 200, or 3 or more years of high school French, or consent of instructor.

A course designed to review the major grammatical structures of the language and to develop further the student's ability to understand, speak, read, and write French. Students who are interested in continuing their studies in French should take French 201 instead of French 200.

FREN 202. Intermediate French II (3-3-0)

Recommended prerequisite: FREN 201, or FREN 200 with a grade of A- or better, or 3 or more years of high school French, or consent of instructor.

More advanced work in all skill areas of the language. Material equally divided between practical conversation and selected readings. Taught chiefly in French.

FREN 295. Special Topics (3-3-0)

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

FREN 301. Grammar and Composition (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Review of the 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 chiefly in French.

FREN 302. Practical Conversation (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Develop fluency in speaking French. Intensive oral-aural training via conversation, presentations and extemporaneous speaking. Not open to native speakers of French. Taught chiefly in French.

FREN 303. WI: Process Writing (3-3-0)

Prerequisite: ENGL 223; Recommended FREN 202 or 4 or more years of high school French.

This course is designed to focus on writing as a process. Students will analyze models of specific styles of writing and use a variety of methods, including peer-editing, self-correction, and stylistic exercises, to improve the accuracy and the effectiveness of their writing in French. Study of grammatical points will be individualized and will arise as a by-product of the process of learning to write more effectively. Assignments will encompass a variety of styles, including descriptions, narrations, resumes, literary analysis (such as *explication de texte*), and journalistic and technical writing. Taught chiefly in French. Partially satisfies the writing intensive requirement.

FREN 308. Conversation via Cinema (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

Use of videotapes of recent French films to improve listening comprehension, writing and conversation skills. A required lab will consist of a second viewing of each film at the student's convenience. Taught chiefly 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 readings from the Middle Ages, Renaissance, and 17th and 18th centuries will acquaint students with the major authors, works, themes and genres of the early modern period. Readings will be supplemented by other materials, including film, multi-media presentations, and video, in order to situate literary works in their cultural context. A variety of activities including group work, class presentations, literary analysis and research papers will make critical thinking and the development of language skills an inherent focus of the course. Students will be tested on their mastery of the early modern literary canon throughout the semester but will also learn to conduct close readings of primary sources through the French method of *explication de texte*. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession. 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 readings from the 19th and 20th centuries and beyond will acquaint students with the major authors, works, themes, and genres of the modern period. Literary texts will be supplemented by readings from other print materials, such as journals, periodicals, advertisements, and other authentic documents, as well as by film, video, and web sources, in order to situate literary works in their cultural context. A variety of activities including group work, class presentations, and opinion and research papers will make critical thinking and the development of language skills an inherent focus of the course. Taught in French.

FREN 353. Francophone Literature and Culture (3-3-0)

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

This course introduces students to francophone literatures from around the world. Selected readings and analysis of poetry, prose, and theater of francophone expression is the basis of the course, and authors will be chosen from all the major francophone areas such as sub-Saharan Africa, the Magreb (North Africa), central Africa, the Indian Ocean, the Caribbean, and Canada. Each offering of the course will give special focus to one of these francophone areas. The study of francophone literature will be situated in the cultural and historical context of its creation. Taught in French.

FREN 354. French Women Writers (3-3-0) AIWT

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

This course offers an insight into the works of French (and Francophone) women writers from the Middle Ages to the present. The selections are organized around themes such

as marriage, love, politics, and family and include various genres: novels, poems, stories, chronicles, autobiographical writings, letters, manifestoes, political and historical documents, and interviews. This course will address issues of stereotypes, social class, identity, freedom, rights and creativity while exploring the relations between authorship and gender within the social, cultural, and political context. 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)

Prerequisite: FREN 202.

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/or 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 credits.* Taught in French.

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

Recommended prerequisite: FREN 202, or 4 or more years of high school French, or consent of instructor.

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

FREN 490. Practicum (3-3-0)

Prerequisite: FREN 202 or its equivalent, Modern Language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. Such experiences might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be

established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department.

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

Prerequisite: junior or senior standing or consent of instructor.

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

FREN 499. Independent Study (credits vary 1-3)

Prerequisite: Modern Language major or minor, junior or senior standing, consent of instructor and Department Chair. No student may present more than six credits of 499 toward the major program. *Taught upon request and at the instructor's discretion.*

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 the instructor. Students with 3 or more years of high school German are encouraged to enroll in GERM 200.

A continuation course that builds on the skills developed in GERM 101. An introduction to understanding, speaking, reading, and writing German. 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)

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

GERM 200. Effective Communication in German (3-3-0)

Recommended prerequisite: GERM 102, 3 years of high school German, or consent of the instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of German culture and strengthen their command of the language. Students who are interested in continuing their studies in German should take GERM 201 instead of GERM 200.

GERM 201. Intermediate German I (3-3-0)

Recommended prerequisite: GERM 102 or GERM 200, or 3 years of high school German, or consent of instructor. A continuation of the major grammatical structures of the language and further development of the student's ability to understand, speak, read, and write German. Emphasis is placed on use of the language. Students who are interested in continuing their studies in German, should take German 201 instead of German 200.

GERM 202. Intermediate German II (3-3-0)

Recommended prerequisite: GERM 201, or GERM 200 with a grade of A- or better, or 3 years of high school German, or consent of instructor.

Readings and discussions of German literature, culture and civilization. Emphasis is placed upon the expansion of active and passive vocabularies toward the goal of perfecting the knowledge of German.

GERM 295. Special Topics (3-3-0)

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

GERM 301. Grammar and Composition (3-3-0)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

A course dealing with German grammar and the main principles of syntax, focusing on the development of skill in writing and reading. Taught chiefly 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 chiefly in German.

GERM 303. WI: Intensive Writing in German (3-3-0)

Prerequisite: ENGL 123; ENGL 223; Recommended: GERM 202, or 4 or more years of high school German.

This course is designed to focus on writing as a process. Students will use a variety of methods, including peer-editing, self-correction, and stylistic exercises, to improve the accuracy and 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. Partially satisfies the writing intensive requirement. Taught chiefly 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. Taught chiefly 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.

German 311 offers an overview of the cultural history of German-speaking Europe from antiquity to 1800. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, literature, philosophy, and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 312. German Cultural History II (3-3-0)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

Offered every other year.

German 312 offers an overview of the cultural history of German-speaking Europe from 1800 to the present. Students will study the historical framework necessary to understand major intellectual and artistic movements. They will also analyze representative examples of art, music, film, literature, philosophy, and social customs. Assignments may include oral reports, reaction papers, book reviews, research projects and/or tests. Taught in German.

GERM 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. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession. Taught in German.

GERM 352. Studies in the Modern Era (3-3-0)

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. This course may include a practicum and/or interdisciplinary component, especially for students intending to enter the teaching profession. 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 credits.** 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)

Recommended prerequisite: GERM 202, or 4 or more years of high school German, or consent of instructor.

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

GERM 490. Practicum (3-3-0)

Prerequisite: GERM 202 or its equivalent, modern language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. This might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department. Course may be repeated twice for a maximum of nine credits.

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

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

THE CURRICULUM IN GREEK

GREK 101. 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)

Recommended prerequisite: GREK 101 completed within one calendar year, or 2 years of high school Ancient Greek, or consent of instructor.

Every other year.

This course is a continuation of Greek 101. It completes the introductory survey of Attic Greek.

GREK 201. Intermediate Ancient Greek I (3-3-0)

Recommended prerequisite: GREK 102 or permission of instructor.

Every other year.

This course builds upon the fundamental grammar introduced in Greek 101 and 102. It comprises both an extensive review of Greek grammar and a close study of selected works of Greek prose within their literary, historical and cultural contexts.

GREK 295. Special Topics (3-3-0)

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

THE CURRICULUM IN ITALIAN

ITAL 101. 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)

Recommended prerequisite: ITAL 101, or 2 years of high school Italian, or consent of the instructor. Students with 3 or more years of high school Italian are encouraged to enroll in ITAL 201 or ITAL 202.

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 201. Intermediate Italian I (3-3-0)

Recommended prerequisite: ITAL 102, or 3 years of high school Italian, or consent of the 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 chiefly in Italian.

ITAL 202. Intermediate Italian II (3-3-0)

Recommended prerequisite: ITAL 201, or 3 years of high school Italian, or consent of the instructor.

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 chiefly in Italian.

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

Recommended prerequisite: ITAL 202, or 4 years of high school Italian, or consent of the instructor.

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

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

Prerequisite: Modern language major or minor; junior or senior standing and consent of instructor.

Taught upon request.

THE CURRICULUM IN LATIN

LATN 101. 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)

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 in prose.

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)

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 pre-requisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 401: Required Prerequisite: one LATN course at the 300-level or permission of instructor.

In this course, students 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 credits.**

LATN 302/402. Roman Historians (3-3-0)

LATN 302: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 402: Required prerequisite: one LATN course at the 300-level or permission of instructor.

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 credits.**

LATN 303/403. Roman Orators (3-3-0)

LATN 303: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 403: Required prerequisite: one LATN course at the 300-level or permission of instructor.

In this course, students 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 credits.**

LATN 304/404. Epic Poetry (3-3-0)

LATN 304: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 404: Required prerequisite: one LATN course at the 300-level or permission of instructor.

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 credits.**

LATN 306/406. Epistles (3-3-0)

LATN 306: Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of instructor; LATN 406: Required prerequisite: one LATN course at the 300-level or permission of instructor.

In this course, students engage in the analysis and interpretation of Latin epistolary prose and/or 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 credits.**

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

Recommended prerequisite: LATN 202, 4 or more years of high school Latin, or permission of the instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Although students may take this course multiple times, there is a maximum of 12 topics credit hours that may be presented for graduation.

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

Recommended prerequisite : LATN 202, 4 or more years of high school Latin, or permission of the instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Although students may take this course multiple times, there is a maximum of 12 topics credit hours that may be presented for graduation.

THE CURRICULUM IN MODERN LANGUAGES

The Department of Modern and Classical Languages and Literatures offers the following courses conducted entirely in English.

MLAN 195. Special Topics (3-3-0)

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

MLAN 203. Into the Woods: The European Folktale Tradition (3-3-0) AICE

A study of the Grimm brothers' tales, their historical background and significance, and their broader European/world context. Students will explore the relationship between storytellers and their intended audiences, examine the concept of children's literature and its influence upon our understanding of childhood, and consider how folk- and literary fairy tales continue 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 and Latin America, Francophone 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/discussion and two hours of film screening per week. This course may be counted toward the film studies minor.

MLAN 295. Special Topics (3-3-0)

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

MLAN 308. Cross-Cultural Awareness (3-3-0) AIGM

Pre or Corequisite: 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, intimacy, etc., 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.

MLAN 310. 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 (e.g., the Enlightenment, Romanticism). 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. Teaching English to Speakers of Other Languages (TESOL) (3-3-0) [Formerly ENGL 311, equivalent]

Prerequisite: ENGL 223 or consent of instructor.

This course is an introductory survey of English language learners in the United States. Students will learn about the cognitive, affective, linguistic, and sociocultural processes involved in second language development. They will also gain knowledge of the effects of socio-cultural variables in community and instructional settings. A significant service component will place students in various settings such as schools, adult learning centers, and other community organizations to support English language learners in acquisition of language and cultural competencies.

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 395. Special Topics (3-3-0)

Prerequisite: junior standing.

Courses for majors and non-majors in cross cultural topics, comparative literature, and French, German, Italian, Spanish, and Latin-American literature in translation. No student may enroll more than twice for credit.

MLAN 490. WI: Capstone Course in Modern Languages (3-3-0)

Prerequisite: ENGL 223 with a grade of C- or higher.

Corequisite: Declared major in French, German, or Spanish and junior or senior standing, or consent of the instructor.

Required of all French, German, and Spanish majors. The capstone experience in modern languages is a research-writing course in which students are expected to demonstrate their ability to read and interpret primary sources, analyze and synthesize secondary sources, and write a well argued research paper in support of an original thesis. The objectives and format of the Capstone Course are consistent, but the specific research topic for each class will be determined by the instructor. Partially satisfies the writing intensive requirement.

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

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

THE CURRICULUM IN SPANISH

SPAN 101. 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)

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

SPAN 200. Effective Communication in Spanish (3-3-0)

Recommended prerequisite: SPAN 102, or 3 years of high school Spanish, or consent of instructor.

This course focuses on practical work in the four basic skills (speaking, listening, reading, and writing) of foreign language competency. It will review and build on students' prior knowledge with the goal of developing their functional and communicative abilities. Readings, videos and other media will broaden students' knowledge of Spanish-speaking cultures and strengthen their command of the language. Students who are interested in continuing their studies in Spanish should take Spanish 201 instead of Spanish 200.

SPAN 201. Intermediate Spanish I (3-3-0)

Recommended prerequisite: SPAN 102 or SPAN 200, or 3 or more years of high school Spanish, or consent of instructor.

A review of grammatical structures, with further development of reading, writing, speaking, and listening comprehension skills. Students who are interested in continuing their studies in Spanish should take Spanish 201 instead of Spanish 200.

SPAN 202. Intermediate Spanish II (3-3-0)

Recommended prerequisite: SPAN 201 or SPAN 200 with a grade of A- or better, or 3 or more years of high school Spanish, or consent of instructor.

Further development of knowledge of grammatical structures, with the goal of further enhancing reading, writing, communication skills, and listening comprehension skills. Conducted chiefly in Spanish.

SPAN 295. Special Topics (3-3-0)

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

SPAN 301. Grammar and Composition (3-3-0)

Recommended prerequisite: SPAN 202, or 4 or more years of high school Spanish, or consent of instructor.

This course stresses practical communication on a variety of topics with a review of the main points of grammatical structure, syntax, and composition. Conducted chiefly in Spanish.

SPAN 302. Advanced Spanish Conversation (3-3-0)

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish or consent of instructor.

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. Conducted chiefly in Spanish.

SPAN 303. Advanced Grammar and Composition (3-3-0) [Formerly SPAN 303W, not equivalent]

Recommended prerequisite: SPAN 202 or 4 or more years of high school Spanish.

This course is designed to review advance structures of Spanish grammar through reading and composition, with special emphasis on the development of writing skills, and to deepen students' cultural awareness in a globalized world. Topics will focus on: the Spanish language and cultures; issues related to the students' own digital reality; and the Information Age in general. Conducted chiefly in Spanish.

SPAN 308. Conversation via Cinema (3-3-0)

Recommended prerequisite: SPAN 202, or 4 or more years of high school Spanish, or consent of instructor.

Recent Spanish-language movies will be used to improve listening comprehension, writing, and conversation skills. Cultural content will also be emphasized. This course is conducted chiefly in Spanish. Not open to native speakers of Spanish.

SPAN 314. Business Spanish (3-3-0)

Prerequisite: SPAN 301 or 303 with a grade of C- or higher, or consent of the Department.

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 or 303 with a grade of C- or higher, or consent of the Department.

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, 302, 303 or 308.

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. This course will be conducted entirely in Spanish.

SPAN 351, 352. Introduction to Latin-American Literature I and II (3-3-0) AIGM

Prerequisite: SPAN 301 or 303 with a grade of C- or higher, or consent of the Department.

A survey of Spanish-American literature, emphasizing the development of reading skills to critically appreciate major writers and dominant literary trends. First semester (351) from the pre-colonial period to *modernismo*. Second semester (352) from *modernismo* to the present. Taught in Spanish.

SPAN 353, 354. Introduction to Spanish Literature I and II (3-3-0) AIWT

Prerequisite: SPAN 301 or 303 with a grade of C- or higher, or consent of the Department.

A survey of Spanish literature emphasizing the development of reading skills to critically appreciate major writers and dominant literary trends. First semester (353) from Las jarchas through the Golden Age; second semester (354) from 1700 to the present. 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)

Recommended prerequisite: SPAN 202, its equivalent, or consent of instructor.

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

SPAN 471. Hispanic Visual Culture and the Arts (3-3-0) AICE [formerly SPAN 361, equivalent]

Prerequisite: SPAN 301 or 303W and SPAN 302 or 308 with a grade of C- or higher, or permission of the Department.

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/or 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]

Prerequisite: SPAN 301 or 303W and SPAN 302 or 308 with a grade of C- or higher, or permission of the Department.

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/or 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]

Prerequisite: SPAN 301 or 303W and SPAN 302 or 308 with a grade of C- or higher, or permission of the Department.

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)

Prerequisite: SPAN 202 or its equivalent, modern language major, consent of the instructor, and departmental approval.

This course is designed to allow foreign language majors to participate in an internship or other practicum experience. Such experiences might include teaching foreign language in elementary schools, doing field work within one of the foreign communities in the area, working with an area company with foreign connections, or serving as an assistant in MCLL courses on campus. The nature of the practicum, specific assignments, and evaluation procedures are to be established with the supervising instructor, who must be a full-time faculty member in MCLL. The parameters for each individual practicum must be approved by the Department.

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

Prerequisite: junior or senior standing or consent of instructor.

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

DEPARTMENT OF MUSIC

Dr. Rachel Holland, Chair
 Ferguson Hall A136
 (757) 594-8875
 rachel.holland@cnu.edu

Dr. Mark Reimer, Director of Music
 Ferguson Hall A130
 (757) 594-7074
 reimer@cnu.edu

Faculty

Professor: Reimer
Associate Professor: Holland
Assistant Professor: Ankney, McGuire, Rossum,
 Ward-Griffin
Lecturer: Cook, Lopez
Instructor: Bowman, Mooney, Shoup, J. L. Thompson,
 Tomasetti
Emeriti: Brockett, Hines

Vision

- To awaken and nurture highly talented composers, performers, and music educators committed to developing their abilities to their highest potential.
- To support study and celebration of music's role in business, the arts, history, language, literature, math, science, and technology, unfolding music's connection to all areas of human endeavor.
- To engage students of all disciplines in the study and performance of music, fostering a university culture of appreciation, curiosity, understanding, and joy.

Mission

The music program encourages all students who have a passion for music to participate in ensembles, courses, and events that broaden and enrich the understanding of music and its functions in culture and society. The music faculty strives to uphold the highest standards of scholarship and performance while placing as their top priority the education of each student. The music program offers a rigorous and comprehensive curriculum immersed in an academic environment rich in liberal learning. Students learn to form critical opinions, think, speak, and write clearly, and understand the structure, development, and performance of music from around the globe. And most important, students learn to embrace the truth that musicianship and scholarship are lifetime pursuits.

Goals

- To provide a rigorous and comprehensive curriculum in a university accredited and assessed by the National Association of Schools of Music and the Southern Association of Colleges and Schools.
- To provide music faculty and guest artists who are recognized experts in their field and who have a passion for teaching and scholarship.

- To accept high-achieving music majors who have the demonstrated skills, knowledge, and desire necessary to succeed in their chosen field.
- To provide all students a wide variety of musical ensembles, courses and events that enrich the cultural life of the University and the community.
- To provide students with additional opportunities for leadership, scholarship, and service through student music organizations.

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 or her instrument of specialization.
- Demonstrate knowledge and skills relevant to his or her area of specialization.
- Demonstrate a broad understanding of how skills and knowledge apply to music's role in the human endeavor.

CNU Excel Program

The Department of Music is committed to the development of mind, body, and spirit. With the health and safety of every student in mind, faculty and staff assist students in creating practice routines, managing performance anxiety, bonding with peers, protecting against hearing loss, handling equipment safely, leading a healthy lifestyle, developing leadership skills, and pursuing career enhancement opportunities. Students are encouraged to take advantage of the numerous courses, workshops, lectures, and internships that serve to build healthy and vibrant musicians and citizens. More information may be found at music.cnu.edu/beyondtheclassroom/.

Music Degrees

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on the development of the skills and knowledge necessary to function as a teacher, performer, composer, and scholar. The areas of concentration include choral music education, instrumental music education, composition, jazz studies, and performance.

The Bachelor of Arts degree in Fine and Performing Arts with a major in music provides a strong education in the liberal arts, irrespective of specific career aspirations. The major in music provides a fundamental knowledge of written and aural skills, the history and development of music, and performance. This degree serves individuals who seek a broad program of general education rather than intense specialization in the undergraduate years.

The Master of Arts in Teaching degree is offered with concentrations in choral and instrumental music education. Students accepted into the M.A.T. program graduate in four years with the Bachelor of Music degree with a concentration in either instrumental or choral music education and then complete an additional year of study leading to the M.A.T. degree and teacher certification (PK-12). For more information, see the CNU Graduate Catalog.

Assessment Procedures

The rigor of the academic curriculum of the music program at Christopher Newport University is ensured through a comprehensive curriculum, highly experienced and qualified professors, numerous assessment procedures, and accreditation by the National Association of Schools of Music and the Southern Association of Colleges and Schools.

Entrance Requirements

Acceptance is highly competitive, for the department admits each year approximately two majors per voice part or instrument. A student intending to matriculate in the music program at CNU must first satisfy all entrance requirements, including an entrance audition, interview, two professional recommendations by music educators, entrance examinations in music theory, ear training, keyboard, and acceptance into the University.

Degree Program Continuance Requirements

The major in music requires an enormous commitment of time and energy toward academic study, individual practice, and ensemble rehearsal. Although admission into the major is highly competitive, music majors who continue to experience significant challenges by the end of the first year should consider changing their major. Music majors are reviewed at the completion of their fourth semester for continuation in either the Bachelor of Music or the Bachelor of Arts degree program, referred to as, "Sophomore Check-Point." The review committee consists of full-time music faculty members elected each year by the full-time music faculty. In order to be considered for continuation in the degree, the student must have earned a grade of C- or higher in the following courses: improvisation (MUSC 125), four semesters of music theory (MUSC 211-212, 311-312), music history (MUSC 303-304), and ear training (MUSC 209-210, 309-310), four semesters of keyboard skills (MUSC 115-116, 215-216/217 or APP PIAN 130), four semesters of applied music in the student's major area of concentration, jury approval, four semesters of a major ensemble, four semesters of performance attendance (MUSC 012), ENGL 123, ENGL 223, two courses from the Area of Inquiry, successful completion of the Scales Proficiency Examination (instrumentalists) and the Piano Proficiency Examination, and a cumulative GPA of 2.5 or higher (2.9 for the B.M./M.A.T.). Factors such as the student's progress in applied music lessons, demonstrated commitment to and enthusiasm for the field of study, and overall promise for success in the field and/or graduate study are considered, as well. The university is accredited by The National Association of Schools of Music and, therefore, is required to uphold national standards throughout the tenure of the student.

Graduation Requirements

In order to graduate, the music student must have successfully completed all requirements listed for individual concentrations (including all upper-level music courses, juries, and recitals) with a grade of C- or higher, the liberal learning curriculum, and have earned a score of 70 or higher on each of the exit examinations in music theory, ear training and music history. The senior recital serves as the final assessment of a student pursuing performance, composition or jazz studies; student teaching serves as the final assessment of a student pursuing education; 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

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Bachelor of Music**Performance Concentration**

(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

1. MUSC 125, 200, 209-210, 211-212, 303-304-305W, 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. vocalists must take MUSC 261, 265, 266, 450, 496, THEA 230, 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. Twelve credits of electives within or outside of MUSC;
5. APP MUSC 133-134, 233-234, 333-334 (junior recital), and 433-434 (senior recital);
6. Eight credits in MUSC 101, 102, 111, 112, or 114 and four credits of chamber ensembles for instrumentalists (MUSC 124 for percussion), four for keyboardists; eight credits in MUSC 105, 106, or 117, and one credit in MUSC 107 for vocalists;
7. Four semesters of piano (keyboardists must take MUSC 216);
8. Eight semesters in MUSC 012 (Performance Attendance);
9. Completion of the exit examinations in music theory and music history with a minimum score of 70 percent or higher.
10. Passing of the scales (instrumentalists only) and piano proficiency examinations.

Bachelor of Music**Composition Concentration**

1. MUSC 125, 200, 209-210, 211-212, 303-304-305W, 306, 309-310, 311-312, 314 or 316;
2. MUSC 401W, 411, 413, 415;
3. APP COMP 131-132 and 231-232;
4. APP MUSC 131-132 and 231-232 (non-composition);
5. APP COMP 331-332 and 431-432;
6. MUSC 220, 230, 240, and 250;
7. Twelve credits of electives within or outside of MUSC;
8. Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117;

9. Four semesters of piano;
10. Eight semesters in MUSC 012 (Performance Attendance);
11. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.
12. Passing of the scales (instrumentalists only) and piano proficiency examinations.

Bachelor of Music**Jazz Studies Concentration**

1. MUSC 200, 209-210, 211-212, 303-304-305W, 306, 309-310, 311-312, 316;
2. Jazz specific courses: MUSC 125-126, 214, 225-226, 315, 416, 491;
3. APP MUSC 133-134, 233-234;
4. APP IMPR 333-334, 433-434 (senior recital);
5. Eight credits of MUSC 103 (Jazz Ensemble);
6. Eight credits of MUSC 108 (Jazz Combo) and/or 109 (Jazz Combo Advanced);
7. One credit of electives;
8. Four semesters of piano, including MUSC 217 (Jazz Keyboard Skills);
9. Eight semesters in MUSC 012 (Performance Attendance);
10. Completion of the exit examinations in music theory and music history with a minimum score of 70 percent or higher.
11. Passing of the scales (instrumentalists only) and piano proficiency examination.

The Bachelor of Arts degree in Fine and Performing Arts Music Major

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in fine and performing arts with a major in music requires successful completion of the liberal learning curriculum and the following major and elective courses:

1. Six credits of upper-level music electives;
2. Six credits of upper-level, non-music electives;
3. MUSC 492 (Capstone);
4. Nine credits of upper- or lower-level non-music electives;
5. MUSC 125, 200, 209-210, 211-212, 303-304-305W, 306, 309-310, 311-312; MUSC 314 or 316;
6. APP MUSC 131-132 and 231-232;
7. Eight credits in MUSC 101, 102, 105, 106, 111, 112, 114, or 117, depending on area of concentration; one credit of chamber ensembles;

8. Four semesters of piano;
9. Eight semesters in MUSC 012 (Performance Attendance);
10. PHIL 304;
11. Three credits in FNAR and three credits in THEA;
12. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.
13. Passing of the scales (instrumentalists only) and piano proficiency examinations.

TEACHER PREPARATION IN MUSIC

Completion of the Bachelor of Music degree with a concentration in instrumental music education or choral music education does not result in teacher certification. Students who wish to become teachers should complete the Bachelor of Music degree with a concentration in either instrumental or choral music education **and** the Master of Arts in Teaching (M.A.T.) degree. Students majoring in music can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, 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 instrumental or choral music education and then complete an additional year of study leading to the M.A.T. degree and teacher certification. See the CNU Graduate Catalog for the requirements leading to the M.A.T.

In addition to successful completion of the liberal learning curriculum, the degree requires successful completion of one of the following concentrations:

Bachelor of Music

Choral Music Education Concentration

Completion of the Bachelor of Music, choral music education concentration, requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in music which does not include teacher preparation at CNU.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305W, 306, 309-310, 311-312, 314, and 401W;
2. MUSC 220, 230, 240, 250, 265, 266, and one 200-level course in French, German or Italian;
3. MUSC 415, 496, 510, 520, and 580*;

4. APP MUSC 131-132, 231-232, 331-332, 431-432 (senior recital);
5. Eight credits in MUSC 105, 106, or 117;
6. MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314, CPSC 110, and THEA 230;
7. Four semesters of piano;
8. One credit of electives, in or outside of MUSC;
9. Eight semesters in MUSC 012 (Performance Attendance);
10. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.
11. Passing of the piano proficiency examination.

*500-level courses require minimum 3.00 GPA and M.A.T. graduate admission.

Bachelor of Music

Instrumental Music Education Concentration

Completion of the Bachelor of Music, instrumental music education concentration, requires admission to the graduate M.A.T. during the junior year. Students who are not successfully admitted to the graduate program will be required to change their major to the Bachelor of Arts in music which does not include teacher preparation at CNU.

1. MUSC 125, 200, 209-210, 211-212, 303-304-305W, 306, 309-310, 311-312, 316, and 401W;
2. MUSC 220, 230, 240, 250, 260;
3. MUSC 415, 510 and 580*;
4. Either MUSC 530 or 540*, depending on area of concentration;
5. APP MUSC 131-132, 231-232, 331-332, and 431-432 (senior recital);
6. Eight credits in either MUSC 101, 102, 111, 112, or 114, depending on area of concentration (four credits of MUSC 112 are required for band emphasis);
7. MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314; CPSC 110; THEA 230;
8. Four semesters of piano;
9. Eight semesters in MUSC 012 (Performance Attendance);
10. Four credits of chamber ensembles (MUSC 124 for percussion);
11. One credit of electives in or outside of MUSC;
12. Completion of the exit examinations in music theory and music history with a score of 70 percent or higher.
13. Passing of the scales and piano proficiency examination.

*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; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

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

See major requirements for the Bachelor of Music with a concentration in either Choral or Instrumental Music Education.

Support courses required:

COMM 201 or THEA 230; ; CPSC 110; MATH 125; PSYC 207 or 208; PSYC 312; SOCL 314.

Graduate courses* required (senior year):

For Choral Music students: MUSC 510, 520, 580.

For Instrumental Music students: MUSC 510, 530 or 540, 580.

* See the graduate catalog for course descriptions.

THE CURRICULUM IN MUSIC

MUSC 012. Performance Attendance (0-0-1)*Fall and Spring.*

All students who are enrolled in MUSC 012 must attend a minimum of 15 music events for the semester. Students are encouraged to attend all concerts and recitals presented on the campus of Christopher Newport University. A student does not receive MUSC 012 credit for a performance in which he or she participates. A minimum of 12 events must be University concerts and recitals, and a minimum of three events must be professional concerts and recitals. A grade of Passing is required for eight enrollments. Required for all music majors.

MUSC 101. Wind Ensemble (1-0-4) AICE*Fall and Spring.*

An auditioned wind band that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the wind band repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 102. University Orchestra (1-0-4) AICE*Fall and Spring.*

An auditioned orchestra that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the orchestral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 103. Jazz Ensemble (1-0-3) AICE*Fall and Spring.*

An auditioned jazz ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the jazz ensemble repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 104. Chamber Ensemble (1-0-1)*Fall and Spring.*

This course can be used for both vocal and instrumental chamber ensembles. Performance opportunities vary according to the size and nature of the ensemble. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 105. Chamber Choir (1-0-4) AICE*Fall and Spring.*

An auditioned mixed choral ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterworks of the choral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 106. Women's Chorus (1-0-4) AICE*Fall.*

This is a year long, auditioned, major ensemble course that is open to any female student at CNU. The group performs primarily on campus throughout the academic year. The repertoire includes a variety of styles; however, emphasis on women's chorus masterworks, as well as a cappella song, throughout the history of choral music is emphasized. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 107. Opera CNU (1-0-4)*Prerequisite: MUSC 261.**Fall.*

This course is intended for the preparation and performance of a fully-staged opera production. The course teaches students proper musical and dramatic preparation for an operatic theatrical production. The course offers musical coaching and rehearsal as well as staging and acting rehearsal that result in a final production of the studied work. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance. Students may register each semester, but no more than eight credits can be counted towards graduation.

MUSC 108. Jazz Combo (1-0-3)*Fall and Spring.*

This course surveys performance, improvisation, and sight reading objectives for a small group in the following areas: Latin, fusion, be-bop, modal, swing, ballad, rock, straight ahead jazz, and vocal jazz. The group performs several times during the course of the semester. A thorough knowledge of jazz theory, chord and scale relationships, and melodic soloing is recommended. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 109. Jazz Combo Advanced (1-0-3)*Prerequisite:**Fall.*

This class focuses on developing advanced improvisation skills while studying the democratic process of musical collaboration and the standard business practices expected of professional jazz musicians. We will be partnering with organizations such as regional businesses, non-profit organizations and educational institutions to challenge students with a variety of venues and audience expectations. After each performance, the community partner, course instructor and fellow students provide written evaluations detailing the specific skills required for each endeavor. The Service Learning component of this course requires three performances off campus, which are outside of course hours. Additionally, there is a formal concert at the end of the semester.

MUSC 112. Marching Band (1-0-6) AICE*Fall.*

The Marching Captains is an auditioned ensemble that performs at all home football games and other campus and community events. Rehearsals focus on the individual preparation of assigned music and drill repertoires, group cohesiveness, and interpretations. Students may register each Fall semester, but no more than eight credits can be counted toward graduation.

MUSC 114. University Band (1-0-4) AICE*Spring.*

An auditioned wind band that meets each Spring semester. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the wind band repertoire. Students may register each Spring semester, but no more than eight credits can be counted toward graduation.

MUSC 115-116. Elementary Keyboard Skills (1-0-3 each)

Prerequisite: music major or consent of the instructor. Pre or Corequisite: for MUSC 115: MUSC 209 and 211 or consent of instructor; for MUSC 116: MUSC 210 and 212 or consent of instructor.

Fall, 115; spring, 116.

These courses develop basic keyboard skills. The areas of study include scales, arpeggios, block and broken chords, chord progressions, and elementary works composed for the piano. Required for all music majors.

MUSC 117. Men's Chorus (1-0-3) AICE*Fall and Spring.*

This is a year long, auditioned, major ensemble course that is open to any male student at CNU. The group performs primarily on campus throughout the academic year. The repertoire includes a variety of styles; however, emphasis on men's chorus masterworks, as well as a cappella men's glee song, throughout the history of choral music is emphasized. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 120. Saxophone Ensemble (1-0-3)*Fall and Spring.*

The Saxophone Ensemble addresses small ensemble techniques through primarily the medium of the saxophone quartet. All forms of music, from classical saxophone quartet literature to jazz to classical to rock, are covered. Students have the opportunity to demonstrate these techniques through several performances throughout the year. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 122. String Chamber Music (1-0-3)*Fall and Spring.*

Rehearsal and performance of the literature for small string ensembles, especially string quartet. Weekly coachings and performance opportunities as appropriate. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 123. Pep Band (1-0-6) or (0-0-6)

Prerequisite: MUSC 112 or consent of instructor.

Spring.

The Pep Band welcomes each Spring all band musicians who performed the previous Fall in the CNU Marching Captains. The band is a highly energetic and school-spirited ensemble that performs at most home basketball games and at select University events throughout the Spring semester. The zero credit option is open only to NON-music majors.

MUSC 124. Percussion Ensemble (1-0-3)

Prerequisite: MUSC 112 or consent of the instructor.

Fall and Spring.

An auditioned ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the percussion ensemble repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 125-126. Elementary Improvisation Skills (1-0-3)

Prerequisite: For MUSC 126: MUSC 125.

Fall, 125; spring, 126.

These courses develop basic improvisation skills. The areas of study include theory, style, composition, scale patterns, and harmonic progressions, and experimentation with various sound sources, manipulating common elements in non-traditional ways. MUSC 125 is required for all music majors.

MUSC 195. Special Topics (3-3-0)

Prerequisite: as announced.

As needed.

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

MUSC 200. Music Technology (1-3-0)

Fall and Spring.

This course explores publishing, music notation, digital recording and video techniques. Finale music notation software is used for notation and MIDI playback, and *GarageBand* software is used for sound recording and MIDI sequencing. Creating and editing musical scores for printing and publication are a major focus of the course.

MUSC 204. Jazz Giants (3-3-0) AICE

Prerequisite: ENGL 123

Jazz is an art form that reflects the spontaneous qualities of the individual genius. The study of a specific jazz artist can illustrate aspects of the genre as a whole as well as deepen the understanding of that individual's contribution to our culture. This course studies the evolution of one of these giants of the jazz idiom and his/her contribution to the art form. It also studies how cultural, socio-economic, and racial tensions within the microcosm of the jazz scene accurately reflect various historical periods of the past. Each term that the course is offered a different Jazz Giant will be discussed. Please check the current Schedule of Classes for the specific artist. **This course is repeatable once for a maximum of six credits.**

MUSC 205. Film Music (3-3-0) AICE

Spring.

The course is intended to give students a greater appreciation of cinema (movies and video) by exploring the concept of 'genre' in movie music and discovering how 'genius' might emerge from the collaborative process between director and composer.

MUSC 206. Songwriting (3-3-0) AICE

Spring, rotational.

This course is a workshop designed to foster student songwriting through the creation and performance of original works, the exploration of the songwriting art itself, and exposure to the masters of the singer/songwriting tradition. Students will study the development of the song in a variety of styles (i.e., modern pop, classical and rock). Formal principles including structure, lyrical and harmonic content and melodic construction will be covered. The course can be successfully completed by the student with little or no formal musical training. Students should be proficient on any instrument and/or voice; however, no classical training or music-reading ability is necessary.

MUSC 209-210. Elementary Ear Training (1-0-3)

Prerequisite for 209: music major; or consent of instructor.

Prerequisite for 210: MUSC 209. Pre or Corequisite for 209: MUSC 211 or consent of instructor; Pre or Corequisite for 210: MUSC 212 or consent of instructor.

Fall, 209; spring, 210.

MUSC 209 includes the study of melodic and harmonic intervals, pitch patterns, chord inversion, bass line dictation, rhythmic dictation, outer voices dictation, and error detection. Sight singing/keyboard exams include scales, pitch patterns, melodies and rhythms, keyboard progressions, and sight singing. MUSC 209 includes an introduction to the music holdings and media center in the Tribble Library. MUSC 210 includes seventh chords, two-part dictation, progressively advancing dictation, sight singing, keyboard skills, diatonic and chromatic melodies, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

MUSC 211. The Tonal System (3-3-0)

Prerequisite: music major, or consent of instructor; Pre or Corequisite: MUSC 209.

Fall.

This course examines the underlying principles and classifications of tonal music. Topics include scales, keys, intervals, triads, seventh chords, harmonic progression, and an introduction to part-writing and voice leading. Required for all music majors.

MUSC 212. Tonal Harmony and Voice Leading (3-3-0)

Prerequisite: MUSC 211; Pre or Corequisite: MUSC 210.

Spring.

MUSC 212 continues the study of chord function and voice-leading norms begun in MUSC 211. Students develop skills in part-writing and analysis as well as an understanding of the tonal phrase and non-chord tones. Required for all music majors.

MUSC 214. Jazz History and Literature (3-3-0) [Formerly MUSC 408, equivalent] 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. Required for students pursuing the Bachelor of Music with a concentration in jazz studies.

MUSC 215. Advanced Keyboard Skills I (1-0-3 each)

Prerequisite: music major or consent of instructor.

Pre or Corequisite: for MUSC 215: MUSC 309 and 311 or consent of instructor.

Fall.

This course develops basic keyboard skills. The areas of study include scales, arpeggios, block and broken chords, chord progressions, and advanced works composed for the piano. Required for all music majors.

MUSC 216. Advanced Keyboard Skills II (1-0-3 each)

Prerequisite: MUSC 215. Pre or Corequisite: MUSC 310 and 312 or consent of instructor.

Spring.

This course further develops practical keyboards skills and cultivates more advanced keyboard skills. The areas of study include accompanying, clef reading, transposition, sight reading, score reading (choral and instrumental), figured bass reading, jazz chart reading, Hanon finger exercises, and four-handed repertoire. Required for all music majors (jazz majors substitute MUSC 217 for this course).

MUSC 217. Jazz Keyboard Skills (1-0-3)

Spring.

Prerequisite: MUSC 215, jazz studies or consent of instructor.

This course develops basic jazz keyboard knowledge and performance skills. Students will obtain the skills needed for a realization of standard jazz harmony with idiomatic voicings. Skill sets assessed through weekly skills exams and the final proficiency exam. Required for students pursuing the Bachelor of Music with a concentration in jazz studies.

MUSC 220. Brass Instrument Techniques (1-3-0)

Fall.

Instruction, literature, and teaching methods for trumpet, horn, trombone, euphonium, and tuba. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 225-226. Advanced Improvisation Skills(1-0-3)

Prerequisite: music major or consent of instructor. For MUSC 225: MUSC 126; for MUSC 226: MUSC 225.

Fall, 225; spring, 226.

These courses continue the development of improvisation skills. The areas of study include theory, style, composition, scale patterns, harmonic progressions, and experimentation with various sound sources, manipulating common elements in non-traditional ways. Both courses are required for students pursuing the Bachelor of Music with a concentration in jazz studies.

MUSC 230. Woodwind Instrument Techniques (1-3-0)

Spring.

Instruction, literature, and teaching methods for flute, oboe, bassoon, clarinet, and saxophone. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 240. Percussion Techniques (1-3-0)

Fall.

Instruction, literature, and teaching methods for timpani, snare drum, xylophone, bass drum, cymbals, Latin and jazz drums, and auxiliary instruments. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools. Required for music majors pursuing the Bachelor of Music degree with a concentration in music education.

MUSC 250. String Instrument Techniques (1-3-0)*Spring.*

Instruction, literature, and teaching methods for violin, viola, violoncello, double bass, and guitar. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music with a concentration in music education.

MUSC 260. Voice Techniques (1-2-0)*Fall.*

Principles of voice production and pedagogy. Topics include breathing, posture, registration, voice classification (adolescent through adult), principles of resonance, the physiology of singing, selecting vocalizes and warm-up techniques, vowel purity, and articulation. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools. Required for music majors pursuing the Bachelor of Music degree in instrumental music education.

MUSC 261. Opera Workshop (1-0-4)*Prerequisite: voice major and consent of instructor.**Spring.*

A course requiring participation in an opera scenes and performance in the community recital program, including performing the prepared scenes in area schools. All roles are assigned to accommodate the specific abilities of each student. In addition, basic stage movement, audition techniques, and performance preparation are addressed. A service learning component, including a performance journal documenting your experiences in civic responsibility, is required. Please note that performances will take place off campus and outside of course hours. Required for music majors pursuing a Bachelor of Music degree with a concentration in vocal performance.

MUSC 262. Opera Throughout History (3-3-0) AIWT*Prerequisite: ENGL 123.**Fall and Spring.*

A course requiring participation in an opera scenes and performance. 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)*Fall.*

A course designed to introduce the correct pronunciation of English and Italian for singing. The class does not concentrate on the grammatical structures of the languages but, instead, upon the correct and proper use of the sounds of the language as appropriate for classical singing. Required for music majors pursuing the Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 266. Foreign Language Diction II (1-3-0)*Spring.*

A course designed to introduce the correct pronunciation of French and German for singing. The class does not concentrate on the grammatical structures of the languages but, instead, upon the correct and proper use of the sounds of the language as appropriate for classical singing. Required for music majors pursuing the Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 295. Special Topics (credits vary 1-3)*Prerequisite: as announced.**As needed.*

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

MUSC 303-304-305W. History of Western Music (3-3-0)

Prerequisite for 303: MUSC 212; Prerequisite for 304: MUSC 303; Prerequisite for 305W: ENGL 223 and MUSC 304; Fall, 303 and 305W; 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 305W partially satisfies the writing intensive requirement.

MUSC 306. Global Transformations: "World Music" and the "World" (3-3-0) AIGM*Prerequisite: ENGL 223.**Spring.*

In this course we will examine the ways in which various world music practices and genres exemplify the main issues related to the process of globalization. While often regarded as "pure" entertainment, music provides powerful modes of interaction within and across cultures. Music also often serves as a metaphor and can be a first indicator of social and political transformations. Some of the questions we will address are: What is globalization and how is it expressed in world music? How does music influence various aspects of globalization? In what ways are musical practices heralding social and political shifts in today's world?

MUSC 309-310. Advanced Ear Training (1-0-3 each)

Prerequisite for 309: MUSC 210; Pre or Corequisite for 309: MUSC 311 or consent of instructor;

Prerequisite for 310: MUSC 309. Pre or Corequisite for 310: MUSC 312 or consent of instructor.

Fall, 309; spring, 310.

MUSC 309 includes advanced dictation, sight singing, rhythm, keyboard skills, diatonic, chromatic, and atonal melodies, secondary dominants, functional harmonic progressions, two-voice counterpoint, and modulation. MUSC 310 includes progressively advancing dictation, sight singing, rhythm, keyboard skills, diatonic and chromatic melodies, modes, secondary dominants, extended tertians, mode mixture, chromatic mediant modulation, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

MUSC 311. Chromatic Harmony (3-3-0)

Prerequisite: MUSC 212; Pre or Corequisite: MUSC 309.

Fall.

Chromatic Harmony explores secondary function, modulation, form, mode mixture, and the Neapolitan chord. Through part-writing and analysis, students learn to recognize and use these common chromatic techniques. Required for all music majors.

MUSC 312. Extended Tonal Techniques and Atonality (3-3-0)

Prerequisite: MUSC 311; Pre or Corequisite: MUSC 310.

Spring.

MUSC 312 introduces augmented 6ths, enharmonic reinterpretation, and other chromatic phenomena. Principles of post-tonal theory are explored through the analysis of select music of the 20th century. Required for all music majors.

MUSC 314. Principles of Choral Conducting (3-3-0)

Prerequisite: MUSC 310, 312, or consent of instructor.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis, score preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more. Students conduct live choral ensembles both in the classroom and in the rehearsal hall and are required to complete a total of six hours of observation in the public schools. Required for music majors pursuing the Bachelor of Music degree in either choral music education or vocal performance.

MUSC 315. Digital Creativity with Music Technology (3-3-0) AICE

Prerequisite: ENGL 223.

Fall and Spring.

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. Other topics include acoustics, recording techniques, and multimedia applications.

MUSC 316. Principles of Instrumental Conducting (3-3-0)

Prerequisite: MUSC 310, 312, or consent of instructor.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis and preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more. Students conduct live instrumental ensembles both in the classroom and in the rehearsal hall. Required for music majors pursuing the Bachelor of Music degree with a concentration in either instrumental music education or instrumental performance.

MUSC 391. String Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP STRINGS 232/234.

Spring, as needed.

A survey of solo and chamber music literature and the historical development of the violin, viola, violoncello, 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 CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in string performance.

MUSC 394. Keyboard Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP KEYBOARD 232 or 234.

Spring, as needed.

Discussed are the literature and history of keyboard instruments in addition to teaching materials for both private and class instruction. Memorization and sight reading are also addressed. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in studios. Required for music majors pursuing the Bachelor of Music degree with a concentration in keyboard performance.

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

Prerequisite: as announced.

As needed.

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

MUSC 396. Woodwind Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP WOODWINDS 232 or 234.

Fall, as needed.

A survey of solo and chamber music literature and the historical development of the flute, oboe, bassoon, clarinet, and saxophone families. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in woodwind performance.

MUSC 397. Brass Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP BRASS 232 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 CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in brass performance.

MUSC 398. Percussion Literature and Pedagogy (3-3-0)

Prerequisite: junior standing and APP PERC 232 or 234.

Spring, as needed.

A survey of solo and chamber music literature. Also studies the origin, development, and influences of indigenous instruments and their uses in contemporary music. Teaching materials, including exercises, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings and are required to complete a total of six hours of observation in the public schools and at CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in percussion performance.

MUSC 401. WI: Seminar in Music Bibliography (3-3-0)

Prerequisite: ENGL 223, MUSC 305W and 312, and junior standing.

Spring.

A writing-intensive course intended to serve as a basic course in identifying and employing materials available for music research and writing. It prepares students for using those materials as professional practicing musicians and for the investigative study required and expected of music students in graduate programs. Partially satisfies the writing intensive requirement.

MUSC 411. Post-Tonal Theory (3-3-0)

Prerequisite: MUSC 312.

Fall, as needed.

Post-Tonal Theory explores the compositional techniques arising with the decline of tonality's preeminence in the early Modern era. By engaging important musical literature from the 20th and 21st century, flexible analytic tools are used to facilitate a contextual interpretation of works. At the end of the semester, students marshal an array of theoretical concepts and compositional techniques to produce a composition of their own. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 413. Counterpoint (3-3-0)

Prerequisite: MUSC 310, 312.

Spring, as needed.

A study through analysis and compositional assignments of modal and eighteenth-century counterpoint. After completing exercises in the techniques of species counterpoint, students study the larger forms of inventions, canons, fugues, and chorale-based compositions. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition.

MUSC 415. Orchestration (1-1-0)

Prerequisite: MUSC 200, 310, 312.

Fall.

A course in which the basic concepts of arranging music for various groups of instruments are studied. After a general survey of the instruments of the orchestra covering ranges, clefs, timbre, special effects, and terminology, techniques of actual orchestration are studied through written projects and analysis of scores. Required for music majors pursuing the Bachelor of Music degree with a concentration in composition, choral music education or instrumental music education.

MUSC 416. Jazz Composition and Arranging (3-3-0)

Prerequisite: 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. Required for students pursuing the Bachelor of Music with a concentration in jazz studies.

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. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance.

MUSC 490. WI: The Falk Seminar in Music Historical Research (3-3-0)

Prerequisite: ENGL 223; and MUSC 303-304.

Spring.

A proseminar that facilitates the scholarly preparation, writing, and annotation of research findings through accurate and disciplined use of conventional style sheets. Students conduct research, examine and report on materials in the library, and undertake a selected writing project. Students question each other's findings, methods, and procedures orally. Partially satisfies the writing intensive requirement.

MUSC 491. Practicum in Music (1-0-1)

Prerequisite: senior standing or consent of instructor; cumulative GPA of 3.0 or higher; endorsement of two CNU music faculty and the Chair of Music.

As needed.

This course is a closely monitored, one-semester internship with a 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. Required for students pursuing the Bachelor of Music with a concentration in jazz studies.

MUSC 492. Music Capstone Project (3-0-3)

Prerequisite: senior standing or consent of instructor.

As needed.

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. The course is required for all music majors pursuing the Bachelor of Arts degree with a major in music.

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

Prerequisite: as announced.

As needed.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. The course may also be used to obtain credit for participation in national workshops and conferences.

MUSC 496. Vocal Pedagogy (3-3-0)

Prerequisite: junior standing and APP VOICE 232 or 234.

Fall, 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 CNU. Required for music majors pursuing the Bachelor of Music degree with a concentration in vocal performance and choral music education.

MUSC 499. Independent Study or Thesis (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

As needed.

Independent study provides special opportunities for students to explore specific areas of music and research outside the limitations of regular music offerings. Students desiring to pursue independent study should first receive the approval of a faculty member whose expertise is relevant to the project and then submit a project proposal to the Chair of Music.

THE CURRICULUM IN APPLIED MUSIC

APP MUSC 130. Applied Music: piano, organ, strings, harpsichord, woodwinds, brass, percussion, voice, composition, jazz improvisation, and conducting (1-0-0.5) or (2-0-1)

Prerequisite: consent of instructor and Chair of Music.

Fall and Spring.

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)

Prerequisite: music major; consent of instructor and Chair of Music.

Fall and Spring.

Students receive one 25-minute lesson per week and are required to attend and to participate in the weekly masterclass. Auditions are required for new students. The repertoire is determined by the instructor according to the level and ability of the student. A 15-minute hearing is required at the completion of APP MUSC 232 to determine whether or not the student may advance to APP MUSC 331. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 133, 134, 233, 234, 333, 433. Applied Music: piano, organ, strings, woodwinds, brass, percussion, voice, jazz improvisation, and conducting (2-0-1)

Prerequisite: music performance or jazz studies major; consent of instructor and Chair of Music.

Fall and Spring.

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 credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 334. Applied Music: Junior Recital (2-0-1)

Prerequisite: music performance or jazz studies major; consent of instructor and Chair of Music; junior standing. Fall and Spring.

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 credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 432. Applied Music: Senior Recital (1-0-0.5)

Prerequisite: music major; consent of instructor and Chair of Music; senior standing.

Fall and Spring.

Students receive one 25-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 432. The recital must include one work for chamber ensemble. None of the credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 434. Applied Music: Senior Recital (2-0-1)

Prerequisite: music performance or jazz studies major; consent of instructor and Chair of Music; senior standing.

Fall and Spring.

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 credits can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

NEUROSCIENCE PROGRAM

Dr. Andrew J. Velkey, Director
Forbes Hall 1053
(757) 594-7927
avelkey@cnu.edu

Faculty

Professor: Cartwright

Associate Professor: Grau, Velkey, Webb

Assistant Professor: Campolattaro, Lipatova, Meighan,
 Mitrano, Rollins, Wiens

Mission Statement

The Neuroscience Program is an interdisciplinary degree program housed within the College of Natural and Behavioral Sciences. Upon successful completion of the curriculum, students are awarded a B.S. in Interdisciplinary Studies with a Major in Neuroscience. The mission of the Neuroscience Program is to offer students a comprehensive, rigorous, interdisciplinary curriculum in neuroscience and its many ancillary professional applications. Excellence in didactic and laboratory investigation is the objective of this program. Students will gain a systematic introduction to the scientific methodologies, theories, and literature focused on the anatomy, physiology, and biochemistry of the nervous system. In addition, students will develop skills in conducting independent research on aspects of neural functioning reflecting both molar and molecular levels of analysis.

The members of the Neuroscience Program faculty are dedicated to presenting their students with engaging and challenging courses in the current, basic and applied discipline of neuroscience and presenting them the opportunity to engage in a diversity of undergraduate research projects in basic and applied neuroscience.

Curricular Relevance to Graduate Education

The neuroscience curriculum prepares our undergraduates for highly selective and competitive graduate programs. We aim to produce graduates prepared for and qualified to pursue postgraduate study in neuroscience, psychology, biology, pharmaceutical and medical chemistry, and medicine. As well, the interdisciplinary major in neuroscience is integral to a broad liberal arts and science undergraduate education. Our key and central objective lies in training scholars, teachers, and practitioners who will exercise their intelligence, industriousness, and integrity in the pursuit of productive personal and professional lives.

Neuroscience and Pre-Medical Education

The 2009 report of the Association of American Medical Colleges - Howard Hughes Medical Institute on *Scientific Foundations for Future Physicians* describes eight general competencies that should be explicit in each applicant at the time of medical school matriculation. The neuroscience

curriculum is designed to produce graduates who meet all eight competencies and who will compete successfully for admission to elite medical schools (generally meaning those with an explicit research orientation as opposed to those who specialize only in practitioner preparation).

The eight competencies from the AAMC-HHMI report are:

1. Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena of the natural world.
2. Demonstrate understanding of the process of scientific inquiry, and explain how scientific knowledge is discovered and validated.
3. Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems.
4. Demonstrate knowledge of basic principles of chemistry and some of their applications to the understanding of living systems.
5. Demonstrate knowledge of how biomolecules contribute to the structure and function of cells.
6. Apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out function.
7. Explain how organisms sense and control their internal environment and how they respond to external change.
8. Demonstrate and understanding of how the organizing principle of evolution by natural selection explains the diversity of life on earth.

The Bachelor of Science in Interdisciplinary Studies Neuroscience Major

The neuroscience curriculum includes the neuroscience core and electives as well as additional required coursework in biology, chemistry, mathematics, physics, and psychology and optional coursework in computer science.

The Bachelor of Science degree in interdisciplinary studies with a major in neuroscience requires the successful completion of a minimum of 55 credits in the major. In addition to the successful completion of the liberal learning curriculum, the degree requires successful completion of the following courses:

1. Core: NEUR 201, 301W/301L, 305;
2. BIOL 211/211L;
3. CHEM 121/121L-122/122L, and 321/321L;

4. PHYS 151/151L-152/152L;
5. MATH 125 and 130 or higher (MATH 140 or 148 is strongly recommended);
6. Select at least 6 credits of additional NEUR courses at the 300- or 400-level, with at least 3 credits at the 400-level;
7. Select one (minimum of 3 credits): BIOL 307/307L, 313, 314/314L, 411, BCHM 414/414L, CHEM 322/322L, CPSC 471.
8. Select one (minimum of 3 credits): PSYC 305, 316, 406/406L, 408/408L, 415/415L, or 428/428L;
9. IDST 490.

THE CURRICULUM IN NEUROSCIENCE

NEUR 201. Introduction to Neuroscience (3-3-0)

Prerequisites: PSYC 201 or BIOL 211/211L.

Spring.

This course is designed to provide a comprehensive introduction to the field of neuroscience and the basic principles of organization and function of the nervous system. An exploration of the neural basis of behavior at the cellular and systems levels will span the following topics: anatomy and development of the brain, cell biology, membrane potential, synaptic transmission, sensory and motor systems, and higher brain function (memory, language, etc.).

NEUR 301. WI: Research Methods in Neuroscience (4-3-0)

Prerequisites: MATH 125, NEUR 201, BIOL 211/211L and ENGL 123, 223 each completed with a C- or higher.

Corequisite: NEUR 301L.

Spring.

This course will provide an introduction to research design in empirical neuroscience research. General topics will include the scientific method, research ethics and research design. Students will also learn about methods such as EEG/ERP, structural and functional MRI, single- and multi-unit recording, transgenic and knockout methods with associated histological techniques, as well as lesion-based behavioral approaches. Students will write literature reviews and empirical research reports. Partially satisfies the writing intensive requirement.

NEUR 301L. Research Methods in Neuroscience Laboratory (0-0-4)

Corequisite: NEUR 301W.

Spring.

This laboratory course will provide students with an experiential introduction to research design in empirical neuroscience research. General topics will include the scientific method, research ethics and research design. Students will gain experience writing empirical research reports. Lab fees apply each term

NEUR 305. Neurobiology (3-3-0)

Prerequisites: NEUR 201 and (BIOL 201/201L or BIOL 211/211L), each completed with a C- or higher.

Fall.

This course will cover the basic biological principles and processes involved in neural function, including the common architectural elements and functional processes of neurological systems, from the cellular/molecular to the organ system level. Integrative functions and behavior will be explored as well as developmental facets of neural function, neural plasticity and neuroendocrine functions.

NEUR 360. Neuroendocrinology (3-3-0)

Prerequisites: NEUR 201, 305, each completed with a C- or higher.

Fall.

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)

Prerequisite: NEUR 201 or consent of instructor.

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 credits in topics courses, but may not earn more than 3 credits for any single topics, should that topic be repeated.

NEUR 410. Neurobiology of Memory (3-3-0)

Prerequisites: NEUR 301W/301L and NEUR 305, each completed with a C- or higher.

Fall.

The focus of this course is on the neurobiological basis of memory as viewed from an integrative framework. Coursework will explore mechanisms of memory at cellular and molecular levels, through behavioral and physiological experimental studies, and in neuropsychological case studies. The goal of the course is to understand how the brain can support proper encoding, storage, and retrieval of various types of memories.

NEUR 420. Neuroanatomy (3-3-0)

Prerequisites: NEUR 201, NEUR 301W/301L, and NEUR 305, each completed with a C- or higher.

Spring.

This course provides an introduction to the anatomy and function of the human nervous system. Emphasis will be on cellular structure and function, neural development, and gross anatomy and function of the cerebrum, brainstem, cranial nerves, and spinal cord.

NEUR 430. Neurobiology of Addiction (3-3-0)

Prerequisites: NEUR 201, 301W/301L and NEUR 305, each completed with a C- or higher.

Fall.

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 495. Advanced Topics in Neuroscience (3-3-0)

Prerequisite: NEUR 201 or consent of instructor.

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 credits in topics courses, but may not earn more than 3 credits for any single topics, should that topic be repeated.

NEUR 499. Independent Study in Neuroscience (3-3-0)

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.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Dr. Kip H. Redick, Chair
McMurran Hall 261
(757) 594-8827
kredick@cnu.edu

Faculty

Professor: Redick, K. Rose, Schweig, Strehle,
 Underwood
Associate Professor: Silverman,
 J. M. Thompson, Timani
Assistant Professor: Balay, Jelinek
Lecturer: Homan, Hutchinson, Park
Emeriti: Campbell, Beauchamp, Powell, Teschner

Mission Statement

The mission of the Department of Philosophy and Religious Studies is to foster rational investigation toward the great philosophical questions of existence, knowledge, ethics and religious thought and practice. The department focuses on engaging students in ways of knowing and believing in diverse cultures and religions in the ancient, medieval, modern and contemporary world.

The faculty seeks to cultivate a learning environment in which students broaden their perspectives, refine their thinking, and learn to reason and communicate in a critical, clear, and consistent manner. Students and faculty work together addressing timeless questions related to the human search for meaning, truth, value and spirituality.

Majoring in Philosophy and Religious Studies at CNU prepares students for graduate study in diverse fields including philosophy, theology, seminary, law, education, and international studies, as well as for living a productive and creative life in any vocation. In addition to preparing people for a profession in these fields and for an enriched life generally, philosophy is also an entry point for a variety of other professions. Philosophy majors enter graduate school for advanced degrees in various humanities disciplines and then go on to college-level teaching. Others enter graduate programs in business administration or law, for which training in logical analysis and value-awareness provides an excellent background. According to the Law School Admission Council data, philosophy/theology students rank first or second highest in performance on the LSAT among a set of 29 disciplines surveyed. Additionally, philosophy majors have among the highest rates of acceptance to law school of any major. The offerings of the department fully prepare students for graduate work in philosophy and religious studies as well as for the continuation of their education in other academic disciplines. Students who minor in philosophy are enriched in their understanding of their major field of study by gaining broader insight into its intellectual history and theoretical presuppositions. Students who take only a few

courses in philosophy benefit by enhancing their persuasive, expressive, and analytic skills. A liberal arts degree in general and a philosophy degree specifically situates students in the deepest reflections of humanity, empowering them to go into a broad range of practical professions that make use of critical reasoning and necessary communication skills in a dramatically changing world.

The Department of Philosophy and Religious Studies offers the Bachelor of Arts in Philosophy, the Bachelor of Arts in Philosophy with concentrations in Pre-Seminary Studies or Religious Studies and a minor in philosophy. These concentrations allow students to explore their primary areas of interest while pursuing a Philosophy degree.

The **Pre-seminary** concentration provides the student with a broad view of various religions and a focus on the discipline of theology while at the same time applying religious concepts to issues of value and practice. The concentration seeks to prepare the student for further studies in religion beyond those encountered in their undergraduate education. Students who concentrate in pre-seminary studies are expected to do a practicum in the religion of their choice. The area provides opportunity to do field work at churches, mosques, synagogues, and Buddhist and Hindu temples.

The **Religious Studies** concentration enables students to engage in the empathetic and critical analysis of religious traditions in order to understand their historical development and their present character. As an academic discipline, religious studies does not seek to promote or to censure any particular creed, institution, or way of life. Rather, it involves the exploration and clarification of diverse religious traditions with particular attention towards their similarities and differences. As a part of a liberal education, religious studies fosters curiosity about the world's religious traditions and an awareness of one's own religious and cultural heritage both through knowledge of the religious traditions influencing one's own personal life and culture and also through knowledge of other traditions having comparable influence in the lives of other persons and in other cultures. Such awareness should aid in understanding and articulating personal convictions in relation to matters of religious concern. A central focus of the religious studies concentration is the Vision Course Series. These courses explore the diverse visions of life opened up by religious traditions. They also provide insight into how cultures shape and are shaped by religions.

Advising

See the University Registrar to formally declare your major/minor and/or add a concentration. They will be able to assign the appropriate adviser in order to discuss career possibilities, requirements, and scheduling. For all other questions you may contact the department secretary at (757) 594-8827.

The Bachelor of Arts degree in Philosophy

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts degree in philosophy requires successful completion of the following courses in major and elective studies:

1. PHIL 101, 205, 451, 490W;
2. PHIL 201, 202;
3. Select one (3 credits) Ethics/Value Analysis: PHIL 304, 315, 319, 337, 376 or 384;
4. Select one (3 credits) Epistemology/Metaphysics: PHIL 305, 317, 320 or 308;
5. Select four (12 credits) 300-400 level courses in PHIL and/or RSTD;
6. Submit a portfolio of all written work completed in all philosophy and religious studies courses taken at CNU;
7. Successfully complete the CNU Philosophy and Religious Studies departmental comprehensive examination.

PRE-SEMINARY STUDIES PROGRAM

Dr. Kip H. Redick, Director

McMurrin Hall 109

(757) 594-7801

kredick@cnu.edu

**The Bachelor of Arts degree in Philosophy
Pre-Seminary Studies Concentration**

The pre-seminary studies concentration will prepare the undergraduate student for further graduate seminary education in a number of religious traditions. This concentration will give students a broad view of religion and foster the necessary intellectual methods that open them to focused studies in particular traditions. Courses taken to fulfill the requirements of the pre-seminary studies concentration will challenge personal beliefs by presenting opportunities to understand the world's diversity of religious expression and thereby provide a greater context for understanding faith in a world where people of various religious traditions interact regularly.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in pre-seminary studies requires successful completion of the following:

1. PHIL 101, 205, 451, 490W;
2. RSTD 361, 362, 491;
3. Select one (3 credits) Visions course: RSTD 220, 232, 260, 265, or 270;
4. Select one (3 credits) Historical Studies: RSTD 319,

335, 350; PHIL 317, 348 or 349;

5. Select one (3 credits) Value Analysis: RSTD 312, 315, 326W, 337, 338; PHIL 304, 306, 308, 315, 319, 337 or 376;
6. Select one (3 credits) Comparative Studies: RSTD 236, 310, 318, 330, 340 or 345;
7. Select two (6 credits) courses in PHIL and/or RSTD;
8. Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU;
9. Successfully complete the CNU Philosophy and Religious Studies departmental comprehensive exam.

Those who complete the pre-seminary studies concentration are encouraged to take elective courses that support the concentration. Students interested in scholarship or teaching are strongly encouraged to pursue language studies in Greek, Latin, or German. Students interested in practical ministry should consider language studies in Spanish.

RELIGIOUS STUDIES PROGRAM

Dr. Kenneth T. Rose, Director

McMurrin Hall 129

(757) 594-7965

kröse@cnu.edu

**The Bachelor of Arts degree in Philosophy
Religious Studies Concentration**

The concentration in religious studies can benefit those responsible for instructing others in religious matters (whether as paid professionals or as volunteers). Generally, in fact, any person responsible for dealing with other persons in counseling and healing roles should have some knowledge of the function of religion in the lives of individuals and cultures. Sensitive understanding of these matters can only enhance one's effectiveness.

In addition to requiring successful completion of the liberal learning curriculum, the concentration in religious studies requires successful completion of the following:

1. PHIL 101, 205, 451, 490W;
2. RSTD 211, 212;
3. Select three (9 credits) Comparative and Historical Studies: RSTD 220, 232, 260, 256, 270, 318, 319, 330, 335, 340 or 350;
4. Select three (9 credits) courses in PHIL and/or RSTD, two at the 300-400 level..
5. Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU;
6. Successfully complete the CNU Philosophy and Religious Studies departmental comprehensive exam.

Those who complete the religious studies concentration are encouraged to take elective courses that support the concentration.

The Minor in Philosophy of Law (18 credits)**Dr. Dawn Hutchinson, Director****McMurrin Hall 105A****(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. GOVT 316;
3. Select one: PHIL 337 or RSTD 321;
4. Select one: LDSP 386; GOVT 240, 327; or PHIL 304.

The Minor in Philosophy and Religious Studies (18 credits)

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 credits above the 100-level.
3. At least two courses must be taken at the 300- or 400-level.

Practicum Program in Philosophy

The internship program provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to fields and professions outside the academic setting. Students are placed in national and regional environmental programs, hospices, national intelligence agencies, in hospital administrations, and in local church and religious organizations.

THE CURRICULUM IN PHILOSOPHY**PHIL 101. Critical Thinking I (3-3-0) LLFR***Fall and Spring.*

Designed to impart the basic skills of logical reasoning in natural languages: analyzing statements for consistency, implications, contradictions; distinguishing fact from opinion and evaluating testimony; distinguishing inference and argument from other discourse; analyzing and evaluating arguments using arrow diagrams; addressing vagueness and ambiguity by a more precise rendering of language. 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*Fall and Spring.*

A study of the philosophical thought of the European, Middle Eastern, and Far Eastern cultures from ancient times to 1500 A.D. Readings from original sources will include topics such as early Greek explanations of the physical world, Plato's theory of abstract forms and his account of political obligation, Aristotle's theory of the soul, Epicurean and Stoic accounts of the highest moral good, Medieval arguments for God's existence, Confucian and Taoist concepts of the individual and society, Buddhist and Hindu views of self and world and the significance of meditative techniques and practices.

PHIL 202. Modern Philosophy (3-3-0) AIWT*Fall and Spring.*

A study of the philosophical thought of the European, Middle Eastern, and Far Eastern cultures from 1500 A.D. to the late eighteenth century. Readings from original sources will include topics such as Descartes' theory of mind and body, Hobbes' social contract theory, Berkeley's denial of the material world, Hume's attack on miracles, Kant's theory of the phenomenal and noumenal worlds, Neo-Confucian conceptions of the Tao, and Zen Buddhism's view of knowledge and enlightenment.

PHIL 205. The Anatomy of Thought (3-3-0) LLFR*Fall and Spring.*

This course is designed to strengthen reasoning skills by examining the fundamental structures of argumentation in natural and formal languages. The course focuses on basic reasoning methodologies and common reasoning errors in deductive and inductive arguments. Special attention will be given to the commonalities and distinctions between discourse in formal and natural languages. Satisfies the logical reasoning foundation requirement.

PHIL 207. Ethical Issues in Business: A Critical Thinking Approach (3-3-0) LLFR*Fall or Spring.*

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 Literary Theory (3-3-0) AIWT*Fall or Spring.*

The course will study and explore recent developments in literary theory and their relevance to traditional philosophical topics concerning the nature of knowledge, language, and reality. The course will consider the way in which philosophy has impacted literary theory. The focus will be on contemporary literary theory and criticism. Among the contemporary schools of Western literary theory, seminal writings in the areas of Cultural Studies, Semiotics, Structuralism, Poststructuralism, Deconstruction, Psychoanalysis, Marxism, Feminist Theory, and Queer Theory, will be read and discussed. Readings will be from primary sources by such as writers Saussure, Freud, Barthes, Foucault, Derrida, and Kristiva.

PHIL 252. African Philosophy (3-3-0) AIGM*Fall or Spring.*

The course will survey recent literature in the area of African Philosophy and explore African philosophy historically and in terms of its relevance to contemporary Western Philosophy and non-Western philosophy. Topics will include: philosophy in post-colonial Africa; contemporary Muslim philosophies in North Africa; the nature of mind, body, self-identity and the moral order in indigenous African worldviews; African views of power and leadership; the role of individual and community; African thought and Western science; Colonialism, Postcolonialism and African culture; racism and culture; the feminine and African moralities; African ontology; African epistemology; and treatment of the problem of evil in African thought.

PHIL 295. Special Topics (3-3-0)

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

PHIL 304. Ethics and Current Value Questions (3-3-0)*Prerequisite: junior standing or consent of instructor.**Fall or Spring.*

A systematic study of central problems of right action, stressing value and decision in the individual; the distinc-

tion of facts from values; rules versus ends; generalization and moral rules; the ground and nature of moral obligation; freedom; moral responsibility; the justification of punishment; the viability of egoism; the relativity of moral values. At every stage the student is provided opportunities to bring his/her new theoretical and conceptual material to bear on the analysis of moral problems in real-life situations.

PHIL 305. The Quest for Truth (3-3-0) AIGM*Prerequisite: PHIL 101, 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 the artwork and its elementary descriptive terminology. It considers the general significance of the fine arts and aesthetic value in the life of man by a systematic treatment of these problems: expression; creativity; the objectivity of the aesthetic judgment; the nature of the aesthetic experience; aesthetic qualities and the aesthetic object; the analysis of aesthetic value; art and morality.

PHIL 307. Current Trends in Modern Thought (3-3-0)*Prerequisite: junior standing or consent of instructor.**Alternate years.*

This course is an examination of the most important topics and theories of the leading philosophers of the 20th century. Selections from original works of major British, American and Continental philosophers will be studied. Topics include the nature and role of science, theories of language and truth, the validity of epistemology and ontology, the nature and structure of human existence, and the foundations of moral action.

PHIL 308. Philosophy of Religion (3-3-0)*Prerequisite: junior standing or consent of instructor.**Offered once every three years.*

Topics will include an analysis of the nature and attributes of God with special reference to the problem of evil, arguments for the existence of God, the nature of religious language, the relation of faith and revelation to reason and sense-experience, the epistemological status of miracles, the role of the concept of God in metaphysics, and the relationship of religion to science.

PHIL 312. American Philosophy (3-3-0)

Prerequisite: PHIL 201, 202 or junior standing or consent of instructor.

Offered once every two years.

This course is a study of American philosophy focusing on issues in such movements as Transcendentalism, Pragmatism, Naturalism, and the Philosophy of Language. Major American philosophers such as R. W. Emerson, D. Thoreau, C. S. Peirce, John Dewey, and William James may be treated as well as important contemporary figures in the fields of philosophy of mind, moral philosophy and the philosophy of language.

PHIL 315. Philosophy of Gender (3-3-0)

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 that will be treated include the existentialist view of human existence, the concepts of anxiety, dread, and the absurd, the will to power, and the significance of human mortality. Both the methodological foundations of existentialism in the phenomenology of Husserl and its literary roots in such writers as Dostoyevsky, Tolstoy, and Camus will be treated.

PHIL 319. Philosophy of Love and Sexuality (3-3-0) 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 will include the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, the role of mathematics, and the use of deductive models of explanation, theory as interpretation, the role of language, the epistemological significance of the history of science, the distinction between the humanities and the sciences, and the relation between technological thinking and scientific thinking.

PHIL 321. WI: Legal Reasoning (3-3-0)

Prerequisite: ENGL 123, ENGL 223 and sophomore standing.

Alternate Years.

Students learn how argumentation functions in the trial and the court of appeals, choice of law theory, rule/policy analysis, and the role and impact of statutes and precedence. The kind of reasoning that is involved in applying law to individual cases will be studied. The course will examine theories of legal decision making and legal interpretation from its enlightenment origins through post-realist legal thought. Partially satisfies the writing intensive requirement.

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

Prerequisite: ENGL 123, ENGL 223, and junior standing.

Alternate Years.

This course is a philosophical and experiential exploration of philosophical concepts within popular film. Course will focus on different themes each time it is taught. Themes will include images of good and evil, images of the future, science, technology, and humanities' relationship to the environment; images of women, love and sex; images of justice, the law, and the cosmos. Partially satisfies the writing intensive requirement.

PHIL 337. Radical Evil and the Philosophy of Law (3-3-0)

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 will include primary texts, such as the Bhagavad Gita, select Upanishads, the Yoga Sutra, as well as modern scholarly studies. The phenomena of yoga will also be examined comparatively with some of the mystical-philosophical systems in other major world religions.

PHIL 348. Asian Philosophy (3-3-0)*Prerequisite: junior standing or consent of instructor.**Alternate Years.*

This course is an in-depth study of the history of one of the major traditions in Asian philosophy using original source material. Specific content will be determined by the instructor, but areas of emphasis may include Chinese, Japanese or Indian philosophy. Topics will include varieties of knowledge, liberation and enlightenment, the nature of the self and substance, techniques of meditation and concentration, and theories of action.

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 original source material. The origins of Islamic thought will be examined in Greek and Neo-Platonic philosophy and in the literary tradition founded in interpretations of the Koran. Such thinkers as Al-Kindi, Al-Farabi, Al-Ghazali, Al-Arabi, and Rumi will be read and discussed with an emphasis on the development of the philosophical and religious themes in the tradition of Islam.

PHIL 370. Philosophy Seminar Abroad (3-3-0)*Prerequisite: Permission of the instructor.*

The Philosophy Seminar Abroad is an in depth study of a central issue or problem in the philosophical/religious traditions of Eastern or Western thought. This course will be taught on-site in a region central to the genesis or perpetuation of the issue or problem. The seminar will include classroom orientation, lectures, discussion group activities, visits to sites of significance related to the central theme of the course. Contact may include activities prior to departure, on-site, and upon return. Criteria for admission into the Philosophy Seminar Abroad may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations, and some activities, which will be published well in advance of the trip. This course will be repeat-able for additional credit up to a maximum of two times with the consent of all affected instructors.

PHIL 376. Environmental Ethics (3-3-0)*Prerequisite: junior standing or consent of instructor.**Alternate years.*

The course will analyze the major philosophical issues in the field of environmental ethics. Some of the topics will include the historical roots of the environmental crisis, a land ethic, intrinsic natural value, biocentrism, and biodiversity, the role of science and the scientific method, the aesthetic value of nature, animal rights, strong and weak anthropocentrism, Ecotheology, Deep Ecology, Ecofeminism, environmental economics, Buddhist and Taoist attitudes toward nature. In addition to Western metaphysical and ethical systems, nonWestern cultures and primal societies will be considered. The course will read and discuss major articles and essays in the literature of the environmental movement.

PHIL 379. Philosophy of Language (3-3-0)*Prerequisite: Sophomore standing.**Fall.*

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 382. WI: Technology, Self and Society (3-3-0)*Prerequisite: ENGL 223.**Alternate years.*

This course will examine the nature of technology in terms of how it relates to traditional philosophical issues in the theory of knowledge, metaphysics, religion, philosophical anthropology, the distinction between human and machine, and in theories of culture and social values. Current developments in information technology, telecommunications, artificial intelligence, natural language processing, and computer technology will be considered in particular. The course will combine traditional philosophical concerns with the latest developments in technology. Partially satisfies the writing intensive requirement.

PHIL 384. Medical Ethics (3-3-0) AIWT*Prerequisite: ENGL 223.**Fall or Spring.*

The focus is on value issues in medicine. The aspects of moral theory relevant to problems in medicine are treated, and recent biomedical technology is examined briefly to discover where value issues arise. The moral problems attending birth and death are treated, abortion and the begin-

ning of human life, severe congenital defects, rights of the dying, the definition and the determination of death. Moral issues in the relation between the health care provider and the patient are treated: confidentiality, informed consent, how much the patient should be told, screening for genetic disease, etc., experimenting with human subjects.

PHIL 386. Values and Postmodernity (3-3-0)

Prerequisite: junior standing or consent of instructor.

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)

Prerequisite: three hours of philosophy or consent of instructor.

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

PHIL 425. The Constitutional Theory (3-3-0)

Prerequisite: PHIL 205, ENGL 223 or consent of the instructor.

This course explores the purpose, nature, and interpretation of constitutions with particular emphasis on the United States Constitution. Students will examine Plato, Aristotle, Locke, Hobbs, Rousseau, the Federalist, John Rawls, U.S. Supreme Court decisions, foreign constitutions, and contemporary theories of constitutional interpretation. In doing so, students will explore the tension between contemporary politics and fundamental values as well as the role of the judiciary in resolving that tension.

PHIL 451. The Great Philosophers (3-3-0)

Prerequisite: junior standing or consent of instructor.

Fall or Spring.

This course is a comprehensive examination of the writings of one or more of the major thinkers of the ancient, medieval period or modern periods in philosophical thought. Course content will change periodically and the course is **repeatable twice for a total of nine credits with the consent of the instructor.**

PHIL 490. WI: Senior Seminar (3-3-0)

Prerequisite: ENGL 223 and PHIL 451, and philosophy major.

Fall or spring.

The course has a seminar format in which students are guided in the writing of a major research paper. In addition

to instructor supervision, students provide feedback, commentary, and analysis of each other’s work. Required for all philosophy majors. Partially satisfies the writing intensive requirement.

PHIL 491. Practicum (credits vary 1-3*)

Prerequisite: philosophy major with senior standing.

Offered on request.

This course provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to field and professions outside the academic setting. Students are placed in national and regional environmental programs, hospices, national intelligence agencies, and in hospital administrations. **Course may be repeated for a maximum of three credits.**

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

Prerequisite: six hours of philosophy or consent of instructor.

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

PHIL 499. Independent Study (3-3-0)

Prerequisite: Philosophy major with senior standing, consent of instructor and Department Chair.

Offered on request.

This course involves a research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

THE CURRICULUM IN RELIGIOUS STUDIES

RSTD 195. Special Topics (3-3-0)

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

RSTD 211. Religions of the East (3-3-0) AIGM

Fall and Spring.

This is an introduction to major religious traditions of the world, including indigenous religions, Hinduism, Buddhism, Taoism, Confucianism, Shinto and other religions (i.e., Sikhism, Baha’i, and Japanese new religions). In the course of exploring the historical and conceptual aspects of these religions, thematic issues, such as myth, ritual, the problem of evil, and the epistemological status of religion will be addressed.

RSTD 212. Religions of the West (3-3-0) AIWT*Fall and Spring.*

Using the same approach described in the preceding entry, this course will explore a number of ancient and modern religious traditions, such as Zoroastrianism, Judaism, Christianity, Islam, modern Western religions (Protestantism, Mormonism, Christian Science, and contemporary New Age movements).

RSTD 218. The Qur'an (3-3-0) AIGM*Alternate Years.*

This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures.

RSTD 220. The Vision of Hinduism (3-3-0)*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*Fall and Spring.*

This course is an introduction to major events, persons, issues, and ideas within the development of the Christian tradition. Topics of discussion include: doctrines of God, the role of rituals and sacraments, the Trinity, the church Christology, salvation, Scripture, creation, sin, faith and reason, and eschatology. The course explores the diversity of ancient and modern expressions of Christianity.

RSTD 236. Sacred Communication, 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 TNK, the Bible, the Quran, etc.; sacred oral communication as found in non-literate traditions; sacred artifacts that convey information such as burial sites; the possibility of sacred electronic communication; and sacred visual communication such as iconography and possibly photography and film.

RSTD 260. The Vision of Buddhism (3-3-0) 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 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, Kabbala, Hasidism, and modern Jewish reform and renewal movements.

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 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 315. Women in Islam (3-3-0) AIGM

Prerequisite: ENGL 223.

Alternate Years.

This course will discuss the role and status of women in Muslim societies from the rise of Islam in the seventh century to the present. The focus will be on women and sexuality, the rise of Islamic feminism, women in the *Shari'a* (Islamic Law), women in art and literature, and the role of Muslim women in politics. This course will help students understand how religion and culture have shaped, affected, and influenced women's role in Muslim societies throughout the centuries, and how religion and culture have also clashed over women's issues.

RSTD 318. Theologies of Religious Pluralism (3-3-0) AIGM

Prerequisite: ENGL 223.

Alternate Years.

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, which has an optional service-learning component, will also prepare students to be future leaders in interfaith dialogue and civic engagement.

RSTD 319. Religion and American Identity (3-3-0)

Prerequisite: ENGL 223.

Alternate Years.

Americans have always had imaginative ways of expressing religious identity. This course exposes students to the institutional structures of American society and the fluid role of the individual within that society. Students will analyze concepts, patterns, and issues that affect the organization of American society, shape individual thought and social mores and mold the relationship between individuals and American society at large.

RSTD 321. The Church and the State (3-3-0) AIWT

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)

Prerequisite: ENGL 223 and junior standing.

Fall or Spring.

A theoretical and experiential exploration of religious concepts within popular films. Concepts considered will include: Rudolph Otto's *Mysterium Tremendum et Fascinans*, film as postmodern bard, sacred time and space, spiritual journey, spiritual mediation, icons, hierophanic phenomena, transcendence, and Paul Schrader's understanding of Transcendental Style in Film. Theories of religious experience from the following authors will be integrated into the examination of film as a medium of religious communication: Rudolph Otto, Mircea Eliade, Peter Berger, Clifford Geertz, Walter Ong, Marshall McLuhan, Evelyn Underhill and Paul Schrader. Partially satisfies the writing intensive requirement.

RSTD 330. Christian Prayer and Spirituality (3-3-0) AIWT

Prerequisite: junior or senior 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 340. Mindfulness, Meditation and Happiness (3-3-0)

Prerequisite: junior standing or consent of instructor.

Alternate Years.

Obituaries for religion are not uncommon, yet religion shows no signs of disappearing from human experience. Individual religions die; yet new ones replace them. Religion itself is thus an inexhaustible source of ever new and exotic ways of life. Reading contemporary and classical theorists of religion, this course will attempt to uncover the theological, philosophical, and bio-historical conditions that energize the continuous appearance of new religions.

RSTD 345. Scriptures of the World (3-3-0) AIGM

Prerequisite: 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 various modes of textual use reflected by the great religious traditions of the world. In reflecting on these rich scriptural practices, students should realize a new appreciation for the intricacies of their own religious traditions. The course aims to develop student knowledge of uses of sacred scriptures that range from repositories of ritual to enumerators of ethical proclamations, from prompts for sacred chant to legal documents that require multiple layers of commentary.

RSTD 350. Thinking About God (3-3-0) 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 361. Hebrew Bible (3-3-0) AIWT

Prerequisite: ENGL 223.

Spring.

This course concerns the writings of the Old Testament and their role in the development of Hebrew religion. Archaeological, literary, and cultural backgrounds are used to illumine the historical, legal, prophetic, and poetic sections of the writings.

RSTD 362. New Testament (3-3-0) AIWT

Prerequisite: ENGL 223.

Fall.

This course explores the place of Jesus in the writings of early Christianity to include the canonical writings of the four gospels and the writings of Paul, and the non-canonical writings of the Gospel of Thomas and the Gospel of Mary.

RSTD 366. Bhagavad Gita and Sacred Hindu Texts (3-3-0) AIGM

Prerequisite: ENGL 223.

The diverse corpus of literature that constitute the sacred texts of Hindu traditions, such as Vedas, Upanishads, and the Puranas, is the general focus of this course. Among these texts, the Bhagavad Gita is the most prominent, the most loved, and the most commented upon by Hindu traditions over the millennia. Often thought of as the bible of India, it is indisputably one of the important sacred texts of the world, next to the Bible and the Qur'an. It presents a synthesis of the philosophical and religious systems of Hindu traditions, and projects a vision of the world and the human condition that has held the fascination of Western thinkers for at least two centuries.

RSTD 370. Religious Studies Seminar Abroad (3-3-0)

Prerequisite: Permission of the instructor.

Extended summer term, alternate years,

The Religious Studies Seminar Abroad is an in depth study of a central issue or problem in the religious traditions of Eastern or Western thought. This course will be taught on-site in a region central to the genesis or perpetuation of the issue or problem. Criteria for admission into the Religious Studies Seminar Abroad may include an application process at the discretion of the instructor. In addition to tuition, there will be a charge for travel, accommodations, and some activities, which will be published well in advance of the trip.

This course is repeatable for a total of six credits with the consent of all affected instructors.

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

Prerequisite: junior standing or consent of instructor.

Fall and Spring.

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

RSTD 491. Practicum/Internship (credits vary 1-3)

Prerequisite: philosophy major with senior standing.

Offered on request.

This course provides opportunities for students interested in applying critical thinking, value analysis, and philosophical concepts generally, to field and professions outside the academic setting. Students are placed in local church and religious organizations or non-profit organizations.

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

Prerequisite: philosophy major with senior standing and six hours of religious studies or consent of instructor.

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)

Prerequisite: philosophy major with senior standing, consent of instructor and Department Chair.

Offered on request.

A research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

DEPARTMENT OF PHYSICS, COMPUTER SCIENCE AND ENGINEERING

Dr. Anton Riedl, Chair
Luter Hall 313
(757) 594-7065
riedl@cnu.edu

Faculty

Professor: Brash, Doughty, Heddle, M. Zhang

Associate Professor: Cueman, Flores, Gerousis, Lambert, Riedl, Selim, Siochi, Wang

Assistant Professors: Backens, Collins, Conner, DeJong, Fersch, Monaghan

Lecturer: Gore

Instructor: Baird, L. Cole, Givens, Koehl, Perkins

Emeriti: Anyiwo, Buoncristiani, Caton, Game, Hibler, G. Webb, J. Webb

Mission Statement

Our Mission is to:

- introduce all CNU students to the richness of science and engineering as a human endeavor and to emphasize their importance and utility in our lives,
- enhance awareness of the interaction between science and the other disciplines,
- prepare our graduates to enter careers as competent scientists, engineers and educators,
- give our students the lifelong learning and leadership skills that enable them to grow in their professions and advance to positions of leadership, and
- be recognized widely as a group of individuals engaged in and contributing to our various communities.

The Department of Physics, Computer Science and Engineering offers majors in fields of science and high technology. The **applied physics** major allows students to specialize in the design of instrumentation used in the scientific measurement process; to experiment with micro-processor-based control systems; to design and implement computer models and simulations of physical processes; and to study electronic and optical materials and their applications to modern devices. The **computer engineering** major is a specialized degree with emphasis on hardware and software design and integration in computer systems. The **computer science** major allows students to specialize in computer architecture, data structures and operating systems, scientific computing, artificial intelligence applications, software engineering, mobile programming and security. The **information systems** major prepares students to analyze, design and implement systems that enable businesses and organizations to make effective and efficient use of today's most valuable resource: information. The **Bachelor of Science in Information Science** major is an applied major

intended to address the broad scope of modern business, information and technology problems.

Minors in applied physics, computer science, or information science may be arranged to support most majors; this is particularly appropriate for science, mathematics, or business majors as preparation for advanced study or employment.

In addition to its commitment to serve the science student, the department also supports the liberal arts mission of CNU by striving to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public awareness of the relations between science and technology and the realm of human values. Many of our course offerings fulfill the liberal-learning core requirements, and are designed to complement the programs of students in the liberal arts, social sciences, and in business. CPSC 110, 150, PHYS 105L, 141, 142, 143 and 144 are examples of such courses.

A departmental brochure with descriptions of these programs can be requested by mail or by telephone: (757) 594-7065. More information can also be viewed at pcs.cnu.edu.

Equipment

The department has three state-of-the-art teaching classrooms (with smartboards, multiple video projectors and video switching) for computer science and physics instruction, as well as four teaching-research labs at CNU: the Hunter Creech Computer Lab, the Laboratory for Multimedia Computing, the Engineering Electronics Lab and the Engineering Projects Lab. In addition, it has three general-purpose fully-computerized physics laboratories, two student research and four faculty research labs. These research labs include instrumentation for cryogenics, non-destructive testing, lasers and laser-based metrology, high-speed data acquisition, 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 Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Thomas Jefferson National Accelerator Facility (TJNAF), and the National Institute of Aerospace. Students

who would like to assist with the research projects will find departmental members able to provide challenging opportunities for independent study. All students desiring a degree in applied physics, computer science, information systems or computer engineering must complete a senior research project, and students majoring in information science must complete a significant case study of a business problem under the guidance of a professional.

Five Year BS/MS Program

The department has programs leading to a dual BS and MS degree in applied physics and computer science after five years of study. By putting in an extra year to obtain the MS, lifetime earnings and the potential for diverse opportunities and job satisfaction increase significantly. Our programs are very flexible and students will still receive the B.S. degree once they complete the requirements, even if they decide not to finish the MS program. Our 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 applied physics. By taking a total of six graduate credits during the senior year and one graduate course during the summer, the MS requirements can be completed in the following year. Interested students should talk to their adviser early in their program since course sequencing is critical to success. Enrollment in the program requires a GPA of 3.0 or better. Application to these programs should be made during the second semester of the junior year. An application should include a current transcript and two letters of recommendation. We have detailed brochures with five-year plans for each concentration available in our departmental office and online at pcs.cnu.edu.

The Bachelor of Science Degree in Computer Engineering

The Bachelor of Science degree in computer engineering is accredited by the Engineering Accreditation Commission of ABET. Computer engineering encompasses design and analysis of both hardware and software systems. Engineering problem solving, a key component of our computer engineering program, is practiced in all areas studied for this degree. Computer engineering is the application of knowledge and technology to the exciting, challenging, and ever-changing field of computer systems. Computer engineering majors are prepared for employment in positions such as digital design engineers, software systems analysts, computer architects, scientific and technical programmers, microprocessor-based systems designers, instrumentation systems designers, integrated circuit designers, and systems engineers.

The program educational objectives of the computer engineering program are to ensure that within three years after graduation:

1. Our graduates will have established themselves in professional positions in industry, government, or non-profit organizations that utilize the skills and abilities associated with liberally-educated computer engineers, and/or will be enrolled in programs of graduate study.
2. Our graduates, collectively, will be competent working with both electronic hardware and software, and thus will have applied their knowledge and skills in a wide variety of fields. Furthermore, our graduates will have demonstrated their commitment to professional growth and life-long learning.
3. Our graduates will be leading lives of significance by taking on leadership roles, and by serving society in part through their professional contributions.

The student outcomes for the CNU computer engineering program specify that, by the time of graduation, our graduates will have:

- an ability to apply knowledge of mathematics, science, and computer engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design hardware and software systems to meet desired needs within realistic constraints
- an ability to function on multi-disciplinary teams
- an ability to identify, formulate, and solve software and hardware engineering systems problems
- an understanding and appreciation of professional and ethical responsibility
- an ability to communicate effectively orally and in writing
- the liberal education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- a recognition of the need for, and an ability to engage in life-long learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and engineering design automation tools necessary for effective computer engineering practice

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 201 or 202;
2. CHEM 121/121L-122;

3. PHYS 201/201L-202/202L, 341;
4. MATH 140 or 148, 240, 320;
5. ENGR 121, 211/211L-212/212L, 213, 340;
6. CPEN 214, 315/315L, 371W, 414, 431, 498W;
7. CPSC 125, 150/150L-250/250L, 270, 410, 420, 427;
8. Six hours from professional electives: CPEN 422, 495; CPSC 360, 425, 428, 440, 450, 470, 471, 475, 480, 495; PHYS 421; PCSE 495 (only one 495 course allowed with adviser's permission); CPSC 501 or 502 (with adviser's permission).

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

- First year: CPSC 125, 150, 150L; MATH 140 or 148 and MATH 240; ENGR 121;
- Second year: CPEN 214, 315, 315L, CPSC 250, 250L, CPSC 270, ENGR 213, 340, PHYS 201, 201L, 202, 202L;
- Third year: CPEN 371W, 414, CPSC 427, ENGR 211, 211L, 212, 212L, MATH 320, PHYS 341; CHEM 121, 121L, ECON 201 or 202;
- Fourth year: CPEN 431, CPEN 498W, CPSC 410, CPSC 420, two professional electives, CHEM 122.

The Bachelor of Science Degree in Electrical Engineering

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 four emphasis areas: digital systems, control and instrumentation, communication and signal processing. The goal is to prepare our students with one or more 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 three years after graduation:

1. Our graduates will have established themselves in professional positions in industry, government, or non-profit organizations that utilize the skills and abilities associated with liberally-educated electrical engineers, and/or will be enrolled in programs of graduate or professional study.

2. Our graduates, collectively, will be competent working on both traditional and emerging electrical engineering positions, and thus 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 will be leading lives of significance by taking on leadership roles, demonstrating independent work, and/or serving society in part through their professional contributions.

The student outcomes for the electrical engineering program specify that, by the time of graduation, our graduates will have:

- an ability to apply knowledge of mathematics, science, and electrical engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design hardware and software systems to meet desired needs within realistic constraints
- an ability to function on multidisciplinary teams
- an ability to identify, formulate, and solve software and hardware engineering systems problems
- an understanding and appreciation of professional and ethical responsibility
- an ability to communicate effectively orally and in writing
- the liberal education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- a recognition of the need for, and an ability to engage in life-long learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and engineering design automation tools necessary for effective electrical engineering practice

The curriculum in electrical engineering has mixtures 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 of the EE 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 studies 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 201 or 202;
2. CHEM 121/121L-122;

3. PHYS 201/201L-202/202L, 341;
4. MATH 140 or 148, 240, 320;
5. MATH 250 or 335 or ENGR 213;
6. CPSC 150/150L-250/250L, 427
7. CPEN 214, 371W;
8. ENGR 121, 211/211L, 212/212L, 340;
9. EENG 221, 311/311L, 321/321L, 361/361L, 498W
10. Minimum of twelve hours professional electives from 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

The Bachelor of Science degree in Computer Foundations

This program is designed to prepare students in the foundations of computer hardware and software. Students in this program can choose to major in **applied physics**, **computer science** or **information systems**.

The Major in Applied Physics

The applied physics program 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 CNU liberal learning core.

Students in the applied physics program 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.

Physicists have a wide range of career options. They work in a variety of areas from basic research at universities and government laboratories to education to healthcare to manufacturing to consulting and analysis firms. Their jobs involve working as software developers, engineers and science/lab technicians and managers, or even patent lawyers.

Degree studies requirements are those of the Bachelor of Science degree. In addition to requiring the successful completion of the liberal learning curriculum, the applied 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 404¹;
5. ENGR 211/211L;
6. MATH 140 or 148, 240, 250, 320;
7. PCSE 498W (3 credit 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.

¹The 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 cross-listed graduate course PHYS 501 or 504.

The Major in Computer Science

Computer science is becoming more important in multiple disciplines ranging from business to scientific research. Examples of jobs include network analysis, web development, database administration, and developing or analyzing software systems.

Computer science majors at CNU 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, computer organization, operating systems, and algorithms, with additional electives to extend the student's knowledge in an area of his/her choice.

Graduates will be prepared for further study in graduate school or employment as computer scientists or researchers in various high technology laboratories. Students pursuing the major in computer science are strongly encouraged to pursue studies in other academic fields in which there are significant applications of computer science. A minor in business, economics, mathematics, science, or psychology would be a viable choice. Students interested in the scientific or engineering applications of computers are strongly urged to take MATH 380 and PHYS 441. See your adviser or departmental brochures for more details on the computer science major.

Degree studies 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 125, 150/150L-250/250L, 270, 280, 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 MATH 235 or 260;
5. ENGR 213;

6. PHYS 341;
7. CPSC 330 or CPEN 414;
8. Select three: CPSC 425, 427, 428, 440, 450, 460, 470, 471, 475, 480, 485, 495; any 500 level course with adviser's permission; MATH 380; PHYS 421, 441; with courses numbered 495 and above used no more than twice;
9. CPSC 498 (3 credit Capstone course).

The major in computer science requires satisfactory completion of an exit test administered by the department. See the assessment section of the general requirements of all baccalaureate degree programs for more information. See your adviser or departmental brochures for more details on the computer science major.

The Major in Information Systems

The major in information systems prepares students to analyze and design systems that enable businesses and organizations to make effective and efficient use of today's most valuable resource: information. What information is needed, who needs it, and how to distribute and manage it are key elements in achieving an organization's strategic goals.

The field of information systems has expanded tremendously in its focus during the past decade. With the rise of the internet, it is no longer sufficient to prepare only for traditional business and organizational needs such as payroll. Applications that formerly required trained specialists are now self-service operations, mediated by the internet (e.g., airline reservations). In this climate of accelerated change, ubiquitous computing, and 24/7 access, the information systems major must be well-rounded with a thorough grounding in computer science. In addition, the IS major must be able to interact with people and understand the way organizations behave. Without these technical and organizational skills, it is not possible to analyze and design information systems.

Graduates will be prepared for further study in graduate school or employment as systems analysts, systems designers, or network designers or managers.

The core courses provide a background in computer science, mathematics, and physics. The major and support courses develop information systems foundations in both technical and organizational areas. Because of the wide variety of information systems needs, students also select additional courses in multimedia, data structures, programming languages, networking, psychology and business.

Degree studies requirements are those of the Bachelor of Science degree. In addition to requiring the successful completion of the liberal learning curriculum, the information systems major requires successful completion of the following courses with no more than two grades below C- :

1. CPEN 371W;
2. CPSC 125, 150/150L-250/250L;

3. ENGR 213;
4. MATH 140 or 148; 235 or 260;
5. MATH 125 or PHYS 341;
6. PHYS 151/151L- 152/152L or PHYS 201/201L-202/202L;
7. ACCT 201 and ECON 201;
8. BUSN 303;
9. PSYC 303;
10. CPSC 215, 270, 350-351, 430, 440;
11. Select four (at least two at the 300 level or higher): CPSC 216, 335, 336, 355, 360, 425, 427, 428, 446, 475, 485, 495; any CPSC 500 level course with adviser's permission; PSYC 201, 202, 313; BUSN* 311, 323, 370 or 371; ACCT 202, ECON 202; with courses numbered 495 and above used no more than twice;
12. CPSC 445W (3 credit Capstone course).

* The prerequisites for 300-level business courses include successful completion of the following courses with a C or better: ENGL 123, ENGL 223, ACCT 201-202, ECON 201, 202, MATH 125, MATH 135 or 140 or 148, CPSC 215.

The Bachelor of Science in Information Science Degree

Managers of information are increasingly asked to solve complex problems arising in the business world that require drawing on a diverse set of skills. The Bachelor of Science in Information Science (B.S.I.S.) degree therefore emphasizes problem solving and offers a broad range of courses to address the needed skills. The B.S.I.S. program consists of courses chosen from the fields of business, computer science, economics, mathematics, and psychology. Students are urged to take the courses CPSC 125, 215, 150/150L-250/250L, 350, and 351 early in their academic careers. These six courses cover the fundamental concepts of computer technology, the basics of spreadsheet and database software, the function and architecture of computer hardware and software, programming, information science concepts, management of information systems, systems and decision theory, and organizational models.

Unlike the other majors in this department, the B.S.I.S. is a professional degree, so does not require the Bachelor of Science sequence as specified in the *General Requirements for Graduation*. In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Science in Information Science degree requires, for major and elective studies, successful completion of the following courses with no more than two grades below C-:

1. The Computer Science Requirements:
CPSC 125, 150/150L-250/250L, 335.
2. The Business Requirements:
ACCT 201-202, ECON 201, 202, BUSN 303.
3. The Mathematics and Science Core:
MATH 125, 135 or 140 or 148, 235; PHYS 151/151L-152/152L.

4. The Information Science Major Requirements:
CPSC 215, 216, 350, 351
5. Major Electives:
Select five: CPSC 270, 355, 430, 440, 475, 485;
PSYC 201-202, 303, 313; BUSN* 311, 323, 370 or
371.
6. The Capstone Course: CPSC 445W or BUSN 440.

Finally, the major in information science requires satisfactory completion of an exit test administered by the department. (*See assessment section of the General Requirements for Graduation.*)

* The prerequisites for 300-level business courses include successful completion of the following courses with a C or better: ACCT 201-202, ECON 201, 202, BUSN 303, MATH 125, MATH 135 or 140 or 148, CPSC 215.

The Minor in Applied Physics (26 credits)

A minor in applied physics requires satisfactory completion of PHYS 201/201L-202/202L-303, 351 and at least 12 additional credits 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.

The Minor in Computer Science (20 credits)

The minor in computer science requires a minimum of 20 credits in computer science, including: CPSC 125, 150/150L-250/250L, 270 or 280, and six additional credits in computer science at the upper (300-400) level. Note that classes taken to fulfill any major requirements may not be applied toward these six additional credits. The following courses are suggested for a minor concentration in specific application areas: (1) Business application: CPSC 335, 350, 440; (2) Natural science applications: CPEN 214, CPEN 315/315L, CPSC 270, 330, 420; (3) Mathematics application: CPSC 270, 350, 420. *Computer Engineering majors desiring a minor in computer science must select from options 1 or 3.*

The Minor in Information Science (23 credits)

The minor in information science requires CPSC 125, 215, 150/150L, 250/250L, 335, 350 and 351.

Teacher Preparation in Physics

Those students who wish to become teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Application to the program must be made in spring of the junior year. See the *Graduate Catalog* for application instructions and requirements. Students will earn a **B.S. in Computer Foundations, applied physics** after the first four years and then complete an additional year of study leading to an M.A.T. degree. Students majoring in applied physics can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of applied physics.

The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete one of the following tracks in addition to liberal learning curriculum:

Elementary level (PK-6) Track

Major courses required:

See major requirements for the BS in Computer Foundations, Applied Physics major.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

Secondary level (6-12) Track: Physics Endorsement

Major courses required:

See major requirements for the B.S. in Computer Foundations, Applied Physics major.

Support courses required:

MATH 125; COMM 201 or THEA 230; PSYC 207 or 208, and 312; SOCL 314/314L.

Graduate courses* required (senior year):

Select six credits: PHYS 501, 502, or 504 (these courses can replace PHYS 401, 402, or 404 required for the major).

*See the graduate catalog for course descriptions.

THE CURRICULUM IN COMPUTER ENGINEERING

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

Pre or corequisite: ENGR 121 or PHYS 152 or 202.

Fall and Spring.

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

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

Prerequisite: grade of C- or higher in CPEN 214.

Restricted to CPEN, EE, or PHYS majors.

Pre or Corequisite: CPEN 315L.

Spring.

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

CPEN 315L. Digital System Design Lab (1-0-3)

Corequisite: CPEN 315.

Spring.

Advanced sequential circuit design and implementation, design with programmable logic, digital circuit simulation. The use of modern Electronic Design Automation (EDA) tools is emphasized. Lab fees apply each term

CPEN 371. WI: Computer Ethics (2-2-0)

Prerequisite: ENGL 223; ENGR 121 or CPSC 125.

Fall and Spring.

This course covers contemporary ethical issues in science and engineering. A framework for professional activity is developed, which involves considerations and decisions of social impact. Current examples will be studied, discussed, and reported: IEEE and ACM codes of ethics, software and hardware property law, privacy, social implications of computers, responsibility and liabilities, and computer crime. Partially satisfies the writing intensive requirement.

CPEN 414. Computer Architecture (3-3-0)

Prerequisites: CPEN 315 or CPSC 330.

Spring.

The basic issues and techniques in computer architecture and design. Survey of architectures; instruction set design; software influences on architecture; processor implementation and simulation; pipelining; memory and I/O subsystems; special purpose architectures.

CPEN 422. Microprocessors (3-3-0)

Prerequisite: CPSC 250/250L, CPEN 315.

Spring.

In depth study of current microprocessor issues; interfacing and data communications; buses and memory/peripheral connections; parallel interfaces; serial interfaces; analog interfaces. Applications by means of the case study method.

CPEN 431. Computer Engineering Design (4-2-2)

Prerequisite: CPEN 315, CPSC 270.

Fall.

Engineering design course focuses on applications of computer engineering. Engineering skills developed through supervised design projects. Design projects incorporate techniques and concepts developed in previous courses. Topics include field programmable gate arrays (FPGA) implementation, micro-programmable controllers, device interfacing, design for test and design for manufacturing techniques. Development systems and Electronic Design Automation software are used throughout the course. May be taken as research intensive.

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

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

CPEN 498. WI: Computer Engineering Capstone Project (credits vary 1-3*)

Prerequisite: ENGL 223 and senior standing.

Pre or corequisite: CPEN 371W or consent of instructor.

Capstone design project where senior student completes a practical computer engineering project, including probabilistic aspects of the design, by applying the engineering knowledge and judgment they have acquired during their college career. A formal oral presentation and a written report are required as well the artifact that is the design. Partially satisfies the writing intensive requirement. May be taken as research intensive. **This course is repeatable twice for a total of three credits.**

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.

Fall and Spring.

Designed for persons majoring in other than the computer sciences. Introduction to computers, their capabilities, limitations, and implications. Applications such as spreadsheets, presentation, multimedia, and webpage development. Computer terminology, hardware and software organization. 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.

Fall and Spring.

The function and architecture of computer hardware. Data and instruction representation. Networks, operating systems and their functions. Algorithms, programming languages, and software engineering. Artificial intelligence, theory of computation, and applications. This course includes a hands-on component.

CPSC 130L. Beginning Programming Lab (1-0-2)*Fall.*

Laboratory course for students who do not pass the CPSC 150 readiness exam. This course teaches beginning programming using hands-on activities in a specific programming language. Laboratory exercises emphasize basic programming structures such as loops and conditional statements.

CPSC 140. Introduction to Computer Programming with Multimedia (3-3-0) LLFR*Fall.*

This course is an introduction to computer programming via multimedia using a simple yet powerful language. Topics include programming language concepts, data types & 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. Computers and Programming I (3-3-0) LLFR

Prerequisite: C- or higher in MATH 128 or CPSC 125 or CPSC 130L or a passing score on the CPSC 150 readiness exam.

Fall and Spring.

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. Computers & Programming I Laboratory (1-0-3)*Pre or corequisite: CPSC 150.**Fall and Spring.*

Laboratory course supports the concepts in CPSC 150 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques. Lab fees apply each term

CPSC 215. Software Packages for Business Applications (3-3-0)

Prerequisite or corequisite: MATH 135 or 140 or 148, or a passing score on the CPSC 215 Readiness Test.

Fall and Spring.

For students majoring in business or information science and those wanting a more in-depth understanding of and competence in the use of spreadsheets, databases and database management. Covers creation of complex spreadsheets using Microsoft Excel, and database queries and management using Microsoft Access.

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

Prerequisite: CPSC 110 or 125 or experience using computers (see instructor).

Spring.

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

CPSC 250. Computers & Programming II (3-3-0)

Prerequisite: a grade of C- or higher in CPSC 150/150L or equivalent transfer credit.

Fall and Spring.

Continuation of CPSC 150. Further study of object-oriented design and verification, programming style, documentation and debugging. Algorithm development and analysis with emphasis on simple data structures such as lists. Recursion, internal search/sort algorithms.

CPSC 250L. Computers & Programming II Laboratory (1-0-3)

Prerequisite: a grade of C- or higher in CPSC150/150L;

Pre or corequisite: CPSC250.

Fall and Spring.

Laboratory course supports the concepts in CPSC 250 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques. Lab fees apply each term

CPSC 270. Data and File Structures (3-3-0)

Prerequisite: a grade of C- or higher in CPSC 125, 250/250L. Pre or corequisite: ENGR 213.

Fall and Spring.

Study of objects and data structures. Trees, graphs, heaps with performance analysis or related algorithms. Structure, search, sort/merge and retrieval of external files. Programming assignments will involve application of the topics covered.

CPSC 280. Introduction to Software Engineering (3-3-0)

Prerequisite: CPSC 250.

Fall and Spring.

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 330. Computer Organization (3-3-0)*Prerequisite: CPSC 250/250L, CPEN 214.**Fall.*

Study of computer organization and architecture. Examine functional organization of a von-Neumann computer including computer micro-operations, control organizations, basic instruction sets, addressing modes, CPU design, memory organization, and Input-Output organization. More advanced topics including vector processing and multiprocessors will also be introduced.

CPSC 335. Data Communication Systems (3-3-0)*Prerequisites: CPSC 125 or 330; CPSC 250/250L; MATH 135 or 140 or 148.**Spring.*

A broad overview of communications issues to include encoding, media, interfaces, error detection and correction, data compression, protocols, the OSI model, and LANs. Standard network applications such as ftp, telnet, and web browsers are discussed. Students will be required to design and implement a communications software project.

CPSC 336. Network Implementation and Administration I (3-3-0)*Prerequisite: CPSC 335.**Fall.*

Study of TCP/IP based networks for a UNIX environment and the integration of different types of hardware and operating systems. Routing, domain name servers, and mail servers. Network application development tools: sockets and rpc. Projects include the configuration of a UNIX network. Introduction to Information Systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

CPSC 350. Information Systems Analysis (3-3-0)*Prerequisites: CPSC 150/150L.**Fall.*

Introduction to Information Systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

CPSC 351. Information Systems Design and Implementation (3-3-0)*Prerequisites: CPSC 250/250L, CPSC 350.**Spring.*

Lecture/project-based course for systematic design, implementation, and maintenance of computer information systems. From given requirements for a computer information system course guides student in methods, tools, and techniques for realizing the desired system.

CPSC 355. Electronic Commerce (3-3-0)*Prerequisite: A grade of C- or higher in CPSC 110 or 125 or 150 or 215.**Spring.*

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

CPSC 360. Programming Language Concepts (3-3-0) [Formerly CPSC 260, not equivalent]*Prerequisite: a grade of C- or higher in CPSC 250.**Fall and Spring.*

Basic concepts dealing with information binding, arithmetic, string handling, data structures, storage and mapping, input/output, and execution environment. Specialized concepts concerning recursion, multiprocessing, list processing, and language extensibility. Several programming languages will be examined.

CPSC 410. Operating Systems I (3-3-0)*Prerequisites: CPSC 270; CPEN 214. Pre or corequisite: CPSC 330 or CPEN 315.**Fall.*

Introduction to operating systems, I/O processing, interrupt structure and multiprocessing-multiprogramming, job management, resource management, batch and interactive processing, deadlock problem, computer net-working through teleprocessing and system performance evaluation.

CPSC 420. Algorithms (3-3-0)*Prerequisites: CPSC 270, MATH 240.**Spring.*

The application of analysis and design techniques to numerical and non-numerical algorithms which act on data structures. Examples will be taken from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence.

CPSC 425. Object Oriented Programming and Design (3-3-0)*Prerequisites: CPSC 270.**Spring.*

Basic object-oriented design and applications of an object oriented programming language. It introduces object-oriented design methods and provides guidance in the effective implementation of object oriented programs.

CPSC 427. C++ Programming (3-3-0)

Prerequisite: CPSC 250/250L and consent of instructor; or CPSC 270.

Fall.

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 428. Cryptography and Network Security (3-3-0)

Prerequisite: CPSC 250, MATH 135 or 140 or 148, ENGL 223.

Spring.

Study of encryption algorithms and network security practices. Security issues, threats and attacks. Symmetric ciphers ("secret-key encryption"): classical and contemporary algorithms, standards and applications. Public-key encryption: theoretical background, practical implementations, key-management, hash algorithms. Network security practices: authentication, IP security, electronic mail and web security. System security.

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

Prerequisites: MATH 125; MATH 135 or 140 or 148; MATH 235 or 260; CPSC 250/250L.

Fall.

Course on the quantitative analysis of management problems. It is the Information Science equivalent of engineering courses in Operations Research. Emphasis on essence of systems modeling and simulation, prospects for obtaining computer solutions, and extracting the most value out of the system's model and its computer solution rather than mathematics of quantitative analysis.

CPSC 440. Database Management Systems (3-3-0)

Prerequisite: CPSC 270.

Fall.

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 445. WI: Information Systems Laboratory (3-3-0)

Prerequisite: ENGL 223; CPSC 350, 440.

Spring.

A major project that includes a study of the factors necessary for successful implementation and operation of information systems; the traditional life cycle approach to managing and controlling application development and alternative development approaches. Written and oral presentation of project. Partially satisfies the writing intensive requirement. May be taken as research intensive.

CPSC 446. Network Implementation and Administration II (3-3-0)

Prerequisite: CPSC 336.

Spring.

A continuation of CPSC 336 to emphasize implementation and administration of information servers such as ftp, web and database servers for multiple platforms (emphasizing UNIX) with consideration for functionality and security. Interoperability of OS platforms for resource sharing and current web enhancements in the industry are also covered. Students are required to enhance the networks created in CPSC 336 with server implementations.

CPSC 450. Operating Systems II (3-3-0)

Prerequisites: CPSC 410.

Spring.

A continuation of CPSC 410 with emphasis on the area of intra-system communications.

CPSC 460. Introduction to Compilers (3-3-0)

Prerequisites: CPSC 330, 360.

Spring.

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

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

Prerequisites: CPSC 270, 360; MATH 240.

Fall.

Presentation of basic results relating to formal models of computation. Emphasis is placed on developing skills in understanding rigorous definitions in computing and in determining their logical consequences.

CPSC 471. Applied Artificial Intelligence (3-3-0)

Prerequisite: CPSC 270.

Fall.

This course is an introduction to some of the basic elements of artificial intelligence. Its emphasis is on those elements of artificial intelligence that are most useful for practical applications. Topics include recent developments such as neural nets, genetic algorithms, and fuzzy logic. Useful classical algorithms such as heuristic search and standard learning methods are also covered. Programming assignments are required.

CPSC 475. Android Mobile Computing (3-3-0)

Prerequisite: A grade of C- or higher in CPSC 250.

Spring.

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)*Prerequisites: CPSC 270.**Fall.*

Presentation of a formal approach to state-of-the-art techniques in software design and development. Application of such techniques in a team environment.

CPSC 485. Principles and Applications of Multimedia (3-3-0)*Prerequisite: CPSC 250.**Fall.*

The purpose of this course is to learn the principles and techniques of multimedia focusing on digital images and audio. Technical topics include: the nature of sound and images and their digital representation; the different media types and formats; capture, editing, and 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)

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)*Prerequisite: A grade of C- or higher in CPSC 270 and senior standing; or consent of the instructor.*

Directed projects or research under the supervision of a faculty member.

THE CURRICULUM IN ELECTRICAL ENGINEERING

EENG 221. Signals and Systems (3-3-0)*Prerequisite: A grade of C- or higher in MATH 240.**Spring.*

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: A grade of C- or higher in ENGR 211.**Corequisite: EENG 311L.**Fall.*

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: A grade of C- or higher in EENG 311.**Fall.*

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: A grade of C- or higher in EENG 221.**Spring.*

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 361. Communication Systems I (3-3-0)*Prerequisite: A grade of C- or higher in EENG 221.**Spring.*

This course covers topics in digital and analog communications, including modulation techniques, noise considerations, performance aspects, and selected applications.

EENG361L. Communication Systems Laboratory (1-0-3)*Pre or Corequisite: A grade of C- or higher in EENG 361.**Spring.*

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.

EENG 421. Industrial Control and Data Acquisition (3-3-0)*Prerequisite: A grade of C- or higher in EENG 321.**Spring.*

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: A grade of C- or higher in EENG 361.**Fall.*

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: A grade of C- or higher in both EENG 221, MATH 320.

Fall.

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 498. WI: Electrical Engineering Capstone Project (Variable 1-3)

Prerequisites: A grade of C- or higher in each of the following--ENGL 123; ENGL 223; CPEN 371W .

Restriction: senior standing.

Spring and fall.

Capstone design project in which a senior student completes a practical electrical engineering project, including probabilistic aspects of the design, by applying the engineering knowledge and judgment they have acquired during their college career. A formal oral presentation and a written report are required as well the artifact that is the design. Partially satisfies the Writing Intensive requirement. May be taken as research intensive.

THE CURRICULUM IN ENGINEERING

ENGR 121. Engineering Design (3-3-0)

Pre or corequisite: MATH 130 or 140 or 148.

Fall.

An introduction to the methods of modeling, analysis, design and computer programming in the solution of engineering problems. A consideration of the impact of technological artifacts on society. Questions of professional ethics. Student design projects required.

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

Prerequisites: PHYS 202/202L; MATH 240. Pre or corequisite: MATH 320.

Fall.

A study of the basic experimental laws of electrical circuits; Ohm's Law and Kirchhoff's Laws of voltage and current. Analysis techniques for DC circuits. Properties of the basic circuit elements; resistor, inductors, capacitors. AC circuits, sinusoidal AC circuits, and their solution by phasor methods. Introduction to the operational amplifier.

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

Pre or corequisite: ENGR 211.

Fall.

Lab fees apply each term

ENGR 212. Electronics (3-3-0)

Prerequisite: ENGR 211/211L.

Spring.

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.

Spring.

Lab fees apply each term

ENGR 213. Discrete Structures for Computer Applications (3-3-0)

Prerequisite: CPSC 150/150L.

Fall and Spring.

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.

ENGR 340. Mathematical Methods for Engineers and Scientists (3-3-0)

Pre or corequisite: MATH 240

Fall.

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.

THE CURRICULUM IN PHYSICS

PHYS 105L. Elementary Physics Laboratory (1-0-3) AINW

Pre or corequisite: PHYS 141 or 142 or 143 or 144.

Fall and Spring.

Physics laboratory experiences to accompany PHYS 141, 142, 143, 144. For nonscience 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.

Fall and Spring.

Designed for non-science majors. Physical concepts including mechanics, heat, sound, electromagnetism and nuclear physics are studied in the context of everyday phenomena. Investigation begins with whole objects and looks inside them to see what makes them work. Because it concentrates on concepts rather than math, and on familiar objects rather than abstract constructs, this course offers students with many different learning styles substantial insights into our modern world.

PHYS 142. Energy: Principles, Problems and Societal Impact (3-3-0) AINW

Prerequisite: high-school Algebra.

Spring.

Designed for non-science majors. Topics include Energy Principles, Mechanical energy, Electromagnetic energy, Thermodynamic energy, Nuclear energy, Solar energy and other energy Systems. Energy conservation, environmental issues and societal impact issues will be discussed.

PHYS 143. Physics Unveiled: The Magic and The Mystery (3-3-0) AINW

Prerequisite: high-school Algebra.

Fall and Spring.

Designed for non-science majors. This course provides an introduction to the revolutionary developments in our understanding of the magical mysteries of the physical world that evolved during the 20th century. It is intended for non-science majors and provides a background for other courses in physics and astronomy. Basic physical concepts in mechanics, electromagnetism and quantum physics will be applied to investigations of topics such as flight, space travel, medicine, communication and industry. Course topics will cover both the macroscopic world and microscopic phenomena. The course will focus on concept development with simple problem solving.

PHYS 144. Introduction to Astronomy (3-3-0) AINW

Prerequisite: high-school Algebra.

Fall and Spring.

Designed for non-science majors. This course provides an introduction to, and survey of modern astronomy. The course will cover the observation, natural history and physical theories governing star and planet formation and evolution, galaxy formation, galactic structures and the beginning, evolution and end of the universe as a whole. The approach will be primarily descriptive although some computation and computer work will be necessary. This course provides the background for more advanced courses in astronomy and astrophysics.

PHYS 151-152. Intermediate Physics (3-3-0) AINW

Prerequisite for PHYS 151: high school Algebra and Trigonometry or consent of instructor.

Prerequisite for PHYS 152: PHYS 151.

Fall and Spring.

A presentation of the major concepts of physics, using algebra and trigonometry. For science students (but not for engineering, physics, or mathematics students). Topics covered include mechanics, thermodynamics, waves, electromagnetism, optics, and modern physics.

PHYS 151L-152L. Intermediate Physics Laboratory (1-0-3) AINW

Pre or corequisite for PHYS151L: PHYS 151.

Pre or corequisite for PHYS152L: PHYS 152.

Fall and Spring.

Physics laboratory activities to accompany the lecture part of the course. The laboratories introduce fundamental physical principles, rudimentary data analysis, and computer-aided control and data acquisition. Lab fees apply each term

PHYS 201. General Physics (3-3-0) AINW

Pre or co requisite: MATH 140 or 148.

Fall and spring.

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. General Physics Laboratory (1-0-3) AINW

Pre or corequisite: PHYS 201.

Taught in the fall semester only. 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. General Physics (3-3-0) AINW

Prerequisite: PHYS 201; Pre or corequisite: MATH 240.

Fall and Spring.

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. General Physics Laboratory (1-0-3) AINW

Pre or corequisite: PHYS 202.

Taught in the spring semester only. 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)

Prerequisite: A grade of C- or higher in PHYS 201 and MATH 250. *Corequisite:* MATH 320.

Spring.

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. General Physics (3-3-0)

Prerequisite: PHYS 202. *Corequisite:* MATH 250.

Fall.

This is a one semester introduction to waves, thermodynamics and optics. Topics include oscillations, mechanical waves, sound, the Doppler effect, superposition, 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: A grade of C- or higher in PHYS 202 and MATH 250.

Fall.

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 credits in major.

Pre or corequisite: MATH 320.

As needed.

The student will work directly with a faculty member from the Department of Physics and Computer Science in designing laboratory experiments and demonstrations, and teaching parts of laboratories and giving demonstrations in classes. Special emphasis will be given to the use of learning technologies, including computers and multimedia in the classroom.

PHYS 340. Methods of Theoretical Physics (3-3-0)

Prerequisites: MATH 240; PHYS 303 is recommended.

Corequisite: PHYS 202/202L.

Fall.

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.

Fall.

An introduction to the field of experimental design, with particular reference to the use of advanced statistical techniques for experimental analysis. Topics include propagation of experimental uncertainties, distributions about the mean, estimating means and errors, statistical inference, analysis of variance, single factor experiments, block designs and Latin squares, factorial experiments, and nested experiments.

PHYS 344. Introduction to Astrophysics (3-3-0)

Prerequisite: PHYS 202 and MATH 240.

Spring.

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.

Spring.

A survey of the developments in atomic and nuclear physics. This course provides an introduction to quantum mechanics and its application to contemporary measurement systems.

PHYS 352. Device Physics (3-3-0)

Prerequisite: PHYS 351.

Fall, even-numbered years.

The physical principles which underlie the operation of technologically important electronic and optical devices. The course deals with semi-conductor devices: junction, field effect and charge coupled devices, as well as devices based upon electro-optical effects.

PHYS 401. Advanced Topics in Mechanics (3-3-0)

Prerequisite: PHYS 301, 340; MATH 250, 320.

Fall.

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 250, 320; MATH 260 or PHYS 340.

Spring.

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)

Prerequisite: PHYS 303 or 304, and MATH 250 and 320.

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 250, PHYS 303.

Spring.

An in-depth review of the classical of thermodynamics 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, Deby Theory.

PHYS 421. System Design Lab (Data Acquisition) (3-3-0)

Prerequisite: ENGR 211/211L; CPEN 214; CPSC 250/250L.

Fall.

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)

Prerequisite: 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)

Prerequisite: CPSC 250/250L or consent of instructor; PHYS 340 and MATH 320 or just MATH 380. Spring, odd-numbered years.

The modeling and simulation of physical systems. Applying software methodologies to the solution of physical problems. Lectures will typically involve a short review of some physics topic such as Keplerian motion, followed by an extensive discussion on the modeling and/or simulation of the problem.

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

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

TOPICS COURSES AND INDEPENDENT STUDY

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

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

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

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

PCSE 299. Elementary Independent Study in Applied Physics and Computer Science (credits vary 1-3)

May be taken as research intensive.

Directed research or projects under the direction of a faculty adviser. This course is subject to the University policy on independent study (see index).

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

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

PCSE 399. Intermediate Independent Study in Applied Physics and Computer Science (credits vary 1-3)

May be taken as research intensive.

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

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

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

PCSE 498. WI: Capstone Project in Applied Physics (credits vary 1-3*)

Prerequisite: ENGL 123, 223; CPEN 371.

Directed research or projects under the direction of a faculty adviser. Partially satisfies the writing intensive requirement. This course can be repeated twice for a maximum of three credits.

PCSE 499. Advanced Independent Study in Applied Physics and Computer Science (credits vary 1-3)

Prerequisite: consent of instructor and Department Chair.

May be taken as research intensive. Directed research or projects under the direction of a faculty adviser. This course is regulated under the University Policy on Independent Study (see General Academic Policies section of this catalog for details).

PRE-LAW PROGRAM

Dr. Jonathan W. White, Pre-Law Adviser
Luter Hall 304
757-594-7955
jonathan.white@cnu.edu

Are you considering a career in law? The nation's top law schools seek applicants who have received a well-rounded undergraduate education, one like the liberal arts and sciences curriculum Christopher Newport University offers. Regardless of your undergraduate field of study, our Pre-Law Program will help prepare you for law school.

Like most colleges and universities, CNU does not offer a *pre-law* major. However, our liberal learning curriculum can help students from any academic major to prepare for application to law school. In addition to offering all the necessary pre-requisite coursework, CNU offers a variety of resources, such as academic and career advising, mentoring, internship opportunities, workshops, and seminars, to help any highly-motivated student gain admission to the law school of her or his choice.

Suggested Courses

While no specific courses are required for law school admission, courses that require you to write extensively, think critically, and analyze information from multiple disciplines are helpful toward preparing for the rigors of law school. Both the constitutional studies concentration in the American studies major and/or the philosophy of law minor offer courses particularly relevant to such preparation.

How to Get Started

We suggest that you do the following as soon as you think you might be interested in pre-law preparation at CNU:

1. Consult our web page at prelaw.cnu.edu for more detailed information about the program, professional school requirements, curriculum guidelines, etc.;
2. Meet with the pre-law adviser about the various aspects of the legal profession that may interest you; and
3. It is also wise to experience various legal careers first-hand by volunteering at local courts, law offices, etc., and by shadowing practitioners in the various fields of interest to you.

PRE-MED AND PRE-HEALTH PROGRAM

Dr. Gwynne D. Brown, Director
Forbes Hall 3033
(757) 594-7782
gwynne.brown@cnu.edu

Medical schools and other health profession programs typically seek applicants with a well-rounded undergraduate education, such as that offered by CNU's liberal learning curriculum. Like most colleges and universities, CNU does not offer a *pre-med* or *pre-health* major; our program can help students from any academic major to prepare for application to medical and other health profession programs. In addition to offering all the necessary pre-requisite coursework, CNU offers a variety of resources, such as academic and career advising, mentoring, clinical internship opportunities, workshops and seminars to help any highly-motivated student gain admission to the professional school of her or his choice.

The Council for Health Professions Preparation

The Council for Health Professions Preparation (CHPP) consists of the Director of Pre-health Programs (DPP), several faculty members, administrators and local health practitioners. The Council acts as liaisons between pre-health students and the DPP, provides advice and guidance to the DPP with respect to the Pre-med & Pre-health Program, participates in the evaluation of all pre-med/pre-health students who request a *Committee Letter* for their application to professional schools or programs, and establishes the criteria for selection to and continuation in all health-career related programs at CNU, such as the Pre-med Scholars Program (PSP), the Riverside Scholars Program, the B.S.-D.O. CNU-VCOM and the B.S.-M.D. CNU-EVMS Joint Programs.

How to get started

We suggest that you do the following as soon as you think you might be interested in pre-medical or pre-health preparation at CNU:

1. register with our pre-health database at prehealth.cnu.edu/registration;
2. consult our web pages (prehealth.cnu.edu) for more detailed information about the Program, professional school requirements, curriculum guidelines, etc.;
3. meet with the DPP.

What if I can't decide which career I want?

Don't panic! You have time to determine the career that's right for you. You should talk with someone in the Career Development Office (594-8887, DSU 3100) and/or the DPP about the various health career possibilities available to you. It is also wise to experience various health careers first-hand by volunteering at hospitals, local clinics,

doctors' offices, etc., and by shadowing practitioners in the various fields of interest to you.

Academically, a good start is CHEM 121/121L (unless you have not completed high school chemistry, or are fairly certain you will pursue physical therapy, in which case you might take CHEM 103/103L). If you are a biology major, the first two years of your curriculum will take care of most of the pre-requisites for most health profession programs. If you are not a biology major, you will start with BIOL 211/211L, followed by BIOL 213/213L (you will need special permission to enroll in both, see the DPP).

SPECIAL OPPORTUNITIES

Pre-med Scholars Program (PSP) (see Pre-med Scholars section below)

The Pre-Med Scholars Program invites select students who meet specific criteria to participate in an enriched undergraduate experience that equips them to become strong candidates for the medical school of their choice. The Pre-Med Scholars Program offers:

- eligibility for the CNU-Eastern Virginia Medical School (EVMS) B.S.-M.D. Joint Program (early acceptance);
- eligibility for one of three opportunities with the Edward Via College of Osteopathic Medicine (VCOM) including Rocovich Scholars, early acceptance, and/or guaranteed early interview;
- opportunities for pre-med scholarships (Riverside Medical Group Leadership Scholars);
- focused, individualized advising and mentoring;
- guaranteed clinical shadowing & service learning opportunities.

ODU School of Physical Therapy Guaranteed Admission Agreement

Old Dominion University (ODU) School of Physical Therapy and CNU have entered into an agreement whereby CNU applicants that meet certain criteria and are recommended by the DPP and CHPP will be guaranteed admission to the ODU Doctor of Physical Therapy (DPT) program. The student will complete all other requirements of admission including volunteer hours, three recommendations, and the application provided to the DPP by ODU.

Requirements:

1. The student must complete all prerequisite PT courses at CNU with a minimum grade of *B* in all science courses, an overall science GPA of 3.50 or above, and

- graduate from CNU with a baccalaureate degree and a 3.50 cumulative GPA.
- The science courses for this GPA will include: BIOL 211/211L, 213/213L, 314/314L - 315/315L; PHYS 151/151L-152/152L or PHYS 201/201L-202/202L; and CHEM 103/103L-104/104L or 121/121L-122/122L.
 - 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.

ENTRANCE EXAMS AND APPLICATION SERVICES

Most medical and health profession schools use some form of the Centralized Application Service (CAS); cycles usually open in spring or early summer preceding senior year. Deadlines for each profession and school vary, so be sure to check individual websites. Also prepare for and take the relevant entrance exam (MCAT, DAT, GRE, etc.) in a timely manner in order to have a completed application packet early on in the application cycle.

SUGGESTED COURSE PLANS

Pre-requisite 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*.

Students are ultimately responsible for determining specific course and admission requirements for any program to which they plan to apply.

Pre-Medicine

The *traditional* pre-med student will apply to medical school after the third year of study; it takes a minimum of three years to complete the pre-requisite coursework. Applications are submitted one year or more before intended matriculation. In addition to the pre-requisite coursework, the successful applicant will have completed a significant number of hours of clinical internships and shadowing experiences in a diversity of medical settings, as well as having performed significant volunteer work and other extracurricular activities.

Pre-requisites for applying to medical school vary among schools, however the following courses should be completed prior to taking the MCAT:

- BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- CHEM 121/121L-122/122L (these courses should be completed as soon as possible);
- CHEM 321/321L-322/322L;
- PHYS 151/151L-152/152L or PHYS 201/201L-202/202L.
- BCHM 414;
- PSYC 201 and 202;
- SOCL 205;
- MATH 125.

Most medical schools require some form of English composition for two semesters; students not taking ENGL 123 and/or ENGL 223 should be aware of this. **Not all medical schools will recognize AP credit.** Additional pre-requisites, such as math or an additional science course may be required. Applicants must be sure to check the individual requirements of each medical school to which they plan to apply. Other beneficial courses include BIOL 301/301L, 307, 313, 314/314L-315/315L, 411, 412/412L and BCHM 415.

Pre-Pharmacy

Requirements for admission to pharmacy school vary among the different programs. It is critical for the prospective applicant to check the specific requirements for each program he/she intends to apply to. The pre-requisite coursework will take three years to complete. Applicants are expected to have had some experience in pharmacy settings, and should be able to provide strong letters of recommendation from teachers, pharmacist(s), and others who can attest to the applicant's character and attributes.

Pre-requisites for applying to a typical pharmacy program:

- BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- CHEM 121/121L-122/122L (these courses should be completed as soon as possible);
- CHEM 321/321L-322/322L;
- PHYS 151/151L-152/152L or PHYS 201/201L-202/202L;
- BIOL 314/314L-315/315L, 301/301L, BCHM 414;
- MATH 125, 135 or 140 or 148;
- COMM 201;
- Economics may also be required by some schools.
- The following courses are recommended, but not always required: BIOL 307, 313, 411 or 412.

Pre-Dentistry

Requirements for admission to dental school vary among the different programs. It is critical for the prospective applicant to check the specific requirements for each program he/she intends to apply to. The pre-requisite coursework will take three years to complete. Applicants are expected to have had some experience in dental settings, and should be able to provide strong letters of recommendation from teachers, dentist(s), and others who can attest to the applicant's character and attributes. Evidence of good manual dexterity is an asset.

Pre-requisites for applying to a typical dental program

- BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);

- CHEM 121/121L-122/122L (these courses should be completed as soon as possible);
- CHEM 321/321L-322/322L;
- PHYS 151/151L-152/152L or PHYS 201/201L-202/202L;
- BCHM 414.
- The following courses are strongly recommended, but not always required: BIOL 301/301L, 307, 313 and 314/314L-315/315L, 411, 412/412L.

Pre-Physical/Occupational Therapy

Most Physical Therapy programs require only two semesters of chemistry. This can be satisfied with CHEM 103/103L-104/104L. If you are not certain of which medical field you will ultimately pursue, or to be eligible for any program, you might consider the two year chemistry sequence, CHEM 121/121L-122/122L and 321/321L-322/322L. In addition to the pre-requisite courses, applicants must have accumulated a significant number of hours of physical/occupational therapy experiences, including some in acute-care settings. Some programs, such as Old Dominion University, do not interview applicants and base their decision solely on the application (including essays/personal statements) and letters of reference.

There are significant differences in the prerequisites required among different **physical therapy schools**. Students must check the prerequisites for each physical therapy program. A *typical* physical therapy program requires:

- BIOL 211/211L, 213/213L, BIOL 314/314L-315/315L; (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- CHEM 121/121L-122/122L, if chemistry major or obtaining a B.S. in biology;
- CHEM 103/103L-104/104L for other majors or if obtaining a B.A. in biology;
- PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (major dependent);
- MATH 125;
- Two psychology courses (6 hours); certain schools accept 3 of those hours from other social science courses.

There are significant differences in the prerequisites required among different **occupational therapy schools**. Students must check the prerequisites for each program. A *typical* program requires:

- BIOL 211/211L, 213/213L, BIOL 314/314L-315/315L; (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- ANTH 203;
- PSYC 207 and PSYC 315 (PSYC 201 and 202 are pre requisites for PSYC 315);
- PHYS 151/151L-152/152L or PHYS 201/201L-202/202L (major dependent);

- MATH 125;
- BIOL 271;
- Additional anthropology, sociology or psychology classes as required.

Pre-Physician's Assistant

The typical Physician's Assistant program lasts approximately 30 months and leads to a Master of P.A. but there are exceptions to this. Admission to a P.A. program is similar to that for other health careers, in that it is based on overall academic performance, performance in pre-requisite courses, personal statements, and letters of reference, including some from practicing P.A.'s. Most require a significant number of patient contact hours, therefore many students volunteer as Emergency Medical Technicians (EMT-B) or become Certified Nursing Assistants (CNA).

Pre-requisites for applying to a typical physician assistant program vary, therefore the list below is a guide only:

- BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- CHEM 121/121L-122/122L;
- CHEM 321/321L-322/322L (some schools allow students to substitute Biochemistry for Organic Chemistry, however, at CNU Organic Chemistry is a pre-requisite for Biochemistry);
- BIOL 301/301L, (BIOL 307 may serve as an alternative); BCHM 414;
- BIOL 314/314L-315/315L;
- PSYC 207 and PSYC 315 (PSYC 201 and 202 are pre requisites for PSYC 315);
- MATH 125.
- The following courses are strongly recommended (required by some programs): BIOL 271, 313.

Pre-Veterinary Medicine

Because there are relatively few Veterinary Medicine Schools in the U.S., competition for admission is very intense, despite the looming shortage of practicing veterinarians. A strong GRE score is important in addition to a solid academic performance. Many hours of experience with animals is paramount; admissions committees look for confidence and competence in animal handling skills. Exposure to a variety of animal groups (small, large and exotic) is also important. At least one letter of recommendation from a practicing veterinarian is required.

Pre-requisites for applying to a typical veterinary medicine program:

- BIOL 211/211L, 213/213L (non-BIOL majors will need special permission to enroll in these courses; see the DPP);
- CHEM 121/121L-122/122L (these courses should be completed as soon as possible);
- CHEM 321/321L- 322/322L;

4. PHYS 151/151L-152/152L or PHYS 201/201L-202/202L;
5. BCHM 414;
6. MATH (6 credits in either algebra, trigonometry, calculus and/or statistics).
7. Six credit hours in English are often required.
8. The following courses are strongly recommended, but not required: BIOL 301/301L, 307/307L, 313, 409/409L, and 420/420L.

Health Professions not Listed

Consult with the Career Development Office (594-8887, DSU 3100) and/or the DPP. Various websites also provide valuable information (such as Explore Health Careers: explorehealthcareers.org).

COMMITTEE EVALUATION AND LETTER

Qualified students may request an evaluation and Committee Letter from the CHPP. A Committee Letter is usually favored by admissions committees when evaluating applicants, and is a composite of the committee's evaluation of the applicant as well as those of individual referees.

In order to receive an evaluation from CHPP, students must satisfy **all** of the following criteria by the published deadline each semester:

1. Complete a *Health Profession Intent Form* through prehealth.cnu.edu/registration/;
2. Submit to the Director of Pre-health Programs (DPP), **in writing**, a request for a CHPP Letter of recommendation; a signed FERPA release form must be submitted with the request;
3. Assemble and maintain an electronic portfolio that contains the necessary materials for evaluation of the candidate. The portfolio should contain (but is not limited to):
 - a. letters of recommendation from instructors, medical/health professionals, work/volunteer supervisors, and others who can speak to the candidate's qualifications. It is strongly recommended that the student have letters sent directly to the DPP; *non-confidential* letters have less impact than *confidential* ones.
 - b. a copy of the student's academic record (an unofficial copy from the Registrar is acceptable);
 - c. documentation relating to relevant activities outside the classroom (e.g., leadership roles, volunteer work, experience in medical/clinical settings, outside interests, etc.);
 - d. an essay written by the student describing why the student is pursuing the career path chosen and why the student is qualified and should be selected by the admissions committee; the student should submit the essay to the Writing Center or other

- e. reviewers for evaluation and revision before submitting it to the committee as part of the portfolio.
- e. meet or have the potential to meet all necessary prerequisites for admission to the selected program;
- f. meet at least once per semester with the DPP;
- g. meet at least once with at least three CHPP members;
- h. maintain adequate academic progress;
- i. participate in a Committee Interview to a satisfactory level. **NOTE:** You should make an appointment for interview preparation in the Office of Career Development well in advance of the CHPP Committee interview.

The Committee will select one of the following levels of evaluation:

- Truly exceptional: in the top 5 percent
- Exceptional: 6 to 15 percent
- Outstanding: 16 to 25 percent above
- Above average: 26 to 40 percent
- Average: 41 to 60 percent
- Recommend with reservation: below 60 percent
- Not able to recommend: student doesn't meet criteria

The student will be notified of the CHPP's *level* of evaluation, and will confirm, in writing, that he/she would still like to have the letter sent. The student may request that the DPP NOT send the letter.

PRE-MED SCHOLARS PROGRAM

The Pre-med Scholars Program (PSP) provides specially selected students with an enriched undergraduate experience that will facilitate their matriculation to the medical, 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 be a strong candidate for admission to medical school.

The Pre-med Scholars Program is administered by the DPP under the guidance of the Council for Health Professions Preparation as part of the Pre-med and Pre-health Program.

Benefits of the Program

In addition to a rigorous academic program that ensures meeting professional graduate school pre-requisites, PSP students are eligible for the CNU-EVMS B.S.-M.D. Joint Program, VCOM early admission agreements, opportunities for pre-med scholarships, receive focused, individualized advising from the DPP and mentoring by physicians, and are guaranteed clinical shadowing & service learning opportunities.

Entering the Program

Admission to the Program is open to any entering freshman with an SAT (critical reading & math) score \geq 1250 (or ACT \geq 28) who is interested in a career in medicine, dentistry or veterinary medicine. Interested students should contact the DPP after acceptance to the University.

Continuing CNU students with between 30-60 credit hours who have completed CHEM 121/121L and 122/122L, have an overall and science GPA \geq 3.50, and have an interest in applying to medical, 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, dental or veterinary school in a timely manner.

Students successfully completing the PSP will receive special letters of recommendation from the CHPP.

CNU-EVMS B.S.-M.D. Joint Program and Early Acceptance Program with VCOM

In order to facilitate qualified CNU students' entry into medical school and permit students to broaden their academic focus and enrich their undergraduate experiences, separate agreements have been reached between CNU and Eastern Virginia Medical School (EVMS) and between CNU and the Edward Via College of Osteopathic Medicine (VCOM). Selected students may receive early assurance of a position in one or both of the aforementioned medical schools upon satisfactory completion of their undergraduate degree program of study and continued high academic achievement.

Students 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. The CHPP will review the applications and select students for an interview with the CHPP. CHPP then submits nominees to EVMS and/or VCOM. All further selection processes (invitation for on-campus interviews and offers of provisional acceptance) are conducted by the individual medical schools.

Academic Program Criteria for Program Applicants

1. College Sophomore in good standing at CNU;
2. Scholastic Aptitude Test (critical reading & math) \geq 1250 (ACT \geq 28);

3. an overall and science GPA from CNU of 3.40 at the time of application;
4. grades of at least a *B* in CHEM 121/121L-122/122L and in the first semester of CHEM 321/321L.

The successful applicant will also demonstrate an active interest in medicine and participate in extracurricular activities.

Students in PSP not admitted during the early admission process to VCOM are guaranteed an early interview during the spring of their junior year. Students requesting an early interview to VCOM must be in good standing in PSP.

Rocovich Scholars

The Rocovich Scholars Program is for students meeting one of the following criteria: 1) reside in a rural or medically underrepresented area in Virginia or the nearby Appalachian region; 2) low socioeconomic status (SES) background; or 3) he/she is a member of an under-represented minority. Applicants must also have SAT scores at or above 1100 (critical reading and math) and a high school GPA of 3.5 or better. While at CNU, Rocovich Scholars must maintain a GPA of 3.4 and continue as a Pre-med Scholar and participate in the President's Leadership Program (PLP).

Riverside Medical Group (RMG) Leadership Scholars

Each year, two incoming freshmen interested in pursuing a career as a physician are selected to receive a \$2500 scholarship from the Riverside Medical Group. Upon successful completion of their freshman year with at least a 3.70 GPA, these students will then received \$5000/year if they maintain a 3.50 GPA and good standing in PSP. One to three additional students will be selected from among the current PSP participants to receive \$5000/year scholarships. These students must maintain a 3.50 GPA and good standing in the PSP to maintain their scholarships. In addition to full participation in the PSP, RMG scholars will be offered a paid internship with Riverside Health Systems for one summer following their sophomore year.

THE CURRICULUM IN PRE-MED**PMED 010. PSP Activities I (0-0-1)**

Restricted to freshman PSP students.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each), as well as completion of an approved service learning activity. **This course is graded pass/fail. May be repeated once.**

PMED 020. PSP Activities II (0-0-1)

Restricted to sophomore PSP students.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each), or an alternate clinical experience approved by the DPP as well as completion of an approved service learning activity. **This course is graded pass/fail. May be repeated once.**

PMED 030. PSP Activities III (0-0-1)

Prerequisite: PMED 020, junior standing.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each) or an alternate clinical experience approved by the DPP, as well as completion of an approved service learning activity. **This course is graded pass/fail. May be repeated once.**

PMED 040. PSP Activities IV (0-0-1)

Prerequisite: PMED 030, senior standing.

Fall and Spring.

Participation in a number of requirements for the Pre-med Scholars Program, including: participation in regularly scheduled seminars, completion of monthly clinical blocks (approximately 4 hours each) or an alternate clinical experience approved by the DPP, as well as completion of an approved service learning activity. **This course is graded pass/fail. May be repeated once.**

PRESIDENT'S LEADERSHIP PROGRAM

Brian Larson, Director
David Student Union, Student Affairs Suite
(757) 594-7207
preslead@cnu.edu

The **President's Leadership Program** is designed for students who are interested in exploring and developing their potential for leadership. Individuals accepted into the program experience a focused curriculum of courses, personal and leadership development experiences, service learning, internships, as well as the opportunity for international study and travel – all designed to supplement the major of each student's choice. For additional information go to presidentsleadership.cnu.edu.

Program goals

As a program we expect each PLP graduate will develop the capacity to be:

- An actively engaged citizen committed to enhancing the community.
- Of strong character and integrity developed through personal accountability, cultivation of meaningful relationships and strong work ethic resulting from a rigorous liberal learning experience.
- An effective leader who can synthesize self-exploration, critical reflection and leadership theory within an ever-changing global society.

Program objectives

Understanding leadership relationships, processes, and competencies is essential to success, not only in University life, but also in private, public, and community sectors. The President's Leadership Program offers opportunities for students to:

- Study and apply leadership theory and principles
- Understand the responsibilities and commitments for ethical leadership and purposeful change
- Develop self understanding and self leadership
- Broaden and deepen world perspectives
- Strengthen oral and written communication
- Strengthen interpersonal competencies
- Develop the ability to enlist others in a common purpose
- Strengthen personal and organizational responsibility
- Develop an orientation toward positive risktaking
- Develop the ability to manage and resolve conflict
- Develop strong work ethic and high standards of excellence

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 President's Leadership Program staff. Service develops students' self efficacy, 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, such as building a Habitat for Humanity House, conducting a middle school leadership program, coaching community athletic teams or visiting local retirement communities.

Internships

Having become acquainted with leadership theory, process, and practice through the President's Leadership Program curriculum, each student will enhance his/her leadership competencies through supervised internships in business, government, and nonprofit organizations. By developing and improving leadership qualities in a sustained program of courses, mentoring, public service, and internships, the President's Leadership Program provides students with the academic and experiential foundation needed to succeed in academic studies, professional careers, and in their personal lives.

Eligibility

Students apply to the leadership program during their Senior year in high school through an application process separate from the CNU Admission process. At the end of the each academic semester, students are reviewed for program continuation in accordance with the standards outlined in the PLP student contract. Students accepted into the program are required to live on campus. Applications are available in the Admission Office, the President's Leadership Program Office, or on the web at presidentsleadership.cnu.edu. This program is separate from the Honors Program and the leadership studies minor.

Scholarships

Students selected for the President's Leadership Program receive a \$500, \$1000, or \$2500 scholarship (depending on the award) each semester that will be applied to the student's account over four years at CNU. This scholarship is renewed each semester if the student lives on campus and meets requirements as outlined in the PLP Student Contract.

Study Abroad

Students are encouraged to apply for study abroad stipends ranging from \$500 to \$2000 (depending on various criteria). Several incoming students will be awarded a \$3,500 scholarship to participate in a special study abroad program at Oxford University in Cambridge, England during the summer following their second year. These special awards will be given to top academic candidates who meet requirements as outlined in the PLP Student Contract.

President's Leadership Speakers Series

Christopher Newport University students have opportunities to hear leadership perspectives from an array of leaders from the public 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 CNU students, and members of the CNU community.

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 the Summer Leadership Adventure Program, PLP first-year students bond with each other, the PLP staff, and upper class facilitators.

President's Leadership Program RequirementsMinor in Leadership Studies

(See separate listing)

First Year:

Fall: LDSP 210*

Spring: LDSP 240*

Fall and Spring: Speakers series, community service, personal and leadership development experience, campus involvement.

* A grade of (C) or better is required to maintain membership in good standing.

Second and Third Years:

LDSP 320, to be taken during the second or third year.

Two leadership electives (electives may also be taken during the fourth year).

Fall and Spring: Personal and leadership development experiences, speaker series, coursework in the minor, community service, campus involvement.

Fourth Year:

Fall or Spring: LDSP 386; finish taking leadership electives.

Fall and Spring: Speaker series, community service, campus involvement.

Optional: International Study - Study abroad through a CNU-sponsored summer course or spend a semester abroad through a University approved exchange program.

DEPARTMENT OF PSYCHOLOGY

Dr. Jason W. Hart, Chair
Forbes Hall 2022
(757) 594-7094
jason.hart@cnu.edu

Faculty

Professor: Cartwright, Doolittle, S. Greenlee, Guajardo

Associate Professor: Berry, Catanzaro, Dow, Gibbons,
 Hart, S. Lee, T. Marshall, Velkey

Assistant Professor: Antaramian, Campolattaro,
 Lipatova, Rollins

Lecturer: Clark, Hunter, Niehaus, Pressley

Emeriti: Bauer, Herrmann, Lopater, Windsor

Mission Statement

The mission of the Department of Psychology is to pursue excellence in teaching, scholarship, and service. As professors, we are committed to providing students with knowledge and practice in the science of psychology, the ability to engage in disciplined and systematic inquiry, and the skills to think, act, and communicate rationally, critically, creatively, and ethically. As scholars, we are engaged in research that contributes to the field of psychology, informs our teaching and pedagogy, and mentors our students into independent and thoughtful scholars. As citizens of the Department of Psychology, we aspire to provide service and leadership to our university, civic, and professional communities. As a result of our teaching, scholarship, and service activities, we prepare students to be leaders in their communities and thoughtful citizens who will live lives of consequence and significance.

The Program

The Department of Psychology offers both Bachelor of Arts and Bachelor of Science degrees. The Psychology Department requires each undergraduate major, through a rigorous and well-planned curriculum, to study and master the literature and methods of psychology. Curricular emphases are on fundamental conceptual knowledge, methods of psychological science, practical applications of both knowledge and skills, and theoretical considerations. The psychology curriculum requires courses at elementary, intermediate and advanced levels, including courses with laboratory components. Options such as practica, seminars, individual faculty mentored research opportunities, and team research projects are available to majors. The curriculum also offers a wide range of course offerings covering the breadth of modern psychological science.

The psychology curriculum provides excellent preparation for students who wish to pursue graduate study. Others find careers as advisers, counselors, case managers, volunteer services managers, research lab managers, mental health care workers, program managers, child care workers,

social services workers, administrative assistants, customer services representatives, human resources officers, personnel officers, job analysts, marketing researchers, public relations representatives, research analysts, staff training specialists, and a variety of other career options. The psychology curriculum also provides a strong foundation for students who wish to become elementary teachers.

The Bachelor of Arts and Bachelor of Science degrees in Psychology

Students who wish to major in psychology must declare the major by submitting a *Declaration of Major* form to the Office of the Registrar. Majors will also be required to complete a comprehensive exit examination of psychological knowledge as part of the department's assessment procedure. Students will be assigned a faculty adviser by the Registrar's office. Students are urged to consult their assigned advisers regularly.

Students seeking a degree in psychology must:

- successfully complete the liberal learning core;
- complete MATH 125 and a minimum of 36 credits toward the psychology major (19 specified course credits in psychology and 17 elective credits in psychology);
- present no more than one psychology course to simultaneously satisfy the psychology major and the liberal learning core requirements;
- complete a standardized comprehensive exit examination of psychological knowledge.

Electives should be chosen in consultation with an academic adviser. Students pursuing a degree in psychology should successfully complete MATH 125, PSYC 201, 202, 300, 301W, 301L and 306 as early in their programs as feasible but in no case later than the completion of the first 90 hours of the degree. Course pre-requisites must be satisfied.

The psychology major has a restricted prerequisite structure. Thus, it is recommended that students take their major courses in the following order:

- First Year: PSYC 201, 202, MATH 125.
- Second Year: PSYC 300, 306, 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, 301L and 306. Before students can enroll in PSYC 300 they must earn a grade of C- or higher in PSYC 201 and MATH 125. Before majors can enroll in PSYC 301W they must earn a grade of C- or higher in the introductory courses and in PSYC 300. Students may not enroll in 400 level lab courses until they successfully complete PSYC 301W with a grade of C- or higher and students may not enroll in PSYC 490W until they successfully complete PSYC 301W and PSYC 306 with a grade of C- or higher.

The Bachelor of Arts degree in Psychology

In addition to successful completion of the liberal learning curriculum, the bachelor of arts in psychology requires successful completion of the following courses:

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. PSYC 306;
6. Selection of two additional 300-level courses;
7. Selection of two additional 400-level courses with corequisite labs;
8. One PSYC 3 credit elective at the 300- or 400- level;
9. PSYC 490W.

The Bachelor of Science degree in Psychology

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

1. MATH 125;
2. PSYC 201, 202;
3. PSYC 300;
4. PSYC 301W/301L;
5. PSYC 306;
6. Selection of two additional 300-level courses;
7. Selection of two additional 400-level courses with corequisite labs;
8. One PSYC 3 credit elective at the 300- or 400- level;
9. PSYC 490W.
10. One sequence from the following list to satisfy the *University Bachelor of Science Degree Requirement*. No more than three lecture courses may be taken from the same discipline, and no more than two laboratory courses may be taken from the same discipline to satisfy the *University Bachelor of Science Degree Requirement* and the *Investigating the Natural World Area of Inquiry*.

BIOL 107, 108, 109L
BIOL 211/211L-212/212L

BIOL 211/211L-213/213L
CHEM 103/103L - 104/104L
CHEM 121/121L - 122/122L
PHYS 151/151L - 152/152L
PHYS 201/201L - 202/202L

The Minor in Psychology (18 credits)

Eighteen credit hours (minimum) constitute the minor, which must include PSYC 201 and 202. Nine of the remaining 12 credits must be at the 300- or 400-level. All prerequisites must be met for courses taken for the minor. A psychology minor is particularly appropriate for business, sociology, social work, government, public administration, pre-med, pre-law and neuroscience.

Psychology Major Requirements for Teacher Preparation

For those students who wish to become elementary teachers, CNU has a program leading to a bachelor's degree in psychology and the M.A.T. (Master of Arts in Teaching). This program also includes teacher licensure. Students wishing to teach psychology at the secondary level must complete teacher preparation requirements in History 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 adviser 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 at cnu.edu or your department adviser.

Students will earn a **B.A. or B.S. in psychology** after the first four years and then complete an additional year of study leading to an M.A.T. degree. The courses and degree requirements for the M.A.T. are found in the graduate catalog. Students accepted into this program must complete the following track for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:

See major requirements for a B.A. or B.S. in Psychology.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532

*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. You will develop a foundation for understanding psychology and will be introduced to a variety of disciplines within psychology.

PSYC 207. Lifespan Development (3-3-0)

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)

Prerequisite: Psychology major, consent of instructor and Department Chair.

This course is designed to allow the first or second year psychology student the opportunity to enrich his or her program of study by pursuing research work in psychology. Students who take this course will most often be working with a psychology professor on his or her research. The responsibilities of the student, time lines, and criteria for evaluation are agreed upon in writing by the student and supervising professor. Copies of the agreement must be filed with the department chair before the end of the drop/add period in the semester in which the field study will occur. A maximum of 6 hours of field research may be counted toward the degree.

PSYC 300. Statistical Applications in Social Science Research (3-3-0)

Prerequisite: PSYC 201 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)

Prerequisite: ENGL 223 and PSYC 201, 202, 300 with a grade of C- or higher.

An introduction to empirical research in psychological science. Topics covered will include the scientific method, research ethics with humans and animals, variables, sampling issues, reliability and validity, research methods and designs, and finding and evaluating psychological research literature. Students will use American Psychological Association format for writing empirical research reports. Laboratory activities in selected areas will be conducted. Partially satisfies the writing intensive requirement.

PSYC 301L. Research Methods in Psychological Science Laboratory (1-0-3)

Corequisite: PSYC 301W. Lab fees apply each term.

PSYC 303. Industrial and Organizational Psychology (3-3-0)

Prerequisite: MATH 125.

An overview of the field of industrial/organizational psychology based on the application of psychological research and theory to understanding and predicting behavior in organizational settings. This course provides an examination of the dynamics of job motivation, organizational leadership, decision-making, group functioning, power relationships, personnel selection, training, performance measurement and appraisal, and other related topics.

PSYC 304. Social Psychology (3-3-0)

[same as SOCL 306]

Prerequisite: PSYC 201, 202.

An examination of the nature and causes of individual behavior in social situations. The focus of the course is on social thinking and beliefs, attitudes and behavior, social influence processes, and both positive and negative social interactions.

PSYC 305. Psychology of Learning (3-3-0)

Prerequisite: PSYC 201, 202 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)

Prerequisite: PSYC 201 and 202. To be completed by the end of the junior year.

This course will present the philosophical, medical, physiological and anthropological antecedents of psychological science. Additionally, the pertinence of scientific inquiry to psychology will be given special emphasis. The history and distinguishing characteristics of the major systems in psychology or "schools of thought" will be presented. Varieties of contemporary psychological theory will be discussed in terms of the individuals who have been instrumental in developing them; newer aspects of these theories will be presented in light of their historical development.

PSYC 309. Adolescent Development (3-3-0)

Prerequisite: PSYC 201 or 202, and sophomore standing.

This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adolescence (from puberty to young adulthood). The course will focus on theories, research, and problems in the process of adolescent development as well as everyday applications of theories and research.

PSYC 311. How to Think about Psychological Science (3-3-0)

Prerequisite: PSYC 300 with a grade of C- or higher.

An examination of the manner in which psychologists use scientific reasoning. Students learn the fallibility of relying upon intuition and "common sense" as means of explaining behavior. Critical thinking techniques are applied to teach students to recognize and evaluate pseudoscientific claims. Specific emphasis is given to testability & falsifiability, converging operations, and certain experimental methodologies and statistical techniques used in the study of behavior.

PSYC 312. Educational Psychology (3-3-0)

Prerequisite: PSYC 201 and 202 (or 207 or 208).

Required for students in the Teacher Preparation Program. This course focuses on the application of psychological facts, principles, and methods to learning in the classroom. This includes developing skills in the evaluation of student performance as an aid to learning and teaching. Students taking this course to satisfy MAT program requirements must also complete a field experience associated with this course.

PSYC 313. Human Relations in Organizations (3-3-0)

Prerequisite: PSYC 201, 202.

An experiential approach to team effectiveness, focusing on leadership, decision-making, communication, problem solving, conflict-resolution, creativity, and other issues faced by task-oriented groups in organizations. Class attendance is mandatory.

PSYC 314. Psychology of Personality (3-3-0)

Prerequisite: PSYC 201, 202.

An examination of historical and contemporary psychological theories relating to the development, functioning, and modification of personality. A comparative approach is used focusing upon the different perspectives of psychoanalysis, behaviorism, and humanistic psychology.

PSYC 315. Psychology of Abnormal Behavior (3-3-0)

Prerequisite: PSYC 201, 202.

A survey of behavior pathology emphasizing anxiety, mood, somatoform, eating, gender and substance disorders, as well as disorders related to childhood. Diagnostic criteria, etiology and treatment of each disorder is presented. This class relies heavily on film as a tool for exploring the experience of mental illness, as well as societal attitudes toward psychological disorders and treatment.

PSYC 316. Cognitive Psychology (3-3-0)*Prerequisite: PSYC 201, 202 or NEUR 201.*

This course examines research on human cognitive processes including perception, attention, memory, language, neuroscience, knowledge representation, decision-making, and problem solving. The course will provide an understanding of the empirical methods used, theoretical models, classic and current research, and application to everyday behaviors.

PSYC 320. Psychology of Gender (3-3-0)*Prerequisite: PSYC 201, 202.*

This course introduces students to psychological research on the experiences, behaviors, and abilities of men and women. A comparative approach is used to examine historical, contemporary, and cultural differences in men and women. Topics include gender differences and similarities in mental abilities, personality, social behavior, mental health issues, and experiences of men and women in the workplace.

PSYC 327. Theories and Principles of Child Development (3-3-0)*Prerequisite: PSYC 201, 202.*

This course is designed to provide students with a foundation in the theories and principles of the science of developmental psychology. The course emphasizes developmental changes, the influence of contexts on development, theories that help us explain development, and theoretical applications. In particular, the course focuses on ways in which biological and environmental factors interact to produce individuals' outcomes.

PSYC 333. Personnel Psychology (3-3-0)*Prerequisite: PSYC 201, 202, MATH 125 or BUSN 331.*

Presents the application of psychological research, theory, and methods to developing, implementing, and assessing personnel techniques and human resource functions such as job analysis, selection procedures, and performance appraisal.

PSYC 340. Adult Development and Aging (3-3-0) Prerequisite: PSYC 201 or 202, and sophomore standing.

This course will focus on the biological, cognitive, social, and emotional factors influencing the normal growth and development of individuals in adulthood (from young adulthood to the end of the life cycle). The course will focus on theories, research, and problems in the process of adult development and aging as well as everyday applications of theories and research.

PSYC 347. Psychology Seminar Abroad (3-3-0)*Prerequisite: PSYC 201 or 202.*

This seminar examines the psychology of human behavior and culture through a comparative cultural perspective, and is taught on-site in a host country. Students explore the psychology of human behavior and mental processes at the individual and group level through site visits, lectures, guided tours, and on-site data collection. Student learning will be assessed through term papers, research projects, presentations, reaction papers and/or examinations, as specified in the course syllabus. Departmental application and Office of International Programs paperwork required.

PSYC 350. Forensic Psychology (3-3-0)*Prerequisite: PSYC 201, 202.*

Presents an overview of 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, eye witness 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)*Prerequisite: 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)*Prerequisite: PSYC 201, 202, and consent of instructor.*

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Students who are interested in having a topics course in a certain area should make their suggestion to the Department Chair. Only one elementary topics course may be offered toward a degree in psychology.

PSYC 403. Training in Organizations (3-3-0)*Prerequisite: PSYC 201, 202, 303.**Spring.*

Practical and theoretical approaches to the training and development of employees in organizations from a systems perspective, including needs assessment processes, training methods and techniques, and training evaluation. Course focuses on incorporating knowledge of human learning and motivation to improve training effectiveness. Various training topics are examined, including leadership development and team-based training. May use large data bases such as Lexis for research papers and presentations.

PSYC 404. Biopsychology (3-3-0)

Prerequisite: 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, homeo-statically 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)

Prerequisite: 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)

Prerequisite: 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 (4-3-0)

Prerequisite: Math 125 or Psyc 300 and PSYC 301W/301L or NEUR 301W/301L, each completed with a C- or higher. Corequisite: PSYC 408L.

Spring.

A survey of the pharmacology of prescription and recreational psychotropic drugs: opiates, alcohol, caffeine, hallucinogens, marijuana, nicotine, anxiolytics, antidepressants, mood stabilizers, stimulants, inhalants and anabolic steroids. A major research paper and PowerPoint presentation are required.

PSYC 408L. Psychopharmacology Laboratory (0-0-4)

Corequisite: PSYC 408.

Spring.

This laboratory course will utilize rodent models to study the effects of various pharmacological agents on mammalian physiology and behavior. Lab fees apply each term.

PSYC 409. Behavioral Medicine and Health Psychology (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or higher and senior standing, or consent of instructor for non-majors; Corequisite: PSYC 409L.

A critical appraisal of the primary literature in behavioral medicine and health psychology. An analysis of health enhancing and health-compromising decisions. Topics include stress and coronary prone behaviors, psychoimmunology, obesity, eating disorders, exercise, smoking cessation, hypertension, diabetes, and pain management.

PSYC 409L. Behavioral Medicine and Health Psychology Laboratory (1-0-3)

Corequisite: PSYC 409.

Lab fees apply each term.

PSYC 410. Psychological Tests and Measurements (3-3-0)

Prerequisite: 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 415. Comparative Psychology (3-3-0)

Prerequisite: 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/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)

Prerequisite: PSYC 201, 202.

The area of human sexuality includes subject matter from several disciplines and this course will deal with various aspects of the multidisciplinary nature of Human Sexuality. The course will explore the cultural and cross-cultural treatment of one of the most fundamental aspects of human nature, but an aspect long repressed by many conservative institutions of Western Civilization. An important goal of this course is to help the student communicate easily, accurately, and comfortably when discussing sexually related topics. Another major goal of this course is the recognition and understanding of sexual variation and dysfunction. Finally, this course will examine the importance of developmental processes in our understanding of normal sexual expression.

PSYC 423. Organizational Psychology: The Social Psychology of Work (3-3-0)

Prerequisite: PSYC 201, 202, PSYC 301W, PSYC 303, or consent of instructor for non-majors.

Fall.

A study of work motivation, job satisfaction, leadership, leadership within organizations, organizational development and change, and other organizational dynamics presented within the framework of theoretical and practical applications. The relationships between these variables/processes and organizational outcomes (e.g., productivity, turnover) will be examined from the perspective of the organization as a system.

PSYC 428. Cognitive Development (3-3-0)

Prerequisite: PSYC 301W/301L or NEUR 301W/301L with a grade of C- or 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)

Prerequisite: PSYC301W/301L with a grade of C- or higher and senior standing, or consent of instructor.

Co requisite Courses: PSYC430L .

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 will discuss classic and contemporary theories and research. We will discuss 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)

Prerequisite: PSYC301W/301L with a grade of C- or higher and senior standing, or consent of instructor.

Co requisite Courses: PSYC430.

This laboratory course supports PSYC 430 by providing students experience with techniques, methods, instruments, demonstrations and activities related to social development. This laboratory is designed to give you experience with all phases of the research process. We will find and review literature relevant to lab experiences, and we will collect, code, analyze and report data based upon class activities and computerized databases. Each research project in the lab will reinforce some of the concepts learned in the lecture portion of the class. Lab fees apply each term.

PSYC 431. Psychology of Architecture and Industrial Design (3-3-0)

Prerequisite: 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 451. Advanced Statistics and Multivariate Analysis (3-3-0)

Prerequisite: PSYC301W/301L with a grade of C- or higher and senior standing, or GOVT 352 or SOCL 392 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)

Prerequisite: ENGL 223; senior standing; PSYC 301W/301L and 306 with a grade of C- or higher.

Topical seminars to cover a variety of areas. These seminars are limited to seniors only. Partially satisfies the writing intensive requirement.

PSYC 491. Practicum in Psychology (3-3-0)

Prerequisite: Senior standing; completion of PSYC 301W/301L and 306 with a grade of C- or higher; consent of the instructor.

Requirements for the practicum are set forth in the Field Manual for Practicum Students in Psychology, which is available in the Office of the Department of Psychology. Students enrolling in this course will participate in an organization, agency or other placement appropriate to the student's educational and professional goals. Those wishing to enroll in this course must contact the instructor of the course prior to the preregistration period to receive permission to enroll. Students failing to receive prior permission by the instructor will be unable to register for the course. Students will play a major role in finding an appropriate placement. Failure to comply with the above requirements can result in no placement. A maximum of one registration can be counted toward a degree.

PSYC 492. Directed Research in Psychology (3-3-0)

Prerequisite: PSYC 301W/301L with a grade of C- or 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)

Prerequisite: PSYC 201 and completion of all required 300-level PSYC courses.

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

PSYC 499. Independent Study in Psychology (credits vary 1-3)

Prerequisite: junior or senior standing, consent of instructor and Department Chair.

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-lines, and criteria for evaluation are agreed upon in writing by the student and supervising instructor. Copies of the study plan must be filed with appropriate University offices, attached to an Independent Study Authorization Form. This form is available through the Office of the Registrar. The necessary paperwork must be completed by the end of registration in the semester in which the study is to be completed. The research conducted may consist of bibliographic or experimental research. A maximum of six hours earned in PSYC 499 may be counted toward a degree.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

Dr. Mai Lan Gustafsson, Chair
Luter Hall 151A
(757) 594-7872
mai.gustafsson@cnu.edu

Dr. Stephanie Valutis, Social Work Program Director
Luter Hall 146
(757) 594-7366
stephanie.valutis@cnu.edu

Faculty

Associate Professor: Gustafsson, Lewis, Waldron
Assistant Professor: Briddell, Finn, McLeer, Russett, Valutis
Visiting Assistant Professor: B. Zhang
Lecturer: Gautam, Griffiths, J. Harris, Loy, Randolph, Timmer
Instructor: Orr
Emeriti: Durel, Healey, Kernodle, Manton, Mathews, Pellett, Purtle
Social Work Field Coordinator: Russett

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. The sociology major includes concentrations in anthropology and criminology; minors in anthropology and sociology are also available, as well as a program of Teacher Preparation. Sociology majors acquire a strong liberal arts background as well as experience in understanding society from a sociological perspective. The major emphasizes and develops the ability to analyze significant social issues, conduct research, and communicate the results of scholarly investigation. Majors in sociology learn to apply conceptual models and conduct research in the context of a global and broadly comparative perspective on the world today. The major in sociology provides practical skills for the work-world, valuable preparation for graduate study, and a solid foundation for intelligent citizen participation.

The 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 and Criminology. Built on a strong liberal arts base, our programs are mindful of each discipline's responsibility to mentor students who will be engaged citizens in a multicultural, diverse and global society. Our instructional mission is to provide students with the knowledge and skills that are applicable to a broad range of settings, including the public and private sector, and to better prepare students to pursue graduate and professional degrees in Sociology, Social Work, Anthropology, Criminology and related disciplines. In addition to these, the Social Work program prepares students for entry level social work practice. We emphasize each discipline's core concepts, theories, bodies of knowledge, techniques of social research, the ability to think critically, and the clear expression of ideas, written and oral. This educational mission promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, our programs advocate service to the community and Commonwealth.

The Bachelor of Arts degree in Sociology

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. All courses must be selected in consultation with an adviser from this department. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in sociology requires successful completion of the following major and elective courses with no more than two grades below C-:

1. MATH 125;
2. SOCL 205;
3. Any one SOCL or ANTH 200-level course;
4. Any one 200- or 300-level SOCL or ANTH course;
5. SOCL 301W, 392, and 480W; all completed at CNU in this department only and passed with a grade of C- or higher;
6. Select an additional eighteen hours of ANTH or SOCL at the 300-400 level, of which no more than six hours may be ANTH courses;
7. In total, at least eighteen hours in SOCL courses must be earned at CNU;
8. Successful completion of departmental qualifying examinations.

The Bachelor of Arts degree in Sociology Anthropology Concentration

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in Sociology with a concentration in anthropology requires successful completion of the following major and elective courses:

1. MATH 125;
2. ANTH 200 and 203;
3. SOCL 205;
4. SOCL 301W, 392, and 480W; all completed at CNU in this department only and passed with a grade of C- or higher;
5. Select an additional fifteen hours in ANTH at the 300-400 level;
6. Select one of the following: SOCL 313, 315, 316, 318, 319 or 329;
7. In total, at least eighteen hours in ANTH and SOCL courses must be earned at CNU;
8. Successful completion of departmental qualifying examinations.

The Bachelor of Arts degree in Sociology Criminology Concentration

Sociology majors are required to take MATH 125 as a prerequisite for SOCL 392. PHIL 201, 202 and Spanish through the 200 level are recommended. In addition to successfully completing the liberal learning curriculum, the Bachelor of Arts degree in Sociology with a concentration in criminology requires successful completion of the following major and elective courses:

1. MATH 125;
2. SOCL 205;
3. SOCL 215;
4. Any 200-level SOCL or ANTH course;
5. SOCL 301W, 392, 480W; all completed at CNU in this department and passed with a grade of C- or higher;
6. SOCL 319, 321, 491;
7. Select three: SOCL 304, 316, 318; GOVT 243, 368W; PSYC 350;
8. In total, at least eighteen hours in SOCL courses must be earned at CNU;
9. Successful completion of departmental qualifying examinations.

The Minor in Sociology (18 credits)

The minor in sociology requires a minimum of 18 credits in sociology. To complete the minor, students must take SOCL 201, 205, and 12 hours of additional SOCL courses at the 300 or 400 level selected in consultation with an adviser from the department.

The Minor in Anthropology (18 credits)

The minor in anthropology requires a minimum of 18 credits in anthropology. Required courses are:

1. ANTH 200 and 203;
2. Additional twelve hours in ANTH courses above the 200-level;

Sociology Major Requirements for Teacher Preparation

Those students who wish to become 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 B.A. Sociology (any concentration) major requirements.

Support courses required:

- ENGL 123, 223; 310 or 430, and 316;
- COMM 201 or THEA 230;
- CPSC 110;
- MATH 109, 125;
- HIST 111, 121;
- GOVT 101;
- Two science courses and one accompanying lab;
- GEOG 201;
- PSYC 208, 312;
- SOCL 314/314L;
- NSCI 310.

Graduate courses* required (senior year):

Select six credits from a), b), or c):

- a) MATH 570;
- b) PSYC/TCHG 544;
- c) MLAN 511, ENGL 530 or 532.

* 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 adviser about the five-year program early.

The 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 is committed to a curriculum of excellence built on the competencies required for social work practice that meets the accreditation standards of the Council of Social Work Education and prepares social work majors for entry level baccalaureate level generalist social work practice. Finally, the program places special emphasis on service to community, the Commonwealth and beyond, and prepares students to be aware of, preserve and promote human rights and to practice within the values of social work.

Social Work Program Goals

The CNU Social Work 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 environment including national and global issues and ready advocates of human and civil rights for social and economic justice.
- Individuals who demonstrate effective interpersonal and professional communication skills and the ability to use self-as-instrument practice.
- Professionals imbued with the social work strengths perspective and able to apply knowledge of diversity and difference in practices.
- Social workers prepared to apply theory and knowledge of biological, psychological, sociological and spiritual views of person and environment interaction.
- Leaders dedicated to service and prepared with an understanding of the value base of the social work profession and its ethical standards and principles.

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

1. BIOL 109L and one BIOL 100-level lecture course;
2. MATH 125;
3. PSYC 201;
4. SOCL 201, 205 or ANTH 203;
5. SOCL 316, 392;
6. SOWK 201, 210, 211, 301, 301L, 302, 366, 393W, 401, 402, 403 and 498.
7. Because courses are sequential, students are required to meet regularly with a social work faculty adviser.

Entrance to the Social Work Major

In addition to admission as a classified student at CNU and formal declaration of social work as a major, students must apply for “entered status” as a CNU baccalaureate social work major. Requirements for entrance to the social work major include:

- Completion of at least 30 hours of academic work, showing progress toward meeting CNU’s liberal learning core requirements;
- Successful completion (a grade of *C* or better) of SOWK 201 or acceptable equivalent, 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 2.75 in all social work courses; and
- One reference letter from a professor outside Social Work, a written application, an admission statement, and possibly a personal and/or panel interview.

For further information on these requirements, the social work major furnishes information and application to interested students through the department website. Entrance to the major consists of the following parts:

- **Application.** Applications for entrance to the social work major are accepted from students who are currently enrolled at the University, have at least 30 hours of academic work, and have completed or are currently enrolled in Introduction to Social Work (SOWK 201). Transfer students who meet these requirements and who transfer a course evaluated by the Social Work Major Director as equivalent to SOWK 201 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 two weeks of the interview. The following dispositions are possible: **Full Entrance**, **Probationary Entrance** (spells out requirements for full acceptance), and **Denial**.

Students who have been granted probationary entrance or who have been denied may appeal such decisions through the appeals channels as outlined in the *Social Work Program Student Handbook*.

For continuance in the Social Work Major

A student must demonstrate readiness to enter and continue in the professional or upper level courses in the social work program of study. This requires:

1. Academic achievement (maintenance of overall GPA of 2.5 and GPA of 2.75 in social work courses);
2. Personal and professional behavior consistent with the 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 (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 Application Requirements:

1. Senior status;
2. Successful completion (grade of *C* or better) of SOWK 301 and 301L, with favorable evaluation of skill performance in 301L;
3. Overall GPA of 2.5 and GPA of 2.75 in social work courses; and
4. Completed and approved application for entrance to Field Instruction I (SOWK 401).

An application for Field must be filed with the Field Instruction Coordinator in the spring semester directly preceding fall placement by the last day to withdraw from classes without grade penalty.

Important Note: All of the foregoing may be appealed by students through the appeals channels outlined in the Social Work Program Student Handbook.

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, archaeology.

ANTH 203. Cultural Anthropology (3-3-0) AIGM

Fall and Spring.

An anthropological and comparative study of humans and the cultures they have created. The focus of the course is the study of pre-industrial and non-Western societies, including social and political organization, religion, economics, mythology and traditions, and intellectual and artistic life.

ANTH 295. Special Topics (3-3-0)

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

ANTH 309. The Refugee Experience (3-3-0) AIGM [Same as SOCL 309]

Prerequisite: any SOCL or ANTH 200 level course with a minimum grade of C-.

This course examines what people go through when they are forced to flee their homelands under duress, and the obstacles/opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the refugee experience, looking at the history of immigration to the U.S. and linking the current refugee crisis to global economics and politics. Given the unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

ANTH 310. Fear and Magic (3-3-0)

Prerequisite: ANTH 203.

This course investigates what various cultures consider frightening, and the magical means they use to overcome those fears. Using an anthropological approach to religion and magic, the course examines how magical beliefs and practices are embedded and enacted within specific cultural contexts, including our own.

ANTH 325. Food and Culture (3-3-0) AIGM
[Same as SOCL 325]

Prerequisite: any SOCL or ANTH 200 level course.

This course is designed to develop an appreciation for the role of food in culture. The course will survey how food has been a central pawn in the political strategies of states and households; marks social differences, boundaries, and bonds, and how eating is an endless enactment of gender, family, and community relationships. Exploring cultural similarity and difference through food will provide course participants with a concrete and accessible yet powerful example of the cultural construction of reality, the ecological bases behind that construction, and their own participation in that process.

ANTH 330. Language and Culture (3-3-0) AIGM
[Same as SOCL 330]

Prerequisite: ENGL 223 and either SOCL 201 or 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 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 faculty teaching it, but will provide a focused look at a particular culture, be that a regional culture (as in Polynesian culture), a singular culture (the Ainu of Japan), or a culture defined by diasporas and migration (examples: The Roma in Europe; Chinatowns, 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 credits when the topic is different.**

ANTH 377. Women, Gender, and Culture (3-3-0) AIGM
[Same as SOCL 377]

Prerequisite: any SOCL or ANTH 200 level course.

This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

ANTH 388. Field Research in Anthropology and Geography (3-2-2)

Prerequisite: ANTH 203 or GEOG 201 or 202.

Spring.

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)

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

ANTH 491. Practicum in Anthropology (3-0-8)
[Same as SOCL 491]

Prerequisite: SOCL 392.

Fall and Spring.

The practicum in anthropology consists of 150 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. Practicum must be approved by the department before registering.

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

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

THE CURRICULUM IN GEOGRAPHY

GEOG 195. Special Topics (3-3-0)

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

GEOG 201. Introduction to Geography I (3-3-0)

This course begins with a broad overview of certain physical aspects of geography (world landforms, climates, and ecosystems) and of map and globe skills. The course then moves to an examination of the developed regions of the world (Europe, North America, Russia, the newly independent states of the former Soviet Union, and Japan) as well as Latin America. Attention will be given to customs of the people, urban and rural patterns of settlement, regional economic activities, and political units. Throughout the course relationships between people and their environment will be stressed. A variety of visual aids will be used. Recommended for teacher education students.

GEOG 202. Introduction to Geography II (3-3-0)

Continuation of Geography 201, with emphasis on certain underdeveloped regions of the world (Africa, the Middle East, and Asia). Special exercises in summarizing and presenting geographic information. Recommended for teacher education students.

GEOG 295. Special Topics (3-3-0)

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

GEOG 308. The Urbanizing World (3-3-0)

Prerequisite: SOCL 201 or any 200-level GEOG 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.

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

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

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

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

THE CURRICULUM IN SOCIOLOGY

SOCL 195. Special Topics (3-3-0)

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

SOCL 201. Globalization and Society (3-3-0) AIGM

Fall and Spring.

This course addresses globalization in the 21st century and its implications for the U.S. and the world. The course will devote considerable attention to the inequalities and tensions created by this form of globalization, to the critiques developed by non-Western thinkers, and to the experiences of specific developing and undeveloped nations through case studies. The course provides a macro-sociological perspective on the intersections between culture, polity and market in the present global system of societies.

SOCL 205. Identity, Community, and the Individual (3-3-0)

Fall and Spring.

This course will apply the perspectives, theories, and methodologies of sociology to the processes by which an individual becomes and remains a member of society. The focus will be on culture and socialization, the presentation of self in everyday life, mechanisms of social control, and the impact of inequalities of class, race, and gender. The course will include a cross-national, comparative perspective. Students will become more aware of how their views, values and opinions are shaped by the larger society and the social forces that constrain their actions and reinforce their social identities.

SOCL 215. Media & Crime (3-3-0)

Fall.

This course provides an introduction to the entertainment and news media's portrayal of crime, criminals and the criminal justice system. In the course we will compare the media's images to the reality of crime in American society. We will examine the media's depiction of crime in terms of race, class and gender. In addition, we will explore the effects of the media's construction of crime such as the misperception of crime fighting careers, adding to the culture of fear and the development of criminal justice policies.

SOCL 295. Special Topics (3-3-0)

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

SOCL 301. WI: Sociological Theory (3-3-0)

Prerequisite: ENGL 223; Any two 200-level SOCL or ANTH courses, and junior standing.

Fall and Spring.

The history, development, and current status of sociology. A consideration of major theorists and perspectives. Partially satisfies the writing intensive requirement.

SOCL 303. The Family in Transition (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

The application of sociological theory and research to U.S. marriage and family issues from a social change perspective. Emphasis is placed on changing gender roles and diversity in families. Variations in norms by social class, race, ethnicity, and family structure are presented.

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

Prerequisite: any 200-level SOCL or ANTH course.

Emphasis will be on the generic process by which individuals become members of society. Consideration of the impact of family, sex, race, and socioeconomic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group, and media.

SOCL 306. Social Psychology (3-3-0)

[Same as PSYC 304]

Prerequisite: 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 309. The Refugee Experience (3-3-0) AIGM [Same as ANTH 309]

Prerequisite: any 200-level SOCL or ANTH course with a grade of C- or higher.

This course examines what people go through when they are forced to flee their homelands under duress, and the obstacles/opportunities awaiting them in new countries. How do natives of the host country react? How do newcomers navigate the social terrain of our country? We will take the long view of the refugee experience, looking at the history of immigration to the U.S. and linking the current refugee crisis to global economics and politics. Given the unique cultural background of each refugee population, how do new arrivals to our society adapt their traditions to ours?

SOCL 313. Sociology of Religion (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

A sociological analysis of religion as a social institution with emphasis on the interrelationship between religion, society and the individual. Topics covered include theoretical perspectives, empirical measurements of religiosity, and trends in secularization and religious pluralism.

SOCL 314. Education, Culture and Society (3-3-0)

Prerequisite: junior standing or consent of department.

Fall and Spring.

This course examines underlying ideologies as expressed in educational theory and practice and the role of education in modern social, economic and political life. A participatory forum for discussion of a variety of perspectives and issues will provide a basis for students to explore the purpose and future of education in a free and democratic society.

SOCL 314L. Education, Culture and Society Lab (1-1-2)

Pre or corequisite: SOCL 314 and junior standing.

Fall and Spring.

This course is intended primarily for students who plan to apply to the MAT 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)

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. Racial and Ethnic Relations (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

A comprehensive analysis of a variety of minority groups including Native Americans, women, Hispanic and Asian minorities, European immigrants, and Black Americans. The course will concentrate on the problems of prejudice and discrimination, integration and conflict, and trends of change.

SOCL 318. Social Problems (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

A survey of social problems affecting contemporary societies, such as technological displacement, population growth, environmental abuse, work and alienation, economic and political inequality.

SOCL 319. Deviant Behavior (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

Spring.

An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the social construction of deviance, and the effects of societal responses to deviance. Various forms of deviance will be analyzed, including eating disorders, sexual deviance, and elite deviance.

SOCL 320. Sociology of Media and Popular Culture (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

The class takes a critical approach to the production and consumption of the mass media, with a focus on both the economics and politics of the media industry in the United States. We examine the influence of media messages in terms of socialization, identity, norms, rituals, stereotypes, deviance, crime and violence. This course also addresses the growth of new media technologies, current dilemmas facing media policy makers and the impact of the media on globalization. Finally, we examine how relations of race, social class and gender are intricately tied to cultural production and consumption in society.

SOCL 321. Criminology (3-3-0)

Prerequisite: any 200-level SOCL or ANTH course.

Fall and Spring.

A sociological analysis of the nature and extent of crime as revealed by official statistics, victimization surveys, and self-reported crime. Emphasis will be on sociological theories of crime; characteristic patterns of crime; psychological, biological and economic factors in criminal behavior; crime and social change; and the relationship between social policies and criminal behavior.

SOCL 325. Food and Culture (3-3-0) AIGM [Same as ANTH 325]

Prerequisite: any 200-level SOCL or ANTH course.

This course is designed to develop an appreciation for the role of food in culture. The course will survey how food has been a central pawn in the political strategies of states and households; marks social differences, boundaries, and bonds, and how eating is an endless enactment of gender, family and community relationships. Exploring cultural similarity and difference through food will provide course participants with a concrete and accessible yet powerful example of the cultural construction of reality, the ecological bases behind that construction and their own participation in that process.

SOCL 329. Social Movements and Social Change (3-3-0)

Prerequisites: Any two 200-level SOCL or ANTH courses.

This course explores the topic of social movements in historical and comparative perspective. We will cover a variety of social movements related to causes such as ethnicity/race, gender, sexuality, labor, environmentalism, nationalism, social justice and civil rights. The over-arching goal of the course will be to reveal the ways in which social movements work to both produce and resist social change. Some of the main questions addressed in the course will be: Why do people join social movements? How do movements gain/lose momentum? What is the relationship between social movements and democracy? And, under what conditions do social movements 'succeed'?

SOCL 330. Language and Culture (3-3-0) AIGM [same as ANTH 330]

Prerequisite: ENGL 223 and either SOCL 201 or 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 377. Women, Gender, and Culture (3-3-0) AIGM [Same as ANTH 377]

Prerequisite: any 200-level SOCL or ANTH course.

This course introduces the sociocultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's experiences. Recurrent themes in women's studies, women's movements and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOCL 392. Statistics for Social Research (3-3-0)

Prerequisite: MATH 125, any 200-level SOCL or ANTH course, and sophomore standing.

Fall and Spring.

Data-analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

SOCL 395. Special Topics (Credits vary 1-3)

Prerequisite: any 200-level SOCL or ANTH course.

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

SOCL 480. WI: Research Methods and Design (3-3-0)

Prerequisite: ENGL 223; any 200-level SOCL or ANTH course, SOCL 392 and SOCL 301W with a C- or higher.

Fall and Spring.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques and sampling. Partially satisfies the writing intensive requirement.

SOCL 491. Practicum in Sociology (3-0-8)**[Same as ANTH 491]***Prerequisite: SOCL 301W and 392.**Fall and Spring.*

The practicum in sociology consists of 150 hours in an approved community setting. Its purpose is to give the student the opportunity to correlate theory with practice. Written work will include a log and a final paper synthesizing the student's experience. Practicum must be approved by the department before the student registers.

SOCL 492. Readings in Sociology (Credits vary 1-3)*Prerequisite: consent of instructor.**Fall and Spring.*

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

SOCL 495. Special Topics (3-3-0)*Prerequisite: nine credits in sociology, junior or senior status or consent of instructor.*

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

SOCL 499. Independent Research or Research Internship (3-0-8)*Prerequisite: SOCL 301W, 392, senior standing, a 3.00 GPA (both overall and in the major), consent of instructor and department chair.**Fall and Spring.*

Independent research allows the student to do a research project on a chosen subject under the direction of a staff member. The research topic must be decided upon and permission of department secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Final paper will be presented orally to the department.

THE CURRICULUM IN SOCIAL WORK**SOWK 195. Special Topics (3-3-0)**

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

SOWK 200. Volunteer Services (3-2-3)

A study of volunteerism in the United States including techniques and information for effective helping as a volunteer, introduction to the community network of services, and frameworks for evaluating the quality of the volunteer experience. Includes a segment of volunteer experience that occurs independently of class hours.

SOWK 201. Introduction to Social Work and Social Welfare (3-3-0)

Introduces and examines the social work profession and the social welfare settings in which it is practiced. Includes the historical development, central concepts and institutional nature of social welfare as well as the origins, history, values and practices of social work as a profession. This course includes a service-learning component.

SOWK 210. Human Behavior and the Social Environment I (3-3-0)*Prerequisite: PSYC 201 or SOCL 201 or SOCL 205 or ANTH 203.**Fall.*

This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development in pregnancy and infancy and older adulthood with attention to how individuals, families, organizations and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

SOWK 211. Human Behavior and the Social Environment II (3-3-0)*Prerequisite: SOWK 210 with a grade of C- or higher.*

This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development from early childhood through middle adulthood with attention to how individuals, families, organizations and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

SOWK 295. Special Topics (3-3-0)

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

SOWK 301. Social Work Practice I (3-3-0)

Prerequisite: entrance as a social work major.

Corequisite: SOWK 301L.

Fall.

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.

Fall.

An 80 to 120 clock-hour laboratory which experientially reinforces the content of SOWK 301. Includes off-campus observation of social agencies, use of video equipment, role-playing exercises, various methods of practicing culturally sensitive generalist social work and some limited experience in a community social service setting.

SOWK 302. Social Work Practice II (3-3-0)

Prerequisites: grade of C- or higher in SOWK 301 and 301L.

Spring.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Work with groups and families is stressed as well as integration of concurrent field experience.

SOWK 366. Social Policy Analysis (3-3-0) [Formerly SOWK 368W, not equivalent]

Prerequisites: SOCL 201.

Spring.

Introduces a framework for the analysis of social policies and services. Focuses upon the variables that shape human service delivery systems. Application of analytical skills to a social policy is a required component of the course. Includes a service-learning project that is designed to develop political advocacy and lobby skills.

SOWK 374. Addiction Prevention, Treatment and Recovery (3-3-0)

Prerequisites: SOWK 201, 210.

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 383. International Human Rights-Study Abroad (3-2-3)

Prerequisite: junior standing or permission of instructor.

This course will be offered in location abroad during the summer session. It will focus on the global issue of human rights with an emphasis on the country of location. Over the course of three weeks the students will be immersed in the culture of the host country, including lectures on the culture, the history of its human rights challenges and visits to agencies whose mission is to advance human rights. A week of language classes will be provided to facilitate interaction while in the country. Departmental application and Office of International Programs paperwork required. A service-learning experience will be included.

SOWK 393. WI: Methods of Social Work Research (3-3-0)

Prerequisites: ENGL 223 and any 200 level SOCL course.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling. Partially satisfies the writing intensive requirement.

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

Prerequisite: Junior standing or consent of instructor.

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.

Fall.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly. Social work majors must earn a grade of C- or higher.

SOWK 402. Field Instruction II (6-2-16)

Prerequisite: SOWK 401. Corequisite: SOWK 498.

Spring.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly. Social work majors must earn a grade of C- or higher.

SOWK 403. Social Work Practice III (3-3-0)

Prerequisite: SOWK 302 with a grade of C- or higher.

Corequisite: SOWK 401.

Continues development of knowledge, skills, and values for beginning generalist social work practice. Macro level generalist practice with organizations and communities is stressed. Includes a service-learning component to integrate experience working with an actual community agency or project.

**SOWK 492. Readings in Social Work
(credits vary 1-3)**

Prerequisites: twelve credits in sociology or social work, senior standing, a 2.75 GPA (both overall and in the major), and consent of department.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

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

Prerequisite: nine credits in social work, senior standing and consent of instructor.

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

SOWK 498. Senior Seminar in Social Work (3-3-0)

Prerequisite: SOWK 401 and 403.

Corequisite: SOWK 402.

Spring.

This course provides a capstone experience in seminar format aimed at comprehensive achievement of the social work program objectives. Faculty members serve as consultants and mentors as students integrate research and practice-based learning with theories for practice. Students demonstrate their ability to assess a client system; to propose a policy change and evaluation method; to analyze an ethical issue; to assess their cultural competence; to review the qualities of leadership in social work; and to demonstrate effective use of the professional change process.

SOWK 499. Independent Research or Research Internship (3-3-0)

Prerequisite: SOCL 392, SOWK 393, senior standing, a 3.00 GPA (both overall and in the major), consent of instructor and Department Chair.

Independent research allows the student to do a research project on a chosen subject under the direction of a faculty member. The research topic must be decided upon and permission of faculty member and Social Work Director secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Final paper will be presented orally to the department.

OFFICE OF TEACHER PREPARATION

Dr. Marsha M. Sprague, Director
McMurrin Hall 253
(757) 594-7388
msprague@cnu.edu

Mission

The mission of the CNU Master of Arts in Teaching (M.A.T.) Program is to prepare highly qualified teachers who are licensed to teach in the Commonwealth of Virginia and in reciprocal states throughout the United States.

Five-Year Teacher Preparation Programs

CNU has teacher preparation programs leading to a B.A. (Bachelor of Arts), B.S. (Bachelor of Science) or B.M. (Bachelor of Music) and an M.A.T. (Master of Arts in Teaching). These programs qualify students for a license to teach elementary or secondary school in the state of Virginia. Application to these programs is made during the second semester of the junior year. Because course sequencing is critical to success, interested students should talk to an adviser about the Five-Year M.A.T. early in their program. The Five-Year M.A.T. will require that students take two or more graduate level courses in their senior year. Students who wish to pursue teacher preparation should consult the teacher preparation sections in the individual department (listed below) and the CNU Graduate Catalog for a description of the Master of Arts in Teaching Program.

Areas of Teaching and Required Degrees

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 choral music education concentration or instrumental education concentration.
- **Spanish** requires a B.A. in foreign languages and literatures with a Spanish major.
- **Visual Arts** requires a B.A. in fine and performing arts with a studio art concentration.

Grades 6-12 Track

- **Biology** requires a B.S. in biology, any concentration.
- **Chemistry** requires a B.S. in chemistry
- **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 an applied physics major.

See individual departments for specific requirements.

DEPARTMENT OF THEATER AND DANCE

Professor Gregg T. Lloyd, Chair
Ferguson Hall A140
(757) 594-7475
glloyd@cnu.edu

Faculty

Associate Professor: Gillman, Hillow, Jaremski,
 G. Lloyd, Sweet
Assistant Professor: Godwin, Iorio, Mazzocca
Lecturer: D. Marshall, L. Lloyd
Emeritus: Wood

Mission Statement

- To **OFFER** our students the means to become a liberally educated person of the theater;
- To **PROVIDE** an intellectually and artistically stimulating environment in which to study the art of theater within a liberal arts context;
- To **PRACTICE** the art of theater by actively engaging in a search for vital connections between theater's role in the past and present, and its future purpose in the world;
- To **PREPARE** our students for success at the finest graduate schools and the world of professional theater;
- To **BROADEN** our students' understanding of society and culture by exploring personal expression through a variety of theatrical disciplines;
- To **ENRICH** our students awareness and appreciation for the art of theater as central to the liberal arts
- To **SERVE** as a major artistic and cultural resource for Christopher Newport University and the greater Hampton Roads community

For more than twenty-five centuries the art of theater has illuminated human feeling and behavior. A self-rewarding humanist discipline, the study of theater stimulates self-knowledge, intensifies social awareness, encourages interdisciplinary collaboration and holds a vital place in liberal arts education. The Department of Theater and Dance offers a Bachelor of Arts degree in fine and performing arts with a major in theater, a minor in theater as well as a minor in dance.

A theater education at CNU combines hands-on experience in all aspects of stagecraft—acting, directing, playwriting, music-theater/dance, design/technical theater, stage management and theater management with a critical appreciation of dramatic literature. A rigorous yet flexible curriculum balances classroom study with practical production application. Our production season includes four ambitious mainstage offerings and between five and eight

second-stage and experimental productions.

The Department of Theater and Dance, which produces under the banner TheaterCNU, *practices professionalism*. Through small classes, attentive advising and active collaboration, the faculty of professional theater artists, scholars and practitioners mentor the artistic development and academic progress of each student. The Department of Theater and Dance prepares its graduates for a variety of professional opportunities, graduate study and/or careers in theater education.

The Department of Theater and Dance is housed in CNU's new Ferguson Center for the Arts: a state-of-the-art performance and teaching facility housing two theaters of 440 and 125 seats, along with scenic and costume shops, design labs, dance and rehearsal studios, classrooms and theater library.

The Department of Theater and Dance is accredited by the National Association of Schools of Theatre (NAST) and holds students to high artistic standards, collaborative conduct and scholastic achievement. The program requires incentive and commitment—in the classroom, the rehearsal hall, backstage and in performance. The program expects all students to embrace appropriate discipline and professional conduct. These expectations, policies and practices are clearly articulated in the *TheaterCNU Handbook*. The *Handbook* is updated each year and is used in conjunction with this catalog when framing a student's course of study in theater. The Department of Theater and Dance offers various levels of artistic skill-based classes. Students frequently find it valuable and desirable to take some of these upper-level classes a second time in order to enhance skill in a particular area (i.e., design, acting, dance, etc.). The Department offers students the opportunity to re-take many of these upper-level skill classes for additional credit. The expectations, assessment procedures, and grading of these classes is done on a case-by-case basis and is designed to best accommodate and serve the student repeating a class. The classes currently designated as *repeatable for credit* are: THEA 130, 180, 200L, 233, 250L, 336, 351, 354, 356, 370, 380, 381, 430, 438, 452, 456, 491, 498; DANC 204, 304, 330, 430.

Students wishing to re-take any of these classes should consult their academic adviser prior to registration.

The Bachelor of Arts degree in Fine and Performing Arts Theater Major

In addition to successfully completing the liberal learning curriculum requirements, the theater major requires the following courses:

1. Degree-seeking students pursuing the major in theater must achieve a minimum grade point average of 2.50, with no grades below C- in all 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. The Department of Theater and Dance offers five concentrations, each with additional course requirements, in the following disciplines:
 - Acting
 - Arts Administration
 - Design/Technical Theater
 - Directing/Dramatic Literature
 - Music-theater/Dance
 - Theater Studies
3. Students who wish to graduate with two or more concentrations must complete a senior thesis for each concentration.

Acting Concentration

Students entering the acting concentration undergo the challenging rigors of actor training and rehearsal to expand and extend their own expressive capabilities through performance. Opportunities to perform include mainstage plays and musicals, one-act festivals in the Studio Theater, student-directed scenes/one acts, and occasional roles at regional commercial venues. Grading policy in studio courses emphasizes focused participation and meaningful progress in conjunction with inherent talent and acquired skill. Production and class critiques provide an open forum to provide feedback and acknowledge strengths and discoveries.

In addition to satisfying the liberal learning curriculum the acting concentration requires the following courses:

1. Theater Core:
 - THEA 232, 250, 252, 310, 311, 498;
 - Three Semesters of THEA 250L;
 2. THEA 233[^], 332, 334, 430[^], 432;
 3. Select one: THEA 258, 338 or 431;
 4. Twelve additional 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 courses:

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, GOVT 371W or MKTG 210;
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/tech concentration equips students to approach plays with both imagination and technical expertise – from research and conceptualization to drafting and execution. The technical theater component offers hands-on training and experience in the backstage operations of theater production and in the craft of stage management.

In addition to satisfying the liberal learning curriculum the design/technical theater concentration requires the following courses:

1. Theater Core:
 - THEA 232, 250, 252, 310, 311, 498;
 - Three Semesters of THEA 250L;
 2. THEA 150, 351, 354[^], 356[^], 452[^];
 3. 15 additional 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/professional training in directing, literature and criticism, playwriting or dramaturgy.

In addition to satisfying the liberal learning requirements the directing/dramatic literature concentration recommends: ENGL 421 and 352. The concentration requires the following courses:

1. Theater Core:
 - THEA 232, 250, 252, 310, 311, 498;
 - Three Semesters of THEA 250L;
 2. ENGL 308W;
 3. THEA 233, 336, 451;
 4. Select two: THEA 233, 346, 461W, 468W;
 5. Twelve additional hours of approved THEA or DANC electives;
 6. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Music-Theater/Dance Concentration

The music-theater/dance concentration demands the energy, discipline and dedication to pursue simultaneous studies in acting, vocal performance and dance.

In addition to satisfying the liberal learning curriculum and Theater Core requirements, the musical theater/dance concentration recommends MUSC 209-210 (Ear Training), as well as a dance minor and requires the following courses:

1. Theater Core:
 - THEA 232, 250, 252, 310, 311, 498;
 - Three Semesters of THEA 250L;
 2. Nine credit hours of either THEA 180 or 130;
 3. Successful completion of either THEA 180 or 130 Voice Jury in the freshman or sophomore year as adjudicated by the Theater faculty;
 4. THEA 233[^], 346; DANC 330[^], 430[^];
 5. Nine additional hours of approved THEA or DANC electives;
 6. Performance participation in at least three approved public performances;
 7. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Theater Studies Concentration

The theater studies concentration gives students a comprehensive experience, equally combining theoretical and practical courses. The curriculum is purposefully flexible allowing students to choose from the wide range of sub-disciplines of theater. While students will pursue their individual theatrical interests they do so within the context of a broader understanding of theater, which opens the mind to larger questions of psychology, social identity and history. Students are encouraged to augment their studies with cognate disciplines such as music, art, English, history, philosophy, religious studies, mathematics or foreign languages. The theater studies concentration prepares students for graduate study in theater criticism, history, and scholarship.

In addition to the liberal learning curriculum the theater studies concentration will require the following courses:

1. Theater Core:
 - THEA 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 261, 361W, 370 or other upper level theater literature course;
 5. Fifteen additional hours of approved THEA or DANC electives, of which there can be a maximum of six credits of performance classes, a maximum of six credits of design classes and a maximum of six credits of dance classes;
 6. Successful completion of the Theater Graduation Examination.
- ^ Repeatable for credit

Theater Graduation Examination

Successful completion of the theater program requires each student to pass a practical examination prior to graduation. See Theater Handbook for detailed descriptions and specific requirements for each concentration.

Theater Literature

The theater reading list includes important dramatic literature that provide necessary background for the aspiring artist or educator. This list in addition to the reading required for specific concentrations, serves as the basic curriculum for the Department of Theater and Dance.

- Core Curriculum Reading List
David Ball, *Backwards and Forwards*
Sophocles, *Oedipus Rex*
Euripides, *Medea*
Hrosvitha, *Dulcites*
Shakespeare, *Richard III*, *Hamlet*, *The Tempest*,
Twelfth Night
A. Behn, *The Rover*
Sheridan, *The Rivals*
Corneille, *The Cid*

Moliere, *Tartuffe*
 Ibsen, *A Doll House*
 Anton Chekhov, *The Seagull*
 Bertolt Brecht, *Galileo*
 Pirandello, *Six Characters in Search of an Author*
 Beckett, *Waiting for Godot*
 Mamet, *Oleanna*
 Williams, *A Streetcar Named Desire*
 Miller, *Death of a Salesman*
 Parks, *Topdog/Underdog*
 A. Wilson, *Fences*
 Fugard, *Master Harold and the Boys*
 Kushner, *Angels in America (Parts I & II)*
 Bernstein, Sondheim, Robbins, *West Side Story*
 Rodgers & Hammerstein, *Oklahoma!*
 Kander & Ebb, *Cabaret*

- Acting Reading List
 Shurtleff, *Audition*
 Benedetti, *The Actor at Work*
 Stanislavski, *An Actor Prepares*
 David Ball, *Actor's Checklist*
 Hagan, *Respect for Acting*
- Music-Theater / Dance Reading List
 Shurtleff, *Audition*
 Benedetti, *The Actor at Work*
- Design / Technical Theater Reading List
 J. M. Gillette, *Theatrical Design & Construction*
- Directing / Dramatic Literature Reading List
 David Ball, *Backwards and Forwards*
 William Ball, *Sense of Direction*
- Arts Administration Reading List
 William J. Burnes, *Management and the Arts*

The Minor in Theater (16 credits)

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. In addition to assuming successful completion of all liberal learning curriculum and major degree requirements, the minor program in theater requires the following courses:

1. Select one: THEA 230 or 232;
2. Select one: THEA 250 or 252;
3. Select one: THEA 200L or 250L;
4. THEA 310;
5. Three additional hours of THEA electives at the 200-level or higher;
6. Three additional hours of THEA electives at the 300-level or higher.

The Minor in Dance (15 credits)

The dance minor, offered through the Department of Theater and Dance, allows students to pursue formal dance study while completing a degree in another major area of study. The program is designed to appeal to a broad spectrum of students who may utilize the minor to complement their major studies. Potential career opportunities aligned with dance exist for students majoring in Music, Masters of Education, Theater, Communication Studies, and others. Fifteen credits are required for completion of the dance minor with six credits of the theoretical component and nine credits of the movement component. Consistent with all areas of study in the Department of Theater, students must maintain a **minimum grade point average of 2.50, with no grades below C- in all required course in the minor.** Please be advised that these standards exceed university minimums.

In addition to successful completion of the liberal learning curriculum, the minor program in dance requires the following courses:

1. Two ballet courses: DANC 204[^], 304[^] (DANC 204 may be repeated if competency is not achieved);
 2. Select two courses (3 credits): DANC 205, 206, 330[^], or 360;
 3. One theoretical (3 credit) course: DANCE 240, 260, or 340.
- [^] 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 credits.

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

Fall, Spring.

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.

**DANC 240. Dance Composition (3-3-0)
[Formerly THEA 249, equivalent]**

Alternate years.

The purpose of this bi-modal course is to explore the rhythmic, melodic and harmonic systems of music and to examine the basic concepts of music and dance theory and composition. Students will investigate the relationship between music and dance and examine differing ways in which each discipline can work independently of, yet complement, the other. May require attendance of productions outside of scheduled class times.

DANC 260. African Dance in the Diaspora (3-3-0) AIGM
Fall.

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 required. **This course can be repeated twice for a total of nine credits.** 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.

Alternate years.

In this course students explore the basic dance vocabularies traditionally found in musical theater. A practical and rigorous physical course, students will be introduced to a variety of dance styles including (but not limited to), Jazz, Tap and Ballet. Students will be in the studio and dancing each class. Previous dance class helpful but not necessary. **This course is repeatable twice for a total of nine credits.** May require attendance of productions outside of scheduled class times.

DANC 340. Dance History and Contemporary Perspectives (3-3-0) [Formerly THEA 349, equivalent]

By exploring the works of the traditional and contemporary repertoires, this course will examine the historical importance of dance in various cultures. From religious ritual to social outlet to communication medium to marketing tool, dance has embodied a variety of purposes and functions through the ages. Concentrating primarily on western European dance traditions, the course will study the impact of ritual, liturgical and social dance traditions and how these traditions have influenced our contemporary dance society and set the expectations for the directions that dance is following today. 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.

DANC 395. Special Topics in Dance (3-3-0)

Prerequisite: consent of instructor

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

DANC430. Advanced Dance Styles/Musical Theater (3-3-0) [Formerly THEA 444, equivalent]

Prerequisite: THEA 344 or DANC 330 or consent of instructor.

Alternate years.

For students advancing on the musical theater/dance concentration, this rigorous dance class will focus on the variety of jazz dance styles typical of the American musical theater. Through choreographed exercises and projects, students experience how theatrical dances enhance story, character, mood and period. **This course is repeatable twice for a total of nine credits.** May require attendance of productions outside of scheduled class times.

DANC495. Special Topics in Dance (3-3-0)

Prerequisite: consent of instructor.

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

DANC499. Independent Study in Dance (3-3-0)

Prerequisite are determined by and with the consent of the 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, 230, 232, 233, 332, 334, 338, 430, 431, 432, 438.

THEA 130. Private Voice (Credits vary 1-2)

Prerequisite: Theater major or minor; consent of instructor and Chair of Theater.

Fall, Spring.

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 and who have successfully completed THEA 180/ Vocal Preparation. 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 or not the student may continue private voice. **These individualized lessons may be repeated for a maximum of seven credits.** An applied fee is charged each semester (see fees and financial information).

THEA 150. Drawing and Drafting for the Stage (3-3-0) AICE

Drawing is a fundamental communication skill that lies at the heart of the theatrical design process. Conceiving of an idea and communicating it visually are cornerstone abilities for all designers of costumes, scenery, lighting and props. Drawing for the stage will develop in every student the ability to draw, regardless of initial skill level, and it will deepen the student's sense of fluency in this visual language. Sketching, figure drawing, perspective drawing and drafting will be emphasized. This class is open to freshman and will satisfy the FNAR 218 requirement for theater majors with a design/tech emphasis. Lab fees apply each term.

THEA 180. Vocal Preparation (3-3-0)

The purpose of this course is to introduce those who are interested in pursuing a Musical Theater track to fundamentals as they apply to singing, music reading, music preparation and performance. This course is a prerequisite and entrance evaluation for students who desire to continue on to private voice study and full acceptance into the musical theater track of a theater degree. **This course is repeatable once for a total of six credits.**

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.

Fall, Spring.

Arts Administration Practicum (1-0-1) Fall, Spring. 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 credits.**

THEA 210. The Dramatic Impulse (3-3-0) AICE*Restricted to non theater majors.**Fall, Spring.*

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 theatre. This course may require attendance of TheaterCNU productions. This class is intended for non-majors.

THEA 230. Practical Acting: From Broadway to Boardroom (3-3-0) AICE

Acting is not pretending. Acting is living truthfully under artificial circumstances. It is playing different roles as defined by differing situations and relationships. It is, in short, an everyday activity. Learning to move and speak, analyze and create, and understand the motivations of others, are skills valuable off stage as well as on. This course endeavors not only to give the student a greater understanding of the actor's art, but a grasp on how the actor's skills may be applied to everything from the boardroom to the classroom, from a job interview to psychological role-playing. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 232. Acting I (3-3-0)*Prerequisite: Declared theater major.*

For Theater majors. The art of acting tunes the body and opens the voice, sharpens awareness and inspires generosity. Through safe play and rigorous exercise, this introduction to acting explores ensemble viewpoints and soundwork, being present, developing a personal warm-up, making and accepting offers through improvisation, and various approaches to handling text. For majors only, this course emphasizes participation and progress in conjunction with performance expectations. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 233. Acting II (3-3-0)*Prerequisite: THEA 232 with a grade of B- or higher.*

The next step in the first year acting sequence, emerging actors explore the basic operations of the actor's craft in relation to realistic texts: playing an action with clarity, conviction and responding truthfully under imaginary circumstances. **This course is repeatable twice for a total of nine credit.** 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.**Fall, Spring.*

The student will study important visionary theater designers, artists and theorists, and how their visions made/make significant impression on the art of theater/performance. Through practical experience, connections are made between written/drawn artistic concepts and realized images. Students learn to interpret the artistic expectations of the designer as they engineer scenery. Fundamentals of scenery construction, stage lighting and production techniques in the contemporary theater are practiced. By the completion of this class, the student has participated in Theater Department production assignments and has also completed several significant personal projects including participation in the design process which is central to the art of theater. Class includes a competency checklist. Lab fees apply each term.

THEA 250L. Backstage Practicum (1-0-3)*Pre or Corequisite: THEA 250 or 252.**Fall, Spring.*

Laboratory experience to accompany THEA 250 and to provide students with practical understanding, appreciation and hands on training in all areas of theatrical production. This hands-on experience also gives students the opportunity to assume a variety of essential artistic and administrative responsibilities directly tied to practical theatrical production. Assignment and assessment is managed by the CNU Technical Director in consultation with the Director of Theater. **This course is repeatable seven times for a maximum of eight credits.**

THEA 252. Costume Design and Technology (3-2-3)*Fall, Spring.*

This course introduces the student to basic costume construction techniques. Students learn principles of patterning, sewing, fabrics and fabric treatments. Required lab hours provide hands-on experience with construction techniques and many other aspects of the working costume design/construction studio. By the completion of this class, the student has participated in Theater Department production assignments and has also completed several significant personal projects including participation in the creative processes of costume design which is central to the art of theater. 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 will learn about color mixing, watercolor, colored pencil, pen and ink and various other artist's mediums. Using these tools students will create a variety of different textures and drawings that can be added to their artistic portfolios. This class will also cover types of paper and some experimental techniques for special effects.

THEA 257. Stage Mechanics: Rigging and Metal Work (3-3-0)

Prerequisite: THEA 250 with a C- or better.

The term mechanic relates to work or skill. Ergo, stage mechanics is any work or skill applied to theater. This session will concentrate on the mechanics of rigging and metal working. Rigging topics include studies or rope, wire rope, rigging systems mechanical advantage, trusses, and load bearing structural force. Metal work topics include theoretical concepts, layout and fabrication, welding, cutting, grinding and problem solving. Throughout this class safety and environmental awareness will be emphasized. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 258. Makeup for the Theater (3-3-0)

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)

Prerequisite: THEA 232.

Fall.

An essential element of the actor's education, this studio course provides concentrated training in vocal production for the stage. Combining exercises in relaxation, breathing and projection with flexible approaches to speech and text, students develop techniques to break down acquired habits, neutralize regional inflections, and liberate the natural voice as an expressive instrument of range, power and emotional truth.

THEA 334. The Actor's Body (3-3-0)

Prerequisite: THEA 232.

Fall.

This studio course will introduce actors in training to the physical language of expressive stage movement. Through structured exercises and non-verbal improvisation, students will develop heightened awareness of their bodies as flexible instruments of theatrical focus, gesture and characterization.

THEA 336. Fundamentals of Play Directing (3-1-4)

Prerequisites: THEA 232 and sophomore status.

Spring.

In this practical introduction to the craft and complexity of stage directing, students will investigate the empty stage space, learn to manipulate elements of composition and blocking, and explore the basic vocabulary of storytelling in the theater – focusing on the clarity and impact of stage pictures. Students keep a journal of their directorial notes and progress. **This course is repeatable twice for a total of nine credits.**

THEA 338. Introduction to Stage Combat (3-2-2)

Prerequisite: THEA 233.

Stage combat is the art of creating the illusion of violence on stage, or, to quote Bruce Lee from *Enter the Dragon*, "Fighting without fighting". As with the study of martial arts, the study of stage combat must begin with empty-hand, or unarmed, combat to master the use of our own bodies before moving on to the use of weapons. This class explores the governing concepts and principles of safety and dramatic effect applicable to all combat styles, armed and unarmed, through instruction in a myriad of unarmed techniques. These techniques include falls, rolls, punches, kicks, grabs, blocks and avoidances. Yet in the end, staged violence must support the greater needs of story and character, thus great emphasis is placed on *acting the fight*. *Please note, this class is physically demanding and requires appropriate athletic attire.*

THEA 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.

Spring.

Tech Theater II is an intensive class offered for the dedicated student of Theater. The course format combines studio/practicum with integrated lecture. The necessary construction and scenic studio time will be scheduled individually in order to fabricate the required assignments. This course requires students to further develop the skills and techniques addressed in THEA 250. This includes (but is not limited to), welding, drafting and fundamentals of Technical Direction (planning, estimating, time management, etc). Students will be given greater latitude and greater responsibility as they improve technical competency and learn the use of more exotic tools and practices. May require attendance of TheaterCNU productions outside of scheduled class times. **This course is repeatable twice for a total of nine credits.**

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 will also study how the politics, religion and society affected not only the fine arts but also the clothes people would wear.

THEA 353. Scene Painting (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

Scene Painting is a studio class which examines the art and craft of painting scenery and properties for the stage. Lecture demonstrations focus on the tools, techniques and materials of the scenic artist's discipline. In addition to supporting departmental productions, assignments will include wood graining, marbling, grid transfers, architectural trompe l'oeil painting, aging, stenciling and tie dying. As is the case with many studio and art classes, students will be required to purchase their own lining brushes, sponges, charcoal, etc. May require attendance of TheaterCNU productions outside of scheduled class times. 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 will explore the collaborative design process as it evolves from script to sketch to model, and will learn to communicate through drawing, drafting, rendering and model-making. May require attendance of TheaterCNU productions outside of scheduled class times. **This course is repeatable twice for a total of nine credits.**

THEA 355. Sound Design (3-3-0)

Alternate years.

A theoretical and practical introduction to the art, craft and technology of contemporary sound design for the theater. Students learn to articulate a theatrical vision of sound based on script analysis and collaboration. Sound design software tools are utilized in arranging and manipulating the mechanics of sound. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 356. Lighting Design (3-2-2)

Prerequisite: THEA 250 or consent of instructor.

An introduction to the art, craft and technology of contemporary lighting design for the theater. Students will learn to articulate a theatrical vision of lighting based on script analysis and collaboration, and how to manipulate lighting mechanics to realize that vision on stage. Lab hours require participation in a TheaterCNU productions. May require attendance of TheaterCNU productions outside of scheduled class times. **This course is repeatable twice for a total of nine credits.**

THEA 359. Designing in CAD (3-3-0)

Prerequisite: THEA 150 with a C- or higher.

This course introduces students to the operation of a Computer Aided Drafting system and reinforces drafting and design standards. Competency will be developed in the use of straight lines, curved lines, complex curves, dimensions, tolerances and terminology associated with CAD. This course also offers introduction to 3D modeling techniques, CAD and spreadsheets specific to the Lighting Designer, as well as a discussion of advanced computer tools in all Theatrical technical areas. Lab fees apply each term.

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

Prerequisite: ENGL 223.

Since the advent of the talkies, plays of all types have been regularly adapted for presentation as film. As storytelling mediums, film and theater share many similarities but are, at heart, vastly different art forms in terms of their texts, modes of presentation, and audience sensibilities. This writing intensive (WI) course examines famous plays of all genres, classics, musicals, dramas, and comedies and uses

their transformations from stage to screen as a basis to appreciate dramatic literature and to compare both art forms. The more recent trend of transforming films into plays is also examined. May require attendance of TheaterCNU productions outside of scheduled class times. Partially satisfies the writing intensive requirement.

THEA 365. WI: Playwriting (3-3-0) AICE
[same as ENGL 365] [equivalent to THEA 468W]

Prerequisite: ENGL 223.

What makes a story a script? What makes a script stage-worthy? 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. Partially satisfies the writing intensive requirement.

THEA 368. WI: Science on the Stage (3-3-0)
[Formerly THEA 261- Not equivalent]

Prerequisite: ENGL 123.

Alternate years.

This course explores through reading, discussion and research the symbiotic relationship between the sciences and the performing arts, and specifically, what unique factors make the dramatic text and the theatre an ideal medium to tell the challenging story of scientists and scientific knowledge. As E.O. Wilson states in his 1998 book *Consilience*, "The greatest enterprise of the mind has always been and always will be the attempted linkage of the sciences and the humanities". This class will explore the cultural factors and paradigm shifts within the scientific and artistic communities that have created a flowering of contemporary dramatic works such as *Arcadia*, *Proof*, and *Copenhagen* that explore the *Scientist* and *Scientific Knowledge* as a central dramatic metaphor. Partially satisfies the writing intensive requirement.

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 school year. Based upon the specifics of the individual trip, a text, additional reading selections, and a term paper assignment will supplement the on-site activities. Class meetings prior to the trip will orient the student to the trip's academic component and trip logistics, and on-site class meetings will sharpen the critical focus of scheduled activities. Costs for travel, accommodations, activities and tuition and a schedule for payment will be published well in advance of each trip. **This course can be repeated once for a maximum of six credits.**

THEA 380. Production (credits vary 0-3)

Prerequisite: consent of instructor.

Fall and Spring.

All CNU students may perform in mainstage productions (see *Theater Handbook* for audition details). All full-time students who are cast in TheaterCNU mainstage productions must enroll in THEA 380. (Number of credits to be determined by the production director). **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 CNU students may perform in mainstage productions. Full-time students whose work on stage may be categorized as "dance" or contains a significant dance component may seek elective credit for their participation, one or two credits per show to be determined by the director. **This course is repeatable for credit, but only six credit hours may count toward graduation.**

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

Prerequisite: consent of instructor.

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

THEA 430. Acting III (3-3-0)

Prerequisite: THEA 233.

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 credits.**

THEA 431. Styles of Acting (3-3-0)

Prerequisite: THEA 233.

In this advanced actor's workshop, students will confront the necessary challenges and problems of playing particular periods and styles on the contemporary stage, from the heightened formality of classical and neoclassical tragedy and comedy to the expressionistic freedoms of avant-garde theater. May require attendance of TheaterCNU productions outside of scheduled class times.

THEA 432. The Actor's Voice II—Verse and Text (3-3-0)

Prerequisite: THEA 332.

Spring, alternate years.

For advancing students in the Performance and Music Theater concentrations, this course expands the principles and intensifies the discipline of THEA 332 including explorations into heightened language verse and poetry. This course places emphasis on vocal power and articulation as well as understanding scanning and performing Shakespeare's verse and other classical texts.

THEA 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 credits when course work 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 will learn the vocabulary, techniques and professional protocols necessary to organize and manage every aspect of theatrical production – from posting the first audition notice to calling the final light cue on closing night. Acquired skills include: organizing production meetings, developing a rehearsal schedule, maintaining a blocking script, running tech rehearsals, and collaborating with the director, designers, actors, crews and house staff.

THEA 452. Costume Design (3-3-0)*Prerequisite: THEA 252.**Alternate years.*

This course considers principles and practices of costume design for the theater – from concept to rendering. Students will study rendering techniques drawing the human body and begin building a portfolio of their work. **This course is repeatable twice for a total of nine credits.**

THEA 456. Lighting Design II (3-1-4)*Prerequisite: THEA 356.**Alternate years.*

Advanced study in lighting design, students will work to create a lighting design portfolio that includes project analyses, light plots, instrument schedules and related documents. Directed projects may also include design assignments for mainstage, studio or off-campus productions. **This course is repeatable twice for a total of nine credits.**

THEA 461. WI: The One-Act Play (3-3-0)*Prerequisites: ENGL 223; THEA 210.*

From the Greeks and Moliere to Chekhov and Mamet, the one-act play, like the short story to the novelist, has offered dramatists a powerful venue for diverse experiment and concentrated theatrical effect. Students will encounter seminal examples of short plays by Moliere, Anton Chekov, August Strindberg, Eugene O'Neill, Thornton Wilder, Tennessee Williams, Edward Abee, Samuel Beckett, Leroi Jones, Tom Stoppard, Sam Shepard and Peter Handke. May require attendance of TheaterCNU productions outside of scheduled class times. Partially satisfies the writing intensive requirement.

THEA 491. Theater Practicum (credits vary 1-3)*Prerequisite: major with junior or senior standing.*

Student-proposed practical or theoretical projects carried out in collaboration with CNU or off-campus organizations. Requires faculty approval and supervision. **This course is repeatable twice for a total of nine credits.**

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)*Prerequisite: junior or senior standing or consent of instructor.*

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

THEA 498. Thesis Project (3-0-9)*Prerequisite: junior or senior theater major.*

The Thesis Project is a capstone class required of all Theater Majors created/arranged by the student in consultation with a faculty thesis adviser. The student and faculty thesis adviser determine the calendar of meeting times and due dates. **This course is repeatable once for a total of six credits.**

THEA 499. Independent Study (credits vary 1-3)*Prerequisite: junior or senior standing, consent of instructor and Department Chair.*

An opportunity for independent study under the guidance of a faculty adviser.

U.S. NATIONAL SECURITY STUDIES

Dr. Nathan E. Busch, Director
McMurrin Hall 359E
(757) 594-8498
nbusch@cnu.edu

The Minor in U.S. National Security Studies (21 Credits)

As the United States enters the second decade of the 21st Century, it faces a multitude of new and unprecedented threats to its national security interests. From the proven and suspected weapons of mass destruction (WMD) programs in North Korea, Iran, and Syria, to the ongoing War on Terrorism, the collective threats to U.S. national security are serious and enduring.

Given this dangerous international environment, there is a pressing need both to improve our understanding of the threats facing the United States and to prepare the next generation of governmental leaders to meet the challenges facing the nation. This interdisciplinary minor brings together the courses across the curriculum that would help prepare the future diplomats, intelligence analysts, and academic scholars in the field of U.S. National Security.

The minor will accomplish these goals by exploring the rich, and often controversial, legacy of U.S. diplomatic and national security policies from its founding to the present, beginning with the principles of U.S. foreign policy rooted in the Constitution and tracing the evolution of U.S. national security through the Cold War and Post-Cold War eras. The minor will also examine the specific internal mechanisms by which national security policies are formulated, as well as the theoretical debates in international relations scholarship. 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 21 credits, chosen from the courses listed below, is needed to complete the minor.
2. Core requirements: AMST 100 and GOVT 215.
3. Select four additional classes (12 credits) from the elective courses listed below. Of these 12 credits, at least three must be from AMST, GEOG, or HIST.
4. A 202-level foreign language course (three credits).
5. Certain internships, independent studies, study abroad courses, and special topics courses may also count toward the minor as determined by the director.

THE CURRICULUM IN U.S. NATIONAL SECURITY STUDIES

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

Core

- AMST 100 Founding the American Experiment
 GOVT 215 Comparative and International Politics

Electives

- AMST 300 The American Experiment: Global Influence
 AMST 330 Treason in America
 GEOG 202 Introduction to Geography II
 GOVT 323 American Foreign Policy
 GOVT 327 International Law
 GOVT 338 Politics of Weapons Proliferation
 GOVT 340 Might and Right Among Nations
 GOVT 380 Terrorism
 GOVT 402 International Relations Theory and World Issues
 HIST 325 Cold War Politics and Culture
 HIST 336 Modern American Diplomatic History
 HIST 340 America and the Second World War
 HIST 351 American Military History
 HIST 480 The United States as a World Power

UNIVERSITY LIBERAL LEARNING CURRICULUM

Principles of Liberal Learning: Christopher Newport University involves students in a rich, multifaceted tradition of intellectual exploration grounded in the common principles of liberal learning. The program of study develops students' capacities of empowerment, knowledge and responsibility, whose key intellectual and personal attributes are enumerated below. All coursework at CNU—whether in the liberal learning core, in the major, or in elective courses or courses in a minor—seeks to introduce, reinforce, and advance student aptitude in these primary capacities.

The Essential Learning Outcomes

Beginning in school and continuing at successively higher levels across their college studies, students prepare for twenty-first century challenges by gaining:

- Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. **Focused** by engagement with big questions, both contemporary and enduring.
- Intellectual and Practical Skills, including: inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; teamwork and problem solving. **Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
- Personal and Social Responsibility, including: civic knowledge and engagement – local and global; intercultural knowledge and competence; ethical reasoning and action; foundations and skills for lifelong learning. **Anchored** through active involvement with diverse communities and real-world challenges.
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies. **Demonstrated** through the application of knowledge, skills, and responsibilities to new setting and complex problems.

UNIVERSITY LIBERAL LEARNING CURRICULUM

COLL 150. The Intentional Learner (2-2-0)

Prerequisite: academic probation status.

Spring.

The student will understand the significance of a liberal arts education, examine his/her role in and responsibility for learning, understand and apply college study skills, comprehend university policies and procedures, develop long- and short-term goals for college success, and explore career goals through preparation for academic advising, major exploration and clarification of the decision-making process. The course will also give attention to college reading and its centrality to academic achievement.

WOMEN'S AND GENDER STUDIES

Dr. Laura Puaca, Director
McMurran Hall 309
(757) 594-8879
laura.puaca@cnu.edu

The Minor Program in Women's and Gender Studies (15 credits)

The minor program in women's and gender studies brings together those courses offered by the University which focus upon questions of gender, giving students the opportunity to explore relationships among genders, through concentrated study across several diverse fields.

Program Objectives:

1. To provide students with an interdisciplinary perspective regarding issues of gender (drawing upon such fields as English, philosophy, history, anthropology, sociology, social work, psychology, government, and communications).
2. To offer a minor for students who wish to enrich their major field of study through a study of gender roles.
3. To 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 credits as listed below are required to complete the minor.
2. Courses must be from three different disciplines and must focus one-half to two-thirds of their material on women/gender issues.
3. Core requirements: IDST 255 and four additional courses (12 credits).
4. Special Topics and other courses can be used if approved by the director.

THE CURRICULUM IN WOMEN'S AND GENDER STUDIES

IDST 255. Introduction to Women's and Gender Studies (3-3-0) [formerly WGST 201, equivalent] AIGM

This interdisciplinary course places the study of women and gender at the center of the curriculum. We will interrogate how femininity and masculinity have 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 women's and men's lives. 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's & Gender Studies

Electives*

ANTH/SOCL 377 Women, Gender, and Culture
 CLST 313 Women in Ancient Greece and Rome
 COMM 330 Gender Communication
 COMM 430 Sex, Sexuality and Communication
 ENGL 320 WI: Studies in Women and Literature
 FREN 354 French Women Writers
 GOVT 382 Women and Politics
 HIST 304 U.S. Women's History
 HIST 305 History of Gender and Sexuality in the United States
 HIST 406 Gender in Premodern Europe
 HIST 489 Women and Social Movements in U.S. History
 PHIL 315 Philosophy of Gender
 PHIL 319 Philosophy of Love and Sexuality
 PSYC 320 Psychology of Gender
 PSYC 420 Human Sexuality
 RSTD 315 Women in Islam
 SOCL 303 The Family in Transition

*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.

Note: Students should access registrar.cnu.edu/ferpa/ for the latest changes to CNU directory information and updates regarding the Family Educational Rights and Privacy Act of 1974 (FERPA). The Vice Provost for Enrollment Services serves as the University's FERPA official and implements policies and procedures to facilitate compliance with this Federal Requirement.

A. Policy Intent

1. The University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.
2. The CNU student record policy is formulated to protect the privacy of student information that is maintained and yet provide access to student records for those having a legitimate educational interest in viewing such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.

B. Student Rights under FERPA:

1. Enrolled students have the right to inspect their education record within 45 days of the request for inspection and are entitled to an explanation of any information therein. "Record" refers to those files and their contents that are maintained by official units of the University. Generally, students have the right to review any official record that the University maintains on that student. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Students must submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. A University official will make arrangements for access and notify the student of the time and place where the record(s) may be inspected. If the University official to whom the request was submitted does not maintain the requested record(s), that official shall advise the student of the correct official to whom the request should be addressed.
2. Information to which the student does not have access is limited to the following:

- a. Confidential letters and recommendations placed in the student's files before January 1, 1975, and those letters for which student has signed a waiver of his or her right of access. Letters of recommendation are removed from the Admissions files before the files are forwarded to the Office of the Registrar.
 - b. Parents' confidential financial statements.
 - c. Personal files and records of members of faculty or administrative personnel, which are in sole possession of the maker thereof.
 - d. Education records, which contain information about more than one student; in such cases, CNU will allow the inquiring student access to the part of the record, which pertains only to the inquiring student.
 - e. Records of the Admissions Office concerning students admitted but not yet enrolled at the University.
 - f. Medical/psychological records used in connection with treatment of the student. A physician or psychologist of the student's choice may view such records;
 - g. University Police Department records, when utilized for internal purposes by this office in its official capacities.
3. Documents submitted to the University by or for the student will not be returned to the student. Normally, academic records received from other institutions will not be sent to third parties external to the University, nor will copies of such documents be given to the student. The student should request such records from the originating institution.
 4. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, he/she should write the University official responsible for the record, clearly identify the part of the record he/she wants changed, and specify the information he/she feels is inaccurate or misleading. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested of the Vice Provost for Enrollment Services and University Registrar.
 5. Students have the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent (see C.3. below).

6. Students have the right to file a complaint with the US Department of Education concerning alleged failures by CNU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

C. Access to Student Records by Others:

1. Disclosure of General Directory Information: Certain information may be released by the University without prior consent of the student if considered appropriate by designated school officials. Such information is defined as the following:
 - a. Student's name, address, telephone number (permanent and local)
 - b. CNU email address
 - c. Date of birth
 - d. Dates of attendance at the University, field of concentration, degrees, honors and awards
 - e. Enrollment status – full-time or part-time
 - f. Height and weight of members of athletic teams
 - g. Participation in officially recognized activities
2. Directory information will not be released for commercial purposes by administrative offices of the University under any circumstances. Students may request that directory information not be released by written request to the Office of the Registrar. All other student information will be released only upon written request of the student, excepting those instances cited below. A student's written consent is not required in a health, safety or emergency situation.
3. Disclosure to members of the University community:
 - a. "School Official" is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including university law enforcement personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); or a person serving on the Board of Visitors.
 - b. A school official must have a legitimate educational interest in order to review an education record. A legitimate educational interest is the demonstrated 'need to know' and is further defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official University business and not for purposes extraneous to the official area of responsibility or the University; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of University employment. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- c. Information requested by student organizations of any kind will be provided only when authorized by the Dean of Students.
- 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.

BOARD OF VISITORS

Preston M. White, Jr., **Rector**
Virginia Beach, Virginia
Term Expires 6/30/17

N. Scott Millar, **Vice Rector**
Newport News, Virginia
Term Expires 6/30/15

Vicki Siokis Freeman, **Secretary**
Newport News, Virginia
Term Expires 6/30/18

Gary C. Byler
Virginia Beach, Virginia
Term Expires 6/30/15

William B. Downey
Williamsburg, Virginia
Term Expires 6/30/16

William R. Ermatinger
Toano, Virginia
Term Expires 6/30/18

S. Anderson Hughes
Richmond, Virginia
Term Expires 6/30/17

Ann N. Hunnicutt
Newport News, Virginia
Term Expires 6/30/15

C. Bradford Hunter
Portsmouth, Virginia
Term Expires 6/30/18

W. Bruce Jennings
Fairfax, Virginia
Term Expires 6/30/17

Gabriel A. Morgan, Sr.
Newport News, Virginia
Term Expires 6/30/18

Mark Rodgers
Burke, Virginia
Term Expires 6/30/16

Ronald L. Tillett
Midlothian, Virginia
Term Expires 6/30/16

Ella P. Ward
Chesapeake, Virginia
Term Expires 6/30/18

ADMINISTRATION

Paul S. Tribble, Jr., President

David C. Doughty, Provost

Cynthia R. Perry, Chief of Staff

William L. Brauer, Executive Vice President

Adelia P. Thompson, Vice President for University Advancement

FACULTY

Note: The parenthetical date indicates the year of faculty appointment.

Office of the Provost as of September 1, 2015

TAREK MOHAMED ABDEL-FATTAH

Associate Professor in Molecular Biology and Chemistry. B.S., M.S., Alexandria University (Egypt); Ph.D., Northeastern University. (1999)

JANA ADAMITIS

Associate Professor in Modern and Classical Languages and Literatures. B.A., University of Pennsylvania; M.A., Ph.D., University of Pittsburgh. (2003)

DAVIT ADUT

Assistant Professor in the Luter School of Business. B.B.A., Istanbul University (Turkey); M.B.A., Saint Mary's University; Ph.D., Texas A&M University. (2011)

JAMES ROBERT ALLISON III

Assistant Professor in History. M.A., Montana State University; B.A., J.D., University of North Carolina at Chapel Hill; Ph.D., University of Virginia. (2013)

KIMBERLY YVONNE ANKNEY

Assistant Professor in Music. B.M., Temple University; M.M., University of Michigan; Ph.D., Northwestern University. (2014)

SUSAN PAIGE ANTARAMIAN

Assistant Professor in Psychology. B.S., The College of William & Mary; M.A., Ph.D., University of South Carolina. (2010)

ROBERT BOLLING ATKINSON

Professor in Organismal and Environmental Biology. B.S., M.S., James Madison University; Ph.D., Virginia Polytechnic Institute and State University. (1995)

JONATHAN DANIEL BACKENS

Assistant Professor in Physics, Computer Science and Engineering. B.S., Christopher Newport University; Ph.D., Old Dominion University. (2014)

AMY ADAMS BAIRD

Instructor in Physics, Computer Science and Engineering. B.S., Virginia Polytechnic Institute and State University; M.S., Old Dominion University. (2006)

JOE MICHAEL BALAY

Assistant Professor in Philosophy and Religious Studies. B.A., Seattle University; B.A., Pepperdine University; M.A., California State University, Northridge; Ph.D., Pennsylvania State University. (2015)

REBECCA OWEN BARCLAY

Instructor in English. A.B., Randolph-Macon Woman's College; M.A., Fairleigh Dickinson University. (2004)

STEPHANIE HUNEYCUTT BARDWELL

Associate Professor in the Luter School of Business. B.A., State University of New York at Albany; LL.M., The College of William & Mary; J.D., Golden State University. (1994)

MICHELLE ANNE BARNELLO

Associate Professor in Government. B.A., LeMoyne College; M.A., Ph.D., State University of New York at Binghamton. (2001)

LINDA LEE BAUGHMAN

Associate Professor in Communication. B.A., University of Kentucky; Ph.D., University of Illinois. (2002)

THOMAS DAVIS BERRY

Associate Professor in Psychology. B.S., University of Florida; M.S., Ph.D., Virginia Polytechnic Institute and State University. (1995)

MARY DENISE BEST

Instructor in Communication. B.A., Pennsylvania State University; M.A., William Paterson University. (1998)

JENNIFER RACHEL BILLINSON

Instructor in Communication. B.A., Indiana University; M.A., Syracuse University. (2013)

RACHEL LYNN BITECOFER

Instructor in Government. B.S., University of Oregon. (2015)

JOSHUA MICHAEL BOWMAN

Instructor in Music. B.M., California State University, Fullerton; M.M., Indiana University. (2013)

BRIAN BRADIE

Professor in Mathematics. B.S., M.S., Ph.D., Clarkson University. (1993)

EDWARD JAMES BRASH

Professor in Physics, Computer Science and Engineering. B.Sc., M.Sc., Queen's University (Ontario); Ph.D., Simon Fraser University (British Columbia). (2004)

LAINE O'NEILL BRIDDELL

Assistant Professor in Sociology, Social Work and Anthropology. B.A., The College of William & Mary; M.A., Ph.D., Pennsylvania State University. (2014)

GWYNNE DAY BROWN

Lecturer in Molecular Biology and Chemistry. B.A., University of Virginia; M.A., Ph.D., The College of William & Mary. (2008)

KATHLEEN ELIZABETH BRUNKE

Professor in Molecular Biology and Chemistry. B.S., Portland State University; Ph.D., Montana State University. (1993)

IMOGENE WHITE BUNCH

Instructor in English. B.A., Christopher Newport University; M.A., Old Dominion University. (2003)

RUSSELL PAUL BURKE

Lecturer in Organismal and Environmental Biology. B.S., Rider University; Ph.D., The College of William & Mary. (2011)

ELIZABETH REBECCA KAUFER BUSCH

Associate Professor in Leadership and American Studies. B.A., Emory University; Ph.D., Michigan State University. (2005)

NATHAN EDWARD BUSCH

Professor in Government. M.A., Michigan State University; B.A., Ph.D., University of Toronto (Ontario). (2004)

BRADLEY BRUCE BUSZARD

Associate Professor in Modern and Classical Languages and Literatures. B.A., University of Michigan; M.A., Ph.D., University of North Carolina. (2005)

KATHLEEN MICHELLE CALLAHAN

Lecturer in Leadership and American Studies. B.A., North Carolina State University; M.Ed., University of South Florida; Ph.D., Florida State University. (2015)

JOHN FORTUNE CAMOBRECO

Associate Professor in Government. B.A., State University of New York at Albany; Ph.D., State University of New York at Binghamton. (1999)

MATTHEW MICHAEL CAMPOLATTARO

Assistant Professor in Psychology. B.S., The College of William & Mary; Ph.D., University of Iowa. (2013)

PETER MICHAEL CARLSON

Professor in Government. B.A., Willamette University; M.S.Ed., Western Oregon University; M.P.A., D.P.A., University of Southern California. (2000)

JASON RAY CARNEY

Lecturer in English. B.A., Otterbein University; M.A., Ohio University. (2014)

JEFFREY MUNSON CARNEY

Associate Professor in Molecular Biology and Chemistry. B.S., Syracuse University; Ph.D., University of Notre Dame. (2009)

RYAN CARPENTER

Instructor in Mathematics. B.S., M.S., The College of William & Mary. (2011)

CHARLOTTE CARTWRIGHT

Lecturer in History. B.A., Brandeis University; M.A., Cardiff University; Ph.D., University of Liverpool. (2015)

KELLY BRANAM CARTWRIGHT

Professor in Psychology. B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Arkansas. (1998)

AUDREY CLIFFORD CASH

Lecturer in Government. B.A., Northern Michigan University; M.A., University of Leeds; M.Sc., University of Edinburgh; Ph.D., University of Reading. (2015)

DIANE CATANZARO

Associate Professor in Psychology. B.A., Dickinson College; M.A., Fairleigh Dickinson University; Ph.D., Old Dominion University. (1991)

EVAN BEAUMONT CENTER

Instructor in Communication. B.A., Cincinnati Christian University; M.A., Northern Kentucky University. (2014)

HONGWEI CHEN

Professor in Mathematics. B.S., Hunan Normal University (China); M.S., Huazhong University of Science and Technology (China); Ph.D., North Carolina State University. (1991)

MICHELLE PERKINS CLARK

Lecturer in Psychology. B.A., The College of William & Mary; M.A., Psy.D., University of Hartford. (2013)

RONNIE COHEN

Professor in the Luter School of Business. B.A., Kirkland College; LL.M., J.D., The College of William & Mary. (1983)

KATHRYN ELIZABETH COLE

Assistant Professor of Molecular Biology & Chemistry. B.S., Fairfield University; Ph.D., Yale University. (2013)

LEON DAWYANE COLE

Instructor in Physics. B.S., Jackson State University; M.S., Hampton University. (2008)

DAVID CHARLES COLLAR

Assistant Professor in Organismal and Environmental Biology. B.A., University of Chicago; Ph.D., University of California, Davis. (2015)

MICHAEL JOSEPH COLLINS

Assistant Professor in Physics, Computer Science and Engineering. B.A., University of Chicago; M.S., M.A., Ph.D., University of New Mexico. (2013)

ROBERT ERNEST COLVIN

Dean, College of Social Sciences, Associate Professor in Leadership & American Studies. B.S., M.B.A., Radford University; Ph.D., Virginia Commonwealth University. (1998)

SEAN THOMAS CONNABLE

Lecturer in Communication. B.A., M.A., Ph.D., University of Memphis. (2010)

WILLIAM FRANCIS CONNELL

Associate Professor in History. B.A., M.A., University of South Carolina; Ph.D., Tulane University. (2004)

DAVID CLINTON CONNER

Assistant Professor Physics, Computer Science and Engineering. B.S., M.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., Carnegie Mellon University. (2013)

CHRISTOPHER EUGENE COOK

Lecturer in Music. B.M., University of Louisville; M.M., D.M., Indiana University. (2009)

JAMES ARCHIE CORNETTE, JR.

Instructor in English. A.B., The College of William & Mary; M.A., Duke University. (1998)

MICHAEL KENT CUEMAN

Associate Professor in Physics, Computer Science and Engineering. B.S., Randolph-Macon College; M.S., Ph.D., The College of William & Mary. (2007)

BRENT EDWIN CUSHER

Assistant Professor in Leadership and American Studies. B.A., Carleton College; Ph.D., University of Toronto (Ontario). (2011)

ANNA DARLYNE DEJONG

Assistant Professor in Physics, Computer Science and Engineering. B.A., Shippensburg University; M.S., Johns Hopkins University; Ph.D., University of Michigan. (2012)

LAURA CHRISTINE DEIULIO

Associate Professor in Modern and Classical Languages and Literatures. A.B., Washington University; M.A., Ph.D., Princeton University. (2003)

MIHAELA LUDMILA DOBRESCU

Associate Professor in Mathematics. B.S., University of Bucharest (Romania); M.S., Ph.D., Louisiana State University. (2006)

WILLIAM MACFARLAND DONALDSON

Assistant Professor in the Luter School of Business. B.S., North Carolina State University; M.B.A., The College of William & Mary. (2010)

DOROTHY COSBY DOOLITTLE

Professor in Psychology. B.A., University of Georgia; M.S., Ph.D., University of Tennessee. (1988)

DAVID CHARLES DOUGHTY, JR.

Provost, Professor in Physics, Computer Science and Engineering. B.A., Rutgers University; Ph.D., University of Pennsylvania. (1984)

GAYLE TRACY DOW

Associate Professor in Psychology. M.A., University of California; M.A., California State University, Fullerton; Ph.D., Indiana University. (2008)

LANCELOT FITZGERALD DRUMMOND

Executive in Residence in the Luter School of Business. B.S., Boston University; M.S., Massachusetts Institute of Technology-Sloan Business School; M.B.A., University of Rochester. (2015)

JAMES ERIC DUSKIN

Associate Professor in History. B.A., Wesleyan University; M.A., Ph.D., University of Michigan. (2001)

INGRID KALFUS EDERY

Instructor in Modern and Classical Languages and Literatures. B.A., University of Virginia; M.A., New York University. (2007)

NICOLE MARIE EMMELHAINZ

Assistant Professor in English. B.A., Capital University; M.A., Ball State University; M.A., Ohio University; Ph.D., Case Western Reserve University. (2014)

MICHELLE ANN ERHARDT

Associate Professor in Fine Art and Art History. B.A., University of Michigan; M.A., The George Washington University; Ph.D., Indiana University. (2005)

ANDREW JUSTIN FALK

Associate Professor in History. B.A., M.A., The George Washington University; Ph.D., University of Texas. (2005)

ROBERT GEORGE FERSCH, JR.

Assistant Professor in Physics, Computer Science and Engineering. B.A., University of Delaware; M.S., Ph.D., The College of William & Mary. (2012)

JEAN SMITH FILETTI

Professor in English. B.S., Clarion University of Pennsylvania; M.A., Ph.D., University of Toledo. (1995)

SARAH ELLEN FINLEY

Assistant Professor in Modern & Classical Languages & Literatures. B.M., Converse College; M.A., Ph.D., University of Kentucky. (2015)

JOHN CASSIDY FINN

Assistant Professor in Sociology, Social Work and Anthropology. B.A., University of Missouri, Columbia; M.A., University of Missouri, Columbia; Ph.D., Arizona State University. (2012)

ROBERTO AUGUSTO FLORES

Associate Professor in Physics, Computer Science and Engineering. B.S.E., Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico); M.Sc., Ph.D., University of Calgary (Alberta). (2004)

VERONIQUE GHISLAINE FRUCOT

Associate Professor in the Luter School of Business. B.B.A., University of Texas; M.B.A., Ph.D., Texas A&M University. (1998)

RANA SHAIENDRA GAUTAM

Lecturer in Sociology, Social Work and Anthropology. B.A., Magadh University, India; M.B.A., State University of New York at New Paltz. (2013)

COSTA GEROUSIS

Associate Professor in Physics, Computer Science and Engineering. B.S., M.S., Ph.D., Arizona State University. (2003)

JEFFREY ALAN GIBBONS

Associate Professor in Psychology. B.A., Western Michigan University; M.S., Ph.D., Kansas State University. (2000)

DENISE RAE GILLMAN

Associate Professor in Theater and Dance. B.F.A., West Virginia University; M.F.A., California Institute of the Arts. (2002)

ROBIN MARIE GIVENS

Instructor in Physics, Computer Science and Engineering. B.S., University of Richmond; M.S., The College of William & Mary. (2015)

LAURA GRACE GODWIN

Assistant Professor in Theater and Dance. B.S., Ball State University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Indiana. (2010)

TODD GOEN

Instructor in Communication. B.A., Harding University; M.A., University of Arkansas. (2012)

ROCIO FLOR GORDON

Assistant Professor in Modern and Classical Languages and Literatures. B.A., M.A., Hebrew University of Jerusalem; Ph.D., University of Maryland, College Park. (2013)

DAVID BRIAN GORE

Lecturer in Physics, Computer Science and Engineering. B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Alabama. (2011)

HAROLD JAMES GRAU

Associate Professor in Molecular Biology and Chemistry. B.A., Towson State University; M.S., Ph.D., University of Oklahoma. (1993)

MICHELLE HORNER GRAU

Instructor in Modern and Classical Languages and Literatures. B.S., Indiana University of Pennsylvania; M.A., Millersville University of Pennsylvania. (2014)

HARRY GREENLEE

Associate Professor in Government. B.A., M.A., Hampton Institute; J.D., Ohio State University. (1990)

SHELIA PARKER GREENLEE

Professor in Psychology. B.A., Norfolk State University; M.A., Ph.D., Ohio State University. (1987)

DIANE LYNN GRIFFITHS

Lecturer in Sociology, Social Work and Anthropology. B.S., University of Delaware; M.S.S., Bryn Mawr Graduate School of Social Work and Social Research; Ph.D., Brandeis University. (2013)

NICOLE MARIE RUTHER GUAJARDO

Dean, College of Natural and Behavioral Sciences, Professor in Psychology. B.A., M.A., Wake Forest University; Ph.D., West Virginia University. (2004)

MAI LAN PUTNAM GUSTAFSSON

Associate Professor in Sociology, Social Work, and Anthropology. B.A., Rutgers University; M.A., Ph.D., Syracuse University. (2006)

TRAVIS STUART HADLEY

Lecturer in Government. B.A., M.A., University of Alberta, Canada; Ph.D., University of North Texas. (2013)

THOMAS WILLIAM HALL

Associate Professor in the Luter School of Business and Economics. B.A., M.A., The Johns-Hopkins University; Ph.D., University of Southern California. (2006)

PHILLIP FORREST HAMILTON

Professor in History. B.A., Gettysburg College; M.A., The George Washington University; Ph.D., Washington University. (2002)

CHRISTI HARRIS

Associate Professor in Fine Art and Art History. B.F.A., Southwest Missouri State University; M.F.A., Rhode Island School of Design. (2004)

JAIME DEAN HARRIS

Lecturer in Sociology, Social Work and Anthropology. B.A., Texas A&M University; M.A., Ph.D., Pennsylvania State University. (2011)

STEVEN MATTHEW HARRIS

Visiting Assistant Professor in Molecular Biology and Chemistry. B.S., Langston University; Ph.D., University of Oklahoma. (2014)

JASON HART

Associate Professor in Psychology. B.S., M.S., Ph.D., Virginia Commonwealth University. (2004)

NATHAN WARREN HARTER

Professor in Leadership and American Studies. B.A., Butler University; J.D., Indiana University (2011)

HEATHER DIANE HARWELL

Assistant Professor in Organismal and Environmental Biology. B.S., M.S., University of North Carolina at Wilmington; Ph.D., VIMS, The College of William & Mary. (2013)

ROBERT BAKER HASBROUCK

Associate Professor in the Luter School of Business. B.A., Marshall University; M.S., Ph.D., Clemson University. (2002)

MARY RYLAND HEALY

Instructor in English. B.A., The College of William & Mary; M.A., Georgetown University. (2004)

DAVID PAUL HEDDLE

Professor in Physics, Computer Science and Engineering. B.S., M.S., Ph.D., Carnegie Mellon University. (2008)

GREGORY ALPHONSO HENRY

Associate Professor in Fine Art and Art History. B.F.A., Ohio University; M.F.A., Maryland Institute College of Art. (1992)

AMANDA HERBERT

Assistant Professor in History. B.A., University of Washington; M.A., Ph.D., Johns Hopkins University. (2009)

MATTHEW RAYMOND HETTICHE

Associate Professor in the Luter School of Business. B.A., La Salle University; M.A., Virginia Polytechnic Institute and State University; Ph.D., Purdue University. (2009)

SEAN MICHAEL HEUVEL

Lecturer in Leadership and American Studies. M.A., University of Richmond; B.A., M.Ed., Ph.D., The College of William & Mary. (2003)

GEORGE JOSEPH HILLOW, III

Associate Professor in Theater and Dance. A.B., Duke University; M.F.A., Virginia Commonwealth University; M.A., Memphis State University. (1991)

JESSICA DANIELLE HINZ

Instructor in Leadership and American Studies. B.S., Christopher Newport University; M.S., BI Norwegian Business School (Norway). (2014)

SOFOKLIS IGNATIOS HIOTELLIS

Instructor in the Luter School of Business. B.S., M.S., Old Dominion University. (2015)

TREVOR LEE HOAG

Assistant Professor in English. B.A., Emporia State University; M.A., Ohio University; M.A., Ph.D., University of Texas, Austin. (2013)

RACHEL JOAN HOLLAND

Associate Professor in Music. B.M., Butler University; M.Mus., D.Mus., Indiana University. (2005)

MATTHEW HARVEY HOMAN

Lecturer in Philosophy and Religious Studies. B.A., University of Richmond; M.A., University of Memphis; Ph.D., Emory University. (2013)

PATRICIA DANNETTE HOPKINS

Associate Professor of English. B.A., Queens College; M.A., Ph.D., University of Pennsylvania. (2006)

LAURIE SULLIVAN HUNTER

Lecturer in Psychology. B.A., M.A., University of Alabama at Huntsville; Ph.D., University of Alabama at Birmingham. (2011)

DAWN LOUISE HUTCHINSON

Lecturer in Philosophy and Religious Studies. B.M., Christopher Newport University; M.A., University of South Florida; Ph.D., Florida State University. (2004)

JOHN OLIVER HYLAND

Associate Professor in History. B.A., Cornell University; M.A., Ph.D., University of Chicago. (2006)

JAMES IORIO

Assistant Professor in Theater and Dance. B.A., State University of New York, Oswego; M.F.A., New York University. (2014)

KATHLEEN JAREMSKI

Associate Professor in Theater and Dance. A.B., M.F.A., Indiana University. (2004)

ELIZABETH JOANN JELINEK

Assistant Professor in Philosophy and Religious Studies. B.A., Wellesley College; Ph.D., Duke University. (2011)

KARA KAY KEELING

Professor in English. B.A., Carleton College; M.A., Purdue University; Ph.D., Indiana University. (1993)

JAMES PIERRE KELLY

Lecturer in Mathematics. B.S., Angelo State University; Ph.D., Baylor University. (2015)

JESSICA DAVIS KELLY

Assistant Professor in Mathematics. B.S., Elon University; Ph.D., Baylor University. (2015)

CHRISTOPHER BRUCE KENNEDY

Associate Professor in Mathematics. B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. (2006)

QUENTIN KIDD

Professor in Government. B.A., M.A., University of Arkansas; Ph.D., Texas Tech University. (1997)

DAE-HEE KIM

Assistant Professor in the Luter School of Business. B.A., Hanyang University; M.A., Emerson College; Ph.D., University of Florida. (2012)

JAMES MOBLEY KIMBROUGH IV

Instructor in Military Science. B.S., United States Military Academy; M.A., School of Advanced Airport and Space Studies; M.L.S., Air Force Institute Technology.

ANDREW BARTON KIRKPATRICK

Assistant Professor in Government. B.A., Tulane University; M.A., Baylor University; Ph.D., Emory University. (2013)

GEOFFREY CHRISTOFFERSEN KLEIN

Associate Professor in Molecular Biology and Chemistry. B.S., The College of William & Mary; Ph.D., Florida State University. (2006)

JENNIFER LYNN KNIES

Assistant Professor in Molecular Biology and Chemistry. B.S., Gettysburg College; Ph.D., University of North Carolina. (2012)

WILLIAM DAVID KNIGHT

Lecturer in Molecular Biology and Chemistry. B.S., Christopher Newport University; M.S., Ph.D., Florida State University. (2012)

AARON MICHAEL KOEHL

Instructor in Physics, Computer Science and Engineering. B.S., Christopher Newport University; M.E., University of Virginia. (2011)

GEMMA KOTULA

Instructor in Economics. B.S.B.A., Christopher Newport University; M.A., Old Dominion University. (2010)

MICHELLE MARIE KUNDMUELLER

Assistant Professor in Leadership and American Studies. B.A., Flagler College; J.D., University of Notre Dame Law School; M.A., Ph.D., University of Notre Dame. (2015)

LYNN LAMBERT

Associate Professor in Physics, Computer Science and Engineering. B.A., Wellesley College; M.S., Shippensburg University of Pennsylvania; Ph.D., University of Delaware. (1992)

SHARON DARLENE LARSON

Assistant Professor in Modern & Classical Languages & Literatures. B.A., Smith College; M.A., Ph.D., Brown University. (2013)

BENJAMIN FRANCIS PRESTON LASSETER

Lecturer in Molecular Biology and Chemistry. B.A., University of Dallas, Irving; Ph.D., Texas A&M University. (2011)

MATTHEW STEPHEN LATTANZIO

Lecturer in Organismal and Environmental Biology. B.S., The College of New Jersey; M.S., East Stroudsburg University of Pennsylvania; Ph.D., Ohio University. (2014)

SHERMAN ACLARACION LEE

Associate Professor in Psychology. B.A., University of Hawaii; M.S., Emporia State University; Ed.S., Ph.D., University of Kentucky. (2005)

TERRENCE OLIVER LEE

Associate Professor in English. B.A., M.A., Ph.D., Syracuse University. (1994)

SARA TALLEY LENHART

Lecturer in Mathematics. B.S., Longwood University; M.Ed., Cambridge College; Ed.D., Liberty University. (2011)

MICHAEL ALAN LEWIS

Associate Professor in Sociology, Social Work, and Anthropology. B.A., University of Colorado; M.A., Ph.D., University of Virginia. (2002)

ADRIA NICOLE LINDQUIST

Instructor in the Luter School of Business. B.S., Stern School of Business; M.S., University of Maryland, University College. (2013)

GABRIELE JOSEFINE LINGENFELTER

Instructor in the Luter School of Business. B.S., Cameron University; M.B.A., Northwest Missouri State University. (2004)

OLGA LIPATOVA

Assistant Professor in Psychology. B.A., Binghamton University, State University of New York; M.A., Ph.D., University of Vermont. (2014)

DMITRY VLADIMIROVICH LISKIN

Lecturer in Molecular Biology & Chemistry. B.S., Mississippi College; Ph.D., University of Washington. (2012)

GREGG CHRISTOPHER LLOYD

Associate Professor in Theater and Dance. B.A., North Central College; M.F.A., Western Illinois University. (2004)

LAURA LLOYD

Lecturer in Theater and Dance. B.A., Angelo State University; M.F.A., Western Illinois University. (2012)

JOHN BRIAN LOPEZ

Lecturer in Music. B.A., Glenville State College; M.M., Ohio University. (2013)

CHRISTOPHER DAVID LOY

Lecturer in Sociology, Social Work and Anthropology. B.A., Colorado College; M.A., Ph.D., Binghamton University, State University of New York. (2011)

LINDA DIANA MANNING

Associate Professor in Communication. B.A., Duke University; M.A., University of North Carolina; Ph.D., University of Denver. (2004)

MARGARITA MARINOVA

Associate Professor in English. B.A., Sofia University (Bulgaria); M.A., Stephen F. Austin State University; M.A., Ph.D., University of Texas. (2005)

DALE ANN MARSHALL

Lecturer in Theater and Dance. B.A., Illinois Wesleyan University; M.F.A., University of Virginia. (2013)

TIMOTHY RAY MARSHALL

Associate Professor in Psychology. B.S., University of Idaho; M.S., Ph.D., Virginia Polytechnic Institute and State University. (1992)

JAMES ELDER MARTIN

Professor of Mathematics. B.S., University of Pittsburgh; M.S., M.S., Ph.D., Brown University. (1993)

MARY ELISE MATHIE

Lecturer in Leadership and American Studies. B.A., Thomas Aquinas College; M.A., Ph.D., Baylor University. (2015)

ANN ENGLISH MAZZOCCA

Assistant Professor in Theater and Dance. B.A., Amherst College; M.A., University of California, Los Angeles; M.F.A., University of California, Riverside. (2011)

JOHN ANDREW MCGUIRE

Assistant Professor in Music. B.M., University of New Hampshire; M.M., Northwestern University; D.M.A., University of Texas, Austin. (2015)

BRIAN TODD MCGUIRE

Lecturer in Modern and Classical Languages and Literatures. B.A., University of Northern Iowa; M.A., Ph.D., Vanderbilt University. (2015)

BRIAN TODD MCINNIS

Lecturer in Modern and Classical Languages and Literatures. B.A., University of Northern Iowa; M.A., Ph.D., Vanderbilt University. (2015)

JENNIFER LYNN MCLEER

Assistant Professor in Sociology, Social Work & Anthropology. B.A., Manhattan College; M.A., Ph.D., University of South Carolina. (2015)

JOAN MARIE MCMAHON

Associate Professor in the Luter School of Business. B.A., State University of New York at Oneonta; M.Ed., James Madison University; M.S., Ph.D., Virginia Polytechnic Institute and State University. (2002)

CHRISTOPHER MICHAEL MEIGHAN

Assistant Professor in Molecular Biology and Chemistry. B.S., Rider University; Ph.D., Princeton University. (2010)

MICHAEL DALE MEYER

Associate Professor in Organismal and Environmental Biology. B.S., University of California, Davis; M.S., Ph.D., Purdue University. (2005)

MICHAELA MEYER

Associate Professor of Communication. Ph.B., Miami University; M.S., Ph.D., Ohio University. (2004)

ELAINE MARNELL MILLER

Associate Professor in Modern and Classical Languages and Literatures. B.A., Juniata College; M.A., Pennsylvania State University; Ph.D., University of Maryland. (2004)

DARLENE ANTONIA MITRANO

Assistant Professor in Molecular Biology and Chemistry. B.S., Washington and Lee University; Ph.D., Emory University. (2012)

PETER ANDREW MONAGHAN

Assistant Professor in Physics, Computer Science and Engineering. M.Phys., University of Edinburgh (United Kingdom); Ph.D., Massachusetts Institute of Technology. (2014)

CHRISTOPHER LEE MOONEY

Instructor in Music. B.M., University of Texas; M.Mus., The Julliard School; . (2004)

ELIZABETH MORAN

Associate Professor in Fine Art and Art History. B.A., Hunter College; M.Phil., Ph.D., City University of New York. (2007)

JOSEPH WADE MORRIS

Instructor in the Luter School of Business. A.B., The College of William & Mary; M.Tax., Old Dominion University. (2007)

ROSA MARIA MOTTA

Lecturer in Modern and Classical Languages and Literatures. B.A., Università di Catania (Italy); M.A., Old Dominion University; Ph.D., University of Virginia. (2008)

ROARK RICHARD MULLIGAN

Professor in English. A.B., University of California, Berkeley; M.S., M.A., Ph.D., University of Oregon. (1994)

MICHAEL JAMES MULRYAN

Associate Professor in Modern and Classical Languages and Literatures. B.A., St. Bonaventure University; M.A., Seton Hall University; Ph.D., University of Illinois at Urbana-Champaign. (2009)

JEANNE NAILOR

Lecturer in Mathematics. B.S., Grove City College; M.A., Ph.D., Duke University. (2007)

JOHN GRAYSON NICHOLS

Associate Professor in English. B.A., University of Richmond; M.A., Ph.D., University of Pittsburgh. (2000)

JEFFREY L NIEHAUS

Lecturer in Psychology. B.A., Purdue University; M.A., University of Denver; Ph.D., University of California, Santa Barbara. (2012)

PATRICK GOYTISOLO O'REILLY

Instructor in Economics. B.S., University of Wyoming; M.A., University of Colorado (2015)

DIANA OBEID

Instructor in Modern and Classical Languages and Literatures. B.A., Lebanese University; M.A., Old Dominion University. (2013)

REBEKAH JOY ORR

Instructor of Sociology, Social Work & Anthropology. B.S., State University of New York, Brockport; M.A., Syracuse University. (2015)

MARK PADILLA

Distinguished Professor in Modern and Classical Languages and Literatures. B.A., University of California, Santa Cruz; M.A., Ph.D., Princeton University. (2007)

JOHN JUNG PARK

Lecturer in Philosophy & Religious Studies. B.A., DePauw University; M.A., Western Michigan University; Ph.D., Duke University. (2013)

JOSHUA DAVID PATTERSON

Assistant Professor in Molecular Biology and Chemistry. B.S., University of Puget Sound; Ph.D., University of Washington. (2012)

JAY SNYDER PAUL

Professor in English. B.A., Hartwick College; M.A., Ph.D., Michigan State University. (1978)

BRIAN KEITH PERKINS

Instructor in Physics, Computer Science and Engineering. B.S., Virginia Polytechnic Institute and State University; M.S., Old Dominion University. (2012)

JAMES ADAM PERRY

Visiting Assistant Professor in Mathematics. B.S., M.S., Ph.D., Binghamton University, State University of New York. (2014)

MOLLY FITZGERALD PERRY

Instructor in History. B.A., Middlebury College; M.A., The College of William & Mary. (2014)

ANDREW A. PETRIE

Instructor in Military Science. B.S., James Madison University.

SCOTT THOMAS POLLARD

Professor in English. B.A., Santa Clara University; M.A., Ph.D., University of California, Irvine. (1992)

DAVID MICHAEL POLLIO

Associate Professor in Modern and Classical Languages and Literatures. B.A., Rutgers University; M.A., Tufts University; M.A., Ph.D., Bryn Mawr College. (2004)

LEANNE CHRISTINE POWNER

Visiting Assistant Professor in Government. B.A., American University; M.A., Ph.D., University of Michigan. (2015)

TIMOTHY MICHAEL FORREST PRESSLEY

Lecturer in Psychology. B.S., M.Ed., Texas Christian University; Ph.D., Florida State University. (2015)

PAMELA FRANCIS PRINGLE

Instructor in the Luter School of Business. B.A., Brock University; M.B.A., McMaster University (Ontario). (2001)

BRIAN MICHAEL PUACA

Associate Professor in History. B.A., Indiana University; M.A., Ph.D., University of North Carolina. (2005)

LAURA M. MICHELETTI PUACA

Assistant Professor in History. B.A., Rutgers University; M.A., Ph.D., University of North Carolina. (2008)

NAN QIN

Assistant Professor in Finance. B.E., Xian Jiaotong University, China; M.S., Temple University; Ph.D., Virginia Tech. (2014)

RONALD ALLEN QUINLAN

Visiting Assistant Professor in Molecular Biology and Chemistry. B.S., M.S., Ph.D., The College of William & Mary. (2014)

NIAZUR RAHIM

Associate Professor in Finance. B.S., Bangladesh University of Engineering and Technology; M.B.A., Hampton University; Ph.D., Virginia Commonwealth University. (1998)

ANTONIA MARIA RANDOLPH

Lecturer in Sociology, Social Work and Anthropology. B.A., Spelman College; Ph.D., Northwestern University. (2013)

BENJAMIN REDEKOP

Professor in Leadership and American Studies. B.A., Fresno Pacific College; M.A., Ph.D., University of British Columbia. (2008)

KIP HAMILTON REDICK

Professor in Philosophy and Religious Studies. B.A., Christopher Newport College; M.A., Ph.D., Regent University. (1998)

MARK UEL REIMER

Professor in Music. B.M.E., Drake University; M.Mus., University of Cincinnati; D.Mus., Indiana University. (1992)

TINA KEMPIN REUTER

Associate Professor in Government. Lic.Phil., Dr. Phil, University of Zurich (Switzerland). (2006)

MARGARET ANN RICHARDSON

Visiting Assistant Professor in Fine Arts and Art History. B.A., Mary Baldwin College; M.A., Ph.D., Virginia Commonwealth University. (2013)

ANTON RIEDL

Associate Professor in Physics, Computer Science and Engineering. M.S.E.E., Purdue University; Dipl.-Ing, Ph.D., Munich University of Technology (Germany). (2003)

TATIANA PETROVA RIZOVA

Associate Professor in Government. B.A., American University (Bulgaria); M.A., University of Wisconsin; Ph.D., University of California. (2008)

D. IVAN RODDEN

Lecturer in English. B.A., Wheaton College; M.A., Ph.D., University of Illinois. (2011)

LESLIE ANN ROLLINS

Assistant Professor in Psychology. B.A., Randolph-Macon College; M.S., Ph.D., University of Maryland. (2014)

ANDREW MICHAEL ROSE

Lecturer in English. B.A., Lafayette College; M.A., Ph.D., University of Washington. (2014)

KENNETH THOMAS ROSE

Professor in Philosophy and Religious Studies. B.A., Ohio State University; M.Div., A.M., Ph.D., Harvard University. (1992)

ROBERTA KATZ ROSENBERG

Professor of English. B.A., Queens College; Ph.D., University of North Carolina. (1986)

KELLY JON ROSSUM

Assistant Professor in Music. B.M., University of Nebraska; M.M., University of North Texas; D.M.A., University of Minnesota. (2011)

SHARON MELISSA ROWLEY

Professor in English. B.A., Temple University; M.A., Ph.D., University of Chicago. (2003)

LAUREN GRIFFEN RUANE

Associate Professor in Organismal and Environmental Biology. B.S., Tufts University; Ph.D., Harvard University. (2008)

JILL LYNNE RUSSETT

Assistant Professor in Sociology, Social Work and Anthropology. B.S., Syracuse University; M.S.W., Virginia Commonwealth University; Ph.D., The College of William & Mary. (2008)

CHARLES LLOYD SAMUELS

Assistant Professor in Mathematics. B.A., Williams College; Ph.D., University of Texas, Austin. (2015)

ANTHONY RICHARD SANTORO

Distinguished Professor in History. A.B., College of the Holy Cross; M.A., University of California, Riverside; Ph.D., Rutgers University. (1987)

GRAHAM MANFRED SCHWEIG

Professor in Philosophy and Religious Studies. B.A., American University; M.A., University of Chicago; M.T.S., Th.D., Harvard University. (2000)

RAOUF LOTFI SELIM

Associate Professor of Physics, Computer Science and Engineering. B.S.E.E., Cairo University (Egypt); B.S., Ain Shams University (Egypt); M.A., Ph.D., Temple University. (1986)

NIGEL ANTHONY SELLARS

Associate Professor in History. B.A., M.A., B.A., Ph.D., University of Oklahoma. (2000)

JOSEPH DAVID SERY

Instructor in Communication. B.A., St. Johns University; M.A., University of Pittsburgh. (2014)

AHMET SHALA

Visiting Professor in Economics. B.A., M.A., University of Prishtina. (2015)

DMITRIY SERGEYEVICH SHALTAYEV

Associate Professor in the Luter School of Business. B.S., M.S., Moscow Institute of Technology (Russia); M.A., Ph.D., University of Alabama. (2005)

RON PAUL SHEFFIELD

Lecturer in Leadership and American Studies. B.A., Malone University; M.A., Ed.D., The George Washington University. (2015)

CRYSTAL ELIZABETH SHELTON

Lecturer in Government. B.A., Christopher Newport University; M.A., Ph.D., Purdue University. (2014)

RICHARD ELLIS SHERWIN

Associate Professor in Organismal and Environmental Biology. B.S., M.S., Brigham Young University; Ph.D., University of New Mexico. (2004)

SUMIE SHIMA

Lecturer in Molecular Biology and Chemistry. B.S., Bridgewater State College; Ph.D., University of Connecticut. (2015)

SINDIE LYNN SHOLLENBERGER

Assistant Professor in Leadership and American Studies. B.S., M.S., Ithaca College; Ph.D., University of Minnesota. (2010)

KEVIN KELLEY SHORTSLEEVE

Associate Professor in English. B.F.A., Emerson College; M.A., University of Florida; D.Phil, Oxford University. (2009)

ROBERT ANDREW SHOUP

Instructor in Music. B.M., Duquesne University; M.M., Carnegie Mellon University. (2015)

SHERI MARIE SHUCK-HALL

Associate Professor in History. B.A., Berry College; M.A., Ph.D., Auburn University. (2006)

PATRICIA ANGELE SIEWE SEUCHIE

Lecturer in Modern and Classical Languages and Literatures. Licence, Maitrise, DEA, University of Yaounde I (Cameroon); Ph.D., Pennsylvania State University. (2013)

ERIC JASON SILVERMAN

Associate Professor in Philosophy and Religious Studies. B.A., Rutgers University; M.A., Baylor University; Ph.D., St. Louis University. (2008)

ANTONIO CARVALHO SIOCHI

Associate Professor in Physics, Computer Science and Engineering. B.S., Atenco De Manila University (Philippines); M.S., Ph.D., Virginia Polytechnic Institute and State University. (1990)

SHUMET SISHAGNE

Associate Professor in History. B.A., Haile Selassie University (Ethiopia); M.A., Addis Ababa University (Ethiopia); Ph.D., University of Illinois. (1991)

ALAN SKEES

Assistant Professor in Fine Art and Art History. B.F.A., University of Alabama; M.F.A., University of Arizona. (2010)

KRISTIN SKEES

Lecturer in Fine Art and Art History. M.F.A., University of Arizona; B.F.A., M.L.I.S., University of Alabama. (2010)

JAMES SCOTT SMITH

Assistant Professor in Communication. B.A., Marist College; M.S., Illinois State University; Ph.D., University of Missouri. (2013)

JONATHAN MORTON SMITH

Assistant Professor in Modern and Classical Languages and Literatures. B.A., Rice University; M.A., University of Hawaii at Manoa; Ph.D., University of Pennsylvania. (2012)

VALENTINA CARTCELA SORBERA

Instructor in Modern and Classical Languages and Literatures. M.A., Università per Stranieri Perugia (Italy); M.F.A., Conservatory of Music Pietro Mascagni Livorno (Italy). (2015)

LISA DISALVO SPILLER

Distinguished Professor in Marketing. B.S.B.A., M.B.A., Gannon University; Ph.D., University of Missouri. (1991)

MARSHA MAKIBBIN SPRAGUE

Professor in English. B.A., Wellesley College; M.Ed., Pennsylvania State University; Ed.D., University of Miami. (1992)

ANGELA NICOLE SPRANGER

Lecturer in the Luter School of Business. B.A., Duke University; M.B.A., Virginia Commonwealth University; M.A., George Mason University; Ph.D., Regent University. (2012)

MARK ALLAN STEINER

Associate Professor in Communication. B.A., Willamette University; M.A., Texas A&M University; Ph.D., Indiana University. (2007)

DANIELLE MARIE STERN

Associate Professor in Communication. B.S., M.S., Southern Illinois University; Ph.D., Ohio University. (2008)

JANET CARSON STEVEN

Assistant Professor in Organismal and Environmental Biology. B.S., Davidson College; Ph.D., University of Wisconsin. (2014)

STEPHEN ALAN STREHLE

Professor of Philosophy and Religious Studies. B.S., Virginia Polytechnic Institute and State University; M.Div., Columbia University; S.T.M.Th.D., Dallas Theological Seminary; Th.D., Universität Basel (Switzerland). (2002)

TANYA ELAINE SWEET

Associate Professor in Theater and Dance. B.A., Beloit College; M.F.A., University of Illinois. (2002)

SARA TAGHVATALAB

Lecturer in Economics. B.Sc., University of Tehran (Iran); M.Sc., Ph.D., Virginia Polytechnic Institute and State University. (2015)

TRAVIS KENDALL TAYLOR

Associate Professor in the Luter School of Business. B.A., University of Richmond; M.A., Ph.D., University of Connecticut. (2004)

ANNA TEEKELL

Assistant Professor in English. B.A., Rhodes College; M.Phil., University of Dublin; Ph.D., Washington University. (2015)

JERRY LYNN THOMPSON

Instructor in Music. B.M., M.M., Georgia State University. (2013)

JESSICA SUZANNE THOMPSON

Associate Professor in Organismal and Environmental Biology. B.A., Bard College; Ph.D., North Carolina State University. (2007)

JOHN MCLANEY THOMPSON

Associate Professor in Philosophy and Religious Studies. B.A., The College of William & Mary; M.T.S., Boston University; Ph.D., Graduate Theological Union. (2004)

LORI MARIE THROUPE

Instructor in Leadership and American Studies. B.A., Christopher Newport University; M.A., Gonzaga University. (2012)

QINGYAN TIAN

Lecturer in Leadership and American Studies. B.A., Northwest Normal University; M.A., Sichuan University; Ph.D., University of Illinois at Urbana-Champaign. (2013)

HUSSAM TIMANI

Associate Professor in Philosophy and Religious Studies. B.A., University of California, Irvine; Ph.D., University of California, Los Angeles. (2005)

ANDRIA TIMMER

Lecturer in Sociology, Social Work and Anthropology. B.A., University of North Texas; M.A., MPH, Ph.D., University of Iowa. (2010)

ELIZABETH MARIE TOMASETTI

Instructor in Music. B.M., Shenandoah University Conservatory of Music; M.M., Northwestern University. (2015)

DENISE TOMBOLATO-TERZIC

Lecturer in Molecular Biology and Chemistry. B.Sc., University of Sao Paulo (Brazil); M.S., Ph.D., University of Florida. (2010)

ZHENG TONG

Instructor in Mathematics. B.S., Medical Institute of Beijing (China); M.S., Wright State University; M.S., The College of William & Mary. (2004)

LORI JILL UNDERWOOD

Dean, College of Arts and Humanities, Professor in Philosophy and Religious Studies. B.A., M.A., University of Memphis; Ph.D., University of Missouri. (1999)

MICHELLE ALBERT VACHRIS

Professor in Economics. B.A., The College of William & Mary; M.A., Ph.D., George Mason University. (1994)

ELENA VALDEZ

Lecturer in Modern and Classical Languages and Literatures. B.A., Russian State University for Humanities; M.A., Ph.D., Rutgers University. (2014)

STEPHANIE ANN VALUTIS

Assistant Professor in Sociology, Social Work and Anthropology. B.A., Taylor University; M.S.W., Ph.D., University of Pittsburgh. (2010)

LINDA VANGELIS

Lecturer in Communication. B.S., M.A., Northern Illinois University; Ph.D., University of South Florida. (2014)

ALONSO VARO VARO

Instructor in Modern and Classical Languages and Literatures. B.A., University of Cadiz (Spain); B.A., University of Granada (Spain); M.A., Villanova University; M.A., University of Malaga (Spain). (2014)

OLGA VASILYEVA

Assistant Professor in Mathematics. B.Sc., Novosibirsk State University (Russia); M.S., University of Notre Dame; Ph.D., University of Ottawa. (2013)

ALICE EPSILON VEKSLER

Assistant Professor in Communication. B.A., M.A., San Diego State University; Ph.D., Arizona State University. (2012)

DANIELLE CAHILL VELARDI

Associate Professor in Modern and Classical Languages and Literatures. B.A., Wheeling College; M.A., Middlebury College; Ph.D., Catholic University of America. (1992)

ANDREW JAMES VELKEY, II

Associate Professor in Psychology. B.S., Millsaps College; M.A., Ph.D., University of Montana. (2001)

LINDA MARIE WALDRON

Associate Professor in Sociology, Social Work, and Anthropology. B.A., Bloomsburg University of Pennsylvania; M.A., M.A., Ph.D., Syracuse University. (2004)

SCOTT ANDREW WALKER

Instructor in the Luter School of Business. B.S., Ohio Northern University; M.B.A., Bowling Green State University. (2015)

DALI WANG

Associate Professor in Physics, Computer Science and Engineering. B.S., Huazhong University of Science and Technology (China); M.S., North China Institute of Electric and Power; Ph.D., Florida Atlantic University. (2002)

MARY DANIELLE WARD-GRIFFIN

Assistant Professor in Music. B.M., McGill University; M.A., M. Phil, Ph.D., Yale University. (2012)

MOLLY REED WATERS

Instructor in Leadership and American Studies. B.A., Christopher Newport College; M.A., Regent University. (2011)

LISA SMITH WEBB

Associate Professor in Molecular Biology and Chemistry. B.A., Maryville College; M.Ed., University of Georgia; Ph.D., University of Tennessee. (2004)

REBECCA S. WHEELER

Professor in English. B.A., University of Virginia; M.S., Georgetown University; Ph.D., University of Chicago. (1999)

JONATHAN WILLIAM WHITE

Associate Professor in Leadership and American Studies. B.A., Pennsylvania State University; M.A., Ph.D., University of Maryland. (2009)

GARY JOHN WHITING

Professor in Organismal and Environmental Biology. B.S., University of Cincinnati; Ph.D., University of South Carolina. (1993)

KATIE MARIE WIENS

Assistant Professor in Molecular Biology and Chemistry. B.S., Kansas State University; Ph.D., University of Minnesota. (2011)

ROBERT CHARLES WINDER

Professor in Economics. M.A., University of Connecticut; A.B., Ph.D., Rutgers College. (1991)

DAVID EDWARD WOLFGANG

Lecturer in Molecular Biology and Chemistry. B.S., Pennsylvania State University; Ph.D., Cornell University. (2011)

PAUL MICHAEL WRAYNO

Lecturer in Mathematics. B.S., Duke University; M.S., Ph.D., Emory University. (2013)

MARY ELIZABETH WRIGHT

Associate Professor in English. B.A., Virginia Wesleyan College; M.A., Old Dominion University; Ph.D., Florida State University. (1999)

XIAOQUN XU

Associate Professor in History. B.A., Shanghai Teachers College (China); M.A., East China Normal University; M.A., University of Akron; M.Phil, Ph.D., Columbia University. (2004)

JIA YU

Lecturer in Economics. B.Sc., Tianjin University of Finance and Economics (China); M.A., State University of New York, Albany; Ph.D., Suffolk University. (2015)

GEORGE KONSTANTINOS ZESTOS

Professor in Economics. B.A., Saginaw Valley State University; M.A., Michigan State University; Ph.D., Indiana University. (1993)

BAIQING ZHANG

Visiting Assistant Professor in Sociology, Social Work and Anthropology. B.A., Yantai Teacher's College (China); M.A., Beijing Foreign Studies University (China); Ph.D., University of Kentucky. (2015)

MING ZHANG

Professor in Physics, Computer Science and Engineering. B.S., M.S., Ph.D., East China Normal University. (2000)

EMERITI FACULTY

DAVID FRANCIS ALEXICK

Professor of Fine Art, Emeritus. B.F.A. Richmond Professional Institute; M.F.A., Virginia Commonwealth University; Ph.D., Pennsylvania State University.

BETTY LOCKHART ANGLIN

Instructor of Fine Art, Emerita. B.A., The College of William & Mary.

JOSHUA ANYIWO

Professor of Physics, Computer Science and Engineering, Emeritus. B.A., M.A., University of Cambridge (United Kingdom).

JOHN JOSEPH AVIOLI

Professor of Mathematics and Computer Science, Emeritus. B.S., West Chester State College; M.S., Ph.D., University of Delaware.

DAVID ALLEN BANKES

Professor of Biology, Emeritus. B.S., University of Delaware; M.S., Ph.D., Ohio State University.

BOBBYE HOFFMAN BARTELS

Associate Provost. Professor of Mathematics, Emerita. B.A., Lawrence University; A.M., Ph.D., University of Illinois. (1994)

FRANKLIN SAMUEL BAUER

Professor of Psychology, Emeritus. B.A., M.A., Ph.D., University of Illinois.

RICHARD ARTHUR BEAUCHAMP

Professor of Philosophy and Religious Studies, Emeritus. B.A., Randolph-Macon College; M.Div., Yale University; Ph.D., Duke University.

HENRY MARSHALL BOOKER

Professor of Economics, Emeritus. B.A., Lynchburg College; Ph.D., University of Virginia.

THEODORA PIERDOS BOSTICK

Professor of History, Emerita. A.B., Mundelein College; M.A., Ph.D., University of Illinois.

SANDRA LUMPKIN BRYAN

Professor of Education, Emerita. B.S., University of Georgia; M.Ed., Ed.D., Auburn University.

ALFRED MARTIN BUONCRISTIANI

Professor of Physics, Computer Science and Engineering, Emeritus. B.A., University of Santa Clara; Ph.D., University of Notre Dame.

DEBORAH CARTER CAMPBELL

Associate Professor of Philosophy and Religious Studies, Emerita. B.S., University of Scranton; M.A., Ph.D., Binghamton University.

RANDALL HUBERT CATON

Professor of Physics, Computer Science and Engineering, Emeritus. B.S., University of Minnesota; M.S., University of Pennsylvania; Ph.D., The City University of New York.

ALMA JANE CHAMBERS

Professor of English, Emerita. B.A., Pfeiffer College; M.A., University of Arkansas; Ph.D., University of North Carolina.

CHIE KEN CHANG

Professor of Chemistry, Emeritus. B.S., Taiwan University; Ph.D., University of Notre Dame.

RICHARD WENTWORTH CHENEY, JR.

Professor of Organismal and Environmental Biology, Emeritus. B.S., University of Massachusetts; Ph.D., Duke University. (1985)

ROBERT CHARLES COKER

Professor Emeritus of Marketing. B.S., West Virginia Wesleyan College; M.S., Ph.D., University of Illinois.

HAROLD NELSON CONES, JR.

Distinguished Professor of Biology, Emeritus. B.S., Maryville College; M.A., The College of William & Mary; Ph.D., Bowling Green State University.

ROBERT HENRY CUMMINGS

Professor of Leisure Studies and Physical Education, Emeritus. B.S., University of Maryland; M.A., West Virginia University; Ph.D., University of South Mississippi.

MARY HURLEY DANIEL

Professor of Library Science, Emerita. B.A., Adams State College; M.S.L.S., University of Tennessee.

ROBERT DALE DOANE

Professor of Government and Public Affairs, Emeritus. B.A., Lynchburg College; M.A., George Washington University; Ph.D., Temple University.

ROBERT JOHN DUREL

Professor of Sociology, Emeritus. B.A., M.A., Ph.D., University of Notre Dame.

ROBERT EVANS FELLOWES

Professor of Accounting, Emeritus. B.S., United States Naval Academy; M.S., Massachusetts Institute of Technology.

LORA RUTH FRIEDMAN

Professor of Education, Emerita. B.S.Ed., M.A., City College of New York; Ed.D., University of Florida.

DAVID EARL GAME

Associate Professor of Physics, Computer Science and Engineering, Emeritus. B.S., Massachusetts Institute of Technology; M.S., The College of William & Mary; Ph.D., Old Dominion University.

DOUGLAS KIRKE GORDON

Professor of English, Emeritus. B.A., University of Virginia; M.A., Ph.D., University of Tennessee.

LINDA MAUREEN GORDON

Lecturer of English, Emerita. B.A., Christopher Newport College; M.A., Old Dominion University; Ph.D., Auburn University. (1998)

GARY G. HAMMER

Professor of Chemistry, Emeritus. B.S., M.S., Wichita State University; Ph.D., Georgia Institute of Technology.

JOSEPH FRANCIS HEALEY

Professor of Sociology, Emeritus. A.B., M.A., The College of William & Mary; Ph.D., University of Virginia.

ROBERT WILLIAM HERRMANN

Professor of Psychology, Emeritus. B.A., George Washington University; M.A., Ph.D., Michigan State University.

DAVID LARRY HIBLER

Professor of Physics, Computer Science and Engineering, Emeritus. M.S., Ph.D., University of South Carolina; B.S., Ph.D., University of Texas. (1989)

JAMES ROBERT HINES

Professor of Music, Emeritus. B.A., Old Dominion University; M.M., Virginia Commonwealth University; Ph.D., University of North Carolina.

RITA COOPER HUBBARD

Professor of Communication Studies, Emerita. A.B., College of Notre Dame; M.A., The Johns-Hopkins University; Ph.D., Temple University.

JAMES NIMMO HUBBARD, III

Professor of Leisure Studies and Physical Education, Emeritus. B.S., M.Ed., The College of William & Mary.

RICHARD LEWIS HUNTER

Professor of Management and Marketing, Emeritus. B.A., Duke University; M.B.A., New York University.

LELAND GONCE JORDAN

Professor of Accounting, Emeritus. B.S., University of Florida; M.S., Air Force Institute of Technology; D.B.A., George Washington University.

RUTH LYNCH KERNODLE

Professor of Sociology, Emerita. B.A., Madison College; M.A., University of North Carolina.

PAUL CHESTER KILLAM

Professor of Government and Public Affairs, Emeritus. B.S., M.A., Ph.D., University of Massachusetts; M.C.P., Yale University.

BRUNO ALFONS KOCH

Professor of Theatre and Speech Communication, Emeritus. B.A., Baylor University; M.A., University of Houston; Ph.D., University of Michigan.

STAVROULA ERIKETTA KOSTAKI-GAILEY

Professor of Mathematics, Emerita. B.A., Ed.D., University of North Carolina at Greensboro; M.A., Western Carolina University.

SANFORD EDWARD LOPATER

Professor of Psychology, Emeritus. B.A., Miami University; M.A., Ph.D., University of Virginia. (1973)

MARION R. MANTON

Professor of Sociology, Social Work, and Anthropology, Emerita. B.A., M.S., Ph.D., North Carolina State University. (2005)

CHERYL MARIE MATHEWS

Assistant Professor of Social Work, Emerita. B.A., Grove City College; M.S.W., University of Hawaii.

MARIO DOMINIC MAZZARELLA

Professor of History, Emeritus. A.B., Providence College; M.A., University of Rhode Island; Ph.D., American University. (1969)

KATHRYN O'BRIEN MCCUBBIN

Professor of Management Information Systems, Emerita. B.S., M.S., Marquette University.

BUCK GWYNN MILLER

Professor of Government and Public Affairs, Emeritus. B.A., Gettysburg College; M.P.A., Ph.D., New York University.

LAWRENCE LEE MILLS

Professor of Management and Marketing, Emeritus. B.S., Oklahoma State University; M.B.A., Ohio State University; M.S.W., Norfolk State University.

RONALD SAMUEL MOLLICK

Professor in Biology, Emeritus. B.S., M.S., San Diego State University; Ph.D., North Carolina State University.

JAMES M. MORRIS

Professor of History, Emeritus. A.B., Aquinas College; M.A., Central Michigan University; Ph.D., University of Connecticut.

SANG OH PARK

Professor of Economics, Emeritus. B.A., M.A., Florida State University; Ph.D., University of North Carolina.

LEA BUCHANAN PELLETT

Professor of Sociology, Emerita. B.A., Hampton Institute; M.A., The College of William & Mary; M.S.W., Norfolk State University.

BELLE LAWSON PENDLETON

Associate Professor of Fine Art, Emerita. B.A., University of South Alabama; M.A., Tulane University; Ph.D., Northwestern University.

ANNE WITT PERKINS

Professor of Leadership and American Studies, Emerita. B.A., M.A., University of Richmond; Ed.D., The College of William & Mary.

JOUETT LYNN POWELL

Professor of Philosophy and Religious Studies, Emeritus. B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Phil., Ph.D., Yale University.

VIRGINIA SUE PURTLE

Professor of Sociology, Emerita. B.S., M.S., Oklahoma State University; Ph.D., Louisiana State University.

JAMES ROBERT REED, JR.

Professor of Biology, Emeritus. A.B., Harvard University; M.S., Cornell University; Ph.D., Tulane University.

DELIA DORIS REPPEN

Professor of Spanish, Emerita. B.A., University of Buenos Aires; M.A., University of California.

DONALD BENNETT RILEY

Professor of Accounting, Emeritus. B.S., The College of William & Mary; M.B.A., University of North Carolina; M.S., Virginia Commonwealth University.

MARY LUELLA ROYALL

Professor of Leisure Studies and Physical Education, Emerita. B.S.Ed., Madison College; M.Ed., Ed.D., University of North Carolina at Greensboro.

LAWRENCE JOSHUA SACKS

Professor of Chemistry, Emeritus. A.B., Drew University; M.S., Pennsylvania State University; Ph.D., University of Illinois.

ROBERT MILLER SAUNDERS

Professor of History, Emeritus. B.A., M.A., University of Richmond; Ph.D., University of Virginia.

WAYNE MORRIS SCHELL

Associate Professor of Accounting, Emeritus. B.S., Old Dominion University; M.B.A., The College of William & Mary; Ph.D., Virginia Polytechnic Institute and State University.

SUSAN SMITH ST. ONGE

Distinguished Professor of French, Emerita. B.A., Ph.D., Vanderbilt University; M.A., University of Wisconsin.

RICHARD MARION SUMMERVILLE

Distinguished Professor of Mathematics, Emeritus. B.S., Clarion State College; A.M., Washington University; Ph.D., Syracuse University.

GEORGE ALBERT TESCHNER

Professor of Philosophy and Religious Studies, Emeritus. B.A., Rutgers University; M.A., New York University; M.A., Ph.D., The New School for Social Research. (1976)

GEORGE RANDOLPH WEBB

Professor of Physics, Computer Science and Engineering, Emeritus. B.S., Massachusetts Institute of Technology; Ph.D., Virginia Polytechnic Institute and State University.

JANE CARTER WEBB

Professor of Physics, Emerita. B.A., M.A., Ph.D., Tulane University.

CECIL HARVEY WILLIAMS, JR.

Professor of Government and Public Affairs, Emeritus. A.B., Duke University; M.Div., Crozer Theological Seminary; M.A., University of Virginia.

JAMES CLAYTON WINDSOR

Professor of Psychology, Emeritus. B.A., The College of William & Mary; M.Div., University of Rochester; M.S., Virginia Commonwealth University; Ed.D., University of Virginia.

WILLIAM CHARLES WINTER

Professor of Government and Public Affairs, Emeritus. B.S., State University of New York; M.A., Ph.D., American University.

L. BARRON WOOD, JR.

Professor of English and Fine and Performing Arts, Emeritus. A.B., Hampden-Sydney College; M.A., University of Pennsylvania.

Absence from exams	46	Athletic organizations	29
Academic Advising	32	Athletics, Department of	29
Academic Calendar	7	Attendance	46
Academic Continuance	40	Auditing, change credit to audit status	45
Academic Dismissal	42	Bachelor of Science degree requirements	51
Academic Forgiveness	48	Billing	19
Academic Organization	38	Biochemistry curriculum	66
Academic Performance Policies	41	Biochemistry, BS degree	61
Academic Policies	40	Biology curriculum	63, 73
Academic Probation	41	Biology minor	61, 72
Academic Progress policies	40	Biology teacher preparation program	62, 73
Academic Responsibilities, Student	4	Biology, BA degree	71
Academic Standards	53	Biology, BS degree	61, 71
Academic Success Center	33	Biotechnology and Management Curriculum	79
Academic Suspension	41	Biotechnology and Management Program	78
Academic Warning	41	Board of Visitors	277
Accounting Curriculum	86	Business Administration minor	81
Accounting major, BSBA	82	Business core requirements	82
Accreditation	9	Business curriculum	83
Admission, freshman student	10	Business School	80
Admission, high school students	11	Business, formal acceptance	80
Admission, international student	11	Business, Graduation Requirements	81
Admission, non-degree seeking	16	Cambridge International Examinations	14
Admission, Office of	10	Career Planning Center for Career Planning	36
Admission, readmitted student	16	Cashing of student checks	21
Admission, transfer student	15	Celluar Major, BS Biology	61
Advance Placement (AP) scores	12	Center for Academic Success	33
Advising	32	Center for American Studies	153
Advising, Academic	32	Challenging a course	48
African-American Studies, minor	58	Chemistry curriculum	66
American Studies Center	153	Chemistry minor	61
American Studies curriculum	155	Chemistry Teacher Preparation	63
American Studies minor	154	Chemistry, BS degree	61
American Studies, BA, humanities concentration	154	Childhood Studies minor	92
American Studies, BA, social science concentration	154	Chinese curriculum	177
American Studies, BA constitutional studies	153	Civic Engagement & Social Entrepreneurship minor	93
Anthropology concentration, BA Sociology	250	Classical Studies curriculum	178
Anthropology curriculum	252	Classical Studies minor	175
Anthropology minor	250	Classification of students	42
Application deadlines for freshman	10	CLEP, request to take	48
Application fee	18	COLL 150 The Intentional Learner	273
Application for in-state tuition	21	College Designations	57
Application requirements, Financial Aid	23	Commencement exercises	50
Applied Mathematics	161	Communication curriculum	94
Applied Music curriculum	201	Communication Studies minor	94
Applied Music juries	191	Communication, Department of	94
Applied Physics minor	222	Computer Engineering curriculum	222
Arabic curriculum	177	Computer Engineering, BS	218
Area of Inquiry designated courses	53, 55	Computer Foundations, BS applied physic	220
Area of Inquiry requirement	55	Computer Foundations, BS computer science	220
Area of Inquiry requirement	53, 55	Computer Foundations, BS information systems	221
Army ROTC program	168	Computer Science curriculum	223
Army ROTC scholarships	168	Computer Science minor	222
Art curriculum	120	Continuance, Academic	40
Art History minor	119	Core adviser	32
Asian Studies minor	59	Counseling Services, Office of	34

Criminology concentration, BA Sociology	250	Financial Aid application requirements	23
Dance curriculum	264	Financial Aid, Federal programs	23
Dance minor	264	Financial Aid, Office of	23
Dean of Students	31	Financial Aid, private scholarships	24
Dean's academic honor list	48	Financial Aid, satisfactory academic progress	24
Declaration of major	49	Financial Aid, State programs	23
Declaration of minor	49	Financial Aid, student loans	24
Degree Completion Requirement for Transfers	15	Fine Art & Art History, Department of	119
Degree requirements, Liberal Learning Core	54	Fine Arts major, BA, Fine & Performing Arts	119
Degrees, graduate listing	39	Five-year Program, BS/MS Applied Physics	218
Degrees, undergraduate listing	38	Five-year Program, BS/MS Environmental	62, 72
Delinquent financial obligations	21	Foreign Language Placement	173
Department of Economics	101	Foreign Language requirement	54
Department of Molecular Biology & Chemistry	60	Foreign Languages, BA degree	175
Department of Organismal & Environmental Biology	71	Foreign Languages, BA, major in classical languages	175
Digital Humanities	100	Foreign Languages, BA, major in classical studies	175
Dining Choices	27	Foreign Languages, BA, major in German	176
Disabilities, services for students	35	Foreign Languages, BA, major in Spanish	176
Dismissal, Academic	42	French curriculum	179
Diversity Initiatives	31	French major, BA, Foreign Languages	175
Double major	49	French minor	175
Economics curriculum	102	Full-time status	42
Economics Department	101	General Academic Policies	43
Economics minor	102	Geography curriculum	254
Economics, BA	102	German curriculum	182
Economics, BA mathematical economics	102	German major, BA, Foreign Languages	176
Education, (Teacher Preparation)	260	German minor	176
Elective requirements	56	Government Curriculum	127
Electrical Engineering curriculum	227	Government internship opportunities	126
Electrical Engineering, BS	219	Government, Department of	126
Eligibility requirements, Financial Aid	23	Grade point average	46
Emergency loans, short-term	22	Grade reports	48
Emeriti Faculty	289	Grades for repeated courses	47
Employment support services	36	Grading system	46
Engineering curriculum	228	Graduate Courses, undergraduate taking	49
Engineering, electrical	219	Graduate Studies	39
English as Second Language, Teacher Preparation	177	Graduation exercises	50
English curriculum	108	Graduation with honors	50
English, BA	106	Graduation, general requirements	51
English, BA, Literature concentration	106	Grants	23
English, BA, Writing concentration	106	Greek curriculum	184
English, Department of	103	Greek Life	31
English, Teacher Preparation Program	107	Greek Studies minor	175
Enrollment Requirements, Graduation Term	50	Health & Wellness Services	34
Environmental Biology major, BS Biology	72	Health-related professions	60, 71
Environmental Science, BS/MS	72	History curriculum	135
Environmental Studies minor	106	History minor	134
Environmental Studies, BA	106	History of the University	9
Estimated costs	25	History, BA degree	133
Examinations	46	History, Department of	133
Faculty	278	History, Teacher Preparation Program	134
Family Educational Rights & Privacy Act (FERPA)	275	History-Business program	134
Federal financial aid programs	23	Honor Code	4
Fellowships	33	Honors curriculum	146
Finance curriculum	87	Honors Program	144
Finance major, BSBA	82	Honors Program requirements	144

Housing deadlines	28	Military Science minor	170
Housing, On Campus	26	Military Science, Department of	168
Human Rights and Conflict Resolution	148	Minimum good standing	41
Humanities concentration, BA, American Studies	154	Minimum Standards for Academic Continuance	41
Immunization requirement for new students	43	Minor in African-American Studies	58
Incidental expenses	21	Minor in American Studies	154
Incomplete grade	47	Minor in Anthropology	250
Independent study procedures	45	Minor in Applied Physics	222
Information Science minor	222	Minor in Art History	119
Information Science, BS	221	Minor in Asian Studies	59
Information Technology Services	35	Minor in Biology	61, 72
In-state resident student classification	22	Minor in Business Administration	81
Integrative Major, BS Biology	72	Minor in Chemistry	61
Intercollegiate Athletics	29	Minor in Childhood Studies	92
Interdisciplinary (IDST) Courses:	149	Minor in Civic Engagement, Social Entrepreneurship	93
Interdisciplinary Studies curriculum	149	Minor in Classical Studies	175
Interdisciplinary Studies, BA/BS	149	Minor in Communication Studies	94
International Baccalaureate Program scores	13	Minor in Computer Science	222
Internet services	35	Minor in Dance	264
Intramural Athletics	29	Minor in Environmental Studies	106
Intramural Sports	30	Minor in Film Studies	118
Italian curriculum	184	Minor in French	175
Judeo-Christian Studies minor	151	Minor in German	176
Latin American Studies curriculum	152	Minor in History	1347
Latin American Studies minor	152	Minor in Information Science	222
Latin curriculum	184	Minor in International Culture and Business	150
Latin minor	175	Minor in Judeo-Christian Studies	151
Law School Preparation, Government	126	Minor in Latin	168
Leadership & American Studies, Department of	153	Minor in Latin American Studies	152
Leadership Studies curriculum	157	Minor in Leadership Studies	154
Leadership Studies minor	154	Minor in Linguistics	159
Liberal Learning Core requirements	54	Minor in Literature	107
Liberal Learning Curriculum, University	273	Minor in Mathematics	162
Liberal Learning Foundation requirement	53	Minor in Medieval and Renaissance Studies	167
Library (Paul and Rosemary Tribble Library)	37	Minor in Middle East & North Africa Studies	168
Linguistics minor	159	Minor in Military Science	170
Literature minor	107	Minor in Philosophy and Religious Studies	208
Location	9	Minor in Philosophy of Law	208
Major adviser	32	Minor in Photography & Video Art	120
Major requirements	56	Minor in Political Science	126
Major, change of	49	Minor in Psychology	242
Major, structure of	49, 53	Minor in Sociology	250
Management curriculum	88	Minor in Spanish	176
Management major, BSBA	82	Minor in Studio Art	119
Marketing curriculum	90	Minor in Theater	264
Marketing major, BSBA	82	Minor in U.S. National Security Studies	272
Mathematics curriculum	163	Minor in Women's & Gender Studies	274
Mathematics minor	162	Minor in Writing	107
Mathematics Teacher Prep	162	Minor, structure of	49, 53
Mathematics, BA/BS	161	Minors, listing	38
Mathematics, BS computational & applied majors	161	Mission of the University	9
Mathematics, Department of	160	Modern & Classical Languages & Literature Depart	173
Medical/Administrative withdrawal	44	Modern Languages curriculum	186
Medieval and Renaissance Studies minor	167	Music curriculum	194
Middle East & North Africa Studies minor	168	Music major, BA in Fine & Performing Arts	192
Military Science curriculum	171	Music program entrance requirements	191

Music program graduation requirements	191	Reinstatement (for non-payment of tuition)	20
Music, admission to degree program requirements	191	Religious Studies concentration , BA, Philosophy	207
Music, BM	192	Religious Studies curriculum	212
Music, BM, Choral Music Education concentration	193	Repeated courses	47
Music, BM, Composition concentration	192	Request to take courses elsewhere	48
Music, BM, Instrumental Music Education	193	Residence Life, Office of	26
Music, BM, Performance concentration	192	Residency appeal	22
Music, Department of	190	Residential living	26
Natural Science curriculum	70	Returned check	21
Neuroscience curriculum	204	Room & Board cost	27
Neuroscience major	203	Room & Board fee deadline	28
Non-degree enrollment, high school students	11	ROTC (Military Science) curriculum	171
Organismal Major, BS Biology	72	ROTC commissioning requirements	15
Overload schedule	42	ROTC Program	168
Pass/Fail credits	47	ROTC Scholarships	168
Pass/Fail option	47	Satisfactory academic progress (Financial Aid)	24
Payment policy	20	Schedule adjustment (Drop/Add)	44
Payments	19	Schedule changes (Drop/Add), financial	18
Philosophy & Religious Studies, Department of	206	Scholarships, President's Leadership Program	239
Philosophy and religious studies Minor	208	Second Bachelor's degree	49
Philosophy curriculum	208	Senior Citizens tuition program	21
Philosophy of law minor	208	Services for students with disabilities	35
Philosophy, BA	207	Short-term emergency loans	22
Philosophy, BA, pre-seminary studies concentration	207	Small Business Institute™ (SBI)	80
Philosophy, BA, religious studies concentration	207	Social Science concentration, BA, American Studies	154
Photography & Video Art minor	120	Social Work curriculum	257
Physics curriculum	228	Social Work major, BA, Sociology	251
Physics, Computer Science & Engineering Depart	217	Social Work, admission procedures	251
Placement Credit Policies	11	Social Work, continuance in program	252
Placement Credit, Cambridge Examinations	14	Sociology curriculum	254
Placement Credit, International Baccalaureate	13	Sociology minor	250
Policies & Procedures, Academic	40	Sociology, BA	249
Policies, General Academic	43	Sociology, BA, Criminology concentration	250
Political Science minor	126	Sociology, Social Work and Anthropology Depart	249
Political Science, BA	127	Spanish curriculum	187
Pre Health Program	233	Spanish major, BA, Foreign Languages	176
Pre-Law Program	232	Spanish minor	176
Pre-Med and Pre-Health	233	Sport Clubs	30
Pre-Med Scholars curriculum	239	State financial aid programs	23
Pre-Med Scholars Program	237	State immunization requirement for new students	43
Pre-Seminary Studies concentration, BA Philosophy	207	Student Academic Responsibilities	4
President's Leadership Program	239	Student Activities, Office of	31
President's Leadership Program, eligibility	239	Studio Art concentration, BA, Fine & Performing Art	119
President's Leadership Program, requirements	240	Studio Art minor	119
President's Leadership Program, scholarships	239	Study Abroad	36
Prestigious Scholarships	33	Study Abroad/Study Away	25
Probation, Academic	41	Suspension, Academic	41
Psychology curriculum	243	Teacher Preparation, art	120
Psychology minor	242	Teacher Preparation, biology	62, 73
Psychology, BA/BS	241	Teacher Preparation, chemistry	63
Psychology, Department of	241	Teacher Preparation, English	107
Readmission to the University	16	Teacher Preparation, ESL	177
Recreational Services	30	Teacher Preparation, history/social science	134, 155
Refund policy, tuition & fees	20	Teacher Preparation, music	193
Registrar, Office of	40	Teacher Preparation, Office of	260
Registration	43	Teacher Preparation, physics	222

Teacher Preparation, social science	123
Teacher Preparation, sociology	250
Teacher Preparation, Spanish	176
Test of English as a Foreign Language (TOEFL)	11
Theater and Dance, Department of	261
Theater arts curriculum	266
Theater major, BA, Fine & Performing Arts	262
Theater minor	264
Theater, acting concentration	262
Theater, arts administration concentration	262
Theater, design/technical concentration	262
Theater, directing & dramatic literature conc	263
Theater, music-theater/dance concentration	263
Theater, theater studies concentration	263
TOEFL (Test of English as a Foreign Language)	11
Transfer credit	15
Tuition	18
Tuition Payment Plan	20
Tuition, application for in-state tuition	22
Tutoring Center	33
U.S. National Security Studies minor	272
Undergraduates taking graduate courses	49
Underload Permission	42
University Health & Wellness Services	34
University Liberal Learning Curriculum	273
University Presidents	9
Veterans benefits	21
Welcome to Christopher Newport University	2
Windsor Center for Health and Counseling Services	34
Withdraw, administrative	44
Withdrawal from a course	44
Withdrawal, medical	44
Women's & Gender Studies minor	274
Writing Intensive (WI) Course Requirement	56
Writing Intensive (WI) requirement	51, 56
Writing minor	107
Writing Seminars	106

NOTES

NOTES