

# CNC <sup>Archives</sup> Community CHRONICLE

November 21, 1975  
#29 of 1975

SUNDAY - November 23



dies solis

MONDAY - November 24

Chairmen - Soc. & Beh. Sci.  
Noon



dies lunae

2:15 - Budget Comm. - Conf. Room.

TUESDAY - November 25



dies martis

WEDNESDAY - November 26

2:30 - Chairmen, Ed. &  
Comm. Div.



dies mercurii

Noon - Faculty Theology Group

THURSDAY - November 27



dies jovis

THANKSGIVING DAY

FRIDAY - November 28

Varsity  
Basketball - CNC vs.  
Emory & Henry  
College  
8:00 P.M.

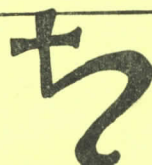


dies veneris

College Closed

Junior Varsity Basketball -  
Apprentice School at CNC  
5:30 P.M.

SATURDAY - November 29



dies saturni

## DEAN'S ANNOUNCEMENTS

### Special Faculty Meeting

There will be a special faculty meeting at 12:15 on Monday, December 1, in G-145 for the purpose of considering the proposed change in the process for amending the Faculty By-Laws (see Dr. Sanderlin's resolution under Committee Reports). Every effort will be made to conduct the business of the meeting as efficiently as possible.

#### Agenda:

- I. Motion to suspend rules to consider Dr. Sanderlin's resolution (2/3 vote of those present is required).
- II. Motion to adjourn November Faculty Meeting.
- III. Proposed Change in the Process of Amending the By-Laws (2/3 vote of entire Faculty is required) (Dr. Sanderlin).
- IV. Adjourn Special Meeting.

If the above agenda is followed, the unfinished Degrees Committee business will remain as the first item on the agenda of the December Faculty meeting.

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### Division Coordinators

Faculty responses to my request for guidance on the matter of staggering the term of office of Division Coordinators clearly indicated that the members of the Division of Education and Communications and the Division of Social and Behavioral Sciences wish to have their current Coordinator continue in office for the 1976-77 academic year. Elections will therefore be held in the other three divisions. According to the Coordinator's job description, elections for the office are to be held in January; a Coordinator may be re-elected, but may not serve more than two consecutive terms; a two-thirds majority is required to elect a Coordinator from the same department as the incumbent; and the term of office is two years.

All Division Coordinators have served well during their first term of office. It has been my pleasure to work with each and every one. The importance of the office has become increasingly clear.

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### New Positions

After studying Annual Divisional Reports and conferring with the Division Coordinators, Dean Edwards, and President Windsor, I have authorized the following new and replacement positions for the 1976-77 academic year.

#### New Positions

Accounting & Finance (2)  
Management, Marketing, & Retailing  
Education  
Political Science  
Psychology

#### Replacement Positions

Education  
English  
Fine & Performing Arts

Regretably, our projected budget for the 1976-77 academic year will not permit authorization of new and replacement positions for every department that requested them. It also seems prudent to authorize new and replacement faculty positions for next year in two stages: an initial authorization (announced above) for those departments which clearly justify new faculty members, and subsequent authorizations which will be made on the basis of a continuing study of the plans and needs of those



departments that made requests but where the justification was less obvious. I anticipate that one or two additional positions will be authorized before the end of the current semester.

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#### Fund for the Improvement of Post-Secondary Education

Information has recently been published by the Department of Health, Education, and Welfare for fiscal year 1976 FIPSE applications. Guidelines favor schools with missions and objectives consistent with those of Christopher Newport College. The various purposes of this grant are outlined below (see Grants and Fellowships). More complete information is available in the Dean's office. The deadline for receiving preliminary proposals is January 5, 1976. Faculty members who have good ideas and are in search of funds to implement them are strongly encouraged to draft a proposal.

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#### Nursing Program

Ms. Jeanne Ito's study to determine the feasibility of a baccalaureate degree in nursing at CNC has been completed and will be forwarded to an expanded ad hoc Faculty Nursing Committee for the purpose of internal College review. Members of this Committee are Aletha Markusen, Gary Hammer, Ruth Kernodle, Ruth Simmons, Marshall Booker, and Sandy Lopater. During the coming weeks, the Nursing Committee will be soliciting faculty and departmental input through the Division Coordinators with a view toward determining the extent of faculty support for a nursing program at CNC, and the impact that such a program would have on departmental courses and programs. At this point, it appears as though there is a need for a baccalaureate nursing program on the Peninsula, the cost of such a degree program probably will prevent CNC from submitting a letter of intent to the State Council in the immediate future, and a cooperative program with another college which already offers the degree would be an excellent alternative to having our own programs. Division Coordinators will be in a position to keep the faculty fully informed as the work of this project continues.

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#### NOTICES

##### Duplicating Security

In order to provide appropriate security for examination materials left in the duplicating office, the following procedures will be observed:

- (1) Faculty members are to make known to Mrs. Connie Brown those materials for which security is required.
- (2) Mrs. Brown will safeguard all documents for which security is required by keeping them in a lockable filing cabinet.
- (3) Whenever it is necessary for Mrs. Brown to leave the center the filing cabinet will be locked.
- (4) Faculty members or their representative will deliver and receive examination materials directly to/from Mrs. Brown so that she may file the material within the lockable filing cabinet.

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### Pay Day

Checks will be available for pick up from the Security Guard on December 31, 1975, between the hours of 9 and 11 A.M.

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### Christmas Holiday Leave

Traditionally, Governors have authorized State government offices to be closed for one-half day on Christmas Eve, December 24. This practice was taken into consideration for the holiday schedule previously published in a memorandum dated October 10, 1975.

This year the Governor has authorized offices to be closed all day on Friday, December 26 instead of one-half day on December 24. Since December 25, 26, 29, 30, 31, and January 1 are already authorized holidays for classified employees, the day the Governor has authorized will be observed Friday, January 2, 1976.

The College will close at 12:00 Noon, December 24, and remain closed until 8 A.M., January 5, 1976. Four hours of annual leave will be charged for December 24th and classified employees are required to submit a report of leave taken.

Elizabeth P. Welch

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### Food Drive

The Black Student Association has initiated a campaign to collect food (canned goods, fruits and vegetables and the like) for a needy family or families for Thanksgiving. I write to ask for your assistance in this very worthy effort. If you would like to make a contribution, the goods may be brought to the front desk at the Campus Center or to my office. Since the food will be delivered on the afternoon of Wednesday, November 26, your contribution should be brought in no later than noon of that day. While I recognize that it is somewhat late, any assistance you could offer will be greatly appreciated by all concerned.

Keith McLoughland

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### WINE & CHEESE PARTY

Sponsored by the CNC Women's Association.

PLACE: Home of Jean & Hugh Hilliard.

237 Falcon Drive, Newport News

TIME: Saturday, November 22 - 8:30 P.M.

RSVP: To the telephone committee when you are called or to Jean Hilliard (595-7434), by Wednesday, November 19.

MENU: Cheese, Bread, Crackers  
Bring Your Own Wine

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### CNC Basketball - Family Season Tickets

These tickets are on sale at the Information Desk of the Campus Center for \$7.50. This ticket includes the staff or faculty member, his or her spouse, and their children.

Bev Vaughan

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The Business Manager requests that all department chairmen, or whomever they designate, be responsible for submitting the time sheets for the students employed by their department. These time sheets must be in the Business Office no later than the last working day of the month. (November 26, 1975 at 5:00 P.M.)

Prompt submission by one person in each department is necessary to insure timely receipt of payroll checks.

Business Manager

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### Telephone Listings

A proposed telephone listing as it will appear in the C&P Telephone Directory is printed below for your review. If you wish to make any changes please insure that they are delivered to Mrs. Greene in the Business Office no later than 5 P.M., Monday, the 24th of November.

Cal Hones

#### CHRISTOPHER NEWPORT COLLEGE

Direct Dialing To College Telephones Is  
Provided For Your Convenience.

For All Offices Not Listed Below Dial

Shoe Ln	599-7000
Admissions	599-7015
Alumni Relations	599-7160
Athletics	599-7025
Bookstore	599-7030
Buildings & Grounds	599-7035
Business Office	
Accounts Payable	599-7150
Business Mgr.	599-7040
Payroll	599-7140
Personnel	599-7145
Purchasing	599-7150
Student Accounts - Cashier	599-7042
Campus Center	599-7005
Career Placement	599-7165
Computer Center	
Direct Computer Services	
Institutional Research	599-7180
Programming Services	599-7181
Operations	599-7182
Data Preparation	599-7183
Computer Room	599-7184
Continuing Studies, Office Of	
Evening School	599-7045
Summer School	599-7045
Non-Credit Programs	599-7045
Dean of Academic Affairs	599-7050
Dean of Academic Affairs Assistance	599-7045
Dean of Academic Affairs Associate	599-7052
Dean of Student Affairs	599-7160
Department of Instruction	
Accounting & Finance	599-7055
Ancient Languages	599-7057
Art	599-7059

Basic Studies	599-7089
Basic Studies	599-7080
Biology & Environmental Services	599-7061
Chemistry	599-7063
Classical Studies	599-7057
Communications	599-7073
Computer Science	599-7065
Economics	599-7067
Education	599-7069
English	599-7071
Fine & Performing Arts	599-7073
Geography	599-7075
History	599-7077
Management Marketing & Retailing	599-7079
Mathematics	599-7081
Modern & Foreign Languages & Literature	599-7083
Philosophy	599-7085
Physical Education	599-7087
Physics	599-7081
Political Science	599-7091
Psychology	599-7093
Sociology	599-7095
Urban Studies	599-7097
Financial Aid	599-7170
Library	
Head Librarian	599-7130
Associate & Readers' Services Librarian	599-7132
Circulation Department	599-7133
Periodicals Department	599-7135
Media Section	599-7136
Aquisitions Department	599-7137
Cataloging Department	599-7138
NASA Research Project	599-7125
President's Office	599-7001
Registrar	599-7155
Student Employment	599-7165
Veteran's Affairs	599-7175

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#### FACULTY NEWS

MARTIN BUONCRISTIANI presented two workshops on The Use of Computers in Education. The first was given to the Tidewater Supervisors Conference in Norfolk on October 24 and the second at the State Department of Education Title III Conference at VPI on October 29, 30, & 31. Marty also presented a paper titled "Generalized Octonions and Quarks" to a meeting of the American Mathematical Society at VPI on November 7 & 8.

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PROFESSORS JERRY FERRY & JON FRIEDEN attended the Southern Marketing Association's meeting in New Orleans this past week. PROFESSOR GARY VAZZANA attended the Southern Management Association's meeting in New Orleans during the same period.

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MARVIN BROWN was guest speaker at the Peninsula Sales & Marketing Executive monthly dinner meeting last week. "Training Young Adults for Careers in Business" was his topic.



In addition, Marvin recently gave a "Consumerism Update" to the Wythe Women's Club. He also served as guest speaker in four senior business classes at Kecoughtan High School earlier this month.

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JACK ARMISTEAD, Tennis Coach at Christopher Newport College has been elected President of the Peninsula Tennis Patrons Association for 1976. Mr. Armistead has served as Vice-President of the organization two years, 1973 and 1975. The organization has over 600 members and serves as sponsor of many junior tennis activities on the Peninsula.

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On November 14, DR. BOOKER was a discussant at the Forty-Fifth Annual Conference of the Southern Economic Association in New Orleans, Louisiana, on the following papers:

"An Alternative 'Neutralized' Monetary Policy Measure and the Implications for Two Monetarist Propositions," Richard T. Froyen, UNC at Chapel Hill.

"Recursive Method to Estimate the Money Demand Function," James B. Kau and Cheng F. Lee, University of Georgia.

"The Behavior of Income Velocity in West Germany, 1948-1972: Implications for the Monetarist-Keynesian Controversy," Harold Black, University of Florida, James A. Fellows, Louisiana State, and David L. Schulze, University of Florida.

In addition Marshall spoke to the Automobile Dealers Association of Tidewater breakfast on Tuesday, November 18, 1975. Topic: Unemployment & Recovery in the auto industry.

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TOM MUSIAL and REPRESENTATIVE GEORGE GREYSON were invited to speak at the November meeting of the American Association of University Women on the subject of "Death With Dignity." Tom spoke on the moral issues; Representative Greyson spoke on the legal issues of the topic.

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#### GRANTS AND FELLOWSHIPS

##### Fund for the Improvement of Postsecondary Education

The Fund is a governmental, grant-making organization with four distinguishing characteristics:

- It is comprehensive in scope, covering the entire range of postsecondary education.
- It is responsive, seeking to yield to external initiative the task of conceiving and developing proposals to be funded.
- It is action-oriented. While the Fund will entertain proposals for policy-oriented studies and feasibility studies directly related to reform and innovation, it will not fund proposals for basic research.
- It is risk-taking. The Fund will entertain proposals for new and unproven ideas as well as proven ones.

The authorizing legislation for the Fund identifies eight purposes for which grants and contrasts may be awarded. These are:

- encouraging the reform, innovation, and improvement of postsecondary education



- and providing equal educational opportunity for all;
- the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experiential learning;
- the establishment of institutions and programs based on the technology of communications;
- the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;
- the design and introduction of cost-effective methods of instruction and operation;
- the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs;
- the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and
- the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

To achieve these purposes, the Fund administers a comprehensive program competition to which applicants are invited to submit proposals related to any or all of the purposes for which the Fund can make awards. In FY 1976, the comprehensive program will constitute the sole new proposal competition. Purposes covered in prior years in special-focus programs and national projects' competitions are incorporated this year in the comprehensive program.

#### National Science Foundation

##### Faculty Fellowships in Science Applied to Societal Problems

Deadline: February 6, 1976,

Approximately 80 fellowships will be awarded.

##### Ethical and Human Value Implications of Science and Technology

Priorities for FY 1976 have been established for Case Studies and other projects including compilation of bibliographies and holding of national conferences.

Deadlines: Case Studies: January 15, 1976; other:  
February 15, 1976.

#### International Studies

1. Programs for Strengthening the International Dimensions of General Education at the Undergraduate Level.
2. Problem - or Topic Oriented Programs in International Studies at the Graduate Level.

Guidelines have been received for the above programs.  
Deadline: December 15, 1975.

#### Rockefeller Foundation Fellowships - Research and/or Public Service in Environmental Affairs.

A new program to deal effectively with comprehensive environmental problems. Guidelines for applications are available.  
Deadline: February 1, 1976.

Fellowships also available in fields of agriculture, the humanities, population, conflict resolution, and the arts. This is a major shift in the Foundation's fellowship policy which traditionally limited such awards to Nationals of developing countries. Award to American scholars are being greatly increased.



Inquiries should be made to the specific area program officer. Names are available in the Sponsored Program Office.

#### Special Bicentennial Fellowships for Students

An award of \$1,000 is being offered for a student paper on "America in the Information Age: The Critical Role of Information in National Policy Formulation and Government Management," by the American Society of Information Sciences.

Program statement available.

Deadline: February 10, 1976.

#### Study Abroad

This UNESCO publication includes detailed and comprehensive listings of international scholarships, assistantships, and travel grants and international courses. It is available in the Sponsored Programs Office.

#### Smithsonian Institution

Deadlines for programs of higher education and research training in Biological Sciences, the History of Science and Technology, American History and Material Culture, Anthropology, the History of Art, and Earth Sciences for doctoral, postdoctoral, and graduate fellowship programs are:

January 15, 1976 - for Postdoctoral Fellowship applications to pursue further training in research. An annual stipend of \$10,000 per annum is provided plus a research allowance.

January 15, 1976 - for Doctoral Fellowship applications for doctoral candidates to conduct research for their dissertations with the approval of their university departments. An annual stipend of \$5,000 is provided plus a research allowance.

March 15, 1976 - for Graduate Student applications to conduct two- to three-month directed research and study projects. Several fellowships of \$100 per week are awarded each year.

#### National Humanities Institutes - Fellows

University of Chicago - general topic is "Technology and the Humanities." Topic for 1977-78 is "Relationship between Technology and the Humanities Through a Comparative Perspective."

Deadline for 1977-78: February 15, 1976.

Yale University - general topic is "The Humanities and The National Life." Topic for 1977-78 is, "Uses of a Point of View: The Humanities as a National Resources."

Deadline for 1977-78: February 15, 1976.

Fellows must be nominated by the dean of their institution.

#### S&H Foundation Lectureship Program, 1976-77

Awards of \$2,000 will be made to winning programs of college-based public lectures. This year's competition will offer an additional \$1,000 each to five colleges whose lectureship topics seem to "best highlight or uniquely relate to the Bicentennial or to our American heritage."



# It All Started With a Snake: From Eden to P.T.A.

By RICHARD ARMOUR

Education began in the Garden of Eden, which was more attractive than most campuses today despite lack of any provision for the maintenance of buildings and grounds. The first institution of learning was all male, consisting only of Adam. With the arrival of Eve, it became coeducational, presumably including a coed dorm.

The first teacher was a snake that had a regular position in Hell but was moonlighting in Eden to augment what every teacher or professor since has considered an inadequate salary. The snake specialized in Original Sin, a field closely related to Philosophy, Psychology and Sociology.

The first active student was Eve, who was given an apple instead of her giving an apple to the teacher. Under the tutelage of the snake, Eve experimented with the fruit of the Tree of Knowledge, gaining such interesting information as the fact that all this time she had been going around without any clothes on. She persuaded Adam to take the course, thereby doubling enrollment and causing the snake to think of asking for an assistant.

Eventually Adam and Eve graduated with Dishonor or Minima Cum Laude, and went forth to seek employment in the Outside World.

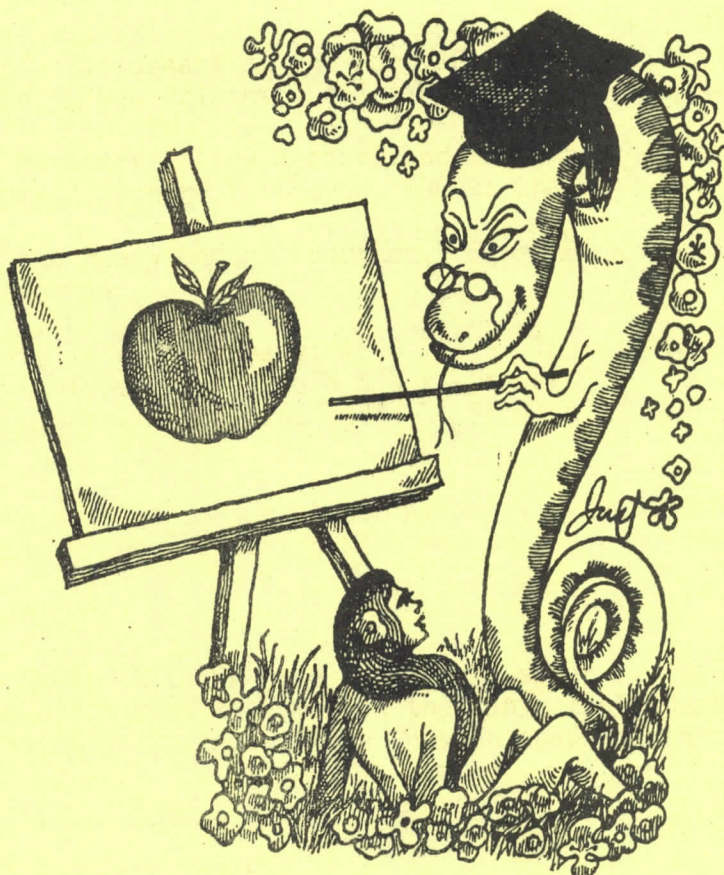
Consider the school buildings of the Stone Age. They were simple, functional caves, made by nature and ready to move into. There was no need to vote for school bonds, thereby increasing the tax rate. Nor was there any opportunity for graft by members of the school board or Government officials who owned nearby land or had a brother-in-law who was an architect or a contractor.

Racism had not yet become an issue in the schools, since everyone was roughly the same color—a grayish brown, caused by lack of bathing facilities. The poor light in caves added to the difficulty of discrimination.

In the Stone Age, a teacher was not someone who had a teaching credential or an advanced degree. A teacher was simply someone who knew something and told others about it. This made it unnecessary to spend valuable years in a School of Education instead of learning by doing.

Moreover, there were no textbooks, which eliminated arguments about whether books adopted were politically radical or too explicit about sex.

As anyone who is familiar with education today must be aware, those were the Good Old Days.



## The Middle Ages

An advance was made in schools when teachers began to wear suits of armor. This gave them safety from attacks by gangs of dissident students some of whom had perhaps flunked the elementary course in Chivalry, though doing well in Intermediate Dragon Slaying.

Chaucer could be read easily and without one finger in the glossary, which made turning pages difficult, especially the heavy manuscript pages of those days.

Sex education was taken for granted but left much to be desired, as could

Greek and Latin were not yet dead languages and were learned by the Greeks and the Romans without being required. Oddly, they found such languages not difficult, even to speak.

This was a great period for faculty members to move about, there apparently being no such thing as tenure, and for students to transfer from one institution to another. Professors were not thought of as restless but as peripatetics, always on sabbatical.

Buildings were unimportant, since many professors gave their lectures out of doors, in the Groves of Academe. The only thing they had to worry about was sitting under a bird.



be observed by the number of damsels in distress.

Athletics flourished in schools, where the annual Tournament was the equivalent of today's Big Game. The first requirement in spring training was to learn how to throw a lance. The second requirement was to learn how to dodge one. The coach of a losing team was not dismissed but sent on a Crusade, which was considered the equivalent of Good Riddance.

#### The Renaissance

This was known as the time of awakening, though it was difficult for those in the classroom who had been out late the night before. The purpose of education was to develop the whole man.

Horizons were widening, which was the opposite of belt-tightening in educational budgets today. There was also rebirth everywhere, which would worry modern sociologists, environmentalists, and others concerned with overpopulation.

Universities learned the importance of donors, and the work of development began with the buttering up of a millionaire like Lorenzo de' Medici. They promised to put his name on a building and not to leave out the apostrophe.

#### Colonial America

There was great emphasis on the teaching of morality, though as we learn in "The Scarlet Letter" there were some who did not get an A until after they graduated and were married.

As for the arts and crafts, the most important craft was witchcraft. There was also that popular course, How to Burn a Witch, or Meeting Your Match.

Speed reading began with the need to read the Bible at least once a week. By the time of the American Revolution, our schools had produced the ultimate, readers known as Minutemen.

In the 18th century, education took a great leap, though there is some question whether it was forward or backward. During the Age of Enlighten-



ment, for some reason also called the Age of Reason, classrooms may have been better lighted but the lectures were heavier than ever. The emphasis was on fact, which created friction. The English Pope (not to be confused with the Italian Pope) insisted that "a little learning is a dangerous thing,"



thus discouraging many from going to school.

Education in Germany was affected by Kant, while in France more was learned from the can-can. The United States, having become independent, began to produce its own textbooks, at last free to spell "honour" "honor" and "colour" "color," thereby saving the "u," which was badly needed for such expressions as "uh huh."

#### The Victorian Period

A model for one-to-one education was established by Queen Victoria, who told Prince Albert what was what, though Albert already knew more about what and whatnot, and especially whatyes, than his teacher.

The most important development in the United States was the publication of "McGuffey's Eclectic Readers." It was soon learned that "eclectic" is different from "electric," which disappointed those who hoped to be shocked. McGuffey himself was well educated, of the same school as Cotton Mather and Michael Wigglesworth, and even criminals liked his short sentences.

This is the age of the Open Classroom, a throwback to the even more open cave of the Stone Age; the Dropout, who in the Renaissance would have been known as an Individualist and in the Victorian Period as an Outcast; and the Ed.D. This last has no counterpart in earlier times and has to be believed to be seen.

Problems remain, such as whether it should be busing or bussing, who has the authority to send the school counselor to a psychiatrist, and whether education should be private, with no one knowing what students know, or public, letting it all hang out until they get the hang of it.

At last report, the P.T.A. was bigger than the G.N.P.

Dr. Armour, a retired professor of philology who has kept the "u" in his name, is the author of many books of humor and satire.

Submitted by  
Lora Friedman





## COMMITTEE REPORTS

### Proposed Change in the Process for Amending the By-Laws

1. Whenever amendments are proposed for the By-Laws of the Faculty, they shall be submitted in writing to the whole Faculty at least one calendar or academic week prior to the meeting at which they are to be discussed.
2. At the meeting of the Faculty at which these amendments are discussed, the request of one member of the Faculty will be sufficient to implement this proposed alternative method of voting.
3. Upon completion of discussion of these amendments, they plus all amendments to them shall be circulated to all voting members of the Faculty. Ballots for voting on amendments and their changes shall be circulated with the amendment by the Nominations Committee. Each voting member of the Faculty shall receive a sealed ballot and shall return that ballot in a sealed envelope within five calendar days to a locked box housed in the office of the Dean of Academic Affairs.
4. At the conclusion of the voting period of five days, a majority of the Nominations Committee, consisting of the Chairman and three others, shall open the balloting box and count the ballots in the presence of at least two members of the Faculty Advisory Committee. The counted ballots shall then be sealed in envelopes and the election certified to the Dean of Academic Affairs. A two-thirds majority of the Faculty shall be required for the ratification of amendments to the By-Laws.
5. The Chairman of the Nominations Committee shall certify in a written statement to all Faculty members the results of the balloting.

W. Stephen Sanderlin

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### Curriculum Committee

As you know, the Curriculum Committee has been wrestling with distribution requirements and/or a core curriculum for many years without being able to come up with a final plan. We would like the Faculty to cooperate in one more attempt. Specifically, we would like each division to submit by February 1 the 1st. and 2nd year courses the division would like for their major to have taken. Perhaps from this we can find a common ground for a core curriculum. The Curriculum Committee appreciates your thoughts and is looking forward to receiving this information from your division.

Jean Pugh

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### Degrees Committee Guidelines

In order to facilitate Faculty meetings and the business of the Degrees Committee, I would like to see the Faculty consider and adopt each of these guidelines for the Degrees Committee.

(1) If a student is unable to satisfy the Physical Education distribution requirement up to the expected time of graduation because of physical disabilities, and if two physicians of the student's choice certify this in writing, then the student is permitted to satisfy the Physical Education distribution requirement by taking two non-activities Physical Education courses. If the student needs only one additional activities course, then only one non-activities course need be taken.

(2) If a student attended a school where two different laboratory science courses satisfied that school's distribution requirement, then the student is permitted to satisfy the Natural Science distribution requirement by presenting two such courses. The burden of proof is on the student.

(3) If a student attended a school where two different social science courses satisfied (part or all of) that school's distribution requirement, then the student is permitted to satisfy partially the Social Science distribution requirement by presenting two such courses. The burden of proof is on the student.

(4) If a student attended a school where two different humanities courses satisfied that school's distribution requirement, then the student is permitted to satisfy the Humanities distribution requirement by presenting two such courses. The burden of proof is on the student.

Bob Collins

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