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St. Norbert College

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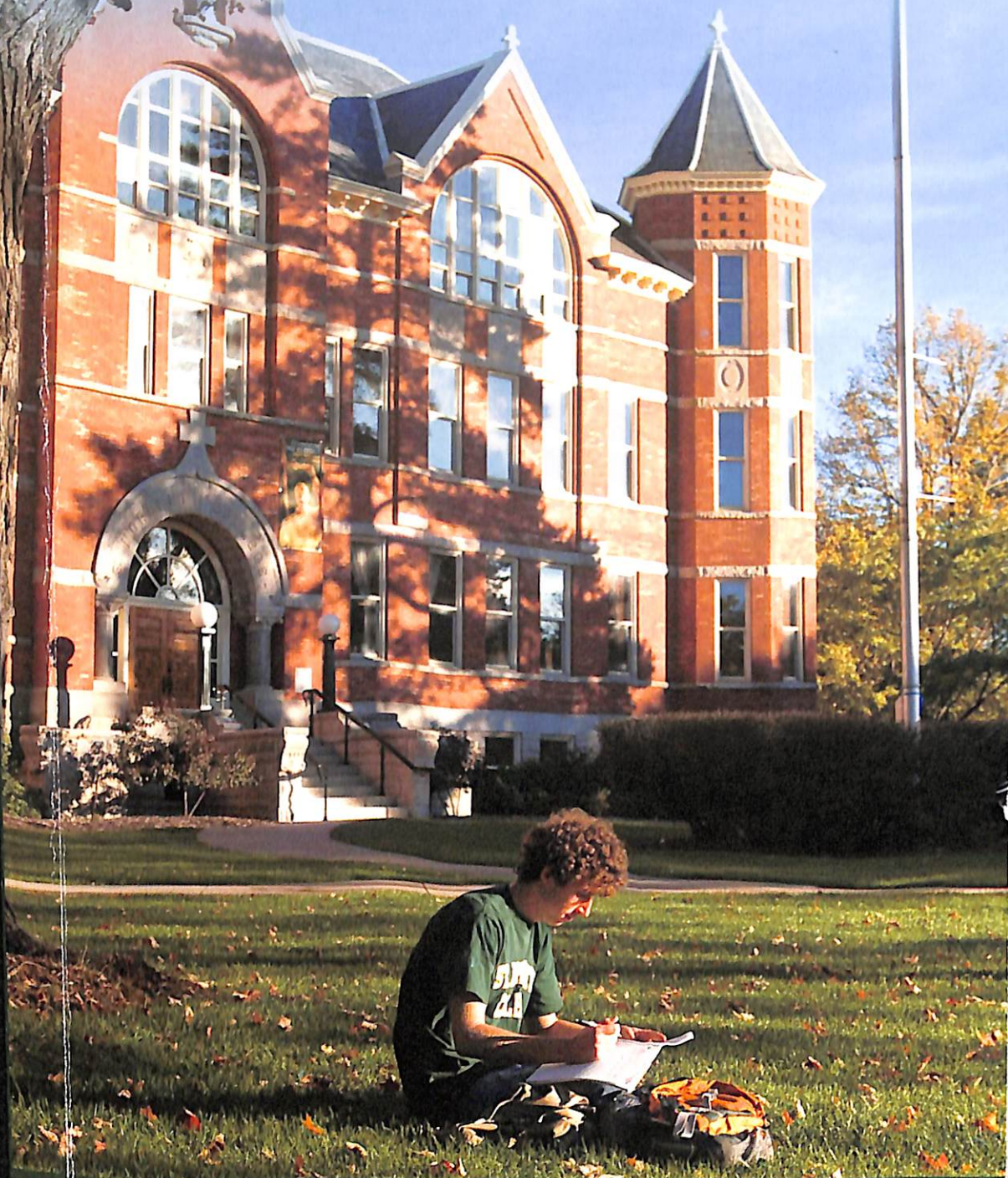
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College Catalog

2008-2010



St. Norbert College



St. Norbert College

2008-2010 Catalog



100 Grant Street
De Pere, WI 54115-2009

St. Norbert College does not discriminate on the basis of age, citizenship, color, disability, marital status, national origin, religion or sex in matters of educational programs, activities or employment policies. The College adheres to federal and state laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973 as amended. The Affirmative Action Officer, Office of Human Resources, can be reached at (920) 403-3211. The St. Norbert College Section 504 coordinator, in compliance with the Americans with Disabilities Act, is the Director of Academic Support Services (920) 403-1321.

This catalog presents a statement of policies, procedures, regulations and information as of February 1, 2008. These are subject to change without notice. Any information, deletion or revision is effective upon its approval by the appropriate committee, council, governing board or other agency or official of St. Norbert College.

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Welcome to St. Norbert College, long known as one of the best liberal arts institutions in the Midwest and increasingly recognized around the nation for its academic excellence.

Many reasons make St. Norbert College a college with a difference, but I think the greatest is that this is a place where education truly encompasses mind, body and soul. A St. Norbert College alumnus, someone who has distinguished himself in both law and higher education, recently told me that “St. Norbert College is properly regarded as a model for an approach to education that is founded on excellence but is informed by values.”

He has it exactly right.

At St. Norbert College, the values of the liberal arts, the Catholic faith and the College’s founding Norbertine order come together to create a uniquely embracing and reflective environment for our students. Here you will learn not only about your world but about yourself and the classroom is only the beginning.

I encourage you to explore this catalog as well as our Web site (www.snc.edu). Even better, come for a visit and see for yourself why St. Norbert College is the perfect place for you!

*Thomas Kunkel
President, St. Norbert College*

St. Norbert of Xanten

1080 - 1134 A.D.

St. Norbert College is named after Norbert of Xanten, the founder of a religious order known as the Premonstratensians or the Norbertines. Though he established the first house of his order in the Valley of Premontre near Laon in France in 1121, Norbert was a native of Xanten in the duchy of Cleves, Germany. His father was the Count of Gennepe and his mother a cousin of Emperor Henry IV.

After serving in the courts of the Archbishop of Cologne and of the emperor, Norbert decided to forsake court life and undertake a life of poverty and simplicity. Unsuccessful in his efforts to reform the canons at Xanten, on the advice of Pope Calixtus II he established a new religious institute at Premontre. In 1126 Norbert was called away from his religious order to be the Archbishop of Magdeburg.

The Norbertine Order continued to flourish during that time and throughout the early centuries of its existence, only to be devastated subsequently by the Reformation and the French Revolution. The Norbertines witnessed a slow but definite revival in the 19th century.

The first permanent Norbertine foundation in North America was a result of an invitation from Bishop Sebastian Messmer of Green Bay to the community of Berne Abbey in Holland to send members to help him combat a schismatic group in northeastern Wisconsin. Bernard Henry Pennings, founder of St. Norbert College, was the leader of this first contingent in 1893.

The College

In 1898 Abbot Bernard Pennings, a Norbertine priest and educator, opened the doors of St. Norbert College in De Pere, Wisconsin, a small community adjoining Green Bay. Francis I. Van Dyke, a seminarian, was the first and, at the time, the only student.

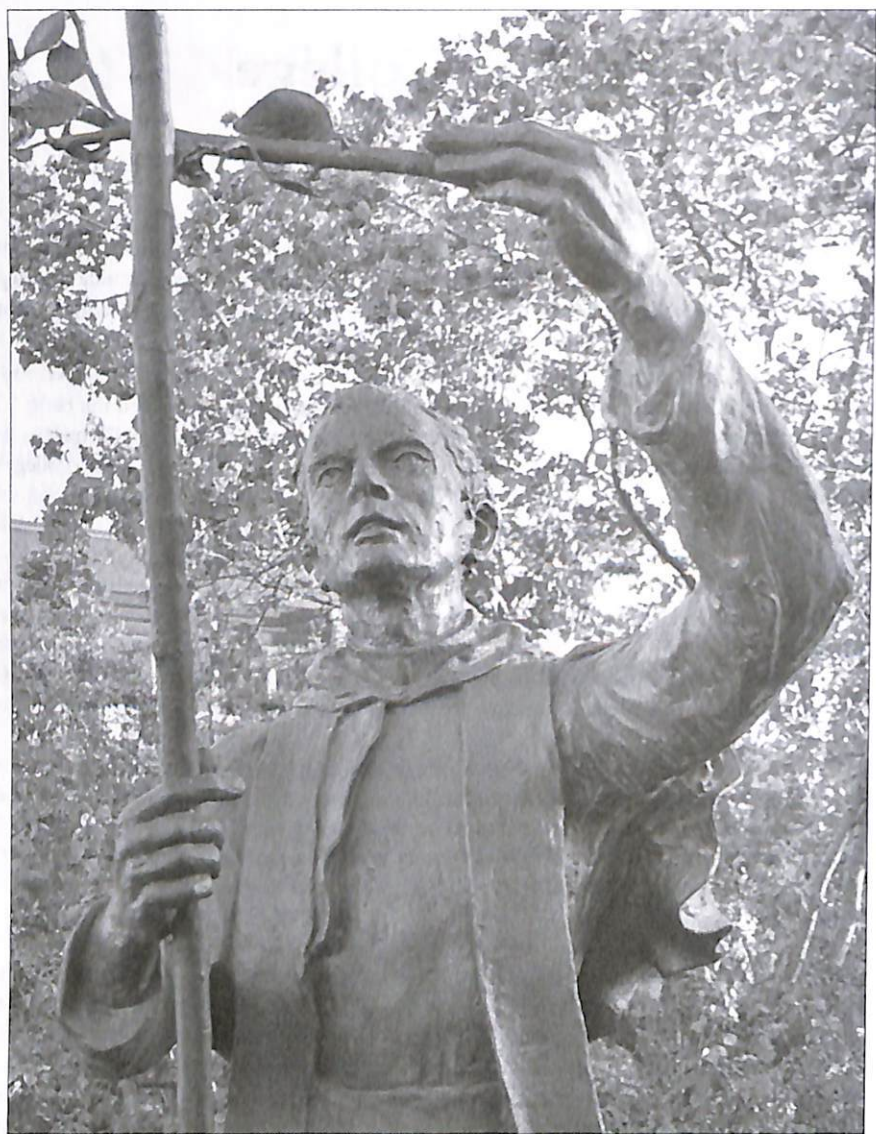
St. Norbert College has since grown to a stabilized enrollment of about 2,000 men and women. Modernization, increased size and sophistication have not changed the basic Pennings' philosophy of education: "to perfect the personal, moral and intellectual development of each student." That philosophy remains the cornerstone of the College's goals and objectives today.

Moreover, St. Norbert College is dedicated to maintaining the type of environment in which this development can take place – a Christian community of learners in tune with the traditions of the Norbertine Fathers.

St. Norbert College is a private, Catholic school, whose administration, faculty and student body represent all faiths. A deep concern for moral and social values is evident here.

In keeping with the times, St. Norbert College also seeks maximum effectiveness in utilizing its human and financial resources. The interaction of administration, faculty and students, the most efficient use of physical facilities and the updating of the campus to promote the welfare of the college community contribute to the kind of quality education St. Norbert College offers.

St. Norbert College is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (312) 263-0456. The College's Teacher Education Program is certified by the Wisconsin State Department of Public Instruction. St. Norbert holds memberships in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges and Universities, the American Association of Higher Education, the Council of Independent Colleges, the National Association of Independent Colleges and Universities and the National Catholic Education Association.



St. Norbert College

MISSION STATEMENT

St. Norbert College, a Catholic liberal arts college embracing the Norbertine ideal of *communio*, provides an educational environment that fosters intellectual, spiritual and personal development.

Communio

As an academic institution, our community is rooted in the Norbertine ideal of *communio*, which is characterized by mutual esteem, trust, sincerity, faith and responsibility. *Communio* is lived through open dialogue, communication, consultation and collaboration. *Communio* encourages us to respond individually and collectively to the needs of our local and global communities.

Historically, the earliest Christians described the distinct quality of their common life as *communio* – a life characterized by faith in Jesus Christ and a commitment to one another. St. Norbert of Xanten later reformed Catholic life by establishing a new Order that reflected this ideal.

Today St. Norbert College, formed in the Catholic, liberal arts and Norbertine traditions, embodies Norbert's ideal of *communio* by embracing all people while maintaining its own identity. When pursued through the lens of *communio*, our mission challenges us to educate the whole person intellectually, spiritually and personally by engaging...

the **Catholic intellectual tradition**, which calls us to:

- Seek truth through an ongoing dialogue between faith and reason
- Recognize the sacred dignity of all persons
- Utilize knowledge in working toward a Gospel vision of justice
- Affirm the goodness encountered in creation and culture
- Scrutinize reality in an effort to add to the treasury of human wisdom

the **liberal arts tradition**, which calls us to:

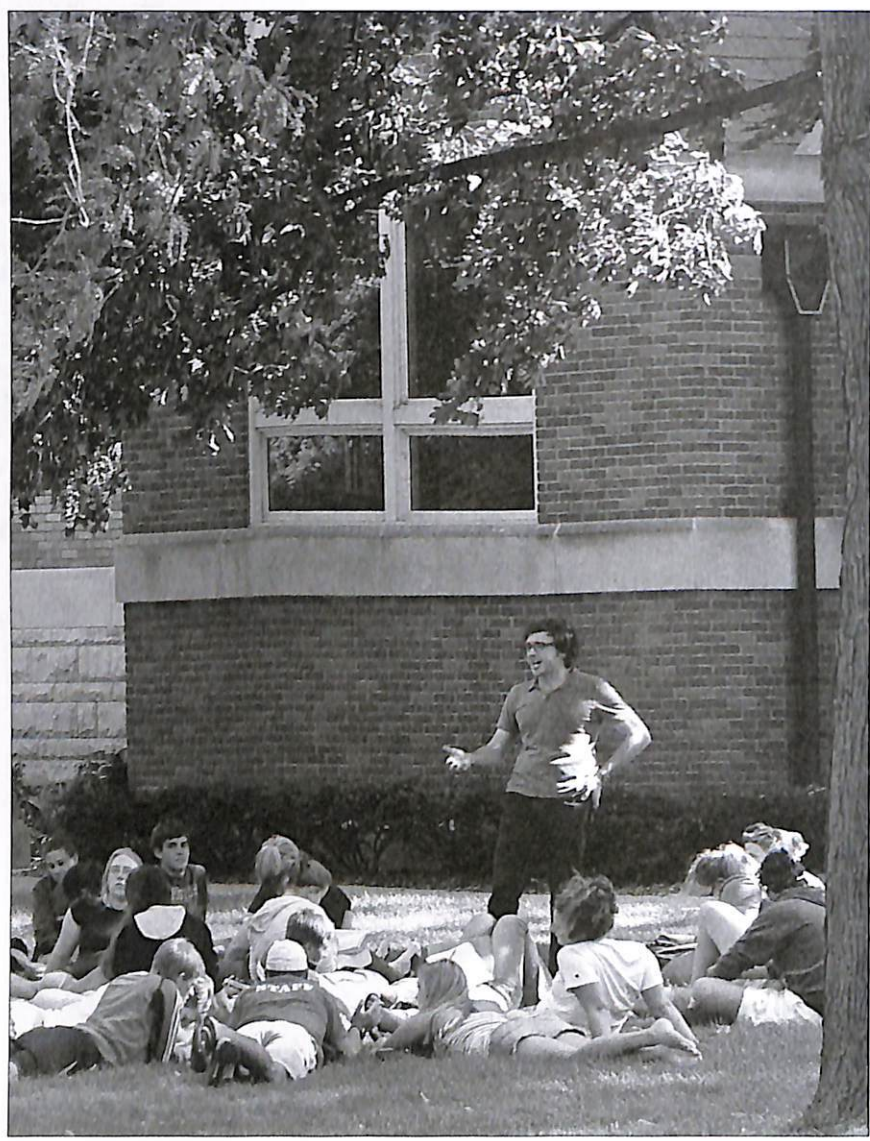
- Cultivate a love of lifelong learning through excellence in teaching
- Understand diverse cultures, perspectives and beliefs
- Collaborate with others to gain knowledge, solve problems and seek truth
- Communicate to seek mutual understanding
- Share our intellect and abilities to create a compassionate world community

the **Norbertine tradition**, which calls us to:

- Fulfill our vocation by embodying Christ's example of loving service
- Seek peace and reconciliation in the spirit of St. Norbert
- Pray and reflect communally and individually, welcoming all to participate
- Practice hospitality in the spirit of the Gospel and the Rule of St. Augustine
- Respond to the needs of our local community

Our three core traditions promote student learning outcomes that include skill development in critical and analytical thought, quantification, synthesis, problem solving and communication. Our students learn to apply these skills as responsible citizens of a diverse, interdependent and changing world. In all aspects of campus life, students are encouraged to identify, test and strengthen their moral convictions; act with personal integrity; develop meaningful personal goals; and build relationships based on mutual respect.

College
FACULTY



General Education Program

Philosophy of General Education

The General Education Program seeks to provide all students with a certain core of skills, knowledge and experience that will enable them to function effectively in a complex and rapidly-changing world. Furthermore, it is a program which provides a systematic pattern for growth and learning, with shared learning experiences designed to establish a common liberal arts foundation from which students can build an academic program to help them achieve their goals as well as the educational ideals of the College.

Dr. Anindo Choudhury, Associate Academic Dean

Goals of the General Education Program

The General Education Program

- 1) helps students become more aware of the Judeo-Christian heritage, especially as developed in the Catholic Christian tradition, by encouraging them to recognize the differences and similarities between their own and other Christian and non-Christian religions and challenges them to identify their own moral and religious convictions. It enables them to recognize the moral issues involved in making human choices. This should help prepare them to exercise their duties as citizens through responsible participation in the social, political and economic processes of daily life.
- 2) fosters development of essential skills. These skills – the ability to analyze, quantify, interpret, synthesize and communicate – are of vital importance in that they provide students with the basis and motivation for continued self-education.
- 3) helps students appreciate the importance of method in intellectual pursuits by having them experience the various learning methods used in studying the subject matter of the Humanities, Fine Arts, Social Sciences and Natural Sciences. Through this emphasis upon the processes by which learning is accomplished, the General Education Program prepares students to deal with the proliferation of knowledge in a world of rapid change and enables them to continue to enrich their life through self-education.
- 4) helps students develop an understanding of human nature, human relationships and the natural world. Students must develop the capacity to understand and enjoy uniquely human creative expression and become aware of the need for compassion in dealing with others. Students must be aware of our interaction with the environment and of our responsibilities toward it.
- 5) seeks to help students achieve an awareness of the continuity and diversity of human experience. In the words of John Henry Newman: "The truly great intellect is one which takes a connected view of the old and the new, past and present, far and near and which has an insight into the influence of all those on one another without which there is no whole, no center." Students must understand that we share the world with people who have unique heritages of their own and that our own heritage is not the only one.
- 6) helps students integrate knowledge from a variety of sources and to appreciate the relationship between ideas and experiences

Program Description

Courses in the General Education Program fulfill specific criteria which are based on the philosophy statement. General Education courses promote a broad liberal arts education rather than the specialized needs of a major. Whether an approved General Education course also satisfies a major requirement will be decided by faculty within a major program.

Criteria for General Education Courses

Because General Education courses are aimed at a broad liberal arts education rather than specialization, these courses normally will not have other courses as prerequisites. They also must fulfill the following criteria:

Values: General Education courses examine and critically reflect upon value statements and consider the implications of those values.

Methods: General Education courses teach the major methodologies employed in the content area and help students apply those methodologies where appropriate.

Essential Skills: The abilities to analyze, quantify, interpret, synthesize and communicate are of vital importance in that they provide students with the basis and motivation for continued self-education. Among the methods which may be used to encourage the development of abilities are oral presentations (e.g. reports, panel discussions, debates), and written assignments completed outside the classroom (e.g. research papers, several short essays, laboratory reports, journals).

Writing Intensive: The courses in the lower biennium give systematic attention to writing. All General Education courses include a writing component and oral exercises are also encouraged.

Continuity and Comparison: The General Education Program contributes to the understanding of western tradition. We exist in the present as heirs and products of our past and what we do now will affect the future. Therefore, the comparative study of western tradition and the traditions of others

is of critical importance. Also, the General Education program presents the diversity of human life and thought and stresses critical comparison and intelligent qualitative judgments.

Distribution Areas and Requirements

The General Education Program is divided into two levels: a **lower biennium** (freshman-sophomore level courses) and an **upper biennium** (junior-senior level courses). There are nine areas of study in the lower biennium and four areas of study in the upper biennium. Ideally, students will enroll in two General Education courses during each semester of their freshman and sophomore years and one course during each semester of their junior and senior years. Students are allowed to double count between major requirements and the lower biennium **but are restricted in the upper biennium.** (See Upper Biennium section for details.)

Following is a description of each area and a listing of the approved courses from among which students may choose a course.

■ LOWER BIENNIUM (First Year/Sophomore Level)

Essential Skills Requirements GS 8 Quantitative Skills and GS 9 Writing

1) A student who does not satisfy GS 9 Writing during the first (freshman) year of study will not be allowed to enroll in the third semester. 2) A student who does not satisfy GS 8 Quantitative Skills by the end of the fourth semester will not be allowed to enroll in the fifth semester. 3) The General Education and Honors Committee closely monitors fulfillment of these Essential Skills Requirements (GS 8 and GS 9) as noted above. The College offers courses in both areas during the Summer Session for the benefit of the exceptional student who does not fulfill these course requirements in the stipulated time periods.

During the freshman and sophomore years students must successfully complete one course from each of the following distribution areas:

Area 1 (Lower Biennium): Religious Studies

Courses help students develop a deeper understanding of the Catholic Christian heritage and other religious traditions to help students clarify their values in the context of the Christian tradition.

RELS 106 Introduction to the Bible

RELS 114 Introduction to Theology

Area 2: Philosophy of Human Nature

This course provides an introduction to the study of human nature by treating topics in the context of perennial philosophical issues.

PHIL 120 Philosophy of Human Nature

Area 3: Human Relationships

Courses introduce students to the methodology and content of the social and behavioral sciences to help students understand some of the essential effects of human interactions.

GEOG 140 World Regional Geography

GEOG 225 Social Geography

INTL / POLI 150 Introduction to International Studies

PSYC 100 General Psychology

SOCI 100 Introduction to Sociology

SOCI 111 Cultural Anthropology

SSCI 220 Lifespan Human Development

Area 4: Natural Science

Courses develop an understanding and appreciation of the order, dynamics and essence of the physical world and incorporate the investigational methodology of the Natural Sciences.

BIOL 100 Human Biology

BIOL 115 Principles of Biology

BIOL 120 General Biology 1

BIOL 180 Biological Diversity

CHEM 100 Applications of Chemistry

CHEM 103 Introduction to Chemistry

CHEM 105 General Chemistry 1

GEOG 120 Physical Geography

GEOL 105 Geology

GEOL 107 Environmental Geology

GEOL 115 General Oceanography

GEOL 120 Geology of Wisconsin

NSCI 104 Great People of Science

PHYS 101 Concepts of Physics

PHYS 111 Fundamentals of Physics 1

PHYS 121 General Physics

PHYS 141 Astronomy

Area 5: Creative Expression

Courses help students develop an understanding of and appreciation for the creative process through a study of at least one of the visual arts, music or literature.

ART 110 History of Art

ART 115 History of Modern Art

ART 120 Modern Sculpture and Architecture

ART 205 The History of Photography

ENGL 150 Introduction to Literature

ENGL 203 Science Fiction and Fantasy

ENGL 212 The Modern British Novel

ENGL 221 The American Short Story

HUMA 100 Introduction to Humanities

through the Fine Arts

HUMA / PEAC 262 War and Peace in the

American Literary Tradition

MUSI 150 Survey of World Music

MUSI 176 Music Appreciation

Area 6: United States Heritage

Courses help students achieve a deeper understanding of the heritage of the U.S. through a study of its institutional and cultural traditions.

HIST / AMER 116 History of the United States

HUMA 240 Great American Novels

HUMA / AMER 261 Introduction to

American Studies

HUMA / PEAC 262 War and Peace in the

American Literary Tradition

POLI / AMER 130 United States Politics

and Government

RELS / AMER 221 Religion in America

SOCI 235 Work in America

Area 7: Foreign Heritages

Courses help students achieve a deeper understanding of the world's diverse heritages and peoples through a study of their languages, history and/or culture.

Language Requirement and GS 7 Foreign Heritages

1) A student may satisfy the GS 7 Foreign Heritages by successfully completing language through 102 (or a more advanced course if that is the level indicated by the

student's placement exam). Languages include French, German, Greek, Japanese, Latin and Spanish. 2) Credit by examination (CLEP) DOES NOT satisfy the GS 7 Foreign Heritages requirement. 3) International students who wish to graduate from St. Norbert College are required to take a course in Area 7 other than a course in their native language.

Other courses which satisfy Area 7 are listed below.

(Any Foreign Language studied through the 102 level or one course beyond 102)

HIST 112 History of Western Civilization 1: Ancient and Medieval Europe

HIST 113 History of Western Civilization 2: Early Modern and Modern Europe

HIST 118 Survey of African History

HIST 120 Survey of Middle Eastern History

HIST / PHLP 122 Modern Eastern Asia

HIST 130 History of Latin America

HUMA 205 German Literature and German Destiny

HUMA 222 The Continental Novel

HUMA 280 Japanese Culture and Society

PHLP 100 Philippine Culture and Society

POLI 260 Current Russian Politics

WOLT 207 Contemporary Latin American Literature and Culture

WOLT 208 Spanish Life and Culture

WOLT 210 Soviet Dissident Literature

Area 8: Quantitative Skills

Students must complete their GS 8

Quantitative Skills requirement by the end of their fourth semester or students will not be allowed to enroll in fifth semester courses.

Courses help students develop computational, problem-solving and logical skills through the study of pure and applied mathematics, computer science and/or statistical methods.

MATH 108 Functions and Finite Mathematics (by permission only)

MATH 114 Algebra and Finite Mathematics

MATH 115 Pre-Calculus Mathematics

MATH 124 A Survey of Calculus

MATH 131 Calculus and Analytic Geometry 1

MATH 132 Calculus and Analytic Geometry 2

SSCI 224 Basic Statistics

Area 9: Writing

Each semester particular courses in Areas 1-7 carry a Writing Intensive designation in the Timetable. One of the major objectives of courses carrying a Writing Intensive designation in the Lower Biennium is to attempt to improve writing and reading skills. A substantial amount of writing is required in these courses. Attention is given to the development of writing in terms of the principles of composition such as unity, coherence, logical development, clarity and precision. Writing must conform to the conventions of grammar, punctuation, spelling and usage. **During the first year, students must successfully complete at least one course having a Writing Intensive designation.** For students in the Honors Program, GS9 is fulfilled upon successful completion of a Honors course. **Enrollment in third semester courses is contingent upon satisfying GS 9 Writing during their first year at St. Norbert College.**

**■ UPPER BIENNIUM
(Junior/Senior Level)**

Students must select four courses: one from each of the Areas 1, 10, 11 and 12.

In order to promote a broad, liberal education, the College has established the following restrictions in course selection:

- A student may not select a course for General Education credit if that course could satisfy the student's major requirements (even if the student does not use the course to satisfy a major requirement). A student may not select a course for General Education credit if that course has the disciplinary designator of the major. If a course has a divisional designator (HUMA, NSCI or SSCI), a student may not select that course for General Education credit if the student's major is within that division.

Exceptions to the above rules are as follows:

- 1) A student who completes a second major may select courses that satisfy both the second major and General Education.

- 2) A student majoring in IBLAS or International Studies may select GS10 and GS11 courses that satisfy both major and General Education requirements.
- 3) A student who has advanced approval from the academic advisor and the registrar may select courses that satisfy both upper biennium General Education requirements and major requirements when studying abroad.
- 4) A student majoring in Religious Studies may select any course in Area 1, provided that the student does not also use that course to satisfy the Religious Studies major.
- 5) A student majoring in Business Administration may select ECON 300 for credit in Area 10, provided that the student does not also use that course to satisfy the Business Administration major.
- 6) A student in any major except Religious Studies or History may select HUMA 337 for credit in Area 10.
- 7) A student in any major except Biology, Environmental Science or Environmental Policy may select SSCI 301 for credit in Area 11.
- 8) A student in any major except Biology, Chemistry, Environmental Science, Geology, Physics or Natural Science may select NSCI 333 for credit in Area 11.
- 9) Education majors are allowed to take specific GS11 (SSCI 301) and GS12 (GENS 408) for major certification requirements and General Education. Students are allowed to double count requirements between a minor and the Upper Biennium.

Transferring in Upper Biennium Courses

Upper Biennium requirements may not be satisfied by courses transferred from two-year colleges. Only course work taken at four-year institutions and designated junior/senior level will be considered for

Upper Biennium General Education credit in Areas 1, 10 and 11. The Senior Colloquium, Area 12, must be taken at St. Norbert College. Contact the Registrar's Office for information on obtaining prior approval for transfer credit.

Area 1 (Upper Biennium): Religious Studies

Courses are designed to help students become more aware of the Judeo-Christian heritage, especially as developed in the Catholic Christian tradition, recognize the diversity and similarities between their own and other Christian and non-Christian religions and identify their own moral and religious convictions.

- RELS 310 Marriage and Family as a Vocation
- RELS 312 Mission and Identity of the Church
- RELS 314 God, Gods and the Bible
- RELS / WMGS 318 Feminist Theology
- RELS 320 The Christian Tradition
- RELS 322 Religious Heritage of the Hebrew Bible
- RELS / WMGS 324 Women in the Bible
- RELS 325 Providence, Suffering and Freedom
- RELS 326 Ancient Wisdom and the Modern Search for Meaning
- RELS 331 Judaism and Christianity: The Holocaust
- RELS 333 Christian Ethics: Theology and Society
- RELS 350 Christianity and Cultural Diversity
- RELS 355 Theology of Spirituality
- RELS 360 The Essentials of Catholic Thought

Area 10: Western Tradition

Courses focus on Western Culture in one or more of its various aspects. They expose students to the sources and development of the ideas and values that pervade society and also help students understand the influence of the past on the present. The reading of great works in Western Culture is recommended.

- ART 365 Christian Symbolism in Art
- THEA 336 Theatre History
- ECON 300 History of Economic Thought (may be used by Business Administration majors if not used as an Advanced Business elective).
- ENGL 314 Modern Drama

- ENGL 321 Dante: The Divine Comedy
- ENGL 322 Medieval Literature
- ENGL 385 Concepts of Heroism in Western Culture
- HIST 345 Slavery in Africa and the Americas
- HIST 350 The History of Modern Europe
- HUMA 337 Norbertine Origins and Christian Culture (not open to majors in History and Religious Studies)
- MUSI 315 Introduction to Opera
- MUSI 317 Evolution of Jazz
- PHIL / AMER 305 American Philosophy
- PHIL 310 Existentialism
- PHIL 315 Ethics
- PHIL 330 The European Enlightenment
- PHIL / CLAS 334 Tragedy and Philosophy
- POLI 310 Western Ideologies
- SOCI 351 Classical Sociological Theory
- THEA 336 Theatre History
- WOLT 320 Nineteenth-Century Russian Fiction
- WOLT / CLAS 325 Classical Mythology
- WOLT 352 French Civilization and Literature (not open to French majors)

Area 11: Global Society

Courses emphasize the contemporary relationships among countries and peoples, in particular by considering the relations between the developing and the more developed world or by dealing with issues or themes of international significance from several cultural perspectives.

- BIOL 353 Biotechnology in a Global Society
- COME 330 Intercultural Communication
- COME/PHLP 343 International Mass Communication
- CSCI 310 Computing in a Global Society (not open to CSCI majors)
- ECON 357 Economics of Globalization (not open to Economics or Business Administration majors)
- EDUC 340 Education and World Development
- ENGL 356 The Post Colonial Novel
- ENVS 300 Environmental Science
- GEOG / PHLP 363 Urban Globalization
- GEOL 301 Evolution of the Earth
- GEOL 307 World Resources
- HIST 314 Diplomatic History of the United States
- HIST 316 The Americas

- HIST 368 Asian-American Relations
- IDIS 363 Poverty and Social Justice
- NSCI 333 Issues in World Technology (not open to Biology, Chemistry, Environmental Science, Geology, Physics or Natural Science majors).
- NSCI 348 Bioterrorism (open to all majors including all Natural Science area majors)
- PHIL 325 Ethics: International Issues
- POLI 362 North-South Relations in the Contemporary World
- PSYC 311 Personal Development: A Multicultural Perspective
- RELS 340 World Religions: A Comparative Examination
- SSCI 301 Environmental Studies (not open to Biology and Environmental Science majors)
- WOLT 330 Contemporary French and Francophone Women Writers (not open to French majors)

Area 12: Senior Colloquium (GENS 400)

This thematic, interdisciplinary course serves as a capstone for the General Education Program. It has an integrative focus and may be team taught. During the senior year students must complete one of the approved courses to meet graduation requirements.

- GENS 403 Ideal Societies
- GENS 405 Myth, Values and Modern Society
- GENS 406 Religion and Politics
- GENS 407 Science, Literature and Culture
- GENS 408 Social Inequalities: Race and Minority Relations
- GENS 410 The Southern Experience
- GENS 411 Vietnam War and the American Imagination
- GENS 413 Living as a Community: Buddhist and Christian Paradigms
- GENS 414 Nationalism: "Imagined Communities"
- GENS 418 International Inequalities
- GENS 419 The Distant Mirror
- GENS 420 The End of the World
- GENS 421 Race and Minority Relations

Students with Disabilities and General Education Requirements

For students with learning disabilities, or, in some cases, students with a physical disability, the General Education and Honors Committee shall make decisions

about General Education requirements in accord with the following policy:

- 1) The student shall have a medical and/or psychological assessment prepared by a licensed and/or certified professional that diagnoses the problem and suggests appropriate academic accommodations. The assessment shall be on file in the Office of the Coordinator for Students with Disabilities.
- 2) With consultation between the Coordinator for Students with Disabilities and the faculty members who teach the student, the College shall provide reasonable and appropriate accommodations identified in the assessment as a means of meeting the specific learning needs of the student so that he or she is able to meet the General Education Program requirements.
- 3) Substitution of a course in order to meet distribution area requirements shall be considered by the General Education and Honors Committee only if the College is unable to provide any other appropriate accommodation or if testing demonstrates incontrovertibly that the student is incapable of meeting a distribution area requirement through selection of one of the approved courses.
- 4) The allowable substitution shall be determined by the General Education and Honors Committee in consultation with the Coordinator for Students with Disabilities and the faculty in the discipline(s) from which a substitution is being considered.
- 5) Appeals regarding requests for appropriate and reasonable academic accommodations should be made to the Academic Accommodations Review Panel in accord with the "Appeals Process for Disputes Regarding Academic Accommodations" (*Faculty Handbook*).

Courses

GENS 403 Ideal Societies – GS 12

This course is primarily a combination of social and political philosophy and Utopian literature, but also addresses significant issues in natural science, political science, psychology, sociology and economics: Who should serve as political leaders? How should they be chosen and educated? Are there inalienable rights and, if so, how should they be protected? What is the proper balance between individual liberties and community? Should society be modified to accommodate individuality or vice versa? What economic system provides for the just distribution of scarce resources? What consideration should be given to protection of the environment, to the welfare of future generations and to the well being of other living things?

GENS 405 Myth, Values and Modern Society – GS 12

Myths from Asian, Native American, African and Western societies will be read and analyzed. The course will explore myths from three perspectives: types (e.g., origins, trickster myths), themes (hero tales, good vs. evil), and reinterpretations (art and ballet). Theories of myth and folklore will be applied to discover values expressed by myths in traditional and modern societies.

GENS 406 Religion and Politics – GS 12

This course analyzes the inherent relationship between religion and politics by examining the three major monotheistic religious traditions (Judaism, Christianity and Islam) in the context of the modern nation-state (Israel, the U.S., Saudi Arabia and Iran) and by exploring bases for consensus and conflict through mutual influence and interrelationships. The course

will demonstrate that religion may be an uniting or dividing force and a revolutionary or conservative one. It will show that there often are greater divisions within these major religions than between them and it will examine why there is a growing fundamentalist movement within each.

GENS 407 Science, Literature and Culture – GS 12

This course will introduce students to the essential interdisciplinary nature of any field of study as we consider the personal and social implications of literary books written about science (or using science) to explore issues of nature and human nature. Through our efforts here students should aim to understand scientific and literary methods and to improve as readers, thinkers and writers.

GENS 408 Social Inequalities: Race and Minority Relations – GS 12

The exploration of social inequality will move beyond the place of individuals in society and try to understand how social inequality is a feature of society. Students will see themselves in some of what they are studying and they will find much of the subject matter familiar. At the same time, the course is intended to encourage students to think in different ways about some of what is “known” and taken for granted in large sections of society. Students will read materials that may present perspectives far different from what they have heard before. It is expected that students will be surprised, perplexed, challenged and perhaps angered by some of the material. Moreover, because the course examines issues that affect us daily, this course will elicit more than intellectual growth. Since each person is a part of the world and occupies positions in systems of social inequality, students will find themselves dealing with emotional and spiritual questions about who they are and where they fit into the world.

GENS 411 Vietnam War and The American Imagination – GS 12

This interdisciplinary course is designed to examine the reasons why the U.S. became involved in Vietnam, the reaction to the war within the U.S., and the continuing

implications of that involvement both in this country and in Vietnam. Historical texts, literature, memoirs, music and film will be incorporated to inform and sharpen critical and analytical skills. Attendance and class participation is critical.

GENS 413 Living as a Community: Buddhism and Christian Paradigms – GS 12

The course will examine communal life as it is conceived and practiced in Buddhism and Christianity. The purpose of this examination is to identify crucial components of communal life and to provide potential solutions to the crises that confront the establishment of communities.

GENS 414 Nationalism: “Imagined Communities” – GS 12

This course will explore the development and extension of nationalism over the past two centuries. Originally a product of the European tradition, in the 21st Century it appears in almost every society worldwide. The course will examine the phenomenon of nationalism both in its political and ideological dimensions and in its cultural manifestations in art, music and literature. As ideology, nationalism has unified and divided societies since the French Revolution through claims of self-determination, state building, ethnic autonomy and political secession. The one constant has been the dimension of national identity, as “imagined community.”

GENS 418 / PEAC 418 International Inequalities – GS 12

This course focuses on social inequalities occurring outside the U.S.. The three case studies which are explored are the Rwandan genocide of 1994, female circumcision in Africa and the Armenian genocide of 1915. Since we are looking at two genocides, we will conclude our studies with explorations of strategies for preventing genocide and for moving forward in their profoundly traumatic wake. Finally, to bring things a bit closer to home, this course will create opportunities for students to briefly consider Western as well as indigenous responses to each case study investigated.

GENS 419 The Distant Mirror – GS 12

Some people take for granted the notions that history repeats itself, that societies progress, that art becomes more complex, interesting, or relevant. This course begins with a significant metaphor, Barbara Tuchman's idea that the European 14th century mirrors the Western 20th. We will test her notion against our own experience and, by studying additional parallels, to see if subsequent ages repeat, mirror, advance beyond, or remain mired in the past. This study will lead particularly to a consideration of the nature of medieval and modern consciousness, to define, understand and compare the "mind" of different ages to see if it changes and if so, how. This course will follow the format of a discussion-based graduate seminar; as scholars mutually engaged, students and the instructor together will aim to make sense of some difficult texts and complex problems.

GENS 420 The End of the World – GS 12

This course examines the many ways that beliefs about death, a final judgment and an end-time event have been put into action in Western and non-Western societies during periods of acute crisis. Students will be exposed to a variety of disciplinary approaches to the study of millenarian movements and will be expected to reflect critically in class discussions and essays on the values that these movements reflect and their change or continuity across space and time. The course will include an examination of contemporary American millenarian beliefs. Spring semester, alternate years.

GENS 421 Race and Minority Relations: Field Experience – GS 12

Race and Minority Relations is a critical examination of prejudice and discrimination in the past and present experience of minority groups in the U.S. This course confronts the contradictions between the ideals of social justice, equality and personal freedom and social realities of injustice, inequality and personal coercion. The focus is to learn from history, analyze the present and seek alternatives for the future. This special section of GENS 421 will include an experimental component in Chicago that will emphasize the way in which social inequalities manifest themselves in a modern American city. Summer only.

Academic Programs

Undergraduate Academic Programs

St. Norbert College awards baccalaureate degrees in arts, science, music and business administration. Majors in art, communication and media studies, economics, elementary education, English, history, international studies, languages, mathematics, philosophy, political science, psychology, sociology, religious studies or theater, receive the Bachelor of Arts degree. Majors in biology, chemistry, computer science, environmental science, geology, mathematics, natural science or physics receive the Bachelor of Science degree. Majors in music receive the Bachelor of Music degree. Majors in accounting, business administration; and international business and language area studies receive the Bachelor of Business Administration degree.

The academic structure of St. Norbert College is divisional, meaning that most course work is taken under one of three divisions: Humanities and Fine Arts, Social Sciences or Natural Sciences. There are also inter-divisional majors and extra-divisional programs.

All students expecting to graduate from St. Norbert College must complete 13 requirements in the General Education program (see previous section on General Education Program).

Following are the areas of study available at St. Norbert College:

(For specific discipline and divisional listing, see courses and program requirements):

| Division of Humanities and Fine Arts | Major: | Minor: |
|---|--------|--------|
| American Studies | | • |
| Art (Fine Art or Graphic Design Sequence) | • | • |
| Classical Studies | | • |
| Communication and Media Studies | • | • |
| English | • | • |
| French | • | • |
| German | • | • |
| History | • | • |
| Humanities and Fine Arts | • | |
| Japanese | | • |
| Music | • | • |
| Philosophy | • | • |
| Religious Studies | • | • |
| Spanish | • | • |
| Theater Studies | • | • |
| Women's and Gender Studies | | • |

| | | |
|--|---------------|---------------|
| Division of Natural Sciences | Major: | Minor: |
| Biology | • | • |
| Chemistry | • | • |
| Computer Science | • | • |
| Environmental Science | • | • |
| Geology | • | • |
| Mathematics | • | • |
| Natural Science | • | • |
| Physics | • | • |
| Division of Social Sciences | Major: | Minor: |
| Accounting | • | |
| Business Administration | • | • |
| Economics | • | • |
| Education, Early Childhood / Middle Childhood | • | |
| Education, Middle Childhood / Early Adolescence** | • | • |
| Education, Early Adolescence / Adolescence (Certification) | | |
| Geography | | |
| Political Science | • | • |
| Psychology | • | • |
| Sociology | • | • |
| Inter-Divisional Programs | Major | Minor |
| American Studies | | • |
| Leadership Studies | | • |
| Music Education | | • |
| Peace and Justice | | • |
| International Programs | Major | Minor |
| International Business & Language Area Studies | • | |
| International Studies | • | |
| Extra-Divisional Programs | | |
| Physical Education | | |
| ROTC | | |
| Washington Semester | | |
| Pre-Professional Program* | | |
| Pre-Dental | | |
| Pre-Engineering | | |
| Pre-Law | | |
| Pre-Medical | | |
| Pre-Pharmacy | | |
| Pre-Veterinary | | |
| Certificate Programs | | |
| French Language | | |
| German Language | | |
| Japanese Language | | |
| Spanish Language | | |
| Philippine Studies | | |

*Students must choose a major program consistent with their plans for professional studies.

**Early Adolescence/Adolescence Certification is attached to an appropriate teaching major or minor.

Accounting

www.snc.edu/catalog/acct_main.htm

As a Catholic, liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the Accounting Program builds on the liberal arts curriculum, fostering the managerial development of our students with intellectual rigor. Students gain a high degree of expertise and insight regarding business and accounting theories and practice. They are prepared for the professional responsibilities incumbent upon accounting leaders to work ethically for the global common good.

This curriculum leads to a Bachelor of Business Administration (B.B.A.) degree with a major in Accounting.

Business Administration Faculty

Paul Bursik, Associate Professor of Business Administration

Eliot Elfner, Professor of Business Administration

Wolfgang Grassl, Associate Professor of Business Administration

James Harris, Assistant Professor of Business Administration

Iris Jenkel, Assistant Professor of Business Administration and Director of Business Administration

Kathleen Molnar, Associate Professor of Business Administration

Joy Pahl, Assistant Professor of Business Administration

Christina Ritsema, Assistant Professor of Business Administration

Jason Senjem, Assistant Professor of Business Administration

Matthew Stollak, Assistant Professor of Business Administration

Amy Vandenberg, Assistant Professor of Business Administration

Graduate School Advisor: Amy Vandenberg

Residency Requirement: In order to earn a B.B.A. degree from St. Norbert College, a student must earn satisfactory credit in at least six required business courses (ACCT/BUAD) at St. Norbert College.

Independent Study: The number of independent studies in the 32 courses required for the B.B.A. degree is limited to three.

Internship: ACCT/BUAD 494, internship for credit, can be taken only once for credit. This limit does not affect internships not taken for credit.

Assessment: Assessment data is obtained through existing college surveys and nationally normed collection devices in courses such as BUAD 485. There are no special student requirements in regard to assessment of the General Business or Accounting programs.

Scheduling Courses: While the faculty will attempt to maintain this schedule of classes, as stated in the Catalog, the schedule may change due to various circumstances such as available staffing.

Course Requirements

■ ACCOUNTING MAJOR

The Accounting sequence, 32 full courses (128 semester credits), results in a four year B.B.A. degree which prepares students to work in organizations such as service, banking and manufacturing.

If students desire to take the C.P.A. exam and work as a Certified Public Accountant, an additional 5.5 courses (22 credits) is required. Students can complete the additional requirements by taking summer courses, one or two additional semesters, overload semesters (over four full courses) or some combination of the above.

Accounting Sequence – 128 semester credit program (32 full courses)

A. Basic

FRESHMAN YEAR

- ECON 101 Principles of Macroeconomics
- ECON 102 Principles of Microeconomics
- BUAD 142 Computer Applications in Business
- MATH 124 Survey of Calculus or MATH 131 Calculus and Analytical Geometry 1

B. Core

SOPHOMORE YEAR

- ACCT 205 Financial Accounting
- BUAD 230 Foundations of Management
- BUAD 270 Marketing Concepts and Issues
- BUAD 284 Statistics for Business and Economics or MATH 321 Probability and Statistics

JUNIOR YEAR

- ACCT 315 Managerial Cost Accounting
- ACCT 316 Advanced Managerial Accounting (2 semester credits)
- ACCT 318 Auditing
- ACCT 320 Accounting for Government and Not-For-Profit (2 semester credits)

- ACCT 325 Intermediate Accounting 1
- ACCT 326 Intermediate Accounting 2

C. Advanced

SENIOR YEAR

- BUAD 350 Corporate Finance
- BUAD 390 Business Law
- ACCT 419 Federal Income Tax
- ACCT 421 Advanced Tax (2 semester credits)
- ACCT 422 Accounting Business Combinations (2 semester credits)
- BUAD 485 Strategic Management Seminar

ACCT Courses

ACCT 201 Introduction to Accounting

(See Infrequently Offered Courses section of the catalog).

ACCT 205 Financial Accounting

A complete and balanced treatment of the concepts and procedures used by business organizations to measure and report their performance. Emphasizes the accounting cycle and preparation of the income statement, balance sheet and statement of cash flows. Financial statement analysis and interpretation is introduced. Covers income from merchandising operations, internal control and cash, trade accounts receivable, inventories, plant assets, natural resources, intangible assets, liabilities, corporations (organization, stock transactions, dividends and retained earnings), and investments. Prerequisite: sophomore standing or Instructor's Consent. Fall and Spring semesters.

ACCT 206 Managerial Accounting

This course is required for Business Administration majors. The four major areas covered are: concepts, systems, planning and control and decision-making. The course integrates both traditional and contemporary issues. The emphasis is on the use of accounting information by managers. This course is not open to accounting majors. Prerequisites: ACCT 205 and BUAD 142 or CSCI 110. Fall and Spring semesters.

ACCT 315 Managerial Cost Accounting

Covers concepts, systems, planning and control, cost behavior and decision-making. The course integrates both traditional and contemporary issues in cost management and decision-making. The course emphasizes both the preparation of reports and the accountant's role in the management decision-making process. Students that are not Accounting majors or that have already taken ACCT 206 should not take this course. Prerequisite: ACCT 205, BUAD 142 or CSCI 110, BUAD 284, Accounting major. Fall semester.

**ACCT 316 Advanced Managerial Accounting
2 Credits**

This course is designed for Accounting majors seeking advanced study in the managerial area. Topics covered may include, but are not limited to, contemporary issues, quantitative techniques and computer simulations. In addition to exams, evaluation of students may include written and oral presentations and group projects and cases. Prerequisite: ACCT 315. Spring semester.

ACCT 318 Auditing

This course is a broad introduction to the field of auditing. It emphasizes the philosophy and environment of the auditing profession, including the nature and purpose of auditing, auditing standards, professional conduct, auditor's legal liability and the approach followed in performing financial statement audits. Other topics include internal control, audit sampling, accumulating audit evidence, reporting responsibilities, other attestation and accounting services and internal, compliance and operational auditing. Prerequisites: ACCT 326. Fall semester.

**ACCT 320 Accounting for Government and Not-for-Profit
2 Credits**

This course is required for Accounting Majors and may be taken by other students who have the prerequisites. Major area of study includes accounting methods, procedures and financial statements for government and not-for-profit organizations. Students should comprehend the

similarities and differences among the fund structures and be able to understand and discuss the various reporting requirements. Prerequisite: ACCT 205. Spring semester.

ACCT 325 Intermediate Accounting 1

This Fall intermediate course covers comprehensive and complex issues of financial accounting. It pays special attention to contributions to the accounting field made by professional and research groups. Topics include primary financial statements and their preparation, accounting and the time value of money, cash and receivables, investments, inventories, acquisition and disposition of property, plant and equipment, depreciation and depletion, intangible assets and revenue recognition. Prerequisite: ACCT 205. Fall semester.

ACCT 326 Intermediate Accounting 2

This second intermediate course continues the study of comprehensive and complex financial accounting concepts and procedures. Topics include current liabilities, long-term liabilities, contributed capital, retained earnings, dilutive securities, earnings per share, accounting for income taxes, pensions, leases, accounting changes and statement of cash flows. Prerequisite: ACCT 325. Spring semester.

ACCT 419 Federal Income Tax

Individual, partnership, corporate and payroll taxes. Installment sales, depreciation and asset cost recovery systems, sales and exchanges, capital gains and losses and legal basis for gain or loss. Prerequisites: ACCT 205. Fall semester.

**ACCT 421 Advanced Federal Income Tax
2 Credits**

Advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes and securities. Prerequisite: ACCT 419. Spring semester.

ACCT 422 Accounting Business**Combinations****2 Credits**

A study of advanced accounting topics including business combinations, equity method of accounting for investments, purchase methods, consolidated financial statements, various inter-company transactions, multinational accounting, foreign currency transactions and translation of foreign financial statements. Prerequisite: ACCT 326. Spring semester.

For descriptions of BUAD courses, see section on Business Administration.

American Studies

www.snc.edu/americanstudies

The American Studies minor is an interdisciplinary academic program whose central mission is the study of the multifaceted character of the U.S. from a variety of intellectual perspectives: cultural, political, religious, philosophical, sociological, literary and historical. Students examine key aspects of American experience – including arts, work, leisure, family, gender, race and ethnicity. Drawing on various disciplines, students will come to understand and integrate the methodologies and questions of the field.

American Studies Faculty

- Karlynn Crowley**, Assistant Professor of English and Director of Women and Gender Studies
- Deirdre Egan**, Assistant Professor of English and Director of American Studies Program
- John Holder**, Associate Professor of Philosophy
- Charles Jacobs**, Assistant Professor of Political Science
- Cheryl Kalny**, Adjunct Assistant Professor of History
- Lawrence Mc Andrews**, Professor of History
- Wendy Scattergood**, Assistant Professor of Political Science
- David Wegge**, Professor of Political Science

Program Director: Dr. Deirdre Egan

Course Requirements

■ **AMERICAN STUDIES MINOR**
(6 courses)

Required American Studies Courses

- AMER / HUMA 261 Introduction to American Studies
- AMER / HIST 116 History of the United States
- AMER 499 (0 credit) American Studies Interdisciplinary Research Project, taken concurrently as part of the final American Studies 300-level or above elective course (See following list) outside of student's major.

American Studies Electives (Any four of the following. At least one course must be at 300 level or higher.)

*Asterisk indicates 300-level courses that may be taken with AMER 499.)

- AMER / POLI 130 United States Politics and Government
- AMER / RELS 221 Religion in America
- AMER / ENGL 235 Survey of United States Literature (Beginning to 1865)
- AMER / ENGL 236 Survey of United States Literature (1865 to present)
- AMER / PHIL 305 American Philosophy*
- AMER / ENGL 311 Women in Literature*
- AMER / POLI 317 American Political Thought *
- AMER / HIST 319 Catholic Contribution to the United States*
- AMER / ENGL 323 Harlem Renaissance*
- AMER / ENGL 329 Literature of Service*
- AMER / POLI 335 Legislative Politics*
- AMER / SOCI 364 Sociology of the City*

Special Topics Courses (AMER 289, 389, 489) may be taken as electives in the minor.

Independent Study courses (AMER 490) may be arranged with permission of the Associate Dean of the Humanities and Fine Arts, the instructor and program director.

AMER Courses

AMER 116 / HIST 116 History of the United States – GS 6

The course traces the political, socioeconomic, diplomatic and cultural development of the U.S. from its pre-Columbian origins to the present. Fall and Spring semesters.

AMER 130 / POLI 130 United States Politics and Government – GS 6

A survey of the U.S. political system at the national, state and local levels; including examination of constitutions, social and political ideology, mass political behavior, parties and interest groups, Congress, the presidency, the courts and the development of national public policy. Focuses on the problems of policy-making in a pluralistic democratic system. Fall and Spring semesters.

AMER 221 / RELS 221 Religion in America – GS 6

Examines the historical development of religious movements in America, both mainstream and peripheral groups and analyzes the religious perceptions by which Americans have viewed themselves as a nation and culture, including a contemporary assessment. Fall semester.

AMER 235 / ENGL 235 Survey of U.S. Literature 1 (Beginning to 1865)

This course introduces students to the major writers, literary movements and cultural and historical contexts in the U.S. from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and Revolutionary War, slave narratives and the rise of Romanticism. Writers include Cabeza de

Vaca, Bradford, Bradstreet, Rowlandson, Edwards, Wheatley, Rowson, Irving, Equiano, Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Harding, Davis and Dickinson. Fall semester.

AMER 236 / ENGL 236 Survey of U.S. Literature 2 (1865 to the Present)

This course introduces students to the major authors, periods and literary movements in the U.S. from the end of the Civil War to the present. Students read the works of poets, fiction writers and dramatists from the rise of Realism and Naturalism, through the Modernist movement in the U.S., to the Postmodern era after World War II. Writers include Dickinson, Clemens, Crane, Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

AMER 261 / HUMA 261 Introduction to American Studies – GS 6

As an introduction to the field of American Studies, this course assumes an interdisciplinary perspective on the question of what "American" means in the world of ideas using a variety of genres: history, fiction, poetry, film, sociology, journalism, speeches and essays. This course analyzes several myths that pervade American culture, always bearing in mind that while myths tend to exaggerate, they also hold grains of truth. The course examines how the notion of the American Dream, for example, has both fostered and hindered progress for individuals within this nation. Potential authors include Barbara Ehrenreich, Ernest Gaines, F. Scott Fitzgerald, W.E.B. DuBois and Sandra Cisneros. Fall semester each year.

AMER 289 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students. An example of a 289 Special Topics course in the past is "The Automobile and American Culture." Prerequisite: Instructor's consent.

AMER 305 / PHIL 305 American Philosophy – GS 10

A study of the major movements and figures in American philosophy and intellectual history. The course will examine the diverse philosophical themes in the American tradition, including idealism, 18th century political theory, transcendentalism and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James and Dewey. Fall semester, alternate years.

AMER 311 / ENGL 311 / WMGS 311 Women and Literature

Through exploring literary texts by women, this course analyzes how the construction of "woman," sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages with the most pressing issues in the field from ideas of women's literary voice to claims that challenge female authorship altogether. Special topics may include Contemporary Women Writers, Gender and 19th Century Novel and Ethnic Women Writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat and Marjane Satrapi. Alternate years.

AMER 317 / POLI 317 American Political Thought

This course examines the developments in political thought in the U.S. from the American Revolution to the present day. Particular attention will be paid to issues of political inclusion and exclusion on the basis of race, gender, sexuality, national origin and class. Changing attitudes in the relationship between individual liberty and majority rule will also be a dominant theme of the course, as well as the proper role of government in addressing social problems.

AMER 319 / HIST 319 The Catholic Contribution to the United States

This course will explore how and why Catholics of diverse gender, race, class and religious commitment have contributed to

the socioeconomic, cultural, political and intellectual development of the U.S. The course will examine Catholics and their church from Spanish North America to St. Norbert College, from immigration to assimilation and from conflict to consensus. Fall semester, every third year.

AMER 323 / ENGL 323 The Harlem Renaissance

This course examines the flowering of culture – in the areas of literature, music, dance and art – which took place predominantly during the 1920's for black Americans located in Harlem, New York, a movement that has become known as the Harlem Renaissance. The course places the cultural renaissance, or rebirth, within the historical contexts out of which it grew: the modernizing America in a post-WWI era, the rise of jazz and the blues and the Great Migration, among other factors. Some of the writers, intellectuals, visual and performing artists might include Zora Neale Hurston, Langston Hughes, James Weldon Johnson, Nella Larsen, Claude McKay, Alain Locke, Helene Johnson, Romare Bearden, Jacob Lawrence, Bessie Smith, Ma Rainey and Duke Ellington. Alternate years.

AMER 329 / ENGL 329 Literature of Service

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. The course explores individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness and gendered, sexual, racial or ethnic discrimination. Throughout the semester, paired students regularly volunteer at local community service agencies and expand their knowledge of these concepts by writing reflection journals as well as various forms of researched persuasive critical writing (literary analysis, opinion editorials, grant proposals and newsletters). Authors may include Dorothy Day, Robert Coles, Jane Addams, Edward Bellamy, William Carlos Williams, Nathaniel Hawthorne, Charlotte Perkins Gilman, Fae Myenne Ng, Li-Young Lee and Anna Deavere Smith. Alternate years.

AMER 335 / POLI 335 Legislative Politics

An examination of the power, structure and functions of legislative bodies at the national and state levels in the U.S. Focuses on the various factors that influence the performance of these bodies. Fall semester, alternate years. Prerequisite: POLI 130.

AMER 389 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students. An example of a 389 Special Topics course in the past is "The Harlem Renaissance." Prerequisite: Instructor's consent.

AMER 489 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in American Studies exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

AMER 490 Independent Study

Individual study of an approved topic in American Studies under the direction of an American Studies faculty member. Permits faculty and students to explore together some subject of special or personal interest. Past topics have included Narratives of the U.S. West and AIDS Literature, Art and Culture. Reading, tutorial discussion and written work are required. Prerequisite: Instructor's consent and approval of Associate Dean of Humanities and Fine Arts.

AMER 499 American Studies Research Project**0 Credits**

American Studies minors are required to complete an interdisciplinary research project as part of their final American Studies elective course outside their major at the 300-level or above (See list of elective courses). Students enroll in AMER 499 concurrently with their final elective course.

Art

www.snc.edu/art

Art is a necessary component of a complete life; moreover, it is an essential element of a quality liberal arts education. The primary objective of the Art discipline is to provide opportunities for all students to develop aesthetic awareness. The study of art and artists is a continuing search for ultimate meaning. A major in art is offered for students who possess the interest, potential and motivation for creative production. The major is preparation for graduate study, employment and life-long learning. The Carol and Robert Bush Art Center contains the studios, classrooms, galleries and faculty offices for the art program. Three galleries, an exhibition series, the art collection, guest artists and field trips to major art museums and exhibitions enrich the visual art program. The Art major has two inter-related yet distinctive sequences of study within it: the Fine Art and the Graphic Design sequences. A graduate of the Art program earns a Bachelor of Arts degree.

Art Faculty

F. William Bohné, Professor of Art

James Neilson, Assistant Professor of Art

Brian Pirman, Associate Professor of Art

Donald Taylor, Adjunct Associate Professor of Art, Director, Art Galleries, Art

Graduate School Advisor: Any Art faculty member.

Course Requirements

■ **ART MAJOR (9 required courses + a sequence)**

Required Art Courses

ART 110 (History of Art)

ART 115 (History of Modern Art)

ART 120 (Modern Sculpture and Architecture)

ART 134 (Basic Drawing)

ART 135 (Drawing and Design)

ART 224 (Introductory Sculpture)

ART 230 (Introductory Printmaking)

ART 240 (Introductory Printing)

ART 280 (Introductory Photography and Electronic Imaging)

Fine Art Sequence

ART 399 (Life Drawing and Illustration)

Two studio courses at the 300 level

One studio course at the 400 level

Participation in ART 499 (Senior Art Review). Individualized majors, such as advertising and pre-architecture, can be arranged through an advisor.

Graphic Design Sequence

335 (Advertising Design)

350 (Computer Graphics)

One 300-level studio course

One 400-level studio course

One of the following: HUMA 335 (Popular Aesthetics)

ART 205 (The History of Photography)

ART 320 (Classical Sculpture and Architecture)

Participation in ART 499 (Senior Art Review)

An understanding of the computer as a graphic communication tool is required. In addition, we recommend that the Graphic Design student supplement the Art major with courses in Advertising and Marketing.

■ ART MINOR (6 courses):

Required courses: ART 134, 135 and four electives, one from each of the following groups:

- ART 110, 115, 120
- ART 230, 240, 280
- ART 224, 314
- ART 324, 330, 340, 380

■ GRAPHIC DESIGN MINOR (7 courses):

ART 135 (Drawing and Design)
 ART 280 (Introductory Photography and Electronic Imaging)
 ART 335 (Advertising Design)
 ART 350 (Computer Graphics)
 ART 399 (Life Drawing and Illustration)
 ART 485 (Design for the Web)

One of the following: ART 110 (History of Art)
 ART 115 (History of Modern Art)
 ART 120 (Modern Sculpture and Architecture)

Special requirements: A sophomore review, senior review and participation in the senior exhibit (ART 499) are required for all Art majors.

ART Courses**ART 110 History of Art – GS 5**

The evolution and development of art from Chauvet to Impressionism. The course focuses on the key innovations, personalities and styles of Western art. Fall semester.

ART 115 History of Modern Art – GS 5

Examination of major figures, movements and breakthroughs made between Impressionism and the present. Chronological and topical investigation of modern art and its relationship to contemporary society. Spring semester.

ART 120 Modern Sculpture and Architecture – GS 5

The investigation of contemporary sculpture, originating with the work of Rodin and culminating with recent developments. An overview of modern architecture is included in the survey. Spring semester.

ART 125 Introduction to Adobe Photoshop for Non Majors

An introductory elective course that explores the process of digital image manipulation using Adobe Photoshop as the primary tool. The course examines various aspects of the digital process including digital image capture (scanner and camera), digital image manipulation and preparation of images for electronic publication. Summer session. This course is not graded on the traditional system. Students will receive a grade of either satisfactory or unsatisfactory.

ART 134 Basic Drawing

Introduction to the fundamentals of drawing and design: technique, illusionism, composition, elements and principles. Investigation of concepts and media in line and mass drawing through use of the model, object and still life. Fall semester.

ART 135 Drawing and Design

A continuation of ART 134 with greater emphasis on color and two-dimensional design principles. Prerequisite: ART 134. Spring semester.

ART 205 The History of Photography – GS 5

Lecture/discussion/exploration of the photographic aesthetic as it is employed in both traditional photographic processes and other artistic media. Its application in mass communication through documentation and persuasion will also be considered. Fall semester.

ART 224 Introductory Sculpture

A basic and concentrated investigation of three-dimensional form and materials. This investigation concerns the structural nature and application of traditional and contemporary materials. Prerequisite: ART 135. Fall semester.

ART 230 Introductory Printmaking

An introduction to relief printing, serigraphy, embossing and lithography as a form of two-dimensional expression are explored. Multiple original images are produced. Prerequisite: ART 135. Fall and Spring semesters.

ART 240 Introductory Painting

Introduction to fundamental problems of painting, with emphasis on form and color. The elements and principles of design and their application in painting will be investigated. Prerequisite: ART 135. Fall semester.

ART 250 Raku Ceramics

Raku is an Americanized, Japanese ceramic technique. Raku is generally utilized to make non-functional items. The special techniques, materials and firing are very process-oriented. The student will be intimately involved in all the steps of the Raku process – both conceptually and technically. Summer.

ART 280 Introductory Photography and Electronic Imaging

The course includes photographic theory, aesthetics and practice. It provides an introduction to traditional black and white photographic processes and also to creative imaging techniques through digital photography. A 35mm camera is required. Prerequisite: ART 135. Fall and Spring semesters.

ART 314 Clay and Metal

A studio course that explores the production of three-dimensional objects using fired clay or metals for contemporary creative expression. Students experience the creative process by integrating ideas, materials, tools and processes. Second semester.

ART 320 / CLAS 320 Classical Sculpture and Architecture

A survey of the Greco-Roman tradition in sculpture and architecture. The influence of these traditions is explored in the spatial arts of Europe and America. Fall semester.

ART 324 Intermediate Sculpture

Special emphasis on the development of personal statements and interest. Work in traditional and contemporary media. Prerequisite: ART 224. Spring semester.

ART 330 Intermediate Printmaking

An intensified exploration of printmaking processes such as: drypoint, etching and photo serigraphy are undertaken in relation

to personalized statements. Prerequisite: ART 230. Fall and Spring semesters.

ART 335 Advertising Design

An introduction to problem solving and the basic elements of graphic design. Emphasis is placed on the development of concepts and skills in the layout of typography, illustration and photography. The computer is used to execute assorted graphic design problems. Prerequisite: ART 350. Fall and Spring semesters.

ART 340 Intermediate Painting

Further explanation of problems involving the total creative process in painting. Some synthesizing of previous and current information is expected. Prerequisite: ART 240. Spring semester.

ART 350 Computer Graphics

An introduction to various graphic applications on the Macintosh platform: modern graphic design history, electronic illustration and photographic manipulation are covered in this course. Prerequisite: ART 135. Fall and Spring semesters.

ART 365 Christian Symbolism in Art – GS 10*

This course will allow the student to better understand the continuity and diversity of regional, ethnic and cultural origins of Christian signs, symbols and images. This course will encourage the student to critically decipher the visual language of images and objects created in service to and in tandem with, Christian tenets of identity and vocation. Every other year, Fall semester.

*Not for Art majors, unless double majoring

ART 380 Intermediate Photography and Electronic Imaging

Advanced camera and photo lab techniques. Main objectives include: exploring photographic vision, increasing control of the photographic process and archival printing and examining the impact and applications of digital imaging in the field of photography. A 35mm camera is required. Prerequisite: ART 280. Fall and Spring semesters.

ART 389 Special Topics

An in-depth study of an artistic issue of special interest. ART 389 may focus on one or more art forms, an artistic movement or comparison of movements; or a theme. Students are challenged to evaluate trends in historical and contemporary art production as it relates to their own art-making. Prerequisites: ART 110, ART 134 and ART 135. Spring semester.

ART 395 Portfolio Seminar**2 Credits**

Portfolio review, improvement recommendations, goal statement and development. Process involves initial group contact, individual portfolio reviews, critiques, goal setting and portfolio development. One-on-one interaction between instructor and student will be the foundation of this course. Instructor and several nationally-recognized experts in the advertising design industry will assess final projects. Prerequisites: ART 335, ART 350 and ART 485, or Instructor's consent. January semester.

ART 399 Life Drawing and Illustration

A continuation of ART 135 emphasizing the human figure and other advanced drawing techniques as it relates to Fine Art and Graphic Design. Prerequisite: ART 135 and sophomore standing. Spring semester.

ART 424 Advanced Sculpture

Emphasis on new materials and attitudes. Students are encouraged to develop individual modes of plastic statement. Prerequisite: ART 324. Spring semester.

ART 430 Advanced Printmaking

Refinement and application of graphic processes in relation to independent expression. Prerequisite: ART 330. Fall and Spring semesters.

ART 440 Advanced Painting

A concrete synthesis of experiences necessary to the emergence of a style is expected. Problems are determined by student in consultation with the instructor. Prerequisite: ART 340. Spring semester.

ART 460 New Media Art

A studio course that explores time-based art forms, such as digital video, motion graphics and animation. It includes the production and editing of short films, animated graphic pieces and sound art. It also covers contemporary practices in new media art forms, Internet art and interactive digital art. Primary software includes Final Cut Pro and Adobe Flash. Prerequisite: ART 350. Spring semester.

ART 480 Advanced Photography and Electronic Imaging

Intensive exploration of directions in contemporary photography, experimental silver and non-silver print process, print criticism and advanced printing techniques and digital imaging. A 35mm camera is required. Prerequisite: ART 380. Fall semester.

ART 485 Design for the Web

This studio course explores Web site design and production. It includes preparing Web graphics, designing and assembling Web pages and publication of Web sites. It covers terminology and current topics associated with the Internet, Web design and Web publishing. Prerequisite: ART 350. Fall and Spring semesters.

ART 490 Independent Study

Specially qualified students under the guidance of an instructor may study various aspects of art. NOTE: This course may not be used to replace the 400 level studio requirement.

ART 494 Internship

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of corporations and agencies, a chance to work in their field of study and to gain experience with projects and technologies that reflect the applied sector. Prerequisite: junior/senior standing and Instructor's consent.

ART 499 Senior Art Review (0 Credits)

Participation in a student exhibition during the final semester in the year of anticipated graduation. Required for all ART majors.

Biology

www.snc.edu/biology

The Biology Discipline strives to provide a modern, rigorous, broad-based, laboratory-intensive education that is intellectually challenging. It is expected that this educational experience will motivate students to achieve excellence and prepare them for professional as well as academic careers, such as medicine, dentistry, or health based professions, veterinary medicine, graduate school and other future endeavors involving a knowledge of Biology. The Biology program serves the General Education curriculum by providing non-science students an environment for scientific inquiry and opportunities to explore the diversity and functioning of the natural world and our place in it. Central to the mission of the program is a commitment to engaging Biology majors in the actual process of science by encouraging them to participate in collaborative research with faculty. This not only personalizes the undergraduate learning and teaching experience through close mentoring but also nurtures and maintains the excitement and enthusiasm that faculty and students have for their discipline. The integration of research and learning through such collaborative activities is seen as a logical extension of the undergraduate classroom and an integral part of the program's academic culture.

Biology Faculty

Deborah K. Anderson, Associate Professor of Biology

David J. Bailey, Assistant Professor of Biology

Anindo Choudhury, Associate Professor of Biology and Environmental Science

Russell P. Feirer, Associate Professor of Biology

James R. Hodgson, Professor of Biology and Environmental Science

David W. Hunnicutt, Assistant Professor of Biology

John R. Phythyon, Professor of Biology Emeritus

Graduate School Advisor: Any full-time faculty member in Biology

Course Requirements

■ **BIOLOGY MAJOR** (5 required courses + a concentration):

Required Courses

BIOL 120 (General Biology 1)

BIOL 121 (General Biology 2)

BIOL 244 (Genetics)

CHEM 105 (General Chemistry 1)

CHEM 107 (General Chemistry 2)

■ ORGANISMAL BIOLOGY CONCENTRATION:

BIOL 201 Botany

BIOL 228 Ecology

CHEM 220 Organic Chemistry or CHEM 214

Any five biology (BIOL) electives numbered 200 or above

Recommended Courses: Physics (PHYS 111 and PHYS 112 or PHYS 121 and PHYS 122), Basic Statistics (SSCI 224 or BUAD 284), a Computer Science course and Calculus (MATH 124 or 131).

■ BIOMEDICAL SCIENCES CONCENTRATION:

Any 6 biology (BIOL) electives from the following:

BIOL 220 Comparative Vertebrate Anatomy
 BIOL 320 Human Anatomy and Histology
 BIOL 350 Microbiology
 BIOL 360 Medical Microbiology
 BIOL 365 Immunology
 BIOL 368 Parasitology
 BIOL 371 Cellular Physiology
 BIOL 372 Systemic Physiology
 BIOL 373 Molecular Biology
 BIOL 381 Vertebrate Embryology
 BIOL 382 Vertebrate Reproduction
 BIOL 385 Endocrinology
 BIOL 395 Introduction to Biological Research
 BIOL 490 Independent Study
 BIOL 496 Research and Thesis

Additional Required Courses in Chemistry:

CHEM 211
 CHEM 220
 CHEM 222 or CHEM 232
 CHEM 350

Recommended courses: Physics (PHYS 121 and 122 or PHYS 111 and 112), Basic Statistics (SSCI 224), BUAD 142 and Calculus (MATH 124 or 131).

NOTE – Biology majors may also be required to complete the Major Field Achievement Test in Biology during specified testing periods and are required to participate in other ongoing assessment activities.

Course choices should be made through advisement, with the student's interests and objectives in mind. Advanced students are strongly encouraged to pursue Independent Study (BIOL 428 or 490) and Research (BIOL 490 or 496).

■ Biology Minor (6 courses):

BIOL 120 General Biology 1
 BIOL 121 General Biology 2

Four Biology electives numbered 200 or above.

■ Biology Teaching Minor (6 courses):

BIOL 120 General Biology 1
 BIOL 121 General Biology 2
 ENVS 300 Environmental Science or SSCI 301 Environmental Studies (fulfills the conservation requirement for the State Department of Public Instruction)

Three Biology electives numbered 200 or above.

BIOL Courses

BIOL 100 Human Biology – GS 4

A lecture, discussion and laboratory course for non-science students. The primary emphasis is on the structure and function of the human organism. Some objectives are: to develop an appreciation for humankind's position in phylogeny; an awareness of the human body as a functioning biological entity; and an awareness of some current issues involving the application of the science of biology to our present and future welfare. This course does not count toward the Biology major. A student who has received credit for BIOL 120 may not take BIOL 100 for credit without the Registrar's consent. Fall and Spring semesters

BIOL 115 Principles of Biology – GS 4

A lecture and laboratory course that presents a body of knowledge of cell-level biology. Intended to prepare the students in the BCOS nursing program for subsequent upper-level biology courses, as well as serving as an exposure to modern biology for non-majors. Content progresses from the level of atoms, to biochemicals to membrane structure/function and finally to cells. Topics also include pH, metabolic pathways, cell signaling and communication, DNA replication, transcription and translation and the control of gene expression. A discussion of cell division and its control is followed by Mendelian genetics and the inheritance of human genetic traits and diseases. This will be followed by an introduction to prokaryotic life forms and viruses. Laboratory exercises familiarize the student

with the use of equipment found in modern laboratory settings, including microscopes, balances, pipetors, pH meters and spectrophotometers. Includes the isolation and electrophoresis of DNA. Non-science majors are advised to take BIOL 100 or BIOL 180 to fulfill the GS 4 requirement. Fall semester.

BIOL 120 General Biology 1 – GS 4

A lecture and laboratory study of living systems with particular emphasis on the molecular, cellular and tissue levels of organization in both plants and animals. Genetic mechanisms and aspects of development are included. Fall semester. Non-science majors are advised to take BIOL 100 or BIOL 180 to fulfill the GS 4 requirement.

BIOL 121 General Biology 2

A lecture and laboratory study of living organisms, with emphasis on heterotrophic protists and animals. Evolutionary theory and processes, morphology, taxonomy and physiology are covered in detail. Spring semester.

NOTE – BIOL 120 and 121 are considered an introductory sequence for Biology majors in both concentrations in Biology and others such as pre-professional students who desire an emphasis in biological sciences.

BIOL 180 Biological Diversity – GS 4

A lecture and laboratory course that studies the diversity of living organisms and ecological communities. Topics include global and historical patterns of diversity, historical and contemporary extinctions and the impact of humans on these patterns through processes such as introduction of exotic species and habitat modification. Rationales and strategies for biological conservation are evaluated and compared.

BIOL 201 Botany

A lecture and laboratory course that concentrates on the study of plant structure and function. Topics discussed include plant growth and development, metabolism, reproduction and response to the environment. The principles of plant biotechnology are also introduced. Lectures

emphasize plant physiology while lab exercises concentrate on plant morphology and structure (gross and microscopic examinations). Labs include some plant physiology and tissue culture experiences, introduction to taxonomy and the major plant groups. Prerequisite: BIOL 120. Fall semester.

BIOL 220 Comparative Vertebrate Anatomy

A lecture and laboratory course that includes a comparative study of vertebrate morphology with an emphasis on the functional significance of structure. A systemic approach is used beginning with an overview of principles of evolution and basic developmental biology. Laboratories involve dissecting representatives from the major vertebrate groups and studying their skeletal anatomy. Prerequisite: BIOL 121. Fall semester.

BIOL 225 Vertebrate Natural History

(See Infrequently Offered Courses section of the catalog).

BIOL 228 Ecology

A lecture and laboratory course on the relationships of plants and animals to one another and to their physical environment. Field trips and laboratory work provide firsthand knowledge of organisms and their ecological significance in the De Pere area. Prerequisite: BIOL 121 or BIOL 180. Fall semester. Required for Biology majors in the Organismal Biology concentration.

BIOL 244 Genetics

A lecture and laboratory course demonstrating the basic principles of the gene structure, gene action and gene transmission as found in various organisms. Topics covered include DNA structure, replication, transcription and translation, recombinant DNA technology, bacterial genetics and genome structure. Discussions of Mendelian inheritance changes in chromosome structure and number are followed by an introduction to population genetics. Laboratory exercises include DNA electrophoresis, PCR, bacterial transformation and inheritance in both *Drosophila* and plants. Prerequisite: BIOL 120. Spring semester. Required for all Biology majors.

BIOL 310 Tropical Biology

A lecture and laboratory course designed to provide a sound foundation in ecological concepts and biology of tropical ecosystems around the world. The ecosystems to be studied include: tropical dry forests, cloud forests, savannas, mangroves and coral reefs but special emphasis will be placed on tropical rain forests. Nutrient cycles, production, trophic interactions, plant-animal interactions, biodiversity and conservation biology are discussed. Prerequisite: BIOL 121 or Instructor's consent. Alternate years.

BIOL 320 Human Anatomy and Histology

A lecture and laboratory study of the gross anatomy and microscopic anatomy of the human body. The course uses a regional approach with emphasis on the upper limb, thorax, abdomen, pelvis, lower limb and brain. Students learn to identify muscles, nerves, vessels organs and tissues of the human body. The laboratories involve cadaver dissections and light microscopy. One-third of the course includes information/laboratory work emphasizing human histology. Recommended for pre-professional students interested in health-related professions and students interested in medical illustration. Prerequisites: BIOL 220 with grade of C or above, BIOL 372 and Instructor's consent. Spring semester.

BIOL 338 Limnology

A lecture and laboratory course dealing with the physical, chemical and biological aspects of freshwater ecosystems and the interrelationships of organisms in these habitats. Field trips and laboratory experiences will provide firsthand knowledge of aquatic organisms and their ecological significance. Prerequisite: BIOL 121 or BIOL 180. Fall semester. Every other year.

BIOL 350 Microbiology

A lecture and laboratory course dealing with the study of prokaryotic organisms, including morphology, physiology, genetics and application. Labs include preparation of media, cultivation and staining of microbial organisms and the study of their morphology and physiology. Prerequisite: BIOL 121. Fall semester.

BIOL 353 Biotechnology in a Global Society – GS 11

A lecture and discussion course that deals with advances and application of biotechnology in the context of the entire living world, both the society of human beings and the larger, living environment. Due in large part to the ability to clone genes, as well as many plants and animals and to genetically engineer these organisms (perhaps even humans), biotechnology is revolutionizing both the means and pace of our intervention in this global community. Students become aware of the techniques and advances of biotechnology and are better prepared to make informed decisions about its application. This course also provides students with the necessary scientific background to understand the ethical problems posed by biotechnology.

BIOL 355 Invertebrate Biology

(See Infrequently Offered Courses section of the catalog).

BIOL 360 Medical Microbiology

A lecture and laboratory course dealing with the interaction between microbial pathogens and the human host. Topics studied include the development and normal functioning of the immune system and allergic reactions and their relationship to microbial pathogens. A survey of the important bacteriological, mycological and viral pathogens in terms of their mechanisms of disease production is also included. Prerequisites: BIOL 350; CHEM 216 or 220.

BIOL 365 Immunology

A lecture and laboratory course dealing with the immune response of vertebrates with special emphasis on mammalian systems. The development and anatomy of the immune system, as well as the various cellular components (leukocytes) and secretions (cytokines, antibodies, complement proteins) are studied in detail. Topics covered include antigen presentation, T and B cell function, immunoglobulin structure and function, innate and acquired immune responses, granulocyte mediated responses, immunity to pathogens, various forms of

hypersensitivity including allergies, autoimmune diseases and applied topics such as transplantation immunity. Labs deal with induction, measurement and response of immune cells. Prerequisite: BIOL 244.

BIOL 368 Parasitology

A lecture and laboratory course dealing with eukaryotic disease causing organisms, with special emphasis on pathogens of medical and veterinary significance. The course deals with important human diseases including malaria, sleeping sickness, Leishmaniasis, as well roundworm, tapeworm, fluke and arthropod diseases. The morphology, physiology, pathology and immunology of the various parasitic diseases are considered in detail. Labs emphasize morphology and diagnostics (morphological and molecular) and may include an experimental component. Prerequisites: BIOL 121 and BIOL 244. Every third year or by special arrangement.

BIOL 371 Cellular Physiology

A lecture and laboratory course concentrating on the structure and function of the eukaryotic cell. Topics covered include membrane structure and function, post-translational processing and transport of proteins, cell adhesion and communication, signal transduction pathways, the control of the cell cycle (cancer) and the tools/methods used in cellular level studies. Prerequisites: BIOL 120, BIOL 244 and CHEM 220 or 216. Fall semester.

BIOL 372 Systemic Physiology

A lecture and laboratory course concentrating on the function of organ systems and their role in the entire organism. Emphasis is placed on integration and control mechanisms. Topics covered include neurophysiology, cardiovascular, respiratory, renal and muscle physiology and reproduction. Prerequisites: BIOL 121, BIOL 220 and CHEM 216 or CHEM 220. Fall semester.

BIOL 373 Molecular Biology

A lecture and laboratory course involving an in-depth study of the organization and function of genes in prokaryotes and

eukaryotes. The main themes of modern molecular biology and molecular genetics are emphasized. Topics discussed include DNA structure, organization, replication, transcription, translation and control of gene expression. In addition to the text, readings from current literature are also required. A portion of the course is devoted to lab experiences providing exposure to techniques commonly used in a molecular biology lab: DNA quantification, gel electrophoresis of DNA, DNA isolation, electrophoresis and cloning, Southern blotting and relevant bacteriological techniques. Prerequisites: BIOL 244 and CHEM 216 or CHEM 220. Spring semester.

BIOL 374 Plant Structure (See Infrequently Offered Courses section of the catalog).

BIOL 376 Plant Systematics

(See Infrequently Offered Courses section of the catalog).

BIOL 380 Plant Ecology (See Infrequently Offered Courses section of the catalog).

BIOL 381 Vertebrate Embryology

(See Infrequently Offered Courses section of the catalog).

BIOL 382 Vertebrate Reproduction

(See Infrequently Offered Courses section of the catalog).

BIOL 385 Endocrinology

A lecture and laboratory course on hormones and the mechanisms by which hormones control cellular function and metabolism. Prerequisite: BIOL 372. Alternate years.

BIOL 389 Mammalogy

A study of mammals with emphasis on principles of mammalian ecology, conservation and biodiversity. Topics will include characteristics of mammals, classification, natural history, ecology, biodiversity, conservation and techniques in field study. Special emphasis will be given to mammals occurring in northeastern Wisconsin. Prerequisite: BIOL 121.

BIOL 390 Ichthyology

A lecture and laboratory course on the classification, morphology, physiology and ecology of fishes. Laboratory activities include individual student projects and the collection and identification of Wisconsin fishes. Prerequisite: BIOL 121 or BIOL 180. Every third year or by special arrangement.

BIOL 395 Introduction to Biological Research

A lecture and laboratory course designed to train students in biological research. Emphasis is on hypothesis development and methodologies for testing hypotheses. A laboratory project is required. Prerequisites: BIOL 121, BIOL 244 and Instructor's consent.

BIOL 420 Evolution (See Infrequently Offered Courses section of the catalog).**BIOL 428 Advanced Ecology**

A course involving an original student laboratory and/or field investigation of an ecological or related problem under faculty supervision, culminating in a final research report. Prerequisite: BIOL 228 and Instructor's consent.

BIOL 430 Paleobiology

A lecture and laboratory course exploring the evolutionary history of invertebrates and vertebrates by studying fossils and geology. Prerequisite: BIOL 121 or GEOL 105. Alternate years.

BIOL 460 Biology Seminar

An in-depth study of biologically oriented topics in an area not usually covered by scheduled courses. Emphasis will be on current literature with student independent study and presentations. Prerequisite: BIOL 121 and Instructor's consent.

BIOL 489 Special Topics

A course designed for group study of subject matter of special interest. The organization, methodology and objective of the course will be determined by the instructor and may include a laboratory experience. Prerequisite: junior and senior Biology majors or Instructor's consent.

BIOL 490 Independent Study

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisite: junior and senior Biology majors, Instructor's consent and approval of the Associate Dean of Natural Sciences.

BIOL 492 Directed Research

A course that allows a student to conduct research under the direction of a faculty member; usually as a continuation on BIOL 490. Prerequisite: junior standing, Instructor's consent and approval of the Associate Dean of Natural Science.

BIOL 496 Research and Thesis

Original student laboratory and/or field research of a biological problem under faculty supervision culminating in a bachelor's thesis when approved. The student interested in research will seek a staff member willing to direct the work. The student will submit to his or her prospective research director a written proposal of the project. The staff member then forms a committee which he or she will chair with two other faculty members to consider the student's research proposal and the merit of research accomplished, to approve the preparation of a thesis and to recommend acceptance of the thesis to the discipline (or division when inter-disciplinary.) Approval of the student research proposal should be received no later than the end of the student's junior year. The student will present his or her work in public forum at a time set by his committee with his approval. Prerequisite: Biology major and Instructor's consent.

Business Administration

www.snc.edu/busadmin

As a Catholic, liberal arts institution in the Norbertine tradition, St. Norbert College exists to teach by word and example. In support of this motto, the Business Administration Program builds on the liberal arts curriculum, fostering the managerial development of our students with intellectual rigor. Students gain a high degree of expertise and insight regarding business theories and practice. They are prepared for the professional responsibilities incumbent upon business leaders to work ethically for the global common good.

This curriculum leads to a Bachelor of Business Administration (B.B.A.) degree with a major in Business Administration: General Business. There are five available concentrations within this major.

Business Administration Faculty

Paul Bursik, Associate Professor of Business Administration

Eliot Elfner, Professor of Business Administration

Wolfgang Grassl, Associate Professor of Business Administration

James Harris, Assistant Professor of Business Administration

Iris Jenkel, Assistant Professor of Business Administration and Director of Business Administration

Kathleen Molnar, Assistant Professor of Business Administration

Joy Pahl, Assistant Professor of Business Administration

Jeff Ritter, Associate Professor of Business Administration

Jason Senjem, Assistant Professor of Business Administration

Matthew Stollak, Assistant Professor of Business Administration

Amy Vandenberg, Assistant Professor of Business Administration

Graduate School Advisor: Dr. Matthew Stollak

Course Requirements

Residency Requirement: In order to earn a B.B.A. degree from St. Norbert College, a student must earn satisfactory credit in at least six required business courses (BUAD) at St. Norbert College.

Independent Study: The number of independent studies in the 32 courses (128 semester credits) required for the B.B.A. degree is limited to three.

Internship: BUAD 494, internship for credit, can be taken only once for credit. This limit does not affect internships not taken for credit.

■ **BUSINESS ADMINISTRATION MAJOR (14 Courses)** The business administration major is divided into basic, core and advanced requirements.

A. Core Requirements: (Normally to be taken in the following sequence)

Freshman Year

ECON 101 Principles of Macroeconomics
 ECON 102 Principles of Microeconomics
 BUAD 142 Computer Applications in Business
 MATH 124 Survey of Calculus or MATH 131 Calculus and Analytical Geometry 1

Sophomore Year

ACCT 205 Financial Accounting
 BUAD 230 Foundations of Management
 BUAD 270 Marketing Concepts and Issues
 BUAD 284 Statistics for Business and Economics or MATH 321 Probability and Statistics

Junior Year

ACCT 206 Managerial Accounting
 BUAD 350 Corporate Finance
 BUAD 390 Business Law

Senior Year

BUAD 485 Strategic Management Seminar

B. Advanced Requirements

Advanced business requirements should be taken in the third and fourth years and there are both minimum and maximum limits. Students should select courses in consultation with their advisors. No more than four advanced business administration (BUAD) courses, at the 300 level or above (other than core requirements), may be counted to satisfy the 32 total courses (128 semester credits) required for graduation. Students must select their advanced courses in consultation with their advisors. Business Administration majors must take at least two advanced courses from the following list or complete one of the following five concentrations:

Advanced Requirements (Non-Concentration Option): Two courses from any business administration (BUAD) or accounting (ACCT) course at the 200 level or above (other than the core requirements, courses designated for non-majors, or ACCT 315); any economics (ECON) course at the 200 level or above (other than the core requirements); and selected courses in communications (COMM 322), English (ENGL 306), mathematics (MATH 317), philosophy (PHIL 320), psychology (PSYC

221, 321, 325 or 360), and sociology (SOCI 235).

Finance Concentration

Required: BUAD 351 Investments
 BUAD 352 Financial Institutions or ECON 390 Monetary Theory & Policy

Two of the following:

ACCT 325 Intermediate Accounting 1
 BUAD 355 Advanced Financial Management
 BUAD 371 Sales Management
 BUAD 489 Special Topics (Finance)

Global Business Concentration

Required: GS 7 Foreign Language course
 BUAD 262 Introduction to IBLAS
 BUAD 468*/469 Senior Seminars in IBLAS 1, 2 *(468 is substituted for 485)
 One semester study abroad.

Two of the following:

PHIL 320 Business Ethics
 ECON 370 Comparative Economic Systems
 ECON 376 International Trade
 ECON 377 International Finance and Monetary Economics
 BUAD 489 Special Topics (Global Business)

General Management Concentration

Required:
 BUAD 333 Operations Management
 BUAD 336 Introduction to Human Resource Management

Two of the following:

BUAD 337 Behavior in Organizations
 BUAD 338 Organizational Theory and Practice
 BUAD 489 Special Topics (Management)

Marketing Concentration

Required:
 BUAD 372 Marketing Research
 BUAD 471 Marketing Management and Strategy

Two of the following:

BUAD 262 Intro to International Business and Language Area Studies
 BUAD 371 Sales Management
 BUAD 374 Marketing Promotions
 BUAD 375 Consumer Behavior

Human Resource Management Concentration**Required:**

BUAD 336 Human Resource Management
 BUAD 436 Advanced Human Resource Management

Two of the following:

BUAD 337 Behavior in Organizations
 ECON 330 Labor Economics
 PSYC 221 Industrial and Organizational Psychology
 BUAD 489 Special Topics (Human Resource Management)

NOTE – BUAD 490 Independent Study or BUAD 494 Internship courses may be substituted for one of the optional concentration courses with approval of a faculty member within the area of concentration. The BUAD 494 Internship course will be reviewed as a substitute course after the course is completed.

■ Business Administration Minor

(7 courses): ACCT 205, BUAD 142 or CSCI 110, BUAD 230, BUAD 270, BUAD 350, BUAD 284 or SSCI 224 or MATH 321 and ECON 102.

BUAD Courses**BUAD 142 Computer Applications in Business**

This course focuses on the use of the computer in organizations. Students will develop models using applications such as spreadsheet and database and apply them to various situations. Students will explore various information systems topics such as expert systems, decision support systems and distributed database systems and how they are used in business applications. Prerequisite: Completion or placement in MATH 114 or above or concurrent registration. Fall and Spring semesters.

BUAD 230 Foundations of Management

This course introduces the management theories and methods that apply to business organizations in domestic or international

environments: the principles of management or administrative approach, the quantitative or management science approach and the behavioral science or human relations approach. Emphasis is upon contingencies within a decision-making context. Ethical issues and total quality approaches are integrated throughout the course, as is the international scope of management. Prerequisite: sophomore standing. Fall and Spring semesters.

BUAD 256 Personal Finance

(See Infrequently Offered Courses section in the catalog).

BUAD 262 / IBLA 262 Introduction to International Business and Language Area Studies

The course will introduce students to the international business environment including the political, social, economic and cultural dimensions of foreign countries before they study abroad. Students are also expected to participate in the operation of Discoveries International, a not-for-profit corporation on campus managed by students. Prerequisite: sophomore standing. IBLA or Business major. Fall semester.

BUAD 270 Marketing Concepts and Issues

Examines the role of marketing as a principal means for satisfying consumer needs and desires and promoting public welfare. Considers the marketing manager's responsibilities and duties including product planning, selling and customer relations. The Marketing Concept is premised on the notion that customers and their needs are the central focus of a company. Fundamental marketing concepts to be discussed include: marketing myopia, segmentation, targeting, positioning and the marketing mix. Also explored are buyer behavior, market research and marketing globally. ECON 102 is recommended. Prerequisite: sophomore standing. Fall and Spring semesters.

BUAD 284 Statistics for Business and Economics

Introduction to the basic statistical concepts and techniques used to analyze

data in business and economics. Covers descriptive and inferential statistics, probability and probability distributions, sampling and estimation, hypothesis testing, regression and correlation analysis and other selected topics. Includes statistical software applications. Prerequisite: MATH 114 or 115 or 124 or 131. (MATH 115 or 124 for Business Majors). Fall and Spring semesters.

BUAD 333 Operations Management

This course is a survey of relevant quantitative techniques and decision support systems for use in managerial decision support systems, all within the context of a total quality management and operations environment. Topics include broad-based descriptions of models and quantitative techniques and actual applications and manipulations of various quantitative models, through computer applications. Specific models such as forecasting, logistics and materials management, facility design and location, project management and control, resource allocation, waiting line, statistical process control and work measurement and design are presented. Prerequisites: BUAD 230 and BUAD 284. Spring semester.

BUAD 336 Introduction to Human Resource Management

This course focuses on the individual as the unit of analysis. Introduces the basic psychological issues of motivation, testing and the measurement of human potential and performance. Considers the personnel functions of human resource planning, job description and specification, recruitment, selection, equal employment opportunity, orientation and training, occupational health and safety, wage and salary compensation, fringe benefits, performance review and appraisal, discipline and separation. It studies the history and background of the labor movement, union organizational activities and contract negotiation and administration. Prerequisite: BUAD 230 and BUAD 284 (or concurrent registration). Fall semester.

BUAD 337 Behavior in Organizations

This behavioral course focuses on the micro-level of group behavior as a management concern. Topics include motivation of individuals and groups, group

dynamics, leadership and influence processes, the exercise of social power and authority in groups, formal and informal organization and the social context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BUAD 230 or Instructor's consent.

BUAD 338 Organizational Theory and Practice

This course focuses on the macro level of organization as a concern of management and elaborates upon the principles of management and the administrative approach to management. Topics include organizational goals, boundaries, size and structure; and the environmental factors and technological considerations that affect organizations. Bureaucratic, environmental and technological theories of organization; classical line, staff, functional and matrix organizational designs; and contemporary organic concepts are presented. Students learn to analyze the design of organizations and to assess the impact of such designs on the performance of the organizations. Prerequisite: BUAD 230 or Instructor's consent.

BUAD 345 / CSCI 345 Business Applications Using Systems Analysis & Design

This course is designed to help students learn how to effectively manage information technology in business, see how information technology is used to transform businesses and further refine and develop individual computer skills that are associated with the use of information technology in organizations. The main focus will be on using system analysis and design principles and techniques. Prerequisite: BUAD 142 or CSCI 110 or Computer Science major. Fall semester odd years.

BUAD 350 Corporate Finance

As an introductory course in finance, this course acquaints students with the fundamental tools and concepts used in financial decision-making and financial management. In addition to an overview of the financial system, this course covers discounted cash flow analysis, financial

ratio analysis, security valuation, risk and return, financial forecasting, capital budgeting, capital structure and other selected topics including international dimensions of finance. Prerequisites: ACCT 201 or 205, BUAD 284 or SSCI 224 or MATH 321 and ECON 102. Fall and Spring semesters.

BUAD 351 Investments

This course acquaints students with various types of investments, why individuals invest and how individuals invest. As such, the intent is to provide the fundamental concepts, theories and techniques of investing in financial assets including stocks, bonds, mutual funds and derivatives. The course also introduces students to the area of portfolio management. The global aspect of investing will also be discussed. This course provides the opportunity for students to experience "hands on" investing through managing an online portfolio of their own. Prerequisite: BUAD 350. Fall semester.

BUAD 352 Financial Institutions and Markets

This course will provide a conceptual and practical overview of financial institutions and markets. The student will study the financial management of bank and non-bank financial institutions. Emphasis will be placed on studying the major trends and problems faced by these institutions, both on a national and an international level. Attention will also be given to money and capital markets and to the role and determinants of interest rates. Prerequisite: BUAD 350. Spring semester, odd years.

BUAD 355 Advanced Financial Management

An in-depth analysis of the financial manager's decision-making role. Through use of the case method, students are faced with realistic problems that permit them to apply financial theory as well as utilize and enhance the problem-solving skills developed in previous courses. Student groups prepare written case reports and make case presentations. Prerequisite: BUAD 350. Spring semester, even years.

BUAD 371 Sales Management

This course provides an integrated application of management and marketing principles to the corporate selling function. Concepts covered include: demand forecasting, production planning, sales quota and territory assignments, consumer behavior, selling techniques and sales recruitment and supervision. Cases provide an integrative policy orientation to this course. Prerequisite: BUAD 270. Spring semester.

BUAD 372 Marketing Research

This course teaches that markets must be studied in their full economic, political, legal, social, cultural and environmental contexts; and that the marketing function requires a mature understanding of these factors. It coordinates two essential aspects of marketing research: the critical role of information in marketing decisions and the process of conducting a formal marketing project. Marketing information sources are discussed with emphasis on their use for evaluating sales potential, assigning sales quotas, estimating selling costs and other marketing activities. Students are required to write an original marketing research report. Prerequisites: BUAD 270 and BUAD 284 or MATH 321. Spring semester.

BUAD 374 Marketing Promotions

Marketing communications is an integral part of the marketing mix and must be integrated with the rest of the firm's marketing efforts. Students will learn to integrate and coordinate the firm's many communication channels to deliver a clear, consistent and compelling message about the organization and its offerings. This course examines the communication roles of the various promotional tools at our disposal, allowing students to have a better command of the promotion mix. The focus is on formulating and managing coordinated promotion strategies to build a strong brand identity. Prerequisite: BUAD 270. Fall semester.

BUAD 375 Consumer Behavior

This course concentrates on the psychological and sociological aspects of the marketing function. Topics include motivation, formation of tastes and

preferences, choice making and the role of opinion leaders. Behavioral, cultural, social and demographic dimensions are emphasized as part of a coordinated effort to view the consumer as part of a total environment. May involve cases or research projects. Prerequisite: BUAD 270. Spring semester.

BUAD 390 Business Law

The student will study basic principles of law in the following areas: contracts, agencies, partnerships, corporations, labor and employment. Topics may include sales and product liability, commercial paper and banking, bankruptcy and securities regulations. Prerequisite: junior standing. Fall and Spring semesters.

BUAD 436 Advanced Human Resource Management

This course is about both the design and execution of human resource management. This course has two central themes: how to think systematically and strategically about aspects of managing the organization's human resources and what really needs to be done to implement these policies and to achieve competitive advantage. It adopts the perspective of a general manager and addresses human resource topics (including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, Equal Employment Opportunity laws, work-force diversity and union/management relationships from a strategic perspective. Prerequisite: BUAD 336. Spring semester.

BUAD 468 and BUAD 469 / IBLAS 468 and IBLAS 469. IBLAS Senior Seminar 1 and 2 (two semesters)

These two capstone courses, required for all senior IBLAS majors, attempt to integrate the knowledge and skills derived from prerequisite courses in business, language, mathematics, political science and economics. The course format includes lectures, oral presentations by students, visitors, panel discussions, field trips and visits to conferences, case analyses and hands-on responsibility for the student-run import retailing operation, Discoveries

International. Prerequisite: senior IBLAS major or Instructor consent. BUAD 468 fall semester and BUAD 469 spring semester. Prerequisite for BUAD 469: BUAD 468.

BUAD 471 Marketing Management and Strategy

This capstone course takes an analytical and a learning-by-doing approach to marketing with particular regard to strategic decisions. It deals with optimizing marketing management decisions by using quantitative tools. Among the issues covered are customer loyalty and relationship marketing, branding, product launch variables, pricing, promotion budgets and customer-segment analysis. At the center of the course is the development of a hands-on semester project. Prerequisite: BUAD 270. Fall semester.

BUAD 485 Strategic Management Seminar

An integrated approach to strategic decision-making is taken through the use of case studies, simulations and role-playing. Emphasis is placed on synthesizing the knowledge and skills derived from accounting, economics, finance, marketing and management courses. Prerequisites: ACCT 206 or 315, BUAD 230, 270, 350 and senior standing. Fall and Spring semesters.

BUAD 486 Small Business Ventures

(See Infrequently Offered Courses section of the catalog).

BUAD 489 Special Topics

This is a seminar course offered whenever a mutual interest in a more specialized topic in Business Administration exists for a member of the faculty and a sufficient number of students.

BUAD 490 Independent Study

Individual study of an approved topic in business under the direction of a business faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading, tutorial discussion and written work are required. Prerequisite: Instructor's consent and approval of Associate Dean of Social Science.

BUAD 492 Directed Research

Qualified students may perform business research projects under the supervision of a business faculty member. Prerequisite: Instructor's consent and approval of Associate Dean of Social Science.

BUAD 494 Internship

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. The work done or a description of the field experience is not sufficient for academic credit; there must also be evidence of reflective analysis and interpretation of the experience which relates it to the basic theory in related areas. Students must submit an Internship Course Application to the Director of Business to be approved for academic credit before registration in the course. Note that the summer offering of this course is done electronically. Prerequisite: Director of Business consent (junior or senior standing; business/accounting/IBLAS major, 2.5 cumulative GPA. Additionally, 150 hours or more of work are required during the course.

For a description of ACCT courses, see section on accounting.

Chemistry

www.snc.edu/chemistry

Our objectives are to provide background for successful post-graduate work in chemistry and related fields; to train for industrial, governmental and educational employment in the field of chemistry and prepare students for the pre-professional areas such as pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary medicine and pre-engineering and to serve the other academic disciplines of the Natural Science division as well as students from Social Sciences and Humanities.

Chemistry Faculty

Kurstan Cunningham, Assistant Professor of Chemistry
 Cynthia Earles Ochsner, Assistant Professor of Chemistry
 David Poister, Associate Professor of Chemistry and Environmental Science
 Jonathon Russel, Assistant Professor of Chemistry
 Larry Scheich, Professor of Chemistry

Graduate School Advisor: Dr. Larry Scheich

Course Requirements

■ CHEMISTRY MAJOR

(11 required courses + a concentration):

Required Courses:

CHEM 105 General Chemistry 1
 CHEM 107 General Chemistry 2
 CHEM 211 Quantitative Analysis
 CHEM 220 Organic Chemistry 1
 CHEM 222 Organic Chem: Intermediate
 or CHEM 232 Organic Chem: Research
 Emphasis
 CHEM 312 Instrument Analysis
 CHEM 330 Physical Chemistry 1
 CHEM 332 Physical Chemistry 2
 PHYS 111 Fundamentals of Physics 1
 and PHYS 112 Fundamentals of Physics 2
 or PHYS 121 General Physics 1 and
 PHYS 122 General Physics 2
 MATH 124 A Survey of Calculus or
 MATH 131 Calculus and Analytic Geometry

General Chemistry Concentration:

CHEM 305 Inorganic Chemistry
 Any two other chemistry courses numbered
 300 or above.

Biochemistry Concentration:

BIOL 120 General Biology 1
 BIOL 121 General Biology 2
 BIOL 244 Genetics
 BIOL 373 Molecular Biology
 CHEM 350 Biochemistry 1
 CHEM 351 Biochemistry 2
 CHEM 305 Inorganic Chemistry or CHEM
 310 Organic Chemistry: Advanced.

A computer course such as BUAD 140, CSCI
 110 or SSCI 224 is recommended before the
 senior year. Students intending to go on to
 graduate studies should realize that
 mathematics courses such as MATH 132,
 MATH 233 and MATH 310 are required by
 many graduate programs in Chemistry.

■ CHEMISTRY ACADEMIC MINOR

(6 courses):

CHEM 105, CHEM 107, CHEM 211,
 CHEM 220, CHEM 222 and one chemistry
 elective above the 200 level.

■ CHEMISTRY TEACHING MINOR

(6 courses):

CHEM 105, CHEM 107, CHEM 211,
 CHEM 220, CHEM 222 and one chemistry
 elective above the 200 level.

CHEM Courses

CHEM 100 Applications of Chemistry – GS 4

The course is primarily designed as a terminal course for non-science majors but is open to all students. Many of the traditional chemical theories will be presented but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate. A student who has received credit for CHEM 105 or CHEM 107 may not take CHEM 100 for credit without the Registrar's consent.

CHEM 103 Introduction to Chemistry – GS 4

This is an introductory course intended for students not majoring in Chemistry or other laboratory sciences and also serves as the introductory chemistry course required for the nursing students in the joint SNC-BCON (Bellin College of Nursing) program. The course covers fundamental aspects of general chemistry, organic chemistry and biochemistry. Familiarity and proficiency in basic math skills are assumed. The course will begin with basic concepts in general chemistry necessary for understanding the structure and composition of matter. From this foundation, the course explores the basic tenets of organic chemistry including groups of compounds of special significance in natural processes. In the final segment of the course, the structure, metabolism and functions of complex biological molecules, such as carbohydrates, proteins, lipids and DNA will be discussed.

CHEM 105 General Chemistry 1 - GS 4

A study of the basic principles, laws and definitions of chemistry. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. Course consists of both weekly lectures and scheduled laboratory. Prerequisite: one year of high school chemistry. Fall semester.

CHEM 107 General Chemistry 2

A continuation of the study of fundamental principles; emphasis will be on the study of ions in solutions. Course consists of both weekly lectures and scheduled laboratory. Prerequisite: CHEM 105 or Instructor's consent. Spring semester.

CHEM 211 Quantitative Analysis

An introductory course in the principles of quantitative techniques and calculations. Topics include acid-base and complexation titrations, as well as an introduction to spectrophotometric and electroanalytical analysis. The weekly laboratory experiments are selected to provide experience in the analytical methods described in the lecture. Prerequisite: CHEM 107 and CHEM 220. Fall semester.

CHEM 220 Organic Chemistry

The purpose of this course is to introduce students to the basic language of organic chemistry. It will be important for students to develop a framework for understanding the structural and electronic properties of organic molecules. With this framework in hand, they will be able to make predictions about the reactivity of many chemical systems. Selected topics include organic nomenclature, orbital hybridization, stereochemistry and the chemistry of alkanes, alkenes and alkynes. Success in this course will depend on the student's ability to engage in a process that requires applying basic principles to the analysis of complex problems. Four lectures, one lab per week. Prerequisite: CHEM 107. Fall semester.

CHEM 222 Organic Chemistry: Intermediate

This course is intended for, but not limited to, students who are completing majors outside of Chemistry (e.g. Biology, Environmental Science or Natural Science). The purpose of this course is to build on the concepts discussed in Organic Chemistry by exploring an array of chemical transformations that can be employed in the synthesis of complex molecules. Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and a few common instrumental methods (NMR, IR, GC-MS).

In addition, select topics in bioorganic chemistry will be covered that serve to illustrate the application of mechanistic organic chemistry to the solution of problems of biochemical or medicinal interest. The lab component of the course will serve to reinforce topics discussed during the lectures. Prerequisite: CHEM 220.

CHEM 232 Organic Chemistry: Research Emphasis

This course is intended for, but not limited to, students who are completing a major in Chemistry, including those pursuing the Biochemistry concentration in the major. The purpose of this course is to build on the concepts discussed in Organic Chemistry by exploring an array of chemical transformations that can be employed in the synthesis of complex molecules. Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and a few common instrumental methods (NMR, IR, GC-MS). Prerequisite: CHEM 220.

CHEM 302 / ENVS 310 Environmental Chemistry

This course uses the principles of chemistry to understand natural systems and assess human impact on these systems. Lecture topics will include atmospheric chemistry, the chemistry of natural aqueous systems, data collection and interpretation and the chemistry of pollutants such as anthropogenic organic compounds and heavy metals. The laboratory aspect of the course will focus on analytical techniques commonly used in environmental analysis. Prerequisite: CHEM 107.

CHEM 305 Inorganic Chemistry

An in-depth study of properties, structures, bonding and reactions of inorganic compounds. Topics include molecular orbital theory, organometallics, coordination chemistry and bioinorganic molecules. The weekly laboratory is designed to provide students with experience in inorganic synthesis and representative analytical methods of inorganic chemistry. Prerequisite: CHEM 211 and CHEM 312. Spring semester.

CHEM 307 Bioorganic Chemistry

An advanced special topics course in organic chemistry with emphasis on the mechanistic aspects of biomolecular action and drug design. Topics of discussion include antitumor agents, antibiotics, cholesterol-regulating agents, coenzymes and catalytic antibodies. Prerequisites: CHEM 220 and CHEM 222. Offered in the summer only, alternate years or with sufficient student demand (6 or more students).

CHEM 310 Organic Chemistry: Advanced

A study of modern methods for the asymmetric synthesis of organic compounds with emphasis on reaction mechanisms. Laboratory exercises will be directed toward the study of spectrometric methods for identification of organic compounds with emphasis on ^1H and ^{13}C NMR, IR and GC-MS. Prerequisites: A grade of B/C or above in CHEM 220 and CHEM 222. Fall semester.

CHEM 312 Instrumental Analysis

The objectives of this course are to provide a conceptual understanding of instruments and instrumental methods and to provide hands-on experience in the lab. Three major topics are covered: 1) spectrophotometric methods; including ultraviolet-visible, atomic absorption, inductively coupled plasma and fluorescence spectroscopy, (2) chromatographic separations; including high-performance liquid chromatography and gas chromatography, 3) electroanalytical methods including potentiometry, amperometry, coulometry and voltammetry. Prerequisites: CHEM 211 and CHEM 220. Spring semester.

CHEM 320 Polymer Chemistry

This course is designed to provide an introduction to the field of polymer science from a chemical viewpoint. The course begins with a historical overview of the development of polymer chemistry and an introduction to the nomenclature (both IUPAC and trade names) currently used in the field. Approximately half of the course is devoted to synthesis (condensation and addition) of polymeric materials and to the control of physical properties through the

polymerization process. The kinetics and mechanisms of polymerization reactions and their role in influencing the structure and function of polymeric materials is discussed. The remainder of the course examines structure function relationships in polymers and the use of additives and their role in producing polymeric materials with improved physical and chemical properties. The course assumes an understanding of the important organic functional groups and the associated nomenclature. Prerequisite: CHEM 222. Generally offered Spring semester, alternate years.

CHEM 330 Physical Chemistry 1

The first semester of a year-long sequence utilizing the mathematical approach in the study of chemistry. Topics include the first, second and third laws of thermodynamics, the thermodynamics of ideal and real solutions and an introduction to solution and gas phase kinetics. The laboratory experiments will involve the application of these concepts to calorimetry, spectroscopy, electrochemistry and chemical equilibrium. Prerequisites: CHEM 211 and CHEM 222, MATH 124 or MATH 131. Fall semester.

CHEM 332 Physical Chemistry 2

The second semester of the year-long sequence introduces the concepts of quantum theory of atoms and molecules. The development of quantum mechanics is traced from the Bohr model of the atom to modern applications of computational chemistry. In the laboratory, students use spectroscopy to illustrate the theoretical and mathematical concepts developed in the course. Prerequisite: CHEM 330. Spring semester.

CHEM 350 Biochemistry 1

The first half of the course covers the chemistry of carbohydrates, proteins, nucleic acids and lipids. Particular attention is given to enzyme kinetics and other methods available to study protein structure and function. The second half of the course focuses on bioenergetics and metabolism. Glycolysis, gluconeogenesis, the citric acid cycle and oxidative phosphorylation are covered in detail. Weekly experiments are selected to provide

experience in modern biochemical lab techniques. Students must present a paper published in the primary literature to their peers. Prerequisites: CHEM 211 and CHEM 222. Fall semester.

CHEM 351 Biochemistry 2

This course is designed as a continuation of CHEM 350. Topics include metabolism of lipids, proteins and nucleic acids, integration and regulation of metabolism and photosynthesis. Students are expected to read and discuss current publications from the primary literature. In addition students must write a review article on an approved topic of their choice and present their findings to the class. The laboratory component of this course focuses on recombinant protein technologies. Prerequisites: CHEM 350. Spring semester.

CHEM 389 Special Topics

Lecture, laboratory and/or literature studies at an advanced level. The intent is to provide students with the opportunity to increase their understanding of chemistry beyond the scope of the basic core courses. Representative topics include areas such as advanced biochemistry, organometallic chemistry, polymer chemistry and heterocyclic chemistry. Prerequisite: Instructor's consent.

CHEM 490 Independent Study

A course that allows students to pursue research on an individual basis under the direction of a faculty member in Chemistry. The specific topic of study is mutually agreed upon by the student and the faculty member directing the research. Prerequisites: Instructor's consent and approval of the Associate Dean of Natural Sciences.

CHEM 492 Directed Research

An independent study course involving laboratory and/or literature experiences in consultation with a member of the Chemistry staff. A written report is due two weeks before the end of class. Students who wish to use a summer research experience performed at a site other than St. Norbert College as a substitute for CHEM 492 must have the discipline's approval prior to undertaking the activity. Prerequisite: Instructor's consent.

Classical Studies

www.snc.edu/classicalstudies

The languages and literature of ancient Greece and Rome lie at the heart of Western culture. They are the sources of the tradition of liberal learning, both Christian and non-Christian, in which the College places itself.

The purpose of the Classical Studies minor is to acquaint students with the history, literature and general cultures of ancient Greece and Rome, with an emphasis on acquiring competent reading skills in ancient Greek and/or Latin. With the exception of the Greek and Latin language courses, all courses will be taught in translation. Study of classical language enhances the student's own English language skills. The interdisciplinary nature of the minor provides the student with a foundation for further work in related fields of history, literature, philosophy, religious studies, political science and art.

Classical Studies Faculty

Betsy Bauman-Martin, Assistant Professor of Religious Studies

F. William Bohné, Professor of Art

Thomas Bolin, Associate Professor of Religious Studies

David Duquette, Professor of Philosophy

William Hyland, Adjunct Assistant Professor of Humanities and Director of the Center for Nobertine Studies

Michael Lovano, Assistant Professor of History

Joel Mann, Assistant Professor of Philosophy

Edward Risdén, Associate Professor of English

Program Director: Michael Lovano

Course Requirements

Retroactive Credit Policy: Students will be awarded up to two courses for previous language study if they enter a language course beyond the introductory level and earn a B or better in that course. This means that students who begin their study of Greek or Latin at St. Norbert College with GREK 112 / LATN 102 and earn at least a B in that course, will also receive one retroactive course for previous Greek or Latin study. Students who begin their study of Greek or Latin with GREK 213 / LATN 203 and earn at least a B in that course, will receive two retroactive courses for previous Latin or Greek study. Retroactive courses do **not** count as part of the six courses required for the minor in Classical

Studies. Students with previous language study should contact the instructor to determine their proper starting placement in the course sequence.

■ CLASSICAL STUDIES MINOR:

Required Courses:

CLAS 326 / HIST 326 History of Ancient Greece

CLAS 328 / HIST 328 History of Ancient Rome

CLAS 203 / LATN 203 Readings in Latin or
CLAS 213 / GREK 213 Intermediate Greek

Electives:

CLAS 320 / ART 320 History of Classical Sculpture and Architecture

CLAS 200 Augustine and the Classical World

CLAS 207 / PHIL 207 Greek Philosophy

CLAS 314 / PHIL 314 / POLI 314 Classical and Medieval Political Thought
 CLAS 334 / PHIL 334 Tragedy and Philosophy (fulfills General Studies Area 10)
 RELS 314 God, the Gods and the Bible
 RELS 326 Ancient Wisdom and the Modern Search for Meaning (fulfills General Studies Area 1 Upper)
 CLAS 325 / WOLT 325 Classical Mythology (fulfills General Studies Area 10)

Any Greek or Latin language course (other than CLAS 213 / GREK 213 or CLAS 203 / LATN 203) also counts as an elective for the Classical Studies minor. So if a student begins the study of Greek or Latin at the College, he or she will take three language courses which will fulfill three of the six courses required for the minor.

CLAS Courses

CLAS 101 / LATN 101 Elementary Latin

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester.

CLAS 102 / LATN 102 Intermediate Latin – GS 7

A continuation of CLAS 101 / LATN 101, with extended reading passages in Latin prose and poetry. Prerequisite: CLAS 101 / LATN 101 or Instructor's consent. Spring semester.

CLAS 111 / GREK 111 Elementary Greek 1

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for reading Greek prose and poetry. Fall semester, alternate years.

CLAS 112 / GREK 112 Elementary Greek 2 – GS 7

A continuation of CLAS 111 / GREK 111, with extended reading passages in Greek prose and poetry. Prerequisite: CLAS 111 / GREK 111. Spring semester, alternate years.

CLAS 200 / RELS 200 Augustine and the Classical World

This course will survey the life and times of

Augustine of Hippo (A.D. 354-430), one of the great thinkers of the Western world. With more than 100 books, 200 letters and 500 sermons, he left a lasting impact on Western philosophy, religion and culture. He is seen as a major influence in shaping the theology of Western Christianity. The goal of this course is to understand how the classical heritage of Greece and Rome influenced Augustine's thinking and in turn his impact on the late Roman world. By reading some of Augustine's writings (in English translation) and those of modern scholars, we will attempt to understand how the synthesis produced by Augustine is both a final flowering of classical civilization itself and a cornerstone of the coming Christian civilization of the Middle Ages. Spring semester, alternate years.

CLAS 203 / LATN 203 Readings in Latin – GS 7

An in-depth reading and study of an extended work by a major Latin author. Normally this would be from the writings of Cicero or Seneca. Depending on the students' interests readings may also be selected from the Roman historians or early patristic Christian authors. Fall semester.

CLAS 207 / PHIL 207 Greek Philosophy

A study of the ancient Greek thinkers who began Western philosophy, with a focus on Plato and Aristotle. Fall semester.

CLAS 213 / GREK 213 Intermediate Greek – GS 7

A completion of the study of grammar, syntax and vocabulary of Greek prose and poetry. Readings will include selections from Herodotus, Thucydides and Plato. Prerequisite: CLAS / GREK 112. Fall semester, alternate years.

CLAS 314 / PHIL 314 / POLI 314 Classical and Medieval Political Thought

An examination of the political theories of major ancient and medieval thinkers. Issues such as the origin, purpose, nature and types of political societies, the meaning of citizenship, the relation of the individual to society and the meaning of authority and rulership will be investigated in the writings of Plato, Aristotle, Augustine and Aquinas. Fall semester, alternate years.

CLAS 320 / ART 320 Classical Sculpture and Architecture

A survey of the Greco-Roman tradition in sculpture and architecture. The influence of these traditions is explored in the spatial arts of Europe and America. Fall semester.

CLAS 325 / WOLT 325 Classical Mythology – GS 10

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching for example, Norse, Celtic and American Indian myths.

CLAS 326 / HIST 326 The History of Ancient Greece

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its absorption by the Roman Empire in the third century B.C. Key themes will include: tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics; mythology, poetry and history; and new standards in art and architecture. This course seeks to illustrate how different our world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

CLAS 328 / HIST 328 The History of Ancient Rome

This course is an exploration of Roman civilization from its origin in a tiny Italian village in the eighth century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include: political, administrative and legal achievements; conquest, imperialism and multiculturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; architecture and urbanism. This course is designed to provide the student with a firm grounding in the Roman experience and a keen awareness of what we today owe to the Romans of the distant past. Spring semester, alternate years.

CLAS 334 / PHIL 334 Tragedy and Philosophy – GS 10

A study of tragedy as a dramatic and literary form and the different Western philosophical theories of tragedy inspired by that art form. Half of the course will concentrate on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato, Aristotle) and modern. The second half will examine both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Alternate years.

CLAS 490 Independent Study

This course allows a student and instructor to read a major Greek / Latin author or text of particular interest. Prerequisite: Instructor's consent and approval of the Associate Dean of Humanities and Fine Arts.

Communication and Media Studies

www.snc.edu/communicationandmedia

The mission of the Communication and Media Studies discipline is to provide an excellent education that is personally, intellectually and spiritually challenging. By personally, we mean the development and appreciation for those qualities that enable students to foster meaningful relationships in their academic, personal and professional lives. By intellectually, we mean the development of those qualities which enable students to recognize, describe, analyze, synthesize and critique those elements in the global society that are shaped and influenced by human symbol systems. By spiritual we mean the evolution of those qualities that enable students to look within themselves, their role in the microcontext of St. Norbert College's Judeo-Christian values and the macrocontext of a diverse world of opposing and complementary perspectives.

The program is designed to meet three major objectives: 1) an integrated study of several areas of communication, with special attention to theory and principles; 2) the development of scholarly and technical communication skills and 3) the development of professional values through an understanding of ethical issues in communication.

The objectives are met by courses focusing on the process and effects of various kinds of communication, by those which develop particular skills (for example, courses in media writing, business and professional speaking), and by history and analysis courses dealing with a variety of communication issues. The skills courses, in particular, are designed to help students prepare for professional careers.

Students select an area of concentration (communication or media), but have contact with the other area through required and elective courses. This accomplishes a major purpose of the program, that of providing a degree of specialization within a general communication curriculum. In addition, the content of the program's courses draws students' attention to the many connections between Communication and the content of other disciplines in the College.

The program offers two majors, Communication and Media Studies and Speech Communication with Secondary Certification and three minors.

Communication and Media Studies Faculty

Kevin L. Hutchinson, Professor of Communication and Media Studies
M. Thomas Milbourn, Adjunct Instructor of Communication and Media Studies
James W. Neuliep, Professor of Communication and Media Studies
Judith E. Smith, Assistant Professor of Communication and Media Studies
Kokkeong Wong, Associate Professor of Communication and Media Studies

Course Requirements

■ COMMUNICATION AND MEDIA STUDIES MAJOR

(10 courses: Two required courses + a concentration)

Required Courses:

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication

Communication Concentration (8 courses)

Required Courses:

COME 426 Organizational Communication
COME 427 Communication Theory

Any 4 of the following:

COME 222 Small Group Communication
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication
COME 324 Persuasion
COME 328 Family Communication
COME 330 Intercultural Communication
COME 375 Relational Seminar
COME 389 Special Topics
COME 490 Independent Study
COME 494 Internship

Any 2 media courses (one at 300 level)

Media Concentration (8 courses)

Required Courses:

COME 467 Television Criticism
COME 468 Mass Communication Theory

Any 4 of the following:

COME 224 American Broadcasting
COME 252 Writing for Media
COME 343 International Mass Communication
COME 364 Media Law and Regulation
COME 383 Media Ethics
COME 384 Communication Technology and Social Change
COME 389 Special Topics
COME 490 Independent Study
COME 494 Internship

Any 2 Communication courses (one at 300 level)

■ MAJOR IN SPEECH COMMUNICATION WITH SECONDARY CERTIFICATION

(10 courses):

Students seeking secondary certification for teaching grades 6-12 must complete the following ten courses: COME 122, COME 124, COME 222, COME 252, COME 322, COME 323, COME 324, COME 383, COME 426 and COME 427.

■ MINOR IN SPEECH COMMUNICATION WITH SECONDARY CERTIFICATION

(6 courses):

Students seeking a minor in secondary certification for teaching grades 6-12 must complete COME 122, COME 124, COME 322, COME 324, COME 426 and COME 427.

Students seeking secondary certification in Speech Communication must formally request entry into the Teacher Education Cohort during their first year.

■ COMMUNICATION STUDIES MINOR (6 courses):

COME 122, COME 124, COME 426 or COME 427 and three of the following: COME 222, COME 322, COME 323, COME 324, COME 328, COME 330 and COME 375 (COME 389 where appropriate).

■ MEDIA STUDIES MINOR (6 courses):

COME 122, COME 124, COME 467 or COME 468 and three of the following: COME 224, COME 252, COME 343, COME 364, COME 383 or COME 384 (COME 389 where appropriate).

COME Courses

COME 122 Principles of Interpersonal Communication

Develops basic principles, characteristics, types and summary propositions of personal communication. Examines the relationships between concepts such as language, perceptions, self-concept, listening and values in their bearing upon personal communication. Fall and Spring semesters.

COME 124 Principles of Mass**Communication**

Development and application of basic communication principles in mass media. Examination of a variety of media: print, film, electronic. Fall and Spring semesters.

COME 222 Small Group Communication

Develops basic communication concepts with application to small group decision making. Explores role behavior and leadership, problem-solving, conformity and deviance, individual and group behavior, risk, size and other variables that influence small group communication. Prerequisite: COME 122. Spring semester.

COME 224 American Broadcasting

Surveys the operation of the broadcasting system in the United States. The course explores the structure, programming practices, economics, regulation, research and general operations of radio and television stations in this country and how these elements shape media content. Prerequisite: COME 124. Fall semester.

COME 252 Writing for Media

An intensive writing course designed to introduce print and broadcast writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. Prerequisite: COME 124. Fall and Spring semesters.

COME 322 Business and Professional Speaking

Study and practice in three areas of communication which most business and professional people encounter within organizations: a) speaking to groups: the theory and practice of clearly presenting information and ideas; b) speaking in meetings: the theory and practice of participation and leadership in conference; c) speaking one-on-one: the theory and practice of interviewing, job selection and application. Prerequisite: junior or senior standing. Fall and Spring semesters

COME 323 Nonverbal Communication

(See Infrequently Offered Courses section of the catalog.)

COME 324 Persuasion

Examines theoretical and practical applications of persuasive communication. Students are exposed to traditional theories of persuasion and to current trends in empirical persuasion research. Students construct and deliver persuasive messages in group and individual settings. Prerequisite: COME 122. Fall semester.

COME 328 Family Communication

This course examines the ever-changing nature of families and the role communication plays in creating and maintaining family relationships. Specific topics include family structures, conflict, culture, decision-making, power and stress.

COME 330 Intercultural Communication - GS 11

This course focuses on the concepts necessary to understand people from other cultures, their patterns of communication and our interactions with them. Cultural, sociocultural and psychocultural influences on the communication process are studied. Fall semester.

COME 343 International Mass Communication - GS 11

Explores the phenomenon of global society examining one of its key components: media and information technology. Topics include the global dominance of western/US media, how developing nations respond to the dominance, the different press systems, the Internet and the development of democracy within the context of global society. Fall and Spring semesters.

COME 364 Media Law and Regulation

Consideration of federal regulations and regulatory practices. Current issues in changing policies. Some Supreme Court decisions and their effects on the media. Fall semester.

COME 375 Relational Seminar

This course explores a variety of concepts and theories which seek to explain the dynamics of interpersonal relationships and how those relationships shape our experiences of the world and contribute to our identity, our outlook on life and even

the way we think about experiences and life in general. The course readings will come from the academic literature in communication, social psychology and sociology.

COME 383 Media Ethics

Those who work in media face growing ethical dilemmas and this course will explore them and their possible solutions while providing an appreciation for the complexities of media structures and purposes. Spring semester.

COME 384 Communication Technology and Social Change

We are in an information age where phrases such as "information superhighway," "Internet," and "cyberspace" have become common. What do these phrases mean? What effect do they have on us? How can we make better use of them? This course will explore these new technologies as well as the evolution of older technologies such as television and cable and their impact on our lives. Spring semester.

COME 389 Special Topics

This course concentrates on a topic pertaining to the current needs and interests of faculty and students. The topics covered will vary from semester to semester and will be announced in the Timetable of Courses whenever the course is offered.

COME 426 Organizational Communication

A study of organizational communication theory and research. Traces development of current organizational communication perspectives, examines potential constraints and barriers to effective communication in organizations and studies communication processes both within and between organizational components. Prerequisite: COME 122 and senior standing. Fall semester.

COME 427 Communication Theory

Examines the various ways of approaching the study of communication processes. Focuses on the historical development of theoretical perspectives with emphasis on significant research trends that influence the understanding of communication.

Prerequisite: COME 122 and senior standing. Spring semester.

COME 467 Television Criticism

Applies classical critical approaches to the study of television content. In addition to approaches such as genre studies, content analysis and historical analysis, the course considers economic and cultural factors that affect content. The ultimate goal of the course is to gain a broader understanding of why the media gives us what they give us. Prerequisite: COME 124 and senior standing. Spring semester.

COME 468 Mass Communication Theory

Examines the various ways of understanding media's impact on society. Focuses on the historical development of theoretical perspectives with emphasis given to the major theories and research trends that influence the understanding of mass communication. Prerequisite: COME 124 and senior standing. Fall semester.

COME 490 Independent Study

A course allowing students and faculty to explore topics of special interests together. Does not fulfill a 400-level requirement for the major.

COME 494 Internship

This experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study and gain experience with state-of-the-art equipment and practices. Junior/senior standing. Does not fulfill a 400-level requirement for the major.

Computer Science

www.snc.edu/computerscience

The study of Computer Science prepares an individual to enter a fast-growing, exciting and ever-changing profession. Using computer systems, students design and implement solutions to problems that exist in all domains.

St. Norbert College provides a broad opportunity to integrate the theoretical aspects of computing with the more applied focus of other applications. The curriculum has a strong focus on software engineering and is continually reviewed and updated to keep abreast with computing technology. Within the Computer Science major, the Computer Science concentration provides a solid background for advanced study in computer science while the Business Information Systems concentration and Graphic Design and Implementation concentration provide a more applied background. Graduates are fully qualified for entry level positions in computing as well as being prepared to pursue graduate studies in their concentration.

The Computer Science discipline strives to support the mission of the College. To this end, the discipline is committed to providing a curriculum that is intellectually challenging, preparing graduates to understand both the fundamental concepts in computing as well as the computing profession within the context of a larger society. The discipline recognizes the need to develop an awareness of the cultural, social, legal and ethical issues inherent in the discipline of computer science. The Computer Science program prepares students to not only handle the technical aspects of computing, but also enables them to make decisions that are just, to communicate solutions effectively and to be lifelong learners in the field. Because of our roles in developing software systems, we have significant opportunities to do good, to cause harm or to influence others to do good or cause harm. The Computer Science program at St. Norbert College develops graduates who are morally and intellectually prepared to take on the challenges of a career in computing.

Computer Science Faculty

James F. Blahnik, Associate Professor of Computer Science
Bonnie McVey, Assistant Professor of Computer Science
David C. Pankratz, Associate Professor of Computer Science
Dawn Rohm, Instructor of Computer Science

Graduate School Advisor: Dr. Bonnie McVey

Students work in a networked environment that links various types of personal computers to several servers. The discipline maintains a Linux network, an experimental robotics laboratory and a UNIX server dedicated to the discipline.

Course Requirements

Residency Requirement: Students majoring or minoring in computer science must earn credit in courses at St. Norbert College as specified below.

■ COMPUTER SCIENCE MAJOR (5 courses + a concentration)

Required Courses:

CSCI 110 Introduction to Computer Programming
 CSCI 205 Software Engineering and Elementary Data Structures
 CSCI 220 Advanced Data and File Structures
 CSCI 225 Machine Organization and Assembly Language
 CSCI 460 Senior Capstone Experience

Computer Science Concentration (7 courses):

MATH 131 Calculus and Analytical Geometry 1
 MATH 132 Calculus and Analytical Geometry 2
 MATH 250 Advanced Foundations of Mathematics
 CSCI 322 Programming Languages
 CSCI 321 Analysis of Algorithms or CSCI 323 Theory of Computation,
 CSCI 370 Introduction to Operating Systems
 CSCI 330 Database Techniques and Modeling or CSCI 340 Artificial Intelligence or CSCI 347 Robotics and Real-Time Processing or CSCI 350 Event Programming within a Windowing Environment or CSCI 373 Communications/Networks.
Residency requirements: CSCI 460 and at least three CSCI courses numbered 300 or above.

Business Information Systems Concentration (8 courses)

MATH 124 A Survey of Calculus
 BUAD 205 Financial Accounting
 BUAD 230 Foundations of Management
 BUAD 270 Marketing Concepts and Issues
 BUAD 284 Statistics for Business and Finance

CSCI 330 Database Techniques and Modeling
 CSCI 345 Business Applications Using Systems Analysis and Design
 One 300 level CSCI elective excluding CSCI 310
 One 300 level BUAD elective
Residency requirements: CSCI 330, CSCI 345, CSCI 460

Graphic Design and Implementation Systems Concentration (8 courses)

MATH 124 A Survey of Calculus
 ART 134 Basic Drawing
 ART 135 Drawing and Design
 ART 350 Computer Graphics
 ART 485 Design for the Web
 ART 280 Introductory Photography and Electronic Imaging or ART 335 Advertising Design
 CSCI 350 Event Programming within a Windowing Environment
 One 300 level CSCI elective excluding CSCI 310 and CSCI 345
Residency requirements: CSCI 350, CSCI 460 and at least one of ART 335, ART 350 or ART 485

■ COMPUTER SCIENCE MINOR

(7 courses): CSCI 110, CSCI 205, CSCI 220, CSCI 225, MATH 131 (or MATH 124), and two courses chosen from the following: any CSCI course 200 or above excluding CSCI 310, MATH 315 and CSCI 345.
Residency requirements: at least three CSCI courses numbered 200 or above

CSCI Courses

CSCI 102 Computing on the Web

A lecture and laboratory course designed to explore the many aspects of computing as they relate to the World Wide Web. Emphasis will be placed on effective development of Web pages and Web sites. Students will also develop a basic understanding of data communications and the Internet, Web browser and Web server operation and configuration and security techniques employed by the Web. This course has been designed with hands-on experience in mind. A major portion of the

course will be project-based to allow students the opportunity to practice as they learn. Prerequisite: MATH 114.

CSCI 110 Introduction to Computer Programming

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the high level structured language MS Visual C++. Topics include the role of a stored program, problem definition, algorithm design, coding and testing and documentation. Applications are taught through classroom examples, laboratory exercises and programming assignments. Object-oriented programming techniques are introduced and structured programming and top-down design are emphasized throughout the course. Weekly laboratory sessions reinforce programming techniques and the process of program design. Prerequisite: MATH 115. Fall and Spring semesters.

CSCI 205 Software Engineering and Elementary Data Structures

A continuation of CSCI 110, this lecture and laboratory course introduces elementary data structures and advanced programming concepts needed to solve more challenging problems. Software engineering principles and object-oriented concepts are studied and applied to various types of problems. Object-oriented topics include class inheritance, encapsulation, polymorphism, error handling and error recovery. Additional topics include: dynamic memory, pointers, linked lists, stacks, recursion, activation records and binary files. Throughout the course, special focus is given to software engineering principles including abstraction, modularity, generality, portability, robustness and internal and external documentation. Laboratory sessions reinforce concepts presented in lecture, introduce methods of experimentation and present new concepts. Prerequisite: CSCI 110 and MATH 131 (or MATH 124) or Instructor's consent. Fall and Spring semesters.

CSCI 210 COBOL Programming

(See Infrequently Offered Courses section of the catalog.)

CSCI 220 Advanced Data and File Structures

A continuation of CSCI 205, this lecture and laboratory course focuses on more advanced data structures and on the analysis of their performance. After a review of pointers, linked lists, stacks and recursion, the following topics and their associated algorithms are studied in detail: multi-linked lists, simulating recursion, queues, trees and graphs. Sorting and searching algorithms are also studied and analyzed. Some file structures such as B-trees and hash files are studied. As in CSCI 205, formal closed labs are used for experimentation, to present new algorithms and concepts, to analyze and compare algorithms and to reinforce lecture material. Homework and lab assignments also have students apply their knowledge to new problems and produce solutions. Students work alone and within teams to develop, enhance and analyze various algorithms. Prerequisite: CSCI 205. Spring semester.

CSCI 225 Machine Organization and Assembly Language

This lecture and laboratory course provides an introduction to the internal operations of digital computers. Topics include: computer architecture, memory control, processing, I/O devices, machine language, microcode, instruction types and format, fetch-execute cycle, timing, I/O operations, interrupt handling, data representation, basic computer arithmetic, addressing modes and assembly language programming. Weekly laboratories will extend concepts discussed in lectures and focus on using the computer as an experimental tool. Working in teams, students will research a topic in computer design a Web site describing their findings and formally present their results. Prerequisite: CSCI 205. Fall semester.

CSCI 289 Special Topics

This is a course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. This course can be used to incorporate new material, new technologies and new methodologies to be introduced into the curriculum. Instructor's consent required.

CSCI 310 Computing in a Global Society – GS 11

Computing has brought the people of the world closer together but has also divided us in significant ways. This course will examine the development of the global computing society, compare its impact and influence on developed and developing countries and discuss the responsibilities of those who dominate it. This course will address the effects that computing has on the global society and its individuals rather than on the technical content of computing. Laboratories will be used to illustrate and experience the disparity of computing resources among societies, the immediate and global impact of computing on the global society and differences in how societies control access to computing resources. CSCI 310 cannot be used as GS11 for CSCI majors unless double majoring.

CSCI 321 Analysis of Algorithms

This course studies effectiveness, efficiency and clarity considerations in algorithm design and implementation. General techniques such as divide and conquer, greedy methods, dynamic programming, backtracking, searching and various traversals will be studied. In addition, tactics for measuring algorithm efficiency, including evaluating summations and solving recurrence relations, will be examined. Measurements given in O -notation will provide the basis for comparing the efficiency of algorithms. Computational complexity, the classification of problems as being in classes P , NP and NP -complete, according to their inherent difficulty, will be studied. Students will be able to distinguish tractable problems – those with efficient solutions – from intractable problems, those whose known solutions are impractical no matter how powerful the computer is. Prerequisite: CSCI 220 and MATH 250. Fall semester, alternate years.

CSCI 322 Programming Languages

A programming language is a tool for instructing computers, a means for programmers to communicate with each other, a method for expressing high-level design, a notation for algorithms, a tool for

experimentation and a means for controlling computerized equipment. The purpose of this course is to give students an understanding of the essentials of programming languages, such as syntax, semantics, run-time structure and data and procedural abstraction. Students study a simple compiler to better understand the underlying structures of programming languages along with the necessary tools for the critical evaluation of existing and future programming languages and programming concepts. Principles that underlie diverse languages, their unifying themes, distinctions between them and implementation issues are stressed. A variety of different programming paradigms is covered, especially those that are not already familiar to the students. Prerequisite: CSCI 220 and CSCI 225. Fall semester.

CSCI 323 Theory of Computation

This course formalizes a definition of a computation model and then uses this as a framework to deal with the fundamental question "What can and cannot be computed?" It studies deterministic and non-deterministic computational models such as finite automata, push-down automata and Turing machines, as well as regular expressions and grammars. The course identifies the types of problems that can and cannot be solved by each of these models of computation. Since general computers are equivalent to a mathematical model called a Universal Turing machine, Church's thesis, which points out this machine's inability to solve some problems (e.g. whether a program has an infinite loop), will be discussed. Prerequisite: CSCI 220 and MATH 250. Fall semester, alternate years.

CSCI 330 Database Techniques and Modeling

This course introduces fundamental concepts of database modeling, database design and the languages and facilities provided by database management systems. It also investigates the data structuring implementation techniques appropriate for databases. Entity/relationship diagrams are used for modeling. A three-layered view of

database architecture is studied. The relational database model is stressed but other models are also discussed. Students are required to work within a team environment to model and design a solution to a substantial database problem. They are also required to implement a rapid prototype of their solution using a host language interface of a state-of-the-art database software system. Both closed and open laboratories are used throughout the course. Prerequisite: CSCI 220. Fall semester.

CSCI 340 Artificial Intelligence

The study of artificial intelligence involves the exploration of the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language and computer vision. Prerequisite: CSCI 220 and MATH 250.

CSCI 345 / BUAD 345 Business Applications Using Systems Analysis and Design

This course is designed to help students learn how to effectively manage information technology in business, see how information technology is used to transform businesses and further refine and develop individual computer skills that are associated with the use of information technology in organizations. The main focus will be on using system analysis and design principles and techniques. Prerequisite: BUAD 142 or Computer Science major. Fall semester.

CSCI 347 Robotics and Real-Time Processing

Computers are found embedded in almost everything from washing machines to cars to health-monitoring devices. The computational and timing requirements of these systems varies widely, from machines expected to do a few arithmetic operations every second to computers executing complex calculations at tremendous rates. This course introduces students to design

and evaluation issues in such systems. Students will study and implement real-time systems where time responses by a computer are vital or at least important. These principles will be experienced by building and programming robots. Prerequisite: CSCI 225.

CSCI 350 Event Programming within a Windowing Environment

A lecture and laboratory course in event programming using a Windows-type environment. Focus is on the design and implementation of windowing programs using an object-oriented language and object-oriented development tools. Windowing class libraries are studied in detail and are used to implement common windowing features. Students will design and implement a substantial event driven program using a variety of windowing techniques and features. Prerequisite: CSCI 205. Spring semester, alternate years.

CSCI 370 Introduction to Operating Systems

A lecture and laboratory course investigating the algorithms, principles, design and implementation of modern operating systems. Major topics include history and evolution, tasking and processes, process coordination and synchronization, physical and virtual memory organization, I/O systems and device drivers and security and protection. Closed and open laboratories will concentrate on the practical consideration of operating systems including UNIX and Windows as case studies. The weekly closed laboratory sessions will focus on experiments that complement and enhance the lecture topics. Closed labs will also be used to develop skills in system tools and utilities. Open labs will be used to modify and implement some of the design issues operating systems. Prerequisites: CSCI 220 and CSCI 225. Spring semester.

CSCI 373 Communications/Networks

A lecture and laboratory course designed to explore networking from the ground up. This course is built around the study of the various components of the theoretical OSI networking model from beginning to end.

Moreover, students study various practical implementations of the OSI layers. Topics include data transmission, wired and wireless networking, multiplexing and switching, error detection and correction, routing and network addressing, flow and congestion control, socket programming and network security. Prerequisite: CSCI 220 and CSCI 225.

CSCI 460 Senior Capstone Experience

This is the capstone experience for the Computer Science major. This course is designed to allow students to learn more about a particular topic in computer science, to help them further develop the skills necessary to learn on their own, to help develop communication and presentation skills and to help develop an awareness of the legal and ethical issues inherent in the discipline of Computer Science. Computer science is best learned when engaged in hands-on projects. Students will be given an individual project that integrates and extends concepts covered in other CSCI courses. The projects range from research to experimentation to design and implementation of a small system. Students will work mostly on their own with faculty assistance as needed. At the end of the semester, students will present their projects to the CSCI faculty and students majoring in computer science. The course format includes discussions, outside speakers, current topics and project experiences. Prerequisite: senior standing and Instructor's consent. Spring semester.

CSCI 489 Special Topics

A course designed for individual or group study through special arrangement with a faculty member. The content and methodology will be determined by the instructor. Prerequisite: junior or senior standing and Instructor's consent.

CSCI 490 Independent Study

A course which allows students to pursue an area of study on an individual basis, with consultation and evaluation. The methodology and objective will be mutually agreed upon by a faculty member and the student. Prerequisite: junior or senior standing and Instructor's consent. Independent study courses usually do not count as a Computer Science major requirement.

Economics

www.snc.edu/economics

Economics is the social science concerned with human thought and actions that are directed toward solving the problems of using resources to provide for individual and community well-being or prosperity. It studies those aspects of human behavior that arise from the existence of scarcity, from making rational choices and from attempts to maximize benefits that have been called "utility" by economists. Formal economics deals with the evaluation of ends and goals, with the allocation of limited resources or means to achieve those goals and with the making of decisions. Substantive economics concentrates on the ideologies, customs, institutions and organizations which enable human beings to earn a living, with the ways a society produces and distributes goods and services and with the commercial, financial and governmental practices that enable societies to exist.

Economics is an essential component of a liberal or general education because the economy is one of the most important aspects of human social and cultural life, because the economy affects all of us and because all educated persons should understand how it works. Economics is often called the science of rational behavior; and it emphasizes formal, systematic and analytical thinking. The study of economics furthers our intellectual and personal growth because a mature understanding of how economic systems work and how rational decisions are made enables us to be more effective participants in economic, political and social life. There is also a moral dimension to the study of economics. Ethical judgments and moral standards are implicit in the evaluation of ends or goals, the making of choices and decisions, the allocation of resources needed to sustain life and achieve goals, the division of labor and rewards in society and the definition of "utility" (or "good") itself. Economic practices and concepts cannot and should not be separated from religious and cultural values. The recognition of this reality promotes our personal and moral development.

Economics Faculty

Justin M. Dubas, Assistant Professor of Economics

Sandra J. Odorzynski, Professor of Economics

Kevin G. Quinn, Associate Professor of Economics

Marc B. von der Ruhr, Associate Professor of Economics

Graduate School Advisor: Dr. Marc von der Ruhr

A major in economics prepares students for graduate study and research in economics and related fields; for graduate professional study in business, law, public administration and other professions; for almost any career in business, labor, or government; and for effective citizenship in a complex society.

Course Requirements

■ ECONOMICS MAJOR (11 courses)

Required Courses

ECON 101 Principles of Macroeconomics

ECON 102 Principles of Microeconomics

ECON 251 Intermediate Macroeconomics
 ECON 252 Intermediate Microeconomics
 ECON 325 Introduction to Econometrics
 MATH 124 A Survey of Calculus or MATH
 131 Calculus and Analytic Geometry 1
 BUAD 284 Statistics for Business and
 Economics or MATH 321 Probability and
 Statistics
 Any 4 advanced Economics (ECON) courses

Students contemplating graduate study in economics are strongly urged to take MATH 132 and MATH 303 in addition to the minimum requirements of the major.

■ ECONOMICS ACADEMIC MINOR

(6 Economics courses):

ECON 101, ECON 102, ECON 251, ECON 252 and two advanced ECON courses.

■ ECONOMICS TEACHING MAJOR

(11 Economics courses):

For secondary education certification in economics. Same courses as required for the Economics major.

■ ECONOMICS TEACHING MINOR

(6 economics courses):

For elementary education majors. ECON 101, ECON 102, ECON 251, ECON 252, ECON 300 and one ECON elective.

ECON Courses

ECON 101 Principles of Macroeconomics

Introduction to macroeconomic problems: unemployment and inflation. National income accounting; measures of gross domestic product. Aggregate demand and supply. Fiscal and monetary policies. Open-economy issues.

ECON 102 Principles of Microeconomics

Resource allocation by consumer and producer. Derivation of demand and supply curves. Market structure; perfect competition and imperfect competition. Determination of wages and other factor prices.

ECON 251 Intermediate Macroeconomics

National income, employment, interest rate, exchange rate and price level. Classical and

IS-LM framework in an open economy. Fiscal and monetary policies and issues. Prerequisites: ECON 101 and 102. Fall or Spring semester.

ECON 252 Intermediate Microeconomics

Consumer demand theory; utility maximization; elasticity. Theory of the firm; production and cost functions; profit maximization. Price and output decisions under perfect competition, monopoly and imperfect competition. Factor markets. General equilibrium and pareto-optimality; income distribution. Market failure. Prerequisites: ECON 102. Fall or Spring semester.

ECON 300 History of Economic Thought – GS 10

Study of the principal thinkers in economic philosophy. Topics include: Ancient and Medieval economic thought; mercantilism and the dawn of capitalism; the classical period; criticisms of classical economics; socialism; marginalism; the neoclassical period; institutionalism; John Maynard Keynes; the Austrian school; and the Chicago school. Readings from primary sources. Prerequisite: Junior or senior standing.

ECON 320 Mathematical Modeling and Computers in Economics and Business

Limit, continuity and differentiability. Matrices and determinants. Unconstrained and constrained optimization, first and second-order derivatives. Comparative statics. Applications in economics and business. Use of mathematical software. Prerequisites: MATH 124, ECON 101 or ECON 102 or Instructor's consent.

ECON 325 Introduction to Econometrics

Regression analysis; ordinary least squares method of estimating parameters of linear equation involving two or more variables. Hypothesis testing. Problems of estimation. Model building and forecasting. Use of econometric software. Prerequisites: BUAD 284 or SSCI 224 or MATH 321, ECON 101 or ECON 102 or Instructor's consent.

ECON 326 Advanced Applied Econometrics

Topics in advanced econometric analysis. Incorporating lags optimally, stationarity and cointegration, simultaneous models; pooling data and systems of equations. Recommended for students interested in graduate study. Prerequisite: ECON 325.

ECON 330 Labor Economics

Theory of labor supply and demand. Theory of human capital. Compensation issues, wages, fringe benefits, minimum wage. Unions and collective bargaining. Employment and unemployment, measurement issues, labor force participation, full employment, immigration. Income distribution, discrimination. Prerequisites: ECON 101 and ECON 102.

ECON 335 Industrial Organization

Theory of the firm, nature of different market structures, relationships between industry structure and performance, pricing strategies, vertical integration and restriction, role of information and advertising, antitrust policy and its effects. Prerequisite: ECON 102.

ECON 340 Economics of Professional Sports

Economic analysis of the professional spectator sports industry. Sports fans as consumers. Teams as profit-maximizing firms. Athlete labor markets. Economics of sports and media. Sports leagues as cartels. Stadium subsidies. Sports antitrust policy. Prerequisite: ECON 102.

ECON 350 Environmental Economics

The study of the economic aspects of environmental issues such as water and air pollution, global warming and deforestation, in a microeconomic framework. Possible consequences of economic activity on the environment. Design of policies meant to foster economic development along with environmental protection. Benefit-cost analysis. Optimal use of natural resources. Prerequisite: ECON 102.

ECON 357 Economics of Globalization – GS 11

This course is an introduction to the economics behind globalization and is

designed for non-economics majors. The course explores the historical development of international trade and finance. Examination of data will lead to the establishment of various economic theories to explain trade patterns and will cover theories ranging from those brought forth by Ricardo to those brought forth by new trade theorists such as Paul Krugman. The course will explore many of the contentious issues related to international trade and international finance and will consider the forces that drive increased economic integration. Not open to Economics or Business Administration majors.

ECON 370 Comparative Economic Systems

Analytical framework for defining and classifying economic systems. Theoretical basis of capitalism, socialism, market socialism, Marxist-Leninist and planned socialism. Comparative evaluation of economic outcomes and performance. Case studies: U.S., Western Europe, emerging Asian nations. Socialist economic systems in transition. Prerequisites: ECON 101 and ECON 102.

ECON 375 Growth and Development

Characteristics of developing countries. Theories of economic growth: Neoclassical and structuralist models, endogenous growth. Importance of physical and human capital. Export-led growth vs. import substitution. Fiscal, monetary and exchange-rate policies. Regional and global trade agreements. Country studies. Prerequisites: ECON 101 and ECON 102.

ECON 376 International Trade

Comparative advantage; theories of international trade; terms of trade and welfare. Commercial policy-tariffs and quotas. Regional trading blocs, international trade agreements. Prerequisites: ECON 101 and ECON 102.

ECON 377 International Finance and Monetary Economics

Balance of payments – current account and capital account. Exchange rate determination; purchasing power parity. Open-economy macroeconomics: Fiscal and

monetary policies; fixed and flexible exchange rates. The role of IMF and World Bank; international debt crisis. Prerequisites: ECON 101 and ECON 102.

ECON 380 Managerial Economics

The application of microeconomic theory to managerial decision-making regarding demand, production and cost. Traditional neo-classical theory of the firm combined with modern adaptations addressing property rights, transaction costs, imperfect information and global markets. Use of linear programming techniques, emphasis on critical thinking skills in managerial problem solving. Prerequisite: ECON 102.

ECON 390 Monetary Theory and Policy

The nature of money and the function of money in an economy. How banks and financial institutions affect the economy and the role of the Federal Reserve as a policy-making and stabilizing force. Monetary policy and its effectiveness in the context of various macroeconomic models. The role of policy in the world economy. Prerequisites: ECON 101 and ECON 102.

ECON 391 Public Finance

Role of government: allocation, distribution, stabilization. Welfare economics, externalities, public goods. Public choice theory. Government expenditures, cost-benefit analysis. Government finance, tax vs. debt financing, deficits and the public debt. Taxation theory, income, consumption and wealth taxes. Fiscal federalism; state and local government issues. Prerequisites: ECON 101 and ECON 102.

ECON 489 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in economics exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

ECON 490 Independent Study

Individual study of an approved topic in economics under the direction of an economics faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: Instructor's consent and approval of Associate Dean of Social Science.

ECON 492 Directed Research

Qualified students may perform economics research projects under the supervision of an economics faculty member. Prerequisites: Instructor's consent and approval of Associate Dean of Social Science.

ECON 494 Internship

Appropriate work experience with business firms or government agencies may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: Instructor's consent and approval of Associate Dean of Social Science. At intervals.

Education

www.snc.edu/education

Education is both an academic discipline and a professional program that prepares students for secondary, middle, elementary and pre-school teaching careers. The goal of teacher education at St. Norbert College is the production of self-educated men and women who will carry on the Norbertine tradition of scholarship and educational service by transmitting a heritage of wisdom, skills and moral commitment to the next generation. By studying both professional education and traditional academic subjects students grow intellectually. Commitment to Christian service and the process of learning how to fulfill that commitment through teaching, help young adults grow personally and morally. Through various teacher education programs students prepare for teaching careers and become active and effective participants in community life.

Teacher education at St. Norbert College includes preparation in the natural sciences, mathematics, humanities, foreign languages, fine arts and social science, as well as professional education. All of the teacher education programs combine study in traditional academic subjects with theory courses, methods courses, field experiences and student teaching. While our faculty takes pride in its ability to integrate theory with applied or practical knowledge, St. Norbert students gain additional practical knowledge through working directly with cooperating teachers in local public or parochial schools through numerous course activities, practicum experiences and student teaching. Teacher education may also incorporate an international experience through student teaching opportunities in Great Britain, Ireland, Scotland, Wales, Australia, New Zealand, St. Lucia, Ghana, South Africa or Japan.

Eligibility for enrollment in teacher education is determined by a student's overall GPA at the end of their first year. Students with GPAs of less than 2.75 will not be admitted to the teacher education cohort. During the first year prospective early childhood, elementary, middle school, secondary and music teachers must sign a cohort form to be filed in the teacher education office (Boyle Hall 225) to indicate their intent to complete the teacher certification program.

Students must apply to student teach during their junior year. To be accepted to student teach and to be licensed, candidates must maintain at least a 3.0 GPA in their major, minor and professional education and 2.75 GPA overall. They must complete the human relations requirement and pass the Praxis I (PPST) in reading, writing and mathematics. The Praxis II content area examination must be passed before a student can secure a student teaching placement. In addition, every candidate for licensure will be expected to complete a certification portfolio based on the Standards for Teaching by attaining proficiency in building blocks associated with each education course. Prior to student teaching, a candidate must obtain a physician's certificate of satisfactory health.

The St. Norbert College Web site for Teacher Education contains full details on all teacher certification programs and it establishes the current requirements for the Teacher Education Program. All transfer students seeking teacher certification will be expected to meet with the Chair of Teacher Education and will not be permitted to take Education courses unless the student has met all program requirements at the student's stage of entry.

The St. Norbert College Teacher Education Program has 11 standards that serve as program objectives. It is expected that all teachers certified by St. Norbert will possess the requisite knowledge, skills and dispositions and be able to demonstrate the performances entailed in each standard through course work, portfolio assessment and student teaching.

Certification Portfolio: To be licensed, students must submit an acceptable certification portfolio based on the Standards for Teachers. Portfolio contents are aligned with each Education (EDUC) course and the portfolio process reflects a developmental approach revealing more advanced knowledge, skills and dispositions at each stage of the teacher certification program.

Advisement: For the proper sequencing of courses, the student is advised to consult the Teacher Education Web site. Each student is also assigned a faculty advisor and is free to consult with the advisor at any time. The advisor and student meet prior to each registration period to help the student meet all Wisconsin Department of Public Instruction and St. Norbert College requirements. It is imperative that students familiarize themselves with their certification paradigm and monitor their program carefully to ensure appropriate progress through the teacher education program.

All prospective teachers should consult with their advisor(s) on a regular basis. This is especially important given the likelihood of changes in state certification requirements over the period of the student's undergraduate years. Completion of degree and certification requirements within the allotted time (i.e. the equivalent of eight or nine semesters, depending on the area of licensure) may not be possible unless the student plans carefully with an Education advisor from the beginning of his or her study at St. Norbert College. All secondary majors in teacher education must have an assigned advisor from among the teacher education faculty. Students are notified of changes in licensing requirements through the education newsletter, the student's academic advisor and yearly updating of the Teacher Education Web site.

Half courses (2 credit courses): There are many 2-credit courses in Education that enable a better focus on areas of significance. Two two-credit courses are equivalent to a full course for tuition purposes but may result in students having more than the typical 16 class hours per week in some semesters.

Education Faculty and Academic Staff

Stephen Correia, Associate Professor of Education
Bola Delano-Oriaran, Assistant Professor of Education
Debra Faase, Director of Field Experiences
Mary Greenlaw, Associate Professor of Education and Chair of Teacher Education
Scott Kirst, Assistant Professor of Education
Susan Landt, Assistant Professor of Education
Bonnie Lueck, Director of Childcare Center
Kristen Lukens, Instructional Technology Specialist
Reid Riggle, Associate Professor of Education
Bob Rutter, Professor of Education and Associate Vice President for Institutional Effectiveness
Michael Skivington, Assistant Professor of Education
Michelle Tichy, Assistant Professor of Education

Graduate School Advisor: Dr. Susan Landt

Certification Programs

St. Norbert College currently offers four certification programs, which lead to Wisconsin Department of Public Instruction initial licensure. These are listed below

- * Early Childhood-Middle Childhood.....(Ages Birth-10)
- * Middle Childhood-Early Adolescence(Ages 6-13)
- * Early Adolescence-Adolescence.....(Ages 10-21)
- * Music Education.....(Ages Birth-21)
 - General(Grades K-12)
 - Instrumental.....(Grades K-12)
 - Choral.....(Grades 6-12)

In addition to the programs described below, St. Norbert College offers an add-on certification program (12 credits) in Adaptive Education. St. Norbert College also offers a Master's of Science in Education degree.

■ EARLY CHILDHOOD-MIDDLE CHILDHOOD CERTIFICATION (Ages Birth-10)

This certification requires the student to complete course requirements or the Elementary Education major and the coursework for Early Childhood.

The Elementary Education major consists of eight two-credit courses and four four-credit courses and a noncredit instructional technology lab in education (EDUC 120, EDUC 125, EDUC 223, EDUC 226, EDUC 227, EDUC 235, EDUC 249, EDUC 281, EDUC 285, EDUC 286, EDUC 350, EDUC 362, EDUC 386); three courses which are

part of the general education program (SSCI 220, SSCI 301 and GENS 408); and elementary student teaching (EDUC 445). All candidates must also complete a second course in mathematics (e.g., MATH 212, MATH 243 or SSCI 224). The early childhood coursework consists of three two-credit courses, five additional four-credit courses in Early Childhood Education and Sociology (EDUC 271, EDUC 272, EDUC 274, EDUC 277, EDUC 373, EDUC 392, EDUC 394 and SOCI 234); and Early Childhood and Kindergarten Student Teaching (EDUC 440). Students seeking Early Childhood Certification in Illinois should consult with the Chair of Teacher Education about current Illinois regulations

■ MIDDLE CHILDHOOD-EARLY ADOLESCENCE (Ages 6-13)

This certification requires the student to complete course requirements for 1) the Elementary Education major, 2) special courses which focus on the middle school and 3) an academic, teaching or certification minor.

1) The Elementary Education major consists of eight two-credit courses, four four-credit courses and a noncredit instructional technology lab in education (EDUC 120, EDUC 125, EDUC 223, EDUC 226, EDUC 228, EDUC 235, EDUC 249, EDUC 281, EDUC 285, EDUC 286, EDUC 350, EDUC 362, EDUC 386); 3 courses which are part of the General Education program (SSCI 220, SSCI 301 and GENS 408); and Elementary Student Teaching (EDUC 445).

2) The middle school curriculum consists of three two-semester credit courses (EDUC 331, EDUC 332, EDUC 334), one four-credit course (EDUC 377) and Student Teaching in the Middle School (EDUC 450). Depending on the student's choice of minor, the Middle Childhood-Early Adolescence program could require students to complete as many as 34 courses (128 semester credits). A student may still complete all requirements for graduation and licensure within four years, however by overloading one or more semesters or by enrolling in a summer session. Selected minors are listed below:

Academic or teaching minors: German, History, Chemistry, Spanish, Speech Communication, Physics, French, Earth Science, Mathematics, English, Biology, Computer Science (students minoring in Modern Foreign Languages must complete an international immersion experience in their target language in order to be licensed.)

Certification minors: Language Arts, Broadfield Science, Broadfield Social Studies, Mathematics Education, English as a Second Language (ESL).

■ MIDDLE CHILDHOOD-EARLY ADOLESCENCE CERTIFICATION MINORS

Language Arts Minor

ENGL 150 Literary Genres, ENGL 290 The English Language, ENGL 307 Fiction Writing or ENGL 308 Poetry Writing, EDUC 373 The Writing Process, COME 122 Interpersonal Communications and one additional course from ENGL or COME.

Broadfield Science Minor

One course from each of the natural sciences: BIOL, CHEM, GEOL or PHYS (if you take SSCI 104 it will substitute for either BIOL, CHEM or PHYS. It does not substitute for GEOL), one environmental science course: ENVS 300 Environmental Science, SSCI 301 Environmental Studies or NSCI 333 Issues in World Technology. A second course in BIOL, CHEM, GEOL or PHYS to complete the introductory sequence (e.g. BIOL 121, CHEM 107, PHYS 122).

Broadfield Social Studies Minor

HIST 111, HIST 112, HIST 113 Western Civilization or HIST 350 Modern European History, HIST 116 History of the United States, POLI 130 American Politics and Government, GEOG 140 World Regional Geography or GEOG 225 Social Geography. Two additional courses from ECON, GEOG, POLI, SOCI or PSYC excluding courses taken to fulfill General Education Area 7 and 12.

Mathematics Minor

One of the following from CSCI 102 Computing on the Web or CSCI 110 Introduction to Computer Programming or EDUC 356 Teaching and Learning with Multimedia or EDUC 357 Telecommunications: Education in a Global Context or EDUC 358 Hardware, Software, Networks and Training; Tools for Technology; SSCI 224 Basic Statistics; MATH 243 Multicultural Mathematics Ideas; MATH 212 Math Applications; MATH 124 Survey of Calculus or MATH 131 Calculus and Analytic Geometry 1. One course in applied mathematics (e.g. PHYS 121, CHEM 105, ECON 101, ECON 102 or BUAD 105).

English as a Second Language:

This minor is appropriate for a candidate whose first language is English or a non-native speaker who has received an acceptable score on the TOEFL. (Test of English as a Foreign Language). Non-native English speakers will be required to take the TOEFL. Identified deficiencies in English skills may necessitate additional coursework to achieve ESL certification. Required courses: ENGL 290 The English Language, ENGL 305 Advanced Critical Writing or EDUC 373 The Writing Process, IDIS 310 Language Analysis and Applied Linguistics, COME 330 Intercultural Communication, EDUC 310 Methods in teaching English as a Second Language and two semesters of Foreign Language Study at St. Norbert College (i.e. advanced, new, or beginning).

■ **EARLY ADOLESCENCE-ADOLESCENCE (Ages 10-21)**

This certification requires 1) completion of an academic major (usually 10 courses), 2) the middle school curriculum, 3) course work in professional education and 4) student teaching at the high school and middle school levels.

1) **Majors that are available for licensure**

Humanities: English, French, Spanish, German, Speech/Communication and History (students majoring in modern foreign languages must complete an international immersion experience in their target language in order to be licensed).
 Social Science: Economics, Political Science, Psychology, Sociology
 Natural Science: Biology, Chemistry, Physics, Earth Science and Mathematics

2) The middle school curriculum consists of three two-semester credit courses (EDUC 331, EDUC 332, EDUC 334), one four-credit course (EDUC 377) and Student Teaching in the Middle School (EDUC 450). Depending on the student's choice of minor, the Early Adolescence-Adolescence program could require students to complete as many as 34 courses (128 semester credits). A student may still complete all requirements

for graduation and licensure within four years, by overloading one or more semesters or by enrolling in a summer session.

3) The required professional education courses include six two-credit courses, one four-credit courses and a noncredit instructional technology lab in education (EDUC 120, EDUC 125, EDUC 223, EDUC 250, EDUC 252, EDUC 254, EDUC 281, EDUC 351), three two-credit courses plus one four-credit course in the middle school curriculum (EDUC 331, EDUC 332, EDUC 334, EDUC 377), and three courses which are part of the general education program (SSCI 220, SSCI 301 or NSCI 333, GENS 408).

4) Student Teaching at the Secondary (EDUC 455) and Middle School levels (EDUC 450).

An Early Adolescence-Adolescence candidate may also be licensed to teach a subject for which the student has completed a minor. Candidates should be advised, however, that adding additional minors/ majors may extend the student's college experience beyond four years. Depending on the student's choice of major certification may require completion of more than 32 courses. A student may still complete all requirements within four years by overloading one or more semesters or enrolling in a summer session.

Broadfield Social Studies and Broadfield Science are certification options which allow students to teach fusion (i.e. interdisciplinary) courses in the social or natural sciences in addition to courses in the area defined by their college major (e.g. Geography, History, Political Science, Economics, Psychology, Sociology, Chemistry, Zoology or Biology). In order to qualify for a license in Broadfield Social Studies or Broadfield Science, an individual must complete a major in one of the subcategories under this subdivision. The social studies program or the science program shall include competencies in each of the subcategories listed in this subdivision. If interested, students should discuss the feasibility of obtaining this

additional certification with their advisor or the Chair of Teacher Education. Broadfield certification may require more than eight semesters to complete.

Additional Certifications:

■ BROADFIELD SOCIAL STUDIES

CERTIFICATION: Completion of at least one academic major from History, Economics, Sociology, Psychology or Political Science, plus concentrations in 2 additional social studies areas outside the major and a single course in an additional social studies subject area.

Concentration requirements:

History – An academic major or minor will be required

Sociology – (4 courses)

SOCI 100 Introduction to Sociology
2 SOCI courses at the 200 or higher level
GENS 408 - Social Inequalities

Political Science – (3 courses)

POLI 130 U.S. Politics and Government
POLI 150 Intro to International Studies or
POLI 160 Intro to Comparative Politics
One POLI course at the 200 or higher level

Economics – (3 courses)

ECON 101 Principles of Macroeconomics or
ECON 102 Principles of Microeconomics
2 ECON courses at the 200 or higher level

Psychology – (4 courses)

PSYC 100 General Psychology
2 PSYC courses at the 200 or higher level
SSCI 220 Lifespan Human Development

■ CERTIFICATION IN MUSIC EDUCATION

St. Norbert College offers three Music Education certifications: Instrumental Music, General Music and Choral Music. Candidates are normally licensed in General Music and either Instrumental or Choral Music. Please refer to the section of this catalog labeled "Music" for a complete description of the Music Education Major.

Instrumental Music (Grades K-12): The Instrumental Music program includes six two credit courses in education (EDUC 120, EDUC 125, EDUC 250, EDUC 281, EDUC 316, EDUC 351), Student Teaching (EDUC 475, EDUC 476), and 13 courses in Music.

General Music (Grades K-12): The General Music program includes eight two-credit courses in Education (EDUC 120, EDUC 125, EDUC 250, EDUC 281, EDUC 315, EDUC 317, EDUC 318, EDUC 351), Student Teaching (EDUC 469), and 12 courses in Music.

Choral Music (Grades 6-12): The Choral Music Program includes eight two-credit courses in education (EDUC 120, EDUC 125, EDUC 250, EDUC 281, EDUC 315, EDUC 317, EDUC 318, EDUC 351), Student Teaching (EDUC 470), and 12 courses in Music.

■ REQUIRED STUDENT TEACHING

A student must successfully complete a full-day full-semester student teaching experience. Furthermore, a student must teach at each of the levels at which he or she will be certified to teach. The most common paradigm for each certification program is listed below.

Early Childhood-Middle Childhood

EDUC 440 Student Teaching: Early Childhood
EDUC 445 Student Teaching: Middle Childhood

Middle Childhood-Early Adolescence

EDUC 445 Student Teaching: Middle Childhood
EDUC 450 Student Teaching: Early Adolescence

Early Adolescence-Adolescence

EDUC 450 Student Teaching: Early Adolescence
EDUC 455 Student Teaching: Adolescence

Music

EDUC 469 Student Teaching: General Music
EDUC 470 Student Teaching: Choral Music

EDUC 475 Student Teaching: Instrumental Music 1

EDUC 476 Student Teaching: Instrumental Music 2

Overseas Student Teaching:

EDUC 477 Overseas Student Teaching

■ NON-COURSE REQUIREMENTS FOR CERTIFICATION

The Human Relations requirements: Every prospective teacher is required to take SSCI 220, GENS 408 and EDUC 281 to obtain a broader understanding of the diverse racial, ethnic, economic background and special needs of children and young adults. In addition to course work, each prospective teacher must spend 50 hours interacting with representatives of three target populations (U.S. minorities, low SES, physically- or cognitively-challenged). Twenty-five of these hours are to be spent with minority leaders or advocates (seminars, conventions, speakers) and the other 25 hours are to be spent in direct face-to-face experiences. The Human Relations Program is described in detail on the Teacher Education Web site.

■ PRAXIS I: PRE-PROFESSIONAL SKILLS TEST (PPST)

Wisconsin requires all certification candidates to pass minimum competency tests in three areas: reading, writing and mathematics. Students will be introduced to the Praxis I (PPST) tests during the first courses in Education (EDUC 120 and EDUC 125) and will be required to register to take the tests in the freshman year. Registration is online. The Educational Testing Service (ETS) Wisconsin Web site contains specific information about each test as well as registration and test location information. Registration brochures are also available in the Education Office (Boyle Hall 225). Students must pay the cost of registering for the tests and must successfully complete the PPST by the conclusion of their pre-professional block experience.

Currently, the state has established the following minimum scores for passing the

PPST (Reading - 175, Writing -174 and Mathematics - 173). Students will not be able to continue in the Teacher Education Program without successfully passing the PPST tests. Students may retake the test until these requirements are met.

■ PRAXIS II: CONTENT ASSESSMENT

The Wisconsin Department of Public Instruction (WDPI) requires that all pre-service teachers, in order to be certified to teach in the state, demonstrate their content knowledge by passing a standardized test - The Educational Testing Service's Praxis II series.

In order to take the exam a pre-service teacher must have passed the PPST, be in good standing in the SNC Teacher Education Program and have declared a major/minor/concentration area/certification program. Students are required to pass the Praxis II prior to enrolling in student teaching. Unlike the PPST, no waivers are allowed on the Praxis II tests.

Information about the state requirement is located on the Web page of the Wisconsin Department of Public Instruction's (WDPI's) new Content Knowledge Assessment.

Those in the St. Norbert College Early Childhood-Middle Childhood program should take the 10014 version of the Praxis II test.

Those in the St. Norbert College Middle Childhood/Early Adolescence program should take the 20146 version of the Praxis II test.

Those in the St. Norbert College Early Adolescence/ Adolescence program should take the Praxis II test in their major. See the Praxis Series Information and Registration Bulletin (available in the Education Office).

All English majors, regardless of concentration, should take the 10041 version of the Praxis II test - English Language, Literature, & Composition: Content Knowledge. All Mathematics majors should take the 10061 version of the Praxis II test - Mathematics: Content Knowledge.

All students majoring in a Science area, regardless of specific major, should take the 10435 version of the Praxis II test –

General Science: Content Knowledge. All students majoring in a Social studies area, regardless of specific major, should take the 10081 version of the Praxis II test – **Social Studies: Content Knowledge.** All Modern Language and Literatures majors should take the test in their major: French majors take the 20173 version of the Praxis II test – **French: Content Knowledge.** German majors take the 20181 version of the Praxis II test – **German: Content Knowledge.** Spanish majors take the 10191 version of the Praxis II test – **Spanish: Content Knowledge.** All Music Education majors should take the 10113 version of the Praxis II test – **Music: Content Knowledge.**

■ ADD-ON CERTIFICATION PROGRAMS

ADAPTIVE EDUCATION

The Adaptive Education add-on license (Department of Public Instruction, Code #859), is issued to an applicant who holds or is eligible for a regular license and who has completed an approved program, including a concentration in adaptive education, which includes course work in the following:

- 1) Two electives in special education areas
- 2) The modification of content, instructional strategies and learning environments for children with disabilities in the regular education setting
- 3) A practicum in adaptive education in the area of licensure

Courses are offered during summer sessions and evenings during the academic year. Interested students are encouraged to contact the Education Office for additional information.

EDUC Courses

EDUC 120 Psychology for Teaching 2 Credits

Course content features learning and motivation theories and recommended teaching and assessment strategies. Concepts and required course work are

applied to primary, elementary, middle and secondary classroom situations. Fall and Spring semesters.

EDUC 125 Foundations of U.S. Education 2 Credits

This course addresses the development of schools as institutions from an historical, philosophical, political and sociological perspective. It traces the evolution of schools, educational systems and educational thought in the U.S. in relation to the major traditions of education and the larger movements of American life. Fall and Spring semesters.

EDUC 223 Instructional Technology 0 Credits

The uses of new media (including computers and video) in the school curriculum are combined in a laboratory approach with equipment operation and the production of materials. The course applies some of the knowledge available about perception, learning and communication theory to instructional technology applications in the classroom. Non-credit lab. Pre-professional block. Fall and Spring semesters.

EDUC 226 Elementary/Middle School Social Studies Methods 2 Credits

This course provides a theoretical, historical and philosophical examination for teaching social studies in the elementary school. Social studies methods are considered as well as evaluation, theories of learning, curricular development and contemporary classroom practices. Pre-professional block course. Prerequisite: Meet all Gate 1 requirements. Fall and Spring semesters.

EDUC 227 Early Childhood/Elementary Music Education Methods 2 Credits

This course is designed to give future classroom teachers the musical experience, skills and understanding necessary for teaching music at the primary level. Music fundamentals, accompanying instrument techniques and methodology are emphasized. Prerequisite: admission to class cohort. Fall and Spring semesters.

EDUC 228 Elementary/Middle School Music Education Methods
2 Credits

This course is designed to give future classroom teachers the musical experience, skills and understanding necessary for teaching music in the upper-grade levels. Music fundamentals, accompanying instrument techniques and methodology are emphasized. Prerequisite: admission to class cohort. Fall and Spring semesters.

EDUC 235 Teaching Methods in the Arts
2 Credits

This course explores strategies for integrating art, music and drama activities into K-8 classrooms. It offers practical experiences in the creation and teaching of arts activities while providing students with an understanding of the relationship of the arts to the core curriculum. Students will engage in learning experiences which support the use of the arts in the classroom. It is hoped that skills acquired in this class will lead to more creative approaches to teaching and learning. Prerequisites: admission to class cohort. Fall and Spring semesters.

EDUC 249 Pre-Student Teaching Experience, Elementary School (150 clock hours)
2 Credits

A practicum experience for prospective Elementary Education candidates. For five weeks, students who aspire to be teachers are assigned full-time to a certified teacher as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on discrimination of effective teaching/learning practice. Taken as part of the pre-professional block. Prerequisite: Meet all Gate 1 requirements. Fall and Spring semesters. Graded on S/U basis.

EDUC 250 Pre-Student Teaching Experience, Secondary School (150 clock hours)
2 Credits

A practicum experience for prospective Secondary Education candidates. For five weeks, students who aspire to be teachers are assigned full-time to a certified teacher

as an assistant in a public or parochial school. Emphasis is placed on direct application of theory in the classroom. The focus is on discrimination of effective teaching/learning practice. Taken as part of the pre-professional block. Prerequisite: Meet all Gate 1 requirements. Fall and Spring semesters. Graded on S/U basis.

EDUC 252 The Comprehensive High School
2 Credits

This course is an introduction to the unique characteristics of the comprehensive American high school. Early Adolescent/ Adolescent certification students will begin by examining the origins of the comprehensive high school, originally described in 1918 as "the people's college." The evolution of the high school to its contemporary format will be examined. Students will review seminal documents developed over the last century intended to reform the American high school and assess their relative impact. Taken as part of the pre-professional block. Prerequisite: Meet all Gate 1 requirements. Fall and Spring semesters.

EDUC 254 Instructional Methodologies for Adolescents
2 Credits

This course examines the theoretical, philosophical and historical origin of the field in which students will be gaining certification. Students will study current practices in their certification area, both methodological and curricular, to gain a more complete understanding of contemporary practice. Concepts common to all teaching areas including teaching methods, lesson planning, evaluation and learning theories, will be considered, along with methodologies more specific to selected teaching areas. Taken as part of the pre-professional block. Prerequisite: Meet all Gate 1 requirements. Fall and Spring semesters.

EDUC 260 Foundational Mathematics Evaluation and Enhancement
4 Credits

A mathematics education course that addresses the constructivistic mathematics concepts, skills and principles needed for all learners, including pre-K through 12th grade students. The course satisfies the

mathematical level proficiency and second mathematics course requirements for Early Childhood and Middle Childhood educators at St. Norbert College. The topics in this course include mathematical concepts and connections, addressing personal math anxieties/phobias, developing number sense, recognizing patterns/sequences, analyzing data/probability, exploring measurement and evaluating geometric concepts. Additionally, the students will focus on the connectivity, scaffolding and sequencing of these five content areas through the processes of problem solving, reasoning and proof, communication, connections and representation. Prerequisites: Successful completion of Gate 1 in the St. Norbert College education program. Summer.

**EDUC 271 Music & Movement for Pre-school
2 Credits**

This course is designed to investigate the child's potential for self-expression and discovery. Music and rhythms will be studied as a way to stimulate the child's natural tendency to use movement as an instrument of play and self-expression. Students will study chants and rhythms, dance and musical games, percussion instruments and movement and self-expression using classical and modern music. Prerequisite: admission to class cohort. Fall and/or Spring semesters.

**EDUC 272 A Multicultural Approach to Early
Education Curricular Issues and
Instructional Methods
2 Credits**

This course examines multicultural curricular issues in early childhood education. The course is designed to help pre-service teachers gain an understanding of multicultural issues that emerge in schooling and society. EDUC 272 is designed to teach skills on creating developmentally-appropriate teaching methods and materials that are sensitive and relevant to a multicultural student population. Prerequisites: Meet all Gate 2 requirements. Fall and Spring semesters.

**EDUC 274 The Role of Play in the Growth
& Development of Young Children
2 Credits**

This course will investigate the importance of play in the young child's social, cultural, psychological and physical development. Prerequisite: Meet all Gate 2 requirements. Fall and Spring semesters.

**EDUC 276 The Organization and
Administration of Early Childhood Programs
(See Infrequently Offered Courses section of
the catalog.)**

EDUC 277 Health Education Methods

Innovative and experiential approaches (e.g. movement exploration, games, rhythms, fitness testing and sports skills) to teaching wellness concepts with special emphasis on self-image, nutrition, substance use/misuse, cardiovascular health, emergency first aid/safety, sexuality and harassment and conflict resolution. Fall and Spring semesters.

**EDUC 281 Teaching Children with
Disabilities
2 Credits**

The unique needs and rights of children and adolescents eligible for special education services will be studied. Specific classifications of exceptionality include: cognitive, learning, emotional, speech/auditory, visual, physical/health, autism and gifted/talented. Conditions of prevalence, eligibility, transition, assessment, special pedagogy and multicultural considerations will be treated. Students also learn to be informed users of tests, to bring to the task certain domains of knowledge, including knowledge of the basic uses of tests, the important attributes which lead to the development of good tests and the kinds of behaviors tested by particular tests. Reference to current issues, legislation and court cases will also occur. Taken as part of the pre-professional block. Prerequisites: EDUC 120, EDUC 125, EDUC SSCI 220 and Meet all Gate 1 requirements. Fall and Spring semesters.

EDUC 285 Elementary School Science Methods**2 Credits**

This course integrates research-based strategies, constructivist teaching principles and student passions with science instruction. Science can be a dynamic, creative and enlightening subject when applied to personal interests and goals and the innate wonders of the natural world.

This course will focus on classroom management, content knowledge of science and science standards – including Biology, Chemistry, Physics and Earth Science and the application of research-based student-centered instructional strategies in the science classroom. Prerequisites: Meet all Gate 1 requirements. Pre-professional block. Fall and Spring semesters.

EDUC 286 Elementary School Math Methods

This course focuses on research-based strategies, constructivist teaching principles and student passions with mathematics instruction. Current practices using manipulatives, essential questioning skills and assessment strategies will be evaluated in the coursework and through dialogue with the class. This course will also study classroom management, content knowledge of mathematics and mathematics standards and the application of research-based student-centered instructional strategies in the mathematics classroom. Prerequisites: Meet all Gate 1 requirements. Pre-professional block. Fall and Spring semesters.

EDUC 289 Special Topics**2 Credits**

This is a seminar course that is offered whenever a mutual interest in a specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

EDUC 290 Independent Study**2 Credits**

This course provides the opportunity to investigate, through independent inquiry and critical analysis, educational theories, practices and agencies which influence the work of teachers. Prerequisites: Instructor's

consent and approval of Associate Dean of Social Sciences.

EDUC 300 Teaching in a Developing Country (See Infrequently Offered Courses section of the catalog.)**EDUC 310 Methods in Teaching English as a Second Language****2 Credits**

This course is for prospective teachers pursuing ESL certification. It provides instruction in the following areas: methods and approaches to teaching ESL, background and techniques for teaching basic language skills, second language acquisition, learner variables, assessment and lesson planning. Summer.

EDUC 315 Choral Music Methods for Junior and Senior High School**2 Credits**

A study of the techniques of choral singing, performance style of various periods of music, swing choir techniques, the presentation of high school musicals, choral arranging and the administration of a choral program in the junior and senior high school. Prerequisite: MUSI 381. Fall semester.

EDUC 316 Instrumental Music in the Schools**2 Credits**

All aspects of administration, budgeting, music literature and rehearsal techniques for the total instrumental music program will be explored. The unique problems of brass, percussion, string and woodwind instrumental music will be studied. The course will include observation and participation in the schools, current marching band techniques and arranging. Prerequisite: MUSI 381. Fall semester.

EDUC 317 General Music in the Elementary School**2 Credits**

General music program content for the elementary grades is reviewed. Methods of presentation for developing musical experience through listening, moving, singing, playing and creating music are studied. Prerequisite: sophomore standing. Music Education majors only. Fall semester.

EDUC 318 General Music in Secondary School**2 Credits**

General music programs for junior/senior high schools are reviewed in depth. This course explores the possibilities for music offerings other than performance. The basic principles of folk instruments including guitar and autoharp, are taught. The study of adolescent musical capabilities and learning attitudes is included in the course. Prerequisite: sophomore standing. Music Education majors only. Spring semester.

EDUC 330 The Early Adolescent: Classroom Management and Conflict Resolution**2 Credits**

This course addresses the non-academic needs and issues of the middle school student. The developmental characteristics and affective needs of middle school students are central to the educational environment that teachers must create in those classrooms to ensure student achievement. The topics in this course include classroom management and behavior management, conflict resolution, advisory and communication with parents. The course has been divided into two half-courses. The second half is on assessment of learning. Assessment, evaluation and grading/reporting will be covered during this portion of the course. Both aspects of the course are integrated with the other EAB courses and particularly with the EAB field experience. Prerequisites: Meet all Gate 2 requirements and concurrent enrollment in EDUC 331, EDUC 332, EDUC 333, & EDUC 334. Spring and Fall semester.

EDUC 331 Adolescent Literature**2 Credits**

The course focuses on a scholarly exploration of literature based on a developmental theory of adolescence. Students critique books for their literary and educational value and discuss key selections in relation to society's concept of the young adult as reflected in books written about and for them. Students research and field test strategies for integrating developmental theory and instructional practice for pre-adolescents and adolescents. Taken with EDUC 332,

EDUC 334 and EDUC 377. Prerequisite: Meet all Gate 2 requirements. Fall and Spring semesters.

EDUC 332 The Adolescent: Psychology and Methods in the Middle School**2 Credits**

This course reviews the principles and theories of young adolescent growth and development already introduced in SSCI 220 and EDUC 120. It focuses on the cognitive, emotional and social development of young adolescents especially as they relate to pedagogy for the middle school. The course also includes the study of the educational research and practice related to middle school curriculum development, implementation and evaluation as well as the history and organization of the middle school. Taken with EDUC 331, EDUC 334 and EDUC 377. Prerequisites: Meet all Gate 2 requirements. Fall and Spring semesters.

EDUC 333 The Early Adolescent: Assessment**2 Credits**

This course is one of the courses included in the Early Adolescent Block. The original EDUC 377 course has been divided into two half-courses. One-half of the course addresses classroom management and conflict resolution related to the middle school student. The other half is on assessment of learning. Assessment, evaluation and grading/reporting will be covered during this portion of the course. A focus on assessing in a differentiated classroom will be key to the discussion of these topics. Both aspects of the course are integrated with the other EAB courses and particularly with the EAB field experience. Prerequisites: Gate 2 requirements met and concurrent enrollment in EDUC 330, EDUC 331, EDUC 332, & EDUC 334. Fall and Spring semesters.

EDUC 334 Middle School Field Experience**2 Credits**

Integrated experience working with early adolescents in the field. Projects are explicitly connected to theory and research presented in the Early Adolescent block courses. Students plan, teach and reflect

on age-appropriate learning experiences.
Prerequisites: Meet all Gate 2 requirements. Fall and Spring semesters.

EDUC 336 Cognitive Disabilities
2 Credits

An introduction to the education of students with cognitive disabilities. Emphasis will be placed on preparing the regular educator to collaborate with other staff and effectively work with students with cognitive disabilities who are integrated/ included in regular education settings.
Prerequisite: EDUC 281.

EDUC 337 Learning Disabilities
2 Credits

This course provides the regular educator with a basic understanding of intervention and remediation techniques and ideas in the academic areas as well as social/emotional behavior. It also addresses teaming up with and collaboration with other staff to provide appropriate educational programming for the learning-disabled student in the mainstream setting.
Prerequisite: EDUC 281.

EDUC 340 Education and World Development – GS 11 (See Infrequently Offered Courses section of the catalog.)

EDUC 348 Deaf Culture and Sign Language in America I

2 Credits
(See Infrequently Offered Courses section of the catalog.)

EDUC 349 Deaf Culture and Sign Language in America II

2 Credits
(See Infrequently Offered Courses section of the catalog.)

EDUC 350 Developmental Reading and the Language Arts

This course is designed for early Childhood/ Middle Childhood/Early Adolescence certification students. Students will develop skills in working with emergent readers, study the interrelationship between reading, writing, speaking and listening and how these language arts can be infused across the curriculum. Models of both the reading

process and the writing process are closely examined. Specific approaches and strategies are taught that allow for the integration of the language arts.
Prerequisite: Meet all Gate 2 requirements. Fall and Spring semesters.

EDUC 351 Reading and Language Arts Across Content Areas

A study of current literature and research in the teaching of reading and language arts across the content areas for prospective middle and secondary teachers. The course is designed to develop skills in the teaching of vocabulary comprehension and study skill strategies as well as investigate models of the reading and writing processes and how they apply across content areas. Prospective teachers will also participate in a clinical experience providing explicit reading instruction to a middle/secondary student.
Prerequisite: Meet all Gate 1 requirements. Pre-professional Block. Fall and Spring semesters. Taken for 4 / 2 credits depending on program. Music education majors enroll in EDUC 351 for 2 semester credits.

EDUC 356 Teaching and Learning with Multimedia

Students will explore the teaching of critical thinking and problem solving skills using multimedia technology. Students will digitize stills, video and sounds and incorporate them into linear and branching multimedia projects. The acquisition, analysis and presentation of information using multimedia in classrooms will be discussed. Classroom implementation and evaluation strategies and issues will be examined. Prerequisite: EDUC 223 or equivalent.

EDUC 357 Telecommunications: Curriculum in a Global Context

Through hands-on experience, participants will develop skills in using the tools of telecommunications to communicate and collaborate with others, access information, conduct research, develop Web sites and apply all this to their curriculum. Additional technologies that may be used to complement telecommunications will be introduced. The impact and changes these

technologies may create in delivery of education. Issues concerning ethics, security, privacy are discussed; copyright, acceptable use and evaluation of online information will be addressed. Prerequisite: EDUC 223 or equivalent.

EDUC 358 Hardware, Software, Networks and Training: Tools for Technology

Equip yourself with tools to become more independent with your own computer. Through hands-on experiences with equipment and outside field experiences, students develop troubleshooting techniques necessary for survival in the Information Age. System-critical software will be addressed, as well as training techniques to teach others. Students will examine and evaluate the current technology status in a school, develop a plan for change and write a grant proposal seeking support for it. Prerequisite: EDUC 223 or equivalent.

EDUC 362 Children's Literature

The course is a personal and scholarly journey through the vast world of children's literature. Pre-service elementary teachers are required to read widely from the collection of children's books. The Children's Literature course examines all forms of literature written for pre-school, elementary and middle school children. The course procedure is supported by the integration of technology, lectures, interactive discussion, reading with young children, creative writing and performance. Prerequisite: Meet all Gate 1 requirements. Pre-professional block. Fall and Spring semesters.

EDUC 373 The Writing Process: Socio/Psycholinguistic Elements

This course examines the social, cognitive and linguistic perspectives of language development and how this influences the development of writing. Teachers will be able to utilize appropriate writing and assessment opportunities in the elementary, middle and secondary classroom, based on research in transactional theory of reading and writing.

EDUC 377 The Early Adolescent: Behavior and Assessment

This course is a part of the Early Adolescent Block (EAB) and is made up of two parts. One part deals with the issues of behavior, including, but not limited to, classroom management, behavior management, conflict resolution, wellness, parental relationships and communication. The work in the classroom is supported through projects completed during the field experience for EAB. The second part of this course addresses classroom assessment. Planning assessment strategies, developing good assessment and evaluation tools and reporting on evaluation results are the focus of the course content. Students apply their knowledge during the EAB field experience. Prerequisite: Meet all Gate 2 requirements.

EDUC 382 Students with Emotional and Behavioral Disorders

2 Credits

Through this course, certified education personnel will acquire knowledge of the characteristics of emotional disturbances, identification, etiology and related interventions and educational programming. Prerequisite: EDUC 281.

EDUC 383 Autism

2 Credits

This course is designed to develop an understanding of autism and related disorders. Information about the challenges and needs of individuals with autism as well as strategies and techniques for addressing learning and behaviors will be provided. Prerequisite: EDUC 281.

EDUC 386 Reading Improvement in the Elementary/Middle School

This course consists of seminars and directed teaching experiences. Students learn to assess children's reading and design and implement appropriate reading instruction based on assessment results. Students are supervised in a field experience as they assess, then teach children for two to three hours each week. Prerequisite: EDUC 350. Fall and Spring semesters.

EDUC 392 History and Philosophy of Early Childhood Education Programs

This course is based on readings in early childhood education and related literature. It introduces students to various historical, philosophical and theoretical bases for early childhood programs. The course introduces recent developments in the education of the young child. The selection and application of appropriate curriculum and activities is grounded in classical theory. Special emphasis is given to the development and administration of early childhood programs. Prerequisite: Meet all Gate 2 requirements. Fall and Spring semesters.

**EDUC 393 The ADD/ADHD Child in the School
2 Credits**

This course provides a basic understanding of the causes, characteristics and identification of students with Attention Deficit Disorder, as well as the elements of the law that affect this area such as Section 504 and IDEA '97. Effective educational treatment and methods of modifying instructional material will be important topics, especially in relation to the prognosis of these students for future success. Prerequisite: EDUC 281.

EDUC 394 Curriculum and Instructional Planning for Young Children

This course will focus on curriculum, methodology, instructional content and classroom management for pre school-and kindergarten-age children. Examples include attention to number concepts, science and investigation, early language experiences, the use of art and drama and classroom design with special consideration of health and safety issues. Attention will be given to the implementation of developmentally-appropriate practice as it relates to selecting, planning, organizing, presenting and evaluating educational experiences appropriate to the developmental level and cultural background of children. Classroom management will be put into practice during labs in the St. Norbert College Children's Center. Prerequisite: acceptance into Teacher Education. Prerequisite: Meet all Gate 2 requirements. Fall and Spring semesters.

Student Teaching Courses:**EDUC 440 Student Teaching: Early Childhood
4 or 8 Credits**

Pre-service teachers spend nine weeks of full participation at a kindergarten or in a primary grade under the direction of a cooperating teacher and college supervisor at a local public or private school. A weekly seminar is held. Prerequisites: approval to student teach. Fall and Spring semesters. Graded on S/U basis.

**EDUC 445 Student Teaching: Middle Childhood
4 or 8 Credits**

Pre-service teachers spend nine weeks of full participation in an elementary classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

**EDUC 450 Student Teaching: Early Adolescence
4 or 8 Credits**

Pre-service teachers spend nine weeks of full participation in an elementary grade classroom under the direction of a cooperating teacher from a local public or private school and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

**EDUC 455 Student Teaching: Adolescence
4 or 8 Credits**

Pre-service teachers who seek certification to teach in a high school spend nine weeks of full participation in a local public or private high school under the direction of a cooperating teacher and a college supervisor. During the student teaching practicum each student must participate in a seminar once a week. Prerequisite: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

EDUC 469 Student Teaching:**General Music
4 or 8 Credits**

Prospective general music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school under the direction of a cooperating teacher and a college supervisor. Prerequisites: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

**EDUC 470 Student Teaching: Choral Music
4 or 8 Credits**

Prospective choral music teachers spend nine weeks of direct observation and participation in a local public or private elementary and/or middle school under the direction of a cooperating teacher and a college supervisor. Prerequisites: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

**EDUC 475 Student Teaching:
Instrumental Music I****EDUC 476 Student Teaching:
Instrumental Music 2
4 or 8 Credits**

Prospective instrumental music teachers spend nine weeks of direct observation and participation in a local public or private secondary school under the direction of a cooperating teacher and a college supervisor. Prerequisites: approval to student teach. Fall and Spring semesters. Graded on a S/U basis.

**EDUC 477 Overseas Student Teaching
0 Credits**

Pre-service teachers spend nine weeks teaching in an English-speaking country or school. Recent placements have been made in England, Ireland, Wales, Scotland, Australia, New Zealand, Belize, St. Vincent, St. Lucia, Ghana and Japan. Prerequisites: approval to student teach overseas and an overall GPA of 3.0. Graded on a S/U basis.

**EDUC 484 Adaptive Methods for Regular
Education**

An introduction to adaptive education methods that provides a framework for modifying both content and instructional methodology to effectively integrate the

student with disabilities into the regular classroom. It provides a framework for interdisciplinary and transitional cooperative planning of educational and supporting services. Prerequisite: EDUC 281.

**EDUC 486 Adaptive Education Practicum:
Regular Educators****2 Credits**

Students work with Special Education staff as part of an instructional team in a 3-week practicum during the Summer Enrichment Program (SEP) with elementary-, middle-, or secondary-level children with disabilities (LD, ADD, ADHD). Students design and implement educational programs, prepare a focus paper and keep a journal. Prerequisite: EDUC 484.

EDUC 489 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in education or pedagogy exists for a member of the faculty and a sufficient number of students.

EDUC 490 Independent Study

Individual study of an approved topic in education or teacher training under the direction of an education faculty member. Independent study permits faculty and students to explore together some subject of special or personal interest. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

EDUC 492 Directed Research

Qualified students may perform projects in educational research under the supervision of an education faculty member. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

EDUC 494 Internship

Appropriate work experience in schools, government agencies, or firms and foundations supporting education, may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

EDUC 512 Educational Research, Statistics and Technology**3 Credits**

This course is one of the first courses of the St. Norbert College Master's of Science in Education program and provides foundational knowledge for the concurrent courses in the program sequence. Attaining competency in procuring data, analysis of qualitative and quantitative statistical data and the integration of effective uses of technology is imperative for a teacher to become a positive change agent within their school community and beyond. The 3 credits include analysis of sample data, filling out IRB form and designing, collecting and analyzing personally-collected data. Prerequisite: Admission into the MSED graduate program. Summer session II – even years.

English

www.snc.edu/english

English supports the mission of the College as a Catholic, liberal arts college embracing the Norbertine tradition of community, committed to providing an educational environment that is intellectually, spiritually and personally challenging. English majors and faculty interact inside and outside the classroom, engaging in conversations about literature, connecting literature to spiritual concerns and encouraging each other to participate actively in the College community.

The English discipline's vision is to help English majors become caring, well-rounded citizens. English majors graduate with the knowledge, skills and desire necessary to make positive contributions to the communities they enter. To that end, the English major includes the following:

- Coverage – students explore the broad canvas of English and American literature, which we recognize as an evolving rather than static body of work
- Skills – students practice the essential skills of critical inquiry through reading, analysis and academic writing
- Theory – students learn the debates that frame the study of literature and how to apply theoretical paradigms to readings of literature
- Language – students engage in the study of a foreign language
- Creativity – students may pursue creative writing
- Service – students may serve the College and outside communities through academic organizations and extra-curricular projects

English Faculty

Melanie Brown, Assistant Professor of English, Director of Writing Across the Curriculum and the Writing Center

Karlyn Crowley, Assistant Professor of English and Director of Women's and Gender Studies

Deirdre Egan, Assistant Professor of English and Director of American Studies

Laurie MacDiarmid, Associate Professor of English and Writer in Residence

Michael Marsden, Professor of English and Dean of the College and Academic Vice President

John Neary, Professor of English

John Pennington, Professor of English

Edward Risdén, Associate Professor of English

The English discipline strongly urges students to take more English courses than required for the major or minor.

Graduate School Advisor in Literature: Melanie Brown

Graduate School Advisor in Creative Writing: Laurie MacDiarmid

Course Requirements

■ ENGLISH MAJOR (10 courses plus a modern language at least through 102)

ENGL 150 Introduction to Literature
 ENGL 225 Survey of English Literature 1
 or ENGL 226 Survey of English Literature 2
 ENGL 235 Survey of U.S. Literature 1
 or ENGL 236 Survey of U.S. Literature 2
 ENGL 305 Literary Theory and Writing
 ENGL 325 Chaucer, ENGL 334 Milton,
 or ENGL 339 Shakespeare's Drama
 ENGL 489 Advanced Seminar in English
 Literary Studies
 4 ENGL electives*
 ENGL 499 Senior Portfolio** (0 credits)

■ ENGLISH MAJOR WITH SECONDARY CERTIFICATION (10 courses plus a foreign language through 102)

ENGL 150 Introduction to Literature
 ENGL 225 Survey of English Literature 1
 or ENGL 226 Survey of English Literature 2
 ENGL 235 Survey of U.S. Literature 1
 or ENGL 236 Survey of U.S. Literature 2
 ENGL 290 The English Language
 ENGL 305 Literary Theory and Writing
 ENGL 310 Contemporary Ethnic Fiction in
 the United States or ENGL 356 The Post
 Colonial Novel
 ENGL 325 Chaucer, ENGL 334 Milton,
 or ENGL 339 Shakespeare's Drama
 ENGL 489 Advanced Seminar in English
 Literary Studies
 2 ENGL electives*
 ENGL 499 Senior portfolio** (0 credits)

■ ENGLISH MAJOR WITH A CREATIVE WRITING EMPHASIS (10 courses plus a modern language at least through 102)

ENGL 150 Introduction to Literature
 ENGL 225 Survey of English Literature 1
 or ENGL 226 Survey of English Literature 2
 ENGL 235 Survey of U.S. Literature 1
 or ENGL 236 Survey of U.S. Literature 2
 ENGL 305 Literary Theory and Writing
 ENGL 325 Chaucer, ENGL 334 Milton,
 or ENGL 339 Shakespeare's Drama
 ENGL 307 Fiction Workshop or ENGL 308
 Poetry Workshop

ENGL 425 Advanced Seminar in Creative
 Writing and Contemporary Literature
 ENGL 489 Advanced Seminar in English
 Literary Studies
 2 ENGL electives*
 ENGL 499 Senior Portfolio** (0 credits)

Special Note: Students must fulfill their Area 5 General Education requirement by taking ENGL 150 and their Area 7 requirement by taking a modern language through 102.

■ ENGLISH MINOR (6 courses)

ENGL 150; ENGL 225 or ENGL 226;
 ENGL 235 or ENGL 236; ENGL 305;
 ENGL 325 or ENGL 334 or ENGL 339;
 1 ENGL elective*

■ ENGLISH TEACHING MINOR (6 courses)

ENGL 150; ENGL 290; ENGL 225; ENGL
 226; ENGL 235; or ENGL 236 ENGL 305
 ENGL 310 or ENGL 356; plus ENGL 325
 ENGL 334; or ENGL 339

Special Note: Students must fulfill their Area 5 General Education requirement by taking ENGL 150 and their Area 7 requirement by taking a modern or classical language at least through 102.

*HUMA 222, HUMA 262 and WOLT 325 may be taken as ENGL electives. Students may take more than one ENGL 289, ENGL 489, or ENGL 491 course with the approval of the advisor and course instructor.

**All English majors are required to collect and submit a senior English portfolio (one essay or writing assignment from each ENGL course taken and a self-evaluative introductory essay) in order to fulfill graduation requirements (ENGL 499). During their coursework, English majors will store essays and writing assignments electronically under the supervision of their academic advisor(s). Senior portfolios (ENGL 499) are due at the conclusion of the English major's coursework. See www.snc.edu/english/portfolio.html

ENGL Courses

ENGL 101 English Composition – GS 9

This course helps students develop and discipline their powers of exposition through 1) an in-depth study of a few literary masterpieces that students write about and 2) a systematic series of rhetorical exercises to help them explain ideas in clear and effective writing. Available only through the College Credit Program. ENGL 101 does not fulfill an English major requirement.

ENGL 150 Introduction to Literature – GS 5 and GS 9

In this course, students 1) cultivate an appreciation for literature and 2) develop the skills of close reading and analysis of selected works from the genres of poetry, fiction, drama and nonfiction prose according to the various principles and techniques of literary criticism. Fall and Spring semesters.

ENGL 203 Science Fiction and Fantasy – GS 5

Science Fiction and Fantasy explores the importance of these two popular genres. Focal questions in the course are: What are the defining characteristics of science fiction and fantasy? What are the larger thematic issues these genres propose? More specifically, the course looks critically at constructions of race and gender, of spirituality, of technology, of colonization and of political Utopian/dystopian worlds. Authors may include George MacDonald, H.G. Wells, J. R. R. Tolkien, Arthur C. Clarke, Ursula K. LeGuin, Peter S. Beagle, Philip K. Dick, Octavia Butler, Samuel Delany, Margaret Atwood, Walter M. Miller, William Gibson, Philip Pullman, Neil Gaiman and a graphic novel and hypertext. Fall semester.

ENGL 212 The Modern British Novel – GS 5

This course traces the development of the British novel in the twentieth century by studying such writers as Conrad, Joyce, Woolf, Lawrence, Greene, Spark, Murdoch, Golding, Lessing and McEwan. It looks at the ways these authors have used and transformed their chosen literary genre, the novel and it also examines the modern

philosophical, psychological and sociological ideas that they have dealt with in their works. Alternate years.

ENGL 221 The American Short Story – GS 5

This course concentrates on the development of the American short story by studying selected works of Irving, Hawthorne, Poe, Twain, Harte, Bierce, Crane, James, Anderson, K. A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, Carver, Oates and others. The course includes analysis of individual stories and some attention to literary history and theory.

ENGL 222 Modern Poetry

This course explores modern poetry by poets in the context of modernism, an international, interdisciplinary movement that spanned both World Wars and included literature, music, drama, art and film. Featured poets may include progenitors Walt Whitman and Emily Dickinson, as well as W. B. Yeats, Ezra Pound, T.S. Eliot, Claude McKay, Wilfred Owen, William Carlos Williams, Robert Frost, H.D., Gertrude Stein, Mina Loy, Marianne Moore and Langston Hughes. Alternate years.

ENGL 225 Survey of English Literature 1 – Beginnings to Johnson

This course provides an overview of the continuity and development of the tradition of literature of the British Isles from the Anglo-Saxon period through Samuel Johnson. Readings aim to develop understanding and appreciation of the broad sweep of English literature and include such major works as "Beowulf" and "Sir Gawain and the Green Knight" and such authors as Chaucer, Spenser, Shakespeare, Jonson, Milton, Behn and Pope. Fall semester.

ENGL 226 Survey of English Literature 2 – Blake to the Present

This course provides an overview of the continuity and development of the tradition of literature written in the British Isles from William Blake to the present. The course includes such authors as the Romantic poets, the Victorian poets and prose writers, Hardy, Shaw, Conrad, Yeats, Woolf, Joyce,

Stoppard and Heaney. In addition, it covers the various historical movements of the English tradition -neoclassical, romantic, Victorian, modern and postmodern. The course fosters an appreciation for and understanding of, the broad sweep of modern English literature. Spring semester.

ENGL 235 / AMER 235 Survey of U.S. Literature 1 – Beginnings to 1865

This course introduces students to the major writers, literary movements and cultural and historical contexts in the United States from its origins to the end of the Civil War. Students examine American Indian creation stories, trickster tales, encounter narratives, Puritan prose and poetry, the literature of the Enlightenment and Revolutionary War, slave narratives and the rise of romanticism. Writers include Cabeza de Vaca, Bradford, Bradstreet, Rowlandson, Edwards, Wheatley, Rowson, Irving, Equiano, Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Harding Davis and Dickinson. Fall semester.

ENGL 236 / AMER 236 Survey of U.S. Literature 2 – 1865 to the Present

This course introduces students to the major authors, periods and literary movements in the United States from the end of the Civil War to the present. Students read the works of poets, fiction writers and dramatists from the rise of realism and naturalism, through the modernist movement in the U.S. to the postmodern era. Writers include Dickinson, Clemens, Crane, Jewett, Chopin, Black Elk, Frost, Stevens, Faulkner, O'Neill, O'Connor, Updike, Erdrich, Ginsberg and Plath. Spring semester.

ENGL 289 Special Topics

This small-group seminar concentrates on a variety of literary concerns and special interests, ranging from single authors to movements, motifs, or themes. Recent examples include:

- Classical and Contemporary Fairy Tales
- Fiction of Joseph Conrad and Graham Greene
- Literary Humor
- Creative Non-fiction
- Readings from Hell

Course is repeatable with advisor and Instructor's consent. Fall and Spring semesters.

ENGL 290 The English Language

This course helps students increase their understanding of the nature and theory of language and improve their proficiency in its use. Included are such topics as the history of the English language, phonology, morphology, syntax, semantics and the relationship between language and society. The course also includes study of traditional and transformational grammar. Fall semester.

ENGL 305 Literary Theory and Writing

This course is designed to help students develop their critical writing skills and to prepare them for the kinds of writing they will do in upper-level literature classes, including research-based essays. The course will explore writing as a process – from generating and organizing ideas, to peer reviewing, revising, editing and publishing. Furthermore, the course will introduce students to the discourse community of English by examining various theoretical approaches to literature, including close reading, psychoanalytic, feminist and gender, Marxist, poststructuralist, multi-cultural, new historicist and reader-response criticism. This course also introduces students to library research methods and documentation. Fall and Spring semesters.

ENGL 306 Professional Writing

This course gives the student systematic practice in developing a jargon-free, forceful prose style suitable for writing in professional contexts. Students will study grammar and style, conduct research and write and revise electronic correspondence, letters, profiles, reviews and reports. Students will conduct oral presentations as well.

ENGL 307 Fiction Workshop

This course covers the fundamental principles of writing short stories: plausibility, plot construction, point of view, characterization, setting, style and the use of evocative details. The approach is workshop-tutorial. Some readings in short fiction and in theories of fiction are required. Fall semester.

ENGL 308 Poetry Workshop

This course focuses on the writing of poetry. The approach is workshop-tutorial. Students will read and critique each other's works; they will also read works by currently publishing poets. Spring semester.

ENGL 309 African-American Novel

Beginning with one of the most important texts in the African-American literary canon, Frederick Douglass's slave narrative, the course traces the historical trajectory from ante-bellum autobiography to the contemporary protest novel in African-American literature. The course analyzes these texts in relation to a variety of social, political and artistic historical moments: the rise of slavery, Reconstruction, the Harlem Renaissance, the Black Arts Movement and the Civil Rights Movement. Writers include Harriet Jacobs, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, Nella Larsen, Richard Wright, Ralph Ellison and Toni Morrison. Alternate years.

ENGL 310 Contemporary Ethnic Fiction in the United States

This course examines race and ethnicity in American-Indian, Latino, African-American and Asian-American texts in the contemporary United States (1960s to present). The course investigates recurrent issues like immigration, memory and identity and the legacy of slavery, as we understand the political and cultural underpinnings of the texts. Writers include Louise Erdrich, Sherman Alexie, Junot Diaz, Sandra Cisneros, Toni Morrison, Walter Mosley, Gish Jen and Don Lee. Spring semester. This course meets the Literature and Cultural Diversity requirement for English majors with secondary education certification.

ENGL 311 / AMER 311 / WMGS 311 Women and Literature

Through exploring literary texts by women, this course analyzes how the construction of "woman," sex and gender has changed over time and investigates how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, the course engages with the most pressing issues in the field from ideas of women's literary voice to

claims that challenge female authorship altogether. Special topics may include Contemporary Women Writers, Gender and 19th Century Novel and Ethnic Women Writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Margaret Atwood, Bharati Mukherjee, Leslie Feinberg, Edwidge Danticat and Marjane Satrapi. Alternate years.

ENGL 312 Singles and Couples

This course looks at works of literature from various times and traditions that present two different ways of looking at the human self: in isolation ("singles") and in relationship ("couples"). The course also addresses the larger issue of the connection (or disconnection) between literature and lived human experience. Authors studied may include Euripides, Shakespeare, Dostoevsky, Virginia Woolf and Anne Tyler. Alternate years.

ENGL 314 Modern Drama – GS 10

This course helps students understand and appreciate drama. Students read, analyze, interpret and discuss works of representative modern American, British, Irish and Continental playwrights, from Henrik Ibsen to Sam Shepard. The emphasis is upon the development of modern drama from the Theater of Realism to the present. Dramatists discussed may include Ibsen, Strindberg, Chekhov, Brecht, Shaw, Bolt, Osborne, Synge, O'Casey, O'Neill, Wilder, Hansberry, Williams, Albee, Miller and Lanford Wilson.

ENGL 317 Nineteenth-Century American Novel

This course studies the American novel prior to World War I by surveying representative works from the romantic, realistic and naturalistic periods. Authors covered may include Cooper, Hawthorne, Melville, Stowe, Twain, Wilson, Chesnutt, James, Chopin, Dreiser and Wharton. Alternate years.

ENGL 318 The Modern American Novel

This course traces the development of the American novel from the end of World War I to the present. Placing examples of the genre within the changing social, artistic,

political and historical patterns of the twentieth-century United States, the survey includes the modernist voices of such writers as Fitzgerald, Hemingway, Faulkner, Steinbeck and McCullers and the contemporary and postmodern experiments of Ellison, Kerouac, Vonnegut, Beattie, Morrison and DeLillo. Alternate years.

ENGL 321 Dante: The Divine Comedy – GS 10

This course studies Dante Alighieri's "Divine Comedy" as a mutual endeavor on the part of students and instructor to appreciate and comprehend that great medieval vision of human nature, purpose and values and to confront the questions about values that Dante poses for contemporary human beings. In this process readers journey through hell, purgatory and heaven, eventually returning to live in the here-and-now with a fuller understanding of who they are.

ENGL 322 Medieval Literature – GS 10

This course follows the development of Western thought as exhibited in literature from the late classical to the Renaissance (modern) world, using such texts as "On Christian Doctrine," "The Consolation of Philosophy," "Beowulf," "The Song of Roland," "The Quest of the Holy Grail," "The Cloud of Unknowing," and "Le Morte D'Arthur." The course shows how aspects of medieval religion, philosophy and aesthetics linger and influence the ways we think, read and write today. It addresses concerns and themes that pervade works of the early and late medieval periods (quest, apocalypticism, the value of this world, mystical experience) and uncovers links that define the Middle Ages as a period historically, culturally and artistically.

ENGL 323 / AMER 323 The Harlem Renaissance

This course examines the flowering of culture – in the areas of literature, music, dance and art – which took place predominantly during the 1920's for black Americans located in Harlem New York, a movement that has become known as the Harlem Renaissance. The course places this cultural renaissance, or rebirth, within the historical contexts out of which it grew: the

modernizing America in a post-WWI era, the rise of jazz and the blues and the Great Migration, among other factors. Some of the writers, intellectuals, visual and performing artists might include Zora Neale Hurston, Langston Hughes, James Weldon Johnson, Nella Larsen, Claude McKay, Alain Locke, Helene Johnson, Romare Bearden, Jacob Lawrence, Bessie Smith, Ma Rainey and Duke Ellington. Alternate years.

ENGL 325 Chaucer

This course discusses Chaucer's early poetry, "Troilus and Criseyde," and "Canterbury Tales" from linguistic, historical and especially artistic points of view. Spring semester, alternate years.

ENGL 326 Shadows and Illuminations: This course examines the spiritual quest for meaning or transcendence, which can be thought of metaphorically as either a journey down or a journey up. Seen as a journey down, this is a descent into depth, into what Joseph Conrad called "the heart of darkness"; this is a realm of shadow and often uncanny fear and uncomfortable journey and yet it is often a necessary – perhaps even beautiful and life-expanding – part of the search for meaning. The journey up is the ascent to enlightenment or illumination, described by many different religious traditions and portrayed by literary artists as different as Dante, Flannery O'Connor and Steven Spielberg. The course will use works drawn from various periods, traditions and genres to examine these two aspects of the spiritual journey and to reflect on the way literary texts can present enhance and perhaps even embody such a journey. Alternate Years.

ENGL 329 / AMER 329 Literature of Service

This course addresses concepts of American culture through the dual lenses of literary texts and community-based learning. The course explores individuals and communities in crisis or transition as a result of poor health, poverty, immigration, homelessness and gendered, sexual, racial or ethnic discrimination. Throughout the semester, paired students regularly volunteer at local community service

agencies and expand their knowledge of these concepts by writing reflection journals as well as various forms of researched persuasive critical writing (literary analysis, opinion editorials, grant proposals and newsletters). Authors may include Dorothy Day, Robert Coles, Jane Addams, Edward Bellamy, William Carlos Williams, Nathaniel Hawthorne, Charlotte Perkins Gilman, Fae Myenne Ng, Li-Young Lee and Anna Deavere Smith.

ENGL 334 Milton

This course begins with a study of Milton's early poetry and prose and moves to a concentration on his greatest works: "Paradise Lost," "Paradise Regained," and "Samson Agonistes." Spring semester, alternate years.

ENGL 339 Shakespeare's Drama

This course surveys Shakespeare's drama and usually includes representative plays from the following categories: history, comedy, tragedy and romance. In essence, it includes a dramatic sampler of Shakespeare's finest works. Fall semester.

ENGL 356 The Postcolonial Novel

(See Infrequently Offered Courses section of the catalog.)

ENGL 358 Nineteenth-Century English Novel

This course studies representative novels and emphasizes the movement from romanticism to Victorian social criticism and on to the beginning of modernism. It may include works by Austen, Dickens, Thackeray, the Brontes, Trollope, Meredith, Collins, Braddon, Stevenson, Eliot and Hardy. Alternate years.

ENGL 385 Concepts of Heroism in Western Culture – GS 10

This course studies the concepts of heroism expressed in the literature of several different eras of Western culture, including: classical, medieval, Renaissance, neo-classical, romantic and modern. The representative literary works vary, but may include Homer's "Odyssey," "Beowulf," "Sir Gawain and the Green Knight," Shakespeare's "Henry V," Voltaire's "Candide," Charlotte Bronte's "Jane Eyre,"

Brecht's "Mother Courage and Her Children," and Ellison's "Invisible Man." The course encourages students to assess the human values implicit in the literary selections and to develop their own views of human success and greatness with the help of those studied in the course.

ENGL 425 Advanced Seminar in Creative Writing and Contemporary Literature

Students critique each other's fiction and poetry and study the works of contemporary writers and poets. The class includes individual tutorial sessions. Students are expected to complete a portfolio of three prose pieces, 15 to 20 poems, or some combination of the two. Prerequisite: ENGL 307 or ENGL 308. Fall semester.

ENGL 489 Advanced Seminar in English Literary Studies

This seminar offers junior and senior English majors (and minors with instructor consent) the opportunity to concentrate on a special problem or theme or on an author or combination of authors. Recent examples include:

- James Joyce's "Ulysses"
- T. S. Eliot
- Authoring Arthur
- Henry James
- Dickens
- Gender and Sexuality in 19th Century U.S. Literature

Course is repeatable with advisor and Instructor's consent.

ENGL 490 Independent Study

This course allows staff and students to explore together topics of special interest.

ENGL 491 Advanced Tutorial in Creative Writing

Students work with the instructor and three to five other students on the writing of poetry and/or short fiction. Some readings of contemporary writers will be assigned. Students are expected to write and revise about three short prose pieces, 10 to 12 poems, or some combination of the two. Prerequisite: ENGL 307 or ENGL 308. Course is repeatable with advisor and Instructor's consent. Spring semester.

ENGL 494 Internship

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Junior or senior standing and Instructor's consent.

ENGL 499 English Portfolio**0 courses / 0 credits**

All English majors are required to collect and submit a senior English portfolio (one essay or writing assignment from each ENGL course taken and a self-evaluative introductory essay) in order to fulfill graduation requirements (ENGL 499). During their coursework, English majors will store essays and writing assignments electronically under the supervision of the academic advisor(s). Senior portfolios (ENGL 499) are due at the conclusion of the English major's coursework at the College. Senior English majors enroll in ENGL 499 during their final semester. Prerequisite: Senior standing and Instructor's consent.

English as a Second Language

www.snc.edu/catalog/esli_main.htm

The English as a Second Language (ESLI) Institute was established in 1993 to support St. Norbert College's efforts to internationalize the campus and the curriculum. The ESLI broad mission is:

To provide intensive, multi-skill, English language instruction and related support services to enable students to learn English and adjust to American culture so that they can succeed in American university classrooms and in an English-speaking environment.

Program Description

The ESLI offers a non-credit, multi-level, intensive English as a Second Language (ESLI) program for international students. Classes are held four hours daily in St. Norbert College classrooms. The program offers three levels of instruction with enrollment at the beginning of each semester and at mid-semester. Session length is 16 weeks. Average class size is 10 students. Maximum class size is 15 students. Sessions begin in January, March, May, June, July, August and October.

ESL Faculty

Jana Dettlaff, ESL Instructor
 Christina Hankwitz, ESL Instructor
 Olga Henek, ESL Instructor
 Dawn Shimura, ESL Instructor
 Susan McGinnity, ESL Instructor
 Richard Porior, ESL Director
 Linda Wanless, ESL Office Manager

■ THE ESL INSTITUTE OFFERS FOUR PROGRAM CERTIFICATES:

1. Completion of the ESL program with recommendation to St. Norbert College degree program
2. Completion of the ESL program
3. Certificate of Participation
4. Certificate of Registration

1. ESL completion with recommendation to degree program:

Students wishing to receive a certificate of program completion with a recommendation to begin a full-time degree program at St. Norbert College need to complete the following courses:

- a. Advanced Academic Reading
- b. Advanced Academic Writing
- c. Advanced Lecture and Note Taking
- d. Advanced American Film and Culture or Issues for Debate and Discussion

In order for students to advance from one level to the next, they must earn a minimum grade of "B-" in each class. Students may advance to the next level in May, August and January.

One level is defined as a 16-week semester, fall or spring, or 12-weeks of summer sessions (Summer 1, 2 and 3). College-bound students must take a full 12-week summer program to complete a level.

2. Certificate of ESL Completion:

Students wishing to receive a certificate of program completion (without a recommendation for college courses) need to complete the following courses:

- a. Advanced Academic Reading
- b. Advanced Academic Writing
- c. Any two listening/speaking courses with a course number of 80 or higher.

ESL Elective courses:

Speaking/Listening electives may include the following courses:

- ESLI 063 Intermediate Listening
- ESLI 064 Speech and Drama
- ESLI 065 American Society
- ESLI 066 Culturally Speaking
- ESLI 067 Public Speaking
- ESLI 074 Literature and Video
- ESLI 081 Current Events
- ESLI 086 Issues for Debate and Discussion
- ESLI 095 American Film and Culture

3. Certificate of Participation:

The Certificate of Participation is given to students who made satisfactory progress in their classes but did not complete the advanced-level course.

4. Certificate of Registration:

The Certificate of Registration is given to students who registered for classes but did not attend classes or did not make satisfactory progress in their classes.

ESLI Courses

Beginning Level Courses: (only offered in summer and when enrollment is high)

- ESLI 042 Beginning Reading
- ESLI 043 Beginning Writing
- ESLI 044 Beginning Speaking
- ESLI 045 Beginning Listening
- ESLI 046 High Beginning Speaking/Listening

Elementary Level Courses:

- ESLI 052 Elementary Reading
- ESLI 053 Elementary Writing
- ESLI 054 Elementary Speaking
- ESLI 055 Elementary Listening

Intermediate Level Courses:

- ESLI 063 Intermediate Listening
- ESLI 064 Speech and Drama
- ESLI 065 American Society
- ESLI 066 Culturally Speaking
- ESLI 067 Public Speaking*
- ESLI 068 Current Events
- ESLI 069 Literature and Video
- ESLI 072 Intermediate Reading
- ESLI 073 Intermediate Writing
- ESLI 083 Business Writing*
- ESLI 085 / CIE 335 Business Issues
- ESLI 086 / CIE 331 Introduction to U.S. Political History
- ESLI 088 / CIE 333 American Literature
- ESLI 089 / CIE 336 Intercultural Communication

Advanced Level Courses:

- ESLI 091 Lecture/Note taking
- ESLI 092 Advanced Reading
- ESLI 093 Advanced Writing
- ESLI 095 American Film and Culture
- ESLI 096 Issues for Debate and Discussion

**Usually only offered in the summer*

The following non-credit courses are only open to non-native speakers of English who need to improve their English language skills before beginning a degree program. These courses are offered by the English as a Second Language Institute (ESLI), a program of the Center for International Education (CIE) housed in the Bemis International Center (BIC). The ESL Institute teaches non-credit intensive English to foreign students in preparation for college studies and other professional purposes. Full-time ESL students take classes 20 hours each week, four hours daily, in four levels of instruction: Beginning, Elementary, Intermediate and Advanced. Please refer to www.snc.edu/esl for more information.

ESLI 042 Beginning Reading

This course teaches beginning level students skills to increase their reading vocabulary, speed and comprehension. Students are introduced to reading strategies such as skimming, scanning, guessing meaning from context, previewing and predicting. Books and materials include short passages, simplified short stories and news articles and a short, abridged ESL novel. This course is normally only taught in the summer.

ESLI 043 Beginning Writing Class

This course teaches beginning level students basic writing skills. Students learn to write simple and compound sentences and short, well-organized simple paragraphs which include title, topic sentence, supporting sentences and a conclusion. Students practice correct punctuation and capitalization, learn spelling rules and cursive writing. In grammar, students study simple verb tenses, nouns, pronouns, adverbs and adjectives. This course is normally only taught in the summer.

ESLI 044 Beginning Speaking

This course helps students learn and practice communicating in everyday situations including asking and answering questions, using the telephone, taking messages, initiating conversations, asking for directions, making invitations and closing conversations. Class activities include role-playing, small-group activities and short presentations. This course is normally only taught in the summer.

ESLI 045 Beginning Listening

This course trains students to hear English sounds, words, stress and intonation patterns. Students listen to taped conversations and monologues on topics of general and cultural interest. The focus in this class is on listening to discourse that is one to five minutes in length. Students work on understanding phrases, simple sentences and questions. This course is normally only taught in the summer.

ESLI 046 High Beginning Speaking / Listening (Connect with English)

This speaking/listening course is based on a video series of connected story lines. Students gain confidence in listening to and speaking everyday English. Classroom activities include small-group discussions, 2-3 minute oral presentations and role-playing.

ESLI 052 Elementary Reading

This reading skills course develops skills in reading speed and comprehension. Students are introduced to reading strategies such as skimming, scanning, guessing meaning from context, previewing, predicting, making inferences and giving opinions. Reading materials include short stories, news articles, computer passages and a simplified novel.

ESLI 053 Elementary Writing

In this course students learn to write well-organized and coherent paragraphs that include a topic sentence and detailed supporting sentences. Students practice a variety of writing styles and forms, which may include narrative, descriptive and expository paragraphs, journals and letters. By the end of the term, students understand and write a three-paragraph

essay. Grammar study includes review and practice of the simple and present perfect tenses, study and practice of noun forms, adjectives, modals, gerunds and infinitives.

ESLI 054 Elementary Speaking

In this course students actively practice speaking skills for a variety of situations including requesting and giving information and practice strategies for beginning, maintaining and ending a conversation. Special attention is given to pronunciation, intonation and correct grammar usage. Activities may include making introductions, giving demonstrations and short speeches, role-playing and group discussions. Active participation in daily classroom activities is required.

ESLI 055 Elementary Listening

In this course students learn to listen for details and inferences as well as main ideas. Students summarize passages heard on tape or video. Students learn to discriminate between different stress and intonation patterns, recognize and identify verb tenses, possession markers and plurality.

ESLI 060 Introduction to TOEFL (for beginning and elementary students only)

(See Infrequently Offered Courses section of the catalog.)

ESLI 061 Pronunciation

This intermediate-level course trains students to be more fluent and comprehensible in English. This course focuses on both the segmental and suprasegmental features of American English. Students learn appropriate intonation, stress, reduction and linking patterns through the use of models. Practice of these patterns is taught through activities which may include jazz chants, reciting poems and limericks, telling jokes and anecdotes, reading short stories aloud and acting out dialogues. Active participation in daily classroom activities is essential.

ESLI 062 TOEFL (for intermediate- and advanced-level students)

(See Infrequently Offered Courses section of the catalog.)

ESLI 063 Intermediate Listening

This course introduces students to pre-college academic lectures and note taking as well as to different aspects of American humor through the use of taped lectures and radio broadcasts. Students develop skills to understand main ideas and significant details, inferences and cultural aspects of American humor.

ESLI 064 Speech and Drama

In this course students improve their ability to speak English in a more natural, native-like manner. Emphasis is given to standard pronunciation, appropriate intonation, exaggerated expression, idioms and slang, along with body language to convey emotion and meaning. Classroom activities may include skits, planned and impromptu speeches, monologues and scenes from plays.

ESLI 065 American Society

In this content-based listening/speaking course, students are introduced to American culture and values. Class themes include education in America, ethnic and racial assimilation, women and work, American government, religion and entertainment. Activities may include reading, discussing and analysis of video/movie segments. Classes are frequently supplemented with class trips in the community. Students develop confidence in their ability to use American English as they gain a better understanding of American society.

ESLI 066 Culturally Speaking

This speaking course introduces students to American culture through classroom discussions and role-playing. The class focuses on improving aural/oral skills while giving students the opportunity to communicate in authentic language situations. Students improve listening and speaking skills by comparing and contrasting cultures including their own.

ESLI 067 Public Speaking

This course develops the oral communication skills of intermediate- and advanced-level ESL students. Emphasis is given to speaking in academic, business and professional situations. Reading and writing are also required components of the class. Students develop analytical skills by identifying issues, evaluating options and solving problems. A wide variety of materials and methods may be used to achieve course goals.

ESLI 068 Current Events/News

In this course students continue to improve listening comprehension and speaking skills. Students participate in discussions of current social and political issues. Students gather and organize information from sources that include television news, newspapers, magazines, personal interviews and electronic media. Students engage in a variety of activities including out-of-class research, in-class listening exercises, small and large group discussions of news reports and oral and written presentations.

ESLI 069 Literature and Video

This course introduces students to popular genres in literature and video which include action/adventure, romance, science fiction or fantasy. The focus of this class is on what makes each genre different and how genres are developed. Students analyze various text types including short stories, poems, novels and film. Students evaluate character, plot and setting.

ESLI 072 Intermediate Reading

This intermediate-level reading class emphasizes reading strategies such as skimming for ideas, scanning for specific information, separating fact from opinion, guessing meaning from context, making inferences and understanding humor. Students improve reading speed and comprehension using such materials as short stories, news articles, abridged and unabridged novels. An important part of the course is the transition from ESL reading material to authentic first-language texts.

ESLI 073 Intermediate Writing

This course teaches students to develop a written paper into a unified, coherent, well-supported five-paragraph college-style essay that incorporates clearly written sentences in a variety of styles and mature (complex) sentences. Writing tasks include in-class timed essays, out-of-class process essays with two to three drafts each, summaries of newspaper and magazine articles and reactions to readings with opinions and personal reflections.

ESLI 091 Advanced Lecture/Note Taking

In this class students develop the ability to listen to extended speech and lectures, identify key ideas, supporting details and organizational patterns. Content includes guest lectures and lectures on tape. Students are required to observe and report on several college lecture classes. Students learn to take comprehensible notes using note-taking symbols and abbreviations.

ESLI 092 Advanced Reading

In this class students are exposed to the kinds of reading that they can expect to find in their college courses. Course materials include college textbook material, newspaper and journal articles, essays, a full-length unabridged novel, short stories and poetry. Students continue to practice inferencing, skimming, scanning and summarizing. Students respond to readings through writing, discussions and oral reports.

ESLI 093 Advanced Writing

This pre-college writing course requires students to use all writing skills to write timed and drafted essays, complete essay exam questions and complete a 15-20 page research paper. Skills taught include brainstorming, outlining, researching, drafting and redrafting, preparing and using note, source and bibliography cards. Students research, analyze and evaluate issues. In addition, students summarize, paraphrase, quote and document sources.

ESLI 095 American Culture and Film

This is a multi-skill advanced level content-based course that focuses on film and American culture. Students refine their listening comprehension, verbal and nonverbal communication skills, reading comprehension and ability to write critical reviews. Through the viewing of selected films that deal with American culture and subcultures and through readings and discussions, students gain a better understanding of the different facets of American culture while improving their English language skills.

ESLI 096 Issues for Debate and Discussion

This listening/speaking course is for high intermediate- and advanced-level students. Students continue to build confidence in speaking by participating in class discussions and debates and by making individual oral presentations. Students learn conversational strategies such as agreeing and disagreeing, interrupting and asking for clarification. Students listen to tapes and videos in both formal and informal English. Topics of discussion typically include environmental issues, gun control, abortion, AIDS, homelessness and sexual harassment.

Environmental Science

www.snc.edu/environmentalscience

Environmental Science is an interdisciplinary major which requires advanced course work in the areas of biology, geology and chemistry. The Environmental Science program has several objectives 1) to provide the student with a solid science foundation balanced with a liberal arts education 2) to provide a foundation in the specifics, theory and concepts of environmental science as a prerequisite for post-graduate study or for positions in government service and industry 3) to develop research skills in the student and 4) to develop in the student a contemporary environmental ethic based on a scientific understanding of natural processes.

A key component of the Environmental Science major is 'independent research', which students are required to complete by taking BIOL 428, GEOL 428, or ENVS 428 under the supervision of an appropriate faculty member. The products of this research (at the minimum a written report but in some cases including an oral presentation) not only arm the student with evidence that the major's objectives have been accomplished but also serves as a primary vehicle for assessment of the major.

Environmental Science Faculty

- Anindo Choudhury, Associate Professor of Biology and Environmental Science
- Nelson Ham, Associate Professor of Geology and Environmental Science
- James H. Hodgson, Professor of Biology and Environmental Science
- David Poister, Associate Professor of Chemistry and Environmental Science

Graduate School Advisor: Dr. David Poister

Course Requirements

■ ENVIRONMENTAL SCIENCE MAJOR (17 courses, 6 in Biology)

Required Courses:

- BIOL 120 General Biology 1
- BIOL 121 General Biology 2
- BIOL 201 Botany
- BIOL 228 Ecology
- BIOL 338 Limnology
- BIOL 428 Environmental Biology Research
or GEOL 428 Environmental Geology Research
or ENVS 428 Environmental Science Research
- CHEM 105 General Chemistry 1
- CHEM 107 General Chemistry 2
- Either CHEM 216 Organic Chemistry
or CHEM 220 Organic Chemistry 1
- ENVS 300 Environmental Science

- ENVS 310 Environmental Chemistry
- GEOL 105 Geology
or GEOL 107 Environmental Geology
- GEOL 225 Hydrogeology
- MATH 124 Survey of Calculus
or MATH 131 Calculus and Analytical
Geometry
- SSCI 224 Basic Statistics
or BUAD 284 Statistics for Business and
Economics

Electives (minimum of one of the following):

- BIOL 350 Microbiology
- BIOL 355 Invertebrate Biology
- BIOL 380 Plant Ecology
- BIOL 390 Ichthyology
- BIOL 489 Special Topics

It is recommended that the student select courses in the physical and earth sciences as electives, such as PHYS 121, PHYS 122 and GEOL 307. For students interested in graduate study, we also recommend course work in biology at the suborganismal level (e.g. BIOL 244).

■ ENVIRONMENTAL SCIENCE MINOR (6 courses)

BIOL 120 or 180, BIOL 228, ENVS 300 and three electives above the BIOL 200 level chosen from the core or elective listing of the Environmental Science major program.

EVSC Courses

ENVS 300 Environmental Science – GS 11

Environmental Science is an interdisciplinary field of study which relies on the principles of biology, chemistry and geology as well as the social sciences to explain complex natural systems. ENVS 300 is a survey course in this field and discusses how natural systems function with an emphasis on how these systems have been affected by human activity. Recent advances in scientific research indicate that in addition to the well-known local and regional effects of human activity on the environment, humans are changing the world we live in on a global scale. The possible ramifications of the environmental issues discussed in this course make the material both relevant and controversial. An attempt is made to present information in an objective, scientific manner allowing students to reach their own conclusions regarding the proper response to environmental threats and to develop a personal environmental ethic.

Environmental Science majors may not take ENVS 300 as their Area 11 requirement. Students may not take both ENVS 300 and SSCI 301 for credit.

ENVS 310 / CHEM 302 Environmental Chemistry

This course uses the principles of chemistry to understand natural systems and assess human impact on these systems. Lecture topics will include atmospheric chemistry, the chemistry of natural aqueous systems, data collection and interpretation and the chemistry of pollutants such as anthropogenic organic compounds and heavy metals. The laboratory aspect of the course will focus on analytical techniques commonly used in environmental analysis such as high performance liquid chromatography, gas chromatography, inductively coupled plasma and numerous wet chemical techniques. Prerequisite: CHEM 107.

ENVS 428 Environmental Science Research

In consultation with the instructor, students design and execute a research project or study in the area of environmental science or environmental chemistry. This course is generally taken by Environmental Science majors in their senior year to fulfill their research requirement.

French

www.snc.edu/ml

The French program offers a wide variety of French language courses, in addition to courses on French and Francophone culture, civilization and literature. Students may choose an academic major or minor in French; a teaching minor is also offered. Students completing 204 with an average of “B” or better obtain a French Language Certificate. French students may combine their studies with majors or minors in a variety of disciplines, such as international business, international studies and education. The French Faculty occasionally offers literature and culture courses in English in the General Education Program.

The objectives of the French program are to enable students to communicate effectively in French and to understand and appreciate the cultures and values of the French and Francophone world. Studies in French help students increase their awareness of their own values and beliefs as well as those of French and Francophone cultures; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language requirements of graduate programs in the study of languages and comparative literature; and prepare students for various careers in an increasingly global society.

All French courses are taught in French, which students are expected to use in class. In addition, courses at the beginning, intermediate and advanced levels require formal oral presentations and papers in French. Each presentation and paper is carefully assessed and provides students with constructive feedback. In the senior capstone course (FREN 400), students are required to write a major research paper in French. Students pursuing certification to teach French must achieve a 3.0 GPA in their major or minor, including earning a “B” or better in their senior capstone course.

The French discipline hosts a foreign language teaching assistant (FLTA) from France each year. This graduate student comes to us from our direct exchange partner, the Catholic University of Lille. The FLTA attends French classes, helps students with their work, serves as a resource about France and our exchange program at the Catholic University and helps with the French Club. Recently chartered, the French Club promotes and increases awareness of French and francophone cultures on campus through a variety of activities. Other study abroad opportunities for students include the American Institute for Foreign Study in Grenoble and Paris.

French Faculty

Linda Beane Katner, Associate Professor of French
Tom Conner, Professor of French

Course Requirements

■ FRENCH MAJOR (8 Courses above 300)

FREN 305 Introduction to French Literature and Literary Criticism
 FREN 328 Classicism
 FREN 349 Nineteenth-Century French Literature
 or FREN 350 Twentieth-Century French Literature
 FREN 375 French Civilization
 FREN 400 Senior Capstone Seminar
 3 electives

French majors are required to complete at least one academic semester in a country where French is spoken. A minimum cumulative St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

■ FRENCH ACADEMIC MINOR (4 Courses above 300)

Four courses above 300 constitute a minor in French. These must include FREN 305, FREN 375, FREN 400 and one elective

■ FRENCH TEACHING MINOR (4 Courses above 300)

Available only to students in education. Courses: FREN 305, 375, 390 (taken during the immersion experience), and one elective. In addition, all students seeking certification to teach a modern language must complete a language immersion experience in an educational setting of at least 6-8 weeks in duration in a country where French is primarily spoken.

■ FRENCH TEACHING CERTIFICATE

intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the 101-204 sequence with an overall GPA of 3.00 "B" in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert

College through the Modern Languages and Literatures curriculum and the student must earn a 3.00 "B" or higher in this course. A student who places beyond the 204 level (e.g. 304 or 305) still must complete one class on campus and receive a grade of 3.00 "B" or higher in that class. A student who might be interested in a certificate could take four classes (FREN 101, FREN 102, FREN 203, FREN 204) at St. Norbert College. However, students who might be interested in a Certificate could place into FREN 203 or FREN 204 and would only have to take one or at most, two classes.

See "Modern Languages and Literatures" section for additional information on all St. Norbert College language programs, policies and courses.

FREN Courses

FREN 101 Elementary French 1

An intensive introduction to practical French with an emphasis placed on the language skills: understanding, speaking, reading and writing. Four class periods per week. Fall semester.

FREN 102 Elementary French 2 – GS 7
 Continuation of FREN 101. Fall and Spring semesters.

FREN 203 Intermediate French 2 – GS 7
 Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Four class periods per week. Prerequisite: FREN 102. Fall and Spring semesters.

FREN 204 Intermediate French 2 – GS 7
 A continuation of 203 with emphasis on developing facility in oral and written expression. Prerequisite: FREN 203. Spring semester.

Advanced FREN Courses in Civilization, Language and Literature:

FREN 305 Introduction to French Literature and Literary Criticism

An introduction to major trends in French literature, including critical terminology and concepts, through class discussion of major works of poetry, prose and drama.

Prerequisite: FREN 204 or Instructor's consent. Fall semester.

FREN 328 Classicism

A study of the thought and literary movements of the 17th century, as seen in the works of authors such as Corneille, Racine, Moliere, Mme. de Lafayette and La Fontaine. Prerequisite: FREN 305 or Instructor's consent. Fall semester, alternate years.

FREN 349 Nineteenth-Century French Literature

A study of the major trends in the French novel: romanticism, realism and naturalism as seen in the works of authors such as Chateaubriand, Balzac, Hugo, Baudelaire, Flaubert and Zola. Prerequisite: FREN 305 or Instructor's consent.

FREN 350 Twentieth-Century French Literature

A critical study of the major French novelists of the twentieth century: Proust, Gide, Sartre, de Beauvoir, Sagan, Camus. Prerequisite: FREN 305 or Instructor's consent.

FREN 375 French Civilization

A background of history, art and institutions as an aid to the understanding of the principal movements in French literature and

thought and to appreciate the French people. Prerequisite: FREN 204 or Instructor's consent. Spring semester, each year.

FREN 389 Special Topics

Topics of special interest, dealing with Francophone literature, civilization or culture. Course may be taken more than once for credit if topic is different. Prerequisite: FREN 305 or Instructor's consent. Generally taken abroad.

FREN 390 Advanced Conversation and Composition

Emphasis on developing facility in oral expression based on Francophone literatures and cultures. Attention to phonetics, pronunciation and syntax. Development of more difficult and sophisticated patterns of expression. Prerequisite: FREN 305 or Instructor's consent. Generally taken abroad.

FREN 400 Senior Capstone Seminar

This course will examine a host of contemporary issues in post-1945 French and Francophone society through various media, including literature. Focus will vary from year to year but will generally include an in-depth look at decolonization, French Indochina, the Algerian war of independence, immigration, racism, the European Community and women's issues. Course work stresses oral and written communication. Prerequisite: FREN 375. Spring semester, alternate years.

FREN 490 Independent Study

For upper-level students in lieu of a regular course; plan of work must be approved before registering. Reports, papers and examination required. Prerequisite: Two courses above FREN 204 or Instructor's consent.

Geography

www.snc.edu/geography

Geography affords a broad perspective for studying and interrelating human and natural phenomena – locally, regionally and at the global scale. It is an integrative discipline that brings together physical and human dimensions of our world in the study of peoples, places and environments. Geography's hallmark is the analysis of spatial distributions and relationships to explain how and why peoples, cultures, economies and political activities, physical environments and natural resources vary from place to place. Geography's spatial perspective complements both social and natural science methods, as well as aesthetic humanistic approaches. Geography provides an intellectual bridge between disciplines and a meaningful foundation for a liberal arts education.

Geography is an elective subject. No major program is offered.

Geography Faculty

Mark Bockenbauer, Professor of Geography
John Chandik, Adjunct Instructor of Geography

GEOG Courses

GEOG 120 Physical Geography (See Infrequently Offered Courses section of the catalog.)

GEOG 140 World Regional Geography – GS 3

This course introduces geographic themes and topics of increasing relevance in our global society and enhances awareness and appreciation of other peoples and places in the world. Through this regional survey of lands and life, students gain a better grasp of differences and commonalities among the world's physical and human landscapes and what these mean in our lives here in the U.S. Regional profiles include aspects of the physical environment, population distribution, cultural landscapes and selected historical, political and economic issues – all from a spatial point of view. This regional approach consistently emphasizes place names and map work.

GEOG 225 Social Geography – GS 3

This course provides an introductory survey of geographic themes and concepts of

social and cultural relevance in our fast-changing world. The course also offers an opportunity to raise understanding and appreciation for geographic realities in the lives of people across the globe, as well as in our own daily existence – past, present and future. Topics include population dynamics, migration, ethnicity, gender, language, religion, urbanization and the political landscape. Geographic aspects of these social issues are examined on a variety of scales in diverse locales. Map work is emphasized; one full-day urban field trip is conducted.

GEOG 354 Geography Field Study

A geographic exploration of a particular country or region, focusing on the natural environment, history of human activity and interaction and cultural landscapes of both the past and present. Travel course. Field study costs not included in tuition.

GEOG 363 Global Urbanization – GS 11

This course focuses on the development of the present global urban system - primarily, but not exclusively, from a geographic perspective. Topics include: the origins and

evolution of cities in both the developed and developing world (non-industrial to post-industrial -with special attention to U.S. urban growth); models of internal structure of cities; and, the recent growth of both "world cities" (those power centers that dominate the global economy) and of the developing world's fast-growing "megacities." Both the enduring promise and the persistent problems of urbanization across the globe are addressed. The functions and meanings of cities will be explored from various cultural perspectives.

GEOG 489 Special Topics

Examination of selected topics of interest to faculty and students, such as urbanization, demographics, maps and map-making, Geographic Information Systems, cultural landscapes, in-depth regional explorations or other topics.

Geology

www.snc.edu/geology

Geology integrates the disciplines of biology, chemistry, physics and mathematics in the study of Earth processes and history. The geology paradigm emphasizes knowledge of fundamental skills such as rock and mineral identification, recognition of geologic structures and basic geologic mapping. In addition, students are encouraged to learn and apply the scientific method. This approach allows for the greatest flexibility in solving geologic problems. In accordance with the Mission of St. Norbert College, the faculty strive to make the major intellectually demanding and personally rewarding while challenging students to consider moral and ethical issues regarding human-induced changes of the Earth and use of its natural resources.

The geology major prepares students to directly enter the workforce as entry-level geologists or to pursue advanced study and research at the graduate level. The major is based on a foundation of courses in the traditional natural sciences. All students must take courses in chemistry, physics and mathematics. The required courses in geology provide an overview of the basic fields of study in geology such as mineralogy, petrology, structural geology, hydrogeology and surficial processes. All geology courses include a laboratory component. Geologists typically find employment in state and federal geological surveys or regulatory agencies, in educational institutions or in private business such as environmental consulting firms.

Geology Faculty

Tim Flood, Associate Professor of Geology
Elizabeth Gordon, Assistant Professor of Geology
Nelson Ham, Associate Professor of Geology

Graduate Advisor: Any Geology faculty member

Course Requirements

■ GEOLOGY MAJOR (14 Courses)

Required Courses:

GEOL 105 Geology
 or GEOL 107 Environmental Geology
 or GEOL 120 Geology of Wisconsin
 GEOL 225 Hydrogeology
 GEOL 300 Mineralogy
 GEOL 320 Petrology
 GEOL 322 Sedimentology and Stratigraphy
 GEOL 325 Structural Geology
 GEOL 450 Geology Field Camp
 CHEM 105 General Chemistry 1

CHEM 107 General Chemistry 2
 PHYS 111 Fundamentals of Physics 1
 and PHYS 112 Fundamentals of Physics 2
 or PHYS 121 General Physics 1
 and PHYS 122 General Physics 2
 MATH 131 Calculus and Analytic Geometry 1

Electives:

Two courses from the following list (only one may be at the 100 level): GEOL 115, GEOL 120, GEOL 240, GEOL 250, GEOL 301, GEOL 307, GEOL 330, GEOL 350, GEOL 354, GEOL 428, GEOL 490, GEOL 492, GEOL 496, BIOL 450

All geology majors are required to attend a summer geology field camp (typically 5 to 6 weeks long), usually taken between the junior and senior years of undergraduate study.

Senior Thesis (GEOL 496) and a second semester of Calculus and Analytic Geometry (MATH 132) are strongly recommended for those students who plan to attend graduate school.

■ GEOLOGY MINOR (6 Courses)

Students may receive an academic minor in geology by successfully completing six courses approved by the geology discipline. Only one course at the 100 level may count toward the minor, except with approval of the geology discipline.

GEOL Courses

GEOL 105 Geology – GS 4

A study of geological phenomena involved in the formation of the earth's surface and subsurface features, the interrelationship between humans and the geological environment and the application of the science of geology to problems resulting from the ever-more intense use of the materials of the earth's crust. The course includes lectures, discussions, labs and field trips. Fall and Spring semesters.

GEOL 107 Environmental Geology – GS 4

This course provides an introduction to geologic processes with a special emphasis on the interaction of these processes with humankind. Topics include geologic hazards (e.g. earthquakes, volcanoes, flooding), geologic resources and human impacts on the natural environment such as groundwater contamination and mining. Includes lectures, discussion, labs and field trips. Fall semester.

GEOL 115 General Oceanography – GS 4

This course provides an overview of the ocean sciences, with emphasis on the interplay between its geological, physical, chemical and biological processes. The control of oceans on Earth's climate will be examined, as well as possible human

impacts on climate and global sea level changes. Other human concerns, including marine pollution problems and species extinction, will be addressed.

GEOL 120 Geology of Wisconsin – GS 4

A course that explores the geology of the state of Wisconsin. The first part of this course focuses on basic physical geology, including rock and mineral identification, topographic and geologic map reading and interpretation of geologic history using lab and field techniques. The second part of this course is a detailed study of the geologic history of Wisconsin within the context of the Lake Superior region. Includes lectures, discussions, labs and field trips.

GEOL 225 Hydrogeology

This course provides an overview of the hydrologic cycle with emphasis placed on the study of groundwater. Discussions include the fundamental characteristics of aquifers (porosity and permeability), the geologic settings of groundwater and the basic physics of groundwater flow. This course also provides an introduction to surface water in streams and its geomorphic effects. The course includes lectures, discussion, laboratory and field exercises. A basic knowledge of high school algebra and trigonometry is assumed. Prerequisite: GEOL 105.

GEOL 240 Tectonics (See Infrequently Offered Courses section of the catalog.)

GEOL 250 Geomorphology

This course provides an overview of the geologic processes responsible for shaping and modifying the Earth's surface. Emphasis is placed on the study of the following topics: physical and chemical weathering, soils, mass wasting, streams, glaciers, wind and desert processes, karst features, coastal processes, tectonic geomorphology and landscape evolution. Includes lectures, discussions, labs and field trips. Prerequisite: GEOL 105.

GEOL 300 Mineralogy

This course is an introduction to the basic concepts of mineral formation and identification. The lecture portion of the

course conveys the principles and concepts of mineralogy. The laboratory portion of the course will focus on the descriptive aspects of the science, emphasizing the occurrence of the common minerals and developing the ability to identify hand samples. Topics also included are: crystallography, crystal chemistry and microscopic identification of minerals. Prerequisite: GEOL 105.

GEOL 301 Evolution of the Earth – GS 11

An overview of the geologic record of Earth history, from its origins to the present, with emphasis on the interdependence and co-evolution of its physical, chemical, geological and biological systems. Knowledge of Earth's past through "deep time" provides a unique perspective for understanding the unprecedented rates of change in modern environments, including the impact of humans on ecosystems, pollution, resources and climate. The course includes lectures, discussions, a weekly laboratory and fieldtrips. Prerequisite: GEOL 105 when offered as a non-GS course. May not be taken by Geology majors to fulfill the GS 11 requirement.

GEOL 307 World Resources – GS 11

A course focusing on the geologic origins, settings, uses and management of the Earth's energy resources (e.g. hydrocarbons, geothermal energy), minerals and water. Special emphasis is placed on resource conservation and environmental issues in the context of the unequal global distribution of resources. This course includes frequent class discussions and debates in addition to lectures, labs and fieldtrips. May not be taken by Geology majors to fulfill the GS 11 requirement.

GEOL 320 Petrology

This course provides an overview of the formation, occurrence and recognition of the igneous and metamorphic rocks. The lecture portion of the course will cover the theoretical aspects of rock development, with particular emphasis on the tectonic framework. The laboratory portion will emphasize the macroscopic and microscopic identification of the various rock types and their associated textures. Prerequisite: GEOL 300.

GEOL 322 Sedimentology and Stratigraphy

A lecture and laboratory course that examines: 1) the origin and characteristics of sediments and sedimentary rocks; 2) transportation mechanisms and geologic environments in which sediments are deposited; 3) lithification and diagenesis; 4) classification schemes for sedimentary rock nomenclature; 5) the arrangement and correlation of sedimentary rocks. Prerequisites: GEOL 105 and GEOL 300. GEOL 320 and GEOL 301 are strongly recommended.

GEOL 325 Structural Geology

This course explores the processes of deformation of the Earth's crust and how this deformation is recorded by rocks. Emphasis is placed on the correct observation and interpretation of features such as faults, folds and shear zones. Includes lectures, discussions, labs and field trips. Prerequisites: GEOL 105, GEOL 300 and GEOL 320.

GEOL 330 Geological Field Methods

A laboratory and lecture course focusing on the principles and techniques of collecting and interpreting geologic information in the field. Students will become proficient in writing comprehensive rock descriptions, using standard field equipment such as Brunton transits and modern surveying instruments, working with appropriate computer software and keeping accurate and complete field notes. Includes several field trips. Prerequisite: GEOL 105; however, additional advanced course work in Geology is strongly recommended.

GEOL 350 Glacial and Quaternary Geology

An introduction to glacial processes and environments. Emphasis is placed on the origin of landforms and landscapes produced by glaciation. Related topics covered in this course include Quaternary climate change, eolian (wind) processes, river and lake systems and periglacial processes. Includes lectures, discussion, labs and field trips. Prerequisite: GEOL 105.

GEOL 354 Field Geology of Costa Rica (See Infrequently Offered Courses section of the catalog.)

GEOL 389 Special Topics

A course designed for group study of a subject matter of special interest. Typically applied to an extended field trip offered during winter break or spring break with associated lectures, labs, research and/or literature review. Special topics courses that include a field trip require an additional fee to cover travel expenses. Prerequisite: GEOL 105 and Instructor's consent.

GEOL 428 Environmental Geology Research

Original field or laboratory study and research in the area of environmental geology. Course requirements vary depending on the research focus and must be agreed upon by the student and supervising instructor. This course is designed to satisfy the senior thesis requirement of the Environmental Science major. Prerequisite: Instructor's consent.

GEOL 450 Geology Field Camp

A summer field course that integrates basic geologic skills and knowledge in the construction of geologic maps. The field camp is typically six to eight weeks in duration and students normally take the course during the summer between their junior and senior years. This course is not offered by St. Norbert College. Students must enroll in a field camp offered by another institution. Prerequisite: declared geology major and approval of field course by the geology discipline.

GEOL 490 Independent Study

A course that allows students to pursue an area of study on an individual basis with consultation and evaluation by a geology faculty member. Course methodology and objectives will be mutually agreed upon by the faculty member and the student. Prerequisite: Instructor's consent.

GEOL 492 Directed Research

An arranged course involving substantial laboratory and/or field research in an area of interest to the student and under the supervision of one or more geology faculty members. This course may be based on a group project. Students who wish to use a summer research experience performed at another institution for GEOL 492 credit must have the discipline's approval prior to undertaking the research. Prerequisite: Instructor's consent or discipline approval.

GEOL 496 Senior Thesis

Original field or laboratory research in geology under the supervision of a faculty member in the discipline. The student is required to write a thesis summarizing the objectives, methods, data and significant results of the research. In addition, presentation of research results at a professional meeting is encouraged. Prerequisite: Geology major and Instructor's consent.

German

www.snc.edu/ml

The foreign language disciplines offer courses in foreign languages, cultures and literatures which may lead to both majors and minors in French, German and Spanish, as well as a minor in Japanese. The objectives of language studies are to enable students to communicate effectively in the foreign language and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers literature and culture courses in English for the General Education Program.

Studies in foreign languages at the College help students increase their awareness of their own values and beliefs as well as those of another culture, aid in preparing teachers for foreign-language teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet the foreign language requirements of graduate programs in foreign languages and comparative literature and prepare students for various careers in an increasingly global society.

All foreign language courses are taught in German and students are expected to use German in class. In addition, advanced courses require one or more formal oral presentations and papers in German. Each presentation and paper is assessed with feedback to students. In the senior capstone course (GERM 400), students are required to write a research paper in German. Students certified to teach the language must achieve a 3.0 GPA in their major or minor, including earning a "B" or better in their senior capstone course.

German Faculty

Nicolas S. Humphrey, Assistant Professor of Modern Languages and Literatures

Course Requirements

■ GERMAN MAJOR (8 courses):

Required Courses:

GERM 305 Introduction to German Literature and Literary Criticism
 GERM 325 Special Topics
 GERM 350 Modern German Literature
 GERM 375 German Civilization 1
 GERM 376 German Civilization 2
 GERM 390 Advanced Conversation, Grammar and Composition
 GERM 400 Senior Capstone Seminar
 GERM 490 Independent Study

German majors are required to complete at least one academic semester in a country where German is spoken. A minimum cumulative St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

■ GERMAN MINOR (4 courses above 300):

Four courses above 300 constitute a minor in German. These must include GERM 304 or GERM 305, GERM 375, GERM 376 and GERM 390.

■ GERMAN TEACHING MINOR

A teaching minor is available only to students in Education. Four courses above 300 constitute a minor. For German these courses are GERM 305, GERM 375, GERM 376 and GERM 390 (taken during the immersion experience). In addition, all students seeking certification to teach a foreign language must complete a language immersion experience in an educational setting of a least 6-8 weeks in duration in a country where German is primarily spoken.

German Language Certificate: A German Language Certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the GERM 101-204 sequence with an overall grade point average of 3.00 "B" in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert through the Modern Foreign Languages curriculum and the student must earn a 3.00 "B" or higher in this course. A student who places beyond the GERM 204 level (e.g. GERM 304 or GERM 305) still must complete one class on campus and receive a grade of 3.0 "B" or higher in that class. A student who might be interested in a Certificate could take four classes (GERM 101, GERM 102, GERM 203, GERM 204) at St. Norbert College. However, students who might be interested in a certificate could place into GERM 203 or GERM 204 and would only have to take one, or at most, two classes.

See "Modern Languages and Literatures" section for additional information on all St. Norbert College language programs, policies and courses.

GERM Courses

GERM 101 Elementary German 1

An intensive introduction to practical German with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. Annually, as needed.

GERM 102 Elementary German 2 – GS 7

Continuation of GERM 101. Prerequisite: GERM 101.

GERM 203 Intermediate German 1 – GS 7

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Four class periods per week and required laboratory practice. Prerequisite: GERM 102.

GERM 204 Intermediate German 2 – GS 7

A continuation of GERM 203 with emphasis on developing facility in oral and written expression, as well as reading short literary texts. Prerequisite: GERM 203.

Advanced GERM Courses in Civilization, Language and Literature:

GERM 304 German Composition – GS 9

Review of German grammatical structures, syntax and idioms through composition and short literary readings. Emphasis on developing facility in diverse types of written expression. This course is comprised of composition on literary topics, to prepare students for upper-level courses in German. Prerequisite: GERM 204.

GERM 305 Introduction to German Literature and Literary Criticism

An introduction to major trends in German literature, including critical terminology and concepts, through class discussion of various literary genres: fables, fairy tales, short stories, poems and drama.

Prerequisite: GERM 204. Required of all majors. Spring semester, alternate years.

GERM 328 Enlightenment and Classicism

A study of the changes and literary production of the German Enlightenment and Weimar classicism as seen in the works of authors such as Gottsched, Lessing, Herder, Goethe and Schiller. Emphasis will be placed on drama. Prerequisite: GERM 305. At intervals, as needed.

GERM 349 Realism and Naturalism

A study of the 19th-century German literary movements Realism and Naturalism with emphasis on prose and drama exploring such authors as Stifter, Keller, Raabe, Storm, Fontane, Holz and Hauptmann. Prerequisite: GERM 305. At intervals, as needed.

GERM 350 Modern German Literature

A study of recent developments in German literature, including East German literature. Literary movements studied include: Impressionism, Expressionism, Epic Theatre, Kahl-Schlag poetry, Group '47 and Neo-subjectivism. Often taught as a seminar on Max Frisch's *Homo Faber*. Prerequisite: GERM 305. At intervals, as needed.

GERM 355 Romanticism

A study of the Romantic movement in Germany with emphasis on prose, poetry and drama. Analysis of such authors as Holderlin, Novalis, Tieck, Fouque, Hoffmann, Brentano, Eichendorff and the Brothers Grimm. Prerequisite: GERM 305. At intervals, as needed.

GERM 360 German Poetry

A study of German poetry from Goethe to the present. Prerequisite: GERM 305. At intervals, as needed.

GERM 375 German Civilization 1

This class is meant as the first non-grammar course; through extensive German language readings this course acquaints students with the cultures of German-speaking nations. German history, society and political institutions as well as literature and art from 800 to 1815 are explored in depth. Prerequisite: GERM 204. Fall semester.

GERM 376 German Civilization 2

Continuation of German 375. A study of German-speaking countries from 1815 to

the present. The course will explore the cultural, sociological and political developments of the era, with special emphasis on the art of the Weimar Period (Dada, Bauhaus, Expressionism, *Neue Sachlichkeit*). Prerequisite: GERM 204. Spring semester, alternate years.

GERM 389 Special Topics

Topics of special interest, dealing with German literature, civilization or culture. Courses may be taken at the College or abroad and more than once for credit if topics differ. Often taught as a beginning writing class with analysis of short literary texts. Prerequisites: GERM 305 and GERM 375 or Instructor's consent.

GERM 390 Advanced Conversation, Grammar and Composition

This course reviews German grammatical structures, syntax and idioms. Special emphasis is given to developing facility in oral expression. In addition, written proficiency in the language is developed through drills, vocabulary exercises and compositions. Prerequisite: GERM 204 or Instructor's consent. Abroad or as an arranged course.

GERM 400 Senior Capstone Seminar

This course will examine contemporary issues in post-1945 German society through various media, including literature. Focus will vary from year to year, but will generally include the following topics: Post War Germany, the "German Question" (division of Germany), Frisch, Durrenmatt, immigration policies, Neo-Nazism, the European Community and women's issues. Prerequisites: GERM 305, GERM 375 and/or GERM 376; majors and minors only. At intervals, as needed.

GERM 490 Independent Study

For upper-level students in lieu of a regular course. Plan of work must be approved before registering. Reports, paper and examination. Prerequisite: Two courses above GERM 204. Abroad, as needed.

Further German courses are available at the University of Wisconsin-Green Bay when advanced students need classes not offered in a given semester.

Greek

www.snc.edu/classicalstudies

The study of ancient Greek gives the student access to literature and thought that is foundational for Western civilization. From the great epics of Homer, to the earliest historians, poets, playwrights and the great philosophies of Plato and Aristotle, the Greek language has been the medium of thought and expression for the most profound stirrings of the human spirit. In the New Testament and the writings of the early fathers of the church, Christian thought is shaped by forms of Greek expression. Finally, study of ancient Greek increases student proficiency with English grammar and vocabulary. See the catalog section on Classical Studies (CLAS) for a description of the place of the Greek language sequence in a Classical Studies Minor.

Retroactive Credit Policy:

Students will be awarded up to two course credits for previous language study if they enter a Greek course beyond the introductory level and earn a B or better in that course. This means that students who begin their study of Greek at St. Norbert College with GREK 112 and earn at least a "B" in that course, will also receive one retroactive course credit for the equivalent of GREK 111. Students who begin their study of Greek with GREK 213 and earn at least a "B" in that course, will receive two retroactive course credits for the equivalent of GREK 111 and GREK 112. Students who wish to take advantage of the retroactive credit policy should contact the Greek instructor to determine their proper placement in the Greek language sequence. Retroactive course credits do not count as part of the six courses required for the minor in Classical Studies.

Greek Faculty

Besty Bauman-Martin, Assistant Professor of Religious Studies

Courses

GREK 111 / CLAS 111 Elementary Greek 1

An introduction to Attic Greek with emphasis on the grammar, syntax and vocabulary necessary for reading Greek prose and poetry. Fall semester, alternate years.

GREK 112 / CLAS 112 Elementary Greek 2 - GS 7

A continuation of GREK 111, with extended reading passages in Greek prose and poetry. Prerequisite: GREK 111. Spring semester, alternate years.

GREK 213 / CLA 203 Intermediate Greek

A completion of the study of grammar, syntax and vocabulary of Greek prose and poetry. Readings will include selections from Herodotus, Thucydides and Plato. Prerequisite: GREK 112. Fall semester, alternate years.

GREK 490 Independent Study

This course allows a student and instructor to read a major Greek author or text of particular interest. Prerequisite: Instructor's consent and approval of the Associate Dean of Humanities and Fine Arts.

History

www.snc.edu/history

The history discipline offers courses in African, Asian, European, Latin American, Middle Eastern and U.S. history. These courses examine particular historical periods from a variety of perspectives. Political, social, diplomatic, religious, economic, intellectual and cultural considerations are integral parts of the courses offered. This broad approach provides an opportunity for students to understand better the value commitments of their own and other cultures. Additionally, by investigating events through the interpretation and comparison of sources, students learn the fundamental skills of analysis and critical thinking. By making these contributions to the College's liberal arts curriculum, the history discipline prepares its major and minor students for careers in teaching, law, business, government and other professions.

History Faculty

Robert Kramer, Associate Professor of History
Marti Lamar, Assistant Professor of History
Michael Lovano, Assistant Professor of History
Lawrence McAndrews, Professor of History
Wayne Patterson, Professor of History
Victoria Tashjian, Associate Professor of History

Undergraduate Internship and Graduate School Advisor: Dr. Robert Kramer

Course Requirements

■ HISTORY MAJOR (10 Courses)

Required Courses:

HIST 112 History of Western Civilization 1:
 Ancient and Medieval Europe or HIST 113
 History of Western Civilization 2:
 Early Modern and Modern Europe
 HIST 116 History of the United States

2 courses from the following:

- HIST 118 African History
- HIST 120 Middle Eastern History
- HIST 122 Modern East Asia
- HIST 130 History of Latin America

3 advanced (200 or above) courses from one area

2 advanced courses from a second area

1 advanced course from a third area

Areas of concentration and their advanced courses:

Africa: HIST 335, HIST 341, HIST 342, HIST 344, HIST 345, HIST 351, HIST 352
 Asia: HIST 351, HIST 361, HIST 362, HIST 363, HIST 364, HIST 366, HIST 368
 Europe: HIST 326, HIST 328, HIST 329, HIST 331, HIST 332, HIST 350, HIST 351
 Latin America: HIST 309, HIST 311, HIST 316, HIST 321, HIST 333
 Middle East: HIST 340, HIST 341, HIST 343
 United States: HIST 312, HIST 314, HIST 315, HIST 316, HIST 319, HIST 335, HIST 345, HIST 368.

History majors, especially those planning to do graduate work, are strongly encouraged to study a foreign language. Transfer students who wish to earn a major in history must satisfy the above requirements or their equivalent and must complete, on this campus, at least three advanced courses.

■ HISTORY MINOR (6 Courses)

Required Courses:

HIST 112 or HIST 113, HIST 116, two courses from the following: HIST 118, HIST 120, HIST 122, HIST 130 and any two advanced (200 or above) courses.

Students may use CLEP examination credit to fulfill their major requirements as follows: one course in Western Civilization (HIST 112 or HIST 113) and one course in United States History (HIST 116).

HIST Courses

HIST 112 History of Western Civilization 1: Ancient and Medieval Europe – GS 7

This course explores the development of Western Civilization from its origins in ancient Iraq to its flowering in Renaissance Europe. Key topics include society and belief in the ancient Near East; Greek philosophy, theater and politics; Roman imperialism and urbanism; Christian origins; Islamic contributions to the West; Medieval monarchy, universities and the Papacy; Renaissance art and humanism. This course seeks to provide students with a keen awareness of our debt to past cultures and with new perspectives on where human civilization may be headed. Fall semester.

HIST 113 History of Western Civilization 2: Early Modern and Modern Europe – GS 7

This course will examine the development of Western civilization from ca. 1500 to the end of the Cold War. After a brief treatment of the intellectual "expansion" called the Renaissance, this survey course begins with the Age of Exploration and European expansion beyond its geographical borders, thereby introducing the theme of colonialism in Western history. Other major themes of the course include the evolution of ideas, mentalities and, more broadly, Western culture; the development of political systems; and the emergence of various structures and forces in social and economic life. As a historical overview, this course gives attention to famous leaders and dramatic events, as well as examining ordinary people, their daily

lives and the continuities in Western civilization. Spring semester.

HIST 116 / AMER 116 History of the United States – GS 6

The course will trace the political, socioeconomic, diplomatic and cultural development of the U.S. from its pre-Columbian origins to the present. Fall and Spring semesters.

HIST 118 Survey of African History – GS 7

This course surveys select topics in the social, economic and political history of Africa to the present. It begins with an examination of the great medieval West African kingdoms and empires and discusses the importance of Africa's resources, including gold, to the medieval world economy. The second half of the course traces the development of interactions between Africa and the West, paying particular attention to the Atlantic slave trade, colonialism and African nationalist movements. Spring semester.

HIST 120 Survey of Middle Eastern History – GS 7

This course traces the major political, social, economic and intellectual developments that have shaped the Middle East over the past 1,400 years. Beginning with the career of the Prophet Muhammad and the rise of Islam in the seventh century, it follows the processes of political unification and cultural integration from early Arab and Turkish rule to the aftermath of World War I. Special attention is given to Islamic civilization – what it achieved and what it has meant to the people of the Middle East. Fall semester.

HIST 122 Modern East Asia – GS 7

An introductory survey of the major developments in China, Japan, Korea and Southeast Asia from 1600 to the present. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. Fall semester.

HIST 130 History of Latin America – GS 7

After examining the Native American and Iberian civilizations of the late 15th century, this course will survey the

European conquest and colonization of Latin America, the evolution of colonial society and the reforms and revolutions that led to Latin American independence. The course then traces the history of the major Latin American nations to the present, emphasizing the themes of political development, the role of the military, social justice and economic development. Fall semester.

HIST 309 / WMGS 309 Women in Latin America

This course examines the diverse experiences and roles of women in Latin American history. While emphasizing diversity, this course also addresses common themes in women's lives such as cultural ideals and norms, marriage and family, work and economic influence and participation in public life. Additionally, in the shrinking global village, women everywhere are increasingly involved in and connected by, international issues such as cultural imperialism, human rights and the global economy. International issues will be explored and comparisons with women in other regions of the world will be made. Alternate years.

HIST 311 Mexico Since Independence

This course examines the political, economic, social and cultural development of Mexico from its attainment of independence in the early 19th century to the present. Major topics include the emergence of political strongmen and patron-client relations, Mexico's relations with the U.S. and other foreign powers, the Native Americans' loss of their land and agrarian reform, urbanization and migration, the Revolution and the development of the one-party state. This seminar course also emphasizes the students' development in the areas of critical and analytical thinking and effective oral and written expression. Alternate years.

HIST 312 Social History of the United States

This course will study those people of the U.S. who have not made headlines but have nonetheless made history: at home (the family), at school (education), at worship (religion), at work (labor), at play (leisure), in

community (race relations), and in conflict (crime and punishment). It will trace their journeys from the country's colonial past to the present and will assess their impacts on the nation's successes and setbacks. Fall semester, every third year.

HIST 314 Diplomatic History of the United States – GS 11

The diplomatic history of the U.S. necessarily includes the diplomacy of Africa; the Middle East; Asia; the former Soviet Union; Europe; and Latin America. This course will study the past influences on present U.S. relations with each of these regions by examining the cultural and geopolitical motivations of all of the interested parties. Spring semester, alternate years.

HIST 315 Constitutional History of the United States

This course is an inquiry into the philosophical, economic and political sources of the American Constitution from its English origins and the impact of judicial decisions on the American system. The course pays particular attention to the role of the Supreme Court in addressing civil liberties and civil rights in the past 75 years. Fall semester, every third year.

HIST 316 The Americas – GS 11

Unity and diversity have characterized the history of the Western Hemisphere. This course will compare and contrast the political, socioeconomic, diplomatic and cultural influences which have united and divided the U.S., Canada and Latin America since 1945. Spring semester, alternate years.

HIST 319 / AMER 319 / RELS 319 The Catholic Contribution to the United States

This course will explore how and why Catholics of diverse gender, race, class and religious commitment have contributed to the socioeconomic, cultural, political and intellectual development of the U.S.. The course will examine Catholics and their church from Spanish North America to St. Norbert College, from immigration to assimilation and from conflict to consensus. Fall semester, every third year.

HIST 321 The Spanish Conquest of the Americas

This course examines the historic encounter of the Native Americans and the Spanish in the first decades after 1492. The course focuses on the political organizations, social structures, economic systems and cultures of Spanish and indigenous civilizations; it explores Spanish and Indian perspectives; and it assesses the historical consequences of conflict and accommodation in 16th-century America. Alternate years.

HIST 326 / CLAS 326 The History of Ancient Greece

This course explores ancient Greek civilization from its dawn in the second millennium B.C. to its absorption by the Roman Empire in the third century B.C. Key themes will include: tyranny and democracy; innovations in philosophy and science; competition through warfare and athletics; mythology, poetry and history; new standards in art and architecture. This course seeks to illustrate how different our world would be without the vibrant and creative culture of ancient Greece. Fall semester, alternate years.

HIST 328 / CLAS 328 The History of Ancient Rome

This course is an exploration of Roman civilization from its origin in a tiny Italian village of the eighth-century B.C. to the decline of its vast empire in the fifth century A.D. Key themes include political, administrative and legal achievements; conquest, imperialism and multi-culturalism; the shift from republic to empire; daily life in town and country; the impact of Christianity; architecture and urbanism. This course is designed to provide the student with a firm grounding in the Roman experience and a keen awareness of what we today owe the Romans of the distant past. Spring semester, alternate years.

HIST 329 The History of Medieval Europe

This course examines the dynamic period of change in Europe from the fading of the Roman Empire through the flowering of the High Renaissance. Key topics include: the fusion of Roman, Germanic and Christian cultures; warfare and kingship; the relative powers of church and state; creation of

representative assemblies and universities; theology, philosophy and science; Europe and the Middle East: heresy and reform; Romanesque, Gothic and Renaissance art and architecture. This course seeks to illustrate how different medieval people were from us, yet also how we are very clearly their political, cultural and spiritual descendants. Fall semester, alternate years.

HIST 331 History of Byzantine Empire

This course will introduce students to the "other half" of Europe's Middle Ages, the eastern half with a focus on the Byzantine Empire. The Byzantine Empire had tremendous theological, artistic and legal influence on Western Europe in the Middle Ages and the Renaissance. It served as a model of advanced politics and diplomacy, of trade and commerce and as a military bulwark against Islamic invaders, preventing their assault on Eastern Europe for nearly 800 years. Alternate years.

HIST 332 The History of Imperial Spain

This course surveys Spanish history from the reign of Ferdinand and Isabella to Spain's loss of its American colonies in the early 19th century. Topics include religious unity and conflict, the roles of empire and war, society and culture, 18th-century reform and Spain's "rise and decline." Alternate years.

HIST 333 Cuba: Colony to Castro

This course examines the history of Cuba from the late 18th century to the present; this period begins with a sugar boom and the development of African slavery in the Spanish colony and ends with Cuba's current difficulties in a post-Soviet world. Other topics of the course include the Cubans' struggles for independence from Spain, relations with the U.S., monoculture and the export economy, political institutions and political change, race and class relations and the Cuban Revolution (a significant portion of the course treats Cuba since 1959). This course aims to enhance the students' knowledge and understanding of Cuba's past and place in Latin American and world history. Alternate years.

HIST 335 / WMGS 335 Women and Work

This course examines the topic of women and work historically, with attention to changes over time in the work histories of African and American women. Throughout, we will explore women's working lives in the context of the gendered social norms within which they have lived. Within this general framework, the course will examine occupations including domestic work, prostitution, farming, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women's working lives. Alternate years.

HIST 340 / PEAC 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict

This course examines the origins and development of Jewish-Arab rivalry in the Middle East, beginning with the advent of Zionism in the 19th century and concluding with a review of current events. Social and economic dimensions of the conflict are considered alongside the political history and students are introduced to a wide range of materials on the topic. Alternate years.

HIST 341 Islam and Victorianism in Nineteenth-Century Africa

This course focuses on the lives and legends of two charismatic personalities of the 19th century, Charles G. Gordon, the Victorian martyr-hero and Muhammad Ahmad al-Mahdi, the Sudanese holy man and revolutionary. After considering the ideals which each man died trying to uphold, we examine a variety of accounts of their lives in an attempt to understand the cultures that created these men and the discipline of history that explains them. Alternate years.

HIST 342 History of South Africa

This course examines the origins and development of racial conflict in South Africa. Beginning with the arrival of the Dutch in the 17th century, it then treats the complex relations between Boers and Bantu, the rise of Afrikaner nationalism, the interests of imperialism and the creation of a mining economy. After discussing the establishment of apartheid as an official policy (1948), the

course reviews the varieties of resistance to white supremacy. The course concludes by assessing the current situation in South Africa. Alternate years.

HIST 343 Modern Middle East

This course is designed to introduce students to the central issues of 19th- and 20th-century Middle Eastern history: imperialism, nationalism, secularism, modernization and westernization and the resurgence of militant Islam. The course begins with the decline of the Ottoman Empire and then examines in detail the experiences of several countries, including Turkey, Egypt, Iran, Lebanon and Saudi Arabia. The course concludes with a survey of the present conflicts in the region, seeking to understand them in their historical dimensions. Prerequisite: HIST 120 or Instructor's consent. Alternate years.

HIST 344 Colonialism in Africa Through the Novel

This course examines Africa during the years following 1900, when most of the continent came under European political control. Six novels written by Africans will be read which in contrast to standard histories of Africa, give the reader a rich understanding of what the colonial period in Africa meant for Africans and their daily lives. Topics to be addressed include the effects of colonialism on existing African social, economic and political institutions; African responses to colonialism; the impact of colonialism upon women; anti-colonial movements; and missionary activity in Africa. The novels will be supplemented by more conventional historical materials including a brief African history text. Alternate years.

HIST 345 Slavery in Africa and the Americas – GS 10

This course contrasts American slavery with forms of unfree labor in other parts of the world. Six topics are covered 1) the precedents: slavery in the ancient world, Islamic Middle East and pre-colonial Africa; 2) the slave experience in the Americas, including Brazil, the Caribbean and the U.S.; 3) the economy of slavery and its effects in Africa and the Americas; 4) slave resistance; 5) the abolition of slavery in Africa and the

Americas; and 6) the legacies of slavery in the Americas: miscegenation, racial identity and relations and economic development. Spring semester, alternate years.

HIST 350 The History of Modern Europe – GS 10

This course explores the political, social, economic, military and cultural aspects of modernity in the European context from the French Revolution to the collapse of the Soviet Union. Key topics include Enlightenment values; revolution and reaction; industrial society; Romanticism, socialism and communism; nationalism, imperialism and totalitarianism; World Wars and Cold War; Europe united. This course seeks to illustrate how the ideas, movements, conflicts and personalities of modern Europe have shaped our contemporary ways of thinking, feeling and living. Spring semester.

HIST 351 / WMGS 351 Women, Gender and Imperialism

From the 1850s through the 1950s, Western women played significant roles in the British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to the norms of their own middle-class, Western and Christian lives. The course will explore how these women tried to reshape key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to “civilize” in turn shaped the cross-cultural encounter through their powerful reactions to the often unwelcome acculturating messages they received. The course draws upon historical materials and autobiographical, literary, missionary and travelers’ accounts to investigate these events. Spring semester, alternate years.

HIST 352 East Africa – The Swahili

The Swahili people of the East African coast developed an extraordinarily wealthy and sophisticated urban culture and a complex social system, when they emerged

as a distinct ethnicity around 900 AD. This course will explore their world from 900 A.D. to the present. We will study their ethnic and religious roots, their involvement in the international Indian Ocean trading network which connected East Africa with the Middle East and Asia, their cities and architecture, their cultural practices and beliefs and their position in contemporary East Africa. Alternate years.

HIST 361 Modern China

This course examines the values and institutions of traditional China as they functioned during the last dynasty (the Qing Dynasty) and the process of Westernization/modernization which resulted in the disintegration of many of these values and institutions. The course covers the period from 1644 when the Qing Dynasty was founded, through its overthrow in the 1911 revolution, to the fall of the Republic of China in 1949. The bulk of the course will deal with the century from the Opium War in 1840 to the victory of the Chinese Communists in 1949. Alternate years.

HIST 362 Modern Japan

A study of Japan from 1600 to the present, but focusing primarily on the period after 1853 and the arrival of Commodore Perry. This course studies the Tokugawa period and its downfall, the initial attraction to and later estrangement from, the West, the role of ultra nationalism both domestically and in foreign policy leading to the Pacific War and finally, the American occupation and post-war development. Alternate years.

HIST 363 Communism in China

A seminar which examines communism from its beginnings in 1921 to the present, with an emphasis on the period after 1949 and includes the rise of Mao, ideological development, foreign policy, relations with the U.S., the Great Leap Forward, the Cultural Revolution and the leadership of Deng Xiaoping, Jiang Zemin and Hu Jintao. Alternate years.

HIST 364 Modern Korea

An examination of Korea’s history, culture, society, politics and foreign relations during the 19th and 20th centuries. Topics

include traditional Choson Dynasty Korea and its decline (1392-1910), the coming of the West, Japanese imperialism and big power rivalry, domestic factionalism, the colonial period and the resultant independence movement, including the role of overseas Koreans (1910-45), the American occupation, division into hostile regimes and current issues facing both North and South Korea (1945-present). Alternate years.

HIST 366 Modern Indian History: India and the Raj (See Infrequently Offered Courses section of the catalog.)

HIST 368 Asian-American Relations – GS 11

An examination of the U.S. interaction with East Asia (China, Japan and Korea) during the 19th and 20th centuries focusing on economic, diplomatic, cultural and political aspects. Also includes an examination of immigration and the formation of Asian communities in the U.S. Spring semester.

HIST 389 Special Topics

A course taught at intervals by a member of the staff, dealing with a topic in European, Latin American, Asian, African, Middle Eastern or U.S. history. The topic will be announced each time the course is offered. The course, which counts as an advanced course in the area of concentration in which the topic falls, may be taken more than once, for credit, if the topic is different.

HIST 490 Independent Study

A tutorial course for majors only; involving either a directed reading program in an area of special interest to the student or a project based on research under the supervision of a staff member.

Division of Humanities and Fine Arts

www.snc.edu/humanities

The Division of Humanities and Fine Arts consists of twelve disciplines: American Studies, Art; Classical Studies, Communication and Media Studies, Theatre Studies, English, Modern Languages and Literatures, History, Music, Philosophy, Religious Studies and Women's and Gender Studies. Each of these disciplines has its own faculty and offers its own major program (except for American Studies, Classical Studies, Japanese and Women's and Gender Studies). Taken as a whole the disciplinary offerings constitute an integral part of a liberal arts education and play a vital role in the intellectual, moral and personal development of our students. In addition to the major programs offered by individual disciplines, a divisional major is available for students seeking a broader range of courses in the Humanities and Fine Arts.

David Duquette, Ph.D., Associate Dean of Humanities and Fine Arts

| Division of Humanities and Fine Arts Programs | Major: | Minor: |
|---|--------|--------|
| American Studies | | • |
| Art (Fine Art or Graphic Design Sequence) | • | • |
| Classical Studies | | • |
| Communication and Media Studies | • | • |
| English | • | • |
| French | • | • |
| German | • | • |
| History | • | • |
| Humanities and Fine Arts | • | |
| Japanese | | • |
| Music | • | • |
| Philosophy | • | • |
| Religious Studies | • | • |
| Spanish | • | • |
| Theatre Studies | • | • |
| Women's and Gender Studies | | • |

Humanities & Fine Arts Major: Students desiring a broader range of courses than is found in a single discipline may choose a divisional major. The following provisions govern this program:

- 1) Students interested in this major should meet with the Associate Dean of Humanities and Fine Arts, who in consultation with the student will select an advisor or advisors. Together the student and advisor will structure a major program.
- 2) Proposals should be submitted by the end of the sophomore year or, for advanced transfer students, after their first semester of attendance at the College. (Humanities and Fine Arts major proposal forms are available in the division office.)
- 3) The major program will consist of 15 courses in the Humanities and Fine Arts Division chosen by the student in consultation with the advisor. Six of these courses must be at an advanced (300 or above) level.
- 4) HUMA 100 (Introduction to Humanities) must be included in the major program. HUMA 100 should be an early part of the major program.
- 5) There must be a course at the end of the program that has as its objective helping the student focus and synthesize the work he or she has done.
- 6) Students must provide in their proposal a program rationale, individualized statement of academic and career goals and objectives, courses included and a semester completion plan including General Education. Courses must have a certain relevance to the student's explicit purposes and the overall program should exhibit reasonable integrity.
- 7) This proposal is submitted to the Associate Dean of Humanities and Fine Arts.

HUMA Courses

HUMA 100 Introduction to the Humanities through the Fine Arts – GS 5

This course aims to help students understand ways in which literature and the fine arts can deepen their sense of what it means to be human. The course gives students practice in appreciating masterpieces of painting, sculpture, architecture, music, poetry, prose narrative, theater, dance and film. Required course for all Humanities majors but open to all interested students. Fall and Spring semester.

HUMA 110 / WMGS 110 Introduction to Women's and Gender Studies

This introduction to the discipline of Women's and Gender Studies will focus on one central question: What difference does gender make? By examining a variety of texts (articles, novels, films, popular

culture), we will learn not only how to analyze issues of power, gender and identity, but we will also relate those issues to the wider world around us. Specific thematic units include socialization, violence, work, the female body, language, sexuality, motherhood and the family, race, globalization and voices from the third wave of feminism.

HUMA 205 German Literature and German Destiny – GS 7

This course is designed to introduce students to major dramatic and prose works of Germany and Austria written during the 19th and 20th centuries. The first weeks of the course will deal with 19th century authors and cultural traditions. German literary modes will also be discussed. The second portion will deal with novels and plays that describe 20th century experiences. This portion of the course will focus on how characters deal with

modernity in their lives and how they preserve cultural traditions passed on by their 19th century predecessors. Writers whose works may be discussed include Goethe, Kleist, Buchner, Fontane, Nietzsche, Mann, Frisch, Durrenmatt, Remarque, Junger, Kafka, Brecht, Borchert, Boll, Lenz and Grass.

HUMA 222 The Continental Novel – GS 7

This course includes some of the major works of the late 19th and 20th centuries, such as those by Flaubert, Kafka, Silone, Hesse, Kazantzakis and Solzhenitsyn. Although attention is given to historical context, the approach is primarily critical.

HUMA 240 Great American Novels – GS 6

This course is designed for the general student to provide her/him with in-depth knowledge of some of the great novels that make up the American literary tradition. Seven or eight novels are selected each time it is offered from a list that might include such works as Hawthorne's "The Scarlet Letter," Twain's "Huckleberry Finn," James' "The American," Crane's "The Red Badge of Courage," Wharton's "The Age of Innocence," Cather's "My Antonia," Fitzgerald's "The Great Gatsby," Hemingway's "The Sun Also Rises," Faulkner's "As I Lay Dying," Hurston's "Their Eyes Were Watching God," Silko's "Ceremony," and Guterson's "Snow Falling On Cedars." Such works help the student understand the distinctive American culture and how it developed in all its diversity.

HUMA 261 / AMER 261 Introduction to American Studies – GS 6

This course explores what it means to define oneself as an American – historically, socially, spiritually and aesthetically. Readings are arranged both chronologically and topically and range from Puritan history and poetry to contemporary politics, art and philosophy. Topics include American work, play, religion, education, gender, race and ethnicity and media. Spring semester.

HUMA 262 / PEAC 262 War and Peace in the American Literary Tradition – GS 5 or GS 6

This course is an examination of major

voices in American war experience in the modern and contemporary eras. Texts include poems, memoirs, stories, novels and films; some of the authors examined are Ernest Hemingway, John Dos Passes, Edith Wharton, e.e. cummings, Ezra Pound, Joseph Heller, Randall Jarrell, Richard Eberhart, John Hersey, Tim O'Brien, W. D. Ehrhart and Bobbie Ann Mason. Students trace changing characterizations in art of the American war veteran from Hemingway's Fredric Henry through the war in the Persian Gulf. Alternate years.

HUMA 280 Japanese Culture and Society – GS 7

This interdisciplinary course provides students with a framework for understanding contemporary Japan. Students will examine a wide range of topics such as education, business, mass media, sports, family life, art, language and literature in relation to such major themes as hierarchical structure, group consciousness, emphasis on form and persistence of tradition in modern society. Lectures, discussion, audiovisual aids and readings in various disciplines will be part of the class.

HUMA 335 Popular Aesthetics

An investigation of popular taste as exemplified in various forms of expression and mediums. Spring semester.

HUMA 337 Norbertine Origins and Christian Culture – GS 10

This interdisciplinary course draws upon history, religion, philosophy, music and art history. It traces the life of Norbert of Xanten, the founder of the Premonstratensian Order, from his youth, days at court and early clerical career, through his "conversion" to a life of prayer and asceticism, the founding of Premontre and finally his eventful years as Archbishop of Magdeburg. The trajectory of Norbert's life and the development of a unique Norbertine vision will be examined in relation to many of the developments of St. Norbert's time: tensions between church and state, feudalism, currents of church reform, changes in spirituality, the growth of towns and cities, the rise of scholasticism

and cathedral schools, the Crusades, developments in music and art, including the transition from Romanesque to Gothic architecture. The course will conclude with a reflection on the arrival and ongoing mission of the Norbertines in Wisconsin. May not be used by majors in History or Religious Studies to fulfill the requirements of GS 10.

HUMA 389 Special Topics

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily the focus will be placed on topics which cross disciplinary lines and involve two or more Humanities disciplines. Topics will vary and will be announced in the course listings.

HUMA 490 Independent Study

A course allowing instructors and students to explore together topics of special interest.

HUMA 494 Internship

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study and from experience with state-of-the-art equipment and practices. Prerequisite: junior/senior standing.

Infrequently Offered Courses

BIOL 225 Vertebrate Natural History

A lecture and laboratory course on natural history, taxonomy and ecological relationships of vertebrate animals. Field collections, identification and preservation of specimens will be an integral part of the course.

Prerequisite: BIOL 121.

BIOL 355 Invertebrate Biology

A lecture and laboratory course dealing with the morphology, taxonomy, evolution, physiology and ecology of free living invertebrates (exclusive of insects). Labs include field trips and sampling of local fauna. Prerequisite: BIOL 121.

BIOL 374 Plant Structure

Lectures and laboratory studies of the anatomy and morphology of vascular plants.

Prerequisite: BIOL 201.

BIOL 376 Plant Systematics

A lecture, field and laboratory study of the fundamentals of plant relationship, identification and classification based on local flora and the extensive resources of the College herbarium. Prerequisite: BIOL 121.

BIOL 381 Vertebrate Embryology

A lecture and laboratory course in developmental biology. A descriptive terminology for normal development of vertebrates is first established. Then, experimental techniques and causal relationships are considered. Prerequisite: BIOL 121, BIOL 244 and Instructor's consent.

BUAD 201 Introduction to Accounting

This course introduces students to the concepts and uses of both financial and managerial accounting. It concentrates on user needs and decision making. The course is a requirement for Business Administration minors and may be taken by non-business students as an elective. Students who have taken BUAD 205 cannot take BUAD 201 for credit. Prerequisite: Sophomore standing.

BUAD 256 Personal Finance

Introduction to the basic financial and economic decisions made by nearly all individuals and families over the course of a lifetime. Includes some basic keys to investing wisely, purchasing a home, buying the appropriate amount of insurance, obtaining credit, managing your payment account and planning for future financial security. Although open to students majoring in business, this course may not be counted as an advanced requirement in the business administration major. Prerequisite: MATH 114 or 115 and sophomore standing.

BUAD 486 Small Business Ventures

This course focuses on the creation, assessment, growth, development and operation of new and emerging small business ventures. Students will deal with a complete business plan, assessment of opportunities and the preparation, planning and operation of entrepreneurial start-ups. Prerequisites: BUAD 206 or BUAD 315, BUAD 230, BUAD 270, BUAD 350 and senior standing or Instructor's consent.

CHEM 216 Organic Chemistry

The course includes a review of chemical fundamentals, reactions of organic functional groups, an introduction to spectroscopic methods of structure determination and basic biochemistry. Selected synthesis and mechanisms are developed to the extent that students have a basic understanding of these areas. The course is designed for medical technologists and students in the life sciences for whom a one-semester course is desirable. Note: CHEM 216 does not serve as a prerequisite for CHEM 222. Prerequisite: CHEM 107.

COME 323 Nonverbal Communication

An examination of theory and research in several non-linguistic codes and the effects on human communication behavior. Topic areas covered include: touch, movement, space, vocal characteristics, tie and appearance. Prerequisite: COME 122.

CSCI 210 COBOL Programming

This course covers introductory, intermediate and advanced topics in the COBOL language. Structured programming and top-down design are emphasized. Student teams are responsible for the development of information requirements, data structures, report layouts, processing logic, logic representation and external and internal documentation. Prerequisite: CSCI 205.

**EDUC 276 The Organization and Administration of Early Childhood Programs
2 Credits**

This course will focus on those systems central to the success of early childhood programs. The course will address issues such as classroom environment, selection of furnishings and instructional materials, conflict management, parental and family involvement, assessment and diagnostic strategies, use of community resources and social services, state and federal regulations and professional development, memberships and advocacy. Prerequisite: acceptance into Teacher Education.

EDUC 300 Teaching in a Developing Country

Prospective teachers seeking elementary or secondary certification will study and teach in a developing country. During spring break students and the instructor travel to Belize, St. Vincent or St. Lucia, to teach a prescribed curriculum in that country's schools and to tour the country, exploring the education system, culture, history, religion, ecology, geography and tourism of the country. Prior to departure, students prepare lessons to be taught. Upon returning students create a portfolio of study on the country visited, to be used in their own future teaching assignments.

EDUC 340 Education and World Development – GS 11

Education is a global phenomenon, valued by both the individual (private benefit) and countries (social benefit). It has been considered to be a key element in the process of development. This course examines the meaning of education and development and explores the complex relationship between them. It examines the philosophical bases for educational priorities and studies some of the

policies and practices of both industrialized and less-industrialized countries. It explores the interrelationship between the educational policies and practices of developing countries and their economic, cultural, ideological and political development.

**EDUC 348 Deaf Culture and Sign Language in America I
2 Credits**

This course is designed to increase awareness of characteristics of the deaf community as well as provide beginning skills in sign language. This course provides an introduction to historical, educational and psycho social issues, family concerns, language and cognitive development of the deaf, social organization, resources, publications and technology and the deaf.

**EDUC 349 Deaf Culture and Sign Language in America II
2 Credits**

This course is designed to further develop an understanding of the components of deaf culture and improve techniques, fluency and usage of sign language models. Graduate students will be required to prepare a project appropriate for their individual areas in the field of education. Prerequisite: Deaf Culture I.

ENGL 356 The Postcolonial Novel – GS 11

This course studies literature of the 20th century coming from countries that have emerged only recently from colonial domination. The Postcolonial Novel will: 1) explore this literature in the form of the contemporary novel; and 2) examine through selected novels, the continued effects of colonialism on the perceptions of the colonized peoples. The course will focus on novels from countries in regions that were formerly subject to the major colonial powers: Latin America/The Caribbean (Spain and the U.S.); Africa (England and France); the Philippines (Spain and the U.S.).

ESLI 060 Introduction to TOEFL (for Beginning and Elementary students only)

This course introduces students to the types of questions and strategies needed to prepare for the TOEFL test. Students review basic grammar, listening, reading and vocabulary.

ESLI 062 TOEFL (for Intermediate and Advanced level students)

This course helps students prepare for the TOEFL test. Students learn and practice test-taking strategies as well as listening, grammar, reading and vocabulary skills in a format similar to that of an actual TOEFL exam. Also taught are practical skills associated with word processing, email and various software programs for learning English.

GEOG 120 Physical Geography – GS 4

This course addresses the spatial dimensions of our planet, including energy transfer, air, water, weather and climate, landforms, vegetation and soils. Understanding of the interrelationships between these earth systems – and of human interaction with them – is key to forming an integrated understanding of the physical landscape and its significance to humankind. The course addresses issues of the environment and of natural hazards and includes a substantial laboratory component.

GEOG 240 Tectonics

This course explores the processes and products of plate tectonics. Emphasis is placed on comparison of the geologic record of ancient tectonic systems to modern, active tectonic environments. Includes lectures, discussions, labs and field trips. Prerequisite: GEOL 105.

GEOG 354 Field Geology of Costa Rica

This course provides an extended field experience for geology majors. Includes 2-3 weeks of travel and study of the geology and natural history of Costa Rica. The course focuses on plate tectonic processes, active volcanism and sedimentary environments in a modern geologically-active region. Special emphasis is placed on careful observation, description and interpretation of geologic phenomena. The trip takes place during winter break. Includes weekly meetings during the fall semester, lectures, discussion and exams. Prerequisite: GEOL 105 and Instructor's consent.

HIST 366 Modern Indian History: India and the Raj

This course examines the history of India during the 19th and 20th centuries, with an

emphasis on political and social developments. It covers the height of British colonial rule in India and the subsequent development of an Indian nationalist movement which culminated in independence in 1947. It also looks at Hindu and Muslim social reform movements which flowered during the colonial period and which were due in part to the ideas introduced by British rule and education. The course concludes by examining how India has functioned as a democracy since independence and looks at the schisms – religious, social and economic – which threaten the continued existence of democracy in India today.

LEAD 350 Leadership in Modern Mass Movements

This course will examine both the theory and practice of leadership within the context of mass movements. These include religious movements, movements of social or environmental concerns and nationalist movements from all regions of the world throughout the modern era. This course will seek to answer three questions in order to highlight and fully understand the significance of leadership in each of these movements. First, although leadership styles tend to differ according to doctrine and aspiration, what characteristics do all leaders of mass movements share? Second, why do individuals join and/or support mass movements? Third, how do leaders of mass movements motivate their followers? Prerequisite: LEAD 200. Offered infrequently.

LEAD 360 Gender and Leadership

Gender and Leadership examines a number of questions regarding the relationship of gender and leadership in different contexts: business, the political arena and social movements. The course will address several questions, e.g. the role of gender in the emergence of leaders, the role of gender in the evaluation of leaders, the role of gender in explaining different leadership styles and the role that gender plays in the success or failure of leaders. The course will examine the theoretical literature on gender and its relationship to leadership from a number of disciplinary perspectives – Communications, Political Science, Psychology and Sociology. In addition, the course will also use case

studies in order to determine the importance of gender and leadership in specific circumstances. Prerequisites: LEAD 200 or sophomore standing. Offered Infrequently.

MUSI 315 Introduction to Opera – GS 10

This course is designed to meet the needs and interests of the general student rather than the music major. The class will view selected operas on videotape and study the development of opera from Monteverdi to the present, exploring the opera as a social and cultural phenomenon and as an expression of national musical styles. The course attempts to make the student aware not only of the history of opera in its many forms, but also to appreciate the extent to which modern music, including popular musical drama, is indebted to the success and popularity of opera. Since opera includes universal human themes such as ambition, revenge, betrayal, sacrifice, love and death, the course also has a values dimension. **Note:** Course not open to music majors.

NSCI 333 Issues in World Technology – GS 11

The course focuses on three aspects of the development and use of technology. Initially the course investigates the relationship between social structure and the development of technology. One example studied is the effect of the Industrial Revolution upon society in the U.S. The second portion of the course is devoted to understanding the scientific principles that are the basis for continued development of current and future technological applications. The final segment of the course examines the environmental consequences of our previous use of technology and explores the possible future effects of continued technological growth upon the global environment. The global effects of technological expansion in both developed and developing countries is explored. The course does not satisfy GS 11 for majors in Biology, Chemistry, Geology or Physics.

NSCI 344 Issues in Science

An in-depth approach to major issues confronting contemporary science. Topics and instructors may change from one semester to the next, but an emphasis is placed on achieving a scientific perspective within the

larger context of society, culture, history and other disciplines. Scientific assumptions, methodologies and conclusions are compared with those used by other disciplines and by the nonscientist in confronting issues.

PHIL 105 Critical Thinking

This course is designed to help students develop and sharpen valuable cognitive and analytical skills. Critical thinking involves evaluating and analytical skills. The course focuses on developing habits of reasonableness and objectivity, identifying fallacies, writing argumentatively and analyzing inductive and deductive arguments. These skills will be applied to real-life cases in such fields as business, law, politics and ethics. The course does not fulfill requirements for a major or a minor in philosophy.

PHIL 325 Ethics: International Issues – GS 11

This course considers a number of important international issues from an ethical perspective. These include such topics as war, human rights, world hunger, environmental deterioration and the activities of multinational corporations, particularly in the developing world. Specific topics will vary from semester to semester.

PHIL 346 Philosophy of Human Rights

This course provides a focused study of the concept of universal human rights along with various issues in the human rights movement. First, the course surveys the origins of human rights in the natural rights tradition; next, it explores the analysis of the concept and justification of human rights; then it considers challenges to human rights from the perspectives of ethical and cultural relativism; finally, it addresses the application of human rights to particular cultures and the role of international human rights organizations. Prerequisite: PHIL 120. Spring semester, alternate years.

PHIL 360 Philosophy of Science

A study of the philosophical aspects of the physical and biological sciences. Topics covered include historical as well as contemporary scientific developments and perspectives.

PHYS 101 Concepts of Physics – GS 4

An introduction to selected concepts and theories of physics, presenting their origin in connection with specific persons and events and their development into their present forms. Topics include the Copernican revolution, Newtonian dynamics, electromagnetic theory, the theory of relativity and the quantum theory of microscopic matter. Emphasis will be placed on concepts that have broad applications to phenomena of common experience. Presentation is by lectures, demonstrations and laboratory experiments. No mathematical background beyond high school algebra will be assumed. A student who has received credit for PHYS 111 or PHYS 121 may not take PHYS 101 for credit without the Registrar's consent.

PHYS 341 Nuclear Physics

This course deals with the detailed structure of the atomic nucleus. Topics include: nuclear forces, nuclear reactions (fission, fusion and radioactive decay), and the quark structure of the proton and neutron. Prerequisite: PHYS 241 and MATH 233.

POLI 317 American Political Thought

This course examines the developments in political thought in the U.S. from the American Revolution to the present day. Particular attention will be paid to issues of political inclusion and exclusion on the basis of race, gender, sexuality, national origin and class. Changing attitudes in the relationship between individual liberty and majority rule will also be a dominant theme of the course, as well as the proper role of government in addressing social problems.

RELS 338 / ENGL 338 Religion and Literature

This course will examine the religious imagination – the capacity to imagine, or not to imagine, ultimate reality. The class will study theological texts that establish what a religious imagination might be and it will also study important literary works, both traditional and modern that exemplify forms of the religious imagination.

SOCI 245 Ethnography of Folklore

This course will focus on the study of folklore and myth. Topics covered will include the

theory of archetypes, oral vs. literate cultures and ethnopoetics. Students will do extensive readings in Wisconsin folklore and will be expected to gather and transcribe stories from their own local folklore traditions. Normally offered Spring semester alternate years.

SOCI 246 Issues in Archeology

This course will explore how archaeologists search for clues about prehistoric lifeways and what their work means to current Americans -both Native Americans and those of other descent. At issue are the scientific study of past lifeways, archaeological recovery of ancient remains, Native Americans rights to recover their heritage, museum conservation as a means to preserve the past and the necessity for educated Americans to become informed before making value judgments on these issues. Classroom activities will include discussion, lecture, videotapes, artifact examination and guest speakers. Off campus opportunities will include museum visits, field site visits and optional work at selected sites.

SOCI 295 / PHLP 295 Colonialism and Religion in the Philippines

This course will examine the religions and cultures of the Philippines, looking specifically at the often ambivalent linkages between religion, Catholic missions and colonial rule. The seminar will begin by exploring aspects of the Spanish colonial period, including the diversity of indigenous religions, the role of Islam, the founding of Catholic missions, native responses to Christianity and the development of a baroque Catholic culture in Manila. This course will also examine the role of religion during U.S. colonial rule and conclude by considering the development of liberation theology in the Philippines.

SOCI 378 / LEAD 378 Leadership and Society

This course provides an in-depth and critical assessment of various approaches to the roles that power, authority, leadership and influence play in society. It studies the functioning of power in the social structure and contrasts that with the roles of authority and influence in culture. Leadership is studied in the links between structure and

culture where values and institutions crucially intersect. The impact of leadership within various social institutions and across cultural, structural and individual levels of interaction is examined.

WOLT 207 Contemporary Latin American Literature and Culture – GS 7

An introduction to Latin American literature in its cultural context. Discussion and analysis of significant literary works and of historical and cultural issues that affect Latin American writing today. Includes such writers as Machado de Assis, Borges, Garcia Marquez, Carpentier, Fuentes, Cortazar and Paz.

WOLT 208 Spanish Life and Culture – GS 7

Panoramic view of the artistic and literary expression of the Spanish culture through the centuries. Special emphasis is given to the environment and the style of daily life as it is reflected in the classics, in order to ultimately arrive at an understanding of the circumstances, beliefs, problems, assumptions and ideals that gave character to the culture and shaped its historical development.

WOLT 210 Soviet Dissident Literature – GS 7

This course explores 20th century Soviet culture and society through readings of Soviet dissident literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the former Soviet Union and abroad and contemporary Soviet society. Authors who may be studied include Zamiatin, Babel, Olesha, Solzhenitsyn, Bulgakov, Pasternak and Brovdsky.

WOLT 330 Contemporary French and Francophone Women Writers – GS 11

A critical comparison and assessment of post colonial themes and issues reflected in French and Francophone (native French-speaking) women's literature in translation from France, Quebec, the Caribbean, the Middle East and West and North Africa. Do not count toward French major.

WOLT 352 French Civilization and Literature – GS 10

This course offers an in-depth look at the evolution of French civilization from its beginnings to the present by examining landmark achievements in the world of literature, philosophy, history and art such as "The Song of Roland," Descartes' "Discourse on Method," Moliere's "Tartuffe," Burke's "Essay on the French Revolution," and de Toqueville's "Democracy in America." The course is organized around different chronological and thematic unities, including the Middle Ages, the Renaissance, the Age of Enlightenment and Revolution and the Age of Romanticism.

Interdivisional Studies

www.snc.edu/academics/interdivisional.html

IDIS Courses

IDIS 100 College Writing

This course helps students develop and discipline their powers of written communication. Students will learn about the composing process – planning, shaping, writing, revising, editing and proofreading – and how to apply this process to a series of college writing assignments that include personal narratives, informational summaries, persuasive essays and documented research essays. IDIS 100 can be taken as an elective by students who feel a need for a composition course and the course is required for students who demonstrate a need for a college-writing course (as determined by a timed writing sample, college admission scores and high school record). Fall and Spring semesters.

IDIS 110 Academic Survival Skills

2 Credits

This course is designed to increase the student's success in college by assisting the student in obtaining necessary skills to reach his or her educational objectives. Topics in the course include time management, study techniques, beginning career decision making, test taking, reading for understanding and retention, note taking, college resources, decision making and memory techniques.

IDIS 115 College Preparation and Reading

2 Credits

This course presents reading and study techniques that will enhance the student's ability to read and retain college-level material. The student will learn to implement general strategies for dealing with course material and strategies to improve reading rate and comprehension.

IDIS 120 SUCCESS Program Participation

0 Credits

This program assists students in reaching their full academic potential by regularly

monitoring academic performance, improving study skills and providing guidance necessary to complete college-level work. The "Success" program is conducted by the Academic Support Services department. Open only to students who are required to participate as a condition of initial or continued enrollment. Repeatable.

IDIS 145 – Communio: A Liberal Arts Seminar

This course has been designed to be an incredibly enriching experience. In a unique and innovative way, the three traditions of the College (liberal arts, Catholic and Norbertine) have been brought together, providing the building blocks for your entire college career. The fact that this is a living/learning course means that education doesn't stop at the classroom door. Bergstrom Hall has been reserved exclusively for first-year students taking this course. Discussions will flow beyond the classroom, allowing you to debate and engage with students from all five sections, examining a common question from a variety of perspectives. Programming in the hall will engage you even further, helping you connect the classroom with daily life.

IDIS 189 Taiwanese History, Culture and Society

An interdisciplinary course on contemporary Taiwanese history, culture and society, including a two-week study abroad component in Taiwan.

IDIS 310 Language Analysis & Applied Linguistics

This course will familiarize students with different fields of applied linguistics and language analysis, including grammar, semantics, phonology, phonetics, discourse analysis, language acquisition and social linguistics. This course is a requirement for ESL certification. Prerequisite: ENGL 290 or Instructor's consent.

IDIS 363 Poverty and Social Justice – GS 11

Designed for the general student, this course provides an introduction to the multifaceted and complex phenomenon of poverty and exploration of its relationship to social justice. Topics addressed include definitions of poverty and justice, the roots of poverty, its historical manifestations and structural influences, how it may be measured and ways that it may be alleviated. Poverty is pervasive, affecting the human population on every continent and in every country throughout history. We ask why this is so and what we ought to do about it. Students investigate past approaches, assess their effectiveness and consider future options for reducing and hopefully eliminating, poverty in the Third Millennium.

IDIS 389 Special Topics in Interdivisional Studies

This course will concentrate on a topic pertinent to the current needs and interests of students. Primarily, it will focus on topics which cross divisional lines and will involve two or more disciplines across divisions.

IDIS 494 Service-Learning Seminar

Students will participate in a community-service internship and share their experiences and personal reflections in an effort to increase student awareness of civic needs and community services, further emotional, intellectual, moral, social and personal growth and develop community service skills and life-long civic responsibility. Open discussions, led by guest speakers from the college and local community, will focus upon topics such as an individual's responsibility to serve community needs and services, the effects of service and the role of the served. Prerequisites: Instructor's consent and approval of the Associate Academic Dean.

International Business and Language Area Studies

www.snc.edu/iblas

The mission of the IBLAS program is consistent with and supports the mission of St. Norbert College in providing an opportunity for students to enhance their intellectual, personal and moral development through the strong foundation in the General Education Program and the course requirements in the major. More specifically, effective communication, decision making, problem-solving skills and understanding of ethical issues are developed through study in the IBLAS major. Students are taught and encouraged to apply these skills as responsible citizens of a diverse, interdependent and changing world. The IBLAS program is dedicated to melding theory, practice and disciplinary specializations. This integrated interdisciplinary major forms a foundation for our graduates' professional and personal achievement as they become aware of and join an international learning community.

The IBLAS program leads to a Bachelor of Business Administration (B.B.A.) degree with a major in International Business and Language Area Studies.

The specific goals of the IBLAS major are to:

1) Develop knowledge base in international business

Students are expected to develop:

- A general understanding of important concepts in global business
- Specific skills needed to succeed as business professionals in different cultural settings

2) Develop language skills

Students are expected to develop a linguistic concentration in a second language. This enables students to communicate effectively in their selected second language and to develop a better understanding of a foreign culture.

3) Prepare for career/graduate school

The IBLAS program will help students prepare for entry into an international business field or graduate school.

IBLAS majors are required to study a semester in another country, preferably during their junior year. Students must complete the semester abroad in a country in which their chosen second language is spoken. Any appeals for exceptions to this requirement must be directed to the IBLAS Advisory Board in accordance with the procedures established by the International Education Committee. Students must have a minimum GPA of 2.5 for courses taken at the College before applying for a semester of studying abroad. Students normally take the semester of study abroad through a St. Norbert College foreign study or an exchange program.

Students majoring in IBLAS are responsible for the management and operation of Discoveries International, a non-profit corporation which was chartered in 1978. Discoveries International is committed to importing labor-intensive products from developing countries and reinvesting its proceeds in these nations to assist in furthering developing these economies.

During the Senior Seminar students also conduct research projects which are devoted to study, analyses and recommendations relative to doing business in more than one country. These projects may be case-based, they may be conducted for a business which is seeking to expand in foreign markets, or they may be for a business which is beginning to explore the potential of exporting for the first time.

International Business & Language Area Studies Faculty

Dr. Joy Pahl and Dr. Wolfgang Grassl teach the IBLAS courses. Faculty members in Modern Languages and Literatures, Political Science, Economics and Business Administration teach various courses which are included in the IBLAS curriculum.

Graduate School Advisor and IBLAS Program Director: Dr. Joy Pahl

Course Requirements

■ IBLAS MAJOR:

Business administration and economics core (13 courses)

- ECON 101 Principles of Macroeconomics
- ECON 102 Principles of Microeconomics
- BUAD 142 Computer Applications in Business
- BUAD 205 Financial Accounting
- BUAD 206 Managerial Accounting
- BUAD 230 Foundations of Management
- BUAD 262 Introduction to IBLAS (to be taken sophomore year, fall semester)
- BUAD 270 Marketing Concepts and Issues
- BUAD 284 Statistics for Business and Economics
- BUAD 350 Corporate Finance
- BUAD 390 Business Law
- BUAD 468 Senior Seminar in International Business and Language Area Studies I
- BUAD 469 Senior Seminar in International Business and Language Area Studies II

Modern languages and literatures (4 courses)

- Four courses beyond the 203 level to include:
- FREN/GERM/JAPN/SPAN 204 Intermediate Readings, Conversation and Composition and FREN/GERM/JAPN 375 Civilization, SPAN 375 Spanish Civilization or SPAN 385 Latin American Civilization
- Two language electives

International economics and finance (1 course)

- (May be an appropriate course taken during the semester of study abroad)

- ECON 370 Comparative Economic Systems
- ECON 375 Growth, Development and International Trade

- ECON 376 International Trade
- ECON 377 International Finance and Monetary Economics

International studies (1 course)

- INTL 150 Introduction to International Studies – GS 3

Mathematics (1 course)

- MATH 124 A Survey of Calculus – GS 8
- MATH 131 Calculus and Analytic Geometry – GS 8

History (1 course)

- An appropriate history course taken during the semester of overseas study.

International students only

- (4 courses taken in lieu of the modern languages and literatures requirement.)

Note: International students should consult with the director of the IBLAS program in their freshman year to discuss their specific course requirements. Normally, they take four courses from the following list to become more familiar with the American culture. Alternatively, international students could choose a modern language, different from their native language and study abroad in a country where their target language is spoken.

One of the following two courses:

- ENGL 235 Survey of U.S. Literature I
- ENGL 236 Survey of U.S. Literature II

One of the following two courses:

- HIST 116 History of the United States – GS 6
- POLI 130 U.S. Politics and Government – GS 6

Any two of the following courses:

- AMER 261 / HUMA 261 Introduction to American Studies – GS 6

AMER 317 / POLI 317 American Political Thought
 AMER 305 / PHIL 305 American Philosophy – GS 10
 AMER 221 / RELS 221 Religion in America – GS 6
 SOCI 235 Work in America – GS 6

IBLAS Courses

IBLS 262 / BUAD 262 Introduction to International Business & Language Area Studies

This is a required course for IBLAS majors, normally taken during the sophomore year. The course will introduce students to the international business environment including the political, social, economic and cultural dimensions of foreign countries before they study abroad. Other topics include structures and systems for operating in foreign markets, international marketing strategies and international trade theories. Students are also expected to participate in the operation of Discoveries International, a not-for-profit corporation on campus managed by IBLAS majors. Prerequisite: sophomore standing, IBLAS major or Instructor's consent. Fall semester.

IBLS 360 Study Abroad: International Economics and Finance Elective

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS international economics and finance requirement.

IBLS 361 Study Abroad: Political Science Elective

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS political science requirement.

IBLS 362 Study Abroad: History Elective

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS history requirement.

IBLS 468 & IBLAS 469 / BUAD 468 & BUAD 469 Senior Seminar 1 and 2 (two semesters)

These two capstone courses, required for all senior IBLAS majors, attempt to integrate the knowledge and skills derived from prerequisite courses in business, language, political science, economics and mathematics. The course format includes lectures, case analyses, discussions, presentations by students, guest speakers, panel discussions, field trips, visits to conferences and hands-on responsibility for the student-run import retailing operation, Discoveries International. Prerequisite: senior IBLAS major or Instructor's consent. BUAD / IBLAS 468 is a prerequisite for BUAD / IBLAS 469.

International Education

The Center for International Education

www.snc.edu/cie

The Center for International Education has four general themes of emphasis: global ecology, international business, international education and foreign languages and culture. The Center seeks to use its resources and programs to enhance and complement the College's curricular and co-curricular programs, including academic programs in International Studies major, International Business and Language Area Studies major, Philippine Studies Certificate, Leadership Studies minor and Peace and Justice minor.

To implement its general themes, the Center divides its operation into support of local and regional business entry into the global marketplace, community outreach, support of campus internationalization, international recruitment and marketing and support of international academic programs of the College. Four of the Center's offices specifically support campus internationalization and international academic programs at the College. International Student and Scholar Services (ISSS) offers a wide range of services to support our expanding international population of students and visiting scholars on campus. The Study Abroad Office (SAO) administers more than 60 overseas academic programs in 32 countries and six continents for SNC students. The English as a Second Language Institute (ESLI) teaches English to international students in preparation for university studies. The International Recruitment and Marketing Office seeks to implement the College's Strategic Plan for the expansion of our international student body by offering a package of services beginning with application and continuing through graduation.

In terms of support of local and regional business internationalization and community outreach, Language Services (LS) offers businesses and the community a broad spectrum of services in translating and interpreting, foreign language conversation courses, after-school foreign languages for elementary school children and tailored business culture courses for upper management personnel visiting abroad.

Dr. Joseph D. Tullane, III, Associate Dean for International Education and Outreach

Study Abroad and Exchange Programs

In this increasingly international era, St. Norbert College is a leader among the Wisconsin independent colleges and universities in offering a wide variety of study abroad opportunities to its students.

We encourage our students to include at least one semester of study abroad in their undergraduate careers. In fact, our Foreign Language, International Studies and International Business and Language Area Studies programs require study abroad. Costs tend to be approximately what is charged at St. Norbert College. Students are allowed to apply all of their financial aid, including institutional scholarships, to the cost of study abroad. Tuition waiver students may apply their tuition waiver to exchange programs only.

We are especially proud of our ten student exchange programs in Ecuador (Universidad San Francisco de Quito), France (Catholic University in Lille), Germany (Westfalische Wilhelms Universitat in Munster), Japan (Sophia University in Tokyo and Nihon University in Mishima), Mexico (Monterey Institute of Technology in Mexico City, Guadalajara and Monterrey), The Netherlands (Groeningen University), Philippines (University of Philippines in Quezon City), Spain (Universidad Antonio de Nebrija in Madrid), and Australia (Australian Catholic University). The arrangements we have with these institutions enable their students to study at St. Norbert College, while St. Norbert students pursue studies at the various exchange programs abroad. In addition to these exchange programs, we have direct enrollment and affiliate programs in 17 African countries, Australia, Austria, Chile, Ecuador, Egypt, England, France, Hungary, Ireland, Israel, Italy, New Zealand, Scotland, Spain and Wales.

Students need a minimum cumulative GPA of 2.5 in order to apply for most programs. Some programs, however, require a cumulative GPA of 3.0.

The College maintains the Study Abroad Office to assist students wishing to study abroad. The director and coordinator determines preliminary eligibility for admission into the programs, furnishes application materials and information about each program, provides assistance in selecting programs and helps students plan and carry out arrangements for study abroad.

Students who enter these programs remain enrolled at St. Norbert College by registering for foreign study (FS 001, 002, 003 and 004). With advance faculty approval, course credits transfer fully. Student financial aid generally applies to study abroad. The Business Office collects the fees and remits them to the appropriate institutions. Additionally, the College assesses a \$250 administrative fee for study abroad programs. Transportation to the host country is generally an added cost, payable by the student.

Unpaid internships are available in Australia, England, South Africa, Spain and Wales. Students receive academic credit for these experiences.

Student Teaching Abroad

Student teachers may elect to study in our regular semester abroad program or to do a part of the senior student teaching in another English speaking school in a foreign country. They learn another system of education, broaden teaching skills and increase their awareness of the multicultural richness of the world. Placements are available in St. Vincent and St. Lucia in the Caribbean, England, Scotland, Wales, The Republic of Ireland, Australia, New Zealand and Japan for elementary and secondary student teachers. Students who are proficient in a second language may apply to teach in a foreign country where that language is spoken.

All grants, loans and tuition remain the same for overseas student teachers as for regular students. Housing costs are similar to on-campus costs. Student teachers in this program ordinarily live with a host family. A GPA of 3.0 is required at the time of application.

Volunteer Service Track Program

In 1993, St. Norbert College entered into an agreement with the Peace Corps of the U.S. to establish an academic track to improve the qualifications of undergraduates applying for increasingly competitive Peace Corps volunteer positions, regardless of the academic major pursued by a student. Since then, a recognition that this same track would be valuable in preparing undergraduates to serve in other volunteer service organizations, both secular and

religious, has led to a change in the program requirements to include a broader spectrum of volunteer possibilities. While no formal certification program exists, students who either intend to enter this worthy field or who might want to find out more about it can receive guidance in course selection and activities which will enhance their qualifications as competitive candidates for the various service organizations. A course guide is available that lists academic course work related to the field. Once a year, Career Services sponsors a volunteer service job fair to make students aware of the possibilities that exist within this field. The Peace and Justice Center coordinates this program on campus.

International Education Study Abroad

www.snc.edu/sa

International Education Study Abroad Faculty

Dr. Joseph D. Tullbane, III, Associate Dean for International Education & Outreach

Program Administrators:

Ms. Rosemary Sands, Director, Study Abroad Office

Ms. Joyce Tullbane, Coordinator, Study Abroad Office

Ms. Casey Wopat, Study Abroad Advisor

Students registering for Study Abroad (INED) courses must have program approval from the Study Abroad Office. These courses, in fact, reflect the semester abroad programs that a student is attending. Students register for full-time status in the country of study and in the specific program of choice. Program beginning and end dates are subject to change and are listed for approximate planning purposes.

INED Programs

INED 3000 Study Abroad: England

INED 3001 Foundation for International Education: London Internship

Location: London. Student population: Small American program. Required: 2.5 GPA.

Program dates: Jan. – Apr.; Sept. – Dec.

Program: 3 courses plus internship (for credit).

INED 3002 Goldsmiths College

Location: London. Student population: 8,500 students. Required: 3.0 GPA. Program dates:

Spring: Jan. – Mar.; Fall: Sept. – Dec.

Program: Excellent liberal arts classes, including Art and Art Therapy; pre-approval and schedule checks at time of acceptance.

INED 3003 Lancaster University

Location: Lancaster. Student population:

10,000 students. Required: 3.0 GPA.

Program dates: Spring: Jan. – June. Fall: mid-August – Dec. (Includes pre-sessional course for 4 credits). Program: Science courses; Business; Psychology; Religious Studies and Women and Gender Studies.

INED 3006 University of Manchester

Location: Manchester. Student population:

35,050 students. Required: 3.0 GPA.

Program dates: Spring: Feb. – June. Fall: mid-

Sept. – Dec.). Program: Courses available for all majors. Especially good for Business, Computer Science, English, Environmental Science, Gender Studies, History, Music, Philosophy, Psychology, Religious Studies, Science and Sociology. Unique program: Study Abroad plus Leadership and Service.

INED 3004 Warwick University

Location: Coventry. Student population:

11,000. Required: 3.0 GPA. Program dates:

Fall only: Sept. – Dec. Program: Business and Economics; English; History; Philosophy, Sociology; and Women and Gender Studies.

INED 3005 University of Westminster

Location: London. Student population:

23,000 students on 4 campuses. Required:

2.8 GPA. (3.0 for Media and

Communications) Program dates: Spring: Jan. – June; Fall: Sept. – Dec. Program: Art; Business; Communications; Computer Science; English; History; Political Science; Sociology; and Women and Gender Studies.

INED 3020 Study Abroad: Ireland

INED 3021 Study Abroad: National University of Ireland – Galway

Location: Galway. Student population:

13,000. Required: 3.0 GPA and Junior

status. Program dates: Fall: late Aug. – Dec.;

Spring: Jan. – May. Program: Business, English; History; Math; Political Science; Psychology; and Sociology.

INED 3022 National University of Ireland – Maynooth

Location: Maynooth (Dublin). Student population: 5,000. Required: 3.0 GPA. Program dates: Fall: Sept. – Dec.; Spring: Jan. – early June. Program: Biology; Chemistry; English; History; Philosophy; Psychology; and Religious Studies.

INED 3023 University of Limerick

Location: Limerick. Student population: 10,000. Required: 2.9 GPA. Program dates: Fall: Sept. – Dec.; Spring: Jan. – May. Program: Biology; Business and Economics; Environmental Science; Geography; Informatics and Technology; and Political Science.

INED 3024 Foundation for International Education: Dublin

Location: Dublin. Student population: 5,000. Required: 2.75 GPA. Program dates: Fall: late Aug. – Dec.; Spring: Jan. – late April. Program: FIE has partnered with DBS School of Business and DBS School of the Arts in Central Dublin for Fall and Spring semester programs. This is a fully accredited private institution offering a range of courses to Irish and other international students with strengths in Anthropology and Cultural Studies; Business and Economics; Journalism; Literature and Drama; Media and Film Studies; Philosophy; and Psychology.

INED 3025 University College Cork

Location: Cork. Student population: 15,000 (1,200 international). Required: 3.0 GPA. Program dates: Fall: late Aug. to mid Dec. (with Early Start program); Spring: early Jan. to early June. Applied Psychology; Biology; Business; Classics; English; Geography and Geology; History; Mathematics (spring semester); Philosophy; and Social Policy.

INED 3040 Study Abroad: Scotland

INED 3041 University of Stirling

Location: Stirling. Required: 3.0 GPA. Program dates: Sept. – Dec.; Feb. – May.

Program: Great classes in English, Communications, Psychology, Religious Studies, History and Women and Gender Studies.

INED 3060 Study Abroad: Wales

INED 3061 University of Swansea

Location: Swansea. Student population: 10,500. Required: 3.0 GPA. Program dates: Sept. – Dec.; Jan. – early June. Program: Chemistry, Psychology; internships (for credit); English, Sociology, Women and Gender Studies.

INED 3100 Study Abroad: Austria

INED 3101 University of Salzburg –

American Institute for Foreign Study (AIFS)

Location: Salzburg. Required: 2.5 GPA. Program dates: Fall: Sept – Dec.; Spring: Feb. – May. Program: American Program courses in English and German in Business Economics, History, Literature, Music and German language classes.

INED 3120 Study Abroad: France

INED 3121 University of Grenoble – AIFS

Location: Grenoble. American Program. Required: 2.5 GPA and one year of college French required. Program dates: Fall: Sept. – Dec.; Spring: Jan. – May. Program: Courses in French and English in Art History, Economics, History, Literature, Political Science and French. Homestay.

INED 3122 Catholic University of Lille

Location: Lille. Student population: 14,000. Required: 2.5 GPA (3.0 in French). Program dates: Fall: mid-Sept. – Dec.; Spring: Jan. – late May. Program: Coursework in French with some courses offered in English. Exchange Program.

INED 3123 University of Paris IV (Sorbonne) – AIFS

Location: Paris. American program. Required: 2.5 GPA. program dates: Fall: Sept. – Dec.; Spring: Jan. – May. program: Courses in French and English in Art History, Business, History, Literature, Philosophy, Political Science and French. Intensive French orientation at College International de Cannes. Students may enroll in courses through one or more of the following institutions.

3124 International College of Cannes
 3125 American University of Paris
 3126 British Institute
 3127 Academy of Port Royal
 3128 Schola Cantorum

INED 3140 Study Abroad: Germany

INED 3141 Westfälische Wilhelms University

Location: Munster. Student population: 45,000. Required: 2.5 GPA. Applicants are selected by SNC German faculty. Program dates: Spring Semester only (Mar. 1 – mid July). Program: Coursework in German. Students live in shared apartments or dormitories. Exchange program.

INED 3143 Philipps University – Marburg

Location: Marburg, Germany. Student population: 17,500. GPA requirement: 2.6 cumulative. Program dates: Fall – late Aug. to 3rd week of Dec.; Spring – late Feb. through late July. Program: Coursework in German (students must have completed through German 204 prior to arrival in Germany). Students live in shared apartments or campus dormitories with German and/or international students.

INED 3160 Study Abroad: Hungary

INED 3161 Budapest Semesters in Mathematics (St. Olaf College)

Location: Budapest. Required G.P.A.: 2.50. Program dates: Fall: Sept. – Dec.; Spring: Feb. – late May. Program: For math majors only. Coursework in English.

INED 3180 Study Abroad: Italy

INED 3182 Mediterranean Center for Arts and Sciences

Location: Syracuse, Sicily. Student population: Small American program. Required: 2.8 GPA. Program dates: Fall: Sept. – Dec.; Spring: Jan. – May. Program: 5 classes including mandatory Italian class. Studio and Fine Arts, Classical Studies, Environmental Studies, History and Political Science. School is located in the heart of the ancient city, in a restored 15th century Sicilian palazzo, with a view of the Mediterranean Sea from its front steps. Students live in shared, furnished apartments.

INED 3184 John Cabot University – Rome

Location: Rome. Student population: 450 (65% American; remainder from 40 countries worldwide). Required: 2.75 GPA. Program dates: Fall: Sept. – Dec.; Spring: Jan. – May. Program: 5 classes. Business Administration, Art History, Studio Art, Classical Studies, Communications, Computer Science, English Literature, History, Philosophy, Political Science and Psychology. Students live in shared, furnished apartments.

INED 3185 Florence University of the Arts

Location: Florence. Student population: 250. Required: 2.8 GPA. Program dates: Fall: late Aug. – mid-Dec.; Spring: early-Feb. – May. Program: Florence University of the Arts was founded in 2006 to meet the needs of study abroad students with a wide variety of majors. Courses are available in the Humanities, Social Sciences and Natural Sciences and almost every General Education area. Education majors can satisfy required courses at this site. Students take five classes at this university, one of which is a mandatory Italian language class.

INED 3200 Study Abroad: The Netherlands

INED 3201 University of Groningen

Location: Groningen. Required: 2.5 GPA. Program dates: Normally offered only in Spring Semester (Feb. – July.), due to Fall semester extending into January. Program: For Business Majors with GS 11 available. Exchange program.

INED 3240 Study Abroad: Spain

INED 3243 Toledo – Fundación de Ortega y Gasset (University of Minnesota Learning Abroad Center)

Location: Toledo. Student population: 100 students (mostly American). Required: 2.5 GPA and minimum of 4 semesters of college Spanish. Program dates: Fall: early Sept. – mid Dec.; Spring: early Jan. – early May. Program: Coursework in Spanish, internships available (for credit). Homestay.

INED 3244 Valencia – University of Virginia

Location: Valencia. Student population: 100 (all American). Required: 2.5 GPA and minimum of 4 semesters of college

Spanish. Program dates: Fall: early Sept. – mid Dec.; Spring: early Jan. – early May. Program: Course work in Spanish. Homestay.

INED 3245 University of Nebrija – Madrid

Location: Madrid. Student population: 3,000 (Spanish and International). Required: 2.5 GPA. Program dates: Fall: Sept. – Dec.; Spring: Jan. – May. Program: Beginning through Advanced level Spanish language, culture and literature classes, Business Administration and Management, Computer Science, Applied Languages and Humanities, some Business courses offered in English. Homestay. Exchange Program.

INED 3400 Study Abroad: Egypt

INED 3401 American University in Cairo
Location: Cairo. Student population: 5,000. Required: 3.0 GPA. Program dates: Spring Semester Only: Jan. – June.

INED 3420 Study Abroad: Israel

INED 3421 Ben Gurion University
Location: Beer Sheva. Student population: 15,000 students. Required: 2.50 GPA. Semester dates: Fall: Aug. – Dec.; Spring: Jan. – April. Program: Mandatory Hebrew course, other courses taught in English.

INED 3440 Study Abroad: South Africa

**INED 3441 Interstudy South Africa
Capetown**
Location and Student population: 11 campuses throughout South Africa ranging in size from 6,000 to 25,000 students. Required: 3.0 GPA. Program dates: first semester: Feb – June; second semester: late July – Nov. Program: Coursework in English for a wide variety of majors. Internships available (for credit).

**INED 3442 School for International
Training**

Required: 2.5 GPA. Program site has a theme (e.g. Ecology and Conservation; Culture and Development, etc.). Coursework is comprised of an intensive language course, a seminar pertaining to the theme, a field seminar and an independent study project. Program dates vary.

**INED 3443 InterStudy South Africa:
Kwazulu-Natal Durban (Howard Campus)**

Location: Durban, South Africa. Student population: 17,800. GPA requirement: 2.5. Program dates: Fall - late July to early Dec.; Spring - early Feb. to late June. Program: Courses taught in English in the following subject areas: Business, Development & Social Sciences, Drama & Performance Studies, Ecology/ Environmental Science, Education, Health Sciences, Humanities, Management Studies, Music, Nursing, Science and Agriculture. Students live in university-run halls of residence integrated with local South African students. Single rooms, self-catered.

**INED 3460-3550 Study Abroad: Africa
(various locations see below)**

**INED 3461-3551 School for International
Training**

Required: 2.5 GPA. Each program site has a theme (e.g. Ecology and Conservation; Culture and Development, etc.). Coursework is comprised of an intensive language course, a seminar pertaining to the theme, a field seminar and an independent study project. Program dates vary by program site. Students register for the appropriate country code plus 3XX1 for the School for International Training.

3460 Study Abroad: Botswana

3470 Study Abroad: Cameroon

3480 Study Abroad: Ghana

3490 Study Abroad: Kenya

3500 Study Abroad: Madagascar

3510 Study Abroad: Mali

3520 Study Abroad: Morocco

3530 Study Abroad: Senegal

3540 Study Abroad: Tanzania

3550 Study Abroad: Uganda

INED 3600 Study Abroad: Chile

INED 3601 University of Chile

**INED 3602 Pontificia Catholic University of
Chile**

INED 3603 University of Santiago

Location: Santiago. Required: 2.75 GPA and the equivalent of 6 semesters of college Spanish. Program dates: first semester: March – mid July; second semester: early Aug. – mid Dec. Program: CIEE program. Coursework in Spanish. Homestay with Chilean family.

INED 3620 Study Abroad: Ecuador
INED 3622 Universidad San Francisco de Quito

Location: Quito. Student population: 3,500 (undergraduate and graduate programs). Required: 2.75 GPA. Semester dates: Fall: Aug. – Dec.; Spring: Jan. – May. Prerequisites: Minimum of four semesters of college-level Spanish (through 204). Program: Coursework in Spanish. Liberal Arts, Ecology, Environmental Science, Spanish language, International Relations, Art and Business Administration. Homestay. Exchange program.

INED 3623 USFQ – GAIAS (Galapagos Islands)

Location: Quito. Required: 2.75 GPA. Semester dates: Fall: Aug. – Dec.; Spring: Jan. – May. Program: Choice of biological sciences program (Evolution, Ecology and Conservation in the Galapagos) with all courses taught in English or Social Sciences program (Politics, the Environment and the Galapagos) with all courses taught in English. Homestay or residence hall.

INED 3660 Study Abroad: Mexico
INED 3661 Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM) Estado de México Campus

Location: Mexico City. Student population: 10,500 on the Estado de Mexico campus. Required: 2.5 GPA. Semester dates: Fall: early Aug. – mid Dec.; Spring: mid Jan. – May. Program: Coursework in English and Spanish, wide variety of Spanish and Business courses. Homestay with Mexican family. Exchange Program.

INED 3662 Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM) Monterrey Campus.

Location: Monterrey. Student population: 17,500. Required: 2.5 GPA. Semester dates: Fall: early Aug. – mid Dec.; Spring: mid Jan – May. Program: Coursework in English and Spanish; wide variety of Business courses and Spanish courses. Homestay or residence halls.

INED 3663 Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM) Guadalajara Campus

Location: Guadalajara. Student population: 4800. Required: 2.5 GPA. Semester dates: Fall: early Aug. – mid Dec.; Spring: mid Jan. – late May. Program: Coursework in English and Spanish; wide variety of Business and Spanish courses. Homestay or residence halls. Exchange program.

INED 3700 Study Abroad: Japan
INED 3701 Nihon University

Location: Mishima. Semester dates: Offered spring only due to Fall semester ending in Feb. Program: Coursework in Japanese with some classes in English. Exchange program.

INED 3702 Sophia University

Location: Tokyo. Required: 3.0 GPA. Semester dates: Offered spring only due to Fall semester ending in Feb. Program: Coursework in Japanese with some classes in English. Exchange program.

INED 3720 Study Abroad: Philippines
INED 3721 University of the Philippines – Diliman

Location: Quezon City. Student population: 19,000. Required: 3.0 GPA. Semester dates: first semester only: June 1 – mid Oct. Program: Coursework taught in English and Tagalog. Exchange program.

INED 3800 Study Abroad: Australia
INED 3801 Macquarie University

Location: Sydney. Student population: 30,000, but small campus feel. Required: 2.5 GPA. Semester dates: first semester: Feb. – July; second semester: July – Nov. Program: Computer Science; Environmental Science and Geology; History; Philosophy; Political Science; Religious Studies; Sociology; and Science; with internships available (for credit).

INED 3802 Bond University

Location: Gold Coast. Student population: 3,000. Required: 2.5 GPA. Semester dates: first semester: Jan. – April; third semester: Sept. – Dec. Program: Wide variety of Business courses; Communications; Information Technology; International Relations; Philosophy, Political Science, Psychology; Sociology.

INED 3803 University of the Sunshine Coast

Location: Maroochydhore. Student population: 5,000. Required: 2.5 GPA. Semester dates: first semester: Feb. – June; second semester: July. – Nov. Program: Pre-registration of courses before you leave; Australian Studies; Biology; Business; Communications; Environmental Science; Graphic Art; Sociology, with internships available (for credit).

INED 38041 American Catholic University – Brisbane**INED 38042 American Catholic University – Sydney****INED 38043 American Catholic University – Melbourne****INED 38044 American Catholic University – Ballarat****INED 38045 American Catholic University – Canberra**

Locations: Brisbane, Sydney, Melbourne, Ballarat and Canberra. Student population: 11,000 spread out over 6 campuses. Required: 2.5 GPA. Semester dates: first semester: Feb. – June; second semester: July – Nov. Australian Studies; English; Environmental Science; History; Music; Religious Studies; Sociology. Exchange program.

INED 3805 University of Melbourne

Location: Melbourne student population: 31,000. Required: 3.0 GPA. Semester dates: first semester: Feb – July; second semester: July – Nov. Program: Australian and Indigenous Studies; Business and Economics; Computer Science; Environmental Studies; Marine Science; Media Studies and Communications; Music (Conservatory); and all Sciences.

INED 3806 Murdoch University

Location: Perth. Student population: 13,000. Required: 2.75 GPA. Program dates: first Semester: Feb. – June; second Semester: July – Nov. Program: Australian and Indigenous Studies; Business; Environmental Science; Marine Science; and Mass Communication and Media Studies. Exchange Program.

INED 3807 International College of Management – Sydney

Location: Manly Beach in Sydney, Australia. Student population: 900. Required: 2.5 GPA. Program dates: Feb. – May, Sept. – Dec. Program: Business (with electives in Tourism, Hospitality, Management, Event Management and Retail and Property Services Management) and GS 11.

INED 3820 Study Abroad: New Zealand**INED 3821 University of Canterbury**

Location: Christchurch. Student population: 15,000. Required: 3.0 GPA. Semester dates: Feb. – July; July – Nov. Program: Wide variety of classes in Biology and Chemistry; Business and Economics; Environmental Science; Geology; Math and Computer Science; Philosophy; Political Science; Psychology; and Sociology.

International Studies

www.snc.edu/internationalstudies

A major in international studies prepares students to thrive as individuals, prosper as professionals and participate as citizens in the global community of the 21st Century. This requires increasing their awareness of how global forces will shape their lives and their communities.

The International Studies major provides a practical and theoretical international relations framework within which to examine the multiple international and intercultural dimensions of the contemporary world. Drawing upon the social sciences, the study of languages and cultures, the humanities and environmental sciences, the major also explores and compares the political, environmental, philosophical, cultural and economic aspects of our interdependent world. Specific regional paradigms for Asia, Africa, Europe, Latin America and the Middle East offer students the opportunity to specialize in their international studies. A semester of study abroad is required in order to provide students with overseas opportunities to examine global issues. A minimum cumulative St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

The international studies major is designed for the student who is interested in government service, international law, international and regional non-governmental organizations and various international and service organizations and programs. It also prepares students for graduate study in a variety of international fields.

International Studies Faculty

Program Director: Dr. Gratzia Villarroel, Associate Professor of Political Science

Faculty members in History, Modern Languages and Literatures and Political Science primarily teach various courses in the International Studies curriculum.

Graduate School Advisor: Dr. Gratzia Villarroel

Course Requirements

■ INTERNATIONAL STUDIES MAJOR

1) Core Requirements: All core requirements must be taken at St. Norbert College.
 INTL / POLI 150 Introduction to International Studies
 INTL / POLI 160 Introduction to Comparative Politics
 POLI 200 Research Methodology and Techniques (Prerequisite: SSCI 224)
 POLI 350 International Relations
 INTL 400 World Issues and Conflict Resolution

2) Language and Area Studies:

Students choose one language and area studies emphasis from the options listed below. Students study abroad for a minimum of one semester in their language and area studies region.

European Language and Area Studies

HIST 113 History of Western Civilization 2
 or HIST 350 Modern European History
 POLI 365 European Governments
 Language Competency through 204 FREN / GERM / SPAN 375
 or civilization course in another relevant language (INTL 375).

Asian Language and Area Studies

1 course from HIST 361, HIST 362, HIST 363 or HIST 364

POLI elective in area of interest (INTL 361)

Language Competency through 204

JAPN 375 Japanese Civilization

or civilization course in another relevant language (INTL 375).

African Language and Area Studies

HIST 118 Survey of African History

POLI elective in area of interest (INTL 361)

2 courses focusing on Africa from HIST

335, HIST 341, HIST 342, HIST 344,

HIST 345, HIST 351 or HIST 352.

3 courses focusing upon Africa taken

abroad (INTL 363), including study of an indigenous language (INTL 364).

Middle Eastern Language and Area Studies

HIST 120 Survey of middle Eastern History

POLI elective in area of interest (INTL 361)

2 courses focusing on the middle East from HIST 340, HIST 341 or HIST 343.

3 courses focusing on the middle East

taken abroad (INTL 363), including (INTL

364) study of Arabic or Hebrew (Turkish, if

study abroad options in Turkey arise and

Farsi for study abroad in Iran).

Latin American Language and Area Studies

1 course from HIST 130, HIST 311, HIST

333 or 349.

POLI 368 Politics and Governments of Latin America

Language competency through 204

SPAN 385 or civilization course in another relevant language (INTL 375).

3) Interdisciplinary Requirements:

ECON 201 (Principles of Macroeconomics)

RELS 350 Christianity and Cultural Diversity

or RELS 340 World Religions

or RELS 318 A Feminist Theology

For course descriptions, refer to the specific programs (e.g. Spanish for a description of SPAN 385).

International students only

(4 courses taken in lieu of the area studies requirement.)

International students should consult with the director of the IS program in their freshman year to discuss their specific course requirements. Normally, they take four courses from the following list to become more familiar with the American culture. Alternatively, international students could choose a modern foreign language, different from their native language and study abroad in a country where their target language is spoken.

One of the following courses:

ENGL 235 Survey of U.S. Literature I

ENGL 236 Survey of U.S. Literature II

One of the following courses:

HIST 116 History of the United States

One of the following courses:

POLI 130 U.S. Politics and Government

One of the following courses:

HUMA 261 American Ideals and Identities

SOCI 235 Work in America

SOCI 265 American Culture

PHIL 260 American Philosophy

(Other relevant courses may be chosen to complete this last requirement in consultation with the Director of International Studies.)

Japanese

www.snc.edu/ml

The modern languages and literatures discipline offers courses in modern languages, cultures and literatures, which may lead to both majors and minors in French, German and Spanish, as well as a minor in Japanese. The objectives of language studies are to enable students to communicate effectively in the language of study and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers literature and culture courses in the English language for the General Education Program.

Studies in this discipline help students increase their awareness of their own values and beliefs as well as those of another culture, aid in preparing teachers for language teaching careers, provide language skills and cultural awareness to students specializing in other academic areas, enable students to meet the language requirements of graduate programs in the study of languages and comparative literature and prepare students for various careers in an increasingly global society.

All language courses in the Japanese minor are taught in Japanese and students are expected to use the target language in class. In addition, advanced courses require one or more formal oral presentations and papers in Japanese. Each presentation and paper is assessed with feedback given to students. In the senior capstone course (400), students are required to write a research paper in Japanese. Students certified to teach the language must achieve a 3.0 GPA in their major or minor, including earning a "B" or better in their senior capstone course.

Japanese Area Studies

The purpose of a Japanese Area Studies (JAS) minor is to provide an opportunity for students to study Japanese culture in a manner different from the traditional modern language minor. The Japanese Area Studies minor has the objective of familiarity with the language as opposed to fluency and is designed to supplement this familiarity with a concentration of coursework related to the socioeconomic, political, cultural, literary or historical background of Japan. Courses are chosen in consultation with the student's advisor or the head of Japanese Language program, consistent with the goals of the student and the program.

A typical JAS minor includes language study through JAPN 204 Intermediate Japanese. A student electing a JAS minor without prior exposure to the language is required to complete four courses under this paradigm. The student has the option of completing additional language study if his/her goals required additional competency.

A JAS minor who wishes to have a one-semester study abroad experience at Sophia University in Tokyo, Japan should take JAPN 320, which may be replaced by different courses at a Japanese university after taking a placement exam. Courses taken at Sophia University, with at least a passing (C) grade, are counted toward a JAS minor.

Japanese Faculty

Ikuko Torimoto, Associate Professor of Japanese

Course Requirements

■ JAPANESE MINOR (4 courses above 300)

Four courses above 300 constitute a minor in Japanese. These must include JAPN 305, JAPN 375, JAPN 389 or JAPN 390 at St. Norbert College and JAPN 320 (or equivalent) at Sophia or Nihon University in Japan.

■ JAPANESE AREA STUDIES MINOR (Japanese through 204 + 3 courses from the following:

- JAPN 305 Intermediate Reading, Conversation and Composition
- JAPN 320 Advanced Intermediate Conversation (Generally taken abroad.)
- JAPN 389 Special Topics
- HUMA 280 Japanese Culture and Society
- HIST 362 Modern Japan

Japanese Language Certificate: A Japanese Language Certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the JAPN 101-JAPN 204 sequence with an overall grade point average of 3.0 "B" in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert through the Modern Languages and Literatures curriculum and the student must earn a 3.0 "B" or higher in this course. A student who places beyond the JAPN 204 level (e.g. JAPN 304 or JAPN 305) still must complete one class on campus and receive a grade of 3.0 (B) or higher in that class. A student who might be interested in a Certificate could take four classes (JAPN 101, JAPN 102, JAPN 203, JAPN 204) at St. Norbert College. However, students who

might be interested in a certificate could place into JAPN 203 or JAPN 204 and would only have to take one or, at most two classes.

See "Modern Languages and Literatures" section for additional information on all College language programs, policies and courses.

JAPN Courses

JAPN 101 Elementary Japanese 1

An intensive introduction to practical Japanese with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Four class periods per week and required laboratory work. Fall semester.

JAPN 102 Elementary Japanese 2 – GS 7

Continuation of JAPN 101. Prerequisite: JAPN 101. Spring semester.

JAPN 203 Intermediate Japanese 1 – GS 7

Short basic readings, conversation and grammar. Four class periods per week and required laboratory practice. Prerequisite: JAPN 102. Fall semester.

JAPN 204 Intermediate Japanese 2 – GS 7

A continuation of JAPN 203 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 203. Spring semester.

JAPN 305 Intensive Course: Intermediate Readings, Conversation and Composition

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. A cultural orientation prior to a study-abroad experience. Prerequisite: JAPN 204.

JAPN 320 Advanced Intermediate Conversation

A continuation of JAPN 305 with emphasis

on developing facility in oral and written expression. Transfer credit from Sophia or Nihon University for JAPN 320 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College. Generally taken abroad.

JAPN 375 Japanese Civilization

A background of history, art and institutions as an aid to the understanding of Japanese thought in literature as well as culture and to appreciate the Japanese people.

JAPN 389 Special Topics

Topics of special interest, dealing with Japanese literature, civilization or culture.

JAPN 390 Advanced Conversation, Grammar and Composition

Emphasis on developing facility in oral expression based on literatures and cultures. Attention to phonetics, pronunciation and syntax. Development of more difficult and sophisticated patterns of expression.

JAPN 490 Independent Study

For upper-level students in lieu of a regular course. Plan of work must be approved before registering. Course includes reports, papers and examination. Transfer credit from Sophia or Nihon University for JAPN 490 must be evaluated and approved by the coordinator for Japanese language studies at St. Norbert College.

Latin

www.snc.edu/classicalstudies

The study of Latin gives the student access to the treasures of Roman and medieval literature and philosophy, the foundation stone of Western civilization. Latin is an indispensable tool for the study of the history, music, liturgy and theology of the Christian Church. Knowledge of Latin also greatly enhances a student's understanding of English vocabulary and grammar and is an excellent supplement to the study of all the modern Romance languages. See the catalog section on Classical Studies (CLAS) for a description of the place of the Latin language sequence in a Classical Studies Minor.

Retroactive Credit Policy:

Students will be awarded credit for up to two courses for previous language study if they enter a Latin course beyond the introductory level and earn a "B" or better in that course. This means that students who begin their study of Latin at St. Norbert College with LATN 102 and earn at least a "B" in that course, will also receive one retroactive course credit for the equivalent of LATN 101. Students who begin their study of Latin with LATN 203 and earn at least a "B" in that course, will receive two retroactive course credits for the equivalent of LATN 101 and LATN 102. Students who wish to take advantage of the Retroactive Credit Policy should contact the Latin instructor to determine their proper placement in the Latin language sequence. Retroactive course credits do **not** count as part of the six courses required for the minor in Classical Studies.

Latin Faculty

William Hyland, Adjunct Assistant Professor of Latin
Stephen Westergan, Adjunct Instructor of Humanities

LATN Courses

LATN 101 / CLAS 101 Elementary Latin

An introduction to classical Latin with emphasis on the grammar, syntax and vocabulary necessary for reading Latin prose and poetry. The course also stresses the influence of Latin on English vocabulary. Fall semester. Prerequisite: LATN 101 / CLAS 101 or Instructor's consent.

LATN 102 / CLAS 102 Intermediate Latin – GS 7

A continuation of LATN 101, with extended reading passages in Latin prose and poetry. Spring semester. Prerequisite: LATN 102 / CLAS 102 or Instructor's consent.

LATN 203 / CLAS 203 Readings in Latin

An in-depth reading and study of an extended work by a major Latin author. Normally this would be from the writings of Cicero or Seneca. Depending on the students' interests, readings may also be selected from the Roman historians or early patristic Christian authors. Fall semester.

LATN 490 Independent Study

This course allows a student and instructor to read a major Latin author or text of particular interest. Prerequisite: Instructor's consent and approval of Associate Dean of Humanities and Fine Arts.

Leadership Studies

www.snc.edu/leadershipstudies

The Leadership Studies minor is a multidisciplinary academic program that has as its central concerns the ethical dimensions of leadership and the global common good. Leadership, within the mission of St. Norbert College, is defined as a process of envisioning worthy goals and persuading and enabling others to pursue and achieve them. The courses in this program examine ethical issues, principles and practices relevant to leadership, theories and styles of leadership, the dynamics of leaders interacting with followers, the impact of leaders on organizations and communities and leadership skills such as goal-setting, effective communication and assessment.

Students must declare this minor no later than second semester of their junior year. No more than two courses in any major will count toward this minor. Leadership minors are expected to put together a Leadership Studies portfolio based upon papers and projects for their Leadership Studies courses, to be the basis for an integrated project in the capstone course and for assessment purposes.

Leadership Studies Faculty:

Thomas Faase, Associate Professor of Sociology
Shelly Mumma, Director of Leadership, Service and Involvement
Joseph Tullbane, Associate Dean and Director for International Education
David Wegge, Professor of Political Science

Program Director: David Wegge

Course Requirements

■ LEADERSHIP STUDIES MINOR (6 courses):

LEAD 200 (Introduction to Leadership Studies), LEAD 400 (Leadership Studies capstone), and four additional courses, one from each of the following four areas:

Ethics: Courses in this area center on the formal study of ethics. They focus on theories of human good and norms of conduct. Courses available: PHIL 315, PHIL 325, PHIL 320 and RELS 333.

Interpersonal/Small Group: These courses examine the relationship between a leader and a small group. More specifically, course content emphasizes the direct influence the leader has on the individual members of the

group and the dynamics between the group and the leader in terms of the interpersonal relationships that are likely to arise within groups. Courses available: PSYC 325, COME 222 and COME 324.

Institutional/Societal: Courses in this area explore the interactive relationship between leaders and followers within the context of societal entities or large organizations (e.g. national leaders and their constituencies, CEOs and the members of the corporate organization). Courses available: BUAD 337, COME 322, COME 426 and POLI 336.

Leadership in Context: Courses in this area place the study of leadership within a particular context such as a discipline, political system, culture, historical period, gender or ethnic group; or will make comparisons across two or more contexts.

Courses available: LEAD 350, LEAD 360, LEAD 378 and LEAD 389; also MILS 201 (Fall semester) or MILS 202 (Spring semester).

LEAD Courses

LEAD 100 Leadership Theory and Practice
Introduces and acquaints students with the history of leadership studies, past and current leadership theories and styles and their practical implementation in the daily operational activities in the fields of health studies, engineering/manufacturing, international business or education. The course focuses on definitional issues (What is leadership?) and explanations (How does it work?). At the end of the course, students are expected to demonstrate basic knowledge in various approaches, frameworks and activities of leadership theory, particularly within their chosen field of study and be able to give practical examples of leadership within those fields. (Available only through the College Credit Program.)

LEAD 200 Introduction to Leadership Studies
This course focuses on definitional issues (What is leadership?) and explanation (How does it work?). The course also acquaints students with theories and practices of leadership in various arenas, as well as with styles of leadership that are most useful in these arenas. It explores ethics and leadership, gender and leadership and the concepts of motivation and followership.

LEAD 336 / POLI 336 Executive Leadership
An examination of executive leadership at the national, state and local levels in the U.S.. Focuses on leadership development, leadership styles and the impact of leadership in governing. Prerequisite: POLI 130 or LEAD 200. Spring semester, alternate years.

LEAD 350 Leadership in Modern Mass Movements
(See Infrequently Offered Courses section of the catalog.)

LEAD 360 Gender and Leadership
(See Infrequently Offered Courses section of the catalog.)

LEAD 378 / SOCI 378 Leadership and Society

This course provides an in-depth and critical assessment of various approaches to the roles that power, authority, leadership and influence play in society. It studies the functioning of power in the social structure and contrasts that with the roles of authority and influence in culture. Leadership is studied in the linkages between structure and culture where values and institutions crucially intersect. The impact of leadership within various social institutions and across cultural, structural and individual levels of interaction is examined. Its contributions to maintenance, change and cohesiveness of communities and society at large are also studied. Students must read, report and critique texts, research and debate issues, interview community leaders and contextualize the contributions these leaders make. Keeping a reflective detailed journal and engaging in various team projects will be required. Prerequisite: LEAD 200.

LEAD 389 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in Leadership Studies exists for a faculty member and a sufficient number of students.

LEAD 400 Leadership Studies Capstone

This course combines skills development and practical applications with the synthesis and integration of theories and concepts of leadership. The course provides students with the opportunity to observe, demonstrate and apply socially-responsible leadership on campus and in the community. As part of the seminar, students may participate as a discussion leader in the introductory leadership studies course, intern in a local service organization or conduct original research on a leadership subject. Prerequisites: LEAD 200, senior standing, or Instructor's consent.

Mathematics

www.snc.edu/math

The mathematics program is designed to be personally and intellectually challenging and has three objectives: 1) to introduce students to the methodology and applications of mathematics; 2) to provide students in all disciplines with the mathematical competency required in their studies; and 3) to train professional mathematicians for graduate school, teaching or other careers.

To obtain more information about the major program and the many activities in which mathematics majors participate check out our Website at the above address.

Outcomes of the major program

1. Each student should have a firm grounding in calculus, set theory, logic and strategies of mathematical proof and problem solving.
2. Each student should have a working knowledge of at least five of the following mathematical areas: linear algebra, abstract algebra, differential equations, numerical analysis, operations research, probability and statistics, modern geometry, real analysis, and complex analysis. The precise combination of areas will depend on the student's particular interests and career objectives.
3. Each student should understand the connections and the differences between pure and applied mathematics. Students should be able to reason rigorously in mathematical arguments and students should be able to use mathematical models and algorithms to solve problems.
4. Each student should master the language, symbology and form used in mathematical proof and develop the ability to communicate mathematics clearly.
5. Each student should develop the ability to use technology to reason numerically, symbolically, graphically and verbally. Students should be able to write computer programs or use appropriate software to solve mathematical problems.
6. Each student should develop the ability to be a self-learner in mathematics in order to maximize the student's future success as a professional mathematician, an actuary, a high school teacher, a computer scientist, etc.

Math Faculty

Bernadette Berken, Assistant Professor of Mathematics

John Frohlinger, Associate Professor of Mathematics

Terry Jo Leiterman, Assistant Professor of Mathematics

Katherine Muhs, Assistant Professor of Mathematics

Richard Poss, Professor of Mathematics

Larry Thorsen, Associate Professor of Mathematics

Graduate School Advisor: Dr. Terry Jo Leiterman

Pre-Actuarial Advisor: Dr. John Frohlinger

Retroactive credit policy: Students who pass MATH 132 with a grade of "B" or higher as their first mathematics course will be awarded credit for MATH 131 if they have not yet received credit for MATH 131. Students who pass MATH 233 with a grade of "B" or higher as their first mathematics course will receive credit for MATH 131 and also, upon approval of the mathematics faculty, be awarded credit for MATH 132 if they have not yet received credit for that course.

Course Requirements

■ MATHEMATICS MAJOR (10 courses + Senior Examination):

CSCI 110 Introduction to Computer Programming
 MATH 131 Calculus and Analytic Geometry I
 or MATH 124 A Survey of Calculus
 MATH 132 Calculus and Analytic Geometry II
 MATH 233 Calculus and Analytic Geometry III
 MATH 250 Advanced Foundation of Mathematics
 MATH 499 Senior Examination (0 credits)
 5 MATH courses numbered 300 or above
 (One must be MATH 303 Linear Algebra or
 MATH 306 Abstract Algebra or MATH 373
 Real Analysis or MATH 376 Complex
 Analysis)

For the Mathematics major, CSCI 323 Theory of Computation will count as a mathematics course numbered 300 or above.

It is recommended that students majoring in mathematics take courses in at least one area where mathematics is applied; for example, Computer Science, Physics, Economics or Business Administration.

■ MATHEMATICS TEACHING MAJOR (For secondary teaching) (10 courses + Senior Examination):

CSCI 110 Introduction to Computer Programming
 MATH 131 Calculus and Analytic Geometry I
 or MATH 124 A Survey of Calculus
 MATH 132 Calculus and Analytic Geometry II
 MATH 233 Calculus and Analytic Geometry III
 MATH 250 Advanced Foundation of Mathematics
 MATH 306 Abstract Algebra
 MATH 321 Probability and Statistics
 MATH 350 Modern Geometry
 MATH 499 Senior Examination (0 credits)
 2 MATH courses numbered 300 or above.

The Mathematics major receives a Bachelor of Arts degree.

■ MATHEMATICS MINOR (6 courses):

MATH 124 or MATH 131, MATH 132, MATH 233, MATH 250 and two MATH courses numbered 300 or above.

■ MATHEMATICS TEACHING MINOR

The program shall consist of CSCI 110, MATH 124 or MATH 131, MATH 132, MATH 250, MATH 306 and MATH 321 or MATH 350.

Residency requirements: Students majoring in Mathematics (including the teaching major) must take MATH 499 and earn credit in at least three mathematics courses at St. Norbert College which are numbered 300 or above.

MATH Courses

MATH 102 Basic Algebra 2 Credits

Numbers and their properties, operations with rational numbers, fundamental operations in algebra, linear equations in one variable, special products and factoring, algebraic fractions, systems of linear equations, exponents and radicals, quadratic equations. Prerequisite: Two years of high school mathematics or Instructor's consent. Required of students whose placement test indicates deficiency in mathematics. A student who has received credit for MATH 106, MATH 108, MATH 114, MATH 115, MATH 124 or MATH 131 may not take MATH 102 for credit without the Registrar's consent. Fall and Spring semesters.

MATH 106 Algebra and Functions 2 Credits

(See Infrequently Offered Courses section of the catalog.)

MATH 108 Functions and Finite

Mathematics – GS 8

2 Credits

(See Infrequently Offered Courses section of the catalog.)

MATH 114 Algebra and Finite Mathematics – GS 8

Algebra, functions, mathematics of finance, systems of equations, exponential and logarithmic functions, probability and an introduction to graphing calculators.

Prerequisites: advanced algebra in high school or MATH 102. **Note:** Students may not receive credit for both MATH 114 and 115. A student who has received credit for MATH 124 or MATH 131 may not take MATH 114 for credit without the Registrar's consent. Fall and Spring semesters.

MATH 115 Pre-Calculus Mathematics – GS 8

Primarily for students intending to take MATH 124 or MATH 131 but who need more preparation. Basic concepts of set theory, algebraic operations, functions, systems of equations, exponents, logarithms, trigonometry and an introduction to graphing calculators. Prerequisite: advanced algebra in high school or MATH 102. **Note:** Students may not receive credit for both MATH 114 and MATH 115. A student who has received credit for MATH 124 or MATH 131 may not take MATH 115 for credit without the Registrar's consent. Fall and Spring semesters.

MATH 124 A Survey of Calculus – GS 8

Intended primarily for business students, this course provides a working knowledge of calculus in one semester. Topics include functions and their graphs, exponential and logarithmic functions, present value, differentiation and applications, integration and applications and functions of several variables. Prerequisite: four years of college preparatory math in high school or MATH 115. **Note:** Students may not receive credit for both MATH 124 and MATH 131. Fall and Spring semesters.

MATH 131 Calculus and Analytic Geometry 1 – GS 8

Pre-calculus mathematics will be presumed but reviewed as needed. Limits and

continuity of functions; the derivative, its meaning, computation and applications; the definite integral, its meaning, computation and applications; differentiation and integration of logarithmic, exponential and trigonometric functions; and the fundamental theorem of calculus. Prerequisite: Four years of college preparatory math in high school or MATH 115. **Note:** Students may not receive credit for both MATH 124 and MATH 131. Fall and Spring semesters.

MATH 132 Calculus and Analytic Geometry 2 – GS 8

Applications of integration; methods of integration; indeterminate forms and improper integrals; elementary differential equations; series. Prerequisite: MATH 131 or MATH 124. Fall and Spring semesters.

MATH 212 Mathematical Applications for Upper Elementary and Middle School

Intended for Education majors, this course examines the mathematics taught in upper elementary and middle schools. Students will explore topics recommended in the NCTM Standards, such as problem solving, reasoning, number relationships, number theory, geometry and probability. Prerequisites: Four years of college preparatory math in high school or MATH 114 or MATH 115.

MATH 233 Calculus and Analytic Geometry 3

Parametric equations; polar coordinates; matrices and determinants; vectors and curves in two- and three-dimensional space; partial derivatives; multiple integrals; further applications of differentiation and integration; line integrals. Prerequisite: MATH 132. Fall and Spring semesters.

MATH 243 Multicultural Mathematics Ideas

This course examines the mathematical developments and systems of diverse peoples both past and present. Reasons for particular mathematical ideas or developments are examined in the context of the culture from which they emerged. Western mathematics and the mathematics of traditional peoples are examined, compared and contrasted. The historical development of mathematical ideas involving number, logic, spatial configuration and the organization of these ideas into

systems or structures are explored.

Prerequisite: Four years of college preparatory math in high school or MATH 114 or MATH 115.

MATH 250 Advanced Foundations of Mathematics

This course is intended to be a transition to abstract mathematics. Logic; the axiomatic method and the nature of proof; sets; relations, functions and 1-1 correspondences; countability; selected topics in discrete mathematics. Prerequisite: MATH 132. Spring semester.

MATH 289 Special Topics

The course topic and title will be announced at the time the course is offered. This course is intended for students at the first-year/ sophomore level.

MATH 303 Linear Algebra

Topics include vector spaces and inner product spaces, linear transformations, matrices and determinants, eigenvalue problems, generalized eigenvectors and Jordan form. Prerequisite: MATH 233 and MATH 250. Spring semester.

MATH 306 Abstract Algebra

Topics include groups, cyclic groups, permutation groups, quotient groups; Lagrange's theorem; homomorphism theorems; rings, ideals, matrix rings, polynomial rings, number theory; modular arithmetic; integral domains; fields; field extensions. Prerequisite: MATH 250. Fall semester.

MATH 310 Differential Equations

Topics include solutions and applications of ordinary differential equations of types including: variables separable, homogeneous coefficients, exact, linear and non-linear. Includes introduction to differential operators, variation of parameter, Laplace transform, power series and numerical solutions. Prerequisite: MATH 233. Spring semester.

MATH 315 Numerical Analysis

Topics include Algorithms for numerical solutions to mathematical problems, with an emphasis on error analysis. Power series, roots of equations, linear and nonlinear

systems, numerical differentiation and integration, differential equations, interpolation and difference equations, curve fitting. Most algorithms will be tested on a computer. Prerequisites: CSCI 110 and MATH 233. Spring semester, alternate years.

MATH 317 Operations Research

Topics include linear programming, duality, sensitivity analysis, transportation and assignment problems. Computer implementation of selected algorithms. Selected topics from the following: game theory, network analysis, integer programming and decision theory. Prerequisite: MATH 233. Fall semester, alternate years.

MATH 321 Probability and Statistics

Topics include probability, discrete and continuous random variables, discrete and continuous distributions, statistical inference and sample statistics, hypothesis testing and selection of procedures, correlation and regression, analysis of variance. Prerequisite: MATH 233. Spring semester.

MATH 350 Modern Geometry

Topics include postulational systems; Euclidean and non-Euclidean geometries; and the role of geometry in the history of mathematics. Prerequisite: MATH 250. Spring semester, alternate years.

MATH 355 Topology

Topics include metric spaces and general topological spaces, separation properties, compactness, connectedness, convergence, completeness, continuous functions, homeomorphisms. Prerequisite: MATH 250. By special arrangement with a member of the mathematics faculty.

MATH 373 Real Analysis

Topics include introduction to the theory of functions of a real variable, topology, limits, continuity, differentiability, Riemann integral, sequences and series, functions of several real variables. Prerequisite: MATH 233 and MATH 250. Fall semester, alternate years.

MATH 376 Complex Analysis

Elementary functions of a complex variable, differentiation, topology, integration, calculus of residues, series. Prerequisite: MATH 233 and MATH 250. Fall semester, alternate years.

MATH 489 Special Topics

A course designed for the study of subject material of special interest. The organization, methodology and objectives of the course will be determined by the instructor. Prerequisites: Instructor's consent and junior or senior standing.

MATH 490 Independent Study

A course which allows a talented student to pursue an area of study on an individual basis, with consultation and evaluation. The objectives, organization, methodology and means of evaluation will be mutually agreed upon by a faculty member and the student. Prerequisites: Instructor's consent and junior or senior standing.

MATH 499 Senior Examination**0 Credits**

This non-credit course consists of two two-hour exams covering the various areas of mathematics in the undergraduate curriculum. The purpose of these exams is to assess whether graduates of the program are achieving the program outcomes. The results of these exams will help the mathematics faculty monitor and improve the program. Prerequisite: senior standing. Spring semester.

Military Science

www.snc.edu/militaryscience

Military Science is concerned primarily with the exploration and development of leadership and management. The Military Science program of instruction is a core-type curriculum consisting of military skills and professional knowledge subjects. The ultimate purpose of the program is to provide college-trained officers for the Regular Army, U.S. Army Reserve and the Army National Guard. The program supports the College's goals by emphasizing interpersonal depth and the development of personal qualities necessary for leadership such as duty, integrity, courage, loyalty, respect, selfless service and honor. The course of study is conducted under the auspices of the Reserve Officers Training Corps (ROTC). The four-year program is divided into two parts: the Basic Course and the Advanced Course.

Basic Course (Pre-professional):

The Basic Course is offered only in the freshman and sophomore years. However, any student may register for any of the lower division military science courses. No military commitment is required and students may withdraw at any time before the end of the second year. Additionally, no cost is incurred for course registration. The necessary textbooks and materials are furnished without cost to the student. The courses introduce students to select military skills and professional knowledge subjects. Students attend class and lab for two hours every week and may participate in a wide variety of extracurricular activities ranging from social events to rigorous (confidence-building) physical activities.

Advanced Course (Professional):

Satisfactory performance in the Basic Course, demonstrated leadership potential and recommendations from program instructors make an individual eligible to enter the professional program. The emphasis is on applied leadership skills expected of all officers. Instruction includes the introduction of military skills that must be developed prior to attending an Officer Basic Course (OBC). They are fundamental to the military profession and serve as the basis for all future branch-directed specialty training. Instruction in professional knowledge subjects is also provided. They describe in foundational terms what the

U.S. Army does and how it goes about doing it.

Cadets in the Advanced Course receive uniforms, necessary military science textbooks, salary during an Advanced Camp and an allowance up to \$4,000 each year.

A 32-day Advanced Camp is held during the summer between the junior and senior years. This camp permits students to put into practice the leadership principles and theories they have acquired in the classroom. They are also exposed to more military skills. Successful completion of the Advanced Camp is required prior to commissioning.

Professional Development and Extracurricular Activities:

An essential portion of the Military Science program is encouraging cadets to participate in extracurricular activities that personally and professionally develop the individual. These activities range from the traditional Military Ball and the formal Military Dining In to basic rappelling, leader's reaction courses and backpacking excursions. Cadets routinely participate in the Cadet Professional Development Training Program (CPDT). The CPDT supplements campus training with practical leader-development experiences. The CPDT program is comprised of Practical Field Training and Cadet Troop Leader Training. Practical Field Training includes

Basic Airborne, Air Assault, Jungle Warfare Orientation, Northern Warfare Orientation and Master Fitness Trainer. Students successfully completing the 32-day Advanced Camp are eligible to participate in Cadet Troop Leader Training (CTLT). The CTLT sends cadets to train as junior leaders with active Army units in the continental U.S., Europe, Korea, Alaska or Hawaii. The CTLT program places cadets in charge of up to 40 soldiers and requires them to perform as leaders. This extremely popular option provides an exciting and rewarding leadership development and learning experience.

Two-year Program: The Military Science program also offers a course of study designed specifically for students who are unable to take ROTC during their first two years of college. Such applicants must successfully complete a five-week basic camp prior to attending advanced camps. This summer training takes the place of the Basic Course of the four-year program and qualifies students to enter the professional course. Qualified veterans with prior military service are eligible to enroll in the Advanced Course without participating in the Basic Course once they have obtained junior status.

Simultaneous Membership Program: Under the Simultaneous Membership Program, a person may enlist in the Army National Guard or Army Reserve, attend Basic Training during the summer and be qualified to enroll in the Advanced Course the first semester of their junior year. Upon

successful completion of the Advanced Course and baccalaureate degree, the cadet would receive a commission as second lieutenant with the Regular Army, Army National Guard or Army Reserve.

ROTC Scholarship Program: Army ROTC offers two and three-year scholarships that are awarded competitively to students who are already enrolled in college. Students who attend the Basic Camp under the two-year program may also apply for two-year scholarships prior to camp. These scholarships pay for tuition, lab fees and other educational expenses, plus provide a textbook allowance each semester and an allowance of up to \$4,000 each year the scholarship is in effect. St. Norbert offers free room and board to all scholarship cadets.

Students interested in any aspect of the program are encouraged to consult with Military Science faculty members.

Distinguished Military Student Program: Each year a few senior ROTC students are selected as Distinguished Military Students. A Distinguished Military Student will be considered for appointment as a Distinguished Military Graduate upon graduation provided he or she fulfills requirements prescribed by Army regulation.

Military Faculty

MAJ Christopher D. Bringer, Assistant Professor of Military Science
SFC Matthew E. Ladd, Military Instructor

MILS Courses

MILS 101 Leadership and Military Science 1 2 Credits

An introductory course designed to orient the student to the ROTC program and to familiarize the student with the

fundamentals of various military skills including rappelling, land navigation, first aid and weapon and equipment orientation. Additionally the curriculum emphasizes customs and traditions of the military, stress management, goal setting, physical fitness and history of ROTC. Leadership students have an option to participate in a

survival field training exercise that includes a ride in military helicopter, rappelling from a 60-foot tower, land navigation and field-survival skills. Leadership laboratory required. Physical fitness session optional.

MILS 102 Leadership and Military Science 2 Credits

Further development of leadership skills and the orientation of the ROTC program. Curriculum focuses primarily on communication skills, leadership traits and behaviors and basic combat tactics. Additionally, advanced land navigation skills and basic rifle marksmanship skills are taught. Students have the opportunity to attend a field training exercise that includes advanced land navigation skills, live M16 rifle firing and a helicopter ride in Neenah. Leadership lab required. Physical Fitness session optional.

MILS 201 Basic Leadership and Management 1

Familiarize the student with leadership traits, analysis and styles; effective communication, introduction to problem solving and the Army troop leading procedures, principles of warfare, the Army value system and terrorism awareness. Students have an option to participate in a survival field training exercise that includes a ride in military helicopter, rappelling from a 60-foot tower, land navigation and field-survival skills. Leadership laboratory required. Physical fitness session optional.

MILS 202 Basic Leadership and Management 2

Familiarize students with Army Troop leading procedures, problem-solving, map reading and orienteering, infantry battle drills and the Army orders process. Students have the opportunity to attend a field training exercise that includes advanced land-navigation skills, live M16 rifle firing and a helicopter ride to a Neenah middle school. Leadership laboratory required. Physical fitness session optional.

MILS 301 Advanced Leadership and Management 1

The objective of this course is to present instruction in and practical applications of, the principles and techniques of leadership and management by identifying and

illustrating effective leadership traits. Provides an insight into factors affecting behavior and an opportunity for application of leadership and management techniques. An introduction to the basics of military justice and supply management. Prerequisite: Completion of MILS 101 – MILS 202 or prior military service.

MILS 302 Advanced Leadership and Management 2

The objectives of this course are to stress the leadership role in directing and coordinating individual and military team efforts in the execution of offensive and defensive missions; to familiarize the student with the roles of the various branches in the overall mission of the Army and their functions in support of forces; to teach the principles of command and control, leadership techniques and communications systems used in the tactical employment of small units. Leadership laboratory required and includes a weekend field trip. Prerequisite: MILS 301.

MILS 401 Applied Leadership and Management 1

The objectives of this course are to give an overview of Army organization; to give an introduction to the duties of the staff, emphasizing staff estimates and reports, military intelligence, staff planning, operations and staff recommendation; further study in command, decision-making, command and control; introduction and study of ethics and the military profession. Leadership laboratory required and includes a weekend field trip.

MILS 402 Applied Leadership Management 2

The objectives of the course are: 1) to introduce the student to military law and administration; 2) continue the study of organization leadership; 3) introduce students to military protocol; 4) provide a field and social environment for students to exercise military tactical training and social courtesies. Leadership laboratory required includes a weekend field trip.

Modern Languages and Literatures

www.snc.edu/ml

The Modern Languages and Literatures discipline offers courses in modern languages, cultures and literatures, which may lead to both majors and minors in French, German and Spanish, as well as a minor in Japanese. The objectives of language studies are to enable students to communicate effectively in the language of study and to understand and appreciate the cultures and values of the countries in which the language is spoken. The discipline also offers literature and culture courses in the English language for the General Education Program.

Studies in this discipline help students increase their awareness of their own values and beliefs as well as those of another culture; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language requirements of graduate programs in the study of languages and comparative literature; and prepare students for various careers in an increasingly global society.

All language courses in this program are taught in the target language and students are expected to use the target language in class. In addition, advanced courses require one or more formal oral presentations and papers in the target language. Each presentation and paper is assessed with feedback to students. In the senior capstone course (400), students are required to write a research paper in the target language. Students certified to teach the language must achieve a 3.0 GPA in their major or minor, including earning a "B" or better in their senior capstone course.

Language courses: Language study at St. Norbert College includes four semesters of elementary and intermediate instruction: 101, 102, 203 and 204.

Graduate School Advisor: Dr. Thomas Conner

Course Requirements

■ ACADEMIC MAJORS (8 courses above 300):

Major programs are offered in French, German and Spanish. Complete descriptions of the majors and the courses can be found under the specific language major (French, German and Spanish) in the Catalog. Language majors are required to complete at least one academic semester in a country where the language they are studying is spoken. A minimum cumulative

St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

Culture and literature courses taught in English do not fulfill major or minor requirements.

■ ACADEMIC MINORS (4 courses above 300):

An academic minor is offered in French, German, Japanese and Spanish. Four

courses above 300 constitute a minor. Complete descriptions of the minors and the courses can be found under the specific language minor (French, German, Japanese and Spanish) in the catalog.

■ **TEACHING MINORS**
(4 courses above 300):

A teaching minor is available only to students in Education. Four courses above 300 constitute a teaching minor. For French these courses are FREN 305, FREN 375 and two electives; for German, GERM 305, GERM 375, GERM 390 and one elective; for Spanish, SPAN 304, SPAN 305, SPAN 375 or SPAN 385 and SPAN 390 (taken during the immersion experience). In addition, all students seeking certification to teach a foreign language must complete an approved language immersion experience of at least 6 weeks in a country where the target language is primarily spoken. Examples of acceptable immersion experiences include semester or summer programs sponsored by AIFS, CIEE or approved by Laval University in Quebec.

Modern languages certificate: A certificate recognizes successful demonstration of intermediate-level proficiency in the language. The certificate recognizes competency equivalent to the successful completion of the 101-204 sequence with an overall grade point average of 3.00 in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at the college through the Modern Languages and Literatures curriculum and the student must earn a "B" or higher in this course. A student who places beyond the 204 level (e.g. 304 or 305) still must complete one class on campus and receive a grade of "B" or higher in that class. A student who might be interested in a certificate could take four classes (101, 102, 203 or 204) at St. Norbert College. However, students who might be interested in a certificate could place into 203 or 204 and would only have to take one or, at most, two classes.

IBLAS Major: In cooperation with Business Administration, there is a major program in International Business and Language Area Studies.

International studies: The Modern Languages and Literatures discipline cooperates with a diversity of disciplines such as Economics, Political Science, Theology and Philosophy in the major, International Studies, that emphasizes global interdependency.

Course placement: Students who have studied a language in the Modern Languages and Literatures program who plan to continue language study beyond 101 are required to take the College's placement exam during orientation for incoming students. Students who wish to continue language study and/or fulfill their General Studies Area 7 Foreign Heritage requirement will be placed according to their score on the College's placement test into the appropriate level (101, 102, 203, 204, 304 or 305).

Retroactive credit policy: Students will be awarded up to two courses for previous language study if they place into and pass a language course with a "B" or better.

See individual language sections for more information.

Music

www.snc.edu/music

The overall mission of the St. Norbert College Music Department is the preparation of students for careers in teaching, performance and related music professions. All St. Norbert College students have an opportunity to enrich their musical understanding and sensitivity through courses in music appreciation, theory, history and music performance. Music is not merely a skill to be mastered but can be considered more deeply as an expression of the feelings, values and aspirations found throughout human history. Our curriculum exposes students to music of different eras, religious beliefs and cultures with the purpose of developing understanding and a lifelong appreciation of the musical arts.

Departmental objectives include the development of listening skills, knowledge of repertoire and musicianship, along with the consideration of student spirituality through aesthetic experiences in music. A systematic assessment process will feature the student portfolio, complete with critiques written by the faculty, audio and video tapes, compositions, journal entries and student self-evaluative reflective essays.

Special information and additional requirements for the student majoring in music can be found in the Music Student Survival Guide available in the Pennings Hall of Fine Arts.

Music Faculty

Linda Cook, Assistant Professor of Music, High Brass
 Eric High, Assistant Professor of Music, Low Brass
 Elaine Moss, Adjunct Instructor of Music and Accompanist, Piano
 Yi-Lan Niu, Associate Professor of Music
 Michael Rosewall, Associate Professor of Music, Voice
 Frederick Schmidt, Professor of Music, Clarinet and Saxophone
 Heather Schmidt, Adjunct Instructor of Music, Flute

Graduate School Advisor (Choral): Dr. Michael Rosewall
 Graduate School Advisor (Instrumental): Dr. Linda Klein Cook
 Graduate School Advisor (Music Education): Dr. Frederick Schmidt

Course Requirements

■ MUSIC PERFORMANCE MAJOR

MUSI 381 Introduction to Conducting
 MUSI 382 Advanced Choral Conducting or
 MUSI 383 Advanced Instrumental
 Conducting
 MUSI 384 Orchestration
 MUSI 167 Comprehensive Musicianship 1
 MUSI 168 Comprehensive Musicianship 2
 MUSI 267 Comprehensive Musicianship 3
 MUSI 268 Comprehensive Musicianship 4

MUSI 367 Comprehensive Musicianship 5
 MUSI 368 Comprehensive Musicianship 6
 8 ensemble courses (1 Credit each for a total
 of 8)
 8 semesters of applied music
 or 7 semesters + MUSI 420, merit recital
 (2 credits each for a total of 16)

Special Requirements

Piano majors: MUSI 321, Piano Pedagogy 1
 or MUSI 329 Piano Literature (2 credits)

Instrumental majors: one of the following:

- MUSI 362 – Woodwind Methods
- MUSI 363 – String Methods
- MUSI 365 – Brass Methods
- MUSI 366 – Percussion Methods

Vocal majors:

- MUSI 345 - Vocal Literature
- MUSI 346 - Vocal Diction and Pedagogy
- 2 semesters of MUSI 016

■ **MUSIC EDUCATION MAJOR**

- MUSI 150 Survey of World Musics
- MUSI 167 Comprehensive Musicianship 1
- MUSI 168 Comprehensive Musicianship 2
- MUSI 267 Comprehensive Musicianship 3
- MUSI 268 Comprehensive Musicianship 4
- MUSI 367 Comprehensive Musicianship 5
- MUSI 368 Comprehensive Musicianship 6
- MUSI 381 Introduction to Conducting
- 6 ensemble courses (1 credit each)
- 6 semesters of applied music (2 credits each)
- EDUC 120 Psychology for Teaching
- EDUC 125 Foundations of U.S. Education
- EDUC 250 Pre-student Teaching Experience
- EDUC 281 Teaching Children With Disabilities
- 2 of the following:
- EDUC 469 Student Teaching: General Music
- EDUC 470 Student Teaching: Choral Music
- EDUC 475 Student Teaching: Instrumental Music 1
- EDUC 476 Student Teaching: Instrumental Music 2 (8 credits each area of certification)

Additional requirements for certification:

Choral majors:

- MUSI 328 Piano
- MUSI 328 Piano Practicum
- MUSI 382 Advanced Choral Conducting
- MUSI 346 Vocal Diction & Pedagogy
- EDUC 315 Choral Music Methods for Junior and Senior High School
- EDUC 317 General Music in the Elementary School
- EDUC 318 General Music in Secondary School

Instrumental majors:

- MUSI 362 Woodwind
- MUSI 362 Woodwind Methods
- MUSI 363 String Methods

- MUSI 365 Brass Methods
- MUSI 366 Percussion Methods
- MUSI 383 Advanced Instrumental Conducting
- EDUC 316 Instrumental Music in the Schools

■ **MUSIC LIBERAL ARTS MUSIC MAJOR**

- HUMA 100 Introduction to the Humanities through the Fine Arts
- MUSI 167 Comprehensive Musicianship 1
- MUSI 168 Comprehensive Musicianship 2
- MUSI 267 Comprehensive Musicianship 3
- MUSI 268 Comprehensive Musicianship 4
- MUSI 367 Comprehensive Musicianship 5
- MUSI 368 Comprehensive Musicianship 6
- MUSI 381 Introduction to Conducting
- 6 ensemble courses (1 credit each)
- 4 semesters of applied music (2 credits each)

■ **MUSIC MINOR**

(not certifiable):

- MUSI 167 Comprehensive Musicianship I, six ensemble courses, four semesters of applied music
- MUSI 381 Introduction to Conducting and one of the following:
- MUSI 150 Survey of the World Musics
- MUSI 176 Music Appreciation
- MUSI 317 Evolution of Jazz
- HUMA 100 Introduction to Humanities

■ **MUSIC MINOR FOR LITURGISTS**

- MUSI 167 Comprehensive Musicianship I
- MUSI 168 Comprehensive Musicianship II
- MUSI 051 Lower Division Applied Voice Lessons (two semesters)
- or MUSI 052 – Lower Division Applied Lessons (four semesters)
- MUSI 055 Lower Division Applied Organ Lessons (four semesters)
- MUSI 381 Introduction to Conducting and four choral ensemble courses.

Music Ensembles

- Music Ensembles are 1 Credit each and are repeatable
- MUSI 012 Wind Ensemble
- MUSI 014 Concert Band
- MUSI 015 Chamber Singers
- MUSI 016 Opera Workshop
- MUSI 017 Concert Choir
- MUSI 018 Brass Ensemble
- MUSI 019 Accompanying

MUSI 020 Vocal Jazz Workshop
 MUSI 021 Jazz Ensemble
 MUSI 022 Woodwind Ensemble
 MUSI 023 Flute Choir
 MUSI 024 Clarinet Choir

Applied Music Lessons/Performing Ensembles

Individual applied music lessons are available on a credit-only basis (no audits), and consist of a private lesson each week and a studio performance class. Lessons in each area (voice, brass, piano, etc.) are listed with two course numbers, representing upper and lower division lessons. Students may register for upper-division numbers following a minimum of four semesters at the lower-division level and successful completion of a comprehensive performance exam. Students taking music lessons must also register concurrently for a performing ensemble: MUSI 012, MUSI 014, MUSI 015 or MUSI 017. Students participating in these ensembles are required to perform on their lesson instrument unless specifically directed by the applied instructor.

MUSI Courses

MUSI 051, MUSI 061 Voice 2 Credits

The study of vocal production, literature and performance techniques consisting of one lesson per week and participation in a voice studio class. MUSI 061 culminates in a recital performance. Ensemble participation required. Prerequisite: Permission of instructor. Fall and Spring semesters.

MUSI 052, MUSI 062 Piano 2 Credits

Lower-division lessons emphasize the development of technical facility and knowledge of various styles of keyboard literature. Upper-division lessons will concentrate on the preparation of specific selections for performance. For keyboard and piano pedagogy majors, MUSI 062 will culminate in a recital performance. Ensemble participation required.

Prerequisite: Permission of instructor. Fall and Spring semesters.

MUSI 053, MUSI 063 Brass 2 Credits

One lesson per week on a brass instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 063 culminates in a recital. Ensemble participation required. Prerequisite: Instructor's consent. Fall and Spring semesters.

MUSI 054, MUSI 064 Woodwinds 2 Credits

One lesson per week on a woodwind instrument and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 064 culminates in a recital. Ensemble participation required. Prerequisite: Permission of instructor. Fall and Spring semesters.

MUSI 055, MUSI 065 Organ 2 Credits

One lesson per week on the organ. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 065 culminates in a recital performance. Ensemble participation required. Prerequisite: Permission of instructor. Fall and Spring semesters.

MUSI 058, MUSI 068 Percussion 2 Credits

One lesson per week on percussion instruments and participation in an instrumental studio class. Lesson material is designed to give students a solid foundation in the areas of performance, literature and pedagogy. MUSI 068 culminates in a recital performance. Ensemble participation required. Prerequisite: Permission of instructor. Fall and Spring semesters.

METHODS/THEORY/HISTORY

MUSI 150 Survey of World Musics – GS 5

This course provides a basic introduction of world music methods and problems and surveys several non-Western musical cultures including the cultures of Africa, the Middle East, Japan, Southeastern Europe, Latin America, India and Native America. Students will listen to, analyze representative works and do independent research on a pertinent topic.

MUSI 167 Comprehensive Musicianship 1

This is the first of a sequence of courses in which students will learn the elements of music and standard notation, aural and score analysis of compositions and style characteristics within their musical and historical contexts and the development of composition, appreciation and interpretive skills. Basic music theory skills emphasized. Ear training, sight singing, computer skills and keyboard labs are included. Fall semester.

MUSI 168 Comprehensive Musicianship 2

This course emphasizes part writing and harmonic and formal analysis of Western music from ancient times through the Renaissance. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 167 or Instructor's consent. Spring semester.

MUSI 176 Music Appreciation – GS 5

Designed for minors and non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music up to the present day. Various media are employed. **Note:** Course does not satisfy requirements for Music majors.

MUSI 267 Comprehensive Musicianship 3

The study of Western music of the Baroque era, including theoretical and formal analysis, stylistic development of compositional genres and significant works examined in historical context. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 168 or Instructor's consent. Fall semester.

MUSI 268 Comprehensive Musicianship 4

The study of Western music of the Classical Era, including theoretical and formal analysis, stylistic characteristics and significant works examined in their historical context. Ear training, sight singing, computer skills and keyboard skills are included. Prerequisite: MUSI 267 or Instructor's consent. Spring semester.

MUSI 289 Special Topics**2 Credits**

A course that is offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

MUSI 290 Independent Study**2 Credits**

Individual study of an approved topic in music under the supervision of a music faculty member. This course permits faculty and students to explore together a subject of special or personal interest. Prerequisite: Instructor's consent.

MUSI 315 Introduction to Opera

(See Infrequently Offered Courses section of the catalog.)

MUSI 317 Evolution of Jazz – GS 10

The study of jazz from its origins in New Orleans to the present day. The course will focus on important performers and songwriters, types of literature, an appreciation of jazz improvisation, as well as the interaction of social, political and economic elements that strongly influenced the genre. Audio and video presentations will be used extensively.

MUSI 321 Piano Pedagogy 1**2 Credits**

Piano pedagogy explores the various theories of teaching the piano and technical analysis of the playing mechanism. Teaching methods and procedures are developed for establishing efficient practice and working with individual learning styles. Students will survey and evaluate teaching materials and learn to analyze the technical requirements of keyboard music. Prerequisite: Instructor's consent. Fall semester.

MUSI 322 Piano Pedagogy 2**2 Credits**

This course is designed to give students experience in the practical application of piano teaching skills and concepts of the mechanism. Prerequisite: MUSI 321 and Instructor's consent. Spring semester.

MUSI 328 Piano Practicum**2 Credits**

This course is designed to give the elementary, middle and high school teacher practical application of the skills studied in the music theory piano lab. Material to be covered includes warm-up exercises, part reading and a comprehensive survey of the WSMA festival solo and ensemble list. Prerequisite: Instructor's consent. Fall semester.

MUSI 329 Piano Literature**2 Credits**

This class is designed to provide the piano major with an understanding of significant forms in the history of piano music, the important compositions within these genres and a functional and practical literature library of compositions for use in a variety of settings.

MUSI 345 Vocal Literature**2 Credits**

This class is designed to provide the vocal major with an understanding of significant forms in the history of vocal music, the important compositions within these genres and a functional and practical literature library of compositions for use in a variety of settings.

MUSI 346 Vocal Diction & Pedagogy**2 Credits**

Vocal diction study will include the Vocal diction study and will include the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French. Students will recite song texts and sing songs in foreign languages with attention to translation, pronunciation, accent and inflection; the differences between the spoken and sung language; and will combine performance with song study and preparation. In pedagogy, singers will be trained in the anatomy, physiology and physics of singing and song production and involve students in

teaching voice under the supervision of the instructor. Prerequisites: Music majors and minors and others with Instructor's consent.

MUSI 347 Choral Repertoire**2 Credits**

This class is designed to provide the emerging choral conductor with an understanding of significant forms in the history of choral music, the compositions that hold pre-eminence within those genres and a functional and practical repertoire library of compositions for use in a variety of settings. Prerequisite: junior standing.

MUSI 362 Woodwind Methods**2 Credits**

Basic principles of teaching and performing on the woodwind instruments. Required of all instrumental majors. Fall semester, alternate years.

MUSI 363 String Methods**2 Credits**

Basic principles of teaching and performing on the string instruments. Required of all instrumental majors. Fall semester, alternate years.

MUSI 365 Brass Methods**2 Credits**

Basic principles of teaching and performing on the brass instruments. Required of all instrumental majors. Spring semester, alternate years.

MUSI 366 Percussion Methods**2 Credits**

Basic principles of teaching and performing on the percussion instruments. Required of all instrumental majors. Spring semester, alternate years.

MUSI 367 Comprehensive Musicianship 5

The Romantic and Impressionistic eras and compositions of the 20th century are explored, with concentration on chromaticism, advanced harmonic analysis, extended forms and the experimental contributions of contemporary composers. Ear training, sight singing, computer skills and keyboard labs are included. Prerequisite: MUSI 268 or Instructor's consent. Fall semester.

MUSI 368 Comprehensive Musicianship 6

The concluding course of the sequence, MUSI 368 examines significant works and musical experiments of the 20th and 21st centuries from 12-tone works to aleatoric and Web-based compositions. Students will compose, write about music and learn contemporary analysis techniques.

Prerequisite: MUSI 367 or Instructor's consent. Spring semester. Prerequisite: MUSI 367 or Instructor's consent. Spring semester.

**MUSI 381 Introduction to Conducting
2 Credits**

Baton techniques and conducting problems utilizing a cross section of instrumental and choral music from all periods. Students practice with live performers and are videotaped. Required of all music majors and minors. Prerequisite: junior standing or consent. Spring semester.

**MUSI 382 Advanced Choral Conducting
2 Credits**

Development of the ability to interpret the varied forms of choral literature. Conducting projects with choral ensembles are required. Prerequisite: MUSI 381. Fall semester.

**MUSI 383 Advanced Instrumental
Conducting
2 Credits**

Development of the ability to interpret the varied forms of instrumental literature and to read from the full score. Conducting projects with the wind ensemble are required. Prerequisite: MUSI 381. Fall semester.

**MUSI 384 Orchestration
2 Credits**

A study of the instruments of the concert band and orchestra, their tonal characteristics and transpositions. Assignments involve scoring for orchestra, concert band and various small ensembles. Class work includes score analysis, listening and computer generation of assignments. Prerequisite: junior standing or Instructor's consent. Spring semester, alternate years.

MUSI 389 Special Topics**2 Credits**

A course that is offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

MUSI 420 Merit Recital

A full recital with research paper for exceptional students in performance. Contingent upon completion of junior and senior recitals and an audition before the entire music faculty. Results in an automatic waiver of the eighth applied half-course during that semester. Prerequisite: Instructor's consent.

MUSI 489 Special Topics

A course that is offered whenever a mutual interest in a more specialized topic in music exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

MUSI 490 Independent Study

Individual study of an approved topic in music under the supervision of a music faculty member. This course permits faculty and students to explore together a subject of special or personal interest. Prerequisite: Instructor's consent and approval of the Associate Dean for Humanities and Fine Arts.

Natural Sciences Division

www.snc.edu/naturalsciences

Within the context of a liberal arts college, the curricula in the various disciplines of the Natural Sciences Division are designed to allow students to achieve confidence as self-educating persons. Through interaction with faculty and peers, students are able to identify and pursue their own personal goals.

The Natural Sciences Division includes the disciplines of biology, chemistry, environmental science, geology, mathematics, computer science and physics with major programs in each of these areas as well as the Natural Science major. In addition, programs are offered in pre-professional areas such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy and other health related fields. The division also offers Computer Science courses for science and non-science majors and divisional (NSCI) courses primarily for students not majoring in the sciences.

Dr. Larry Scheich, Associate Dean of Natural Sciences

| Discipline: | Major: | Minor: |
|------------------------------|--------|--------|
| Division of Natural Sciences | | |
| Biology | • | • |
| Chemistry | • | • |
| Computer Science | • | • |
| Environmental Science | • | • |
| Geology | • | • |
| Mathematics | • | • |
| Natural Science | • | |
| Physics | • | • |

Course Requirements

■ NATURAL SCIENCES MAJOR (15 courses):

The objective of the major in Natural Sciences is to allow pre-professional students to make their selection of courses based on the requirements of the professional school. A major in Natural Sciences (divisional major) consists of 15 courses in the division of Natural Sciences which meet the educational objectives of the student. Eight of these courses must be numbered 200 or above (courses serving the General Education program may not be used to satisfy this specific requirement). Five of the required 15 courses must be in

one discipline. No student may elect both a Natural Science major and any other major or minor within the Natural Sciences Division. A Natural Science major may elect a minor in mathematics or computer science provided the courses used to satisfy the minor do not also count towards the Natural Science major. A minimum of five courses must be taken in addition to those used to satisfy the requirements of the first major. The program of study is subject to the approval of the student's academic advisor and the Associate Dean of Natural Sciences.

NSCI Courses

NSCI 104 Great People in Science – GS 4

The development of scientific thought from the early Greek period to modern times will be covered. The primary emphasis will be on scientists as people, analysis of their contributions and the significance of these in the development of scientific theories. Scientists such as Galileo, Newton, Einstein and Darwin will be discussed.

NSCI 333 Issues in World Technology – GS 11

(See Infrequently Offered Courses section of the catalog.)

NSCI 344 Issues in Science

(See Infrequently Offered Courses section of the catalog.)

NSCI 348 Bioterrorism – GS 11

The course will investigate the methods of development of biological weapons and the mechanisms of their use against a military or civilian population. Biological weapons are defined as those viral and bacterial pathogens of humans that induce illness in the affected individual and also those biological agents that can damage or destroy the food supply of a population. Protection against such attacks will be discussed. The effects on society as a whole and the responses of society to the threat of bioterrorist attacks will be emphasized. This course has a laboratory component in addition to a lecture format. In the laboratory, the principles of epidemiological spread of disease agents will be investigated by the use of simulations and the mechanisms of disease prevention will be addressed experimentally.

NSCI 354 Natural History Field Studies

The course involves an extended inter-semester field trip to study the natural history and culture of an area (generally the neotropics). Students are required to attend regular classes before and after the trip. A research project and field book constitute the major course requirements.

Peace and Justice

www.snc.edu/peaceandjustice

Pace and Justice is an interdisciplinary field of study that includes courses from a wide variety of academic areas.

The introductory course, PEAC 200 Introduction to Peace and Justice, creates a framework for the other courses in the minor and, as such, should normally be taken no later than the student's sophomore year and before other courses in the program are taken. The minor includes an experiential component, such as the St. Lucia, Cuernavaca, Appalachia, Mississippi or Chicago immersions, or a local internship or a semester-long commitment to a social service project or agency. A minimum of 40 hours of approved and monitored field experience will be required. During this experience students will maintain a personal journal which will eventually be integrated into their senior paper as part of their capstone course in the minor.

Peace and Justice Faculty

Sr. Sally Ann Brickner, Assoc. Prof of Education and Director of Peace and Justice Center

Program Director: Sr. Sally Ann Brickner

Course Requirements

■ PEACE AND JUSTICE MINOR (6 courses):

PEAC 200 Introduction to Peace and Justice
PEAC 400 Capstone in Peace and Justice

Two courses from one of the following three areas:

Economic and Environmental Justice:

ECON 350 Environmental Economics
ECON 357 Economics of Globalization
ECON 375 Growth, Development and International Trade
ENVP 100 Environmental Issues and Policies
ENVS 300 Environmental Science
IDIS 363 Poverty and Social Justice
PHIL 325 Ethics: International Issues
POLI 348 Environmental Politics
POLI 362 North-South Relations in the Contemporary World

RELS 347 Theology and the Concern for Justice
SSCI 301 Environmental Studies

Cultural Dimensions of Peace and Justice:

EDUC 340 Education and World Development
GENS 408 Social Inequalities: Race and Minority Relations
GENS 418 International Inequalities
IDIS 363 Poverty and Social Justice
RELS 318 Feminist Theology
RELS 333 Christian Ethics: Theology and Society
SOC1 260 Gender and Culture
SOC1 289 Globalization and Society
SOC1 360 Feminist Theory

Issues in War and Peace:

HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict
HUMA 262 War and Peace in the American Literary Tradition
INTL 400 World Issues and Conflict Resolution
POLI 355 International Organizations

Two additional courses from those above or from the following three courses chosen by the student with the approval of a Peace and Justice advisor.

PEAC 389 Special Topics
PEAC 490 Independent Study
PEAC 494 Internship

Experiential component: Students complete 40 hours of approved and monitored field experience. This may be done through a College-sponsored trip, or a course or internship, or a semester-long commitment to a social service project or agency.

PEAC Courses

PEAC 200 Introduction to Peace and Justice

Peace and Justice is an interdisciplinary field of study that includes courses from a wide variety of academic areas. The first course clarifies the meaning of peace and justice and the relationship between them. The course also introduces the Catholic Church's tradition of social teaching on peace and justice. The major part of the course introduces students to the history of the idea of nonviolence. It also includes an introduction to great peacemakers who have contributed to justice and peace in each of the three major topic areas in the minor: economics and environmental justice, cultural dimensions of justice and issues in war and peace. Guest speakers will be a regular part of the course, reflecting the interdisciplinary nature of the minor.

PEAC 400 Capstone in Peace and Justice

Through lectures and selected readings, the early portion of the class will serve to integrate the different areas of the minor: economic and environmental justice, the cultural dimensions of justice and peace and conflict issues. Throughout the semester, students will pursue capstone project papers, which will be the focus of the latter portion of the course. These researched and reflective papers will be presented as a part of the class format and will integrate the experiential component of the minor. Students will also be encouraged to present their papers at the Student Conference of the Wisconsin Institute for Peace and Conflict Studies held each April on different campuses around the state. This course will be offered in alternate years for junior and senior Peace and Justice minors.

Philippine Studies

www.snc.edu/philippinestudies

The study of the Philippines prepares students to understand the society and culture of the Philippines, a developing country that has close political, economic and cultural ties with the U.S. ever since it was a U.S. colony from 1898 to 1946. The Philippines has a population of about 85 million and about 90% of them are Catholics, making it the largest Catholic country in Asia.

The Philippine Studies Certificate Program provides non-Filipino American students an opportunity to learn about the Philippines and develop a better understanding of the Filipino American community while allowing Filipino American students the opportunity to explore their heritage. The program helps students achieve a core value of the College, namely to “build an international learning community rooted in Christian ideals where persons of all faiths and beliefs are valued contributing partners.”

Course Requirements

■ PHILIPPINE STUDIES CERTIFICATE (4 courses):

2 required courses:

PHLP 100 Philippine Culture and Society
PHLP 295 Colonialism and Religion in the Philippines

2 Philippine Studies electives from the list below:

PHLP 122 / HIST 122 Modern East Asia
PHLP 295 / SOCI 295 Colonialism and Religion in the Philippines
PHLP 343 / COME 343 International Mass Communication
PHLP 363 / GEOG 363 Urban Globalization
PHLP 379 Philippine Immersion
PHLP 389 Special Topics: Lakbay-Aral
PHLP 490 Independent Study
PHLP 493 Hawaii Term
INED 3720-21 Study Abroad: University of the Philippines-Diliman

PHLP-designated courses cross-listed with courses from other disciplines have special requirements that focus on Philippine Studies. These courses contain specially designed activities (e.g. term papers, projects and tutorials) that emphasize study of the Philippines program. Prior to

studying abroad in the Philippines, students must consult the Director of the Philippine Studies Program to obtain approval for courses the student intends to apply towards satisfying the Certificate Program in Philippine Studies.

PHLP Courses

PHLP 100 Philippine Culture and Society – GS 7

An introductory course on the Philippines, a developing country that is the largest Catholic country in Asia and has strong political, economic and cultural ties to the U.S. Topics covered are a combination of the various aspects of the country: its geography, people, history, economy, politics, culture and ecosystem. It is taught by a visiting professor from the University of the Philippines. Fall semester.

PHLP 122 / HIST 122 Modern East Asia – GS 7

An introductory survey of the major developments in China, Japan, Korea and Southeast Asia from 1600 to the present. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. Fall semester.

PHLP 295 / SOCI 295 Colonialism and Religion in the Philippines

This course will examine the religions and cultures of the Philippines, looking specifically at the often ambivalent links among religion, Catholic missions and colonial rule. The seminar will begin by exploring aspects of the Spanish colonial period, including the diversity of indigenous religions, the role of Islam, the founding of Catholic missions, native responses to Christianity and the development of a baroque Catholic culture in Manila. This course will also examine the role of religion during U.S. colonial rule and conclude by considering the development of liberation theology in the Philippines. Every other year.

PHLP 343 / COME 343 International Mass Communication – GS 11

Explores the phenomenon of "global society" by examining one of its key components: media and information technology. Topics include the global dominance of Western/U.S. media, how developing nations respond to the dominance, the different press systems and the development of democracy within the context of global society. PHLP 343 students write their term papers on the Philippines. Fall and Spring semesters.

PHLP 363 / GEOG 363 Urban Globalization – GS 11

A lecture course focusing on the development of the global urban system - primarily from a geographic perspective. Topics include: the origins and evolution of cities, urban structure and functions and the recent growth of both "world cities" (power centers of the global economy) and developing world "megacities." Both the enduring promise and the persistent problems of urbanization are addressed. The functions and meanings of cities will be explored from various cultural perspectives. PHLP 363 incorporates course content dealing with Manila and with environmental developments and issues in the Philippines. Fall semester.

PHLP 379 Philippine Immersion

A three-week course that involves a two-week immersion experience of the Philippines. It is taught by a St. Norbert College faculty member, who will also conduct the trip to the Philippines for the

immersion experience. J-term or Summer semester.

PHLP 389 Special Topics: Lakbay – Aral
Students participate in a three-week study tour of the Philippines under the Lakbay – Aral program. Begun in 1983, the program is a Philippines-based program developed by the Philippine Government's Commission on Filipinos Overseas. While a Filipino member of the commission conducts the study tour in the Philippines, a St. Norbert College faculty member will be responsible for the academic component of the course. Summer semester.

PHLP 490 Independent Study

Independent research on a topic related to Philippine Studies with a St. Norbert College faculty member who has participated in the faculty exchange at the University of the Philippines-Diliman or a faculty member from the University of the Philippines-Diliman on exchange at St. Norbert College.

PHLP 493 Hawaii Term

Students may take courses on the Philippines in the Philippine Studies Department at the University of Hawaii at Manoa. They must also participate in out-of class immersion activities in the large Filipino American community in Hawaii. Prior to going to Hawaii, students must consult the director of the Philippine Studies Program to obtain approval for courses the student intends to apply towards satisfying the certificate program in Philippine Studies. INED 3720 Study Abroad: Philippines.

INED 3721 Study Abroad: University of the Philippines – Diliman

Students spend a semester in the Philippines, taking classes at the University of the Philippines in Diliman and gaining experience in Filipino culture and society. Courses are taught in English and Tagalog. Prior to going to the Philippines, students must consult the director of the Philippine Studies Program to obtain approval for courses they intend to apply towards satisfying the Certificate Program in Philippine Studies and meet Study Abroad requirements. Students attend only the first semester at the University of the Philippines from June to mid October.

Philosophy

www.snc.edu/philosophy

Philosophy means literally “the love of wisdom.” It seeks answers to the ultimate questions we ask about God, the universe and human existence. Philosophy does not claim to know the final answers to all these questions, but it does provide insights to those who reflect seriously on these fundamental issues.

The aim of philosophy courses at the College is to acquaint students with the theories of major philosophers in the Western tradition and to challenge students to work out their own answers to philosophical questions. The study of philosophy also increases one’s ability to think clearly. It strengthens one’s capacity to identify problems, to see alternative approaches to them and to find appropriate solutions. It also helps one understand the underlying assumptions of academic disciplines and social institutions.

The major provides a solid background in the history of Western philosophy and introduces students to the fields of logic, ethics and the philosophy of human nature. The minor program complements various fields of study and gives the student training in thinking skills useful both in and out of academic life.

Although a foreign language is not required for the major or minor, it is highly recommended that majors work on acquiring mastery in a second language in which there is a body of important philosophical writing – for example, ancient Greek, Latin, German or French. A foreign language is particularly important for students planning to pursue graduate work in philosophy.

Philosophy Faculty

Donald Abel, Professor of Philosophy
 David Duquette, Professor of Philosophy
 John Holder, Associate Professor of Philosophy
 Paul Johnson, Associate Professor of Philosophy
 Joel Mann, Associate Professor of Philosophy

Graduate School Advisor: Dr. Paul Johnson

Course Requirements

■ PHILOSOPHY MAJOR (10 courses):

PHIL 120 Philosophy of Human Nature
 PHIL 207 Greek Philosophy
 PHIL 210 Logic
 PHIL 213 Medieval Philosophy
 PHIL 300 Modern Philosophy
 PHIL 315 Ethics
 PHIL 365 Twentieth-Century Philosophy or

PHIL 370 The Analytic Tradition or three elective PHIL courses (including cross-listed courses)

■ PHILOSOPHY MINOR (6 courses):

PHIL 120, PHIL 207 or PHIL 213, PHIL 300 plus any three PHIL courses (including cross-listed courses).

PHIL Courses

PHIL 105 Critical Thinking

(See Infrequently Offered Courses section of the catalog.)

PHIL 120 Philosophy of Human Nature – GS 2

A study of various theories of human nature and their presuppositions and implications. Students will read primary texts with the twofold goal of understanding the theories and learning how to philosophize. Typical questions discussed are: Do we have a soul? Are we free? Why be moral? What is a happy life? What roles do reason, intuition and sensation play in discovering truth? Is there a purpose to life? Fall and Spring semesters.

PHIL 207 / CLAS 207 Greek Philosophy

A study of the ancient Greek thinkers who began Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

PHIL 210 Logic

A study of the principles of correct reasoning. The course covers informal fallacies and the fundamentals of symbolic logic, including quantification theory.

PHIL 213 Medieval Philosophy

A study of the philosophers of the medieval period (approximately 350 C.E. to 1350), with emphasis on Augustine, Anselm and Thomas Aquinas. Themes covered include the relation of faith and reason, existence of God, the problem of evil, the nature of the soul and ethics. Spring semester.

PHIL 220 The Soul

A study of theories of what the soul is and how it is related to the body. The course will begin with modern challenges to the existence of the soul and then examine the views of philosophers Plato, Aristotle, Thomas Aquinas and Rene Descartes, of psychologists Sigmund Freud and Carl Jung and of the Eastern traditions of Hinduism and Buddhism. Fall semester, alternate years.

PHIL 235 Skepticism, Knowledge and Faith

A historical survey of texts by prominent authors in the Western tradition concerning the nature, conditions and types of human knowledge. Topics may include arguments for the existence of God; foundations of empirical science, psychological belief states as distinct from religious faith; skepticism in both epistemic and religious contexts; and the nature of reason and rational inquiry. Representative authors are Plato, Sextus Empiricus, Augustine, Luther, Erasmus, Hume and Bernard Williams.

PHIL 250 / RELS 255 Philosophy of Religion

A study providing a rational assessment of religious beliefs and concepts and of arguments used in their support. The course considers contemporary challenges to the belief in God and the responses to these challenges. Spring semester.

PHIL 275 Medical Ethics

A study of the central moral problems in the field of medicine. This course examines the nature of the doctor/patient relationship, moral issues such as euthanasia, genetic screening, abortion and the problem of justly distributing health care resources in society. It will also look at how religious traditions help understand the issues. Spring semester, alternate years.

PHIL 300 Modern Philosophy

A study of the major movements and figures in European philosophy from the 16th to the 19th century. The focus of the course is the rise of skepticism in relation to developments in science and religion, the study of the nature of the mind and the knowing process and claims about the nature and existence of the self, of the external world and of God. A number of thinkers and philosophers will be surveyed with principal emphasis on Descartes, Locke, Hume and Kant. Prerequisite: PHIL 207 or PHIL 210 or PHIL 213. Fall semester.

PHIL 305 / AMER 305 American Philosophy – GS 10

A study of the major movements and figures

in American philosophy and intellectual history. The course will examine the diverse philosophical themes in the American tradition, including idealism, 18th century political theory, transcendentalism and pragmatism. Figures studied include Edwards, Adams, Jefferson, Emerson, Thoreau, James and Dewey. Fall semester, alternate years.

PHIL 309 Depth Psychology and Ethics

A study of the depth psychologies view of Sigmund Freud and Carl Jung and the implications of these theories for philosophical ethics. The course will examine the doctrines of Freud and Jung on the structure and dynamics of the psyche (especially the unconscious), on human freedom, on moral responsibility and on the meaning of life. The course will then explore how these doctrines challenge the adequacy of the classical Western ethical tradition, which will be studied through texts of Plato, Aristotle, Augustine and Thomas Aquinas. Fall semester, alternate years.

PHIL 310 Existentialism – GS 10

A study of the development of European existentialism in the 19th and 20th centuries. The focus of the course is the meaning of human life, the nature of human values and the role of commitment and choice in human belief and judgment. Figures studied include Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. Spring semester, alternate years.

PHIL 314 / CLAS 314 / POLI 314 Classical and Medieval Political Thought

An examination of the political theories of major ancient and medieval thinkers. Issues such as the origin, purpose, nature and types of political societies, the meaning of citizenship, the relation of the individual to society and the meaning of authority and rulership will be investigated in the writings of Plato, Aristotle, Augustine and Aquinas. Fall semester, alternate years.

PHIL 315 Ethics – GS 10

A study of four major ethical theories in Western philosophy and of their application to several contemporary ethical issues. The theories are those of Aristotle, Thomas

Aquinas, Immanuel Kant and John Stuart Mill. Feminist alternatives to these traditional Western theories may also be discussed. Typical issues examined are euthanasia, capital punishment, war and violence and protection of the environment. Fall and Spring semesters.

PHIL 316 / POLI 316 Modern Political Thought

An examination of the political theories of major thinkers of the modern period (16th-19th centuries). Issues such as the nature of political power, the origin and purpose of political societies, social contract, authority, law, liberty, sovereignty and revolution will be investigated in the writings of Machiavelli, Hobbes, Locke, Rousseau, Hegel and Marx. Fall semester, alternate years.

PHIL 320 Business Ethics

This course focuses on the ethical concerns that confront contemporary businesses. The course will begin by introducing the major positions in moral theory; then it will explore, through the use of case studies, particular issues such as (but not limited to) environmental pollution and resource depletion, consumer protection, job discrimination, the ethics of advertising and the rights and duties of firms and employees. Spring semester.

PHIL 325 / PEAC 325 Ethics: International Issues (See Infrequently Offered Courses section of the catalog.)

PHIL 330 The European Enlightenment – GS 10

An overview of the history of ideas in the Western tradition, covering the period from 1688 to 1789, principally in France and Britain, with consideration given to the influence of the Enlightenment on the American founding. The central theme of the course is the emergence and rapid development of natural science, its growing influence in all departments of human knowledge and its confrontation with the religious traditions of the time. Representative writers include Montesquieu, Voltaire, Diderot, Helvetius, Mandeville and Adam Smith.

PHIL 334 / CLAS 334 Tragedy and Philosophy – GS 10

A study of tragedy as a dramatic and literary form and the different western philosophical theories of tragedy inspired by that art form. One half of the course will concentrate on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato and Aristotle) and modern. The second half will examine both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Alternate years.

PHIL 342 / RELS 342 Asian Philosophy and Religion

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu, Buddhist and Taoist traditions. The ethical, metaphysical and epistemological aspects of each major tradition are covered.

PHIL 346 Philosophy of Human Rights

(See Infrequently Offered Courses section of the catalog.)

PHIL 360 Philosophy of Science

(See Infrequently Offered Courses section of the catalog.)

PHIL 365 Twentieth-Century Philosophy

A survey of the main philosophical movements of the twentieth century. The course will focus on such traditions as logical positivism, neo-pragmatism and phenomenology and will examine the impact of new scientific theories (for example, quantum physics and evolutionary biology) on philosophy. Figures studied may include: Wittgenstein, Ayer, Quine, Rorty, Heidegger, Popper and Kuhn. Spring semester, alternate years. Prerequisite: PHIL 300.

PHIL 370 The Analytic Tradition

An historical survey of the main developments and leading figures in the Anglo-American analytic tradition. The primary focus is on the application of new methods of logic and linguistic analysis to the perennial problems of metaphysics and epistemology. Figures studied include Frege, Russell, Wittgenstein, Ayer, Carnap, Ryle, Quine and Kripke. Prerequisite: PHIL 210 or PHIL 300. Spring semester, alternate years.

PHIL 389 Special Topics

A study of a single philosophical topic of special interest to students. When the course is offered, the topic will be listed in the timetable of courses.

PHIL 490 Independent Study

A course allowing staff and students to explore together philosophical topics of special interest. Prerequisite: Instructor's consent and approval by Associate Dean of Arts and Humanities.

Physical Education

www.snc.edu/physicaleducation

The physical education department is organized to meet the following objectives:

1. To provide all students the opportunity for instruction in sports and games.
2. To provide all students with an opportunity to acquire skills in sports for recreation, intramural or lifetime activities.

Lifetime Sports Activities

A wide range of lifetime sports are offered for all students. Through lifetime sports, individuals will have a better understanding of the need for a planned activity program. A major objective of lifetime sports is to have each student incorporate physical activity into his or her daily lifestyle.

Physical Education Faculty

Timothy A. Bald, Director of Athletics and Physical Education

Tim R. Coghlin, Lecturer in Physical Education, Head Coach of Men's Hockey

Jovan J. Dewitt, Lecturer in Physical Education, Football Defensive Coordinator

Donald Augustine, Lecturer in Physical Education, Head Coach of Men's and Women's Track, Head Coach of Men's Cross Country

Gary A. Grzesk, Lecturer in Physical Education, Head Coach of Men's Basketball, Head Coach of Women's Golf

James L. Purtill, Lecturer in Physical Education, Head Coach of Men's Football

Lori L. Sadewater, Lecturer in Physical Education, Head Coach of Women's Volleyball

Connie L. Tilley, Lecturer in Physical Education, Head Coach of Women's Basketball, Head Coach of Men's Golf

All Physical Education courses numbered below 100 are 2 credits each and are graded on a satisfactory/unsatisfactory basis.

PHED Courses

PHED 039 Conditioning and Training for Road Races

Learning the fundamental principles required to successfully train for a 3K, 5K, 10K, half-marathon and marathon are the fundamental topics in this course. Aerobic and anaerobic training will be conducted through track workouts and longer road runs. The goal of this course will be to gain an understanding of different training programs, why they are used and how to

develop and personalize an individual plan for different road races.

PHED 041 Badminton

This course teaches students the basic skills and knowledge of badminton. Content will include the learning of basic skills such as serves, clears, drives, the drop shot, the smash, net shots, rules and strategy for doubles and singles, terminology and an understanding of the history of the sport.

PHED 043 Bowling

This course will give students the basic skills and knowledge of bowling. Content will include history, terminology, equipment, approaches, releases, aiming and starting positions. Fee of \$30.00.

PHED 044 Recreational Ice Skating

This course is designed for students interested in learning the proper techniques and methods involved with ice skating. The class will emphasize both forward and backwards skating and will cover all other aspects involved with ice skating. This class is open to all levels of ice skaters. Fee of \$35.00.

PHED 045 Team Sports

This course will give students an opportunity to participate in and enjoy the recreational play of team sports. Emphasis will be on basic skills, knowledge of rules and strategies necessary for participation in the activities.

PHED 048 Golf

The class will provide students with the basic knowledge, skills and attitudes of golf. It will include fundamental skills such as grip, stance, swing, putting, rules and etiquette. Fee of \$25.00.

PHED 051 Racquetball

This course gives students the skills, knowledge, strategy and rules of racquetball.

PHED 057 Volleyball

This course teaches students the basic skills and knowledge of volleyball. Content will include warm-ups, rules, terminology, serve/receive information, basic offenses and defenses, spiking coverage and basic skills – serving, forearm pass, setting, blocking, spiking, dives and digs.

PHED 060 Beginning Weight Training for Men

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

PHED 061 Beginning Weight Training for Women

An introduction to the fundamentals, techniques, safety concerns and surveys of programs and concepts of weight training.

PHED 062 Advanced Weight Training

This course provides the opportunity for students to investigate and experience advanced resistance-training techniques and principles. Prerequisite: PHED 060, PHED 061 or Instructor's consent.

PHED 075 Organization and Administration of Physical Activity Programs

This course is designed to provide students with administrative techniques and procedures, in physical activities and related fields. Emphasis on theories and philosophies of administration; policies and practices; leadership, management, budgeting, planning, construction and maintenance of facilities; public relations and legal liabilities.

PHED 088 Theory of Coaching Football

Emphasis will be placed on theories, procedures and techniques used in coaching football at the secondary level. Through participation in this course the student will gain exposure to the history, strategic theory and practical application of football-coaching methods. Included in the course is a study of the cause and effect of strategic developments, discussion centered on sociology and psychology of the sport, a coaching practical experience, exposure to quality control procedures and the development of an individual coaching philosophy based on the composite experience of the course.

PHED 101 Concepts of Healthful Living

This course will provide students with knowledge of the concepts of wellness and will tell them how they can apply this information to maintain and/or improve their own lifestyles. Knowledge of health-related topics such as nutrition, health legislation, health consumerism, interpersonal communication skills and assertiveness will be presented through lectures. Small group discussions will further investigate these topics and outline

how students can apply this information to their lifestyles. Fitness topics such as physiology of the body at rest and during exercise, types of exercise programs and methods of establishing a personal exercise program will be presented through testing, demonstrations and participation in weekly lab sessions.

PHED 120 CPR, First Aid, Care and Prevention of Athletic Injuries

This course involves the study of a variety of topics in three areas: CPR – artificial ventilation and circulation; first aid – care of injuries, dressings and bandages, shock, burns, fractures, control of bleeding and transportation of the sick and injured; and care and prevention of athletic injuries – taping techniques, protective equipment, injury recognition and evaluation and selected modalities such as massage, cryotherapy and thermotherapy.

Physics

www.snc.edu/physics

The physics program is designed to 1) prepare students for graduate study in physics or a related field of science or engineering and for careers in high school teaching, industry and other areas; 2) meet the needs of students in pre-professional studies as well as chemistry, geology and biology major programs; and 3) provide an opportunity to secure general knowledge of physics and/or astronomy as well as the scientific method for students whose major program is outside of natural science.

Physics Faculty

Michael Olson, Assistant Professor of Physics

Takamasa Takahashi, Assistant Professor of Physics

Graduate School Advisor: Dr. Takamasa Takahashi and Dr. Michael Olson

Course Requirements

■ PHYSICS MAJOR

(14 courses, 9 in Physics):

Prospective physics majors are encouraged to begin their study of physics and mathematics in their freshman year. Physics majors are required to take the Major Field Test in their senior year as part of an ongoing assessment component of the Physics program.

Required courses:

PHYS 121 General Physics 1
 PHYS 122 General Physics 2
 PHYS 211 Classical Mechanics
 PHYS 225 Analog Circuits
 PHYS 241 Modern Physics
 PHYS 311 Thermal Physics
 PHYS 321 Electricity and Magnetism 1
 PHYS 325 Digital Circuits
 PHYS 411 Quantum Mechanics or, for secondary education certification in physics:
 PHYS 141 Astronomy
 MATH 131 Calculus and Analytic Geometry 1 (or equivalent)
 MATH 132 Calculus and Analytic Geometry 2
 MATH 233 Calculus and Analytic Geometry 3
 MATH 310 Differential Equations

CSCI 110 Introduction to Computer Programming

Recommended courses: : PHYS 490; MATH 303, MATH 315, MATH 321; CHEM 105, CHEM 107

For secondary education certification in physics, PHYS 141 should be substituted for PHYS 411

■ PHYSICS ACADEMIC MINOR (6 courses):

PHYS 121 General Physics 1
 PHYS 122 General Physics 2
 PHYS 211 Classical Mechanics
 PHYS 241 Modern Physics
 PHYS 311 Thermal Physics or PHYS 321 Electricity and Magnetism
 MATH 310 (Cognate requirements are MATH 131, MATH 132 and MATH 233)

■ PHYSICS TEACHING MINOR (6 courses):

PHYS 121 General Physics 1
 PHYS 122 General Physics 2
 PHYS 141 Astronomy
 PHYS 211 Classical Mechanics
 PHYS 225 Analog Circuits
 PHYS 241 Modern Physics

PHYS Courses

PHYS 101 Concepts of Physics

(See Infrequently Offered Courses section of the catalog.)

PHYS 111 Fundamentals of Physics 1 – GS 4

An introductory course that presents the student with the fundamental concepts of physics. This algebra-based course assumes no previous physics experience and will include the study of kinematics (including vectors), Newton's laws, mechanical energy, rotational motion and waves. Consists of lectures and one laboratory period per week. Working knowledge of basic trigonometry and advanced high school algebra will be assumed. Fall semester.

PHYS 112 Fundamentals of Physics 2

Continuation of PHYS 111, completing a full-year introductory sequence on the fundamental concepts of physics. Topics include: thermodynamics, electricity and magnetism, optics and introduction to modern physics, including quantum concepts and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 111. Spring semester.

PHYS 121 General Physics 1 – GS 4

Intended mainly for physical science majors, this introductory course presents a unified view of the fundamental principles of physics. Conceptual development and problem-solving skills are emphasized. Topics include vectors, kinematics, Newtonian dynamics, the conservation laws, oscillatory motion and waves. Lectures and one laboratory period per week. First semester calculus and working knowledge of trigonometry and advanced high school algebra will be assumed. Prerequisite: MATH 131 or equivalent. Fall semester.

PHYS 122 General Physics 2

Continuation of PHYS 121, completing a full-year introductory sequence required of chemistry majors and pre-engineering students as well as physics majors. Topics include: thermodynamics, electric and magnetic fields and their interaction with

matter, electromagnetic waves, physical and geometrical optics and introduction to modern physics including quantum concepts and radioactivity. Lectures and one laboratory period per week. Prerequisites: PHYS 121 and MATH 131. Spring semester.

PHYS 141 Astronomy – GS 4

The course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. The student will learn about the scientific method and developments that have enabled our current understanding of the dynamic universe. Main topics include the cycles of the sky, the history of astronomy, the stars, the Milky Way galaxy and the solar system. Group projects will cover additional topics such as galaxies, cosmology and details of the solar system planets. Laboratories with hands-on activities will be an important component of the course. Some lab periods will meet in the evening for astronomical observations. No mathematical background beyond basic high school algebra will be assumed.

PHYS 211 Classical Mechanics

An intermediate treatment of Newtonian mechanics. Topics include equations of motion and their solutions, conservation laws, systems of particles, central force motion and an introduction to Lagrangian and Hamiltonian mechanics. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Fall semester, alternate years.

PHYS 225 Analog Circuits

An introductory course in linear circuit analysis, converting DC circuits, AC circuits and properties of basic circuit components. Lectures and one laboratory period per week. Prerequisites: PHYS 122 and MATH 132. Spring semester, alternate years.

PHYS 241 Modern Physics

A survey of the essential experimental and theoretical development of 20th century physics. Topics include special relativity, wave-particle duality, Bohr atom, basic quantum mechanics, radioactivity, nuclear reactions and particle physics. Lectures and

one laboratory period per week.

Prerequisites: PHYS 122 and MATH 132.

Fall semester, alternate years.

PHYS 311 Thermal Physics

An intermediate treatment of thermodynamics and statistical mechanics from a modern point of view. Topics include temperature, heat, entropy, irreversible processes, the general laws of thermodynamics, canonical distribution, equipartition theorem, the ideal gas law and an introduction to quantum statistics.

Prerequisite: PHYS 241. Fall semester, alternate years.

PHYS 321 Electricity and Magnetism 1

A study of the classical electromagnetic theory. Topics include electrostatics, magnetostatics and an introduction to electrodynamics. Vector calculus will be introduced and extensively used.

Prerequisites: PHYS 122 and MATH 233.

Fall semester, alternate years.

PHYS 322 Electricity and Magnetism 2

Applications of time-varying fields and Maxwell's equations, including the propagation of electromagnetic waves, radiation from accelerated charges, dipole radiation, radiation reaction and scalar diffraction theory. Prerequisite: PHYS 321.

Spring semester, alternate years.

PHYS 325 Digital Circuits

An introduction to modern electronics: applications of circuits to measurement, control and processing of signals. Experiments are performed that demonstrate how integrated circuits function in these applications. Prerequisite: PHYS 225. Spring semester, alternate years.

PHYS 341 Nuclear Physics

(See Infrequently Offered Courses section of the catalog.)

PHYS 411 Quantum Mechanics

An intermediate treatment of the principles and methods of quantum mechanics. Topics include the Schrodinger equation, the harmonic oscillator, the hydrogen atom and applications to atomic and nuclear physics. The operator method will be introduced and used. Prerequisite: PHYS 241. Spring semester, alternate years.

PHYS 489 Special Topics

Designed for the study of subject material of special interest. The organization, methodology and objectives will be determined by the instructor. Prerequisite: junior or senior standing and Instructor's consent.

PHYS 490 Independent Study

This course is designed to allow students to pursue, on an individual basis, an area of study such as solid state physics or astrophysics. The methodology and objectives will be mutually agreed upon by a faculty member and the student. Prerequisite: junior or senior standing, prior consultation with and consent of the instructor and approval of the Associate Dean of Natural Sciences.

Political Science

www.snc.edu/politicalscience

Political science is the social science that deals with the ways human beings organize and govern themselves. We are social beings and our lives are inextricably connected. All of us as individuals, as members of various groups and as parts of larger organizations, communities and nations, must acknowledge and interact with one another. We all share a common humanity.

Political science is a valuable component of liberal or general education, because it enhances our understanding of human relations and behavior, of how we make decisions and of the factors that influence them. Power, justice, law, social order and the creation of effective and equitable human relationships are the essential concerns of politics. Politics affect virtually all aspects of our cultural, economic, religious and social lives, and almost all public decisions are made through collective political activity. Politics is an inescapable attribute of human relations and behavior; and it is a moral imperative that we do our best to build social, economic and political systems that protect individual human rights and beliefs, that promote social justice and that permit fuller realization of our human potential. By making us aware of these factors, problems and possibilities, the study of political science encourages our intellectual, personal and moral development.

The Political Science program offers students both the opportunity to gain a liberal arts education and prepare for a future career. As a liberal art, Political Science at St. Norbert College attempts to broaden and enlighten the minds of our students regarding political issues, processes and behavior, hence serving to free their intellect from ethnocentrism and provide them with the skills and analytical tools to understand the political world around them. Although emphasizing the study of Political Science as a liberal art, the Political Science program does not overlook its importance in the preparation for a variety of careers. A major in Political Science prepares students for graduate study and research; for professional careers in business, law, government or public administration; for active participation in local, state and national politics; and for living effective lives as members of a democratic society in a diverse and complex world.

Political Science Faculty

Charles Jacobs, Assistant Professor of Political Science
Wendy Scattergood, Assistant Professor of Political Science
Gratzia Villarroel, Associate Professor of Political Science
David Wegge, Professor of Political Science

Graduate School Advisor: Dr. Charles Jacobs

Course Requirements

■ POLITICAL SCIENCE MAJOR

(11 courses):

- POLI 130 United States Politics and Government
- POLI 150 Introduction to International Studies
- or POLI 160 Introduction to Comparative Politics
- POLI 200 Research Methodology and Techniques
- SSCI 224 Basic Statistics
- POLI 314 Classical and Medieval Political Thought
- or POLI 316 Modern Political Thought
- or POLI 317 American Political Thought
- or PHIL 346 Philosophy of Human Rights
- POLI 231 State and Local Politics
- or POLI 332 Political Parties and Elections
- or POLI 335 Legislative Politics
- or POLI 336 Executive Leadership
- or POLI 337 Judicial Process and Behavior
- POLI 350 International Relations
- or POLI 353 United States Foreign Policy
- or POLI 355 International Organizations
- or POLI 365 European Politics
- or POLI 368 Politics and Governments of Latin America
- POLI 338 Introduction to Public Administration
- or POLI 346 Policy Analysis
- or POLI 348 Environmental Politics
- 3 POLI courses numbered 200 or above

Students are advised to take POLI 130 and POLI 150 / POLI 160 as freshmen, SSCI 224 and POLI 200 as sophomores and one course in each of the four content areas (political thought, U.S. politics, policy administration and international/ comparative politics) during the sophomore, junior and senior years.

■ POLITICAL SCIENCE TEACHING MAJOR

The teaching major for secondary certification requires the same as the political science major.

■ POLITICAL SCIENCE MINOR

(7 courses):

POLI 130, POLI 150 or POLI 160, POLI 200 and one course from each of the four areas: Political thought: POLI 314, POLI 316, POLI 317 or POLI 346; United States politics: POLI 231, POLI 332, POLI 335, POLI 336, POLI 337, POLI 341, POLI 342, POLI 353; Comparative politics/ international relations: POLI 260, POLI 350, POLI 353, POLI 355, POLI 362, POLI 365, POLI 368; Public policy/ administration: POLI 338, POLI 346 or POLI 348.

■ INTERNATIONAL POLITICS MINOR

(6 courses):

POLI 150 or POLI 160, POLI 200 and 4 courses from POLI 260, POLI 310, POLI 350, POLI 353, POLI 355, POLI 362, POLI 365 and POLI 368.

■ UNITED STATES POLITICS MINOR

(6 courses):

POLI 130, POLI 200 and four electives from the following: POLI 231, POLI 317, POLI 332, POLI 335, POLI 336, POLI 337, POLI 338, POLI 341, POLI 342, POLI 346, POLI 348, POLI 353.

POLI Courses

POLI 130 / AMER 130 United States Politics and Government – GS 6

A survey of the U.S. political system at the national, state and local levels; including examination of constitutions, social and political ideology, mass political behavior, parties and interest groups, the Congress, the presidency, the courts and the development of national public policy. Focuses on the problems of policy making in a pluralistic democratic system. Fall and Spring semesters.

POLI 150 / INTL 150 Introduction to International Studies – GS 3

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is interdisciplinary, examining issues

from several relevant and related points of view: political, ecological, cultural, economic and ethical. The content may vary from semester to semester. Examples of issues the course might examine are: nationalism versus The Concept of an International community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

POLI 160 / INTL 160 Introduction to Comparative Politics

The purpose of this course is to provide students with the comparative insights and methodological tools needed to understand the importance of political culture, governmental structures and political behavior in a variety of political systems. This course will also address the development of the state under different historical conditions and in different socio-economic environments. Students will be exposed to a variety of political issues including political legitimacy, political institutionalization, the politics of identity and political violence. Fall semester.

POLI 200 Research Methodology and Techniques

Examines the fundamental methods and techniques used in political science research. Emphasis on concept formation and measurement, hypothesis development, research design, data collection, hypothesis testing, statistical association, theory construction and ethics in political science research. Prerequisites: POLI 130 and POLI 150 or POLI 160. Fall and Spring semesters.

POLI 231 State and Local Politics

An examination of state and local politics focusing on the legal and theoretical bases of state and local government, including intergovernmental relations, government institutions and comparative public policy. Emphasis is placed on understanding state and local politics within a framework of competition among state and local governments. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 260 Current Russian Politics – GS 7

An examination of major political developments in Russia from 1917 until the present with an emphasis on the impact of political culture and economic factors on the development of totalitarianism and the process of democratization. Fall semester.

POLI 310 Western Ideologies – GS 10

This course examines the political ideologies which have influenced the western world and been extended to the non-western world as well. Ideology means a body of political thought or belief which motivates groups to take political action. The course begins with an overview of the philosophical roots of political ideology in western political thought and comes to focus on the development of political ideas and movements on the 19th and 20th centuries. The course includes studies of nationalism, liberal democracy, democratic socialism, Marxism, Soviet and Chinese communism, fascism, national socialism, anarchism and various radical and traditionalist movements.

POLI 314 / PHIL 314 / CLAS 314 Classical and Medieval Political Thought

An examination of the political theories of major ancient and medieval thinkers. Issues such as the origin, purpose, nature and types of political societies, the meaning of citizenship, the relation of the individual to society and the meaning of authority and rulership will be investigated in the writings of Plato, Aristotle, Augustine and Aquinas. Fall semester, alternate years.

POLI 316 / PHIL 316 Modern Political Thought

An examination of the political theories of major thinkers of the modern period (16th-19th centuries). Issues such as the nature of political power, the origin and purpose of political societies, social contract, authority, law, liberty, sovereignty and revolution will be investigated in the writings of Machiavelli, Hobbes, Locke, Rousseau, Hegel and Marx. Fall semester, alternate years.

POLI 317 American Political Thought

This course provides students with an introduction to the writings of the American

founding, including the Federalist Papers and the thinkers who helped develop the American political tradition. In addition, students will explore the transformation of American thought during the course of the nation's history, reviewing authors who wrote at the time of the Civil War, the Industrial Revolution and the transformative periods of the 20th century. Spring semester, alternate years.

POLI 332 Political Parties and Elections

An examination of the role of political parties and elections at the state and national level in the U.S. Focuses on elections as a linkage mechanism between the citizens and the institutions of government in a democracy. Emphasis on issues such as nomination processes, the role of the media, campaign advertising, campaign strategy, citizen participation and voting behavior. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 335 / AMER 335 Legislative Politics

An examination of the power, structure and functions of legislative bodies at the national and state levels in the U.S. Focuses on the various factors that influence the performance of these bodies. Prerequisites: POLI 130. Fall semester, alternate years.

POLI 336 / LEAD 336 Executive Leadership

An examination of executive leadership at the national, state and local levels in the U.S.. Focuses on leadership development, leadership styles and the impact of leadership in governing. Prerequisite: POLI 130. Spring semester, alternate years.

POLI 337 Judicial Process and Behavior

An examination of the functions, structure, participants and decision-making in the U.S. judicial system. Focuses on the political nature and the public policy-making role of the judicial system. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 338 Introduction to Public Administration

An examination of the growth of the public

sector in the U.S., and the consequences and challenges resulting from that growth. Emphasis is placed on the politics of bureaucracy, the relative roles of the public and private sectors in providing goods and services and past and present controversies over the appropriate method of organizing the public sector. Prerequisite: POLI 130.

POLI 341 Constitutional Law 1

An examination of the constitutional evolution of the doctrines of judicial power, federalism and separation of powers with emphasis on the historical circumstances in which the developments took place and the impact of the judicial decisions on the U.S. social, economic and political systems. Prerequisite: POLI 130 and sophomore standing. Fall semester, alternate years.

POLI 342 Constitutional Law 2

An examination of major judicial decisions in the areas of civil rights and civil liberties and their impact on U.S. society. Prerequisite: POLI 130 and sophomore standing. Spring semester, alternate years.

POLI 346 Policy Analysis

This course consists of two parts. The first part examines the policy process in American government, the content of contemporary policy and the impact of policy on society. Case studies will illustrate the nature of policy making and problems of implementing public policy. The second part of the course will introduce various tools and methods which will enable students to analyze public policy. Prerequisites: POLI 130, SSCI 224 and POLI 200, sophomore standing. Fall semester, alternate years.

POLI 348 Environmental Politics

Examines the social and political trends that have contributed to the environmental hazards we now face. Various theoretical approaches that discuss human relations with the environment will be examined in the context of critical issues such as global warming, siting of toxic waste facilities and the pollution of the Fox River. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 350 International Relations

An examination of the various theories of international relations, including the balance of power, integration theory, game theory, dependency and neo-realism. The course also examines the importance of the realist, pluralist and structuralist paradigms in the study of world politics. Prerequisite: INTL / sPOLI 150. Fall semester.

POLI 353 United States Foreign Policy

The formulation, conduct and content of contemporary U.S. foreign policies, defense policies, changes in Cold War diplomacy and policy toward the new states and developing countries. Prerequisite: INTL / POLI 150. Spring semester, alternate years.

POLI 355 International Organizations

This course examines the role of international organizations in world politics. It focuses on the historical development of inter-governmental organizations (IGOs) and non-governmental organizations (NGOs) and their increasing impact on a wide range of global issues, including peacekeeping, human rights, the world economy and the environment. This course also provides students with the theoretical tools and concepts they need to understand the dynamics of the institutional structures and political processes of international organizations in an increasingly interdependent world. Prerequisite: INTL / POLI 150. Spring semester, alternate years.

POLI 362 North-South Relations in the Contemporary World – GS 11

This course examines the historical origins of the North-South conflict and the dynamics of this asymmetrical relationship in the post-World War II period. The course also addresses the complexity of the political, economic and social issues that developed and developing nations face in an increasingly interdependent world.

POLI 365 European Politics

An examination of the political systems of a number of European countries. Attention will be given to their historical evolution, ideologies and political cultures as possible explanatory factors for the similarities and differences among the systems.

Prerequisites: POLI 160 and junior standing.

POLI 368 Politics and Governments of Latin America

An overview of the governments and politics of Latin American countries from a comparative perspective. The course examines the structure, functioning and interaction of Latin American political institutions as well as the process of political change and development in the region.

POLI 489 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in political science exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

POLI 490 Independent Study

Individual study of an approved topic in political science under the direction of a political science faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisite: Instructor's consent and approval of Associate Dean of Social Sciences.

POLI 492 Directed Research

Qualified students may perform political science research projects under the supervision of a Political Science faculty member. Prerequisites: Instructor's consent and approval of Associate Dean of Social Sciences.

POLI 494 Internship

Appropriate work or active political experience with government agencies or partisan political groups may be undertaken for course credit when directly related to the educational goals of the student. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

Pre-Professional Programs

www.snc.edu/biology/preprofessional.html

Students may choose to be considered pre-professional students, that is, they may pursue a course of study that fulfills the requirements of a professional school such as medical, dental, veterinary or pharmacy, without actually seeking a degree from our College. Students may at any time declare their intent to complete a major program, in which case they are subject to the requirements of that program. Most pre-professional students interested in health-related programs who complete a degree program at St. Norbert College do so in biology, chemistry or natural science.

Since admission to a professional school is not assured and the competition is keen, especially for medical school, students should plan their courses so that they are able to complete an undergraduate degree in four years.

Advisors can assist students in selecting courses to fulfill the professional school requirements and will also help students select a major, if that is their intent, or to choose an alternative objective if they are not admitted to the school of their choice. For more information on science-based pre-professional programs, students may consult the the Associate Dean of Natural Sciences or the advisors for the various pre-health programs.

Dr. Anindo Choudhury, Associate Academic Dean

Programs

Pre-Dental: The admission requirements for dental schools are somewhat variable, so the student's program should be developed in consultation with a pre-dental advisor. Although most dental schools specify three years of undergraduate work as a minimum requirement, they generally give preference to students with four years of preparation, so it is advisable to pursue a disciplinary major program such as biology, chemistry or natural science.

Admission requirements common to dental schools specify at least three years of college work, including two semesters each of biology, inorganic chemistry, organic chemistry, physics and recommended electives in science and non-science areas.

Adequate performance on the national Dental Aptitude Test, usually taken after the second or third year of undergraduate study, is also a requirement.

Pre-Dental Advisors: Dr. Deborah Anderson, Dr. Cynthia Ochsner

Pre-Medical: There are well over 100 medical schools in the U.S. and their admissions requirements vary slightly. Most will not consider applicants unless they are an undergraduate degree candidate, so it is advisable to participate in a disciplinary major program such as biology, chemistry or natural science.

Admission requirements common to medical schools are at least three years of undergraduate study, including two semesters each of biology, inorganic chemistry, organic chemistry and physics with recommended electives in quantitative analysis, mathematics and non-science areas. Currently, a B-plus average seems necessary for admission to a medical school.

Adequate performance in the national Medical College Admission Test (MCAT), usually taken during the third year of undergraduate study, is also a requirement.

Other health-related careers can be entered with some undergraduate preparation at our College. These include such fields as optometry, veterinary medicine, chiropractic medicine, physical therapy, pharmacy and nursing. It is not possible to generalize concerning the requirements of all the professional schools involved but they require an emphasis in the basic sciences as well as liberal arts electives. The Division of Natural Sciences maintains an information center through which students can receive assistance and advice on career opportunities in the health field as well as other fields which depend on a science emphasis. The Associate Dean of the Division of Natural Sciences should be consulted.

Pre-Medical Advisors: Dr. Deborah Anderson, Dr. Cynthia Ochsner

Pre-Veterinary: With the opening of the University of Wisconsin School of Veterinary Medicine there is now an opportunity for Wisconsin students to complete all the requirements for admission at our College. The program is basically the same as the Pre-Med program. Current information on other schools of Veterinary Medicine and application procedures is available through advisors in the Natural Sciences.

Pre-Veterinary Advisors: Dr. Deborah Anderson, Dr. Cynthia Ochsner

Pre-Law: Law schools require a bachelor's degree from an accredited college or university but no specific fields of major study or particular courses are prescribed. The law relates to many aspects of human activity and law schools look for diversity in undergraduate courses that may present a highly desirable pre-law background. Students should seek to develop a high degree of competence in reading and writing the English language and to develop the skills of critical analysis and logical reasoning. Thus, courses in literature, composition, communications, mathematics and logic offer obvious and useful preparation. In addition, applicants to law school should have a sound grounding in the economic, social and political institutions of the U.S.

Given such a broad undergraduate background, students interested in law should feel free to choose a major program consistent with their interests, or to devise a personal major. Although the broad background mentioned above should be pursued, it is also highly advisable that a student obtain a mastery of some definite field, whatever that might be.

Students applying for law school should take the Law School Admission Test (LSAT) no later than eight months before graduation. Applications can be obtained from Career Services.

Pre-Law Advisor: Sarah Griffiths

Psychology

www.snc.edu/psychology

P psychology is the science of behavior and mental processes. It shares with the natural sciences an orientation toward objective observation, experimentation and quantitative analysis. It shares with the humanities and fine arts an interest in the total human experience and concern for the dignity of each individual person.

The study of psychology makes an important contribution to a liberal arts education. It addresses questions that have long been central to our thinking about human experience. By expanding and enriching our understanding of how people think, feel and behave, the study of psychology stimulates our intellectual growth. Personal growth comes through the self-understanding that develops when we apply our expanded and enriched understanding of people in general to our own thoughts, feelings and actions. The study of psychology also fosters moral awareness and growth. Psychology challenges students to safeguard the welfare and rights of others; establish relationships of trust; promote accuracy, honesty and truthfulness; and respect the dignity and worth of each person.

The study of psychology prepares students for full lives as adults who think critically, respond compassionately and make valuable contributions to their communities. Employment and career opportunities for psychology majors are limited only by their motivation and creativity. With a baccalaureate degree, students can pursue careers in a range of fields such as human services, education, human resource management, market research and advertising and sales. With a master's degree, students can pursue careers in fields such as social work, counseling, school psychology or industrial-organizational psychology. With a doctoral degree, students can pursue careers as clinical psychologists, research scientists or college professors. Students can also pursue graduate education leading to careers in medicine and law.

The psychology discipline at St. Norbert College is committed to increasing and broadening students' scientific knowledge of behavior and mental processes; increasing and broadening students' understanding of themselves and others; and encouraging students to apply this knowledge and understanding appropriately to improve the condition of individuals, organizations and society. We pursue this mission within the context of the College's commitment to providing an educational environment that is intellectually, spiritually and personally challenging.

Psychology Faculty

John Dose, Associate Professor of Psychology

Jay Fostner, O.Praem., Assistant Professor of Psychology and Vice President for Mission and Heritage

Raymond R. Hardy, Associate Professor of Psychology

Ashley Hill-Soderlund, Assistant Professor of Psychology

Stuart Korshavn, Associate Professor of Psychology

Paul Ngo, Associate Professor of Psychology

Kurt Weber, Assistant Professor of Psychology and Director of the Counseling Center

Ray Zurawski, Associate Professor of Psychology

Graduate School Advisor: Dr. Stuart Korshavn

Course Requirements

■ PSYCHOLOGY MAJOR

(11 courses):

- PSYC 100 General Psychology
 SSCI 224 Basic Statistics
 PSYC 301 Basic Principles and Methods of Psychological Research
 1 from Biological: PSYC 370 Physiological Psychology or PSYC 373 Behavioral Medicine and Health Psychology
 or PSYC 380 Comparative Behavior
 1 from Clinical: PSYC 212 Abnormal Psychology or PSYC 312 Theories of Personality or PSYC 345 Approaches to Psychotherapy or PSYC 360 Psychological Testing
 1 from Developmental: PSYC 231 Early Childhood Activities or PSYC 320 Abnormal Behavior in Childhood or SSCI 220 Lifespan Human Development
 1 from Perception, Learning and Cognition: PSYC 331 Sensation and Perception or PSYC 333 Conditioning and Learning or PSYC 337 Memory and Cognition
 1 from Social: PSYC 221 Industrial and Organizational Psychology or PSYC 321 Social Psychology or PSYC 325 Group Dynamics
 1 from Psychology in Context: PSYC 410 Cross-Cultural Psychology or PSYC 420 A History of Psychology
 2 PSYC electives

As part of the Psychology discipline's learning outcomes assessment program, all majors are required to complete a standardized test of their knowledge of psychology (e.g. the Major Field Test in Psychology or other measure) during their first and senior years.

■ PSYCHOLOGY MINOR

(6 courses):

- PSYC 100, SSCI 224, PSYC 301, plus three courses selected from the six areas below. Only one course may be selected from a given area. The areas include: Biological (PSYC 370, PSYC 373, PSYC 380); Clinical (PSYC 212, PSYC 312, PSYC 345, PSYC 360); Developmental (PSYC 231, PSYC 320, SSCI 220);

Perception, Learning and Cognition (PSYC 331, PSYC 333, PSYC 337); Social (PSYC 221, PSYC 321, PSYC 325); and Psychology in Context (PSYC 410, PSYC 420).

PSYC Courses

PSYC 100 General Psychology – GS 3

This course provides a survey of the many aspects of behavior which are of interest to psychologists. This includes a survey of the nervous system and biological bases of behavior, mental processes, human development, learning theory, personality, mental health and abnormality, interaction and group dynamics and other aspects of social behavior. The course introduces the scientific methods used in all the basic fields of modern psychology and covers alternative ways of understanding the human experience. The focus of the course is on the complex interplay between external and internal stimuli and the environmental, individual, social and cultural factors affecting human behavior and relationships. Fall and Spring semesters.

PSYC 212 Abnormal Psychology

This course examines diagnostic criteria, suspected causal factors and therapeutic interventions for a wide variety of abnormal behaviors, ranging from anxiety and mood disorders to schizophrenia. Emphasis is placed on critical evaluation of theoretical accounts and empirical findings emerging from psychodynamic, behavioral, cognitive, humanistic, biomedical and integrative perspectives. Prerequisite: PSYC 100 or Instructor's consent. Fall semester.

PSYC 221 Industrial and Organizational Psychology

Psychological principles and research methods are used to understand individuals' work-related thoughts, feelings and actions. Major topics in human resources (e.g. selection and training), organizational psychology (for example, leadership and motivation), and workplace characteristics (e.g. safety and health and workplace technology) are surveyed. Prerequisites: PSYC 100 or Instructor's consent. Alternate Spring semesters (odd-numbered years).

PSYC 231 Early Childhood Activities

Students work as teaching/childcare assistants in the College Children's Center (or other child education setting) for four to six hours per week. Specific work hours are arranged by each student in consultation with the director of the Children's Center or off-campus program administrator. Class meets four hours per week during which fundamental theories of learning and cognitive development are explored with emphasis on practical applications in preschool settings. Students develop knowledge about theories of learning and cognition and skills in defining educational goals, conducting individual learning activities and designing and using cognitive assessment instruments. *(A change in the composition of the Psychology Faculty may affect this course.)*

PSYC 281 Environmental Psychology

Students in this course will examine how we affect the built and natural environments and how they affect us. Topics covered include cognitive mapping, personal space, territoriality and environmental design (e.g. residential, learning, work and leisure environments). The course will conclude with a discussion concerning how we might promote more harmonious and environmentally-constructive interactions with our planet. Prerequisite: PSYC 100 or Instructor's consent. Alternate Fall semesters (even numbered years).

PSYC 289 Special Topics

A course designed primarily for first- and second-year students on a special topic in psychology. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 100.

PSYC 301 Basic Principles and Methods of Psychological Research

This course provides an introduction to many of the basic principles involved in research, including hypothesis formulation and testing, experimental control, measurement issues and research ethics. The course also addresses a variety of basic research methods and issues in data

collection and analysis. Laboratory experiences will provide students with an opportunity to practice relevant skills. Prerequisites: PSYC 100 and SSCI 224. Fall and Spring semesters.

PSYC 310 Chemical Substances and Behavior

This course is designed to provide a broad, general introduction to behavioral pharmacology by examining the neurological, physiological and psychological mechanisms of drug action. Topics covered include tolerance, side effects, drug interactions and abuse potential of both recreational and therapeutic drugs. In addition, societal issues associated with drug use and abuse will be examined (for example, decriminalization and public costs of drug dependence). Prerequisites: PSYC 100 or BIOL 100 or BIOL 121 and sophomore standing. Alternate years.

PSYC 311 Personal Development:

A Multicultural Perspective – GS 11
A facilitated discussion-based seminar exploring the concept/process of personal growth from a variety of psychological and cultural perspectives. Basic theories of personality and human development drawn from European, American, Middle Eastern and Far Eastern traditions, including such disparate approaches as those of Freud, Skinner, Horney, Zen Buddhist, Hindu and Islamic (Sufi) traditions are explored. The emphasis is on the student's acquisition of a personal development perspective that enhances empathy for those from other cultures and provides a foundation for the student's own personal growth in a global cultural context. *(A change in the composition of the Psychology Faculty may affect this course.)*

PSYC 312 Theories of Personality

This course consists of an examination of theories of personality from Freud to the present day. The dispositional, psychodynamic, phenomenological, behavioral and cognitive perspectives on personality are reviewed. For each perspective, the course will examine founders and leading proponents, essential

theoretical concepts, methods of assessing personality and assumptions concerning human nature, problem behavior and behavior change. Students will be encouraged to compare, contrast and critically evaluate the various perspectives. Prerequisite: PSYC 100. Alternate Fall semesters (odd-numbered years).

PSYC 320 Abnormal Behavior in Childhood

A survey of the major forms of problem behavior in childhood and adolescence, including autism, Attention Deficit Hyperactivity Disorder, eating disorders and anxiety and mood disorders of childhood. Reviews issues concerning the assessment, diagnosis, causes and treatment of these problems from diverse perspectives. Emphasis is placed on the developmental context of these problems and their relationship to healthy development. Prerequisites: SSCI 220 and junior or senior standing. Alternate Fall semesters (even-numbered years).

PSYC 321 Social Psychology

The influence of others on the thought, feelings and actions of the individual is examined. Major topics in social cognition (e.g. person perception and attribution), social evaluation (e.g. attitudes and prejudice), social influence (e.g. obedience and conformity), and social interaction (e.g. altruism and aggression) are surveyed. Differing theoretical perspectives and research methodologies are analyzed. Prerequisite: PSYC 301 or Instructor's consent. Fall semester.

PSYC 325 Group Dynamics

The interplay of groups and group members is examined. Major topics in group development and formation (e.g. affiliation and norms), influence and interaction within the group (e.g. conformity and leadership), group performance (for example, teamwork and decision making), and group conflict (e.g. conflict within groups and conflict between groups) are surveyed. Prerequisites: PSYC 100 and SSCI 224 or Instructor's consent. Alternate Spring semesters (even-numbered years).

PSYC 331 Sensation and Perception

Students in this laboratory course will explore how humans sense and perceive the world via visual, auditory, chemical and skin senses. Physiological, psychophysical and cognitive approaches will be used to help explain how perceptions arise from the conversion of physical energy in the environment to electrochemical signals and how the brain then processes those signals. Topics covered include perceptual development, clinical aspects of vision and audition, music, speech and pain perception as well as applications with respect to art, education and health. Prerequisites: PSYC 301 or Instructor's consent. Alternate Fall semesters (odd-numbered years).

PSYC 333 Conditioning and Learning

This is an advanced laboratory course on basic learning processes. This course investigates the physiological changes that underlie the learning process, issues in classical conditioning which have yet to be resolved (e.g. CS-blocking and overshadowing, the mechanisms underlying spontaneous recovery, discrimination and generalization, etc.), and many similar issues in operant conditioning theory. The course is conducted as a seminar/ discussion with related laboratory experience. Each student is required to conduct and report on an individual research project. This course is designed to meet the needs of junior/senior psychology majors, but should also prove useful to others interested in understanding the learning process. Prerequisite: PSYC 301 or Instructor's consent. Alternate Fall semesters (even numbered years). *(A change in the composition of the Psychology Faculty may affect this course.)*

PSYC 337 Memory and Cognition

Examines historical and contemporary research in the study of human cognitive processes, with particular emphasis on the area of memory. Topics covered include attention, perception of symbolic material, mental imagery, problem solving and language. The course includes labs which provide in-depth applications of course concepts. Prerequisite: PSYC 301 or Instructor's consent. Spring semester.

PSYC 345 Approaches to Psychotherapy

A survey of major systems of psychotherapy, including psychodynamic, behavioral and cognitive approaches. Representative therapies from each approach are studied. Basic assumptions, limitations and effectiveness are reviewed for each theory. Prerequisite: PSYC 212. Alternate years.

PSYC 360 Psychological Testing

This course surveys the psychological tests used to assess constructs such as intelligence and personality and those used in clinical, educational and business settings. Emphasis is placed on building skills in informed selection and use of psychological tests and on familiarity with the basic procedures used to establish their norms, reliability and validity. Social and ethical issues surrounding psychological testing are also addressed. Prerequisite: SSCI 224 or Instructor's consent. Alternate Spring semesters (odd-numbered years).

PSYC 370 Physiological Psychology

The purpose of this course is to relate behavior to bodily processes, especially the working of the brain. Topics covered include functional neuroanatomy, neurophysiology, brain evolution, motor control and neural plasticity, regulation of internal states, sexual behavior, emotions, memory and cognition and neurological disorders. Different research methodologies employed to investigate the biological underpinnings of behavior are also analyzed. Prerequisites: PSYC 301. Fall semester.

PSYC 373 Behavioral Medicine and Health Psychology

A laboratory course surveying the interdisciplinary field which develops and integrates psychological and medical science knowledge and techniques and applies them to the prevention, diagnosis and treatment of such disorders as heart disease, chronic pain, cancer and various stress-related disorders. The laboratory component is focused on training in measurement of stress-related arousal and in biofeedback and related stress management skills. Prerequisite: PSYC 301 or Instructor's consent. Alternate Spring semesters (even-numbered years).

PSYC 380 Comparative Behavior

Comparative Psychology, also known as Evolutionary Psychology, attempts to improve our understanding of basic psychological processes via a thorough examination and comparison of similar or analogous processes among a variety of species. During this course the student will compare various species' ways of dealing with common behaviors like sleep, eating, biological rhythms, learning, reproductive behavior and social behavior. The comparative method allows us to trace the evolutionary trajectory of our species. Doing so may help us better understand what/who we are now and what our species may become in the future. The course involves observational, experimental and field laboratory work. Prerequisites: Biology majors should have had SSCI 224 or consent. Psychology majors should have had PSYC 301 or Instructor's consent. Alternate Spring semesters (odd numbered years). *(A change in the composition of the Psychology Faculty may affect this course).*

PSYC 410 Cross-Cultural Psychology

This course places psychology within its cultural context. Students will examine how Western culture has shaped the field by influencing psychologists' theories and research. Cross-cultural psychology approaches as in the study of people across ecological settings and cultural contexts – will then be introduced as a means of assessing the universality of psychological theories, i.e. the degree to which such theories can be generalized to all humans. Students will also be exposed to some of the cross-cultural literature so that they may be better able to discern the subtle effects of culture on all people. Prerequisites: Senior standing. Spring semester.

PSYC 420 A History of Psychology

The course places psychology within its historical context. The factors outside of psychology that have had an impact on theory and research and the factors within psychology that have shaped the field are examined. The contributions of philosophy and physiology to the founding of modern psychology are considered at the outset,

while the majority of the course is devoted to the history of psychology since 1879. The course is organized around the development of the major schools of modern psychological thought and focuses on the lives and contributions of prominent psychologists. Prerequisites: Senior standing. Fall semester.

PSYC 489 Special Topics

An advanced-level course for junior and senior students on a special topic in psychology. Offered whenever a mutual interest exists for a member of the faculty and a sufficient number of students. Prerequisite: PSYC 301.

PSYC 490 Independent Study

Individual study of an approved topic in psychology under the direction of a psychology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

PSYC 492 Directed Research

Qualified students may perform psychology research projects under the supervision of a psychology faculty member. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

PSYC 494 Internship

This course requires placement at an internship site, consisting of work experience with an appropriate government or private agency or business directly related to the educational goals of the student. The accompanying classroom experience includes exposure to professional training and career choices, ethical standards, interviewing and micro-counseling skills and research issues in clinical and professional applications of psychology. Prerequisites: junior or senior standing, Instructor's consent. Alternate Spring semesters (odd-numbered years).

Religious Studies

www.snc.edu/religiousstudies

The goal of the Religious Studies discipline at St. Norbert College is to provide students with the opportunity and skills to explore the role and the significance of religion in human life and culture, to reflect critically on the nature and meaning of religious belief, to grapple with the ultimate questions and issues religion addresses and to consider thoughtfully those biblical, historical, theological and ethical sources that contribute to the Christian heritage.

As a part of the General Education Program, religious studies courses should enable students to approach religion as an academic discipline, lead them to a critical awareness of the problems of religious faith and acquaint them with various theologies and religions, particularly their impact on human life.

In the undergraduate major in Religious Studies, the student is introduced to the scholarly methods and analytical tools in the study of religion, namely: literary, theological, historical, ethical and comparative. The student is also encouraged to engage in independent study and must participate in a research seminar. The course of study provides a solid grounding not only for those who wish to pursue graduate academic and pastoral studies in the field, but also for those who intend to have careers in religious education and in church ministry.

As a major liberal arts program, Religious Studies helps cultivate a greater sensitivity to the complexity and diversity of Christian beliefs and practices in an increasingly international, multicultural and global environment. Furthermore, courses in religious studies help develop a student's capacity for critical thinking and sound argumentation, thus preparing the student for a wide range of professional career choices.

The academic minor augments the background of students whose major programs are in the social and natural sciences and complements those of students whose concentrations are from within the Humanities and Fine Arts areas. The minor in liturgical studies features the distinctive component of a supervised internship in a local parish.

Clarence J. Heidgen Chair in Religious Studies: In January 1994, two years before his death, Clarence J. Heidgen contributed \$750,000 dollars to St. Norbert College for the purpose of funding a permanent endowment known as the Clarence J. Heidgen Chair in Religious Studies. He wanted to establish the chair to strengthen Judeo-Christian religious studies at the College and to foster the Catholic intellectual tradition as a means to enhance Christian ideals and values within this academic community. The Heidgen Chair offers public lectures, classroom guest presentations, undergraduate classes and book discussions which are available to St. Norbert students, faculty and, through the public lectures, to the greater Green Bay/De Pere community.

Religious Studies Faculty

Betsy Bauman-Martin, Assistant Professor of Religious Studies
Thomas Bolin, Associate Professor of Religious Studies
Fr. John Bostwick, O.Praem., Adjunct Professor of Religious Studies
Bridget Burke Ravizza, Assistant Professor of Religious Studies
Howard Ebert, Associate Professor of Religious Studies
Karen Park Koenig, Assistant Professor of Religious Studies
Fr. David McElroy, O.Praem., Adjunct Professor of Religious Studies
Paul Wadell, Associate Professor of Religious Studies

Graduate School Advisor: Dr. Paul Wadell

Course Requirements

■ RELIGIOUS STUDIES MAJOR (10 courses):

RELS 106 Introduction to the Bible
 RELS 114 Introduction to Theology
 RELS 280 Introducing Christian Traditions
 RELS 290 Doing Theology Today
 RELS 321 Topics in Scripture
 RELS 433 Christian Ethics: Theology and Society
 RELS 460 Advanced Seminar
 1 course from each of the following three groups (only 1 may be a GS course):

- 1) Religious Diversity Component: RELS 318 Feminist Theology or RELS 331 Judaism and Christianity: The Holocaust or RELS 340 World Religions: A Comparative Examination or RELS 342 Asian Philosophy and Religion or RELS 350 Christianity and Cultural Diversity.
- 2) Systematic Theology Component: RELS 316 Who is Jesus? or RELS 325 Providence, Suffering and Freedom
- 3) Other Electives: RELS 242, RELS 255, RELS 268, RELS 310, RELS 312, RELS 322, RELS 324, RELS 326, RELS 338, RELS 347, RELS 360, RELS 389, HUMA 337*, ART 365, HIST 319.

Religious Studies majors are not allowed to count any of the above courses as satisfying the GS 1 requirement.

*Religious Studies majors may not double count toward the GS 10 requirement unless double majoring.

■ RELIGIOUS STUDIES MAJOR WITH YOUTH MINISTRY EMPHASIS (13 courses):

RELS 106 Introduction to the Bible
 RELS 114 Introduction to Theology
 RELS 242 Liturgy and the Sacraments
 RELS 280 Introduction to Christian Traditions
 RELS 321 Topics in Scripture
 RELS 433 Christian Ethics
 RELS 460 Advanced Seminar
 RELS 494 Internship
 Any other 2 RELS courses, or HIST 319, ART 365
 3 of the following: SSCI 220, SOCI 111, COMM 122, WMGS 110, PEAC 200, SOCI 378.

A student may substitute one elective class with four credits of practical application courses offered off-campus. Students should contact their advisor and the Religious Studies Discipline Coordinator for details.

■ RELIGIOUS STUDIES MINOR (6 courses):

Required courses:

RELS 106; one course from RELS 114, RELS 280 and RELS 433; two courses not designated as General Education.

Elective courses: Any two from RELS courses, including GENS 406 or GENS 413.

■ **RELIGIOUS STUDIES MINOR IN LITURGICAL STUDIES (6 courses):**

Required courses:

RELS 106, RELS 114, RELS 242, RELS 312, RELS 316 and one non-GS RELS elective.

RELS Courses

RELS 106 Introduction to the Bible – GS 1 (Lower)

This course provides an introduction to the literature of the Judaeo-Christian tradition. It will include a study of modern critical methods including source criticism, form criticism and redaction criticism as they relate to this literature. There will be a special emphasis on theological themes. Fall and Spring semesters.

RELS 114 Introduction to Theology – GS 1 (Lower)

This course examines the nature of religion in human experience, the personal and communal dimensions of faith and critically analyzes basic questions in Christian theology. Fall and Spring semesters.

RELS 200 / CLAS 200 Augustine and the Classical World

This course will survey the life and times of Augustine of Hippo (A.D. 354-430), one of the great thinkers of the Western world. With more than 100 books, 200 letters and 500 sermons, he left a lasting impact on Western philosophy, religion and culture. He is seen as a major influence in shaping the theology of Western Christianity. The goal of this course is to understand how the classical heritage of Greece and Rome influenced Augustine's thinking and in turn his impact on the late Roman world. By reading some of Augustine's writings (in English translation) and those of modern scholars, we will attempt to understand how the synthesis produced by Augustine is both a final flowering of classical civilization itself and a cornerstone of the Christian civilization of the Middle Ages that was to come. Spring semester, alternate years.

RELS 221 / AMER 221 Religion in America – GS 6

Examines the historical development of religious movements in America, both mainstream and peripheral groups and analyzes the religious perceptions by which Americans have viewed themselves as a nation and culture, including a contemporary assessment. Fall semester.

RELS 242 Liturgy and the Sacraments

This course examines the nature of the liturgy and the sacraments as the forum in which the church expresses and forms its identity and mission in the world. The course examines the historical evolution of the seven traditional sacraments as well as the other major rites of the church. Finally, the course explores the implications of the reformed liturgy for Christian life and ministry in the contemporary world. Fall semester, alternate years.

RELS 255 / PHIL 250 Philosophy of Religion

A course that examines the rational assessment of religious beliefs and concepts and arguments used in their support. The course considers contemporary challenges to belief in God and the responses to these challenges. Spring semester, alternate years.

RELS 268 Sexuality, Intimacy and God

What is the meaning and significance of sexuality and sex for human fulfillment? How are sexuality, sex, friendship and intimacy related? This course examines Christian scripture and tradition for major theological responses to these questions. Special emphasis is placed on contemporary discussions of the theological significance of embodiment and on the development of a spirituality that takes seriously the pivotal role sexuality plays in human experience and development. The course is interdisciplinary in nature as it draws upon and attempts to integrate the recent findings of psychology, sociology, anthropology and philosophy with current theological discussions. Specific issues addressed in the course include celibacy, marriage, homosexuality, carnal love, birth control, abortion, gender issues and sex and authority.

RELS 275 Medical Ethics (See PHIL 275)**RELS 280 Introducing Christian Traditions**

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative figures and issues both continuity and diversity in Christian thought and life in the midst of society. Course prepares RELS majors/minors for more advanced courses in the RELS curriculum. Spring semester.

RELS 290 Doing Theology Today

This course explores a variety of approaches to theological inquiry from classical methods to the diversity represented in modern revisions of the theological task. The course utilizes differing models of theological method, comparing selected theologians and themes. These methods include traditional as well as contemporary interpretation, the treatment of various sources for theological discourse and the research skills necessary for doing theology today. Alternate years.

RELS 310 Marriage and Family as Vocation – GS 1 (Upper)

This course explores the moral and religious dimensions of marriage and family, with particular attention to resources within the Catholic Christian tradition. It will attend to such questions as: What does it mean to place the marriage commitment and the wider commitment to the family in the context of a relationship to God?; What does it mean to consider marriage a vocation and sacrament?; How does the vocation of marriage develop over time?; How do careers, children, aging parents and other obligations affect the marriage relationship?; What does it take to sustain a lifelong marital commitment in our culture?; and, What are the distinct characteristics and responsibilities of Christian family life?

RELS 312 Mission and Identity of the Church – GS 1 (Upper)

Why is Christianity essentially a social experience? What makes for strong

fellowship and a faith community? Studied in the light of Vatican II and its search for the meaning and nature of the Church models, the course seeks to develop an understanding of the Church as community. The course aims at trying to discover why faith in a community context better fits the definition of the word Christian than a contemporary emphasis on individual experience. Spring semester.

RELS 314 Ancient Israelite Theology – GS 1 (Upper)

This course will focus on the reflections about God found in the Bible, alongside central religious texts from Mesopotamia (e.g. Enuma Elish, hymns and prayers) and the primary sources for Greek and Roman religion (i.e. Hesiod's *Theogony* and Homer's *Iliad*). The course will examine criticisms of certain aspects of these religious visions by ancient intellectuals such as Plato, Cicero and, most importantly, the anonymous biblical authors who argued forcefully that the God of Moses could not be represented by any kind of figure in the limited human sphere. The course will expose students to a number of influential and classic ancient texts and interpret their varying religious claims.

RELS 316 Who is Jesus?

An attempt to answer the biblical question "And who do you say that I am?" – a central issue of theology. Looking at today's answers formulated in continuity with scripture and tradition but shaped in the light of contemporary culture and experience. Prerequisite: junior standing. Fall semester, alternate years.

RELS 318 / PEAC 318 / WMGS 318 Feminist Theology – GS 1 (Upper)

This course introduces the student to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition.

RELS 319 319 / HIST 319 / AMER 319 The Catholic Contribution to the United States

This course will explore how and why

Catholics of diverse gender, race, class and religious commitment have contributed to the socioeconomic, cultural, political and intellectual development of the U.S.. The course will examine Catholics and their church from Spanish North America to St. Norbert College, from immigration to assimilation and from conflict to consensus. Fall semester, every third year.

RELS 320 The Christian Tradition – GS 1 (Upper)

This course examines the history of Christianity in its theological, social and institutional dimensions, from the New Testament era to the present. This development is studied in a variety of historical and cultural contexts, presenting through representative figures and issues both continuity and diversity in Christian thought and life in the midst of society. For non-Religious Studies majors/minors only. Spring semester.

RELS 321 Topics in Scripture

Critically examines scriptural themes and genres; may also concentrate on one or more biblical authors or works. Prerequisite: RELS 106. Spring semester, alternate years.

RELS 322 Religious Heritage of the Hebrew Bible – GS 1 (Upper)

This course examines the origin, nature, significance and religious heritage of the Hebrew Bible as the foundation document of both Judaism and Christianity. This course studies the Hebrew Bible both as a revealed and religious scripture and as a profoundly human document. The primary focus will be on the text itself, supplemented by the use of reference, historical and interpretive (both Jewish and non-Jewish) materials.

RELS 323 Biblical Hebrew

This course introduces the student to the language of the Hebrew Bible and the historical and theological methods that arise from studying the Hebrew Bible in its original language. No prior knowledge of biblical Hebrew is assumed and the course begins by introducing the Hebrew alphabet. By the end of the course, students should

be able to read many prose passages in the Hebrew Bible (i.e. Genesis 15-50, Deuteronomy, 1-2 Kings) with relative ease and occasional recourse to the aid of a Hebrew-English lexicon. Alternate years. Prerequisite: Religious Studies majors.

RELS 324 / WMGS 324 Women in the Bible – GS 1 (Upper)

This course will have as its main focus the women of the Bible. We will read stories that will surprise, shock and educate us as to the role women played in biblical times. This course will read the Old and New Testament stories of women in light of the interpretative issues present in feminist theology and biblical interpretation. Throughout the course, we will continue to reflect on questions concerning the role of women in contemporary society.

RELS 325 Providence, Suffering and Freedom – GS 1 (Upper)

This course examines various possibilities for making sense of the traditional Christian belief in an omnipotent, all-loving, providential God in light of the contemporary awareness of the immensity and tragedy of human suffering and the growing recognition of the depth and radicalness of human freedom.

RELS 326 Ancient Wisdom and the Modern Search for Meaning – GS 1 (Upper)

What is the good life? What can a person truly know? Is there justice in the world? These are some of the fundamental, universal questions of the human condition. This course will raise these questions and look at how the biblical wisdom literature answers them along with similar writings from elsewhere in the ancient world as well as modern literature and film. As a result of this analysis, students will have the opportunity to construct a coherent and viable structure of meaning for their own life's journey.

RELS 331 Judaism and Christianity: The Holocaust – GS 1 (Upper)

The examination of the historical and contemporary relation of Jews and Christians, through a study of critical events, comparative literature and

correlated theologies, in an analysis which recognizes both interrelated unity and tragic antagonism. The course will ordinarily focus on a specific period, collection of related texts, or themes common to both traditions. Fall semester.

RELS 333 / PEAC 333 Christian Ethics: Theology and Society – GS 1 (Upper)

The course addresses the enduring problem of the relationship between Christian faith and moral questions. It does so in the light of the convictions of a Catholic Christian faith community tradition. It seeks to determine the faith responses to contemporary social ethical issues. The social issues studied will vary. Fall and Spring semesters. Religious Studies majors/minors taking course for major/minor should sign up for RELS 433.

RELS 338 Religion and Literature

(See Infrequently Offered Courses Section of the catalog.)

RELS 340 World Religions: A Comparative Examination – GS 11

This course offers a critical and comparative introduction to the world's non-Christian and mostly non-Western religious traditions. Focusing on Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam and several indigenous religions as well as new religious movements, the course investigates and compares these traditions with special attention given to contexts. A key component in this involves examining the phenomenon of globalization and the issues of diversity and interaction between traditions.

RELS 342 / PHIL 342 Asian Philosophy and Religion

A study of the major philosophical and religious traditions of South and East Asia. The course emphasizes the Hindu, Buddhist and Taoist traditions. The ethical, metaphysical and epistemological aspects of each major tradition are covered. Spring semester.

RELS 347 / PEAC 347 Theology and the Concern for Justice

A critical survey of recent theological

movements emerging out of non-traditional contexts that stress the theme of justice and liberation for the poor and oppressed, challenging the way Christians both experience and understand their faith. The course explores a variety of theological issues related to the problem of sociopolitical inequity. Prerequisite: junior standing. Spring semester, alternate years.

RELS 350 Christianity and Cultural Diversity – GS 1 (Upper)

This course explores the dynamic relationship between Christianity and contemporary cultures and societies, especially non-European cultures. It focuses on themes such as multiculturalism, inculturation and the growing development of contextual theologies – theologies which emerge from cultural settings different from those that have traditionally shaped Christian theology.

RELS 355 Theology of Spirituality – GS 1 (Upper)

This course is an introductory exploration of the theology of prayer and the spiritual life. It explores the realm of religious faith and the various means by which humans enter into an explicit relationship with God. Students will be exposed to the various schools of Christian spirituality as they have arisen in the history of the Christian community. In addition, class sessions will be devoted to discussing the relationships of spirituality with the human condition. Spring semester.

RELS 360 The Essentials of Catholic Thought – GS 1 (Upper)

This course examines the key concepts of Catholicism as expressed since Vatican II. These include the credal, sacramental and moral life of the Christian as influenced by this great event. Central to all is the role of Christ in the life of the church. Fall semester.

RELS 389 Special Topics

This course is an in-depth study of one or more major issues confronting contemporary religion. Students are challenged to make concrete applications of the role of theology and religious practice to issues of the early

21st century and to evaluate the impact of the heritage and tradition on their own thinking and on society in general. Topics will change from semester to semester but may include such issues as the Holocaust, nuclear weapons, abortion, racism and church-state relations. Fall semester.

RELS 433 Christian Ethics: Theology and Society

The course addresses the enduring problem of the relationship between Christian faith and moral questions. It does so in the light of the convictions of a Catholic Christian faith community tradition. It seeks to determine the faith responses to contemporary social ethical issues. The topics will vary and include specific issues such as human rights, sexuality, social justice and biomedical questions. Prerequisite: Religious Studies major/minor. Fall and Spring semesters.

RELS 460 Advanced Seminar

Offers senior Religious Studies majors and minors the opportunity to engage in a research project on a special topic, theme or theologian. Spring semester.

RELS 490 Independent Study

A course allowing staff and students to explore together topics of special interest. Prerequisites: Instructor's consent and approval of the Associate Dean of Humanities and Fine Arts.

RELS 494 Internship

This course is an action/reflection experience for those seeking skills in the ministry. Students are placed in the local community. In addition to regular weekly service, students are required to meet each week in a supervised class with an instructor from the Religious Studies faculty. In those meetings, students explore the bases of practical theology as that science reflects on the pastoral experience.

Social Sciences Division

www.snc.edu/socialsciences

The Social Sciences deal in systematic, empirical ways with human nature, our thoughts and feelings, our behavior, our relationships with one another and the nature, development and change of social and cultural institutions that so condition our lives. Social scientists are usually brought to social sciences by concern for the human condition and for people as human beings, but approach their subject primarily in a spirit of objective scientific inquiry. They are willing to accept the possibility that their research will raise “inconvenient truths” that may discomfort us, but may at the same time give us the understanding necessary for our goals to be realized. At St. Norbert College the Division of Social Sciences includes the academic disciplines of anthropology, economics, geography, political science, psychology and sociology, plus professional programs in business administration and teacher education.

The social sciences contribute to the goals and objectives of the College in many ways. They lead, either directly or indirectly, to careers. They stimulate our intellectual and personal growth by improving our understanding of our own and other ways of life; of our basic customs and institutions; of human development; of human social relations; and of the economic, political, social and cultural systems in which we as individuals live. They encourage a better understanding of the communities and societies upon which we depend and for which we are responsible: family, workplace, neighborhood, fraternal or special-interest groups, church, state and others. They promote our moral and ethical development by broadening empathetic understanding of peoples and cultures beyond our own and by teaching the causal relationships that must be understood to define policies and practices that may, in fact, solve problems we have identified. They contribute to general education by teaching the distinctive modes of thinking and learning that characterize social science and by offering courses about the broad range of human experience.

Dr. James Benton, Associate Dean of Social Sciences

| Division of Social Sciences Programs | Major: | Minor: |
|---|--------|--------|
| Accounting | • | |
| Business Administration | • | • |
| Finance Concentration | • | |
| Global Business Concentration | • | |
| General Management Concentration | • | |
| Marketing Concentration | • | |
| Human Resource Management Concentration | • | |
| Economics | • | • |
| Education, Elementary/Early Childhood | • | |
| Education, Elementary/Middle | • | |
| Education, Secondary/Middle (Certification) | | |
| Geography | | |
| Political Science | • | • |
| International Politics Minor | | • |
| United States Politics Minor | | • |

Division of Social Sciences Programs continued

| | Major: | Minor: |
|------------------------------|--------|--------|
| Psychology | • | • |
| Sociology | | |
| Sociology Concentration | • | • |
| Anthropology Concentration | • | • |
| Human Services Concentration | • | • |

SSCI Courses

SSCI 220 Lifespan Human Development – GS 3

The course provides an examination of the physical and psychosocial factors which influence human development. The work of various scholars, both historical and contemporary, is considered in an attempt to provide several perspectives on the process of development throughout the human lifespan. Fall and Spring semesters.

SSCI 224 Basic Statistics – GS 8

Introduction to the basic statistical concepts and techniques (including computer-based software programs) for data analysis in the (non-business) social sciences. Includes descriptive statistics, random sampling and probability, correlation, regression, hypothesis testing and parametric/nonparametric inferential statistics. Intended for students in education, political science, psychology and sociology; also appropriate for students in the natural sciences. Prerequisite: advanced high school algebra or MATH 102. Recommended sophomore standing or above. Fall and Spring semesters.

SSCI 301 Environmental Studies – GS 11

A lecture course with a laboratory/discussion component concentrating on an interdisciplinary view of humanity's past, present and future impact on the environment and discussions of possible solutions to these problems. Topics include general principles of ecology (as applied to human impact on the biosphere), human population growth, food production, air and water pollution, energy resources and use and biological resources and diversity (such as tropical rain forest and endangered species issues). Perspectives of the natural sciences, social sciences, arts and humanities and of education are all employed to examine the causes and dimensions of environmental issues and possible solutions. Cannot be used by Biology majors or Environmental Science majors to fulfill GS 11 credit. Students may not take both SSCI 301 and ENVS 300 for credit.

SSCI 389 Special Topics

An interdisciplinary course which deals with topics involving two or more social sciences. May be team-taught by faculty from the academic areas from which the topic has emerged. Enrollment will normally be limited to upper-division students. This course may be repeated since the topics will vary.

Sociology

www.snc.edu/sociology

Sociology and Anthropology (which may be studied as part of a Sociology Major) are the sciences of human community, society and culture. The discipline's mission is to contribute to students' opportunities to become cultivated women and men in the broadest sense and particularly to their opportunities to gain a mature understanding of the beliefs, customs, arts and institutions of humanity, of the ways that order and change proceed in society and culture and of the contradictions which fragment communities, societies, and cultures and impact the development of humanity.

Sociology has focused particularly on the development of the most-developed societies of the world and anthropology has been particularly concerned with societies of smaller scale. Both sociology and anthropology endeavor to increase our knowledge of the connection between individual personality, social interaction, culture and social institutions. Thus these fields specifically address St. Norbert College's goal of producing students able to understand and come to grips with global sociocultural change. Moreover, a mature understanding of the causes and effects of human beliefs, customs and institutions is essential to the achievement of moral wisdom.

We expect students who complete a Sociology major to have mastered the basic concepts, knowledge and findings of the field of sociology as well as those of the particular concentrations (Sociology, Human Services, Anthropology) which they may choose within the major. Moreover, Sociology majors should be able to produce written inquiries into particular social phenomena and social issues which exemplify clear presentation of the facts of the case as they are currently understood from various perspectives; coherent analysis of issues involved, with a fair presentation of alternative interpretations; original or at least illuminating research and/or analysis informed by relevant theoretical approaches and reflecting mastery of important methods used in sociology (particularly quantitative or statistical methods). And not least, we expect majors in sociology to be well prepared for benevolent creative engagement in the world, both in their vocations and in their voluntary service to others.

Research or teaching careers in either sociology or anthropology usually require a master's or doctoral degree; but a sociology major provides excellent preparation for graduate study in either of those fields or others, including business, law, ministry, public administration or social work. Sociology majors from St. Norbert College have found their vocation in a wide variety of occupations, including government service, law enforcement, marketing, personnel management, social service, urban and regional planning and others in which knowledge of human relations and behavior are important.

Sociology Faculty

James Benton, Associate Dean of Social Sciences and Associate Professor of Sociology

Cheryl Carpenter-Siegel, Assistant Professor of Sociology

Thomas Faase, Associate Professor of Sociology

Sabine Hyland, Associate Professor of Anthropology

Graduate School Advisors: Dr. Cheryl Carpenter-Siegel (Sociology Graduate Programs);
Dr. Sabine Hyland (Anthropology Graduate programs)

Course Requirements

■ SOCIOLOGY MAJOR (10 courses):

Students majoring in sociology may complete a traditional academic liberal arts sociology major or, along with their sociology core, take a concentration in anthropology or human services. The traditional liberal arts sociology major focuses on substantive social issues, theory and research. The human services concentration exists to prepare students for entry-level positions in the fields of social work/human services and for graduate studies in the field of social work or counseling. Students are advised that graduate education is often necessary to advance into these fields. Three of the courses and an internship/practicum are offered and are necessary for a student who desires to apply to the state of Wisconsin for a Social Work Training Certificate (SWTC).

Sociology Concentration* (10 courses):

SOCI 100 Introduction to Sociology
SOCI 111 Cultural Anthropology
SOCI 300 Social Research Methods
SOCI 351 Classical Sociological Theory
SOCI 355 Contemporary Sociological Theory
SSCI 224 Basic Statistics
4 elective SOCI courses

*Students are advised to take SOCI 100 and SOCI 111 as freshmen, SOCI 300 and SSCI 224 concurrently as sophomores and SOCI 351 and SOCI 355 as juniors.

Anthropology Concentration** (10 courses)

SOCI 100 Introduction to Sociology
SOCI 111 Cultural Anthropology
SOCI 300 Social Research Methods
At least 1 social theory course: SOCI 351 Classical Sociological Theory or SOCI 355 Contemporary Sociological Theory
4 SOCI courses in Anthropology: SOCI 245 Ethnography of Folklore, SOCI 260 Gender and Culture, SOCI 295, Colonialism and Religion in the Philippines, SOCI 312 Native American Ethology, SOCI 314 Native Peoples of South America
One SOCI elective.

**Students are strongly advised to take BIOL 100 as a cognate. Students are advised to take SOCI 100 and SOCI 111 as freshmen; BIOL 100, SSCI 224 and SOCI 300 as sophomores and the social theory course as juniors. Students who wish to attend graduate school in anthropology are strongly urged to study a foreign language.

Human Services Concentration***: (12 courses)

SOCI 100 Introduction to Sociology
SOCI 239 Social Welfare Policy and Services
SOCI 240 Social Work Practice: Individuals and Families
SOCI 241 Social Work Practice: Organizations & Communities
SOCI 300 Social Research Methods
SOCI 351 Classical Sociological Theory
SOCI 355 Contemporary Sociological Theory
SSCI 220 Lifespan Human Development
SSCI 224 Basic Statistics
2 semesters of SOCI 4941 course on diverse cultures and/or stratification: SOCI

111 Cultural Anthropology or SOCI 320 Social Stratification as approved by the sociology faculty.

***Human Biology (BIOL 100) is recommended as it is often required by social work graduate schools. Students are advised to take SOCI 100 and SOCI 220 as freshmen; SOCI 224 and SOCI 300 as sophomores; SOCI 239, SOCI 240, SOCI 351 and SOCI 355 as juniors; and SOCI 241 and two semesters of SOCI 494 as seniors.

■ SOCIOLOGY TEACHING MAJOR (11 courses):

Teaching majors for secondary education certification in these fields take the required courses for the sociology major or the anthropology concentration.

■ SOCIOLOGY MINOR (7 courses):

The academic minor consists of six courses, including SOCI 100, SOCI 300 and SOCI 351 plus three additional sociology or anthropology courses and SOCI 224.

■ SOCIOLOGY TEACHING MINOR (7 courses):

The teaching minor in sociology/ anthropology for elementary education majors consists of six courses in sociology or anthropology including SOCI 100, SOCI 111 and SOCI 300; either SOCI 351 or SOCI 355 and two additional sociology or anthropology courses plus SOCI 224.

SOCI Courses

SOCI 100 Introduction to Sociology – GS 3

This course examines the basic nature of human relationships, customs, institutions, social structure and culture. It emphasizes how they affect our beliefs and behavior and how they express our fundamental concerns and values. The course teaches the basic concepts, methods and perspectives of sociology as a social science; and it uses them to consider such topics as family life, groups and organizations, sex and age roles, minorities and social classes, religious and political

movements and social problems. Fall and Spring semesters.

SOCI 111 Cultural Anthropology – GS 3

Culture influences our relationships with one another and with the natural world, affects our behavior and beliefs and expresses our fundamental concerns and values. This course uses the anthropological concept of culture as a means for understanding human relationships and for explaining both our common humanity and the differences that exist among us. This course will introduce students to the following topics: the history of anthropology; language and communication; growing up human; sex and marriage; kinship; representations of peoples and nations; religion and values; getting food; the body; gender, race and class in cross-cultural perspective; the impact of tourism on local cultures; and the place of anthropology in the 21st century. Extensive use of films and videotapes. Fall and Spring semesters.

SOCI 122 Criminology

Sociological approaches to deviance, crime and the social institutions such as law, policing, the courts and corrections which encourage and discourage deviant and illegal behavior. Normally offered Fall semester.

SOCI 234 Society, Sex and Marriage

This course examines the patterning and significance of sexual relations, marriage and family patterns in modern society. It contrasts the functions and the conflicts of dating, courtship, marriage and family life in the context of other social institutions. Marital dissolution is examined along with the strains that the institution of marriage and family experience. Emphasis is on students' reflection on their own family experience. Fall and Spring semesters.

SOCI 235 Work in America – GS 6

This course examines social patterns, corresponding roles and expectations, meanings and impacts of work in various American and cross-cultural contexts. Work is examined historically from pre-Industrial Revolution to the present. Shifts in the cultural meaning and symbolism of work are

analyzed. Research findings and critiques of work and occupations drawn from industrial sociology, the sociology of bureaucracies and complex organizations and other sources are studied. Careers are analyzed for their impact upon autonomy and family obligations. Fall semester.

SOCI 239 Social Welfare Policy and Services

The history and current state of social welfare policy and services is the major focus of this course. Various frameworks and methods used by policy scholars to analyze social welfare policy will be introduced and applied. Past and present examples of social welfare policy at federal, state, county, city and agency levels will be studied in terms of the historical and contemporary factors that shaped them; the political and organizational process that influenced them; their impact on social welfare services, practices and practitioners; and the extent to which they help or hinder the general health and well-being of people. This course will also study the history, mission and philosophy of the social work profession.

SOCI 240 Social Work Practice: Individuals & Families

This course presents the generalist model of social work practice, which uses the strengths perspective and empowerment approach. Students will understand the knowledge and values and demonstrate the skills necessary for bachelor's level social work competencies. Individual practice assessment is focused on the examination of client's strengths and problems in the interaction among individuals and between people and their environments. Students will also learn to develop a contract and how to plan and carry out intervention and evaluation techniques. The course is also designed to provide instruction and practice in interaction skills necessary for interviewing social work clients and ethical dilemmas that may arise in social work practice. Working with clients in a culturally sensitive way is emphasized. Information is provided about the development of professional relationships that are characterized by mutuality, collaboration and respect for the client system. Fall semester.

SOCI 241 Social Work Practice: Organizations & Communities

This course focuses on generalist social work practice with groups, organizations and communities and developing cultural competence in social work practice. Content will cover the role of social workers in networking, planning and conducting meetings, managing conflict and using supervision effectively. Also included is practice content which emphasizes professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporates use of social work supervision within macro practice. The course will also cover the knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely. Emphasis is placed on practice skills by working with clients of differing social, racial, religious, spiritual and class backgrounds and with systems of all sizes, including an understanding of differential assessments and intervention skills to serve diverse at-risk populations. Social work values and ethics are discussed in relation to macro practice. Students will learn about organizational culture, agency policy, developing and managing agency resources and implementing agency change. The course will also cover approaches to community change, evaluating macro practice, advocacy and social action. A small section on working in urban vs. rural communities is also included. Fall and Spring semesters.

SOCI 245 Ethnography of Folklore

(See Infrequently Offered Courses section of the catalog.)

SOCI 246 Issues in Archeology

(See Infrequently Offered Courses section of the catalog.)

SOCI 260 / WMGS 260 Gender and Culture

What is gender and how is it related to culture? This anthropology course takes a cross-cultural look at the concept of gender, examining men's and women's roles, masculinity, femininity and sexuality as they are expressed around the world. Particular attention will be given to gender as it

relates to popular forms of culture and everyday life. Both the history of anthropological studies of gender and new directions in the field will be introduced. Extensive use of films, videotapes and student-directed projects. Normally offered Spring semester alternate years.

SOCI 289 Special Topics

A seminar course primarily designed for freshmen, sophomores and juniors, on a special topic in sociology or anthropology. It may be proposed by either students or an interested faculty member. Prerequisite: Instructor's consent.

SOCI 295 / PHLP 295 Colonialism and Religion in the Philippines

This course will examine the religions and cultures of the Philippines, looking specifically at the often ambivalent linkages among religion, Catholic missions and colonial rule. The seminar will begin by exploring aspects of the Spanish colonial period, including the diversity of indigenous religions, the role of Islam, the founding of Catholic missions, native responses to Christianity and the development of a baroque Catholic culture in Manila. This course will also examine the role of religion during U.S. colonial rule and conclude by considering the development of liberation theology in the Philippines. Alternate Fall semesters.

SOCI 300 Social Research Methods

Survey of quantitative approaches to sociological research. The course provides an overview of the survey research process; including research design, data collection and data analysis. Students will develop the tools to be critical and careful readers of social research. Finally, all students will design and execute an original research project. Prerequisites: SOCI 100 or Instructor's consent. Fall and Spring semesters. Ideally, sociology majors will take this course during the same semester as SSCI 224.

SOCI 312 Native American Ethology

An anthropology course which surveys the cultures, languages and histories of indigenous peoples of North America. We will examine the theories and beliefs about the

origins of the First Americans, how anthropologists have traditionally studied American Indian cultures, the impact of Europeans and European-Americans on the culture of Native Americans and the lives of American Indians today. Students are recommended to take SOCI 111 before taking this course. Alternate Spring semester.

SOCI 314 Native Peoples of South America

This course will examine the native peoples of South America, from the pre-Columbian world to the present day. We will read from a variety of secondary and primary sources in order to learn about the cultures and history of ancient and modern Amerindians. Topics discussed will include gender, violence, religion and myth, shamanism, exploration, the indigenous rights movement and the role of ethnohistory and archeology in recovering the past of one of the world's most mysterious regions. Alternate Fall semester.

SOCI 351 Classical Sociological Theory – GS 10

Classical sociological theory (1830-1925) was an intellectual response to the traumatic birth of modern society. The nation state, industrial capitalism and modern individualism all raised difficult questions for the inheritors of the Western tradition. What is the nature of industrial society? What has caused it to develop as it has? Above all, what is the fate of humankind in the advanced, bureaucratic and industrial states? We shall approach these questions by way of critical reading of Karl Marx, Emile Durkheim and Max Weber, accompanied by selections on and from Hegel, the "Utopians," the utilitarians and the social Darwinists. Fall and Spring semesters.

SOCI 355 Contemporary Sociological Theory

Traces the development of sociological theory since 1925. The course examines various meanings and functions of theory. It covers functionalism, conflict theory, exchange theory, symbolic interaction, critical theory, phenomenological and hermeneutic theories and post-modern theories of society. Students are expected to articulate their own sociological theory. Spring semester.

SOCI 360 Feminist Theory / WMGS 360

This course takes a sociology of knowledge approach to the development of feminist theory from the 18th century to the present. A variety of modern and postmodern feminist theories are placed in social, political and historical context. Primary source examples of each school of thought are read, applied and evaluated. Because feminist thought has been a response to the conditions of women throughout history, women's oppression at various points in history will be covered. Offered alternate years. Prerequisite: Instructor's consent.

SOCI 364 Sociology of the City

This course examines the dynamics of the growth and ongoing life of cities. It will explore the history of cities in modern America, sociological perspectives on urban living and contemporary issues of urban life. The course will discuss the social forces that shape urban life, among these being: immigration, race, class, politics and economics. It will discuss both the challenges facing modern urban areas and various efforts to address those challenges. Offered alternate years. Prerequisite: SOCI 100.

SOCI 378 / LEAD 378 Leadership and Society

(See Infrequently Offered Courses section of the catalog.)

SOCI 380 Sociology of the Gang

In 1928, sociologist Frederick Thrasher published *The Gang*, a study of 1,313 gangs in Chicago. Today, over 70 years later, gangs are still part of the American scene and sociologists are still trying to understand the young people who form and join them and the "elemental social processes" that are part of gang phenomena. In this course, we will survey the general theories and findings of sociologists and criminologists who have studied gangs in the U.S., read monographs and articles reporting findings from contemporary studies of gangs and gang behavior and learn about various approaches to gang prevention and intervention. Prerequisites: SOCI 100 or SOCI 122 recommended. Usually offered Spring semester alternate years.

SOCI 489 Special Topics

This is a seminar course that is offered whenever a mutual interest in a more-specialized topic in sociology or anthropology exists for a member of the faculty and a sufficient number of students. Prerequisite: Instructor's consent.

SOCI 490 Independent Study

Individual study of an approved topic in sociology or anthropology under the direction of a sociology or anthropology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Reading and tutorial discussion are required, written work is optional. Prerequisites: Instructor's consent and approval of the Associate Dean of Social Sciences.

SOCI 492 Directed Research

Qualified students may perform sociology or anthropology research projects under the direction of a Sociology or Anthropology faculty member. Prerequisites: Instructor's consent and approval of Associate Dean of Social Sciences.

SOCI 481 and 482 Human Service Internship (Year-long Course)

The seminar format of Human Service Internship is organized around the student working in the human service field and the supervision he or she receives in the field. The combination of the internship, field supervision and reflection in seminar is focused on developing student application of knowledge of major social competencies and values necessary for generalist social work practice. An internship should offer the student an opportunity to practice these skills: evaluation and assessment of group and individual psychosocial functioning, plan/policy development and implementation, intervention, referral, advocacy, collaboration, cultural competence and application of professional ethics. Students are expected to locate the internship, with the assistance and approval of the instructor, before the beginning of the semester and should be on site within the first two weeks of school. Internships should meet the state of Wisconsin regulation and licensing requirements,

which can be obtained from the instructor. Often placements will require the student have their own transportation with a clear driving record (in order to transport clients or drive to see clients in their homes), pass drug and background tests and have some flexibility in their schedule. Students are expected to work 10-12 hours per week for the academic year, with a break between semesters.

Spanish

www.snc.edu/mll

The Spanish program offers a wide variety of Spanish language courses, in addition to courses on Spanish and Latin American cultures, civilizations and literatures. Students may choose to major or minor in Spanish and may combine their studies with majors or minors in a variety of disciplines, such as international business, international studies and education. The Spanish faculty occasionally offer literature and culture courses in the English language for the General Education Program.

The objectives of the Spanish program are to enable students to communicate effectively in Spanish and to understand and appreciate the cultures and values of the countries in which Spanish is spoken. Studies in Spanish help students increase their awareness of their own values and beliefs as well as those of Hispanic cultures; aid in preparing teachers for language teaching careers; provide language skills and cultural awareness to students specializing in other academic areas; enable students to meet the language and literature requirements of graduate programs in the study of languages and comparative literature; and prepare students for various careers in an increasingly global society.

All Spanish courses are taught in Spanish and students are expected to use Spanish in class. In addition, courses at the beginning, intermediate and advanced levels require formal oral presentations and papers in the target language. Each presentation and paper is assessed with feedback to students. In the senior capstone course (SPAN 400), students are required to write a major research paper in Spanish. Students pursuing certification to teach Spanish must achieve a 3.0 GPA in their major or minor, including earning a "B" or better in their senior capstone course.

The Spanish program hosts a foreign language teaching assistant (FLTA) from Spain each year. This student comes to us from our direct exchange partner, the Universidad Antonio de Nebrija in Madrid. The Spanish TA attends Spanish classes, helps students with their work, serves as a resource about Spain and our exchange program, lives in the Spanish House and helps with the Spanish Club. The Spanish Club promotes and increases awareness of the Spanish language and Hispanic cultures on campus through a variety of activities. Other study abroad opportunities for students include the Universidad Católica in Santiago, Chile; the Universidad de San Francisco in Quito, Ecuador; the Fundación Ortega y Gasset in Toledo, Spain; and the University of Virginia – Hispanic Studies Program in Valencia, Spain.

Spanish Faculty

Shalisa Collins, Assistant Professor of Spanish
John Day, Assistant Professor of Spanish
Bradford Ellis, Assistant Professor of Spanish
Marcie Paul, Associate Professor of Spanish

Course Requirements

■ SPANISH MAJOR* (8 courses):

- SPAN 301: Introduction to Spanish and Spanish American Literature I
 SPAN 302: Introduction to Spanish and Spanish American Literature II
 SPAN 360: Spanish Civilization
 SPAN 370: Latin American Civilization: Mexico and Central America
 or SPAN 380: Latin American Civilization: South America and the Caribbean
 1 SPAN 389: Special Topics (must be taken at St. Norbert)
 SPAN 390: Advanced Grammar and Composition (must be taken abroad)
 SPAN 400: Senior Capstone Seminar (must be taken at St. Norbert)
 1 SPAN elective above 300

*At least 5 of the 8 courses for the Spanish major must be taken at St. Norbert. Spanish majors are required to complete at least one academic semester in a country where Spanish is spoken. A minimum cumulative St. Norbert College GPA of 2.5 is required for study abroad although individual programs may have a higher GPA requirement.

■ SPANISH MINOR* (4 courses above 300):

Courses must include SPAN 301, SPAN 302, one civilization course (SPAN 360, SPAN 370 or SPAN 380), and one elective above SPAN 300.

■ SPANISH TEACHING MINOR (4 courses above 300):

A teaching minor is available only to students in education. Required courses: SPAN 301, SPAN 302, one civilization course (SPAN 360, SPAN 370 or SPAN 380), and SPAN 390 (taken during the immersion experience). In addition, all students seeking certification to teach Spanish must complete an approved language immersion experience of at least 6 weeks in a Spanish-speaking country. Members of the Spanish faculty have information regarding a variety of suitable programs.

Spanish Language Certificate: A Spanish Language Certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language. The certificate recognizes competency equivalent to the successful completion of the SPAN 101-204 sequence with an overall grade point average of 3.00 in the language courses counting toward the certificate. The course that demonstrates successful completion of the Certificate must be taken at St. Norbert through the Modern Languages and Literatures curriculum and the student must earn a 3.00 "B" or higher in this course. A student who places beyond the SPAN 204 level (e.g. SPAN 301) still must complete one class on campus and receive a grade of 3.00 "B" or higher in that class. A student who might be interested in a certificate could take four classes (SPAN 101, SPAN 102, SPAN 203, SPAN 204) at St. Norbert College. However, students who might be interested in a Certificate could place into SPAN 203 or SPAN 204 and would only have to take one or, at most, two classes. See "Modern Languages and Literature" section for additional information on all SNC language programs, policies and courses.

SPAN Courses

SPAN 101 Elementary Spanish 1

An intensive introduction to practical Spanish with an emphasis placed on the four language skills: listening, speaking, reading and writing. Offered at intervals.

SPAN 102 Elementary Spanish 2 – GS 7

Continuation of SPAN 101. Prerequisite: SPAN 101 or formal placement. Fall and Spring semesters.

SPAN 203 Intermediate Spanish 1 – GS 7

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Prerequisite: SPAN 102 or formal placement. Fall and Spring semesters.

SPAN 204 Intermediate Spanish 2 – GS 7

A continuation of SPAN 203 with emphasis on developing facility in oral and written

expression. Prerequisite: SPAN 203 or formal placement. Fall and Spring semesters.

Advanced Courses in Civilization, Language and Literature:

All SPAN 300 courses emphasize correct and fluent oral expression through conversation as well as presentation and discussion of assigned topics. In addition, literature courses require written literary analysis of the assigned readings.

SPAN 301 Introduction to Spanish and Spanish American Literature I

An introduction to Spanish and Spanish American literature before 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose, drama and essay. Prerequisite: SPAN 204 or formal placement. Fall and Spring semesters.

SPAN 302 Introduction to Spanish and Spanish American Literature II

An introduction to Spanish and Spanish American literature since 1800, including critical terminology and concepts, through class discussion and analysis of major works of poetry, prose, drama and essay. Prerequisite: SPAN 301. Fall and Spring semesters.

SPAN 360 Spanish Civilization

Introduction to the history and culture of Spain, from the Reconquest to the present. Prerequisite: SPAN 204. Fall semester.

SPAN 370 Latin American Civilization: Mexico and Central America

An introduction to the history and culture of Mexico and Central America from pre-Columbian times to the present. Prerequisite: SPAN 204. Spring semester, alternate years.

SPAN 380 Latin American Civilization: South America and the Caribbean

An introduction to the history and culture of South America and the Caribbean from pre-Columbian times to the present. Prerequisite: SPAN 204. Spring semester, alternate years.

SPAN 389 Special Topics

This course explores topics of special interest. Topics may include: Hispanic cinema; Hispanics in the U.S.; Latin American detective fiction; the Spanish Golden Age; medieval and early modern women writers of Spain; contemporary hispanic theatre; recent Latin American narrative. The course may be taken more than once for credit if the topic is different. Prerequisite: SPAN 302. Fall and Spring semesters.

SPAN 385 Latin American Civilization

An introduction to the history and culture of Latin America from pre-Columbian times to the present. Prerequisite: SPAN 304. Spring semester.

SPAN 389 Special Topics

This course explores topics of special interest. Topics may include: Hispanic cinema; Hispanics in the U.S.; contemporary hispanic theatre; recent latin american narrative. The course may be taken more than once for credit if the topic is different. Prerequisite: SPAN 305. Offered at intervals.

SPAN 390 Advanced Grammar and Composition

Review of Spanish grammatical structures, syntax and idioms. Emphasis on developing facility in written and oral expression. Prerequisite: SPAN 301. Only offered abroad.

SPAN 400 Senior Capstone Seminar

The material of this course will center around a particular topic, which may change from year to year. This topic will be examined through various media, including literary and non-literary texts and film. Prerequisite: one academic semester in a Spanish-speaking country.

SPAN 490 Independent Study

For upper-level students. Plan of work must be approved before registering. Course includes reports, papers and examination. Prerequisite: SPAN 301.

Theatre Studies

www.snc.edu/theatre

The ideal theatre artist is one who combines virtuosity of a specific field with a larger awareness of art, history, politics, philosophy, religion and science. The event of theatre is a combination of varied fields of study. St. Norbert College is in the position to offer students interested in studying theatre, but not to the exclusion of all other areas, an opportunity to develop their talent and technique, while simultaneously learning about becoming an active member of our society.

This philosophy for a theatre program is inspired by interdisciplinary study. Out of the ten required courses for the theatre major, two are outside of theatre. The program will also encourage overseas programs and internships.

Why study theatre?

The benefits to students partaking in theatre education are numerous. Consider the following potential benefits:

- Alternative views of culture and society
- Expansion of creativity and intuition
- Increased ability for analysis and criticism
- Greater ability to communicate in and to large groups of people
- Increased knowledge and appreciation of the fine and performing arts
- Increased awareness of personal image and communication style
- Awareness of the power and creation of imagery and symbols in media

Although most students who graduate with degrees in theatre do not join the professional theatre workforce, the benefits listed above are highly adaptable skills that assist in the students' field of choice. For those who decide to continue in professional theatre, the new theatre major prepares them for their next step, whether that is graduate school, an apprenticeship or becoming a working professional. The design of the program will give them an integrated overall knowledge base to help them in their next career choice.

Mission statement

Theatre is a complex art form that encourages a nuanced evaluation of cultures and communities, thus enhancing our perceptions of and interactions with the world. The St. Norbert College theatre program embraces a liberal arts education challenging students intellectually, spiritually and personally. To that end we strive to foster an environment of artistic expression engaging and inspiring the student body while creating experiences that provide the opportunity to both provoke and enrich the entire community.

Theatre Studies Faculty

Stephen Rupsch, Assistant Professor of Theatre Studies, Director of Theatre
Megan Wilkerson, Assistant Professor of Theatre Studies

THEA Courses

THEA 101 Introduction to Live Performance – GS 5

This course introduces students to first identify, describe and analyze various ways in which they encounter live performance in their daily lives (sporting events, church attendance, school assignments, party games, rock concerts, etc.) in order to begin to understand and develop standards of criticism. Additionally, basic theatrical forms will be introduced as a way of describing and expanding students' awareness of how live performance influences recorded media.

THEA 102 Creation of Sign and Symbol

This course is an introduction to both the process of creating symbolism as well as critically analyzing how signs and symbols are used in our culture. Students will learn to evaluate, on both a visual and intellectual level, how we use imagery to create ideas and convey messages through the use of visual media.

THEA 201 Design for Performance

This course is a practical studio course that, utilizing a broad definition of performance, covers the fundamentals of three-dimensional design in space and time. Covers research, concepting and presentation of design solutions. Will deal with scenic, clothing, light and sound as elements of performance. Prerequisite: THEA 101 and THEA 102.

THEA 202 Basic Acting

This course will deal with the fundamentals of acting. Techniques for developing self-awareness, imagination, observation, concentration and sensory recall will comprise the basic approach. Employment of voice and body in developing characterization will also be studied.

THEA 230 Technical Theatre

This course is an introduction to the practical skills that go into the creation of theatre with a focus on the "behind the scenes" aspects of production. It will cover information on costume and scenery construction, implementation of lighting

and sound designs, properties collection and creation, scene painting and finishing and the application of makeup for the stage. This course is both theoretical as well as practical and will require participation in the theatre program's production laboratory. Prerequisite: THEA 201.

THEA 302 Contemporary Theatre

This course is a study of dramatic literature and theater practice in the 20th and 21st century Western civilization. The course explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social, economic and philosophical realities of their specific cultures. Prerequisite: THEA 201 and THEA 202.

THEA 333 Directing

A course in the fundamentals of script analysis, blocking and interpretation. An investigation of the director's role as artist and coordinator augmented by practical directing lab assignments. Prerequisite: THEA 101 and THEA 102.

THEA 335 Advanced Acting

A continuation, in depth, of the elements covered in THEA 202 with special emphasis on role study and interpretation. Prerequisite: THEA 202.

THEA 336 Theatre History – GS 10

This course is a survey of the major periods in theatre from the Golden Age of Greece to the beginning of the modern era in the late 19th century. It explores aesthetic movements, significant personalities and artistic styles along with their interaction with the political, social and philosophical realities of the times.

THEA 389 Special Topics in Theatre Studies

This course concentrates on a topic pertaining to the current needs and interests of faculty and students. The topics covered will vary from semester to semester and will be announced in the course listings whenever the course is offered.

THEA 490 Independent Study

A course allowing staff and students to explore together topics of special interest.

THEA 494 Internship

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, a chance to work in their field of study and gain experience using state-of-the-art equipment and practices. Junior or senior standing.

Performance and Production (P/P) Labs:

One purpose of the P/P labs is to employ the unique opportunity of working on productions to advance the synthesis of theory and practice. The P/P labs also give students the opportunity to experience the creation of theatre holistically and in a critically self-reflective manner. The process of producing theatre can too often induce students to jump into production without the ability to discuss the process or learn from others. Students are mentored during this process, requiring a formalized class structure in order to frame their experience as a learning tool.

All student members of any theatre production will be required to enroll in a P/P lab as a class. The levels for the P/P labs are:

- **THEA 150 Crew:** all production running crews and small acting roles (0 credits)
- **THEA 250 Management:** stage and house manager, props master, master electrician, scenic artist, costume manager, medium-size roles (2 credits)
- **THEA 540 Artistic:** costume/scenic/light/sound design, major roles, directing (4 credits). This segment is comparable to a senior capstone.

All students involved in the Fall or Spring production will meet once a week to discuss any issues pertinent to the whole company. The various groups will then break off into their respective areas for specific work. One professor will teach the students design and tech and another professor will teach actors, stage and house managers.

Women's and Gender Studies

www.snc.edu/wmgs

Women's and Gender Studies is an interdisciplinary academic field which takes gender as a primary category of analysis and examines it using the insights of various disciplines from history to sociology to religion and beyond. As a result, students in the Women's and Gender Studies minor will gain a rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation and sexual identity.

Thus, Women's and Gender Studies is both a content area (women and gender) and an approach, including pedagogies, methodologies and disciplinary questions specific to the field. Scholarship in the area for the last 30 years continues to be innovative and groundbreaking, particularly in its ability to use interdisciplinary knowledge to recover and examine exactly what gender means, both in a national and international context.

Women's and Gender Studies at St. Norbert College

Women's and Gender Studies supports the mission of St. Norbert College by "providing an educational environment that is intellectually, spiritually and personally challenging." This discipline challenges the whole person through its innovative pedagogies, relevant theories and its importance in making sense of the world we encounter daily.

Furthermore, we are called as a Catholic and Norbertine college to be particularly concerned with the promotion of social justice and human dignity, as mandated by the Gospels and Catholic social teaching. These concerns are integral to Women's and Gender Studies which has always been sensitive to issues of social justice and creates a space for the voices of marginalized people to be heard both inside and outside the academy.

A Women's and Gender studies minor has strong connections to the study of the liberal arts. A liberal arts education emphasizes critical thinking and writing, interdisciplinarity and synthesis and the building of one's ideas and arguments on firm cultural and historical foundations. The study of how gender has affected the construction of knowledge is therefore fundamental to a well-rounded liberal arts education.

The Benefits of Women's and Gender Studies

Professions as varied as business, social work, medicine, law enforcement and education emphasize awareness of diversity as a key to professional success. By enhancing students' ability to recognize and analyze the gendered structures that have shaped the lives of women and men of all races, classes, nationalities, religions, sexual orientation and abilities throughout history, Women's and Gender Studies courses help students to develop what many modern professions identify as core competencies.

Today, few disciplines in the academy have been untouched by Women's and Gender Studies theory and research. Because of this and the wide availability of undergraduate Women's and Gender Studies courses at most institutions of higher education, familiarity with gender analyses and feminist theory is virtually taken for granted in graduate programs in the social and behavioral sciences and humanities. By providing systematic and focused curricular opportunities to learn the fundamental assumptions and approaches associated with the study of women and gender, Women's and Gender Studies enhances the preparation of St. Norbert students for graduate study.

Women's and Gender Studies Faculty

Betsy Bauman-Martin, Assistant Professor of Religious Studies
Linda Beane Katner, Associate Professor of French
Bridget Burke Ravizza, Assistant Professor of Religious Studies
Cheryl Carpenter-Siegel, Assistant Professor of Sociology
Karlyn Crowley, Assistant Professor of English
Sabine Hyland, Associate Professor of Anthropology
Marti Lamar, Associate Professor of History
Victoria Tashjian, Associate Professor of History,
Gratzia Villarreal, Associate Professor of Political Science

Program Director: Karlyn Crowley

Course Requirements

■ WOMEN'S AND GENDER STUDIES MINOR (6 courses):

WMGS / HUMA 110 Introduction to Women's and Gender Studies*
 WMGS / HIST 351 Women, Gender and Imperialism
 WMGS / SOCI 360 Feminist Theory
 3 Elective courses from:
 WMGS / SOCI 260 Gender and Culture
 WMGS / HIST 309 Women in Latin America
 WMGS / ENGL 311 Women and Literature
 WMGS / RELS 318 Feminist Theology
 WMGS / RELS 324 Women in the Bible
 WMGS / HIST 335 Women and Work
 WMGS 289 / WMGS 389 / WMGS 489 designated Special Topics courses.

Students may petition the Advisory Committee for course substitutions.

*It is recommended but not required that students take the Introduction to Women's and Gender Studies course before the other required courses.

WMGS Courses

WMGS 110 / HUMA 110 Introduction to Women's and Gender Studies

This introductory course will focus on one central question: what difference does gender make? By examining a variety of texts (articles, novels, film, popular culture), we will learn not only how to analyze issues of power, gender and

identity, but we will also relate those issues to the wider world around us. Specific thematic units include socialization, violence, work, the female body, language, sexuality, motherhood and the family, race, globalization and voices from the third wave of feminism. It is recommended but not required that students take the Introduction to Women's and Gender Studies course before the other required courses. Fall semester.

WMGS 260 / SOCI 260 Gender and Culture

What is gender and how is it related to culture? This anthropology course takes a cross-cultural look at the concept of gender, examining men's and women's roles, masculinity, femininity and sexuality as they are expressed around the world. Particular attention will be given to gender as it relates to popular forms of culture and everyday life. Both the history of anthropological studies of gender and new directions in the field will be introduced. Extensive use of films, videotapes and student-directed projects. Spring semester, alternate years.

WMGS 309 / HIST 310 Women in Latin America

This course examines the diverse experiences and roles of women in Latin American history from the Spanish Conquest to the present. While emphasizing national, ethnic, racial and class diversity, the course also addresses common themes in these women's lives such as cultural ideals and norms, work and economic influence, marriage and family and

participation in civic and political life. Additionally, in the shrinking global village, women everywhere are increasingly involved in and connected by, international issues such as cultural imperialism, human rights and the global economy. International issues will be explored and comparisons with women in other regions of the world will be made. Alternate years.

WMGS 311 / ENGL 311 Women and Literature

Exploring literary texts by women, we will examine how the construction of "woman," sex and gender has changed over time and investigate how it intersects with issues of race, class, sexuality and nation. By using feminist literary theory, we will engage with the most pressing issues in the field from early ideas of a particular women's literary voice to contemporary claims that challenge female authorship altogether. Special topics may include contemporary women writers; gender and the 19th century novel; and ethnic women Writers. Authors may include Virginia Woolf, Adrienne Rich, Gloria Anzaldua, Audre Lorde, Bharati Mukherjee, Dorothy Allison, Edwidge Danticat and Marjane Satrapi. Alternate years.

WMGS 318 / RELS 318 Feminist Theology – GS 1 (Upper)

This course introduces students to feminist theology as a theology of liberation, examines its foundations in feminist theory and Christian revisionist sources and explores its contributions to the Christian, especially the Catholic, faith tradition. Spring semester.

WMGS 324 / RELS 324 Women in the Bible – GS 1 (Upper)

This course will have as its main focus the women of the Bible. We will read stories that will surprise, shock and educate as to the role women played in biblical times. This course will read the Old and New Testament stories of women in light of the interpretative issues present in feminist theology and biblical interpretation. Throughout the course, students will continue to reflect on questions concerning the role of women in contemporary society.

WMGS 335 / HIST 335 Women and Work

This course examines the topic of women and work historically, with attention to change over time in the work histories of African and American women. Throughout, we will explore women's working lives in the context of the gendered social norms within which they have lived. Within this general framework, the course will examine types of occupations such as domestic work, prostitution, farming, agricultural work, market trading and professional/managerial work. The course will also explore the intersections of work with marriage and parenting and the effects of race and class upon women's working lives. Alternate years.

WMGS 351 / HIST 351 Women, Gender and Imperialism

From the 1850s through the 1950s, Western women played significant roles in British colonies in Africa and India in the fields of education, public health and missionary work. These women believed that they could improve the lives of non-Western women by acculturating them to the norms of their own middle-class, Western and Christian lives. The course will explore how these women tried to reshape key social institutions in Africa and India such as marriage, parenting, medical practices and religion. This course will also explore how the women and men these individuals came to "civilize" in turn shaped the cross-cultural encounter through their powerful reactions to the often unwelcome acculturating messages they received. The course draws upon historical materials and autobiographical, literary, missionary and travelers' accounts to investigate these events. Spring semester, alternate years.

WMGS 360 / SOCI 360 Feminist Theory

This course takes a sociology of knowledge approach to the development of feminist theory from the 18th century to the present. The variety of modern and postmodern feminist theories are placed in social, political and historical context. Primary source examples of each school of thought are read, applied and evaluated. Because feminist thought has been a response to the conditions of women throughout history,

women's oppression at various points in history will be covered. Prerequisite: Alternate years. Instructor's consent.

WMGS 489 Feminist Perspectives on International Relations

This course focuses on various feminist theories of international relations (IR) and includes feminist interpretations of mainstream IR theories. The course examines the gendered nature of important IR concepts such as power, state and security and includes a feminist analysis of IR practices such as war, peace, diplomacy, terrorism and development. Based on interdisciplinary knowledge and alternative methodologies, this course examines the implications of a gendered analysis of international relations. Alternate years.

WMGS 490 Independent Study

This course allows staff and students to explore together topics of special interest. Prerequisites: approval of the Women's and Gender Studies Advisory Committee.

WMGS 494 Internship in Women's and Gender Studies

This internship experience allows students to apply their studies in a supervised work situation. Students benefit from an inside look at different kinds of organizations, by having a chance to work in their field of study and by gaining experience with state-of-the-art equipment and practices. Junior or senior standing and Instructor's consent.

World Literature

www.snc.edu/catalog/wolt_courses.htm

World Literature is not a separate academic program. The 7 courses listed below are given the WOLT designation because they are not under the direct jurisdiction of any single academic discipline but belong to the General Education program as a whole. WOLT courses are taught mainly by faculty members from the Division of Humanities and Fine Arts.

WOLT Courses

WOLT 207 Contemporary Latin American Literature and Culture – GS 7

(See Infrequently Offered Courses section of the catalog.)

WOLT 208 Spanish Life and Culture – GS 7

(See Infrequently Offered Courses section of the catalog.)

WOLT 210 Soviet Dissident Literature – GS 7 (See Infrequently Offered Courses section of the catalog.)

WOLT 320 Nineteenth-Century Russian Fiction – GS 10

This course serves as an introduction to 19th-century Russian literature seen within its historical and cultural contexts. After a brief survey of Russian history and literature from the Kievan Period through the 18th century, the course concentrates on famous short stories and novels by Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy and Chekhov. These works will be examined, not only as literary masterpieces, but also in terms of the ethical and value questions they raise. Students will write critical essays, take essay examinations and read additional material helpful to understanding Russian literature as a major part of 19th-century European culture.

WOLT 325 / CLAS 325 Classical Mythology – GS 10

This course will study both Greek and Roman mythology in their literary and cultural contexts. The course will consider the meanings, purposes and universality of various myths, such as the stories of Prometheus, Orpheus, Oedipus and Aeneas. It may also include comparative elements, touching for example, Norse, Celtic and American Indian myths.

WOLT 330 Contemporary French and Francophone Women Writers – GS 11

(See Infrequently Offered Courses section of the catalog.)

WOLT 352 French Civilization and Literature – GS 11 (See Infrequently Offered Courses section of the catalog.)

Graduate Academic Programs

Master of Science in Education

www.snc.edu/mse

The Master of Science in Education program at St. Norbert College is an innovative degree for all teachers in pre-school through post-secondary education and for educators in settings other than traditional classrooms. Courses meet on the St. Norbert College campus during the summer and one evening a week during each semester. It is a cohort-based program that admits 24 students every two years. It is designed to:

- provide a mechanism consistent with the Wisconsin Department of Public Instruction's (DPI) new performance-based licensure system and career-long professional development expectations
- provide a rigorous field-based program with direct impact on classroom practice
- provide systematic career-long, high-quality professional development enabling teachers to address diverse student needs
- provide advanced training in instructional technology through the infusion of technology applications
- empower teachers to improve schools
- lead to SNC/school district partnerships focusing on mentoring programs for both initial and professional teacher development
- create opportunities for inter- and intra-district collaboration

The MSE program at SNC is built upon the premise that to achieve full professional status in the education community, a teacher must be able to teach effectively, draw upon the accumulated knowledge in all applicable fields of inquiry, assist the development of other teachers through collegial mentorship, develop innovative curricula responsive to student and community needs, engage in advocacy directed toward educational reform and disseminate his or her expertise and experience to other members of the educational community.

The two-year 27-credit program is designed to assist teachers who want to achieve full professional status in the education community. To this end, the program features 1) field-based inquiry committed to the simultaneous renewal of teachers and schools 2) a cohort-based sequence of courses emphasizing immediate improvement of classroom practice 3) infusion of technology with special attention to classroom technology applications 4) widespread exposure to recent and classic educational research and 5) production and dissemination of participants' projects.

Degree Requirements:

- Successful advocacy project – advocacy project receives a pass/fail grade
- Maintaining 3.0 GPA or above
- Successful completion of all core courses
- Completion of 6 hours of concentration

Admission requirements include:

- 1) Bachelor's or equivalent recognized degree from an accredited institution with a minimum 3.0 GPA (or previous graduate work with a 3.25 GPA).
- 2) Wisconsin (or other state) Department of Public Instruction teacher certification or other documentation of teaching experience and successful teaching experience.
- 3) Three letters of recommendation attesting to qualifications and potential for graduate study.

4) A brief statement written by the applicant stating goals to be accomplished while completing the degree. The applicant should also explain why this program is important to his or her further development as a teacher/leader.

5) Upon review of the application information the potential candidate may be invited to interview with the Director and other St. Norbert College Education faculty for acceptance into the program.

For more information contact:
 Dr. Susan Landt, Director
 Karen L. Cleereman, Office Manager
 (920) 403-4044
 email: mse@mail.snc.edu
 Fax: (920) 403-4078

Master of Theological Studies

www.snc.edu/mts

In 1987, St. Norbert College began a Master of Theological Studies program. The program seeks to serve the particular needs of the Diocese of Green Bay as well as other dioceses of the Midwest. It incorporates into its structure a grounding in the Christian theological tradition. The central core is six required courses (18 credits) covering the traditional areas of theology. From the point of view of both the College and the Diocese, the need for a common theological base is paramount in educating lay ministers for the professional roles they will be expected to fill upon completion of the program. An off-campus site was developed in 1997 for the program in Albuquerque, New Mexico. Further, the program includes six emphases — catechetical ministry, faith-based management, liturgy, pastoral ministry, spirituality and youth ministry. Each of these consists of five courses (10 credits). An integrative seminar, a general comprehensive exam and a thesis project concludes the program.

The Master of Theological Studies is a professional rather than a research degree. Courses are offered year round in the late afternoon, evenings, or on Saturdays.

Admission Requirements for Degree Candidates:

- 1) Official transcripts, demonstrating a minimum grade point average of 3.0, mailed by the college or university directly to the coordinator of the MTS program, evidencing a bachelor's degree from an accredited institution.
- 2) A minimum of eight credits in theology/religious studies. Provisional enrollment status may be given to students who do not meet this requirement. When necessary, students may obtain these credits through the Commissioned Ministry Leadership Formation Program at the Green Bay Diocese.
- 3) Three letters of recommendation.
- 4) A 500-word essay explaining a) What motivated you to apply to the MTS program? and b) What are your future ministerial hopes and expectations and how do you see this program helping you to achieve these goals?

5) \$50 non-refundable application fee.

6) Interview with the program director and a member of the MTS Policy Committee.

For complete information please contact:

Dr. Howard Ebert, Director
(920) 403-3956

or

DeEtte Radant, Coordinator
(920) 403-3957

email: theolstudy@snc.edu

Assessment of Academic Programs

Consistent with its mission of providing an educational environment that is intellectually, spiritually and personally challenging the College has established a program of student outcomes assessment. The aim of the program is to examine the extent to which the College is successful in achieving the objectives of the mission statement and to use this information to improve major, minor and general education programs at the College.

Ours is a decentralized approach to assessment, meaning that each of the programs at the College is responsible for specifying outcomes which define what students are expected to know, to value and to be able to do and for identifying methods to determine the extent to which these outcomes are being met. As such, students in different major fields may be asked to complete different assessment measures, ranging from standardized tests, to senior projects or theses, to portfolios, to structured interviews. In addition to the assessment of major and minor programs, students are asked to provide data relevant to the objectives of the General Education program and to broad College-wide objectives that cut across a variety of programs. All students are asked to provide responses to a series of surveys, some developed locally and others developed and normed on national samples, beginning during first-year orientation, continuing annually through commencement and administered periodically to alumni. Collectively, the assessment data provide an informative picture of what St. Norbert College students know, value and are able to do and, in some instances, how they compare to students at other colleges and universities across the country.

The College is committed to using assessment data in its planning and budgeting process and its efforts to strengthen the various Academic, Student Life and Mission and Heritage programs at the College. By providing assessment data, students are important collaborators with the College faculty, staff and administrators in the process of improving the institution for current and future students.

Programs of Special Interest

The Abbot Sylvester M. Killeen Chair of Theology and Philosophy

The Killeen Chair of Theology and Philosophy was established in 1984 to enable St. Norbert College to bring to campus each year, for short periods of time, nationally- and internationally-known figures in the fields of theology and philosophy. Through their public lectures, symposia, classroom presentations and informal conversation, Killeen Chair speakers keep the St. Norbert College community abreast of current scholarship on the theological and philosophical issues vital to our time. Recognizing the importance of the research and perspectives of other disciplines for a fuller understanding of theological and philosophical issues, the Killeen Chair also sponsors visits by scholars in fields such as biology, psychology, economics, history, political science, the arts and literature.

The Killeen Chair uniquely serves the needs of St. Norbert College as an undergraduate Catholic institution of higher learning by underscoring the importance of theology and philosophy in a Catholic liberal arts education and highlighting the commitment of St. Norbert College to provide an education that is personally, intellectually and spiritually challenging. The Killeen Chair enhances the religious and intellectual dimension of the College by investigating relationships between theology, philosophy and other disciplines and the special relationship of theology and philosophy to St. Norbert College's founding purpose. The programs sponsored by the Killeen Chair are designed to benefit not only students and faculty, but also the wider College community, the Diocese of Green Bay and the general region of Northeastern Wisconsin.

Honors Program

www.snc.edu/honorsprogram

The Honors Program at St. Norbert College offers a sophisticated and demanding program of studies and readings, providing eligible students with an enriched academic curriculum that is stimulating and challenging.

Incoming freshmen identified by aptitude (ACT/SAT scores) and achievement (class rank, high school grades and coursework) are invited by the director of the Honors Program to apply for admission to the program. Applicants must obtain two letters of recommendation and prepare two assigned essays. The director evaluates the letters and essays and issues invitations to study in the program.

All other students, including transfers, may apply for admission via a similar procedure until they have completed eight St. Norbert courses or 32 semester hours of credit. To continue in the Honors Program, students must remain in the top 20 percent of the College class.

The Honors Program has been designed to function within the General Education program requirements applicable to all St. Norbert College students. One of the four courses Honors students take each semester for the first three years is a special Honors section in the General Education Program. These classes are usually smaller than other college classes, allowing exploration of materials more closely. In addition, the Honors courses incorporate a special reading and discussion program. Students prepare critical or comparative essays on selected books used especially for Honors courses. A senior interdisciplinary colloquium completes the Honors experience.

A student successfully completing all required Honors courses and reading assignments and graduating in the top 20 percent of their college class is designated "Graduate of the Honors Program." This is noted on diplomas and transcripts and in the commencement program.

Procedures and Information

■ REQUIREMENTS OF THE HONORS PROGRAM

Courses. Honors students are required to take a total of seven Honors courses. Normally, the student takes one Honors course each semester through the first three years of study and an Honors Senior Colloquium during one semester of the fourth year. Ordinarily, four of these Honors courses are Lower Biennium General Education courses and the other three are Upper Biennium General Education courses that include the Honors Senior Colloquium.

However, a student has the option of replacing one Lower Biennium Honors course with an extra Upper Biennium Honors course. A student entering the Honors Program with sufficiently advanced standing may be granted a reduction of one Lower Biennium Honors course.

Readings. Associated with each Honors course, except the Senior Colloquium, is a special reading assignment. Each Lower Biennium Honors student reads an assigned book, engages in several discussion sessions and submits a critical essay on the book to his/her Honors instructor. The essay counts for about 15% of the course grade.

Each student in the junior-level Honors courses reads an assigned pair of books, engages in several discussion sessions and submits a comparative essay to his/her Honors instructor. Essays are approximately 1500 words in length.

Because of scheduling difficulties, a student may sometimes take two Lower Biennium Honors courses or two Upper Biennium Honors courses in the same semester. In that case, the student usually submits the same critical essay to both instructors and one or both instructors will evaluate it. Since the student will have taken two Honors courses, but completed only one reading assignment, he/she must make special arrangements with the Director of the Honors Program to make up an extra reading assignment. (Students entering the program under the late-entry provision may "double up" once without writing an extra essay.)

Class Standing. Each Honors student is expected to be in the top 20% of the college class to continue in the program. The student must graduate in the top 20% of the class to receive the designation. "Graduate of the Honors Program" on the diploma and transcript. The cutoff for the top 20% usually corresponds to a GPA of 3.5, but it can be lower. If the cutoff is higher than 3.5, then a GPA of 3.5 or above will still be considered acceptable class standing.

Honors students who fall below the top 20% of the class, but for whom there is reasonable expectation that they can improve their academic standing, may be allowed to continue in the program on a provisional basis.

Four Courses (16 credits) per Semester. Each Honors student is expected to successfully complete four courses (16 semester credits) per semester. However, a student can initially enroll for three courses (12 semester credits) and use AP or CLEP credit to compensate for the reduced load. An excessive number of withdrawals, regardless of GPA, can result in dismissal from the program.

Exceptions to Academic Requirements

In consultation with the Honors Committee, the director of the Honors Program can make an exception to the academic requirements listed previously on an individual basis but the reasons for granting an exception must be non-academic, for example illness.

Honors Graduation Citation

A student who successfully completes all the requirements for the Honors Program shall be designated "Graduate of the Honors Program." This citation will appear on their diploma and transcript and in the commencement program.

Planning Ahead

Most Honors students like to use their Honors courses to fulfill general education requirements as well. This can usually be accomplished, if the student and his or her advisor plan carefully.

It is preferable to avoid "loading up" with too many General Education courses in the freshman year. If a student loads up, he/she may find by the sophomore year that he/she has completed the Lower Biennium general education requirements but have not completed the Lower Biennium Honors requirements. It is certainly permissible to take more than one course in a given General Education distribution area; but students with tight schedules (accounting majors, double majors, education students, etc.) may find this difficult.

A special note to elementary and secondary education students: The education program requires several semesters of pre-professional and professional training. Thus, education students normally will have to take two Honors courses in the same semester at least once. It is wise to plan your schedule as far into the future as possible.

It would be helpful to know several semesters in advance what Honors courses will be offered. Although this is usually not possible, you can still count on the following pattern:

Each fall, at the Lower Biennium, Honors courses will be offered in GS areas 1, 2, 3 and 4. Honors courses in additional GS areas may be offered, but cannot be guaranteed.

Each spring, at the Lower Biennium, Honors courses will be offered in GS areas 5 and 6. Honors courses in additional GS areas will be offered, but the particular areas vary from year to year.

At least one Honors course per year will be offered in each of the Upper Biennium GS areas 1, 10 and 11. Whenever possible, courses in each of these areas will be offered each semester.

Ordinarily, an Honors course in GS area 12 (Senior Colloquium) will be offered each semester. However, if only a small number of seniors need to take this course, it may be offered only once a year.

Foreign Study

Honors students are encouraged to spend a semester studying in a foreign country. Ordinarily, an Honors student studying abroad simply makes up the missed Honors course during a subsequent semester at St. Norbert.

As an option, an Honors student studying abroad may obtain credit for one Honors course (Upper or Lower Biennium, as appropriate, but not the Honors Senior Colloquium) and one special reading assignment by completing a special project. The project must satisfy the following criteria:

- 1) It must be a focused study of a specific aspect or issue of the culture or country in which the student is studying.
- 2) It must include a research paper of at least 2500 words.
- 3) It must include sources or data not readily available in the U.S., e.g. personal interviews, on-the-scene observations, study of documents not usually available through the College library, etc.

4) It must include an oral presentation by the student to an audience of Honors instructors, Honors advisors and Honors students. (The director of the Honors Program will help with the details of scheduling the presentation.)

If you wish to do a project of this kind, you must find a faculty member at St. Norbert willing to serve as project supervisor. The project supervisor is the person who reads and approves your paper. You will also need to fill out a special form (available from the director of the Honors Program) which addresses the requirements listed above. This form should be signed by the faculty supervisor and the academic advisor and should be returned to the Director of the Honors Program.

Scheduling Problems

The Honors Program has been designed to be as flexible as possible, while still maintaining the rigor and quality that such a program must have. Since the typical Honors student spends eight semesters at St. Norbert and takes seven Honors courses, there is one open semester. Usually this semester is one of the semesters in the senior year. However, an open semester may be taken at any time, as with late entrants to the program, students studying abroad and education students. If you are skipping a semester in the Honors Program prior to the senior year for a different reason, please inform the Director that you have not withdrawn from the program.

Taking a Regular General Education Course as an Honors Course

On rare occasions, a student finds that no Honors course fits into his or her schedule. This might be an appropriate time to use the open semester. As a last resort, a student may take a regular course under a contractual arrangement with the instructor to do the work necessary to have it count as an Honors course.

An Honors student may take a maximum of one regular General Education course as an Honors course. (An Honors student seeking certification in education may take two such courses, provided both of them are required for certification.)

The procedure for taking a regular General Education course as an Honors course is as follows:

1) Obtain the special two-part form that must be completed to take a regular course as an Honors course. (The form is available from the director.) Part 1 of this form requires the instructor of the course to describe what the student will do to justify credit for the course as an Honors course and also describes how the special reading assignment will be completed. This form is signed by the instructor, the student and the student's advisor and returned to the director of the Honors Program. Part 2 of this form is completed by the instructor after the student has completed the requirements described in Part 1.

2) During registration, the student registers for the regular section of the course. After Part 2 of the contract form is completed, the Director of the Honors Program will notify the Registrar to designate the course as Honors on the student's transcript.

General Education Writing Intensive Requirement

Any student who successfully completes two Lower Biennium Honors courses, with the corresponding special reading assignments, automatically satisfies GS 9, Writing (W), in the Lower Biennium General Education Program. This will appear as a waiver of the GS9 requirement on the degree audit or as awarded completion of GENS 109 on the student transcript.

Late Entry into the Program

Current students at St. Norbert College and transfer students from other colleges, may be admitted to the Honors Program. To apply as a late entrant, the student should submit an application form, two essays and letters of endorsement from two college teachers. The student should also be in the

top 20% of the college class, i.e. GPA of 3.5 or better. Late entry is allowed on a space-available basis.

Entrants with Advanced Standing

Any student beginning the Honors Program in the fall semester of his or her freshman year will be granted a reduction of one Lower Biennium Honors course if he or she has completed at least four courses toward graduation through AP courses, CLEP credits, transfer credits, or retroactive foreign language credit. A student who enters the Honors Program under the late-entry procedure may be granted a reduction of one Lower Biennium Honors course, but this is done on a case-by-case basis.

Honors Program Student Advisory Committee

There is a committee of five Honors students who advise the Director of the Honors Program on matters related to the program, who represent the views of the Honors students as a whole and who help to choose the special reading assignments each semester. This committee is ordinarily elected by the Honors students in the spring proceeding the academic year they will serve on the committee.

For further information on the St. Norbert College Honors Program, write or call:

Dr. Larry Thorsen
Honors Program Director
St. Norbert College
100 Grant Street
De Pere, WI 54115-2099
(920) 403-3197
email: larry.thorsen@snc.edu

St. Norbert College/Bellin College of Partnered Nursing Program

www.snc.edu/futurestudents/nursing

St. Norbert College and Bellin College of Nursing have partnered to provide nursing students the best of both worlds – the living and learning environment of one of the Midwest's leading private undergraduate institutions and quality labs, clinicals and nursing courses from Wisconsin's top Bachelor of Science in Nursing program. The program encourages leadership exploration through a quality student life program that extends well beyond the classroom.

Nursing students are enrolled in a cohort – a small group of students going through the program together – and are challenged within a liberal arts environment where they prepare for their profession and consider the ethical and moral challenges facing today's society.

Nursing students live and take half of their classes on St. Norbert College's campus; have labs and clinicals in local hospitals, community health centers and outpatient settings; and earn a Bellin College of Nursing Bachelor of Science in Nursing degree within four years.

■ ADMISSION REQUIREMENTS

Students apply to both St. Norbert College and Bellin College of Nursing and are required to take all pre-entrance tests required by each college. Applicants should request that copies of their SAT or ACT results be sent to both institutions. To be accepted into this joint program, students must have a minimum of a 3.25 GPA and a 23 ACT.

Students will complete their studies earning a Bachelor of Science in Nursing degree from Bellin College of Nursing and will be recognized as alumni of both Bellin College of Nursing and St. Norbert College.

For additional information and course requirements, please contact:

Office of Admission
St. Norbert College
100 Grant Street
De Pere, WI 54115

Department primary phone numbers:
(920) 403-3005 or (800) 236-4878
Fax number: (920) 403-4072
Department email address: admit@snc.edu

The Washington Semester

www.snc.edu/politicalscience/internships.html

The Washington Semester Program offers St. Norbert College students the opportunity to study at the American University in Washington, D.C. and participate in a variety of programs including American Politics Semester, Economic Policy Semester, Education Policy and Special Education Semester, Foreign Policy Semester, International Business and Trade Semester, International Environment and Development Semester, Justice Semester, Peace and Conflict Resolution Semester, Broadcast Journalism Semester, Public Law Semester, The Arts Semester and Transforming Communities Semester. For further information, contact Dr. Grazia Villarroel, Political Science Department at (920) 403-3887 or grazia.villarroel@snc.edu.

Students registering for the Washington Semester must have program approval. Students register for full-time status with WASH 3930 / WASH 3931. Actual credits earned are assigned after the completion of the experience.

Courses

WASH 3930 Washington Semester Program 12 Credits
See program description above.

WASH 3931 American University (D.C.) 0 Credits

Writing Across the Curriculum

Writing is integral to the liberal arts curriculum at St. Norbert College. To write is to think, to learn, to discover, to create, to express. To write is to participate in the world-locally and globally.

St. Norbert College's Writing Across the Curriculum program is 'grounded' with the following beliefs:

- Writing facilitates effective learning.
- Writing is a complex process involving creating, shaping, drafting, revising and editing.
- Writing encompasses a variety of written forms and an awareness of diverse audiences.
- Writing is most effectively taught in content-specific courses.

Since writing is essential to learning in the classroom and to communicating in the world at large, students need to master their writing skills and take responsibility for their written work. Students have an obligation to their academic community to perform their best on all written assignments. Consequently, every written assignment a student submits to an instructor must be guided by the following principles.

Respect for the subject

Students should engage the course material on an intellectual level, demonstrating a respect for the integrity of the subject material. Thus, written work must reflect that respect by displaying that the writer has honestly and sensitively explored the subject and presented it in an intelligent and well-organized form. Such respect also means that students will be careful not to plagiarize.

Respect for the reader

Students should demonstrate that they respect the values and concerns of their readers. Thus, written work should address the needs of its audience, and include an intelligent, coherent and grammatically correct presentation of information; a use of unbiased language to avoid sexist or other pejorative rhetoric; and an awareness and tolerance of alternative viewpoints.

Respect for language

Students should join the discourse community of the course and present written work that reflects an understanding of and respect for the conventions of that community. Thus, written work should use

the proper language (or terminology) of the course, the proper format and the proper documentation style.

Respect for fellow students

Students should respect their fellow students as writers. Thus, students have an obligation to turn in their assignments on time (because instructors often respond to essays only after all are submitted), to use library resources in a timely manner so as to keep them available to classmates, to respond constructively to fellow students' written drafts when working collaboratively and to turn in only original written work.

Respect for self

Students should take pride in and ownership of their writing. They will assume personal responsibility for all elements of their written work by recognizing that their writing is a reflection of their selves.

In order to address the above concerns, it becomes imperative that students devote energy to all stages of the writing process – planning, shaping, writing, revising, editing and proofreading. The final written product is the natural reflection of the writing

process and must follow standard writing conventions:

Higher order concerns: logical organization which reflects a clear focus and solid content as defined by the assignment; coherent, unified and detailed paragraphs which support overall focus; appeal to a specific audience.

Lower order concerns: grammar, mechanics, punctuation and usage; varied sentence structure; deliberate diction; graceful and effective transitions; other elements of style.

Students who need further help refining their writing have an obligation to see their instructor for help, use the College writing guide – currently *The Wadsworth Handbook* (7th or 8th edition) – and use support services available at St. Norbert, especially the Writing Center, a free tutoring service available to all St. Norbert students.

Instructors have the right and the obligation not to accept written work that fails to meet the above college writing conventions. Note: The above writing conventions apply to formal, revised writing, not necessarily to informal, writing-to-learn exercises (including journal writing).

Note on Plagiarism: All students must abide by the Academic Honor Code, which defines the obligations students and instructors have toward the academic community. Students are also responsible for understanding the parameters of the writing criteria defined by each course and instructor.

■ LOWER BIENNIIUM COURSES

All general education courses in the Lower Biennium will have a writing dimension, which includes writing-to-learn exercises, essay exams and a formal out-of-class writing assignment. These writing requirements must be described in the course syllabus.

Writing-to-Learn Exercises

Courses should promote the concept of writing-to-learn and focus on the writing process as a means to understanding course content. Possible writing-to-learn exercises include:

- note-taking and reflection
- journal writing
- directed writing in class or outside of class
- mini- or micro-themes
- informal writing to begin class; as transitions in class; to end class; as outside class activities
- written quizzes

Essay Exams

Exams should have at least one essay question that requires students to write a paragraph or more explaining concepts, making connections, synthesizing material, arguing a thesis, etc. Though instructors are urged to incorporate an essay component on every exam, they may modify this component to meet particular exam needs.

Formal Out-of-Class Writing Assignment

Every course should require students to write a **minimum of two typed pages of formal writing** that demonstrates their general writing ability: thesis development, organization, paragraphing, grammar, mechanics, etc. Instructors should guide students through the writing process, providing feedback as students work toward the finished product. Possible activities include collecting thesis statements, requiring formal or informal outlines, using peer review, requiring students to work with tutors in the Writing Center, providing feedback on drafts, conducting peer review workshops in class, conferencing with students about their writing and/or implementing a revision policy for essays. Possible writing assignments include:

- response essays
- book reviews
- evaluations
- summaries
- case studies
- lab reports

Students will be expected to use *The Wadsworth Handbook* (7th or 8th edition) as the writing guide for Lower Biennium courses.

Lower Biennium Writing-Intensive Courses

All Lower Biennium writing courses will require students to **compose a minimum of 3,000 words of polished writing for the semester**. Instructors will provide systematic attention to the writing process by guiding students through its various stages. Suggestions for integrating the writing process into courses include: requiring students to submit thesis statements, outlines and other planning documents for review; providing written feedback on student drafts; and conducting peer review in the classroom.

In addition, students should be guided in their writing by the following:

- 1) Students should be asked to write at **least four out-of-class essays (totaling 3,000 words for the semester)**; one essay should be a documented research essay. Instructors should provide students with detailed written assignments defining due dates, audience for essay, format of essay, evaluation criteria and other concerns.
- 2) Assignments should be sequenced so students move from basic to more complex writing situations, that demand increasingly complex rhetorical skills.

Recommendation: sequence assignments to move from the personal (expressive writing close to the self), to the informational (writing concentrating on the subject or message), to the persuasive (writing emphasizing audience).

- 3) Students should be given a **general introduction to academic library research and writing and be required to incorporate secondary sources from the library** (which may include journal and magazine articles, newspaper articles, book chapters and government documents) in a documented essay using the appropriate documentation style for the course

(as determined by the instructor). Instructors should address the purposes of academic research and the legitimate ways to use research materials.

- 4) Instructors should concentrate in class on the higher order concerns about writing – content, organization, audience, research, etc. – and address lower order concerns – grammar and mechanics, for example – individually with students as these problems pertain to specific writing assignments. Instructors should refer students with basic writing problems to the Writing Center.
- 5) Students should be allowed to revise at least one essay for a better grade at the discretion of the instructor.

*Recommendation: to ensure that students put effort into all stages of the draft, instructors should hold students accountable for their initial draft by requiring peer or Writing Center review or by incorporating the performance of the first draft into the final grade for the assignment. Only those students who have quality initial drafts should be allowed to revise. Students will be expected to use *The Wadsworth Handbook* (7th or 8th edition) as their writing guide and they will be urged to use the Writing Center's tutoring services, as well.*

■ UPPER BIENNIUM COURSES

All Upper Biennium General Education courses will require students to **compose a minimum of 2,000 words of polished writing for the semester**. These requirements must be described in the course syllabus. Instructors will provide guidance throughout the course by following these guidelines:

- 1) Assignments should be sequenced and require students to advance to more complex thinking and writing skills as the semester progresses.
- 2) If instructors require students to do primary and secondary research, then they should require students to use the methods and documentation style appropriate to the nature of the course.

- 3) If instructors assign one research or term paper at the end of the semester, the following procedure should be followed: for longer projects: instructors should sequence shorter writing assignments (e.g., by requiring proposals, outlines, annotated bibliographies and/or drafts) that build up to the final research project, thus insuring that students receive substantive feedback on their writing.

Students will be expected to use *The Wadsworth Handbook* (7th or 8th edition) as the writing guide for Upper Biennium courses, particularly the sections "Writing with Sources" and "Writing in the Disciplines."

■ MAJOR COURSES

Though the General Education curriculum is designed to guide students through the writing process, each major and interdisciplinary major should address writing in that particular field of study, thus reinforcing the writing instruction given in the Lower and Upper Biennium courses and tailoring the writing instruction to majors. Since writing is an essential skill in every academic field and since each field has its own specific writing and researching conventions, it is vital that students be taught discipline-specific writing by experts in the field. Such a writing emphasis may be accomplished by a specific course or by a series of courses addressing writing within the major. Such a course (or courses) should do the following:

- 1) Teach students the discourse in the community by requiring them to write the kinds of documents that professionals actually write for that discipline (whether academic writing, practical writing, or some combination). While the final written product is important, instructors should guide students through the writing process.
- 2) Require students to become familiar with the materials professionals use in their field of study. Instructors should provide an overview of specialized research methods, bibliographical research sources

and materials, documentation style and document formats appropriate to the major and field of study. Such materials include primary and secondary sources. That is, students should be required to read primary works beyond textbook presentations and to work with secondary research sources appropriate to the field of study as well.

- 3) Encourage students to work collaboratively whenever appropriate. Recommendations: students can work in peer review groups and/or research and write collaborative research reports.

The discipline should meet as a group and determine the criteria for courses that address the writing needs of discipline majors. Disciplines are encouraged to consult the Writing Program Director as they design their writing-emphasis course(s).

Writing Support Services The Writing Center

The Writing Center, located in 227 Todd Wehr Library, is a tutorial writing center available to all St. Norbert College students at no charge. Peer tutors from across the disciplines, trained in the techniques of one-to-one tutoring of the writing process, can help students at every level of the writing process: discovering ideas, developing ideas and thesis statements, organizing, revising and editing. Tutors can also work with students on personal writing needs: paragraphing, sentence structure, style, grammar, mechanics and usage.

Note: Writing Center consultants do not proofread essays. Drop-in and appointment hours are available throughout fall and spring semesters. Call (920) 403-3003 or stop by the center to schedule an appointment.

Academic Regulations

■ GRADUATION REQUIREMENTS

Catalog Requirements

Students must complete the requirements for degree and major/minor from the catalog in effect at the time of first enrollment. Students may not use requirements from different catalogs to complete their degree. Students, not on an approved leave of absence, who are not enrolled at the College for one year or longer, are readmitted under the requirements currently in effect at the time of readmission. Catalog requirements stay in effect for six years except for undergraduate students in continuous enrollment. Students not in continuous enrollment desiring to complete a degree after the six year limitation must do so under the most current catalog requirements or petition the Dean of the College for an exception. Program and catalog requirement limitations are not extended to teacher certification requirements. Please contact the Director of Teacher Education for certification details.

The College reserves the right to change the requirements within this catalog. Though the College attempts to communicate catalog changes to students, students are responsible for program completion and requirement updates. Information on requirement changes are available from program coordinators and the Academic Dean's and Registrar's offices.

Bachelor's Degree Requirements

To earn a baccalaureate degree from St. Norbert College a student must satisfy credit, curriculum, grade point average (GPA), and residency requirements. A total of 128 semester credits successfully completed, a cumulative 2.00 GPA and major grade point average of 2.00, completion of the General Education program and an approved major are required for graduation.

Minors

Minors are not required for graduation, except for certain teacher certification programs, but they require a cumulative 2.00 GPA for completion. GPA requirements for teacher certification are higher and are established by the Education Department. Minors consist of a minimum of six courses whereas majors are required to have a minimum of 10 courses. Minors cannot be in the major discipline. Other restrictions on minors are listed under Specific Program Requirements.

Residency Requirements and Transfer Students

Transfer students must complete at least 32 semester credits of the 128 required and one quarter of any major at St. Norbert College. Introductory courses may not be counted in the one quarter major requirement. This means a minimum of 2.5 advanced courses in a ten-course major must be taken at St. Norbert. The 25% requirement will require more than 2.5 advanced courses if the major requires more than ten courses.

All baccalaureate candidates must spend their senior year in residence at St. Norbert College. Students are considered to be "in residence" if they register for their final eight courses (32 semester credits) from St. Norbert College. Exceptions to the senior residency requirement may be made for students having attended St. Norbert College full time for eight semesters by petitions to the Registrar or Dean of the College.

Transfer Credit from Other Institutions

A maximum of 9-12 semester credits from 3 courses may be transferred from other institutions and be counted in the 128 semester credits required for graduation once a student enrolls at St. Norbert College. Transfer credit from other institutions is accepted at face value in semester credits, with quarter credits equivalent to 2/3's a semester credit. Students who plan to transfer credit into

St. Norbert College for courses in their major fields must have the courses pre-approved by their discipline coordinator and the Registrar before they are taken. Courses fulfilling general degree or general education requirements must be approved by the Registrar. Grades earned at another college or university do not affect GPA at St. Norbert College. Courses with less than a "C" grade are not accepted in transfer.

Double Majoring

Students double majoring in disciplines that qualify for different degrees receive only one degree from St. Norbert College though all majors and minors completed appear on the permanent transcript. For these double majors, a selection of degree is made at the time of filing an Application for Degree Form.

Cross-listed or Double Counted Requirements

Courses cross-listed between programs may be used to fulfill major and/or minor requirements. Limitations on cross-listing between the General Studies Program and major requirements are listed under the General Studies section.

Graduation With Honors

Students graduate with honors if the final grade point average is as follows: 3.50 - 3.74 – Cum Laude, 3.75 - 3.89 – Magna Cum Laude, 3.90 - 4.00 – Summa Cum Laude.

Transfer students must complete a minimum of 48 semester credits at St. Norbert College to be eligible for academic honors. (The grades for work completed elsewhere will not be counted.) The computation is based on the student's entire academic career at St. Norbert College.

Degree Application

Undergraduate students must apply for their degree within 30 days of the start of their senior year. Graduate students need to apply during their last semester of attendance or when registering for Thesis credit. Application for Degree Forms are available in the Registrar's Office. A Degree Application Fee is assessed to all students during their final semester of attendance.

Course System and Class Schedules

St. Norbert College has a course system in which academic credit for courses is measured in terms of educational objectives rather than in terms of number of class meetings per week. To allow faculty members the maximum possible flexibility in planning patterns of class meetings, the Registrar has developed a schedule that allows at least four 50-minute periods per week. For those instructors who so desire, the schedule makes possible the use of periods of 100 and 150 minutes in combination with 50-minute periods. Each instructor will request the sequence that best fits his or her teaching needs. He or she is free to use the periods within the sequence assigned for a course as he or she judges proper, using all of them or some of them, none of them from week to week as the faculty member wishes.

Beginning in the Fall of 2004 the College began to transcript all courses as semester hours in which one full course is equivalent to four semester credits. Course numbers previously prefixed with an H are half courses; all other courses are full courses unless marked no credit. Ensemble courses are quarter courses. All courses listed in the catalog are full courses (4 semester credits) unless otherwise noted.

Course Load

A normal course load for full-time students during the regular academic year is 16 semester credits or the equivalent per semester. No student may take more than 18 semester credits in any given semester except by permission of their advisor. The maximum number of credits allowed in any one semester is 20 semester credits. Course load for the Winter Session (J-Term) is limited to 4 semester credits. Course load for Summer Session is limited to a total of 16 semester credits with no more than 4 credits in a 3-week session and 8 in a 5-week session.

Full-time status is defined as 12 semester credits for undergraduate students and 9 semester credits for graduate students during the Fall and Spring Semesters.

■ REGISTRATION

Change of registration

After registration, courses may be added or dropped or sections changed under the regulations and procedures established for this purpose and available on the Office of the Registrar Web site.

Adding or dropping courses

Students may change their schedule up to the end of the fourth day of each long semester. Changes are made by completing an Add/Drop Form with advisor and instructor approval or directly via the College's on-line advising system when it is open for student registration. Courses dropped during this period are not recorded on a student's transcript. Courses starting during the second seven weeks of the semester must be added/dropped within this time frame.

Withdrawing from individual courses

After the add/drop date prior to the last date specified on the academic calendar, a student may withdraw from a course by completing a Course Withdrawal Form with advisor and instructor approval. Thereafter, students may withdraw from a course only by permission of the Dean of the College for a serious reason – such as prolonged illness. All adds/drops/withdrawals are not official until submitted to the Registrar's Office. (Also see Withdrawals.)

Class Attendance

The policy on absences from class will be determined by each teacher for his or her own classes. The teacher will clearly explain his or her policy in the first class of each semester. It is presumed that all teachers will exercise prudence and justice in the application of sanctions. A uniform policy for all sections of multiple section courses is recommended.

Academic Honor Code

The learning process succeeds only when students perform honestly on assignments and examinations. All students are expected to abide by the Academic Honor Code. It defines academic dishonesty and sets forth the responsibilities of faculty and students

in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. Please refer to the current Student Handbook or the Registrar's Office Website for the text of the Academic Honor Code.

Dean's List

Students who are registered for full-time study and complete 12 or more credits with a final grade point average of 3.50 or better with no grade of "F" earn a place on the Dean's List.

Transcripts and Progress Reports

Progress reports are available after final grades have been posted via KnightLine. No reports are mailed to students unless a written request is submitted. Progress reports list courses, grades, academic standing and GPA information on a semester by semester basis. Advising transcripts are available via KnightLine and contain all transfer, awarded, completed, in progress and registered courses, including credits, grades, cumulative GPA information, Dean's List honors and academic standing. The advisement transcript also lists General Studies completion status and any posted substitutions and waivers not listed on the official transcript. Official transcripts are released via the policies and procedures as outlined on the Registrar's Office Website.

Repeated Courses

When a course is repeated at SNC, all attempts are shown on the transcript; however, only the last grade is counted in the GPA, in the quality points, in the credits earned and in the credits attempted. Catalog course numbers that can be repeated for credit, such as music lessons and ensembles, are not subject to this policy.

Student Classification

Students are classified based on the following number of credits completed:

| | |
|-----------------|---------------------------------|
| Freshmen | 0-27 semester credits completed |
|-----------------|---------------------------------|

| | |
|-------------------|---------------------------------------|
| Sophomores | 28-56 semester credits completed |
| Juniors | 57-87 semester credits completed |
| Seniors | 88 or more semester credits completed |

■ FOUR-YEAR GUARANTEE

St. Norbert College guarantees that students who enter as freshmen, enroll in 16 semester credits per semester, do not fail or withdraw from any courses and maintain a 2.00 cumulative grade point average will graduate in four years. This guarantee underlines the strength of our advisement program, the flexibility and integrity of the curriculum and our commitment to holding down the cost of higher education in terms of both time and money. If the student who qualifies for this guarantee does not complete his or her degree requirements in four years, the College will waive the student's tuition for the courses needed to complete the degree requirements at St. Norbert.

Exceptions:

The only exceptions are those students who, because of a change of major, are required to complete more than 128 semester credits, or those students enrolled in programs such as Education who must take more than 128 semester credits to meet certification requirements. The Guarantee does not extend to second majors, minors, or pre-professional courses, when such programs cause a student to exceed the normal 128 semester credit graduation requirement.

Under this guarantee, the College expects that the student will select a major in a timely fashion, i.e., prior to registration for the fourth semester of study. To exercise the guarantee, the student must be approved for the guarantee by the Registrar and apply for financial aid. Any portion of tuition not covered by federal or state gift assistance will be waived by the College.

Study abroad notes:

Students who study overseas for more than one semester may not be able to graduate within four years.

■ SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress

St. Norbert College expects a student to pass courses and maintain a minimum grade point average in order to complete degree requirements in four years. Because deviation from the norm is inevitable for a few students, the following criteria are used in considering whether a student is making acceptable progress toward a degree. A student may be placed on academic warning, probation, continued probation or dismissed from the College for either unsatisfactory GPA or for withdrawing from and/or failing courses.

Good Academic Standing

A student is considered to be in good academic standing if their cumulative grade point average is above 2.00 and they are meeting credit progression requirements as outlined below.

Unsatisfactory Grade Point Average

The minimum satisfactory grade point average is 2.00. All students whose grade point average falls below a 2.00 will be placed on academic probation. Any student who does not achieve a 1.00 grade point average in his or her first semester at St. Norbert will be dismissed from the College.

Academic Warning

Any student who has a cumulative GPA between 2.00 and 2.29, who earns a semester grade point average below 2.00 and is otherwise in good academic standing, shall receive an Academic Warning. An academic warning signals that a student is heading for probation or dismissal if continued academic performance does not improve. Students can be placed on probation or dismissed without receiving an academic warning first.

Credit Probation

First semester students are expected to complete two thirds of their attempted courses if enrolled in fewer than 16 credits, or 75% of their attempted courses if enrolled in 16 or more credits. Thereafter, a student is expected to have completed 75% of all attempted credits until their junior year. During the junior year a student is expected to have completed a cumulative 83% (20 of 24 full courses) and during the senior year 87% (28 of 32 full courses) of attempted credits to be making satisfactory academic progress. Students who fall below this level can be placed on Credit Probation.

Probation and Continued Probation

A student who has not made satisfactory progress in terms of GPA or credit progression will be placed on Probation. Students on probation will be expected to complete a minimum of 75% of all attempted credits with a semester GPA of 2.00 in the next semester of attendance. Students who reach this probation requirement but have not reestablished good academic standing may be placed on Continued Probation until they reach good academic standing. Students on Continued Probation must complete 100% of all attempted credits with a minimum semester GPA of 2.00 and/or regain good academic standing to continue their enrollment. Failure to meet Probation or Continued Probation requirements will result in Dismissal.

Academic Dismissal and Appeals

All students dismissed from the College may appeal their dismissal. To appeal, a student must submit to the Academic & Financial Aid Review Committee a signed and dated letter of appeal explaining why he or she should not be dismissed. Some mitigating circumstances that may cause a student to fail to meet academic progress standards include:

- 1) Family difficulties, such as divorce or illness
- 2) Death of a parent or relative

- 3) Interpersonal problems with friends, roommates, significant others
- 4) Difficulty balancing work, athletics, family responsibilities, etc.
- 5) Financial difficulties

Students who do not demonstrate a mitigating circumstance who successfully appeal their dismissal are not eligible for any institutional, state, or federal financial aid. Students may enroll with the Registrar's approval for the Winter (J-Term) or Summer semesters as a non-degree student in order to improve their academic standing or to appeal a dismissal.

Maximum Time Frame

Students will not be eligible to receive financial aid if they attempt more than 150 percent of the normal credits required for a degree. At St. Norbert, this means that a student in a degree program requiring 128 credits for graduation will be eligible for financial aid during the first 192 credits attempted as a degree-seeking student. All attempted courses are counted, including transfer courses, whether or not financial aid was received or the course work was successfully completed.

The full 128 semester credits must be completed by the end of the ninth semester, unless special arrangements have been approved by the Dean of the College. Unless exceptions are made for significant reasons, students who fail to meet the minimal progress requirement will have their cases referred to the Dean of the College for action, which may take the form of Probation, Continued Probation, or Dismissal. If either Probation or Continued Probation is granted, the student will have continued financial aid eligibility.

Miscellaneous

The following are considered when evaluating a student's academic progress:

- 1) Withdrawals, incompletes and failures are considered attempted but not earned courses.

- 2) Passing grades received for satisfactory/unsatisfactory graded courses are considered attempted and earned courses; failing grades in these courses are considered attempted but not earned courses.
- 3) Repeated courses are included in the calculation of both attempted and earned courses.
- 4) Audit courses are not considered courses attempted or earned.
- 5) Remedial courses are included in the calculation of both attempted and earned courses.
- 6) Transfer credits, including those received through approved study abroad programs or consortium agreements, do not count in the calculation of the GPA, but they are included in the calculation of both attempted and earned courses.
- 7) If a student changes majors, the student may petition the Academic Dean for a waiver of progress requirements, so that only the hours from the previous major(s) that will count towards the student's new degree requirements are included in the calculation of attempted and earned hours.

■ EXAMINATION POLICIES

Final Examinations

The schedule of final examinations is published each semester on the Registrar's Office Web site. Whether or not a final examination is given in any particular course is a matter for the instructor to decide. When a final examination is given, it must be given at the time assigned in the schedule. Take home examinations should be scheduled for return to the instructor during the scheduled examination time; instructors cannot require an earlier return time.

The last examination in a course may NOT be given during the last week of classes. A unit examination may be given during the last week of classes only if it is followed by

a final examination given at the scheduled time. Violations of this policy should be reported to the appropriate Divisional Associate Dean. The Registrar or the Dean of the College must approve any change in examination times.

Outside Examinations

Examinations scheduled outside regular class hours are to be avoided by instructors, except when a longer period of time is required or when comparable results are needed from different sections of the same course. Instructors are required to give students advance notice and must allow students to take a make-up examination if he or she can not be present for an examination outside normal class hours. Evening examinations should not be given before 7:00 p.m.

■ ATHLETIC ELIGIBILITY

To participate in intercollegiate athletics, a student must be enrolled full-time at the College and must have a 2.00 cumulative GPA. Transfer students and students readmitted to the College are eligible for participation provided they meet institutional, conference and NCAA satisfactory progress requirements.

Change in Athletic Eligibility Status

For the purposes of determining athletic eligibility, a student-athlete shall become eligible or ineligible to compete on the date the Registrar certifies the change of academic status in accordance with the College Standards of Academic Policy at the end of the semester when the determination is made for all students.

■ GRADING SYSTEM AND GRADING POLICIES

Grading System

The St. Norbert College grading system is as follows:

| Grade | Definition | Quality Points |
|-------|------------|----------------|
| A | Excellent | 4.00 |
| AB | | 3.50 |
| B | High Pass | 3.00 |
| BC | | 2.50 |

| | | |
|----|------------------------|------|
| C | Pass | 2.00 |
| CD | | 1.50 |
| D | Low Pass | 1.00 |
| F | Fail | 0.00 |
| WF | Withdrew Failing | 0.00 |
| P | Pass | -- |
| S | Satisfactory (C level) | -- |
| U | Unsatisfactory | -- |
| W | Withdrew | -- |
| I | Incomplete | -- |
| CT | Continuing Course | -- |
| AU | Audit | -- |
| NR | Not Reported | -- |
| IP | In Progress | -- |
| AW | Awarded Credit | -- |
| TR | Transfer Credit | -- |
| NT | Not Transferable | -- |
| | (Study Abroad Below C) | |

All grades are entered on the student's permanent record. No grade may be changed after one year from the date the grade is originally given.

The grading system at St. Norbert College is based on the assumption that a student either receives credit or does not receive credit for work undertaken. Credit can be earned for the same or equivalent course of study only once. The quality of a student's work is expressed in grades and grade points. A 4.0 grade point system is used under which a student earns grade points for each course successfully completed. If credit is denied, the marks of F, W, WF, U, NT, NR or I are shown next to the work undertaken. If credit is earned a range in evaluation from A to D and S is given to denote the quality of the work done. Grades in all courses attempted at St. Norbert College shall be computed in the grade point average except those courses evaluated W, I, NR, IP, AU, S, U, or CT. NT, S and U credits attempted are calculated into total credits attempted for Satisfactory Academic Progress determination.

St. Norbert College operates on a 4.0 grading system in which A signifies excellent performance marked by unusual ability and distinctive achievement; B signifies good performance marked by significant achievement; C = satisfactory performance;

and D signifies marginal, but passing work but below the standard required for graduation. This grading system recognizes that student work may fall between the grades listed above. The intermediate grades of AB, BC and CD can be given in such cases. When credit is not earned for a course, the following grades may be issued: F = Failure; W = Withdraw; I = Incomplete; NR = Not Reported, U = Unsatisfactory, NT = Non-Transferable (Study Abroad). Audited courses, awarded and transfer credit are not calculated in the student's grade point average and are designated AU, AW or TR respectively. Continuing courses and courses currently in progress are designated CT or IP.

A grade of S indicates satisfactory performance and is not calculated into the GPA. Master's Thesis and Advocacy Projects are to be graded on a Satisfactory (S) or Unsatisfactory (U) basis in which "S" equates to work meeting program requirements in all areas of evaluation as determined by the readers and "U" as work that does not meet minimal requirements in one or more areas of evaluation.

Grade Appeal Process

Refer to the Student Handbook on procedures for grade appeals.

Mid-term Performance Evaluation

To assist students in the evaluation of their performance during each academic semester, the College has implemented a mid-term performance evaluation program in which students are informed of marginal or failing work in any given course at mid-semester. A copy of the report is sent to the student's academic advisor as well.

Removal of Grade - Not In Course

If a student gets an "F" in a course and states that he or she was never in the course, the student may have the "F" removed if the faculty member verifies, in writing, that the student was not in the course after the 4th day of instruction (end of the add/drop period). Requests for removal of grade should be made within one semester of enrollment. Students may be responsible for any financial obligations resulting from the mis-enrollment.

Incomplete Grades

The designation of "Incomplete" ("I") is used when a student has not completed some work or the final examination for a serious reason beyond his or her control. The work must be completed and a grade received by the Registrar within five weeks after the beginning of the following semester or the "Incomplete" will automatically become an "F." In rare cases, faculty may request and the Registrar may approve the extension of the 5-week due date up to the last class day of the current session.

■ SELECTING A MAJOR

Choosing A Major

Students are asked to formally declare their degree program and major once they are enrolled. Students may declare an undecided or pre-professional major until the end of the sophomore year and then they must declare an approved program of study. Students are allowed to select second majors, add minors and attach approved major concentrations throughout their attendance. Students are required to select their program from the Catalog in effect at the time of their first enrollment at St. Norbert College. Students can select a major, etc. from a different catalog upon petition with the Registrar, but will be required to meet all graduation requirements from their chosen catalog.

Individualized Major

Students have the option of structuring an individualized major program on a divisional or cross-divisional basis. The procedure is as follows: before the end of the sophomore year, students select an advisor and together they structure a major program. For interdisciplinary majors two or more advisors may be selected. Students and advisors should consult with colleagues within the College who may have personal expertise and experience within the chosen area of study. Majors must have a minimum of ten courses with a minimum of five courses at or above the 300 level and are encouraged to have a culminating experience or capstone course designated. Students having a Social Science related major must include SSCI 224 or an

equivalent course within their program. Students need to complete an Individualized Major Application Form consisting of program rationale, title, individualized statement of academic and career goals and objectives, courses included and a semester completion plan including General Education. This proposal is submitted to an appropriate Divisional Associate Dean and the Dean of the College for approval by the end of the sophomore year. In case of doubt, an appeal may be made to the Committee on Curriculum and Educational Policy. Upon graduation the Individualized major along with program title is placed on the student transcript. Individualized Majors are not approved for students receiving Veteran's benefits.

■ REGISTERING FOR SPECIAL COURSES

Independent Study and Arranged Courses

The academic program at St. Norbert is designed to provide maximum flexibility of opportunity to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the Catalog called an arranged course. The second is expansion of a student's study which goes beyond the content of regular courses listed in the Catalog through a special topic, directed readings or directed research, or work-study. The titles of the independent work may vary from one academic area to another. The requirements for these, however, are standard.

Students registering for independent work which is not part of an available course must secure approval in advance of registration from the supervising faculty member and the Divisional Associate Dean. To secure approval, students must submit a written proposal including a precis of what is to be accomplished in the course and how it is to be accomplished. The proposal should be developed with the assistance of the student's advisor or the supervising faculty member or both. The proposal should be prepared in

sufficient numbers for copies to be kept on file with the advisor, faculty member, Registrar and Divisional Associate Dean. As would be required in any course, the student should submit to the instructor evidence of the work accomplished. This evidence should be sufficiently extensive to permit a valid evaluation of the quantity and quality of what the student has accomplished in the course.

Audits

Full-time students may audit one course per semester without an additional tuition charge. Registration for an audit is on a space-available basis.

Individual faculty members will set the conditions under which their courses may be taken as an audit rather than for credit. Students registering to audit a course are expected to maintain a normal attendance pattern in that class. A student who does not fulfill the conditions set forth by the instructor will not have the course and grade "AU" entered on the permanent record.

No course may be changed from credit to audit, or vice versa, after the end of the drop/add period. If a course is taken for audit, it cannot then be taken for credit unless it is an ensemble.

Internships

No more than two internships (8 semester credits) out of 128 semester credits required for graduation may be taken for credit.

■ WITHDRAWALS

Withdrawing from a Course.

After the add/drop date and prior to the last date to withdraw without penalty (WF), specified on the academic calendar, a student may withdraw from a course by completing a Course Withdrawal Form with advisor and instructor approval. Thereafter, students may withdraw from a course without penalty only by permission of the Dean of the College for a serious reason - such as prolonged illness. All withdrawals are not official until submitted to the Registrar's Office and recorded. Official withdrawals are recorded as follows:

- 1) During the add/drop period of classes - no record of enrollment.
- 2) After the add/drop period of classes - recorded as "W."
- 3) After the last date to withdraw - recorded as WF (withdrew failing).

Calendar dates of withdrawal deadlines are published for each semester on the Office of the Registrar web site. Note: An excessive number of withdrawals may affect the academic standing of students (see Satisfactory Academic Progress).

Withdrawing from the College

Students who wish to withdraw from all classes must begin the procedure by contacting the Registrar's Office to complete a College Withdrawal Form and Exit Interview. If a student withdraws from the College during the add/drop period of classes, only the date of withdrawal will be recorded. No record of specific course enrollment will be made. If a student withdraws from the College after the add/drop deadline the grade of "W" will be recorded for each course remaining unfinished. The calendar date of the deadline for withdrawal from courses is published each semester on the Registrar's Office Web site. Students who cease attending all classes will be considered for administrative withdrawal effective the last known date of attendance.

An undergraduate student who withdraws or is withdrawn and is not subsequently subject to dismissal may seek readmission for the next regular academic semester or year only by making formal application with the admission office.

Fee refund deadlines for withdrawals are published in the Catalog for each semester. Financial aid recipients who withdraw before 60 percent of the semester has been completed are subject to federal financial aid repayment regulations and may owe a repayment of aid, even if not entitled to a tuition refund. The amount of aid a student may keep is in direct proportion to the length of time the student remained

enrolled during the semester. Assistance is also available from the offices of Financial Aid, Bursar (student accounts), and the Registrar. (See Refund Policy for Withdrawal in the Fees Section of the catalog.)

Students Activated for Military Service

Students called up to active military duty during a semester will be placed on immediate Incomplete Grade status. The student and faculty will jointly confer when time permits, to determine if the course(s) enrolled can be completed in a timely basis, if a grade can be issued for work completed to date, or if the student should be withdrawn without penalty.

If withdrawal is necessary, any paid tuition or fees paid by the student will be credited toward a future semester of enrollment. Each case will be handled on a case-by-case basis depending on the callup time. Students are encouraged to notify faculty and the Registrar when they are placed on notice and then when called to active duty.

■ READMISSION

Whenever a student withdraws or stops attending St. Norbert College they must apply for readmission. Applications for readmission are available from the Admissions Office. Those students who did not withdraw and are in good academic, social and financial standing and have not enrolled in another post-secondary institution since they last attended St. Norbert College will automatically be accepted. Students who left St. Norbert College on probation or who were dismissed or withdrew from the College are reviewed for readmission. Students who attended another college must submit official transcripts from each institution attended along with their application for review. Students readmitted are required to submit an admissions deposit upon acceptance.

Guidelines for Readmission of Students

The readmission process begins with the following steps:

- File a complete Application for Readmission and return to the Office of Admission by the relevant deadline.

- Agree to make appropriate housing arrangements with Residential Life.
- Meet all financial obligations to the College.
- Provide an official transcript showing satisfactory work elsewhere, if additional school work has been done.
- Document accurately activities undertaken since leaving St. Norbert College.

Deadlines for Readmission Applications

For Fall semester...August 1

For Spring semester...January 2

For Winter (J-Term) / Summer session courses
...at least 2 weeks prior to start of session

Students who leave St. Norbert College in good standing and for reasons other than medical (physical or emotional) or disciplinary action generally are readmitted.

Guidelines for Readmission After Medical/Mental Health Withdrawal

As an integral component of the re-application process at St. Norbert College, students that withdrew for medical reasons must obtain a recommendation from SNC Health Services to be re-admitted.

This process includes the following:

1. Student provides medical documentation from a licensed health care provider to the Director of Health Services (or Counseling Services) indicating the condition that lead to the withdrawal has been addressed and successful completion of future coursework is anticipated.
2. Student meets with the Director of Health Services (or Counseling Center) to review medical records and determine eligibility for re-admission.
3. Student signs appropriate release forms to facilitate communication with the Admissions Committee regarding the eligibility to return (no confidential medical information will be disclosed).

Guidelines for Readmission After Poor Academic Performance Withdrawal

Students who leave because of poor academic performance will be evaluated on their demonstrated readiness to return to St. Norbert College's academic environment and the likelihood of their eventual successful completion of a degree in a timely manner.

Students can apply for readmission after being away one full semester.

Readmission decisions will be based on the following criteria:

1. The student's insight into what caused the original academic difficulty.
2. Evidence that the things that prevented successful academic performance previously have changed positively.
3. The amount of time spent away from St. Norbert College and that the time has been used productively (statements from employers or others may be requested).
4. Academic achievement, if undertaken, has improved substantially.

Upon receipt of a statement addressing these criteria, the completed Application for Readmission will be directed to the Registrar's office to determine the student's eligibility to return.

Guidelines for Readmission After Disciplinary Dismissal

Students seeking readmission to St. Norbert College after having been dismissed for disciplinary infractions must arrange a personal interview with the Vice President for Student Life or their designee.

Admission, Fees and Financial Aid

St. Norbert College encourages applications for admission from students who have prepared for a competitive collegiate program. All qualified candidates, regardless of sex, age, race, religion, disability, national or ethnic origin, will be extended an offer of admission on a space-available basis.

The number of students seeking admission to St. Norbert College exceeds the number of spaces available. As a result, enrollment targets have been established to ensure the integrity of the academic program and the quality of a student's educational experience. Consequently, students are encouraged to initiate the application process early in their senior year of high school. St. Norbert utilizes a rolling admissions process, giving preference to students according to the date of acceptance and receipt of their enrollment deposit.

The Admission Process

Applications for admission can be obtained by contacting the Office of Admission or by visiting the St. Norbert College Web site (www.snc.edu). Completed applications must be returned to the Office of Admission with official copies of high school transcripts, counselor/teacher recommendation and a personal statement. Transfer candidates also must submit college or university transcripts as well. A \$25 application fee is required of students who apply with a paper-based application; the online application fee is \$10. Unless waived by special request, standardized test scores are required. When taking either the American College Test (ACT) or Scholastic Achievement Test (SAT), students should use the following codes:

- American College Test (ACT) - SNC code #4644
- Scholastic Achievement Test (SAT) - SNC code #1706

Candidates submitting more than one set of scores will be evaluated on the basis of the best scores submitted from each individual section of the test (for the ACT this would include an applicant's best English, Math, Reading and Scientific Reasoning subscores).

A new composite score will be formed from these individual scores in order for the applicant to receive a higher merit scholarship from St. Norbert. Therefore, students are encouraged to take standardized tests more than once. Test scores reported on an official high school transcript are acceptable, although applicants are encouraged to have score reports sent directly by the testing agency.

A completed St. Norbert College Application consists of the following:

- Application form (Parts I and II)
- Official academic transcripts
- One counselor and/or teacher recommendation
- Personal statement
- Standardized test scores
- Application fee

Upon receiving a completed application, the Admission Committee will notify candidates of their status within a three-week period. Students presenting a strong academic record of achievement may be admitted based on work completed after six semesters of high school study. Other candidates may be asked to submit seventh semester transcripts before a final decision is made. All offers of admission are made contingent upon the candidate's successful completion

of the high school curriculum and receipt of a diploma. The Admission Committee reserves the right to rescind offers of admission to students who fail to graduate from high school or who fail to maintain acceptable grade point averages.

The Admission Committee makes decisions based primarily on the high school record with particular emphasis placed on the rigor of courses pursued and grades earned. Clear preference is given to students successfully completing challenging courses. Counselor and teacher recommendations as well as the student's contributions to the school/community are also considered. Students not enrolled in college-preparatory programs may be offered admission if test results, class rank and grades demonstrate aptitude for college work. Successful candidates typically submit high school records that include:

- 4 years of English (or its equivalent)
- 3 years of mathematics
- 3 years of science
- 3 years of history and the social sciences
- 2 or more years of a foreign language (recommended)

Confirming Enrollment

Students choosing to accept an offer of admission must submit a non-refundable \$350 acceptance deposit by **May 1**. For spring admission, the deposit deadline is **January 1**. Of the deposit, \$100 is considered a room security deposit and will be returned upon graduation (minus damage charges, if any). The summer orientation fee is \$50 (deposited students can sign up for summer orientation at www.snc.edu/fye), while the remaining \$200 is a tuition deposit that is applied to the first-semester bill. Students qualifying for automatic exemption from the on-campus housing requirement and those who have petitioned for and received permission to live off campus are required to submit a **non-refundable** tuition deposit of \$250 by **May 1**. Students receiving offers of admission after May 1 are required to submit a **non-refundable** deposit within two weeks of admission notification. Deposits are required before housing can be assigned or permits to register issued. The earlier an applicant sends in their deposit, the higher the probability the applicant will get their first choice residence hall.

Merit-Based Scholarships

In addition to need-based aid (grants, loans and work-study) which is awarded by the Financial Aid Office in the spring, the Office of Admissions also awards money to deserving students. Scholarships are based on grades, class rank, ACT scores and leadership and are automatically awarded to accepted students. These scholarships range from \$4,500 to \$11,000 per year and are renewable for 4 years. Other scholarship programs include Diversity Leadership Awards, Music Scholarships, Army ROTC, the "ALIVE Program," and Research Fellowships. More information can be obtained by contacting the Office of Admissions or referring to the Financial Aid Section in this catalog.

Advanced Placement and Credit-by-Examination

Students who participate in the Advanced Placement program of the College Entrance Examination Board may be granted credit in appropriate areas on tests in which a score of 3, 4, or 5 has been earned.

Students who submit satisfactory scores earned on the College Level Examination Program (CLEP) tests may be awarded credit in appropriate areas. The College reserves the right to determine the acceptable score for credit on any CLEP examination and to determine those subject examinations which are appropriate to the St. Norbert College degree pattern.

Students who wish to receive college credit through CLEP must sit for the examination prior to or during their first semester at St. Norbert College. AP and CLEP (**SNC code #1706**).

Students may also receive credit for PEP examinations that have been designated as acceptable by the various departments. Credit will be awarded if the score is at or above the level required by the department. Credit will only be granted if the tests are taken before or during the first semester in which the student is enrolled at St. Norbert College. Credits can also be transferred from international baccalaureate programs.

Home-Schooled Students

St. Norbert College welcomes applications from home-schooled students. We use the same criteria to evaluate home-schooled applicants as we do for all others. At the same time, we also recognize that a home schooler's academic background is unique to each student. If you are a student who has been home schooled at any point during your high school years, the traditional application process should be followed. Additional supporting materials and an on-campus interview with a St. Norbert College Admission representative are encouraged.

Transfer Admission and Scholarships

St. Norbert College welcomes applications from students attending 2-year or 4-year accredited schools. Credit for college-level work is granted in all areas that correspond to courses offered at St. Norbert College as long as the student has earned at least a "C" for the course.

While there is no maximum amount of credit transferable from a 4-year institution, the student is held to the requirements that at least the senior year **and** a minimum of 25% of the major must be taken at St. Norbert. Introductory courses may not be counted in the 25% requirement.

Transfer students will be considered for admission as long as they have a cumulative grade average of at least "C+" (2.5 on a 4.0 scale), are free to return to their previous college or university and are considered to be in good academic standing both at their previous school and at St. Norbert College. Transfer merit-based scholarships are automatically awarded to qualified, accepted students and range from \$4,500 to \$9,500 per year and are renewable.

Transfer students are permitted to enroll as openings occur in the program or major for which they apply. The desire of the College to keep class sizes to a reasonable level makes it impossible to admit every qualified transfer student. To overcrowd classes, especially at the junior and senior level, is inconsistent with the goals and objectives of the College.

The College recommends that students who plan to transfer to St. Norbert from a junior college pursue a program of study that includes a full year of math and/or science. Also suggested is coursework in areas such as literature, economics, sociology, political science, history, psychology, speech and business. Foreign language courses are also fully acceptable. Each full course at St. Norbert is equivalent to courses worth 4 semester hours or 6 quarter hours of credit at other institutions.

Transfer Credit from Two-Year Colleges

The maximum amount of credit transferred from a two-year college is 72 semester credits or the equivalent of 18 courses. The student would have to pass at least 14 courses (56 semester credits) at St. Norbert and fulfill all lower- and upper-biennium requirements and successfully complete the requirements of a major. A minor would not be required unless the major program involves teacher certification.

When a student transfers credit to St. Norbert College, the SNC course equivalency, previous school and dates of attendance appear on the St. Norbert transcript. The credit transfers but the grade does not transfer nor does it appear on the St. Norbert record. Credit will only be granted in courses with grades of "C" or better.

The individual departments at St. Norbert College determine whether a transferred course may be substituted for a major requirement.

Transfer Credit from Art and Music Institutes

Credit will be assessed by submission of a portfolio to the Art Department to determine credit. The Music Department may require auditions for credit.

INTERNATIONAL STUDENTS

Admission

As part of St. Norbert College's efforts to internationalize its campus and curriculum, the College encourages well-qualified students from all nations to apply. To complete the application process, an international student must submit the following documents:

- 1) A completed international application for admission, including the Declaration of Finances (usually a bank statement or a letter from the bank director showing enough funding for one-years' education at SNC).
- 2) Academic records, including an English translation, if necessary.
- 3) TOEFL or other equivalent language test, SAT or ACT results, or successful completion of an on-campus English proficiency examination (this requirement can be waived if student successfully attended an English-speaking secondary school abroad).
- 4) One letter of recommendation and a written essay of approximately 250 words on why the student wants to enter St. Norbert College.
5. Transfer students will need to submit original academic records, an English translation and a \$150 evaluation fee if they are seeking transfer credit from St. Norbert College.

Non-Degree / Part-Time Students intending to enroll as a part-time degree-seeking student must still submit a complete application for admission and all relevant transcripts.

Applications will be reviewed on a rolling basis. In general, students offered direct admission to St. Norbert College possess a 213 TOEFL score (550 paper version) or equivalent and at least a "B" average in a challenging high school curriculum. Candidates with a TOEFL score below 213 will need to complete our English as a Second Language (ESL) program as a condition of their acceptance to the College.

International Scholarships

A limited number of international scholarships are available to well-qualified candidates. These renewable awards range from \$4,500 - \$11,000 per academic year. Candidates will be notified in their acceptance letter if they have been selected for scholarship consideration. Since these

awards are competitive, students are encouraged to apply early for maximum scholarship consideration.

Student Visa

Upon acceptance, an I-20 form will be issued. The I-20 form needs to be presented to the U.S. consulate in the student's country in order to obtain a U.S. student visa. To confirm their admission, students must submit a \$350 **non-refundable** acceptance deposit. Of this amount, \$200 will be credited to the first semester bill, \$50 is an orientation fee, and the remaining \$100 will be held as a room security deposit.

Work-Related Recognized Training Programs

Credit may be granted if the transcript is received from the Registry of Credit Recommendations of the American Council on Education. The determination of whether credit will be granted is based on recommendations in the National Guide to Educational Credit for Training Programs published by the American Council of Education. Credit may also be granted based on the recommendations in the National Guide to Education Training Programs. Upon receipt of transcript, credit will be evaluated according to the Registry of Credit Received according to the American Council of Education.

Students intending to enroll as a non-degree part-time student should contact the Office of the Registrar for registration information. Non-degree students may earn up to 16 credits before they are required to apply for admission. All full-time students, even non-degree students, are required to apply for admission.

Veterans

St. Norbert College recognizes that many veterans possess an unusual degree of maturity, therefore, applications from veterans are encouraged. The College will also grant college credit for service experience if the experience is gained in areas that correspond to what is taught at St. Norbert. The College reserves the sole right to make this determination.

2008-2009 Fees and Expenses

www.snc.edu/financedepartment

The fees and expenses listed below relate to academic year 2008-2009. Since the college catalog is only issued every two years and Fees and Expenses are subject to change each year, please check our Web site for changes.

Tuition

Undergraduate Tuition 2008-2009

Enrollment status: A student's enrollment status is based on the number of credits taken. Students who take 3 or more full courses (12 or more semester credits) are considered full-time. Students enrolled in at least 1.5 but less than 3 full courses (6-11 semester credits) are classified as half-time, while those enrolled in less than 1.5 full courses are classified as less than half-time. Students must maintain at least a half-time status to be considered for Financial Aid.

Full-time Students:

- \$25,526 Academic year tuition (September – May). Tuition is the same for full-time students taking 3 to 4.5 full courses each semester (12-18 semester credits).
- \$685 Overload tuition per **credit**. Overload tuition applies to each semester credit beyond 18.
- \$199 Audit course tuition per **credit**. Full-time students may audit up to one full course (4 semester credits) each semester at no charge. Students may not audit courses or lessons in their major or discipline.

Students whose enrollment status becomes less than full-time after the last day of the add/drop period will be charged full-time tuition including any applicable overload or audit tuition.

Part-time Students:

- \$3,192 Tuition per full-course (4 semester credits). On a per-credit basis, tuition is \$798.
- \$1,596 Audit course tuition per full course (4 semester credits). On a per credit basis, tuition is \$399. Students may not audit courses or lessons in their major or discipline.

Summer Session 2008 and J-Term 2009

- \$950 Tuition per full-course (4 semester credits). On a per-credit basis, tuition is \$237.50.
- \$475 Audit course tuition per full course (4 credits). On a per-credit basis, audit tuition is \$118.75.

Graduate Tuition 2008-2009

- \$350 Tuition per credit.
- \$175 Audit course tuition per credit. There is no limit on the number of credits that a graduate student can audit in the graduate course selections.

Student Fees 2008-2009

| Fee | Student Category | Academic Year Cost | Cost per Course | Cost per Semester |
|-----------------------------|---|--------------------|-----------------|-------------------|
| Technology | Full-time undergraduate | \$150 | | |
| | Part-time undergraduate | \$75 | | |
| | J-Term or Summer Session | | \$18.75 | |
| | Graduate | | \$18.75 | |
| Activity | Full-time undergraduate | \$150 | | |
| | Part-time undergraduate | \$75 | | |
| Student Health | Full-time undergraduate | \$100 | | |
| Degree Application | Fee is charged to all graduating students (undergraduate or graduate) in the academic year of graduation. | \$100 | | |
| Overseas Administrative Fee | Fee charged to students participating in study abroad or overseas programs and tours. | | | \$250 |

Room (per Academic Year 2008-2009)

| Room: | Single | Double | Large Double | End Room | Triple | Quad | Utilities* |
|----------------------|---------|---------|--------------|----------|---------|---------|------------|
| Burke | \$4,350 | \$3,250 | \$3,651 | | \$3,874 | | YES |
| Sensenbrenner | \$4,633 | \$3,631 | | | \$3,923 | | YES |
| Victor McCormick | \$4,633 | \$3,827 | | | \$4,633 | | YES |
| Lorraine | \$4,633 | \$3,708 | | | | \$3,692 | YES |
| Madelaine | \$4,633 | \$3,708 | | \$3,901 | | | YES |
| Gertrude Bergstrom | \$4,633 | \$3,631 | | \$3,901 | | | YES |
| Mary M. McCormick | \$4,633 | \$3,848 | | | | | YES |
| College-owned houses | | \$3,809 | | | | | NO |
| Riverside Apartments | \$4,633 | \$3,923 | | | | | NO |
| J. VanderZanden | \$4,633 | \$3,611 | | | | | NO |
| Michels Hall | \$4,633 | \$3,996 | | | | | YES |
| Townhouse | \$4,633 | \$4,400 | | | | | NO |
| Carriage House | \$4,633 | \$4,400 | | | | | YES |
| Convent | \$4,633 | | | | | | YES |
| Rectory | \$4,633 | \$4,247 | | | | | YES |

* Indicates whether or not utilities are included in the cost of the room. Costs of utilities vary according to housing unit. Utilities are charged to students' accounts on a monthly basis. The total charge for each housing unit is equally divided among the students residing in the housing unit for that specific month. Average costs for the 2006-2007 school year are listed below:

| Housing Unit | Average Charge per Student per Month |
|----------------------------|--------------------------------------|
| Riverside Apartments | \$18.76 |
| J. VanderZanden Apartments | \$30.47 |
| Townhouses | \$13.25 |
| College-owned houses | \$40.38 |

For more specific information regarding utility costs, please contact the Account Manager (busoff@snc.edu).

Residence hall facilities and meals are available for each of the 3-week sessions and the 5-week session in the summer. A housing deposit is required from students who do not have a current deposit on file. For information concerning campus housing and meal services, please call (920) 403-3360 or write:

Residential Life
100 Grant Street
De Pere, WI 54115-2099

For a more detailed description of various Residence Hall options, please visit the Office of Residential Life Web page (www.snc.edu/housing/pages/housing.htm).

Meal Plan and Custom Cash (Academic Year 2008–2009)

Meal Plans: Meal Plan information is available at: www.snc.edu/campuscard/mealplaninfo.html.

Custom Cash: Custom Cash is money placed on a student's ID card, separate from the meal plan, for purchases made on or off campus without having to use cash. Balances carry over between semesters until a student "officially" leaves campus (graduates, withdraws or terminates employment). For more information on Custom Cash, please see the Dining Services Web page (www.snc.edu/campuscard/mealdollarcustomcash.html).

Deposit Requirements

The following deposits will be required of incoming students attending St. Norbert College during the 2008-2009 academic year:

\$25 Application (Matriculation) Fee: A non-refundable fee must be paid at the time of application. This fee is only \$10 for students who apply online.

\$350 Students Living in College Housing: The deposit must be paid by May 1 or 15 days after admission has been offered. It is non-refundable. \$250 is applied to the first semester's tuition and any applicable new student orientation costs. The \$100 is held as a security deposit until graduation or separation from St. Norbert College. If a temporary deposit waiver is granted, the \$100 deposit will be due within 30 days, or it will be charged to the student's tuition account.

\$250 Commuter Students: This deposit must be paid by May 1 or 15 days after admission has been offered. It is non-refundable. The fee of \$250 is applied to the first semester's tuition and any applicable new student orientation costs.

Student Health Insurance Waiver Card: If a student is covered under an insurance company other than the Student Health Insurance offered by the College, the waiver card must be completed and returned to the Finance Department in order to avoid being automatically placed on the Health Insurance Plan.

Student Payment and Disclosure Statement: The Student Payment and Disclosure Statement is an enrollment requirement as well as a requirement of the Federal Truth-in-Lending Act for all incoming students, both freshmen and transfer students. Noncompliance with this requirement may prevent matriculating and/or registration privileges. The student must complete

his/her portion of the Statement. If the student is claimed as a dependent for the purpose of tax filing, his/her parent or guardian/cosigner must fill out the appropriate portion of the statement, as well as have the signature of a notary. Since students are granted open charging privileges, this statement outlines the student's rights as a borrower and the College's rights as a lender. The Payment and Disclosure Statement states that the student will assume responsibility for charges accrued during his/her time at St. Norbert College.

Payment Methods

Payment Policy: St. Norbert College accepts cash or check for the payment of tuition, fees, room and board. All amounts received must be in U.S. funds. All past due amounts are subject to a late payment fee of one percent per month (12 percent annually). Students will not be issued official grade transcripts or permitted to register for succeeding semesters until such time as all tuition and fees have been paid in full. Diplomas will not be issued unless all fees have been paid in full and exit requirements (stafford and Perkins Loan recipients) have been met. Contact the Finance Department for specific information regarding payment by calling 1-800-597-3922.

Payment-in-full: Payment is due before classes begin or by the stated due date on monthly statements. Payment-in-full is the only option to those who are not enrolled in one of our recognized payment programs.

Deferred Payment Program: Students may defer up to \$3,000 each semester with the remainder of the fees due before the start of the semester. The deferred amount will be due in three equal installments on September 1, October 1 and November 1 during the first semester and February 1, March 1 and April 1 during the second semester. There is a \$30 participation fee per semester for this plan. Students are not charged late payment penalties as long as they are current with their payments. Students may have accrued late payment penalties applied to their

account if they are continuously late on their plan responsibilities.

In the case of an overpayment (credit balance) on a student account the student should clarify whether or not the overpayment should be refunded or applied to ensuing semesters. Should the student prefer to have the credit refunded, he/she simply needs to visit the Finance Department to complete a refund form. If approved, refunds are issued on a weekly basis. Please note that all Financial Aid must be applied toward the deferred balance prior to any issuance of funds. For instance, suppose a student chooses to defer the full \$3,000.00. Shortly thereafter, he/she is awarded a \$2,000.00 scholarship. Rather than refunding the \$2,000.00 and choosing to continue to defer \$3,000.00, the scholarship will be applied to the student's account, thereby decreasing the deferred amount to \$1,000.00. A credit must actually exist on the student's account in order to be issued a refund.

NOTE: It is the policy of St. Norbert College to automatically credit to a student's account all scholarships and gift assistance at the start of each semester.

Deferred Payment Program Application:
www.snc.edu/financedepartment/docs/Deferred_Payment_Application.pdf.

Monthly Payment Plan: St. Norbert College recognizes Tuition Management Systems (TMS) as an outside agency that organizes and maintains payment plans for families. Monthly payments are made directly to TMS and TMS then forwards payments to St. Norbert College to be credited to the student's account. There is a \$65 application fee associated with enrollment in the monthly payment program.

Families create an annual budget based on total expenses and Financial Aid packages to determine an out-of-pocket amount. This amount is then divided by 10, 11 or 12 months, depending on which plan the family would like to participate in. This amount then becomes the monthly payment payable to TMS. If you would like assistance determining your annual budget, please

contact a Finance Office representative at (800) 597-3922.

The TMS Payment plan is in the student's name. Students enrolled on the TMS Payment Plan will receive monthly payment remittals from TMS and they must mail the payment remittal back to TMS along with the enclosed payment. Students can also pay via the TMS Web site, www.afford.com/ (click Students and Families, Monthly Payment Plans, Enroll in a Payment Plan), or by contacting an Education Payment Partner at (800) 722-4867.

Students enrolled in the TMS Monthly Payment Plan will receive four Tuition Statements from St. Norbert College per year, one at the beginning and end of each semester. It is important that students ensure their balance owed to St. Norbert College matches the amount budgeted on their TMS Monthly Payment Plan. Students may adjust their TMS Budget at any time.

Again, if you would like assistance determining your annual budget, or have questions regarding any of the payment options, please contact a Finance Department representative at (800) 597-3922.

Alternative Loans: An Alternative Loan may be an alternative method of payment. The Alternative Loan is taken out in the student's name and the student therefore shares responsibility of college financing.

Payments are not required while the student attends St. Norbert College and a 6-month grace period is granted after graduation. Payments are then made over a period of 120 or 180 months, depending on the amount owed.

Should the loans be approved, the St. Norbert College Finance Department is notified and payments are sent directly to the College to be credited to the student's account. For a list of Alternative Loan companies see the Financial Aid Web page www.snc.edu/financialaid/links.html (click Wisconsin Association of Financial Aid Administrators link) or call the Financial Aid Office at (888) 786-6721.

Outside Scholarships: Often times, a student will receive scholarships from an outside source to be credited to their tuition account. Generally, St. Norbert College receives those checks directly in the Finance Department and receipts them to the student's name. If the check is addressed to both St. Norbert College and the student, a notice will be sent via e-mail to the student to endorse the check. If a check should be sent directly to the student, it needs to be sent to the Finance Department in order to be credited against his/her balance.

Hope Scholarship/Lifetime Learning Credit:

The Hope Scholarship is actually a tax credit, not a scholarship. A family must file a tax return and owe taxes in order to take advantage of it. The Lifetime Learning Credit is similar to the Hope Scholarship. It is available to taxpayers in order to help with the cost of a college education. In order to receive the Lifetime Learning Credit, a family must file taxes. Related tax information is available from IRS Publication 970.

St. Norbert College will send a 1098-T form to students who incurred tuition and fee expenses during the calendar year. This form is not required to be included with your tax return form. To help taxpayers determine qualified expenses eligible for the credit, a summary of tuition, qualified grants and scholarships will be provided on the form. This financial information should not be construed as tax advice; it is simply a summary of the College's financial records.

The 1098-T forms will be mailed to the student's permanent home address during the last week of January. Please allow two weeks for delivery before calling the Finance Office about your form. The most common reason students do not receive a form is that they are not eligible for the tax credit. If you have not received a form and believe you are, in fact, eligible for the tax credit, you may contact the Finance Office after allowing two weeks for delivery.

Although you may receive the 1098-T form, that does not necessarily mean you are eligible for the tax credit. St. Norbert College is required to provide the 1098-T form to

individuals who were billed for qualified tuition and fees during the calendar year. If you have any further questions about your eligibility, or specifics regarding the 1098-T form, please consult your professional tax preparer or the IRS.

More information about income taxes or the Hope Scholarship or Lifetime Learning Credit should be directed to a professional tax preparer or the IRS by calling their helpline: (800) 829-1040.

St. Norbert College Bookstore Payments:

Students have the option of paying for St. Norbert College Bookstore charges in a number of ways including cash, check, custom cash or Mastercard/Visa. All amounts received must be in U.S. funds. Credit Card payments are subject to a processing fee per transaction. Only purchases that pertain to coursework materials required by the professor may be charged to a student's account.

Telecommunications Payments:

St. Norbert College offers a number of telecommunication options to students. Each student is given a long distance access code with which long distance direct dial calls can be made. In addition, there is Knight's TelCom (www.snc.edu/telecom) store, where students may purchase cellular telephones. All forms of telecommunication are subject to Finance Department credit approval prior to connection. Payment options for telephone usage include cash or check. All amounts received must be in U.S. funds. Custom Cash payments are not accepted.

More information about any of the payment options can be obtained by contacting a St. Norbert College Finance Department representative at (800) 597-3922 or by e-mail at busoff@snc.edu.

Refunds

Tuition Insurance Refund Plan: The Tuition Insurance Refund Plan is designed to alleviate, if not eliminate, financial loss in the case of an accident or illness that renders a student unable to complete the current term, which may result in both time invested in studies and the costs of tuition. The Tuition Insurance Refund Plan provides coverage for tuition, activity fee and room and board charges, if applicable. A.W.G. Dewar, Inc. offers this plan, underwritten by One Beacon Insurance Company, at a cost of \$188 per term (\$47 per month) for campus residents and \$155 per term (\$38.75 per month) for students living off campus.

This plan significantly extends and enhances the College's published refund policy, which is outlined below. The student is assured up to a 100% refund throughout the term, even after the College policy has expired. This is especially beneficial when a student is forced to withdraw and then return for a later term. In effect, the student does not have to pay to repeat lost educational credits. The chart below illustrates how the Tuition Refund Plan complements our refund schedule for tuition costs.

| If Withdrawal Occurs During: | St. Norbert College Refunds: | The T.R.P. Refunds: | Student Receives: |
|------------------------------|------------------------------|---------------------|-------------------|
| 1st-2nd week | 90% | 10% | 100% |
| 3rd-4th week | 50% | 50% | 100% |
| 5th-8th week | 25% | 75% | 100% |

Note: For psychological withdrawals, the T.R.P. pays up to 60% of costs insured.

Refunds and Prepayments: In the event that a student withdraws from the College prior to completion of a term that has commenced, the student may request a refund of unused expenses. Financial credit for making a full withdrawal from the College will be considered only after the following steps have been completed:

- 1) The Office of the Registrar is contacted by the student and ONLY the student.
- 2) Mere cessation of attendance or departure from the College does not constitute withdrawal.
- 3) Refunds will only be granted to students that absolutely withdraw from the College.

A student will receive no refund by dropping a class after the add/drop period has passed. This includes dropping from 4 classes to 3 classes, from full-time to part-time status, or from 2 classes to 1 class. There is no financial benefit granted to students for dropping one class after the add/drop period.

St. Norbert College calculates refunds based upon the rules and regulations established by the United States Department of Education. Generally, refunds are calculated and distributed within 30 days from the notification of withdrawal. The information below outlines the terminology and process throughout the refund procedures.

Refund – Unearned amount of institutional charged that must be returned to an aid source or the student.

Repayment – Unearned amount of a direct disbursement to the student that the student must pay back to the College. Stafford and PLUS loans do not have to be paid back to the College since the student or parent is already obligated to pay the funds to the lender.

Institutional Charges – Required charges for which the College has direct control. Institutional charges include the actual charges for tuition, fees, on-campus room and utilities and on-campus board plans.

Non-Institutional Charges – Educationally related expenses that are not required to be paid directly to the College. Non-institutional charges include off-campus room and board, transportation and child care which would be prorated based on the budgeted amount and number of weeks enrolled in the term. Book and supply costs are also considered non-institutional charges since a student is not required to purchase his or her books from the College. If a student withdraws in the first week of a term, 25% of the budgeted book and supply amount is considered to be used. If withdrawal is after the first week, then 100% of the budgeted amount is considered used.

Unpaid Charges – The amount of pre-withdrawal institutional charges not covered by student/parent payments or aid funds that have been applied to the account.

Payments – Funds from the student and/or parent applied to the student's bill. These funds may have been received in the form of cash, check, approved direct credit of the student's employment pay, carry forward of a credit balance for which the student or parent granted permission for the carry forward, or prior unused deposits credited to the student's account.

Credit Balance Distributed to Student – Any credit balance from aid distributed to a student is from the aid source last credited to the student's account. If more than one type of aid was credited to the student's account on the same day, the aid is considered to be credited in the following order: federal gift aid, federal loans, state gift aid, private aid sources and then institutional aid sources. This order may be circumvented if an aid fund is specifically designated for tuition purposes. In the case of an overpayment (credit balance), students will be notified as to the overpayment. Students are then asked to clarify as to whether they would like the overpayment refunded or applied to ensuring semesters. Please note that the credit balance must actually exist on the student's account before any such refund will be issued. Additionally, credit balances under \$5.00 are nonrefundable.

Refund Calculation Methods: There are three types of refund calculations that the College uses. A Pro-rata calculation is completed for students who withdraw on or before the 60% point of their first semester of attendance at St. Norbert College. Students who withdraw in a semester other than their first semester at St. Norbert College will have both a Federal Refund and a SNC Refund Calculation completed. The calculation that refunds the most to aid programs must be used.

Pro-rata Calculation – Under this type of calculation, the College is required to refund an amount proportional to the portion of the enrollment period that was not completed by the student. To calculate the portion of the term remaining, divide the number of weeks remaining in the term by 16 and round to the nearest 10%. Use the % to calculate the amount of total institutional costs that can be initially refunded to aid programs. Then subtract unpaid charges from the initial refund to calculate the actual refund to be returned to aid programs.

Federal Calculation – Under this calculation method, the College determines the amount of institutional charges that must be refunded based on the schedule below.

- 100% for withdrawal on or before the first day of class
- 90% for withdrawal on second day of class up to and including 10% of the enrollment period (i.e.: first week)
- 50% for withdrawal from 10% + through 25% of enrollment period (2nd-4th weeks)
- 25% withdrawal from 25% + through 50% of enrollment period (5th-8th weeks)
- 0 for withdrawal past 50% of enrollment period (past 8th week)

SNC Calculation – Under this calculation method, the college determines the amount of institutional charges that must be refunded based on the schedule below:

Academic Year Tuition Refunds:

- 100% before class begins
- 90% withdrawal within 0-2 weeks
- 50% withdrawal within 2-4 weeks

- 25% withdrawal within 4-8 weeks
- 0 withdrawal after 8th week

J-Term and 3-Week Summer Session Tuition Refunds:

- 100% withdrawal by close of business on the second class day
- 50% withdrawal by close of business on the fifth class day
- 0 withdrawal after close of business on the fifth class day

5-Week Summer Session Tuition Refund:

- 100% before class begins
- 75% withdrawal by close of business on the fifth class day
- 50% withdrawal after close of business on the tenth class day
- 0 withdrawal after close of business on the 10th class day

Academic Year Room Refund:

- 90% withdrawal within 1st week
- 80% withdrawal within 2nd week
- 60% withdrawal within 3rd week
- 40% withdrawal within 4th week
- 20% withdrawal within 5th week
- 0 withdrawal after 5th week

Board:

Prorated based on number of weeks and amount of flexible meal dollars already used. Students who feel that individual circumstances warrant exceptions from the above policy may contact the Bursar.

Fees:

Non-refundable.

Refund Distribution: As prescribed by law and regulation, aid must be refunded back to aid programs in a certain order. No matter which of the three refund calculation methods is used, the aid refunded will be distributed in the following order until the entire refund is distributed.

- Unsubsidized Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Perkins Loan
- Federal Pell Grant

- Federal Supplemental Grant (SEOG)
- Other Title IV aid programs
- Other federal programs
- Private scholarships and other aid sources*
- State and institutional aid**
- The student

*Refunds would first be distributed to the funds that require full refund upon withdrawal as previously specified by the donor. Then, the remaining refund is divided on a proportional basis among other private sources. Due to the terms of some private scholarships, it is possible that more money would be returned to the scholarship donor than dictated by the refund calculation. If this should happen, the student will be billed for the additional amount.

**The remaining is divided between all state and institutional aid on a weighted basis. The total of state and institutional aid is calculated. Then the percentage of that total for each aid fund is determined and a corresponding percentage of the remaining fund is calculated. (For example, a refund of \$645 remains. The total of state, private and institutional aid is \$2500, of which \$925 is a SNC Grant. $\$925/\$2500 \times \$645 = \239 to be returned to the SNC Grant Fund. A similar calculation would be done for the other state and institutional aid remaining.)

Repayment Distribution: Repaid aid must be returned to the appropriate aid funds in the following order:

- Federal Perkins Loan
- Federal Pell Grant
- Federal Supplemental Grant (SEOG)
- Other federal title IV programs
- Other federal, state, private and institutional aid

Examples of refund and repayment calculations are available by contacting the Financial Aid Office at (888) 789-6721. For more information regarding refunds, please contact a Finance Department representatives at (800) 597-3922 or e-mail at busoff@snc.edu.

STUDENT HEALTH INSURANCE

St. Norbert College requires that all full-time registered students be covered under a health insurance plan. The College offers a health insurance plan through Wisconsin Association of Independent College and Universities, WAICU Consortium: Student Resources Health Insurance. Students will be automatically enrolled in the College's Student Health Plan and charged appropriate fees unless a signed Insurance Waiver Form certifying alternate health insurance coverage is filed with the Finance Department by August 10, 2008.

Enrollment and other information can be accessed from the Health Services (www.snc.edu/health) Web page.

Financial Aid

www.snc.edu/financial_aid

A college education is a major investment. At St. Norbert College we can help make that educational investment affordable. Over 95 percent of our students receive some form of financial aid. To achieve our goal of helping students obtain an affordable and excellent college education, St. Norbert College allocates funds each year for distribution to students whose families lack the necessary funds. More than \$36 million in financial aid is available annually at St. Norbert College in the form of scholarships, grants, student employment and loans.

Eligibility for Financial Aid

St. Norbert College believes that the primary responsibility of financing a college education rests with the family. However, because many families cannot finance a student's education in full, supplemental assistance is often required.

Basic to the concept of such financial assistance is the demonstration of "financial need." Most financial aid at St. Norbert is awarded on the basis of financial need. Financial need can be defined as the difference between the total cost of education (tuition, fees and room and board) and the portion of those costs that can be reasonably expected to be met by the family. To determine a family's ability to provide for the cost of an education, St. Norbert College requires students to complete the Free Application for Federal Student Aid (FAFSA). Eligibility for St. Norbert College funds is only for a student's first undergraduate degree.

Applying for Financial Aid

Applicants are encouraged to submit a Free Application for Federal Student Aid (FAFSA) by St. Norbert's preferential deadline of March 1 to insure consideration for all funds. Students may still apply after March 1, but all forms of assistance may not be available. All students who have been accepted for admission to St. Norbert College and who present evidence of financial need are not only eligible to apply for assistance but are encouraged to do so.

Notification of Financial Aid

Only students who have been accepted by the College will receive a financial aid award. Students in need of a significant amount of financial aid most often receive funds from several different sources. For instance, it is not unusual for applicants to receive a scholarship, a grant, student employment and a loan. "Packaging" aid in this manner enables the College to make more funds available to a larger number of aid applicants. The total amount of aid awarded to a student depends on the student's financial need.

Students completing the application process will receive notification of an award starting March 15. All financial aid awards – college, state and federal – are made for a given academic year, as long as the student maintains satisfactory academic progress and continues to demonstrate financial need.

How Can Financial Aid Be Lost?

The Higher Education Act of 1965 made by the Consolidated Omnibus Budget Reconciliation Act of 1985, the Higher Education Amendments of 1986 and the Higher Education Technical Amendments of 1987 established minimum standards of "satisfactory progress" for students receiving Title IV student financial aid. Title IV programs include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CWS), Perkins Loan, the Stafford Student Loan and PLUS Parent Loan.

By law, at the time of transfer to another educational institution, students not making satisfactory progress as defined under

Academic Relations-Satisfactory Progress toward the Degree must have that information included on their Financial Aid Transcript (FAT).

Types of Financial Aid

■ SCHOLARSHIPS

The following academic guidelines generally apply to each scholarship category. It is College policy to apply all academic scholarships against tuition charges. For maximum scholarship consideration, students are encouraged to apply before February 1 of their senior year.

Trustees Distinguished Scholarship \$44,000

Awarded to exceptionally talented students. The scholarship is awarded on an annual basis in the amount of \$11,000 and is applied to tuition only. Students must maintain good social standing and a cumulative grade point average at St. Norbert College of at least 3.0.

Presidential Scholarship \$36,000

A competitive scholarship requiring strong college preparatory background. The scholarship is awarded on an annual basis in the amount of \$9,000 and is applied to tuition only. Presidential scholars must be full-time students, maintain good social standing and a cumulative grade point average at St. Norbert College of at least 2.75.

John F. Kennedy Scholarship \$26,000

A competitive scholarship for full-time students with leadership potential; requires strong college preparatory background. The scholarship is awarded on an annual basis in the amount of \$6,500 and is applied to tuition only. John F. Kennedy scholars must maintain good social standing and a cumulative grade point average at St. Norbert College of at least 2.5.

Van Dyke Award \$18,000 – \$22,000

An award to full-time students to recognize

quality academic preparation with participation in high school activities, community service projects and leadership roles. The scholarship is awarded on an annual basis in the amount of \$4,500-\$5,500 and is applied to tuition only.

Transfer Scholarships

Available for entering full-time transfer students selected by the Office of Admission on the basis of high school and post-secondary education records, standardized test scores and extracurricular activities. A transfer scholarship has a value of \$4,500 – \$11,000 per year applied to tuition only. Transfer scholarship recipients must maintain a good social standing and a cumulative grade point average that is in-line with the amount of scholarship received.

International Student Scholarships

In order to internationalize its campus and increase its enrollment of well-qualified international students, St. Norbert College offers merit-based tuition awards to highly-qualified foreign students who apply to study in a degree program at St. Norbert College. Award decisions are made after application documents are received and the applicant's file is complete. Awards are renewable each year on condition the student remains in good academic standing. No separate application is required for award consideration.

Music Scholarships

Auditions are required. Available in both vocal and instrumental. Auditions are scheduled by calling (920) 403-3112 or by visiting the music audition Web site.

Diversity Leadership Awards \$4,000-\$24,000

All accepted, non-international freshmen are eligible to receive St. Norbert's Diversity Leadership Award which is distributed on an annual basis in the amount of \$1,000 – \$6,000. Approximately 30 Diversity Leadership Awards will be distributed annually. Awards are competitive, based on the applicant pool. These awards are renewable for up to four years if a student maintains full-time status and a cumulative grade point average at St. Norbert College of at least 2.5.

Natural Science PRIDE Awards**\$1,000-\$10,000**

Candidates selected to be Natural Science PRIDE scholars will receive scholarships, Secrets of Success Seminars, support services, social events with faculty and peers, and research project and/or internship opportunities. Awards range from \$1,000-\$10,000 and are renewable if the recipient maintains a cumulative grade point average of 3.0 or higher. Awards are competitive and recipients will be selected based on the applicant pool.

ALIVE Team Apprenticeships

ALIVE Team apprenticeships are unique opportunities for first-year students to grow in faith and leadership abilities, to meet new people with similar interests before classes begin and serve fellow students throughout the year. ALIVE Team apprentices are matched up with an upper-class intern and assist in planning and running programs for the residence hall in which they live. The programs are intended to help students explore questions about values, beliefs, purpose and callings in life. Apprentices receive a \$1,500 scholarship and a small, bi-weekly stipend.

Army ROTC

Three- and four-year ROTC scholarships are available to qualifying recipients. In addition, the College provides free room and board for all new ROTC scholarship recipients (free room is for room charges only and does not cover utility charges or other associated room costs). Free room and board benefit applies to on-campus housing only. The College does not waive tuition charges for recipients who take extra courses above a regular full-time load. For more information regarding Army ROTC scholarships at St. Norbert College, contact the Financial Aid Office or visit the Military Science and Army ROTC Web site. Scholarships are for undergraduate courses only. Scholarships vary based on initial year of enrollment.

■ GRANTS

St. Norbert College Grant – Grants vary in value and are dependent on documented financial need.

Wisconsin Tuition Grant – This program is available to all U.S. Citizens who are Wisconsin residents attending eligible independent colleges or universities within the state. Grants are based on a student's demonstrated need and recipients must take 1.5 courses (6 semester credits) per semester. Grants range up to \$2,900 each year and are renewable.

Federal Pell Grant – These federal grants are available to all students who are U.S. citizens. Eligibility for Federal Pell Grants is determined annually by completing the Free Application for Federal Student Aid. Pell Grants currently range up to \$4,050 each year and are renewable.

Federal Supplemental Grant (SEOG) –

Federally funded Supplemental Educational Opportunity Grants (SEOG) are limited to students with exceptional financial need who would otherwise be unable to enroll at St. Norbert College. Grants usually range from \$100 to \$2,000 each year.

Bureau of Indian Affairs Grant – It is available to U.S. Citizens who are at least 1/4 American Indian enrolled for at least 1.5 courses (6 semester credits) per semester who meet state eligibility requirements. Amount varies each year depending on financial need with the maximum award of \$2,700.

Talent Incentive Program – Freshman, U.S. Citizens and permanent residents of Wisconsin enrolled for at least 1.5 courses (6 semester credits) per semester that meet state eligibility requirements will be considered for this award. Amount varies each year depending on availability of state funds and financial need, with a maximum of \$1,800 for freshmen and a maximum of \$1,200 for sophomores, juniors and seniors.

Wisconsin Indian Grant – U.S. Citizens who are residents of Wisconsin and American Indians enrolled for at least 1.5 courses (6 semester credits) per semester will be considered for this grant. The amount varies each year depending on financial need with a maximum grant of \$1,100. Students must

prove Native American heritage. This grant is renewable for five years.

Division of Vocational Rehabilitation –

Students with physical or mental handicaps may apply for grants through their local DVR Office. Amount varies depending on financial need.

■ STUDENT EMPLOYMENT

Federal College Work Study – Students are awarded College Work-Study on the basis of financial need. Students normally work 6-8 hours per week and are able to earn approximately \$1,300 per year.

SNC Regular Employment – Although students who demonstrate financial need have first priority for on-campus jobs, many students who do not demonstrate need will be considered for on-campus job placement. Students should access www.snc.edu/financial_aid/jobs for current job openings on campus.

■ LOANS

Federal Carl D. Perkins Student Loan – Long-term low-interest loan for students who demonstrate financial need, jointly sponsored by the federal government and St. Norbert College. Students may borrow up to \$3,000 for each academic year for a total of \$12,000. The loan is interest free as long as the borrower remains a half-time student. Simple interest at the rate of 5 percent begins nine months after the student graduates, leaves school or drops below half-time status. Repayment is extended over a five to 10 year period.

Federal Stafford Loan – Federally subsidized or unsubsidized loans through St. Norbert College. The interest rate is variable and capped at 8.25 percent. The subsidized loan is need-based and the government pays the interest while the student is in school. The unsubsidized loan is not need-based, so it is available to students regardless of personal or family income or assets. Students must pay the interest while they are in school. Students begin repayment six months after

graduation, leaving school or dropping below 6 credit hours. Depending on need/eligibility, freshmen may borrow up to \$3,500; sophomores may borrow up to \$4,500; and juniors and seniors may borrow up to \$5,500 each year. A processing fee is deducted from the loan total.

Federal Parent Loan for Undergraduate Students (PLUS) – This program allows parents to borrow up to the cost of education minus other financial aid each year for each student they have in college. The interest rate is variable with a ceiling of 9 percent. The parent begins repayment on the loan within 60 days after the loan has been made. Loans are secured through St. Norbert College. A processing fee is deducted from the loan total.

For more information about financial aid contact:

St. Norbert College
Financial Aid Office
100 Grant Street
De Pere, WI 54115-2099
(920) 403-3071 or (888) 786-6721
e-mail: finaid@snc.edu

Scholarships

† Indicates deceased

Named Scholarships

AAR Corporation Annual Scholarship (AAR Corporation) Students who demonstrate financial need; residing in northern Ill. or southern Wis.; major: business administration.

AJM Teacher Scholarship Endowment (Friend of St. Norbert College) Students who demonstrate financial need; preparing to teach developmentally disabled children; additional criteria.

Thomas E. Allen Kappa Chi Scholarship (Friends of Tom Allen) Supports members of the Kappa Chi Fraternity; additional criteria.

Robert J. and Ramona F. Ambrosius Endowed Scholarship (Robert J. Ambrosius) Students who demonstrate financial need; from specified Catholic parishes; majoring in math, sciences or business administration; additional criteria.

American Family Insurance Scholarship (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; community involvement; additional criteria.

Genevieve M. Anthony Scholarship (Mr. James Janssen †) Students who demonstrate financial need.

Aon Risk Services, Inc. of Wisconsin Endowed Business Scholarship (Aon Risk Services, Inc.) Students who demonstrate financial need; from Brown County, Wis.; major: business administration.

Appleton Papers, Inc. (Appleton Papers, Inc.) Students from Appleton, Wis. who demonstrate financial need.

Ariens Family Scholarship (Michael and Mimi Ariens) Students who demonstrate financial need.

Francis A. and Georgia F. Ariens Endowed Scholarship (Francis A. † and Georgia F. Ariens †) Students who demonstrate financial need.

Mando S. Ariens Memorial Scholarship (Michael and Mimi Ariens) Students who demonstrate financial need.

M.J. and J.D. Arndorfer Endowed Scholarship (John Arndorfer, family and friends) Students who demonstrate financial need; residents of Wis.

Albert W. Ashmore and Ernest G. Harvey Memorial Scholarship (Ernest and Joan Harvey) Juniors or seniors in the top third of their class; additional criteria.

Helen Asmuth Memorial Endowed Scholarship (Deacon James Asmuth) Students who demonstrate financial need; graduates of St. Mary's High School in Neenah, Wis.

Frederick E. and Patricia W. Baer Chorale Scholarship Endowment (Frederick † and Patricia Baer) Students participating in the Dudley Birder Chorale; study vocal music.

Mr. and Mrs. William Bain Family Endowed Scholarship (Bill and Cindy Bain) Students who demonstrate financial need; from West De Pere, Wis. or Ashwaubenon, Wis. High Schools; major: business administration.

Bank Mutual Annual Scholarship (Bank Mutual) Students who demonstrate financial need; from Brown County, Wis.; major: business administration or accounting.

Batterman Foundation (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; additional criteria.

Baylake Bank Annual Scholarship (Baylake Bank) First-year students from Seymour, Wis. or Brown County, Wis.; additional criteria.

Catherine Turnbull Beisel Scholarship Fund (Dan and Lois Beisel) Students who demonstrate financial need; from northeast Wis. or Upper Peninsula, Mich.

Belgian Heritage Scholarship (Mr. and Mrs. Mathew Schweiner) Students who are residents of Wis.

BelGioioso Cheese Annual Scholarship (Errico Auricchio) Students who are residents of Denmark, Wis. or from rural Brown County, Wis.

Benton Family Endowed Scholarship (James S. and Helen C. Benton) Students who demonstrate financial need.

Berne Hall Scholarship Fund (Michael J. Boberschmidt) Students who demonstrate financial need; have performed acts of service; additional criteria.

Lawrence and Grace Berner Endowed Scholarship Fund (Larry Berner †) Students who major in mathematics; additional criteria.

Marie Bertha Memorial Scholarship (Marie Bertha †) Students who demonstrate financial need.

Joseph M. and Olivia C. Bischel Scholarship (Olivia Bischel †) Support Norbertine seminarians.

Blaha-Battaglia Family Endowed Scholarship (Frank J. and Jean Blaha Battaglia) Students who demonstrate financial need; major: mathematics or art; additional criteria.

John J. and Linda Blaida Endowed Scholarship and the Andrew S. Blaida Endowed Scholarship (John J. and Linda Blaida) Students who demonstrate financial need; major: business administration.

Edward R. and Frances M. Bollenbeck Endowed Scholarship Fund (Edward R.† and Frances M. Bollenbeck) Students who demonstrate financial need, from Fox River Valley, Wis., then northeast Wis.

Dan and Penny Bollom Scholarship Fund (Dan and Penny Bollom) Students who demonstrate financial need.

Daniel A. Bollom Annual Scholarship (Wisconsin Public Service Foundation) Students who demonstrate financial need; reside in Wisconsin Public Service area.

Matthew "Gromit" Borling Endowed Scholarship (Friends of Matthew Borling) Students who demonstrate financial need; major: elementary education.

Wilbur J. and Anne Boucher Scholarship (Anne Boucher †) Students who demonstrate financial need.

Lynde and Harry Bradley Fellows Fund (Bradley Foundation) Students who demonstrate financial need.

Brusky Family Endowed Scholarship (Alvin Brusky † and John Brusky) Students who demonstrate financial need; enrolled in pre-med program.

Dr. Alvin Brusky Scholarship (Alvin Brusky †) Students who demonstrate financial need; enrolled in pre-med program.

Elizabeth A. Buckley Scholarship Fund (Elizabeth A. Buckley) Students who demonstrate financial need; preference given to Minn. Resident.

Wallace P. Buerschinger Endowed Scholarship (Wallace P. Buerschinger) Students who demonstrate financial need.

Howard F. Burke Endowed Scholarship (Rev. Dennis M. Burke, O.Praem. †) Students who demonstrate financial need.

John and Judith Burke Annual Scholarship Fund (John and Judy Burke) Juniors or seniors who demonstrate financial need; from Brown County, Wis.; major: business administration.

Rev. Dennis M. Burke O.Praem. Endowed Scholarship (Durward † and Mary Layde) Students who demonstrate financial need.

James P. and Josephine M. Burns Endowed Scholarship (Joanne Burns) Students who demonstrate financial need; from Wis.

Joanne M. Burns Endowed Scholarship (Joanne M. Burns) Students who demonstrated financial need; average GPA "B".

Robert W. and Susan K. Burns Endowed Scholarship (Robert W. and Susan K. Burns) Students who demonstrate financial need; Wis. Native American students; additional criteria.

William H. Burns, Jr. and Nancy Z. Burns Endowed Scholarship (William H. Burns, Jr. and Nancy Z. Burns) Students who demonstrate financial need or present strong academic or other promise for future leadership; additional criteria.

Margaret, Ann and Cecelia Cadigan Endowed Scholarship (Rev. Dennis M. Burke, O.Praem †) Students who demonstrate moral force of character; additional criteria.

Calawerts Family Scholarship (William and Norma Calawerts) Students who demonstrate financial need; from Butler or Green Bay, Wis.

Cher-Make Sausage Company Scholarship (Cher-Make Sausage Company) Students who demonstrate financial need; from Manitowoc County, Wis.

Chicagoland Annual Scholarship Students who demonstrate financial need; from designated Chicago high schools; additional criteria.

Peter Chiuminatto Family Endowed Scholarship (Peter Chiuminatto †) Wis. students who demonstrate academic promise and voluntary service to community; additional criteria.

Class of 1966 25th Reunion Scholarship (Class of 1966) Students who demonstrate financial need.

Class of 1968 25th Reunion Scholarship Fund (Class of 1968) Students who demonstrate financial need

Class of 1974 Endowed Scholarship (Class of 1974) Students who demonstrate financial need.

Class of 1985 Senior Scholarship (Class of 1985) Students who demonstrate financial need.

Class of 1987 Alumni Scholarship (Class of 1987) Sons and daughters of Class of 1987.

Class of 1988 Mark Sherman Memorial Scholarship (Class of 1988) Seniors with unmet need.

Class of 1989 Leadership in Action Scholarship (Class of 1989) Seniors with leadership qualities; additional criteria.

Class of 1990 Alumni Scholarship Fund (Class of 1990) Juniors or seniors who demonstrate financial need; intend to study abroad.

Class of 1991 Emergency Scholarship Fund (Class of 1991) Students with unforeseen financial burden.

Class of 1994 Scholarship (Class of 1994) Students who demonstrate financial need; library acquisitions.

Class of 1995 Emergency Scholarship Endowment (Class of 1995) Students with unforeseen financial burden.

Class of 2005 Jessica Martin Memorial Annual Scholarship (Class of 2005) Students who demonstrate financial need; evidence leadership and service.

Henry B. and Henry C. Cleereman Scholarship (John and Hildegard Cleereman) Students who demonstrate financial need.

Dr. Raymond Clouthier Memorial Scholarship (Betty Clouthier) Juniors or seniors who demonstrate financial need; major: education.

Thomas and Kathleen Collins Family Scholarship (John and Jere Sutton) Students who demonstrate financial need; from Milwaukee County, Wis.

Cletus and Mabel Collom Memorial Scholarship (Cletus † and Mabel Collom) Students who demonstrate financial need; character essential to strengthen society.

Joseph M. and Jeannette B. Conway Memorial Scholarship (Jeannette B. Conway Bolich †) Students from Green Bay or De Pere, Wis.; additional criteria.

Rev. Vincent A. Conway, O.Praem. Endowed Scholarship (Estate of Josephine A. Conway †) Students who demonstrate financial need.

Jeffrey R. Cross Endowed Scholarship Fund (Russell and Leslie Cross) Students who demonstrate financial need; from Door County, Wis.

Herbert and Laretta Cuene Scholarship (James R. Cuene) Students from De Pere, Wis.

John C. Cumicek Family Endowed Scholarship (Mr. John C. Cumicek and Ms. Adrienne M. Cumicek) Students enrolled in ROTC; additional criteria.

John Dalsaso Memorial Endowed Scholarship (Bill and Jane Dalsaso) Juniors or seniors who demonstrate financial need.

William E. Dargan Sr. Fellowship (Friends of William Dargan) Students who are academically talented and participate in co-curricular leadership positions; students pursuing a career in commerce; additional criteria.

Jeremy J. Davidson Insurance Scholarship (Jeremy J. Davidson) Students actively involved in promoting human rights and the celebration of diversity for all individuals.

Day Family Scholarship (Dennis R. Day and Brian P. Day '94) Students who demonstrate financial need; enrolled in ROTC; additional criteria.

Harold De Wane Chemistry Scholarship (Harold De Wane †) Students who major in chemistry.

Gregoire Denis Fund, Inc. (Gregoire Denis †) Students who demonstrate financial need.

Doerr Family Scholarship (Dan and Kate Doerr and Chris and Deanna Doerr) Students who demonstrate financial need; Wis. resident.

Giles Doherty Endowment Fund (Giles Doherty) Students who demonstrate financial need; from Sheboygan County, Wis.

Andrew B. Domagola Memorial Annual Scholarship (St. Norbert College Community) Students who demonstrate financial need; major: history.

Dominion Energy Kewaunee (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; additional criteria.

Rev. Joseph E. Dorff Scholarship (Neil Webb †) Juniors or seniors; major: psychology.

Kevin E. Draves Endowed Scholarship Fund (Kevin E. Draves) Students who demonstrate financial need; major: biology; additional criteria.

Arthur J. and Alice Du Quaine Scholarship (Arthur J. † and Alice † Du Quaine) Students who demonstrate financial need.

Peter A. and Albertine Haevers Duerr Scholarship Fund (The Premonstratensian Fathers) Students who demonstrate financial need.

Stephen H. Eckes Memorial Endowed Scholarship (Stephen H. Eckes †) Students who are residents of Little Chute, Wis.; additional criteria.

Peg Egan Music Ministry Fund (Charles † and Annette Egan) Students who actively participate in liturgical music ministry at St. Norbert College.

Richard Egan Annual Scholarship for South American Students (Richard D. Egan) Students from South America; additional criteria.

Eisch Family Scholarship (Richard †, Dolores and Elizabeth Eisch) Students who demonstrate leadership qualities; major: elementary education.

Endries Foundation, Inc. (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; graduates of Brillion, Wis. High School.

English Faculty Endowed Scholarship (St. Norbert College English Department Faculty) Students who demonstrate financial need; major: English.

E. L. Everson Scholarship (E. L. "Bert" Everson †) Students who demonstrate financial need.

Rev. Francis Xavier J. Exler, O.Praem. Endowed Humanities Scholarship (John Gajewski †) Students who demonstrate financial need.

Kevin F. Fallon Memorial Annual Scholarship (St. Norbert College Community) Students who demonstrate financial need.

FEECO Annual Scholarship (Daniel Madigan) Students who graduated from Notre Dame Academy; additional criteria.

FEECO International Business and Language Area Studies Endowed Scholarship (Daniel Madigan) Students who are dependents of either current or former employees of FEECO International, Inc.; additional criteria.

Rev. Robert Finnegan, O.Praem. Scholarship in Accounting (Rev. C. Patrick Mulrooney, O.Praem.) Students who demonstrate financial need; major: accounting.

Fiserv/Wausau Benefits (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; additional criteria.

Raymond R. Fleming Endowed Scholarship Fund (MG Lawrence J. Fleming †) Graduates of Green Bay, Wis. East High School who demonstrate financial need.

Dr. James and Sheila Flowers Endowed Scholarship (James and Sheila Flowers) African-American students from Milwaukee County, Wis.

Dominic Forgianni Vocal Scholarship (Family and friends of Dominic Forgianni) Demonstrate scholastic ability, character and leadership; additional criteria.

John P. Fox Annual Scholarship (Family of John P. Fox) Students who demonstrate financial need.

Frankenthal Family Foundation Scholarship (Frankenthal Family Foundation) Students who demonstrate financial need.

Frawley Family Scholarship (Thomas E. Frawley, Jr.) Students from Fox Valley, Wis. who demonstrate financial need; major: chemistry, biology, natural sciences or enrolled in pre-med program.

Emily Galotta Memorial Endowed Scholarship (Richard, Gail and Grant Galotta) Female students enrolled in study abroad program; major/minor: art.

Tricia Gaughan Memorial Scholarship (Jack † and Marilyn Gaughan) Female students from Chicago, Ill.

Gehl Family Scholarship (Paul and Carol Gehl) Students who demonstrate financial need; Valedictorian or salutatorian from Hilbert Wis. High School; additional criteria.

Joshua Gehl Scholarship (Paul O. Gehl) Graduates of Hilbert Wis. High School; preferred major: natural sciences.

Matthew Gehl Scholarship (Paul O. Gehl) Graduates of Hilbert Wis. High School; preferred major: natural sciences.

Paul and Carol Gehl Annual Scholarship (Paul and Carol Gehl) Sons/daughters of Lunda Construction employees who demonstrate financial need; additional criteria.

Gehrman-Siverling Scholarship Fund (Jeane G. Siverling †) Students who demonstrate financial need.

Lawrence and Kathleen Gentine Family International Student Annual Scholarship (Lawrence and Kathleen Gentine)
International students who demonstrate financial need.

Lawrence and Kathleen Gentine Family International Student Endowed Scholarship (Lawrence and Kathleen Gentine)
International students who demonstrate financial need; additional criteria.

Paul and Beth Geohegan Endowed Scholarship (Paul and Elizabeth Geohegan)
Support for students with emergency financial need.

Ed and Marge Goetz Scholarship (Edward J. † and Marguerite E. † Goetz) Students from Milwaukee, Wis.; additional criteria.

Good Humor-Breyers Ice Cream Annual Scholarship (Good Humor-Breyers Ice Cream)
Students who demonstrate financial need.

Green Bay Bankers Association Endowed Scholarship (Green Bay Bankers Association)
Students who demonstrate financial need; from Green Bay, Wis.; major: business administration.

Rev. Gene Gries, O.Praem. Endowed Student Life Scholarship (Cynthia Barnett, Alumni and Friends) Juniors or seniors who demonstrate financial need; active in student life.

Lella H. Gross Scholarship (Lella H. Gross †)
Students who demonstrate financial need.

Larry and Ann Guth Endowed Scholarship (Larry † and Ann Guth) Students who demonstrate financial need; from Waupun, Wis. area.

Mr. and Mrs. Louis T. Guyon Scholarship (Louis T. Guyon †) Students who demonstrate financial need; from Milwaukee, Wis.

Andrea Haberman Endowed Scholarship (Friends of Andrea Haberman) Female students who demonstrate financial need; major: psychology or sociology.

Scott Hansen Memorial Annual Scholarship (John Herson) Students from Marinette Wis. Catholic Central or Fox Cities, Wis. high schools; who are former Girl or Boy Scouts; additional criteria.

William Hansen and Lois Engelbert Hansen Scholarship (William G. Hansen and Lois Engelbert Hansen †) Students who demonstrate financial need; from Green Bay, Wis.

George and Sharon Hartmann Endowed Scholarship (George and Sharon (Biebel) Hartmann) Students who demonstrate financial need; from Brown County, Wis.; major: education.

Adelaide Hayes Scholarship (Adelaide Hayes †) Students who demonstrate financial need.

William Randolph Hearst Foundation Scholarship (William Randolph Hearst Foundation) Diversity students; additional criteria.

M. T. Heller Scholarship (M. T. Heller II) Graduates of De Pere, Wis. High School who demonstrate financial need; additional criteria.

Elizabeth B. and Philip J. Hendrickson Endowed Scholarship (Philip and Elizabeth Hendrickson) Sophomores, juniors or seniors from Wis.; major: business administration.

Henke Peace and Justice Fund (Dianne L. Stark Henke) Sophomores, juniors or seniors who are actively involved in programs in the Peace and Justice Center; additional criteria.

CPT. Mark G. Hinesh Endowed Scholarship (Mark Hinesh) ROTC students.

William Hoberg Scholarship (Harold Hoberg †) Students from Brown County, Wis. who demonstrate financial need.

Frank L. Hoffeller Endowed Scholarship in Economics (Frank L. Hoffeller †) Juniors or seniors who demonstrate financial need; major: economics.

Grace Mary and Robert L. Hoffmann Endowed Scholarship (Grace Mary and Robert L. Hoffmann) Students who demonstrate financial need; major: elementary education.

John D. and Clare A. Hofman Scholarship (John D. Hofman †) Students who demonstrate financial need, from Fond du Lac, Wis.; additional criteria.

Hoida Family Endowed Scholarship (Donald † and Mary † Hoida) Students who demonstrate financial need.

Bobby Horn Memorial Endowed Scholarship (Bob and Jean Horn) Students who demonstrate financial need; committed to Christian values.

Russell and Eunice Hould Endowed Scholarship (Estate of Russell E. Hould †) Students who demonstrate financial need; from Eagle River, Wis.; additional criteria.

John and Sherri Huff Endowed Scholarship (John P. Huff) Students from Fox Cities, then Wis. resident; major: accounting; additional criteria.

H. Thomas Hurley Endowed Scholarship (Friends of Thomas Hurley) Sophomores, juniors or seniors; major: music or music education.

Robert and Kathryn Innes Scholarship (Kathryn Innes) Students who demonstrate financial need; from Milwaukee County, Wis.

International Student Scholarship Fund (St. Norbert College) International students who demonstrate financial need; additional criteria.

Kenneth and Anna Ishimitsu Family Endowed Scholarship Support Japanese students and related activities.

Catherine (Schmitz) Jacobs Annual Scholarship (Bud and Catherine Jacobs) Juniors or seniors who demonstrate financial need; major: elementary education.

Catherine (Schmitz) Jacobs Endowed Scholarship (Bud and Catherine Jacobs) Students who demonstrate financial need; major: elementary education; additional criteria.

Robert C. Jacobs Scholarship (Carl and Ella Jacobs) Students who demonstrate financial need.

Andrew and Anastasia Janssen Family Scholarship (Andrew Janssen †) Students who demonstrate financial need; Brown County, Wis. residents; major: business administration.

Donald and Mary Johnson Scholarship (Donald † and Mary Johnson) Students who demonstrate financial need; major: education or business administration.

Johnson-Rennie Endowed Scholarship Fund (Margaret Johnson Rennie) Male American or Canadian students who demonstrate financial need; additional criteria.

Kaplan and Paul Spanish Foreign Study Scholarship (Steve Kaplan and Marcy Paul) Students who major in Spanish; study abroad.

Sylvester J. and Leona D. Kaster Endowed Scholarship (Sylvester † J. and Leona D. Kaster) Students who demonstrate financial need; preference to ROTC students.

Anselm M. Keefe Science Scholarship (Anselm M. Keefe, O.Praem. †) Sophomore students who demonstrate financial need; major: natural sciences.

Donald P. and Byrd M. Kelly Endowed Scholarship (Donald P. and Byrd M. Kelly) Students who demonstrate financial need.

Rev. Henry J. Kerr, O.Praem. Scholarship (Rev. C. Patrick Mulrooney, O.Praem.) Students who demonstrate financial need; enrolled in Master of Theology program.

Edward C. Killeen Scholarship (Sylvester M. Killeen, O.Praem. †) Students who demonstrate financial need; from northeast Wis.

William J. and Marilyn A. Kioski Endowed Scholarship (William J. and Marilyn A. Kioski) Juniors or seniors from Upper Michigan, Milwaukee, Waukesha or Ozaukee County, Wis.

Edmund and Ardina Kline Scholarship (Joseph J. Kline) Students who demonstrate financial need.

Dave Klopotek Annual Chemistry Scholarship (John A. Phillips) Students who demonstrate financial need; major: chemistry.

Dr. David L. Klopotek Endowed Scholarship (John A. Phillips) Sophomores, juniors, or seniors who demonstrate financial need; major: chemistry.

Kohler Company Annual Scholarship (Kohler Company) Students who major in business administration or economics.

Kohler Foundation Scholarship (Kohler Foundation) Students who major in business administration or economics.

William C. and Carol A. Komsi Endowed Scholarship Fund (Performa, Inc.) Students from Wis.; additional criteria.

Pat and Louie Konop Endowed Scholarship (Louie and Pat Konop) Brown County, Wis. Students who demonstrate financial need; affiliated with a Green Bay, Wis. Diocesan parish.

Ralph L. Kostrzak Endowed Scholarship (Ralph L. Kostrzak †) Students studying for the priesthood.

Leslie Ann Kroschel Memorial Annual Scholarship (St. Norbert College Community) Students who demonstrate financial need; major: history.

Dominic V. and Patricia A. Kwaterski Endowed Scholarship (Dominic V. † and Patricia A. Kwaterski) Students who demonstrate financial need.

Joseph La Force Endowed Scholarship Fund (Joseph † La Force) Students who demonstrate financial need.

Linda La Plant Memorial Endowed Scholarship (Dorothy La Plant †) Students who demonstrate financial need; major: education.

Brian La Violette Scholarship (Doug and Renee La Violette) Graduates of De Pere, Wis. High School.

Frederick J. Lamont, M.D. Endowed Scholarship (Frederick J. Lamont, M.D.) Female students who demonstrate financial need; pursuing a degree in a scientific discipline; additional criteria.

Bernard J. Lawler Insurance Scholarship (Bernard J. Lawler) Students who demonstrate financial need.

Charles A. Lawton Scholarship (The Lawton Family) Students who demonstrate financial need; from De Pere or Green Bay, Wis.

Roger E. Lawyer Endowed Scholarship (Roger E. Lawyer) Students who demonstrate financial need; major: education; additional criteria.

Catherine E. Ledvina Scholarship (Mary Margaret Ledvina †) Students who demonstrate financial need; major: psychology.

Robert E. Lee and Associates, Inc. Scholarship (Robert E. Lee and Associates, Inc.) Students who demonstrate financial need; major: environmental science; additional criteria.

Steven Leiding Endowed Scholarship (Brian and Cindy Leiding) Students who demonstrate financial need; graduates of Ill. District 155 High Schools.

Willis Ludemann Heritage Scholarship (Willis † and Jean Ludemann) Graduates of Green Bay, Wis. West High School; Students with German-American background; additional criteria.

M&I Bank Annual Scholarship (M & I Bank of Northeast Wisconsin) Students who demonstrate financial need.

James D. Madden Scholarship Fund (Burger King Corp.) Students who demonstrate financial need; major: philosophy or sociology; additional criteria.

Glenn and Barbara Madrigano Endowed Scholarship (Glenn and Barbara Madrigano) Students who graduated from a Wis. high school; major business administration.

Paul A. Mahlberg Scholarship Fund (Chris Hartwig) Students who demonstrate financial need; major: accounting.

Harry Maier Community Service Endowed Scholarship (Harold and Marian Maier) Sophomores or juniors who demonstrate financial need; outstanding service off-campus to the Green Bay, Wis. community; additional criteria.

Malavet and Boehm Spanish Foreign Study Scholarship (Hugo Malavet and Kristee Boehm) Students who possess language skills and study abroad in a Spanish-speaking environment; additional criteria.

Mallette Family Endowed Scholarship (Beatrice Mallette †) Students who demonstrate financial need.

Mammen/Mc Callum Endowed Fellowship in Economics/International Economics Studies (Friend of St. Norbert College) Seniors; major: economics or international economics studies.

Edmund B. Manger Endowed Scholarship Fund (Edmund B. Munger †) Students who demonstrate financial need; first-generation college student; resident of Wis.

Thomas A. Manion Family Endowed Scholarship (Thomas and Maureen Manion) Students who demonstrate financial need.

James W. and Andrew J. Masterson Endowed Scholarship (Andrew J. Masterson) Students who demonstrate financial need; major: natural sciences.

Leslie G. Matthews and Cecile C. Matthews Scholarship (Cecile C. Matthews †) Students who demonstrate financial need; additional criteria.

COL Patrick H. May, USAR (Ret.) ROTC Endowed Scholarship (COL Patrick H. May, USAR (Ret.)) Students who demonstrate financial need; enrolled in ROTC.

John P. Mc Andrews Scholarship in Memory of Bishop Joseph T. Daley (John P. † and Margaret Mc Andrews) Minority students who demonstrate financial need; additional criteria.

William C. McElligott Endowed Scholarship Fund (William C. McElligott †) Students who demonstrate financial need.

James B. McKanna Memorial Scholarship (Marge McKanna †) Students who demonstrate financial need.

Patricia Brash McKeithan Scholarship Fund (Patricia Brash McKeithan and Daniel F. McKeithan, Jr.) Students who demonstrate financial need; additional criteria.

Robert M. McKenna Family Scholarship (Bob † and Virginia McKenna) Students who demonstrate financial need.

Mark Alexander McKenzie Scholarship (Ronald P. McKenzie) Students with special needs; additional criteria.

Jack and Engrid Meng Endowed Scholarship (Jack and Engrid Meng) Students who demonstrate financial need.

Robert J. Mettner Memorial Endowed Scholarship (Ruth M. Mettner) Juniors or seniors who demonstrate financial need; major: business administration.

Henry R. Metz Scholarship (Garrett Metz †) Students studying for the priesthood.

Lucille Meusel Endowed Scholarship (Lucille Meusel †) Students who demonstrate financial need.

Lucille Meusel Vocal Endowed Scholarship (Lucille Meusel †) Students who major in music with an emphasis in voice.

Edward L. and Joan G. Meyer Family Scholarship Fund Students who demonstrate financial need; good character; and commitment to obtaining their degree.

Victor I. Minahan Endowed Scholarship
(Victor I. Minahan †) Students who demonstrate financial need; major: English.

Louis F. Minuti Endowed Scholarship Fund
(The Estate of Louis F. Minuti †) Students who demonstrate financial need.

Omar L. Miron Endowed Scholarship
(Charlotte Miron †) Students who demonstrate financial need.

Frederick J. Mohr Endowed Scholarship
(Frederick J. Mohr) Students who demonstrate financial need; from Brown County, Wis.

William C. and Edith S. Mooney Endowed Scholarship
(Michael E. Mooney) Students who demonstrate financial need.

Marshall K. Moss Endowed Scholarship
(Christopher K. Moss, Sarah A. Moss and friends) Students recognized for music talent; major: music.

Henry G. Mueller Scholarship
(Henry G. Mueller †) Students studying for the priesthood.

Francis Timothy Mulrooney Memorial Scholarship
(Rev. C. Patrick Mulrooney, O.Praem.) Sons and daughters of active members of Abbot Pennings Council #3955 Knights of Columbus, followed by residents of De Pere, Wis. who demonstrate financial need.

Frank L. and Catherine E. Mulrooney Memorial Scholarship
(Rev. C. P. Mulrooney, O.Praem) Students who demonstrate financial need; from Vilas County, Wis.

Rev. C. Patrick Mulrooney, O.Praem., Scholarship
(Rev. C. P. Mulrooney, O.Praem) Students who demonstrate financial need; from mission countries.

Patrick and Ann Murphy Scholarship
(Patrick and Ann Murphy) Students from Brown County, Wis.

Albert C. Neufeld Endowed Scholarship
(Joseph † and Eveleen Neufeld) Students who demonstrate financial need; major: business administration.

Ellen Hogan Neufeld Music Scholarship
(Ellen Hogan Neufeld †) Students who major in music.

Joseph A. and Evaleen E. Neufeld Endowed Scholarship
(Joseph A. † and Evaleen E. Neufeld) Students who demonstrate financial need.

Joseph A. and Evaleen E. Neufeld Presidential Scholarship
(Joseph A. † and Evaleen E. Neufeld) Students who demonstrate financial need.

Rev. Nicholas E. Nirschl, O.Praem. Mathematics and Computer Science Endowed Scholarship
(Friend of St. Norbert College) Students who demonstrate financial need; major: math or computer science.

Northeast Wisconsin Annual Scholarship
Students who demonstrate financial need; from designated northeast Wis. high schools; additional criteria.

Noskowiak Family Endowed Scholarship Fund
(Kevin G. and Julie F. Noskowiak) Students who demonstrate financial need.

Don and Dolly Noskowiak Endowed Scholarship
(Don and Dolly Noskowiak) Students who demonstrate financial need; major: accounting; additional criteria.

John Robert Nugent Memorial Scholarship
(Jane Stewart) Students with special needs; additional criteria.

Ronald and Mary O'Keefe Family Endowed Scholarship
(Ronald W. O'Keefe) Students who demonstrate financial need.

Bernard C. Olejniczak Scholarship
(Bernard C. Olejniczak) Students who demonstrate financial need; additional criteria.

Helen Oppenhamer Endowed Scholarship
(The Estate of Helen Oppenhamer †) Students who demonstrate financial need; from Wis.; major: education; additional criteria.

Optima Corporation Annual Scholarship
(Optima Corporation) Students who demonstrate financial need.

Stephen O'Toole Theatre Scholarship (Stephen O'Toole) Students who demonstrate financial need; interest and participation in theatre.

Paper Converting Machine Co. International Business & Language in Area Studies Endowed Scholarship (Paper Converting Machine Company) Juniors or seniors with 3.5 GPA; major: international business and language area studies (IBLAS); additional criteria.

Milton and Mary E. Parish Scholarship (Milton R. † and Mary E. † Parish) Students who demonstrate financial need.

Rev. R. Thomas Peeters Endowed Scholarship (Rev. R. Thomas Peeters, O.Praem. †) Students studying for the priesthood.

Robert J. Peot Family Scholarship in International Studies (Robert J. Peot †) Students who demonstrate financial need; major/minor: international business and language area studies (IBLAS) or language area.

Pepsi-Cola Bottling Company of N.E. Wisconsin, Inc. Scholarship (Pepsi-Cola Bottling Company of N.E. Wisconsin, Inc.) Students who demonstrate financial need; from Brown County, Wis.

Peterson Scholars (Ellsworth and Carla Peterson) Students who demonstrate financial need; from Sturgeon Bay, Wis.

Fred J. Peterson Annual Scholarship (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; reside in Door County, Wis.

Donn Pierce Annual Scholarship (Donn Pierce) Students who exemplify extraordinary service to St. Norbert College and the community.

Margaret McNamara Poirier Scholarship Fund (Mary Ellen Poirier †) Sophomores, juniors or seniors studying in Ireland; additional criteria.

William J. Poirier Scholarship Fund (Mary Ellen Poirier †) Students who demonstrate financial need; from Marquette County, Mich.; major: business administration.

Cdr. Sanger B. Powers USN (Ret.) Endowed Scholarship (Cdr. Sanger B. Powers) ROTC students, then Brown County residents who demonstrate financial need.

Kathleen K. Powers Endowed Scholarship (Kathleen K. Powers †) Female students involved in Leadership, Service and Involvement, Campus Ministry and/or ROTC.

Ralph C. Pratt Instrumental Music Endowed Scholarship (Sylvia K. Pratt) Students who demonstrate financial need; major: music with concentration in instrumental music.

Sylvia K. Pratt Theater Arts Endowed Scholarship (Sylvia K. Pratt) Juniors or seniors who demonstrate financial need; who are active in theatre arts; additional criteria.

Emilie M. Press and Thomas J. Rabby Endowed Scholarship (John and Magdalene Rabby) Students who demonstrate financial need; major: science, art or music; additional criteria.

Peter P. Pritzl Science Scholarship (St. Norbert College Alumni) Students who demonstrate financial need; major: chemistry, or enrolled in the pre-med program; additional criteria.

Provimi Veal Corporation Annual Scholarship (Provimi Veal Corporation) Students who demonstrate financial need; from Seymour, Wis.

R. St. John & J.D. West Foundation (Wisconsin Foundation for Independent Colleges, Inc.) Donor initiated.

Wendy A. Rataichek Scholarship (Paul O. Gehl) Students who demonstrate financial need; major: within the division of Natural Sciences; additional criteria.

Rath Distinguished Scholarship (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; leadership characteristics; additional criteria.

Raymaker Family Scholarship Fund (Jack and Marilyn Mackin) Sophomores, juniors or seniors who demonstrate financial need; from Brown County, Wis.

Regan Endowed Scholarship Fund (James and Betty Regan) Students who demonstrate financial need; major under the division of Humanities and Fine Arts.

Harold Richter Endowed Scholarship (Harold Richter) Students who demonstrate financial need and reside in Vilas County, Wis. followed by Forest, Oneida and Langlade Counties, Wis.

Helen D. Roberts Scholarship (Helen D. Roberts †) Students who demonstrate financial need.

Brenda Roebke Memorial Endowed Scholarship (Members of the Untouchables and Sigma Nu Delta) Juniors who demonstrate financial need; major: math.

Richard Rogers Memorial Scholarship Endowment (Family and friends of Dick Rogers) Students who demonstrate financial need; additional criteria.

Dr. Robert J. Rose Endowed Scholarship (Carol A. Rose and Betty Rose-Meyer) Students who demonstrate financial need; additional criteria.

John and Meredith Rose Endowed Scholarship (Associated Wealth Management) Students who demonstrate financial need; from Brown County, Wis.

ROTC Endowed Scholarship at St. Norbert College (2LT Kevin J. McCullagh) Students enrolled in ROTC.

Charlie, Claire, Sophia and Patrick Rotherham Annual Scholarship (Kurt Rotherham) Preference to students whose father is deceased, then to students whose mother is deceased; additional criteria.

Joseph and Mary Patricia Rotherham Family Scholarship (Gregory, Kurt, Mark and Gary Rotherham and Cheryl Whipp) Students from Brown County, Wis.

James H. Ruben Scholarship (Shopko Stores, Inc.) Students who demonstrate financial need; major: business administration.

Agnes Ryan Scholarship (Agnes Ryan †) Students who demonstrate financial need.

Eva B. and Arthur R. Salvesson Endowed Scholarship (Eva B. Salvesson †) Students who demonstrate financial need; involved with the program of Faith, Learning and Vocation.

Alya K. Sami Annual Memorial Scholarship (St. Norbert College Community) Students who demonstrate financial need; major: philosophy.

Dr. Herbert and Crystal Sandmire Endowed Scholarship Fund (Herbert and Crystal Sandmire) Students who demonstrate financial need; from Brown County, Wis.; additional criteria.

Sargento Cheese Company, Inc. Endowed Scholarship (Gentine Family) Students who demonstrate financial need; from Sheboygan County, Wis.; additional criteria.

Sargento Cheese Company, Inc. Annual Scholarship Gentine Family) Students who demonstrate financial need; from Sheboygan County, Wis.; additional criteria.

Sauter Family Leadership and Service Scholarship (Charles † and Martha Sauter) Students from Appleton, Wis.; additional criteria.

Schaupp Family Endowed Scholarship (Robert Schaupp) Students who demonstrate financial need.

Schenck Business Solutions (Schenck Business Solutions) Students who demonstrate financial need.

Gordon L. Schiffer Scholarship (Gordon L. Schiffer †) Students who demonstrate financial need.

Jim and Dona Schmitt Endowed Scholarship (Jim and Dona Schmitt) Students who demonstrate financial need; engaged in leadership courses and activities.

Schneider Family Leadership Scholars Fund, Schneider National Annual Scholarship (Donald J. Schneider) Students who major in business administration, computer science or mathematics.

Schneider Transport Endowed Scholarship (Donald J. Schneider) Students who demonstrate financial need; major: business administration, computer science or mathematics.

Schoenberger Family Scholarship (Lawrence R. and Phyllis Schoenberger) Students with academic ability, moral force of character and leadership qualities.

Dr. William M. Scholl Endowment for Presidential Scholars (Dr. Scholl Foundation) Students from the Chicago, Ill. area.

Malcolm H. and Rose Schuldes Scholarship (Malcolm H. Schuldes †) Students who demonstrate financial need.

Dustin D. Schwartz Memorial Annual Scholarship (Friends of St. Norbert College) Students who demonstrate financial need; major: education.

SECURA Rural Wisconsin Endowed Scholarship (Secura Insurance) Students who demonstrate financial need; from Calumet, Outagamie or Winnebago Counties, Wis.

Mr. and Mrs. Frank J. Sensenbrenner and Children Scholarship & Loan Fund (Children of Mr. † and Mrs. † Frank J. Sensenbrenner) Students of Roman Catholic faith who reside within the Green Bay, Wis. Diocese area.

Sentry Insurance Foundation Scholarship (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; additional criteria.

Alaya Serafico and Stephanie Starr Memorial Endowed Scholarship (John and Cathy Barnes) Graduates of Sturgeon Bay, Wis. High School; additional criteria.

Alaya Serafico and Stephanie Starr Memorial Endowed Scholarship

Robert A. Shade Family Endowed Scholarship (Robert A. Shade) Students who demonstrate financial need.

Jack Shea Endowed Scholarship Fund (Mrs. Margorie Shea) Students who demonstrate financial need; major: psychology, philosophy or political science; additional criteria.

Sigl Annual Scholarship (Wayne Sigl and Leesa Erickson) Students who demonstrate financial need; Wis. residents; additional criteria.

Wayne C. Sigl Family Endowed Scholarship (Wayne C. Sigl and Leesa Erickson) Students who demonstrate financial need; from the Fox Cities region of Wis.

Steve and Laura Sinclair Family Scholarship (Steve and Laura Sinclair) Students with intent to teach; major: natural sciences.

Lois M. Soboda Endowed Scholarship Fund Given in Memory of Edward M. and Gladys R. Soboda (Lois M. Soboda) Catholic students who demonstrate financial need; additional criteria.

Charles and Mildred Sorenson Family Scholarship (Mildred Sorenson) Students who demonstrate financial need; reside in Wis.; additional criteria.

Spielbauer Family Endowed Scholarship (Thomas Vandenberg and Amy Spielbauer) Students who demonstrate financial need.

Rev. Robert Sromovsky, O.Praem. Endowed Music Scholarship (St. Norbert College Music Faculty) Students who major in music.

Robert A. Sromovsky, O.Praem. Endowed Scholarship Fund (Mr. and Mrs. John Burgoyne) Students who demonstrate financial need; preference given to a transfer student; major: natural sciences.

St. Norbert Abbey Scholarship (Premonstratensian Fathers) Students who demonstrate financial need; prefer students residing in Fox Cities region of northeast Wis.

St. Norbert College Centennial Endowed Scholarship (Friends of St. Norbert College) Students who demonstrate financial need; residents of Brown County, Wis.

St. Norbert College Employee Associations Annual Scholarship (St. Norbert College Employees) Students who demonstrate financial need.

St. Norbert College Employee Associations Endowed Scholarship (St. Norbert College Employees) Students who demonstrate financial need.

St. Norbert College Scholarship

Kathryn Ann Steinhardt Endowed Scholarship (Clark Steinhardt) Students who demonstrate financial need; major: chemistry; additional criteria.

Henry and Margaret Stumpf Memorial Scholarship (Roy and Hallie Stumpf) Students who demonstrate financial need.

Sturzl Family Annual Scholarship (Edward and Ann [Gentine] Sturzl) Students who demonstrate financial need.

Sturzl Family Scholarship (Edward and Ann [Gentine] Sturzl) Students who demonstrate financial need; additional criteria.

Sur Family Annual Scholarship (Larry and Rose Marie Sur) Students from Central Ill.; major: computer science or education; additional criteria.

Gertrude Sweetman Endowed Scholarship (Gertrude Sweetman †) Students who demonstrate financial need.

Tax Executives Institute, Northeast Wisconsin Chapter Scholarship Fund (Tax Executives Institute, Northeast Wisconsin Chapter) Students who major in business administration with an interest in taxation; additional criteria.

Donald P. Taylor Art Scholarship Endowment (Donald P. Taylor) Students who demonstrate financial need; major: art; additional criteria.

Ralph and Catherine Tease Family Scholarship (Ralph † and Catherine † Tease) Students from Brown County, Wis.

Mary T. Techmeier Annual Memorial Scholarship (Mary T. Techmeier †)

William Thiel Memorial Endowed Fellowship (Alex Thiel †) Juniors or seniors who demonstrate financial need; from Wis.; major: natural sciences; additional criteria.

Math and Julia Thieltges Memorial Scholarship (Math † and Julia † Thieltges) Students who demonstrate financial need; from rural areas of Montana or the Midwest.

Jim Thomas Memorial Endowed Scholarship (Jack † Thomas and Carole J. Thomas-Berndt) Student athletes; preference: basketball.

Thrivent Financial for Lutherans Scholarship (Wisconsin Foundation for Independent Colleges, Inc.)

Dennis Thulin and Sara Beisel Thulin Scholarship Fund (Dennis Thulin and Sara Beisel Thulin) Students who demonstrate financial need; Preference: 1) Graduates of Green Bay East High School; 2) Green Bay West High School; 3) residents of Brown County, Wis.

John and Louise Torinus Endowed Scholarship (Louise Torinus †) Students who demonstrate financial need.

Paul and Sara Tutskey Family Endowed Scholarship (Paul W. and Sara J. Tutskey) Students from St. Joseph High School in Kenosha, Wis.; major: psychology; additional criteria.

U.S. Oil Endowed Scholarship Fund (Thomas A. Schmidt) Students who demonstrate financial need; from Fox Valley or Green Bay, Wis.; demonstrate leadership skills.

UPS Scholarship (Wisconsin Foundation for Independent Colleges, Inc.) Students who demonstrate financial need; additional criteria.

Van Alstine Family Scholarship (Larry and Kay Van Alstine) Students who major in education.

Sarah and Joseph Van Drisse Memorial Scholarship (Marianne Van Drisse) Female students who demonstrate financial need; graduates of Notre Dame de la Baie Academy, Green Bay, Wis.; additional criteria.

Joanne Van Riper Annual Scholarship (Thomas C. Van Riper) Freshman female students who demonstrate financial need; athlete/cheerleader; additional criteria.

Shirleigh Van Riper Annual Scholarship (Thomas C. Van Riper) Freshman male athletes who demonstrate financial need; 3.5 GPA; contributes to the local community; additional criteria.

Irene Mary Van Susteren Endowed Scholarship (Irene M. Austin †) Students who demonstrate financial need; enrolled in ROTC; additional criteria.

Harold and Arleen Vanden Heuvel Northeast Wisconsin Endowed Scholarship (Harold and Arleen Vanden Heuvel) Students who demonstrate financial need; from select northeast Wis. counties.

Harold and Arleen Vanden Heuvel Our Lady of Lourdes Endowed Scholarship (Harold and Arleen Vanden Heuvel) Students who demonstrate financial need; from Our Lady of Lourdes Parish, Wis.

Frank and Dorothy Vandenberg Scholarship (Francis Vandenberg) Students who demonstrate financial need; graduates of Notre Dame de la Baie Academy, Wis.; additional criteria.

Vandenhouten Family Endowed Scholarship (Scott J. and Michelle T. Vandenhouten) Students who demonstrate financial need; additional criteria.

Dr. Joe and Mary Vander Zanden Endowed Scholarship (Joe and Mary Vander Zanden) Students who demonstrate financial need; from Lake Mills, Wis. School District; additional criteria.

Clayton Lee Vannes Endowed Scholarship (Clayton Lee Vannes) Students who demonstrate financial need; enrolled in ROTC.

Alfonse and Lucy Ver Bust Scholarship (Rev. Richard M. Ver Bust †) Students in Master of Theology Studies Program, then Religious Studies major; additional criteria.

Henry, Dora and Mary Verbeten Endowed Scholarship (Joseph Kline) Students who demonstrate financial need.

Cassandra J. Voss Annual Memorial Scholarship (St. Norbert College Community) Students who demonstrate financial need; major: Women and Gender Studies.

Wadsworth Scholarship (Friend of St. Norbert College) Students who demonstrate financial need; additional criteria.

Byron L. Walter Family Scholarship (Arlene B. Walter †) Students who demonstrate financial need.

John and Mary Walter Family Scholarship (Tony and Jennifer Walter) Students who demonstrate financial need; from Wis.

S.D. (Pop) Warner Scholarship (Ronald J. Mammoser) Students who demonstrate financial need; from Fox River Valley, Wis.; major: business administration or accounting.

Peter T. and Margaret M. Weiler Family Endowed Scholarship (John F. Weiler †) Sophomore, junior or senior students who demonstrate financial need.

West Bend Mutual Insurance College-to-Work (West Bend Mutual Insurance College-to-Work)

WFRV Annual Scholarship (WFRV-TV Inc.) Students who major in communications.

Willems Presidential Scholarship (Quentin and Dorothy Willems) Students who demonstrate financial need.

Wipfli Annual Scholarship (Wipfli, LLP) Students who demonstrate financial need; major: accounting.

Wisconsin Public Service Corporation Endowed Scholarship (Wisconsin Public Resources Foundation) Students who demonstrate financial need; reside in Wisconsin Public Service area.

Wisneski Family Scholarship (Michael and Kay Wisneski) Students from Brown County, then northeast Wis.

Jack Witkin and Sue Mullins Witkin Art Scholarship (Jack Witkin and Sue Mullins Witkin) Students who demonstrate financial need; major: art; additional criteria.

Mary McHale Wood Endowed Scholarship for Excellence in Writing (Frank and Agnes Wood) Juniors students studying creative writing.

Roger Wypyszynski Annual Scholarship (Arvin Meritor, Inc) Students who demonstrate financial need.

Yocum Family Annual Scholarship (James H. Yocum) Students who demonstrate financial need.

James H. Yocum Annual Scholarship (James H. Yocum) Students who demonstrate financial need.

David A. Yuenger Scholarship (Mrs. David [Carol] Yuenger, Sr.) Students who demonstrate financial need; from northeast Wis.; major: English or communication.

Harriet J. Zachman Memorial Scholarship (Mark Zachman) U.S. citizens who demonstrate financial need.

Joseph A. and Catherine Zahorski Rural Wisconsin Scholarship (Kenneth Zahorski) Students who demonstrate financial need; from rural Wis.; additional criteria.

Albert Zelten Family Memorial Scholarship (Norbert Zelten) Students who demonstrate financial need; Wis. residents.

Paul D. Ziemer Scholarship (Friends of Paul D. Ziemer) Students who demonstrate financial need.

Named Awards & Special Programs

Art Acquisition and Conservation Fund (Donald P. Taylor)

Ethel D. Augustine Memorial Fund (Ann Augustine Abbott)

Dudley Birder Chorale of St. Norbert College Endowment (Members and Friends of the Dudley Birder Chorale)

Bleser Family Foundation, Inc. (Bleser Family Foundation)

Clarence P. Bleser Endowed Chair in Business (Bleser Family Foundation)

Robert G. and Carol B. Bush Fund for High School Vocal Music Awards (Robert G. and Carol B. Bush)

Chamber Music Endowment (Norbert Ecker †, Quentin Willems and the Class of 1941)

Class of 1986 Student-Faculty Development Endowment Fund (Class of 1986)

Class of 1992 Library Acquisition Endowment (Class of 1992)

Class of 1993 Library Acquisition Endowment (Class of 1993)

Class of 1996 Library Acquisition Endowment (Class of 1996)

Class of 2000 Library Acquisition Endowment (Class of 2000)

Class of 2001 Ray Van Den Heuvel Campus Center Technology Endowment (Class of 2001)

Class of 2002 Entertainment Endowment (Class of 2002)

Dickinson Family Fund for Leadership and Service (Daniel and Nancy Dickinson)

Jane W. and Peter F. Dorschel Music Theatre Director's Chair (Peter and Jane Dorschel)

Joseph J. Engel Memorial Fund (Friends of Joseph Engel †)

St. Pierre Fourier Social Justice Endowment (Daniel Lunney)

Lawrence and Kathleen Gentine Family Endowment Fund (Lawrence and Kathleen Gentine)

Geology Travel Endowment (Friends of St. Norbert College)

Jeanne Godschalx Memorial Endowment for the Arts (Adrian T. and Blanch F. Godschalx)

Dr. Martha M. Heffernen Endowment (Darlene D. Kuschel and Robert Schaefer)

The Clarence J. Heidgen Endowed Chair in Religious Studies (Lawrence Eisenreich †)

Henrickson Family Outreach Award (Donald and Judy Henrickson)

Herbert E. Hoeft Athletic Endowment Fund (Friends of Herbert "Corky" Hoeft)

William J. Hynes and Margaret A. Shurgot Staff Development Endowed Fund (William J. Hynes and Margaret A. Shurgot)

Catherine (Schmitz) Jacobs Elementary Education Curriculum Library Endowment (Bud and Catherine Jacobs)

James and Edna Janssen Endowed Library Fund (James † and Edna † Janssen)

Abbot Sylvester M. Killeen, O.Praem. Endowed Chair in Theology and Philosophy (Friends of Abbot Killeen)

Donald B. King Distinguished Scholar Award (Friend of St. Norbert College)

Robert L. Klarner Religious Studies Department Fund (Robert L. Klarner †)

Dr. David L. Klopotek Endowed Chemistry Award (Friends of Dave Klopotek)

Kresge Foundation Science Endowment (Kresge Foundation and Friends of St. Norbert College)

Leonard Ledvina Excellence in Teaching Award (Mary Margaret Ledvina †)

Leonard C. Liebmann Music Endowment Fund (Leonard C. Liebmann)

Donald J. and Darlene M. Long Endowed Chair in Business (Donald J. and Darlene M. Long)

Math Club Travel Endowment (Math Club Faculty Advisers and Math Club Officers)

Lucille Meusel Endowed Chair in Music (Lucille Meusel †)

Dale and Ruth Michels Endowed Chair in Business Administration (Patrick D. Michels)

Louis Miller Lecture in Public Understanding (Norman Miller)

Mel Nicks Award (The Mel Nicks Family)

Thomas and Dawn Olejniczak Fund in the Faculty Development Endowment (Thomas and Dawn Olejniczak)

President's Venture Endowed Fund (Friends of St. Norbert College)

Michael T. Riordan Family Faculty Salary Endowment (Michael T. Riordan)

Joan P. Schaupp Endowment Fund for the Women's Center (Joan P. Schaupp)

John Chriesant Schmitt Endowed Fund for Campus Ministry (Katherine T. Schmitt)

Shakespeare Garden Fund (Monday Morning Shakespeare Club and Friends)

Stephen M. and Barbara J. Slaggie Endowment for the Center for Adaptive Education and Assistive Technology (Stephen M. and Barbara J. Slaggie)

Thomas G. Smith Technology Fund
St. Norbert College Unnamed General Endowment Fund (St. Norbert College)

Student Activity Equipment Endowed Fund (Student Government Association)

Student Leadership Endowment (Estate of Wanda Stanul †)

Symposium Series Endowment (Daniel J. Ritter)

Marianne Van Drisse St. Norbert Times Convention Assistance Endowment Fund (Marianne Van Drisse)

Harold and Arleen Vanden Heuvel Student Development Endowment Fund (Harold and Arleen Vanden Heuvel)

Archbishop Rembert Weakland Community Service Award (Friends of St. Norbert College)

Tony Winters Music Award (James A. Winters and Kelly D. Winters)

Frank A. and Agnes L. Wood Memorial Fund (Frank Wood Family Foundation)

Young Artist Workshops (YAW) Endowment (Friends of the Young Artist Workshops)

Virginia Zehren Endowed Chair in Chemistry (Vincent Zehren)

College Services

Academic Support Services

www.snc.edu/academicsupport

Designed to increase students' opportunities for academic success, Academic Support Services provides tutorial services to students for lower-division courses. Tutorials are conducted either one-on-one or in small groups at no charge to students. When appropriate, staff members assess academic skills and study habits to determine the most effective course of action. The Academic Support Services office is located in JMS 116.

■ SERVICES TO STUDENTS WITH DISABILITIES

The Coordinator of Services to Students with Disabilities provides academic support and advocacy to students who have presented documentation of disabilities from appropriate licensed and/or certified professionals. The coordinator determines student eligibility for specific accommodations and works with students and faculty to ensure that the needs of students with disabilities are met. To contact the office, call (920) 403-1321.

Athletics

www.snc.edu/athletics

To participate in intercollegiate athletics, a student must be enrolled full time at the College and must have a 2.0 cumulative GPA. Transfer students and students readmitted to the College are eligible for participation provided they meet institutional, conference and NCAA satisfactory progress requirements.

■ SCHULDES SPORTS CENTER

A multi-purpose facility, Schuldes Sports Center was built to be used for different activities simultaneously. Besides volleyball, racquetball and basketball courts, there are jogging lanes and a weight room within the facility.

■ INTERCOLLEGIATE ATHLETIC TEAMS

St. Norbert College is a member of the NCAA. Its intercollegiate athletic teams participate at the Division III level. As a result, the College does not award athletic scholarships. At St. Norbert College, while athletics are viewed as beneficial to the entire College community, academics remain our topmost priority.

The mission of the St. Norbert College Intercollegiate Athletics Program is to provide a quality athletic experience complimentary to the liberal arts education, which is

personally, intellectually, spiritually and physically challenging. The foundation of this mission is a balanced opportunity for all student/athletes which is based on the goals and mission of NCAA Division III athletics.

St. Norbert College is a member of the Midwest Conference and sponsors the following conference athletic programs:

WOMEN

Cross-country
Golf
Soccer
Tennis
Volleyball
Basketball
Softball
Track
Swimming

MEN

Football
Cross-country
Golf
Soccer
Basketball
Baseball
Tennis
Track

Additionally, St. Norbert College sponsors ice hockey for men and is a member of the Northern Collegiate Hockey Association.

Career Services Office

www.snc.edu/career

Career Services provides comprehensive assistance to students making decisions about major selection and occupational/career direction. Students are encouraged to participate in a career decision-making process that is based on 1) understanding the benefits of a liberal arts education in the world of work; 2) full knowledge of occupational options which may include pursuing graduate/professional degrees; and 3) an analysis of skills/abilities, interests, values and personality preferences that affect occupational/career choices. Career Services assists students through one-on-one appointments, workshops and guest lecturer presentations on various topics, special events including career exploration and job/internship fairs, mock (practice) interview nights and referrals to alumni through the Career Contact Program. In addition, the extensive career resource library includes Internet access and computer-guided career assessment and graduate school preparation programs. Meeting with a career counselor during the first year is strongly advised.

■ CAREER SERVICES PROFESSIONAL INTERNSHIP EXPERIENCE

Students at St. Norbert College are encouraged to complete at least one internship during their college experience. Typically, students participate in internships in at least one of two ways: 1) for academic credit through a seminar course or independent study with a faculty member or 2) through the non-credit Professional Internship Experience supported by the Career Services Office.

The Professional Internship Experience in Career Services provides a centralized office for organizations to publicize their internship opportunities. Students wishing to apply for these internships are encouraged to register with Career Services and put their resumes on file via the Career Connections program. Students are not

guaranteed an internship – they must compete through an application process with businesses and organizations. Career Services partners with both students and employers throughout the process in the development of application materials including the resume and internship description, completion of the learning agreement and participation in the mid-semester site visit and the final evaluation.

Internships may vary in length of time, may be paid or unpaid and may be on or off campus. It is recommended that at least one internship is done off campus. Those wanting to complete internships for academic credit should contact their sponsoring academic discipline. No more than two internship/field experience courses out of the 32 courses required for graduation may be taken for credit.

Commuter Student Program

Through the Commuter Student Program in coordination with the Student Life Office, commuter students may become involved in the life of the campus. The program provides involvement in new commuter student orientation each year and representation of commuter student concerns to the appropriate campus offices.

Counseling Center

www.snc.edu/counsel

The Counseling Center provides a variety of psychological counseling services. Staff members are licensed within their disciplines by the State of Wisconsin and are qualified to assist with issues associated with academic, personal or interpersonal difficulties. Student conversations with counselors are confidential in accordance with state laws and professional ethics. Services are offered free of charge to currently-enrolled students.

Please see the Counseling Center's Web page for additional information.

Division of Mission & Heritage

www.snc.edu/mission

The Division of Mission and Heritage promotes faith development and spiritual well-being for the College community. Grounded in the good news of Jesus the Christ, we draw on the richness of our Catholic, Norbertine and liberal arts traditions to encourage reflective action. We work to enliven the core values of St. Norbert College by integrating faith and reason in the search for truth and wisdom. Through educational and transforming spiritual experiences, we seek to build a culture that prepares members of the College community for every good work.

The division consists of the Office of the Vice President for Mission and Heritage, Campus Ministry, the Peace and Justice Center, the Program of Faith, Learning & Vocation and the Center for Norbertine Studies. Collaboration with the St. Norbert College Parish and the Office of Norbertine Life and Vocation also supports and enhances division initiatives.

■ CAMPUS MINISTRY

The College's Campus Ministry Department strives to reach out to all members of the St. Norbert community as they journey in faith. With a special focus on students, Campus Ministry is available to those who are searching and questioning, those who want to dig deeper into their spiritual beliefs and those who grow in their faith through service, prayer, conversation or friendship.

The offices for the Campus Ministry team are located in Pennings Activity Center, rooms 103 and 104. The office telephone number is (920) 403-3014. Information is available on the St. Norbert College Web site at: www.snc.edu/ministry.

A weekly, ecumenical celebration of Common Prayer, student retreats, faith-sharing groups and service trips form the core of student-focused activities. Student interns are also active members of the campus ministry staff.

The campus ministry staff is available to meet with students as spiritual companions or guides to help in exploring personal or spiritual questions and concerns.

■ PEACE AND JUSTICE CENTER

The Peace and Justice Center assists the College in fulfilling its mission by promoting human dignity and improving the conditions that establish a more just society. Its primary endeavor is to help prepare and

engage students to serve as ethical and dynamic agents of change in their local, regional, national and global communities.

The Center is committed to providing educational programs in accordance with Catholic Social Teaching and applying these teachings to society's critical problems, designing forums that engage participants in meaningful dialogue on controversial subjects, assisting students in becoming agents of change through effective advocacy for justice and peace and enhancing understanding of and appreciation for diverse cultures through service that does justice.

The Peace and Justice Center is located in Sensenbrenner Memorial Union, room 128. The Administrative Assistant can be reached at (920) 403-3188. Additional information about programming is available online at www.snc.edu/peaceandjustice.

■ PROGRAM OF FAITH, LEARNING & VOCATION

The Program of Faith, Learning & Vocation aims to identify and prepare a new generation of highly-talented and religiously-committed leaders. This program is shaped by Norbert's understanding that while called to contribute our gifts to the needs of the world, we can best sustain such efforts in communities of prayer and learning.

The Program of Faith, Learning & Vocation provides a ministerial presence in the residence halls, supports students considering ministry as a profession, offers opportunities for students of various academic interests to explore vocation and encourages faculty and staff to reflect on vocation through a series of book discussions, retreats and study groups.

You can reach Faith, Learning & Vocation by calling (920) 403-3155, or emailing vocation@snc.edu. Information is also available on the St. Norbert College Web site at: www.snc.edu/vocation.

■ ST. NORBERT COLLEGE PARISH

For those members of the College community who wish to deepen their faith experience in the context of a Catholic parish, St. Norbert College parish offers a vibrant community experience. Established by the Bishop of Green Bay on Easter, 1969, the parish welcomes all SNC students, faculty and staff, as well as others who feel a special kinship with the College.

The Eucharist is the central liturgical celebration of the parish community. It is celebrated several times each weekday and on Sundays in the parish church, Old St. Joseph Church, the oldest building on campus. All members of the college community are also welcome to join the Norbertine Community of Saint Joseph Priory for the celebration of the Liturgy of the Hours which is celebrated each morning and evening in the church oratory. The Sacrament of Reconciliation is offered in the church each Wednesday afternoon or any Norbertine priest on campus may be contacted for the sacrament outside the scheduled opportunities.

The parish also seeks to empower students as present and future leaders of the Catholic Church. Students are encouraged to take part in various parish ministries by functioning as liturgical ministers, teaching religious education, leading music at worship and serving as members of the parish council and other committees.

Beyond liturgical celebration and catechetical formation, the pastoral staff is available to meet with members of the College community for spiritual and vocational direction. The pastor's office is located in the John Minihan Science Hall and all other parish offices are located in the Pennings Activity Center, room 110. The parish office manager can be reached at (920) 403-3012 and more information about parish ministries can be obtained by visiting: www.snc.edu/oldstjoseph.

■ CENTER FOR NORBERTINE STUDIES

For almost nine centuries, the Canons Regular of Prémontré have followed the example of St. Norbert in serving church and society as contemplatives in action. Abbot Bernard Pennings and his confreres brought the Norbertine charism to Wisconsin over a century ago and ever since it has nourished the growth and life of our campus community.

The Center for Norbertine Studies strives to explore, in collaboration with Norbertines throughout the world, how this precious heritage, so rich in its cultural expression and influence down through the centuries and in today's diverse global community, can inform and help shape spiritual, intellectual and cultural life on our campus.

The purpose of the center is to study, reflect upon and disseminate knowledge and understanding of how the Norbertine motto *docere verbo et exemplo* – to teach by word and example – is embodied and carried into the future in the context of the Catholic liberal arts tradition of the College.

The Center is located in the Todd Wehr Library, room 250. The office telephone number is (920) 403-3919. Information about special events is also available on the St. Norbert College Web site at www.snc.edu/cns.

Health Services

www.snc.edu/catalog/health

A healthy college student is engaged in health care decisions and lives a healthy lifestyle, thereby enhancing and facilitating the learning process. It is the mission of St. Norbert College Health Services to provide opportunities for students to learn about health care decisions and to develop skills necessary to assess a healthy lifestyle. Students will actively participate in their health care by obtaining accurate information, identifying resources available to them and designing a course of action to maintain health. SNC Health Services intends to partner with individuals, groups and SNC organizations to actualize the fullest health potential and to assist students in developing a healthy lifestyle, promoting their academic success at St. Norbert College.

Health Care

All students at St. Norbert College have access to health care on campus. Initial health assessments and some basic diagnostics, such as testing for strep throat and mononucleosis, sample medications and follow-up care are included with the health fee assessed each semester. Additional advanced provider medical care is available on campus for a fee, which may be billable to your insurance. The St. Norbert College Student Health Insurance Plan pays 100% of covered medical expenses at Health Services. Information about the Health Insurance Plan is available at the Web site and at the SNC Finance Office. All students are required to show proof of health insurance to attend St. Norbert College. Students will be automatically enrollment into the St. Norbert Plan without proof of valid insurance.

Medical Leaves of Absence and Medical Withdrawals

St. Norbert College Health Services utilizes a student development model when addressing requests for excused absences. College students are in a transitional time of development and rights and responsibilities play a pivotal role. The decision to attend class or not (regardless of the reason) becomes the responsibility of the student.

When a student misses a class, a paper or a test due to illness or injury, it is the student's responsibility to contact his/her professor and obtain missed materials. Health Services will assist the student in addressing the health concern, but **does not write excuses** for missed classes. A professor, parent, employer, or other health care provider may request validation of an absence only when the student has signed a **Release of Information Form**. When this form is signed, persons requesting information may call Health Services and speak with the health care staff. Requests for information when the **Release of Information Form** has not been signed will be denied. Medical confidentiality is of utmost importance in Health Services and HIPAA compliance is always adhered to. Students who have received care from another entity will need to obtain health information from that entity for validation of absence.

A **medical leave of absence** may be requested by the student if the student is away from campus due to a medical condition for more than 3 days. Health Services will send a notice to appropriate faculty indicating the student is out of class due to a health concern. It is the student's responsibility to notify faculty upon return to obtain any missed class work and complete assignments.

Medical Withdrawals are granted through Health Services or the Counseling Center when medical documentation indicates the student is unable to continue coursework at the College. As written in the Faculty handbook, a Medical Withdrawal is twofold:

- 1) A **physical or mental health issue** that developed after the established last day to withdraw without penalty and is severe enough to keep a student from attending classes and/or successfully completing academic requirements.
- 2) A **physical or mental health issue** that developed before the last day to withdraw without penalty, but did not respond as expected to treatment. That is, students must document that they had been seeing a physical or mental health provider before the last date to withdraw without penalty and that the provider felt the student would respond to treatment and be able to finish the session successfully but the expected positive outcome did not occur because of medical reasons (i.e., not because the student did not follow medical advice).

When a medical withdrawal is granted, the student is withdrawn from all courses in the semester and will receive "W's" in all courses. To return to the College, the student must re-apply by contacting the Admissions Office. SNC Health Services or the Counseling Center will determine eligibility to return based on the documentation of progress made and the plan of care related to the medical issue necessitating the withdrawal.

Information Technology

www.snc.edu/techsupport

The Information Technology (IT) Department is responsible for the development and operation of the computer, voice and video networks, system administration including file and print services, information security, Web development and the campus-wide information system (administrative computing).

Campus Computer Network

St. Norbert College has a high-speed fiber optic network linking all campus buildings. Our network includes high-capacity servers for individual and shared file storage, software, the College Web site, e-mail, discussion lists, learning management systems, the College's administrative system, printing and many other resources. Wireless computing is available in a growing number of areas on campus, including the Library, Campus Center, Union, residence hall lounges and a number of academic areas.

Internet Access

Our Internet connection is through a high-capacity circuit. All networked computers on campus have Internet access. St. Norbert College is a charter member of WiscNet, a statewide computer network that provides access to the Internet.

Using Computers in Residence Halls

All rooms in the residence halls are connected to the campus computer network, providing high-speed Internet access to student-owned computers in residence hall

rooms. Most students bring their own computers to campus but it is not required. For current computer requirements, please see the College Web site.

Computer Accounts

All students, faculty and staff are given computer accounts that provide access to e-mail, the Internet, network file storage, software and other network resources and systems.

Campus-Wide Information System

St. Norbert College employs a state-of-the-art integrated administrative system that provides support for admissions and enrollment, online registration, payroll, financial aid and alumni services.

Telecommunications and Video Network

Information Technology is responsible for the operation of voice telecommunications and video networks. St. Norbert College provides voice service and television services to all areas of the College, including all residential rooms.

Department of Leadership Development, Service and Engagement

www.snc.edu/lsi

The Department of Leadership, Service and Involvement provides a comprehensive program to engage students in the College community through co-curricular programs and services that support and enhance the College mission. Valuing holistic development, LSI encourages and assists students in creating their path to serve the world. Students can take advantage of a variety of programs, services and facilities offered: The Ray Van Den Heuvel Family Campus Center, Leadership Development, First Year Experience, Student Involvement and Campus Activities, Community Service and Recreation and Outdoor Adventure.

Todd Wehr Library

www.snc.edu/library

The Todd Wehr Library is the center of student academic life on the St. Norbert College campus. The library has study space for students, including group study rooms. Most of the library building is wireless and laptops are available for use in the library. The third floor of the building has been designated a quiet study area.

The library houses over 244,000 volumes, including books, journals and other serials, microforms, maps and charts. Approximately 3,500 volumes are added to the collection each year. All library materials may be checked out by students with the exception of journals, microfilm and reference books. Additional multimedia material such as films, DVDs, videocassettes, filmstrips, records, CDs and audiotapes are housed in Media Services.

The library catalog is a fully-integrated automated online catalog providing descriptive information and status of materials available at the Todd Wehr Library, Media Services, Career Services and Faculty Development. The catalog is available on the campus network and can be searched worldwide via the Internet. Included in the catalog are links to hundreds of databases and thousands of e-books (netLibrary).

The library also maintains a curriculum collection of K-12 textbooks, other curriculum materials and a collection of children's and young adult literature for use by education majors. The newspaper collection includes local and state titles as well as several national newspapers of record and major international newspapers. A collection of the latest bestsellers are also available for checkout.

The archives of St. Norbert College are located in the library in order to provide the college community, alumni, students and friends of the college with accurate and easily-accessible materials about the College. Both St. Norbert Abbey and Brown County maintain their own special archive collections.

In addition, students, staff and faculty have access to electronic databases including:

PsycINFO for psychology research; MLA International Bibliography for language and literary research; ATLAS and Catholic Periodical and Literature Index for religious studies research; GeoRef for geoscience research; Lexis/Nexis for business research; American Chemical Society (ACS) for chemistry research; and ProQuest Education Complete for education research.

The library provides access to a vast amount of periodical literature in all available media and formats. In addition to the 700 journal subscriptions held locally, the library subscribes to a number of online database indexing and abstracting services. These databases provide citations/abstracts for approximately 35,000 journals and full text articles for 9000 of these journals. ATLAS, EBSCOHost, Expanded Academic Index ASAP, Lexis-Nexis Academic Universe, ACS (American Chemical Society), Proquest Education Complete, Project Muse and JSTOR provide full-text linkage.

In an age of global networking, St. Norbert College Library participates in several interlibrary loan agreements. If the library does not own material needed for student research, the Interlibrary Loan department (ILL) will locate and borrow the item from another library in the United States. For this purpose, the library maintains memberships in Northeast Wisconsin Intertype Libraries (NEWIL), the Wisconsin Library Services (WiLS), and the Online Computer Library Center (OCLC). All facilitate the exchange of materials between libraries – locally, regionally, statewide and nationally. Most transactions are executed electronically and response time is quick. Students should allow two weeks from the time the request is submitted for delivery of material. ILL makes available to students

literally millions of books and journal articles owned by the consortia members. Library users may set up an ILLiad account for interlibrary loan service. Desktop delivery for articles is often available.

Faculty may place required reading on reserve. Reserve books are available at the reserve desk. The journal articles, book chapters and review materials are placed on electronic reserve so that students can access them via computers from anywhere on campus.

Reference and information services are provided during most of the hours the library is open. In addition to the individual

assistance offered upon request, reference librarians offer specialized instruction to class sections based on faculty requests. Library services are designed to assist in developing competent research skills and information literacy.

The library is a campus resource of collections and services, the learning laboratory outside the classroom, a place to study alone and in groups, conduct research and find information. It is also a resource for knowledge of information held globally and facilitates the management of and access to that information. It is a student and faculty resource and input from these constituencies is readily encouraged and accepted.

Office of Multicultural Student Services

www.snc.edu/diversity

The Cultural Diversity Office works to uphold the values of the College mission statement by respecting the sacred dignity and embracing the diversity of all persons. The Cultural Diversity Office promotes racial and ethnic unity through a sharing of cultural values, celebrations, traditions and everyday life. The office supports a mentoring program to facilitate the transitions of diversity students into the social and academic community of the College.

Please see the Counseling Center's Web page for additional information.

Office of Communications

www.snc.edu/communications

The Office of Communications coordinates the distribution of news and information about St. Norbert College. Communications staff facilitate print, broadcast and digital communication intended for both internal and external audiences.

The office publishes materials to support and advance the College's mission and its strategic priorities, as well as providing access to a full range of public relations services, ensuring complete and cohesive communication about the College and its activities.

Each month, dozens of news stories about St. Norbert College appear in print, radio, television and on the Web. The Office of Communications is the first point of contact for media inquiries and for members of the college community looking for help in releasing their news to the media.

Contact the Office of Communications at (920) 403-3048 for information about:

- publicity
- news updates for the campus community
- @St. Norbert (the monthly e-newsletter)
- the St. Norbert College Magazine
- "Conversations from St. Norbert College" (the monthly television show taped on campus)
- the College Web Site
- marketing and advertising
- photography
- the College logo, presidential seal and the Green Knight identity system
- De Pere Community Night
- the Knights on the Fox summer concert series

For the full range of Office of Communications activities and services, go to the Web site.

Pennings Activity Center (PAC)

Pennings Activity Center houses the Office of Communications, Safety and Security, Upward Bound and the Program of Faith, Learning and Vocation. PAC also contains a theater, classrooms and a gymnasium. About the only thing constant throughout the history of Pennings Activity Center (PAC) has been change.

Originally constructed as Nicolet High School by the West De Pere School District in 1923, the three-story brick building was purchased from the school district by the Norbertine Order in 1959 and became the home of St. Norbert High School and renamed Abbot Pennings High School. Before that, St. Norbert High School and St. Norbert College had shared space in Main and Boyle Halls. When Abbot Pennings High School closed in 1990 to consolidate with Green Bay's St. Joseph Academy and Premontre High School to become Notre Dame de la Baie Academy of Green Bay, the College purchased the building and land.

Reserve Officers Training Corps

New students may attend an orientation for the Reserve Officers Training Corps program. The ROTC program is voluntary. Students transferring to St. Norbert with junior standing may enroll in the two-year ROTC program. For more information see the Military Science section in the academic programs of the catalog.

Residential Education & Housing

www.snc.edu/residentiaallife

The Office of Residential Life provides a comprehensive program to meet the housing, health, safety, educational and developmental needs of students in residence halls, houses, apartments and townhouses owned by the College. Serving approximately 1500 students, the office provides information, assistance, resources and programs to enhance the residential college experience. Professional and paraprofessional staff members assist residents in the development of living and learning communities that support individual growth, achievement and personal development.

Residency Requirement: Since, by its nature, St. Norbert is a four-year residential College, *all students must live on campus.*

All students, including married students and those living with parents or legal guardians, should follow proper procedures for release from the residency requirement. *Students who do not comply with the Residency Requirement will be charged for housing and meals where appropriate for the academic years for which they attend the College.*

Schuldes Sports Center

A multi-purpose facility, Schuldes Sports Center was built to be used for different activities simultaneously. Besides volleyball, racquetball and basketball courts, there are jogging lanes and a weight room within the facility.

Survey Center

www.snc.edu/surveycenter

The St. Norbert College Survey Center is a survey research facility designed to serve the teaching, research and service needs of the College, the broader community and the state. The Survey Center offers internships and work study opportunities for approximately 50 students. Survey Center interns have an opportunity to get involved in all aspects of survey research.

The Survey Center conducts The Wisconsin Survey, a statewide public-opinion survey and also contracts to conduct surveys for various organizations and governmental agencies. Some recent clients include the Green Bay Packers, the Oneida Tribe, Wisconsin Public Service, the Wisconsin Department of Commerce, the Green Bay Press-Gazette, Wisconsin Public Radio and the Wisconsin Dental Association.

The Survey Center offers an entire range of services including: research consultation and planning, research design, data collection through telephone, mail and personal interviews, data processing and analysis, interpretation of data and final report and presentation. The Survey Center has a 20-station centralized interviewing facility which includes a 12-station Computer Assisted Telephone Interviewing (CATI) system and an 8-station auxiliary interviewing system. The state-of-the-art Survey Center houses all of the technology necessary to support telephone, mail and face-to-face survey research. The Survey Center also includes a focus group room with audio and video capabilities as well as a one-way mirror client observation room. In addition, the Survey Center has access to the Bemis International Center video conferencing facilities.

Technology Support Services

www.snc.edu/techsupport

Technology Support Services (formerly known as Media Services), is located in John Minahan Science Hall, Room 223. The department assists students, faculty and staff in acquiring and strengthening their skills and obtaining equipment for communicating ideas. The center provides the following resources:

- 1) Several thousand videotapes and DVD's are available for free overnight loan. A large record collection is also available for students. A complete listing of titles can be found in the library catalog. Students may search from any computer connected to the SNC network.
- 2) Digital video and digital still cameras are available for free overnight loan to students and staff with SNC ID cards.
- 3) Workstations are available for editing videotapes in VHS format, Final Cut Pro and Macintosh iMovie digital format. These systems provide for special effects, some are equipped for A/B roll editing, voice-over editing, music track editing, character generation and insertion of still images using document cameras.
- 4) Both video and audiotapes can be duplicated and a full complement of media equipment can be reserved for class presentations.
- 5) Roll laminator machines are available for sealing printed material between plastic protective coatings. Items up to 40 inches wide and nearly any length can be accommodated. The system is ideal for preserving posters or banners that are exposed to wet environments.
- 6) Mass production of a DVD or CD can be produced. Orders from one to several thousand can be accommodated. A full line of cases and labeling possibilities are available. Staff will print jackets from your artwork. Jewel cases can be shrink-wrapped. Because the machines are sensitive to disk quality, only disks supplied by Technology Support Services will be used in the multi-burner towers. A supply of approved discs, blank videotape and audiotapes are always available for purchase.
- 7) A partnership agreement with the Green Bay Mike and Key Club provides the college with an on-campus short wave amateur radio station where students can arrange to take the amateur operators license courses or just listen to foreign short wave broadcast.
- 8) The digital arts area in the department has been expanded to support those who want to learn more about Macintosh-based multimedia workstations. Staff members are available to answer questions and assist users who want to learn how to use the specialized computers and software programs that are found in the Technology Support Services Graphics Lab. This special area supports

the production of digital video editing of video programs, electronic portfolios and other creative materials. Training for using the specialized equipment and software is available.

- 9) Students are encouraged to use digital still and video cameras, Nikon film scanners, flat bed scanners and specialized memory card readers. VMS video, 8 mm video and DV video can also be imported to computers for editing using the Macintosh iMovie or Final Cut Pro software. Finished projects can be burned to a CD or DVD along with the special labeling and packaging.
- 10) A large format photographic-quality digital color printing service is operated by Technology Support Services. Mainly from Adobe Photoshop and Illustrator computer files, banners and digital photos in sizes approaching 44 inches high and up to 18 feet in length can be printed. The cost of ink, canvas or paper is charged back to the user.
- 11) Technology Support Services provides computer support to students, faculty, and staff. Among the services provided are: assistance in the selection and purchase of computing equipment and software; setup and installation of supported computing equipment and software; assistance in the use of personal computers and supported software, training and handouts on a wide variety of computing topics.
- 12) Technology Support Services maintains a "Help Desk" which is a central point of contact for computing help on campus, and is staffed Monday - Friday 8:00 a.m. - 4:00 p.m. by a Technology Support Services professional staff member. Outside of those hours, student assistants are available to assist or take messages when needed.
- 13) Technology Support Services operates 8 publicly-accessible computer labs in the following buildings: Cofrin Hall, the Bemis International Center and the Bush Art Center. In addition, there are discipline-specific labs managed by individual departments and publicly accessible computers in the Todd Wehr Library John Minihan Science Hall and other locations. The total of publicly accessible computers results in approximately a 10 to 1 student to computer ratio.
- 14) Computers in all labs are upgraded regularly. All labs include high-quality laser printers and some also house special-purpose equipment to meet the needs of various courses (e.g. scanners, large-screen monitors, microphones). The computer labs are open 7 days a week, totaling approximately 100 hours each week, with extended hours near the end of each semester. Consultants are on duty in each building to help users. More information about these labs is available on our Web site.
- 15) The College has a number of technology-enhanced classrooms and auditoriums with computer, video and projection equipment and is integrating technology into the remainder of our traditional classrooms incrementally. A Learning Management System is in use for many courses.
- 16) Students and SNC employees are only charged for the supplies they consume when they do their own work in this area. However, if they ask the staff to do the project for them, a labor fee may be charged.

The Writing Center

www.snc.edu/writingcenter

The Writing Center, located on the second floor of the Todd Wehr Library, aims to help students strengthen their critical writing skills and become more confident writers and thinkers. Our goal is to assist students throughout the writing process, from planning and drafting to revising and editing.

Peer consultants from disciplines across the College are trained in one-to-one tutoring techniques to help students improve their writing skills. Writing Center consultants can help students at every level of the writing process, working with students to generate topics, develop thesis statements, organize evidence, write and revise drafts and edit final copy. They can also work with students on individual writing needs, including paragraph development, sentence structure, style (brevity, clarity and precision), research (incorporating sources, documentation styles), grammar, mechanics and usage. Although Writing Center consultants will not proofread students' writing, they can identify strengths and areas needing improvement in papers and talk with student writers about ways to consider their work from a critical perspective.

When they come to the Writing Center for a consultation, students should bring relevant assignment sheets and notes. A few days after the consultation, the student's professor will receive a note summarizing the topics discussed and work completed during the appointment. During their consultation, students are welcome to use one of two computers in the Center to receive feedback as they compose.

Drop-in and appointment hours are available throughout fall and spring semesters. Call (920) 403-3003 to schedule an appointment, or stop by the Center in 227 Wehr Library for a consultation. Writing Center services are available to all St. Norbert College students at no charge. For more information, contact Dr. Melanie Brown, Writing Center Director, at (920) 403-3754.

College Directory

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Cribben, Rev. Andrew, O.Praem., Formation Director, St. Norbert Abbey
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Michels, Patrick, '81, President, Michel Corporation
Morneau, The Most Rev. Robert F., Pastor, Resurrection Catholic Parish, Green Bay
Mullarkey, The Honorable Mary J., '65, Colorado Supreme Court
Mulva, Miriam E., '69, Active community volunteer
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Radecki, Rev. Dane, O.Praem., '72, President, Notre Dame de la Baie Academy
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Schmidt, Frederick L., '75, Attorney, Liebman, Conway, Olejniczak & Jerry
Schneider, Donald J., '57, Chairman of the Board, Schneider National, Inc.
Sturzl, Edward A. Jr., '71, Retired Executive Vice President of Human Relations, Sargento Cheese, Inc.
Sulzmann, William, Chairman, Johnson Bank
Terry, Richard E., '59, Retired, Chairman and CEO, People's Energy Corporation
Thompson, Edward A., Thompson Management Associates
Tutskey, Sara Johnson, '76, Active community volunteer
Van Asten, Michael G., '75, President, Liberty Hall Banquet & Conference Center
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Cuene, James R., '50, Retired President, Broadway Chevrolet-Oldsmobile
Rev. Vincent DeLeers, O.Praem.
Doerr, Christopher, CEO, Passage Partners
Egan, Richard, Retired CEO, Little Rapids Corporation
Finnegan, Rev. Robert K, O.Praem., St. Norbert Abbey
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Kubale, Bernard S., Attorney/Partner, Foley and Lardner
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Long, Donald J., Retired, Chairman and CEO, Imperial, Inc.
Manion, Thomas A., President Emeritus, St. Norbert College
Meyer, Edward, Chairman of the Board, Anamax Corporation
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Neufeld, Evaleen, Former social worker
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Tremel, Rt. Rev. Jerome, O.Praem., St. Norbert Abbey
Van Drisse, Marianne, Former educator
Weyers, Ronald A., The Weyers Group
Willems, Quentin F., '41, Retired Chairman of the Board, The Larsen Company

Administrative Offices

(Date indicates year of initial appointment)

Office of the President

(Current as of July 1, 2008)

Kunkel, Thomas, M.A., President (2008)

Fostner, Jay J., O.Praem., Ph.D., Vice President for Mission & Heritage (2005)

Hershfield, Nancy J., B.A., Interim Vice President for College Advancement (2007)

Jahnke, Eileen M., M.S., C.P.A., Vice President for Business & Finance (2007)

O'Connor, Bridget Krage, M.L.S., Interim Vice President for Enrollment Management and Communications (2002)

Marsden, Michael T., Ph.D., Dean of the College & Academic Vice President (2003)

Oling-Sisay, Mary, Ph.D., Vice President for Student Life (2007)

Sorenson, Amy, Executive Assistant to the President and Secretary to the St. Norbert College Board of Trustees (1981)

Dean of the College and Academic Vice President

(Current as of 2008)

Marsden, Michael T., Ph.D., Dean of the College and Academic Vice President (2003)

Choudhury, Anindo, Ph.D., Associate Academic Dean (2001)

Brown, Melanie, Ph.D., Director of the Writing Center & College Writing Program (2006)

Ritter, Jeffrey, M.B.A., Director of Advisement and Director of First-Year Initiatives (1983)

Goode-Bartholomew, Karen, M.A., Director of Academic Support Services (1997)

Thorsen III, Arthur L., Ph.D., Director of Honors Program (1979)

Delano-Oriaran, Omobolade, Ph.D., Director, Pre-college Education Power Workshop (1995)

Bringer, Major Christopher, Assistant Professor of Military Science-ROTC (2005)

Beane-Katner, Linda, Ph.D., Director of Faculty Development (1992)

Duquette, David A., Ph.D., Associate Dean of Humanities and Fine Arts (1985)

Ebert, Howard J., Ph.D., Director of Master of Theological Studies (1986)

Egan, Deirdre, Ph.D., Director of American Studies (2005)

Mashl, Paul, B.A., Director of Theater Operations and Technical Director (2004)

Paul, Marcie, Ph.D., Interim Director of the Music Program (1993)

Taylor, Donald P., M.F.A., Director, Godschalx Gallery and Adjunct Associate Professor (1984)

Scheich, Larry, Ph.D., Associate Dean of Natural Sciences (1983)

Benton, James, Ph.D., Associate Dean of Social Sciences (1981)

Jenkel, Iris, Ph.D., Director of Business Administration (1999)

Greenlaw, Mary, Ph.D., Chair of Teacher Education (2004)

Landt, Susan, Ph.D., Director of Master of Science in Education Program (2002)

Lueck, Bonnie J., M.A., Director of the Children's Center (2003)

Schneider, Nicole, M.S.W., Director of Human Services Program (2005)

Bald, Tim, M.A., Director of Physical Education and Athletics (2004)

Kaminski, Heather, M.B.A., C.M.A., Academic Affairs Budget Manager (2006)

Rutter, Robert A., Ph.D., Associate Vice President for Institutional Effectiveness (1987)

- Williamsen, John A., Ph.D., Retention Coordinator/Data Analyst (1968)
 Guild, Richard L., M.B.A., Registrar (1999)
 O'Keefe, Linda M., B.B.A., Associate Registrar (1969)
 Dehning, Ann, B.A., Assistant Registrar (2007)
 Maciejewski, Felice, M.L.S., Director, Todd Wehr Library and Interim Associate Vice President for Information Services (2005)
 Hansen, Sally, M.L.S., Interim Assistant Director of Todd Wehr Library (1999)
 Beck, John, M.S., Director, Information Technology (1993)
 Smith, Thomas G., M.S., Director, Technology Support Services (1986)
 Tullbane, Joseph, Ph.D., Associate Dean for International Education and Outreach (1999)
 Dunlop, Sam, B.A., International Recruitment Specialist (2006)
 Griffiths, Sarah, J.D., Director of International Student and Scholar Services (1998)
 Kotecki, Donald, M.A., Director, St. Norbert College Survey Center (2000)
 O'Malley, Marcy, M.A., Director, Language Services (2005)
 Pahl, Joy M., Ph.D., Director of International Business and Language Area Studies (1998)
 Porior, Richard J., M.A., Director of English as a Second Language (1993)
 Henek, Olga, M.A., ESL Instructor (2001)
 Dettlaff, Jana, Ph.D., ESL Instructor (2005)
 Hankwitz, Christina, M.A., ESL Instructor (2005)
 Shimura, Dawn, (M.A.in progress) ESL Instructor (2007)
 Reignier, Kristina, M.A., Coordinator, Summer School and High School Outreach (2007)
 Sands, Rosemary, M.A., Director of Study Abroad (1993)
 Tullbane, Joyce A., B.A., Coordinator of Study Abroad (2001)
 Wopat, Casey, B.A., Study Abroad Advisor (2007)
 Scattergood, Wendy, Ph.D., Director of Policy Research, St. Norbert College Survey Center (2000)
 Villarroel, Grazia, Ph.D., Director of International Studies (1990)

Vice President for College Advancement

(Current as of November 2007)

- Hershfield, Nancy J., B.A., Executive Director of College Advancement (2007)
 Salmon, Donald L., M.A., Vice President Emeritus (1982)
 Birder, Dudley, M.M., Director of the Dudley Birder Chorale and St. Norbert College Music Theatre (1958)
 Miner, Jeremy T., M.A., Director of Development for Strategic Initiatives (2002)
 Maslinski, Donald R., M.S., Director of Fundraising for Athletics (1998)
 Day, Dennis R., B.A., Associate Vice President Emeritus (1983)
 Rickards, Robert A., B.A., Director of Advancement Services (1998)
 Hershfield, Nancy J., B.A., Director of Development for Gift Programs (2006)
 Beach, Charles L., B.S., Senior Advancement Officer (1990)
 Maher III, William R., B.B.A., Senior Advancement Officer (1998)
 Rankin, John F., M.B.A., Senior Advancement Officer (2002)
 Dee Geurts-Bengtson, B.A., Director of the St. Norbert Fund (2006)
 (Open Position), Director of Alumni and Parent Relations

Vice President for Business and Finance

(Current as of January 16, 2008)

- Jahnke, Eileen, M., M.S., C.P.A.,** Vice President for Business and Finance (2001)
- Barnes, John J., B.S.,** Director of Facilities Services (1985)
- Becker, Kristee L.,** Director of Insurance & Property Management (1993)
- Kowaleski, Curtis J., B.S., C.P.A.,** Director of Finance (2007)
- Johnson, Ruth E., B.S.,** Director of Auxiliary Services (1994)
- Lehrke, Rhoda H., B.S.,** Director of Investment Management (1986)
- Umhoefer, Gary A., M.S.,** Director of Human Resources (1997)

Vice President of Enrollment Management and Communication

(Current as of January 2008)

- O'Connor, Bridget Krage, M.L.S.,** Interim Vice President for Enrollment Management and Communications (2002)
- Ritter, Jeffrey, M.B.A.,** Director of First Year Initiatives (1983)
- Studebaker, Brian, M.S.,** Director of Admission (1998)
- Van Fossen, Drew D., B.S.,** Creative Director (2003)
- Zahn, Jeffrey A., B.A.,** Director of Financial Aid (1984)

Vice President Mission and Heritage

(Current as of January 2008)

- Fostner, Rev. Jay, O.Praem., Ph.D.,** Vice President for Mission and Heritage (2005)
- Baraniak, Rev. James, O.Praem., M.A.,** Pastor of St. Norbert College Parish (2004)
- Hyland, William, Ph.D.,** Director of Center for Norbertine Studies (2006)
- Brickner, Sr. Sally Ann, OSF, Ph.D.,** Director of the Peace and Justice Center (2001)
- Massey, Julie, M.Div.,** Director of the Program of Faith, Learning and Vocation and Director of Campus Ministry (2001)

Vice President for Student Life

(Current as of July 1, 2007)

- Oling-Sisay, Mary, B.A., M.A., Ed.D.,** Vice President for Student Life (2007)
- Skorzewski, James,** Director of Campus Safety
- Barnett, Cynthia, M.S.,** Associate Dean for Student Life & Advisor to the Women's Center (1977)
- Bloomer, Barbara H., R.N., B.S.N.,** Director of the Health Center (1983)
- Martin, Bridgit, M.S.,** Director of Cultural Diversity (1994)
- Berry, Joycelin, M.S.,** Director of Upward Bound (2002)
- Goddard, Corday, M.S.,** Director of Residential Life (1998)
- Donahue, John (Jerry), M.Ed.,** Director of Career Services (2004)
- Morris Mumma, Shelly, M.S.,** Director of L/S/I & Campus Center (2006)
- Weber, Kurt, Ph.D.,** Director of the Student Counseling Center (2005)

Faculty

(Current as of April, 2008)

Abel, Donald C. (1984), Professor of Philosophy; B.A., Gonzaga University; M.A., Tulane University; Ph.L, Saint Michael's Institute; M. Div., Loyola University; Ph.D., Northwestern University

Anderson, Deborah K. (1989), Associate Professor of Biology; B.S., Alma College; M.S., Northeastern University; D.A., Idaho State University

Bailey, David (2008), Assistant Professor of Biology; B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., Michigan State University

Bauman, Betsy (2005), Assistant Professor of Religious Studies; B.A., Biola University; M.A., Ph.D., University of California, Irvine

Beane-Katner, Linda (1992), Associate Professor of French; B.A., College of Wooster; M.A., Ph.D., University of Illinois

Benton, James S. (1981), Associate Professor of Sociology; B.A., University of Michigan; M.A., Ph.D., University of California-Los Angeles

Berken, Bernadette A. (1982), Assistant Professor of Natural Sciences; B.S., M.S., University of Wisconsin; M.S., University of Wisconsin-Milwaukee

Blahnik, James F. (1983), Associate Professor of Computer Science; B.S., University of Wisconsin; M.S., University of Minnesota

Bockenbauer, Mark (1994), Associate Professor of Geography; B.S., University of Wisconsin-La Crosse; Master of Applied Geography, Southwest Texas State University; Ph.D., University of Wisconsin-Milwaukee

Bohne, F. William (1965), Professor of Art; B.F.A., University of Dayton and the School of the Dayton Art Institute; M.F.A., Ohio University

Bolin, Thomas (2002), Associate Professor of Religious Studies; B.A., St. Edward's University, M.A., Ph.D., Marquette University

Brickner, Sister Sally Ann, O.S.F. (1970), Associate Professor of Education; St. Norbert College; M.A., Columbia University, Ph.D., Michigan State University

Brown, Melanie A. (2006), Assistant Professor of English; B.A., Bridgewater State College, M.A., Iowa State University, Ph.D., University of Minnesota

Burke Ravizza, Bridget (2001), Assistant Professor of Religious Studies; B.A., Santa Clara University; M.A., University of San Diego; Ph.D., Boston College

Bursik, Paul B. (1990), Associate Professor of Business Administration; B.S., University of Wisconsin-Stevens Point; Ph.D., Washington State University

Carpenter-Siegel, Cheryl L. (1992), Assistant Professor of Sociology; B.A., Cardinal Stritch College; M.A., Marquette University; Ph.D., Syracuse University

Choudhury, Anindo (2001), Associate Professor of Biology; B.S., University of Burdwan, India; M.S., University of New Brunswick, Canada; Ph.D., University of Manitoba, Canada

Collins, Shalisa (2005), Assistant Professor of Spanish; B.A., M.A., Western Michigan University; Ph.D., University of Arizona

Conner, Thomas S. (1987), Professor of French; A.B., Davidson College; M.A., M.Phil., Ph.D., Yale University

Correia, Stephen (1993), Associate Professor of Education; B.A., Ohio State University; M.Ed., Ph.D., Pennsylvania State University

Crowley, Karlyn (2002), Assistant Professor of English; B.A., Earlham College, M.A., Ph.D., University of Virginia

Cunningham, Kurstan (2004), Assistant Professor of Chemistry; B.A., Illinois Wesleyan University; Ph.D., Purdue University

Day, John F. (1998), Assistant Professor of Spanish; B.A., University of Utah; M.A., University of Northern Iowa; Ph.D., University of Texas at Austin

Delano-Oriaran, Omobolade (1995), Assistant Professor of Education; B.A., M.P.A., Savannah State College; Ph.D., Penn State University

Dose, John M. (1996), Associate Professor of Psychology; B.A., University of Northern Iowa; M.S., Ph.D., University of Kentucky

Dubas, Justin (2005), Assistant Professor of Economics; B.S., University of Nebraska-Lincoln; M.A., Ph.D., University of Notre Dame

Duquette, David A. (1985), Professor of Philosophy; B.A., University of New Hampshire; M.S., Renassalaer Polytechnic Institute; M.Phil, Ph.D., University of Kansas

Ebert, Howard J. (1989), Associate Professor of Religious Studies; B.A., St. Norbert College; M.A., St. John's University; Ph.D., Marquette University

Egan, Deirdre (2005), Assistant Professor of English; B.A., College of Holy Cross; M.A., Ph.D., University of Wisconsin-Madison

Elfner, Eliot S. (1971), Professor of Business Administration; B.S., M.B.A., Ph.D., University of Wisconsin-Madison

Ellis, Bradford (2002), Assistant Professor of Spanish; B.A., Bates College, M.A., Ph.D., University of Wisconsin-Madison

Faase, Thomas P. (1983), Associate Professor of Sociology; B.A., M.A., Marquette University; M.A., St. Louis University; Ph.D., Cornell University

Feirer, Russell P. (1989), Associate Professor of Biology; B.S., University of Wisconsin-Eau Claire; M.S., Iowa State University; Ph.D., University of Wisconsin

Flood, Tim (1987), Professor of Geology; B.S., University of Wisconsin-Oshkosh; M.S., University of Minnesota-Duluth; Ph.D., Michigan State University

Fostner, Jay, O.Praem., (1997), Vice President for Mission and Heritage and Assistant Professor of Psychology; B.A., St. Norbert College; M.A., Ph.D., California School of Professional Psychology; M.Div., Catholic Theological Union

Frohlinger, John A. (1983), Associate Professor of Mathematics; B.A., Indiana University; M.S., Ph.D., Purdue University

Gordon, Elizabeth (2003), Assistant Professor of Geology; B.S., Dickinson; M.A., University of Montana; Ph.D., State University of New York at Binghamton

Grassl, Wolfgang (2004), Associate Professor of Business Administration; M.S. University of Vienna; Ph.D., University of Graz

Greenlaw, Mary (2004), Associate Professor of Education and Chair of Teacher Education; M.S., University of Missouri; M.A., St. Louis University; Ph.D., Indiana State University

Ham, Nelson R. (1994), Associate Professor of Geology/Environmental Science; A.B., Augustana College; M.S., Ph.D., University of Wisconsin-Madison

Harris, James (2004), Assistant Professor of Business Administration; B.S., Villanova University; M.B.A., University of Notre Dame; Ph.D., University of Illinois at Urbana-Champaign

High, Eric (2005), Assistant Professor of Music; B.A., University of Wisconsin-Superior; M.A., Ph.D., Arizona State University

Hill-Soderlund, Ashley L. (2008) Assistant Professor of Psychology; B.A., Southern Methodist University, M.A., University of West Florida, Ph.D., University of Notre Dame

Hodgson, James R. (1970), Professor of Biology; B.S., University of Wisconsin-Platteville; M.A., Western Michigan University; Ph.D., Montana State University

Holder, John J., Jr. (1989), Associate Professor of Philosophy; B.A., Dickinson College; M.A., University of Illinois at Chicago; Ph.D., Southern Illinois University

Humphrey, Nicolas S. (1988), Assistant Professor of German; B.S., B.A., Indiana University; M.A., Ph.D., Johns Hopkins University

Hunnicutt, David (2007), Assistant Professor of Biology; B.A., Augustana College; M.S., Illinois State University; Ph.D., University of Wisconsin-Milwaukee

Hutchinson, Kevin L. (1982), Professor of Communication; B.A., University of Richmond; M.A., Central Michigan University; Ph.D., University of Missouri-Columbia

Hyland, Sabine P. (1999), Associate Professor of Anthropology; A.B., Cornell University; M.A., Yale University; Ph.D., Yale University

Hyland, William (1999), Adjunct Assistant Professor of Latin; B.A., Emory University; M.A., Ph.D., Cornell University

Hynes, William J. (2000), President; Professor of Religious Studies; B.A., Immaculate Conception College; M.A., Marquette University; M.A., University of Chicago; Ph.D., University of Chicago

Jacobs, Charles (2007), Assistant Professor of Political Science; B.A., Kenyon College; M.A. University of Akron; Ph.D. University of Connecticut

Jenkel, Iris (1999), Assistant Professor of Business Administration; B.B.A., University of Wisconsin-Whitewater, M.B.A., Ph.D., University of Wisconsin-Madison

Johnson, Paul F. (1990), Associate Professor of Philosophy; B.A., M.A., Northern Illinois University; Ph.D., University of Illinois

Kirst, Scott (2007), Assistant Professor of Education; B.S., UW-Green Bay; M. of Ed., St. Norbert College; Ph.D., Walden University

Klein Cook, Linda (1993), Assistant Professor of Music; B.M., M.M., D.M.A., University of Wisconsin-Madison

Koenig, Karen (2008), Assistant Professor of Religious Studies; B.A. Lawrence

University, M.A., Ph.D., The Divinity School of The University of Chicago.

Korshavn, Stuart (1985), Associate Professor of Psychology; B.S., California Lutheran College; M.A., Ph.D., University of Michigan

Kramer, Robert S. (1989), Associate Professor of History; A.B., Bard College; A.M., University of Chicago; Ph.D., Northwestern University

Lamar, Marti (1993), Assistant Professor of History; B.A., Indiana University; M.A., University of Notre Dame; Ph.D., University of Texas

Landt, Susan (2002), Assistant Professor of Education; B.A., University of Wisconsin-Green Bay, M.A., Ph.D., University of Wisconsin-Madison

Leiterman, Terry Jo (2006), Assistant Professor of Mathematics; B.A., University of Wisconsin Oshkosh; Ph.D., University of North Carolina

Lovano, Michael (2000), Assistant Professor of History; B.A. Loyola Marymount; M.A., Ph.D., University of California- Los Angeles

MacDiarmid, Laurie J. (2000), Associate Professor of English; B.A., Carnegie Mellon; M.A., Johns Hopkins University; M.F.A., Ph.D., University of Arizona

Maciejewski, Felice (2005), Assistant Professor and Director of the Todd Wehr Library; B.A., University of Wisconsin-Milwaukee; M.L.S., University of Wisconsin-Madison

Mann, Joel (2007) Assistant Professor of Philosophy; B.A., Ph.D., University of Texas in Austin

Marsden, Michael T. (2003), Dean of the College and Academic Vice President, Professor of English and American Studies and Media Studies; B.A., DePaul University; M.A., Purdue University; Ph.D., Bowling Green State University

- McAndrews, Lawrence J.** (1985), Professor of History; B.A., University of Notre Dame; M.A., Millersville University; Ph.D., Georgetown University
- McVey, Bonnie M.** (2000), Associate Professor of Computer Science; B.A., St. Norbert College; M.S., Ph.D., Purdue University
- Molnar, Kathleen Kay** (1997), Associate Professor of Business Administration; B.S., Xavier University; M.B.A., University of Wisconsin Oshkosh; Ph.D., Oklahoma State University
- Moss, Elaine K.** (1984), Adjunct Instructor of Music; B.A., St. Norbert College; M.A., Silver Lake College
- Muhs, Katherine T.** (1982), Assistant Professor of Mathematics; B.A., St. Norbert College; M.A.T., Purdue University-Calumet
- Neary, John M.** (1985), Professor of English; B.A., University of Notre Dame; M.A., Ph.D., University of California at Irvine
- Neary, Laura M.** (1986), Adjunct Instructor of Humanities; B.A., University of California-Irvine; M.F.A., University of Massachusetts-Amherst
- Neilson, James P.** (2000), Assistant Professor of Art; B.A., St. Norbert College; M.Div., Catholic Theological Union; M.F.A., Johnson State College
- Neuliep, Jim W.** (1985), Professor of Communication; B.F.A., Illinois Wesleyan University; M.S., Illinois State University; Ph.D., University of Oklahoma
- Ngo, Paul Y. L.** (1996), Associate Professor of Psychology; B.A., Rutgers University; M.A., Ph.D. University of Notre Dame
- Niu, Yi-Lan** (2007), Assistant Professor of Music, B.A., National Taipei Teachers College; M.A. Eastman, School of Music; Ph.D. University of Wisconsin-Madison
- Odorzynski, Sandra J.** (1978), Professor of Economics; B.S., University of Dayton; M.S., Ph.D., Purdue University
- Olson, Michael N.** (2003), Assistant Professor of Physics; B.S., University of Wisconsin-Platteville, Ph.D., Kent State University
- Oschner, Cynthia** (2004), Assistant Professor of Chemistry; B.A., Northern Michigan University, Ph.D., Washington State University
- Pahl, Joy M.** (1998), Assistant Professor of Business Administration; B.S., M.B.A., Mankato State University; Ph.D., University of South Carolina-Columbia
- Pankratz, David C.** (1974), Associate Professor of Mathematics; B.S., St. Norbert College; M.S., Ph.D., Purdue University
- Patterson, Wayne K.** (1977), Professor of History; B.A., Swarthmore College; M.A., M.A., Ph.D., University of Pennsylvania
- Paul, Marcella L.** (1985), Associate Professor of Spanish; B.A., Beloit College; M.A., Ph.D., University of Wisconsin-Madison
- Pennington, John** (1991), Professor of English; B.A., St. Norbert College; M.A., Ph.D., Purdue University
- Pirman, Brian** (1997), Associate Professor of Art; B.S., M.F.A., University of Wisconsin-Madison
- Poister, David** (1995), Associate Professor of Chemistry and Environmental Science; B.S., St. Francis College; M.S., Ph.D., University of Wisconsin-Madison
- Poss, Richard L.** (1970), Professor of Mathematics; B.S., St. Procopius College; M.S., Ph.D., University of Notre Dame
- Quinn, Kevin** (1994), Associate Professor of Economics; B.S., Loyola University of Chicago; M.B.A., Ph.D., University of Illinois-Chicago
- Riggle, Reid R.** (1989), Associate Professor of Education; B.A., Coe College, MA, Ph.D., University of Iowa
- Risden, Edward L.** (1990), Associate Professor of English; B.S., Baldwin-Wallace College; MA, John Carroll University; Ph.D., Purdue University

Ritsema, Christina M. (2008), Assistant Professor of Business Administration; B.S., Miami University; M.A., Ph.D., University of Arkansas

Ritter, Jeffrey D. (1983), Director of Advisement and Associate Professor of Business Administration; B.A., Denison University; M.B.A., Miami University; Certified Public Accountant.

Rocheleau, Shane. (2008), Assistant Professor of Art/Photography; B.A., Saint Michael's College; M.F.A., Virginia Commonwealth University

Rosewall, Michael P. (1992), Associate Professor of Music; B.S., University of Minnesota; M.M., University of Minnesota; D.M.A., Stanford University

Rupsch, Stephen (2005), Assistant Professor of Theatre Studies; B.A., California Institute of Integral Studies; M.A., Middlesex University; Ph.D., University of Oregon

Russel, Jonathon R. (2001), Assistant Professor of Chemistry; B.S., Texas Lutheran University; Ph.D., Dartmouth College

Rutter, Robert A. (1987), Professor of Education; B.A., Lawrence University; M.S., Ph.D., University of Wisconsin-Madison

Scattergood, Wendy (2000), Assistant Professor of Political Science; B.A., Washington State University; M.A., Ph.D., Purdue University

Scheich, Larry A. (1983), Professor of Chemistry; B.S., Alma College; Ph.D., University of California-Santa Cruz

Schmidt, Frederick O. (1981), Professor of Music; B.S., MA, Ph.D., The Ohio State University

Schmidt, Heather A. (1981), Adjunct Instructor in Music Education; B.S., M.A., The Ohio State University

Schnorr, Paul (2002), Assistant Professor of Sociology; B.A., Valparaiso University, M.A., Ph.D., Northwestern University

Senjem, Jason (2005), Assistant Professor of Business Administration; B.A., University of Minnesota; M.S., Purdue University; Ph.D., University of Colorado

Skivington, Michael (2006), Assistant Professor of Education; B.A., M.S., University of Wisconsin Oshkosh; Ph.D., University of Wisconsin-Madison

Smith, Judith E. (1987), Assistant Professor of Communication; B.A., Columbus College; M.A., Auburn University; Ph.D., University of Iowa

Stollak, Matthew (2002), Assistant Professor of Business Administration; B.A., Michigan State University, M.M.H.S., Brandeis University, Ph.D., University of Illinois, Urbana-Champaign

Takahashi, Takamasa (1984), Assistant Professor of Physics; B.A., Wesleyan University; Ph.D., University of California-Berkeley

Tashjian, Victoria B. (1992), Associate Professor of History; B.A., William Smith College; Ph.D., Northwestern University

Taylor, Donald (1985), Adjunct Associate Professor of Art; B.A., St. Norbert College; M.F.A., University of Puget Sound

Thorsen, Arthur L., III (1979), Associate Professor of Mathematics; A.B., Dartmouth College; M.S., George Washington University; M.A., Ph.D., Duke University

Tichy, Michelle (2006), Assistant Professor of Education; B.A., Oberlin College; M.A., Ph.D., University of Minnesota

Torimoto, Ikuko (1991), Associate Professor of Japanese; B.A., M.A., Ph.D., Western Michigan University

Tullbane, Joseph (1999), Associate Dean for International Education; B.A., Rice University; M.A., American University; Ph.D., Georgetown University

Vandenberg, Amy T. (1992), Assistant Professor of Business Administration; B.B.A., St. Norbert College; M.S., University of Wisconsin-Milwaukee

Villarroel, Grazia V. (1990), Associate Professor of Political Science; B.A., University of North Dakota, M.A., Ph.D., University of South Carolina

von der Ruhr, Marc (1999), Associate Professor of Economics; B.S., M.S., Marquette University; Ph.D., Indiana University

Wadell, Paul J. (1998), Professor of Religious Studies; B.A., Bellarmine College; M.A., Catholic Theological Union in Chicago; Ph.D., University of Notre Dame

Wegge, David G. (1979), Professor of Political Science; B.A., University of Minnesota; M.A., Midwestern State University; Ph.D., University of Wisconsin-Milwaukee

Westergan, Stephen R. (1992), Adjunct Instructor of Humanities; A.B., Princeton University; M. A., Yale University

Wilkerson, Megan, (2005), Assistant Professor of Theatre Studies; B.A., University of Minnesota; M.F.A., University of Texas

Williamsen, John A. (1968), Associate Professor of Psychology; B.S., St. Norbert College; Ph.D., University of Illinois

Wong, Kokkeong (1990), Associate Professor of Communication; B.A., M.A., Temple University; Ph.D., University of Massachusetts

Zurawski, Raymond M. (1986), Associate Professor of Psychology; B.S., University of Wisconsin-Stevens Point; M.A., Ph.D., University of Kansas

Faculty Emeriti

Adams, Mural F. (1968), Professor Emeritus of Education; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison

Agar, The Rev. Bartholomew A., O.Praem., (1972), Professor Emeritus in Music; B.A., St. Norbert College; M.A., Columbia University

Baader, Heinz G. (1965), Professor Emeritus of History; B.A., Highlands University; M.A., Ph.D., University of California

Baeten, Harold J. (1957), Professor Emeritus of Biology; B.S., St. Norbert College, M.S., University of Wisconsin; Ph.D., University of Michigan

Boyer, Robert H. (1968), Professor Emeritus of English; B.A., M.A., La Salle College; MA, Marquette University; Ph.D., University of Pennsylvania

Bunker, Eugene G. (1963), Professor Emeritus of Library Science; Ph.D., Marquette University; M.S.L.S. University of Wisconsin Michigan State University

Colavechio, The Rev. Xavier G., O.Praem., (1959), Professor Emeritus of Religious Studies; B.A., St. Norbert College; S.T.L., Gregorian University, Rome; S.T.D., Catholic University of America

Collum, D. Kelly (1967), Professor Emeritus of Communication; B.A., Auburn University; M.S., University of Michigan; Ph.D., Florida State University

Cornell, The Rev. Robert J., O.Praem., (1947), Professor Emeritus in History and Political Science; B.A., St. Norbert College; M.A., Ph.D., The Catholic University of America

Craghan, John F. (1986), Professor Emeritus of Religious Studies; B.A., M.R.E., Mount Saint Alphonsus Seminary; M.A., Columbia University; S.S.L, Pontifical Biblical Institute; Th.D., University of Munich

Cramer, John E. (1967), Professor Emeritus of Sociology; B.S., M.A., University of Pittsburgh

Davidson, Thomas A. (1963), Professor Emeritus of English; B.A., MA, State University of Iowa

DeBoth, Gene A. (1966), Professor Emeritus of Mathematics; B.A., St. Norbert College; M.S., Ph.D., Purdue University

De Peaux, The Rev. Rowland C., O.Praem., (1960), Professor Emeritus of French; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin

DeWane, The Rev. E. Thomas, O.Praem., (1983), Professor Emeritus of Education; B.A., St. Norbert College; M.Ed., Marquette University; Ph.D., University of Chicago

Flanigan, Norbert J. (1963), Professor Emeritus of Biology; B.A., St. Norbert College; M.S., Ph.D., State University of Iowa

Fresno, The Rev. Leonides, O.S.A. (1968), Professor Emeritus of Spanish; B.A. Universidad de Villanueva; M.A., The Catholic University of America; Ph.D., St. Louis University

Giovannini, John D. (1967), Professor Emeritus of Communication; B.S., Northern Michigan University; M.F.A., Ohio University

Harrison, William F. (1969), Professor Emeritus of Business Administration; B.S., University of Wisconsin; J.D., William Mitchell College of Law

Hauser, Jerald A. (1984), Professor Emeritus of Education; B.A., St. Francis Major Seminary; M.S., University of Wisconsin-Milwaukee; Ph.D., Marquette University

Henrickson, Donald R. (1972), Professor Emeritus of Business Administration; B.A., University of North Dakota; Certified Public Accountant; M.B.A., Western Michigan University

Hoffmann, Robert L. (1964), Professor Emeritus of Education; Ph.D., M.Ed., Marquette University

Horn, Robert L. (1968), Vice President for Academic Affairs and Dean of the College Emeritus; Professor Emeritus of English; B.B.A., M.A., University of Notre Dame; Ph.D., University of Wisconsin

Hruska, Edward J. (1946), Professor Emeritus of Communication; Ph.D., M.A., Marquette University

King, Elizabeth G. (1973), Professor Emeritus of Political Science; B.A., Emory University; M.A., Ph.D., University of Missouri-Columbia

Kleiber A. James (1982), Professor Emeritus of Business Administration; B.S., J.D., Marquette University

Klopotek, David L. (1968), Professor Emeritus of Chemistry; B.S., St. Norbert College; Ph.D., Utah State University

Kosnar, Romie R. (1958), Professor Emeritus of Physical Education; B.S., St. Norbert College; M.A., University of Wisconsin

Kramer, Robert F. (1963), Professor Emeritus of Business Administration; B.S.C., De Paul University; Certified Public Accountant; M.B.A., University of Wisconsin-Milwaukee

Lach, Sister Mary Alyce, S.S.N.D. (1978), Professor Emeritus of Education; B.A., Mount Mary College; M.A., Loras College; Ph.D., the Ohio State University

Londo, Richard J. (1958), Professor Emeritus of English; B.A., St. Norbert College; M.A., Ph.D., University of Wisconsin

Lukens, Michael B. (1971), Professor Emeritus of Religious Studies; B.A., The Johns Hopkins University; M.Div., Union Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Brown University

Manion, Maureen O. (1983), Professor Emeritus of Political Science; B.A., Trinity College; M.A., Boston College; Ph.D., State University of New York-Albany

Manion, Thomas A. (1983), Professor Emeritus of Economics; B.B.A., St. Bonaventure University; M.B.A., Boston College; Ph.D., Clark University

Mallat, M. Teresa (1964), Professor Emeritus of Spanish; B.A., Universidad de Valencia; B.A., M.A., Universidad de Barcelona

Mattern, Gerald M. (1961), Professor Emeritus of Music; B.M., Lawrence University; M.M., University of Wisconsin

Matyshak, Stanley, A. (1962), Professor Emeritus of English; B.S., Loyola University-Los Angeles; M.A., St. Louis University

McCallum, George E. (1967), Professor Emeritus of Economics, A.B., Ph.D., University of California

Moss, Marshall K. (1964), Professor Emeritus of Music; B.A., Carroll College; M.M., Northwestern University

O'Malley, Karina S. (1984), Professor Emeritus of Sociology; B.S., M.Ed., Northeastern University; MA, M.Phil., Ph.D., Columbia University Teachers College

Peterson, Charles R. (1969), Professor Emeritus of Art; B.S., M.S., M.F.A., University of Wisconsin-Milwaukee

Phelan, Thomas W. (1950), Professor Emeritus of Philosophy; B.A., Regis College; M.A., St. Louis University

Pythyon, John R. (1974), Associate Professor of Biology; B.S., Wake Forest University; M.S., The Ohio State University; Ph.D., Bowling Green State University

Rawlings, Margaret (1967), Professor Emeritus of Humanities; B.A., University of North Carolina; M.A., University of North Carolina

Regan, James T. (1954), Professor Emeritus of Philosophy; B.S., Regis College; MA, St. Louis University

Shemky, Robert W. (1966), Professor Emeritus of Education; B.S., M.S., University of Michigan; Ed.D., Indiana University

Spangler, John D. (1985), Professor Emeritus of Physics; B.S., Kansas State University; Ph.D., Duke University

Van Alstine, Lawrence C. (1972), Professor Emeritus of Physical Education and Athletics; B.A., St. Norbert College; M.A., Northern Michigan University

Vanden Burgt, Robert J. (1968), Professor Emeritus of Philosophy; B.A., Holy Cross Seminary; M.A., Ph.D., Marquette University

Vande Hey, The Rev. Robert C., O.Praem., (1961), Professor Emeritus of Biology; B.A., St. Norbert College; M.S., Ph.D., University of Notre Dame

Van Dongen, William O. (1990), Professor Emeritus of Business Administration; B.S., University of Michigan; M.B.A., M.S., Michigan State University; Ph.D., North Texas State University

Wilson, Brian A. (1970), Professor Emeritus of Anthropology and Sociology; B.S., Columbia University; M.A., Stanford University; Ph.D., University of Wisconsin

Wilson, Seoung Lee (1970), Professor Emeritus of Music; B.M., University of Louisville; M.M., Southern Methodist University; Ph.D., University of Wisconsin

Wood, Frank A. (1957), Professor Emeritus of Humanities; B.A., University of Chicago; M.A., Marquette University

Worley, John D. (1972), Professor Emeritus of Chemistry; B.S., Hendrix College; Ph.D., Oklahoma University

Zahorski, Kenneth J. (1969), Professor Emeritus of English; B.S., University of Wisconsin-River Falls; M.A., Arizona State University; Ph.D., University of Wisconsin

Academic Calendar

2008-2010 Academic Year

Fall Semester 2008

| | |
|--------------------------------------|--|
| Freshmen Arrive | Thursday, August 21 |
| Classes Begin | Monday, August 25 |
| Drop/Add Deadline | Thursday, August 28 |
| Last Day to Change Audit Status | Thursday, August 28 |
| Labor Day (No Classes) | Monday, September 1 |
| Last Day to Apply for May Graduation | Monday, September 22 |
| Incomplete Grades Due | Monday, September 29 |
| Long Weekend (No Classes) | Thursday, October 2 – Sunday, October 5 |
| Mid-Term Reports | Tuesday, October 7 |
| 1st Half Courses End | Wednesday, October 15 |
| 2nd Half Courses Begin | Thursday, October 16 |
| Last Day for Course Withdrawals | Monday, November 3 |
| Advisement, No Classes | Wednesday, November 5 & Tuesday, November 11 |
| Registration | Thursday, November 6 – Tuesday, November 25 |
| Thanksgiving Vacation | Wednesday, November 26 – Sunday, November 30 |
| Classes End | Friday, December 5 |
| Final Exams | Monday, December 8 – Friday, December 12 |
| Final Grades Due | Tuesday, December 16, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

January Semester 2009

| | |
|----------------------------------|--------------------------------|
| Classes Begin (3 weeks) | Monday, January 5 |
| Drop/Add Deadline | Tuesday, January 6 |
| Last Day to Change Audit Status | Tuesday, January 6 |
| Last Day for Course Withdrawals | Monday, January 19 |
| Classes End | Friday, January 23 |
| Final Grades Due | Tuesday, January 27, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

Spring Semester 2009

| | |
|---|----------------------|
| Classes Begin | Monday, January 26 |
| Drop/Add Deadline | Thursday, January 29 |
| Last Day to Change Audit Status | Thursday, January 29 |
| Last Day to Apply for December Graduation | Monday, February 23 |
| Incomplete Grades Due | Monday, March 2 |

Spring Semester 2009

| | |
|----------------------------------|---|
| Mid-Term Reports | Friday, March 6 |
| 1st Half Courses End | Friday, March 13 |
| Spring Break | Saturday, March 14 – Sunday, March 22 |
| 2nd Half Courses Start | Monday, March 23 |
| Advisement, No Classes | Wednesday, April 1 and Tuesday, April 7 |
| Registration | Thursday, April 2 – Wednesday, April 22 |
| Last Day for Course Withdrawals | Thursday, April 9 |
| Easter Vacation | Friday, April 10 – Monday, April 13 |
| Easter | Sunday, April 12 |
| Classes End | Friday, May 8 |
| Final Exams | Monday, May 11 – Friday, May 15 |
| Commencement | Sunday, May 17 |
| Final Grades Due | Tuesday, May 19, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

Summer Semester 2009

| | |
|------------------------------------|------------------------------|
| Classes Begin, Session 1 (3 weeks) | Monday, May 18 |
| Drop/Add Deadline | Tuesday, May 19 |
| Last Day to Change Audit Status | Tuesday, May 19 |
| Memorial Day, No Classes | Monday, May 25 |
| Last Day for Course Withdrawals | Friday, May 29 |
| Classes End | Friday, June 5 |
| Final Grades Due | Tuesday, June 9, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |
| Classes Begin, Session 2 (3 weeks) | Monday, June 8 |
| Drop/Add Deadline | Tuesday, June 9 |
| Last Day to Change Audit Status | Tuesday, June 9 |
| Last Day for Course Withdrawals | Friday, June 22 |
| Classes End | Friday, June 26 |
| Final Grades Due | Tuesday, June 30, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |
| Classes Begin, Session 3 (5 weeks) | Monday, June 29 |
| Drop/Add Deadline | Wednesday, July 1 |
| Last Day to Change Audit Status | Wednesday, July 1 |
| Last Day for Course Withdrawals | Wednesday, July 22 |
| Classes End | Friday, July 31 |
| Final Grades Due | Tuesday, August 4, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

Fall Semester 2009

| | |
|--------------------------------------|--|
| Freshmen Arrive | Thursday, August 27 |
| Classes Begin | Monday, August 31 |
| Drop/Add Deadline | Thursday, September 3 |
| Last Day to Change Audit Status | Thursday, September 3 |
| Labor Day (No Classes) | Monday, September 7 |
| Last Day to Apply for May Graduation | Monday, September 28 |
| Incomplete Grades Due | Monday, October 5 |
| Long Weekend (No Classes) | Thursday, October 8 - Sunday, October 11 |
| Mid-Term Reports | Tuesday, October 13 |
| 1st Half Courses End | Wednesday, October 21 |
| 2nd Half Courses Begin | Thursday, October 22 |
| Last Day for Course Withdrawals | Monday, November 9 |
| Advisement, No Classes | To Be Announced |
| Registration | To Be Announced |
| Thanksgiving Vacation | Wednesday, November 25 - Sunday, November 29 |
| Classes End | Friday, December 11 |
| Final Exams | Monday, December 14 - Friday, December 18 |
| Final Grades Due | Tuesday, December 22, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

January Semester 2010

| | |
|----------------------------------|--------------------------------|
| Classes Begin (3 weeks) | Monday, January 4 |
| Drop/Add Deadline | Tuesday, January 5 |
| Last Day to Change Audit Status | Tuesday, January 5 |
| Last Day for Course Withdrawals | Monday, January 18 |
| Classes End | Friday, January 22 |
| Final Grades Due | Tuesday, January 26, 4:30 p.m. |
| Final Grades Posted for Students | To Be Announced |

Spring Semester 2010

| | |
|---|---------------------------------------|
| Classes Begin | Monday, January 25 |
| Drop/Add Deadline | Thursday, January 28 |
| Last Day to Change Audit Status | Thursday, January 28 |
| Last Day to Apply for December Graduation | Monday, February 22 |
| Incomplete Grades Due | Monday, March 1 |
| Mid-Term Reports | Friday, March 5 |
| 1st Half Courses End | Friday, March 12 |
| Spring Break | Saturday, March 13 - Sunday, March 21 |
| 2nd Half Courses Start | Monday, March 22 |
| Easter Vacation | Friday, April 2 - Monday, April 5 |

Spring Semester 2010

Easter
Advisement, No Classes
Registration
Last Day for Course Withdrawals
Classes End
Final Exams
Commencement
Final Grades Due
Final Grades Posted for Students

Sunday, April 4
To Be Announced
To Be Announced
Friday, May 7
Friday, May 7
Monday, May 10 – Friday, May 15
Sunday, May 16
Tuesday, May 18, 4:30 p.m.
To Be Announced

Summer Semester 2010

Classes Begin, Session I (3 weeks)
Drop/Add Deadline
Last Day to Change Audit Status
Last Day for Course Withdrawals
Memorial Day, No Classes
Classes End
Final Grades Due
Final Grades Posted for Students
Classes Begin, Session II (3 weeks)
Drop/Add Deadline
Last Day to Change Audit Status
Last Day for Course Withdrawals
Classes End
Final Grades Due
Final Grades Posted for Students
Classes Begin, Session III (5 weeks)
Drop/Add Deadline
Last Day to Change Audit Status
Last Day for Course Withdrawals
Classes End
Final Grades Due
Final Grades Posted for Students

Monday, May 17
Tuesday, May 18
Tuesday, May 18
Friday, May 29
Monday, May 31
Friday, June 4
Tuesday, June 9, 4:30 p.m.
To Be Announced
Monday, June 7
Tuesday, June 8
Tuesday, June 8
Friday, June 21
Friday, June 25
Tuesday, June 29, 4:30 p.m.
To Be Announced
Monday, June 28
Wednesday, June 30
Wednesday, June 30
Wednesday, July 21
Friday, July 31
Tuesday, August 3, 4:30 p.m.
To Be Announced



St. Norbert College Campus Map

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| 3 | Bergstrom Hall (Gertrude S. Bergstrom Residence Hall) | 25 | Bush Art Center (Carol and Robert Bush Art Center) |
| 4 | MMM Hall (Mary Minahan McCormick Residence Hall) | 26 | Sensenbrenner Union (Frank J. and Margaret Sensenbrenner Memorial Union) |
| 5 | Vander Zanden Hall (Vander Zanden Residence Hall) | 27 | Campus Center (Ray Van Den Heuvel Family Campus Center) |
| 6 | Riverside South Hall (Riverside South Residence Hall) | 28 | Burke Hall (Dennis M. Burke Residence Hall) |
| 7 | JMS (Dr. John R. Minahan Science Hall) | 29 | Sensenbrenner Hall (Frank J. Sensenbrenner Residence Hall) |
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| 9 | Cofrin Hall (Austin E. Cofrin Hall) | 31 | Schuldes Sports Center |
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| 20 | Main Hall | | |
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