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St. Norbert College

2012-14 Catalog



100 Grant Street
De Pere, WI 54115-2009

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This catalog presents a statement of policies, procedures, regulations and information as of April 1, 2012. 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, one of the nation's top Catholic liberal arts institutions.

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!

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. Norbert was born around 1080 near the town of Xanten on the Dutch-German border. He was a member of the privileged aristocracy, and his noble connections and wit and charm saw him progress far in the service of the Archbishop of Cologne and the Holy Roman Emperor.

In 1115, Norbert underwent a conversion experience. He gave up his privileges and lifestyle and asked to be ordained a priest. He lived a life of poverty — traveling, preaching and attracting many followers. Eventually Norbert settled in the valley of Prémontré, France. On Christmas Day, 1121, the Bishop of Laon vested Norbert and his 40 followers in the white habit of canons regular. The Premonstratensian Order (the Norbertines) was founded. Norbert's community at Prémontré was an innovation, since it was the first to combine active pastoral work with a true contemplative or monastic life. The order would grow to include hundreds of abbeys throughout Latin Christendom.

Due to his many accomplishments and the high esteem in which his reform work was held, Norbert was appointed Archbishop of Magdeburg, in Germany, in 1126. Norbert died in Magdeburg on June 6, 1134. Pope Gregory XIII canonized him in 1582. Norbert's body was transferred to the Norbertine abbey of Strahov in Prague, in the present day Czech Republic, in 1627. In the same year of Norbert's death, Berne Abbey was founded in Holland. This is the abbey from which Abbot Bernard Pennings, founder of St. Norbert College, began a new Norbertine foundation in northeastern Wisconsin.

The College

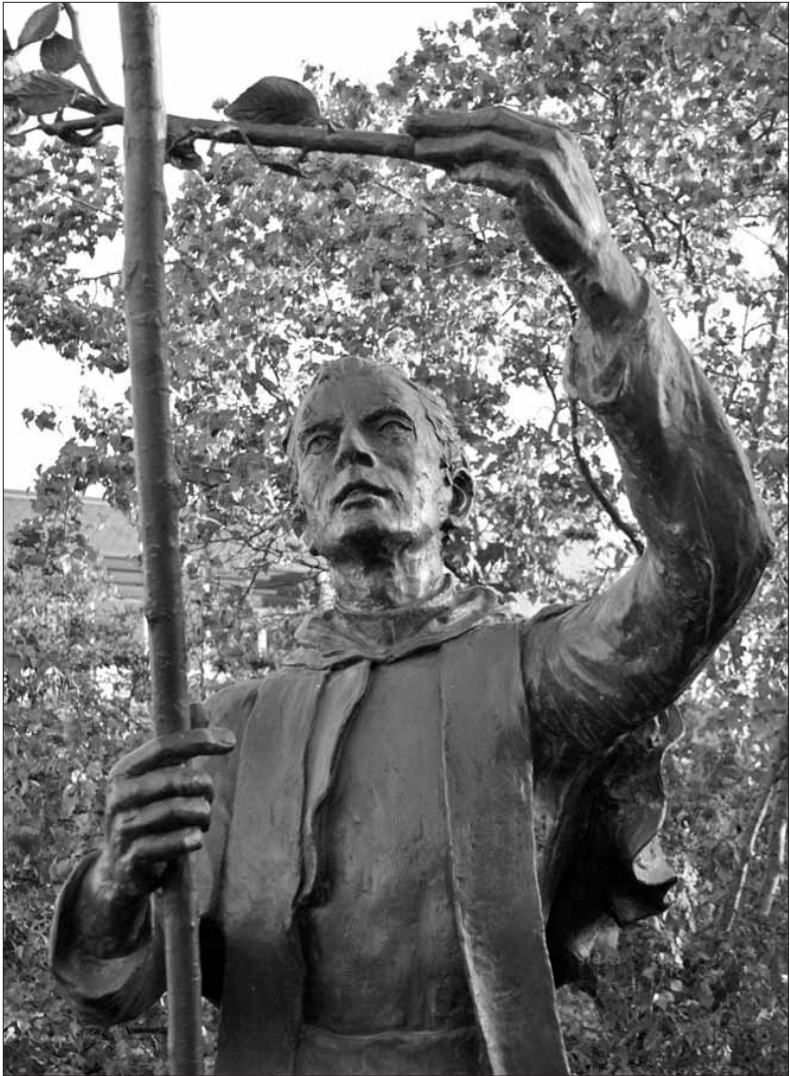
St. Norbert College has come a long way from its humble beginnings in October 1898, when Abbot Bernard Pennings, a Dutch immigrant priest, founded the College to train young men for the priesthood. Abbot Pennings soon discovered a wider need for higher education in northeastern Wisconsin and started a commerce program for lay students.

After World War II, enrollment increased dramatically; and in 1952 the College became coeducational. Abbot Pennings continued his leadership role until he retired in 1955. His basic philosophy of education, “to perfect the personal, moral and intellectual development of each student,” remains unchanged.

As a Catholic liberal arts college in the Norbertine tradition, we are dedicated to continuing Abbot Pennings’ philosophy of educating the whole individual. We provide the appropriate academic support services for our students to succeed in an environment where faculty and staff colleagues are available to assist our students in a personal way as they seek to excel in their chosen field of study and career paths. Above all, we are a community of learners committed to a worldview in which faith and reason are not in conflict, but rather are complimentary.

The St. Norbert College 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. St. Norbert of Xanten (1080-1134) reformed Catholic life by establishing a new order (the Norbertines) 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.

St. Norbert College is committed to creating and inspiring a vibrant campus community noted for its rich incorporation of the Catholic, Norbertine and Liberal Arts traditions, its radical welcoming of all, and its culture of responsibility and care for one another. We give special attention to equipping students with the tools they need to change themselves, their communities, and the world.



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.

St. Norbert College Traditions

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 perused 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 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.



General Education Program

Please note: The St. Norbert College faculty voted in November of 2011 to replace the General Education Program at St. Norbert College with the St. Norbert College Core Curriculum. This change is effective for students entering the College in the fall semester of 2013 or later. Students who entered the College before the fall of 2013 must meet the requirements of the existing General Education Program in order to graduate.

The following requirements apply only to students who entered SNC *before* the Fall semester of 2013.

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. Kevin Quinn, 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 lives 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.

- 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 heritages are 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 the major program in question.

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, 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.) Certain GS 10 and GS 11 courses also simultaneously satisfy GS 12 requirements and vice versa. Such courses bear both GS area designators (GS 10 / GS 12 or GS 11 / GS 12).

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

■ LANGUAGE COMPETENCY

All students entering in the fall of 2012 or after are required to demonstrate competency in a second language at the 102 level as a requirement for graduation.

■ 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 by the end of 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 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 period.

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 them 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 150 / POLI 150 Introduction to International Studies
POLI 100 Introduction to Environmental Policy
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
GEOL 105 Geology
GEOL 107 Environmental Geology
GEOL 115 General Oceanography
GEOL 120 Geology of Wisconsin
NSCI 104 Great People of Science
PHYS 100 Physics in the Arts
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 144 Introduction to Video Production
 ART 145 Rotoscope Animation
 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
 MUSI 150 Survey of World Music
 MUSI 176 Music Appreciation
 MUSI 184 / AMER 184 History of American Popular Music
 THEA 101 Introduction to Live Performance

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 116 / AMER 116 History of the United States
 HIST 130 / AMER 130 U.S. Politics and Government
 HUMA 240 Great American Novels
 HUMA 261 / AMER 261 Introduction to American Studies
 POLI 130 / AMER 130 United States Politics and Government
 RELS 221 / 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 Courses in GS 7:

- 1) A student may satisfy the GS 7 Foreign Heritages area 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.

Note: St. Norbert College is in the process of implementing a "second language competency" requirement that will go into effect with a future incoming cohort. The academic year that this will take place is in the process of being determined. When implemented, this requirement will change the language courses that fulfill GS Area 7. Please consult the Registrar's web site (www.snc.edu/registrar) or with the academic advisor for the status of this requirement. Other courses which satisfy Area 7 are listed below.

Other courses in GS 7:

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 122 / 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 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 they 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.

CSCI 110 Introduction to Computer Programming

CSCI 150 Applications of Discrete Structures
 MATH 108 Functions and Finite Mathematics (by permission only)
 MATH 114 Algebra and Finite Mathematics
 MATH 115 Pre-Calculus Mathematics
 MATH 123 Applications of Contemporary 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 GS 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 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 an 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:

- 1) 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).
- 2) A student may not select a course for General Education credit if that course has the disciplinary designator of the major.
- 3) 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 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 The Origins of Biblical Monotheism

RELS 318 / WMGS 318 Feminist Theology
RELS 320 The Christian Tradition
RELS 322 Religious Heritage of the Hebrew Bible

RELS 324 / WMGS 324 Women in the Bible
RELS 325 Providence, Suffering and Freedom

RELS 327 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.

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
GENS 407 Science Literature and Culture
GENS 423 Food For Thought
GENS 489 Special Topics: That Slow Poison – Slavery from Ancient Greece to Antebellum America
HUMA 337 Norbertine Origins and Christian Culture (not open to majors in History or Religious Studies)
MUSI 315 Introduction to Opera
MUSI 317 Evolution of Jazz
PHIL 305 / AMER 305 American Philosophy
PHIL 310 Existentialism
PHIL 315 Ethics
PHIL 330 The European Enlightenment
PHIL 334 / CLASI 334 Tragedy and Philosophy
PHIL 336 / MUSI 336 Philosophy of Music
PHIL 339 Philosophical Concepts of Well-Being
POLI 310 Western Ideologies
RELS 341 The Afterlife and the After World
SOCL 352 Foundations of Social Theory
THEA 336 Theatre History
WOLT 320 Nineteenth Century Russian Fiction
WOLT 325 / CLAS 325 Classical Mythology

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 343 / PHLP 343 International Mass Communication
CSCI 310 Computing in a Global Society (not open to CSCI majors)
ENGL 356 Post-colonial Literature
ENVS 300 Environmental Science
GENS 418 / PEAC 418 International Inequalities
GEOG 363 / PHLP 363 Urban Globalization

HIST 314 Diplomatic History of the United States
 HIST 316 The Americas
 HIST 368 Asian-American Relations
 IDIS 363 / PEAC 363 Poverty and Social Justice
 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
 POLI 368 Latin American Politics Through Film, Poetry, Music and Art
 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)
 WMGS 389 Women and Islam

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.

ENGL 321 Dante: The Divine Comedy
 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 / PEAC 418 International Inequalities
 GENS 419 The Distant Mirror
 GENS 420 The End of the World
 GENS 421 Race and Minority Relations: Field Experience
 GENS 423 Food For Thought
 GENS 424 Sport and Society
 GENS 489 Special Topics: That Slow Poison – Slavery from Ancient Greece to Antebellum America

HIST 368 Asian-American Relations
 PHIL 330 The European Enlightenment
 POLI 368 Latin American Politics Through Film, Poetry, Music and Art
 POLI 310 Western Ideologies
 RELS The Afterlife and the After World

Students with Disabilities and General Education Requirements

For students with learning disabilities or, in some cases, students with a physical disability, the General Education Committee shall make decisions about General Education requirements in accord with the following policies:

- 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 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 Committee in consultation with the Coordinator for Students with Disabilities and the faculty in the discipline 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 a 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 – GS12 / GS10

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: Buddhist and Christian Paradigms – GS 12

This 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 / GS 11

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.

GENS 423 Food For Thought. GS 12 / GS 10

In food and eating one encounters facets of human existence that touch on several academic disciplines: biology, culture, ethics, ecology and anthropology. Biologically speaking, like all animals we need food simply to survive, and what we do to obtain it has a long-lasting impact on the environment. Given the tremendous disparity in access to food among different social, ethnic and economic groups, eating also has a pronounced moral component. Moreover, because human beings invest food and the act of eating it with a myriad of meanings, the disciplines of anthropology, history, psychology and theology have each analyzed food and eating. This course will look at food production and consumption from various vantage points, including the economic, ecological and biological ramifications of modern agribusiness and food production, the ethical aspects of food production and consumption, and the power of food to create and maintain social bonds — be they of religion, family, class, ethnicity or erotic love.

GENS 424 Sport and Society

Introduction to sports as a cultural phenomenon. The ethos of sport. History of sports in Western culture. Sports and the arts. Sports and nationalism. Race, gender and sports. Religion and sports. Youth and sports. The modern business of sports.

GENS 489 Special Topics: That Slow Poison – Slavery from Ancient Greece to Antebellum America GS 12 / GS 10

This course discusses slavery in the United States in the broader context of slavery in Western civilization, including early notions of slavery in ancient Greece and the later emancipation debates in Britain and the United States. Abolitionists argued that the values of a Christian and democratic society were at odds with the existence of slavery, yet those who argued for the necessity of slave labor also used the Bible and “democratic ideals” to support their claims. The course examines how both sides of the debate claimed to hold true to the foundational values of American society, emphasizing the impact historical context has on cultural values.

Core Curriculum Program

Please note: The St. Norbert College faculty voted in November of 2011 to replace the General Education Program at St. Norbert College with the St. Norbert College Core Curriculum. This change is effective for students entering the College in the fall semester of 2013 or later. Students who entered the College before the fall of 2013 must meet the requirements of the existing General Education Program in order to graduate.

The following requirements apply only to students who entered SNC *during* or *after* the fall semester of 2013.

Philosophy of the Core Curriculum Program

The St. Norbert College Core Curriculum Program is an essential component of the College's mission as a Catholic, liberal arts and Norbertine institution. The Core Curriculum Program provides students with the intellectual preparation, set of skills, knowledge, and experiences that will enable them to flourish in a complex and rapidly changing world. Furthermore, it offers students a systematic pattern for personal growth through shared learning experiences designed to enhance spiritual development grounded in the Catholic, Norbertine values central to the College's identity and purpose. Completion of the Core Curriculum Program will give students a common liberal arts foundation from which they can build academic major programs that will fulfill their own goals as well as the College's goals.

Requirements

The Core Curriculum Program has three major elements: Foundations, General Core Requirements and Advanced Requirements. These are as follows:

■ FOUNDATIONS

To be Taken During a Student's First Year:

- First-Year Common Experience
- Theological Foundations
- Philosophical Foundations

Note: The FYCE is still under development, and will not be required of students who enter the College before the Fall semester of 2014.

Required By End of Second Year:

- Quantitative Reasoning
- Writing Intensive Course

Note: Writing Intensive courses may be drawn from any of the Foundations courses or from any of the General Core Requirements courses at the 100 or 200 level (see below).

Required by End of Third Year:

- Language Competency

■ GENERAL CORE REQUIREMENTS

Can be Taken Any Time:

- Beyond Borders
- Catholic Imagination
- Difference and Diversity
- Expression and Interpretation
- Individual and Society
- Physical and Natural World
- Western Tradition

■ ADVANCED REQUIREMENTS

To be Taken During a Junior or Senior Year

- Three Courses: Any General Core Requirement courses at the 300 or 400 level

Note: After attaining junior standing, students are required to take at least three General Core Requirements courses designated at the 300 or 400 level.

Core Curriculum Area Descriptions

■ FOUNDATIONS

First Year Common Experience

The SNC faculty is committed to the principle of including a first year common experience for SNC students, but this area remains to be developed. Students entering the College prior to the fall semester of 2014 will not be obligated to satisfy this requirement.

Theological Foundations

This area draws upon the centuries' old tradition of intellectual engagement with the elements of Christian faith. Authentic theological study demands critical and systematic analysis that values equally both faith and reason. This analysis requires substantive interaction with a variety of points of view. Courses in this module thoughtfully investigate biblical, historical, theological, and ethical sources that have contributed to the Christian heritage in general and the Catholic tradition in particular.

Philosophical Foundations

This area is inspired, in part, by a principle that has guided our founders, the Norbertines, through the centuries: *contemplatio* — seeking insights into the challenges facing humanity through deep reflection upon the fundamental questions about reality, knowledge, and action as they have been discussed in the history of thought. Accordingly, this module attempts to capture that enduring Norbertine spirit in a modern liberal arts context, where philosophers explore themes and questions that have occupied human thought throughout the millennia. Because philosophy is inherently a social and practical enterprise that advances through critical dialogue and advocacy, it aims to help people develop the wisdom to live the best lives they can. This module, consisting of one course in philosophy, will explore fundamental topics such as human

nature, ethics, the relation between faith and reason, and the meaning of human existence. While recognizing the autonomy of the various intellectual disciplines, this module helps students learn to become careful reflective thinkers and to make insightful and integral connections between various fields of study.

Quantitative Reasoning

Courses in this area will help students understand quantitative methods as both ways of knowing and ways of solving problems. Students will be motivated to develop skills and confidence in quantitative, logical, and algorithmic reasoning through applications and practical problems. As a consequence, students will appreciate both the power and the value of these methods while recognizing their limitations.

■ LANGUAGE COMPETENCY

Competency in a second language at the 102 level is required of all students.

■ GENERAL CORE REQUIREMENTS

Beyond Borders

This area explores the civilizations and cultures of the world in a variety of contexts, historical or contemporary, either studied in their own right or through the interactions and relationships between them. Courses in this area may cover one or more of the following subjects: culture, geography, history, politics, religion, trade and commerce, but ideally and naturally some combination of these. This area provides students the opportunity to deepen their understanding of the world's cultural diversity.

Catholic Imagination

This area focuses on the Catholic intellectual tradition and its continuing interactions/dialogue with the world, including art, literature and science. Courses in this area explore a variety of subject matter, grounded in Catholic theology, such as contributions and manifestations of Catholic sensibility in issues of historical and contemporary

significance. Such courses allow students to explore the reciprocal enrichment between the Church and the world as a result of dialogue through the ages, including ways in which the Catholic tradition engages the needs and opportunities of communities and the world.

Difference and Diversity

This area cultivates an understanding of the historical and contemporary challenges faced by various groups within the U.S., commonly identified by characteristics such as class, culture, ethnicity, gender, race or religion. A study of these groups' identities and the voices with which they speak illustrates their contributions to the rich and complex U.S. mosaic. Courses in this area explore how these identities are constructed and how the internal dynamics and external interactions of such groups continue to inform and shape our experience. In turn, these questions challenge students to think critically about commonly held views of equality, justice, citizenship and identity.

Expression and Interpretation

This area examines ways in which literature and the visual and performing arts resonate in human experience. Courses in this area encourage students to contemplate and theorize humanities and fine arts. Through creative engagement and critical thought, students will develop an understanding and appreciation of the creative process and cultivate the ability to make positive contributions to knowledge, society and culture.

Individual and Society

This area focuses attention on the nature of the individual, of society, and the relationship between the two. Courses in this module consider empirical research as well as historical and contemporary thought on the nature and development of the individual (including common attributes and individual differences), the character and evolution of society (including complex institutions such as family, economy and government), or the relationship between the two. These courses help students identify and apply theoretical

and methodological perspectives of a social science in order to understand themselves and their place in the social world.

Physical and Natural World

This area introduces topics ranging from physical and chemical processes that shape the earth and universe, the historical and contemporary impact of human geography on climate and the earth's biota, to the interplay among health, environment and technology. Courses in this area, while being grounded in the fundamentals of the natural sciences, may include disciplinary, multi-disciplinary, and inter-disciplinary perspectives on the physical and natural world. Students will be introduced to the basic concepts of science, methods of science, and the interdisciplinary nature of science through inquiry, critical thinking, application and communication. This subject matter, when synthesized into a meaningful whole, allows learners to develop an informed perspective on the physical and natural world and our role as responsible stewards of the environment. These courses include a laboratory component.

Western Tradition

This area helps students understand and evaluate major concepts and values in Western culture. Students will be able to analyze how the Western tradition influences contemporary thought or actions. Courses in this area will expose students to the sources and development of ideas that pervade Western society and the Western cultural experience, and may cover Western ideologies, history, government, citizenship, literature and the arts.

Academic Programs

Undergraduate Academic Programs

St. Norbert College awards baccalaureate degrees in the arts, science, music and business administration. Students majoring in Art, Communication and Media Studies, Economics, Education, English, History, International Studies, Languages, Mathematics, Philosophy, Political Science, Psychology, Sociology, Religious Studies or Theatre, will receive a Bachelor of Arts degree. Students majoring in Biology, Chemistry, Computer Science, Environmental Science, Geology, Mathematics, Natural Science, or Physics will receive a Bachelor of Science degree. Students majoring in Music will receive a Bachelor of Music degree. Majoring in Accounting, Business Administration, and International Business and Language Area Studies will receive a 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 programs and extra-divisional programs.

All students expecting to graduate from St. Norbert College must complete all requirements in the General Education/Core Curriculum program (see 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 / Japanese Area Studies		•
Music	•	•
Philosophy	•	•
Religious Studies	•	•
Spanish	•	•
Theatre 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	•	
Anthropology		•
Business Administration	•	•
Economics	•	•
Education, Early Childhood / Middle Childhood	•	
Education, Middle Childhood / Early Adolescence	•	
Education, Early Adolescence / Adolescence (Certification)*		
Geography		
Human Services		•
Political Science	•	•
Psychology	•	•
Sociology	•	•
Inter-Divisional Programs	Major	Minor
American Studies		•
Leadership Studies		•
Music Education	•	•
Peace and Justice		•
International Programs	Major	Minor
International Business and Language Area Studies	•	
International Studies	•	
Extra-Divisional Programs		
Nursing (dual-enrollment program with Bellin College)		
Physical Education		
Military Science / ROTC		
Washington Semester		
Pre-Professional Programs**		
Pre-Dental		
Pre-Medical		
Pre-Pharmacy		
Pre-Veterinary		
Certificate Programs		
French Language		
German Language		
Japanese Language		
Spanish Language		
Philippine Studies		
Pre-Law		

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

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

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.

Accounting Faculty

Jason Haen, Instructor of Business Administration

Iris Jenkel, Assistant Professor of Business Administration

Kathleen Molnar, Associate 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 128 credits required for the B.B.A. degree is limited to three.

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

Assessment: Assessment data is obtained through standardized tests, nationally normed survey instruments, and existing college surveys. An assessment is required for graduation during a student's senior year.

Scheduling Courses: While the faculty will attempt to maintain the 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, 128 credits, results in a four-year B.B.A. degree which prepares students to work in accounting 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 22 credits is required. These extra credits can be in any area of study. Students can complete the additional requirements by taking extra courses during summer or J-term sessions, taking an overload during the regular semesters (over four full courses), or some combination of the above. Note that for existing SNC students, a maximum of three courses can be transferred into SNC. Courses taken at other qualifying institutions beyond the three can count toward the 150 credits.

Suggested Accounting Sequence – 128 semester credit program

A. Core

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

B. Advanced

JUNIOR YEAR

- ACCT 305 Accounting Information Systems (spring)
- ACCT 315 Managerial Cost Accounting (fall)
- ACCT 316 Advanced Managerial Accounting (two credits – spring)
- ACCT 325 Intermediate Accounting 1 (fall)
- ACCT 326 Intermediate Accounting 2 (spring)
- BUAD 350 Corporate Finance

SENIOR YEAR

- ACCT 318 Auditing (fall)
- BUAD 390 Business Law
- ACCT 419 Federal Income Tax (fall)
- ACCT 421 Advanced Tax (two credits – spring)
- BUAD 485 Strategic Management Seminar

OPTIONAL

- ACCT 229 Fraud Investigation 1 (two credits)
- ACCT 320 Accounting for Government and Not-For-Profit (two credits)

- ACCT 329 Fraud Investigation 2 (two credits)
- ACCT 422 Accounting Business Combinations (two credits)
- ACCT 289 Accounting Special Topics (two or four credits)

ACCT Courses

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, current and long-term assets, liabilities and stockholders' equity. Prerequisite: sophomore standing or Instructor's consent.

ACCT 206 Managerial Accounting (for non-accounting majors)

The course includes managerial information for planning, controlling and decision making. Cost concepts and behaviors are studied and used for product costing in job order and standard costing systems and for performance evaluation, tactical and budgeting decisions. The emphasis is on the use of accounting information by managers. This course is not open to accounting majors. Prerequisites: ACCT 205, BUAD 142 or CSCI 110. Corequisites: BUAD 284.

ACCT 229 Fraud Investigation 1 (two credits)

This course explores the various forms of occupational fraud: who commits fraud, why and how fraud is committed, and how to prevent and detect fraudulent activities. Prerequisites: BUAD 142, BUAD 230, ACCT 205 with a grade of "C" or better.

ACCT 305 Accounting Information Systems

This course combines methodologies, controls and accounting techniques with information technology. Topics include

processes and flow of various business transaction cycles, recognition and implementation of internal controls, data integrity and security, database theory and application, and current trends in information systems. Prerequisites: BUAD142, ACCT 325 or ACCT 326, MATH 124 or MATH 131. Spring semester.

ACCT 315 Managerial Cost Accounting (for accounting majors)

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 who have already taken ACCT 206 can not take this course. Prerequisites: ACCT 205, BUAD 142 or CSCI 110, MATH 124 or MATH 131, Accounting Major. Corequisite: BUAD 284. Fall semester.

ACCT 316 Advanced Cost Accounting (two credits)

This course is designed for accounting majors that require advanced study in cost accounting topics. Topics covered may include, but are not limited to, contemporary management, quantitative techniques, report generation and analysis. Prerequisite: ACCT 315 or ACCT 206. Spring semester during first seven weeks

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. Prerequisite: ACCT 325. Fall semester.

ACCT 320 Accounting for Government and Not-for-Profit (two credits)

This course conducts an overview of accounting methods, procedures and financial reporting primarily for state and local governments, and non-profits. Students will be able to comprehend the similarities and differences between fund types and be able to understand and prepare various reporting statements. This course is optional, however, the topic is tested on the C.P.A. exam. Prerequisite: ACCT 205. Corequisite: BUAD 284. Various semesters.

ACCT 325 Intermediate Accounting 1

This first intermediate course covers comprehensive and complex issues of financial accounting. The course 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: grade of "C" or better in ACCT 205, MATH 124 or MATH 131. Corequisite: BUAD 284. 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 329 Fraud Investigation 2 (two credits)

This course is an extension of Fraud Investigation I and provides an overview of financial statement fraud. The course introduces you to various forms of financial statement fraud in areas such as revenue, inventory and liabilities. Prerequisites: ACCT 229, ACCT 325 or BUAD 350.

ACCT 419 Federal Income Tax

Topics include individual, partnership, corporate, payroll, 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, MATH 124 or MATH 131, BUAD 284. Fall semester.

ACCT 421 Advanced Federal Income Tax (two credits)

This is an advanced study of corporations, partnerships, estates and trusts, gift taxes, specially taxed corporations, capital changes and securities. Prerequisite: ACCT 419. Spring semesters during first seven weeks.

ACCT 422 Accounting Business Combinations (two credits)

This course is 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. Various spring semesters.

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

American Studies

www.snc.edu/americanstudies

The American Studies minor is an interdisciplinary 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 the 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

Karlyn Crowley, Associate Professor of English and Director of Women and Gender Studies

Deirdre Egan-Ryan, Assistant Professor of English

John Holder, Associate Professor of Philosophy

Charles Jacobs, Assistant Professor of Political Science

Michael Marsden, Professor of English, American Studies and Media Studies

Lawrence Mc Andrews, Professor of History

Karen Park, Assistant Professor of Religious Studies

Wendy Scattergood, Assistant Professor of Political Science

David Wegge, Professor of Political Science

Program Co-Directors: Dr. Michael Marsden and Dr. Karen Park

Course Requirements

■ AMERICAN STUDIES MINOR (six courses)

Required American Studies Courses:

AMER 261 / HUMA 261 Introduction to American Studies

AMER 116 / 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 221 / RELS 221 Religion in America

AMER 235 / ENGL 235 Survey of United States Literature (Beginning to 1865)

AMER 236 / ENGL 236 Survey of United States Literature (1865 to present)

AMER 305 / PHIL 305 American Philosophy*

AMER 311 / ENGL 311 Women in Literature*

AMER 317 / POLI 317 American Political Thought*

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

AMER 323 / ENGL 323 The Harlem Renaissance*

AMER 329 / ENGL 329 Literature of Service*

AMER 335 / POLI 335 Legislative Politics*

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

Independent Study courses (AMER 490) may be arranged with permission of the Associate Dean of 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 184 / MUSI 184 History of American Popular Music – GS 5

The course will cover the history of popular music in United States from the late nineteenth century to the present day. Genres that will be discussed include modern styles such as rock, r & b, hip-hop, folk, country, jazz, ragtime, blues, and early musical theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events, and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored.

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.

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 context 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 Post-modern 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.

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 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.

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 1920s 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 context 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 studied may 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.

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.

AMER 335 / POLI 335 Congress and Legislatures

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. 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 College 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

Brandon Bauer, Assistant Professor of Art

F. William Bohne, Professor of Art

Shan Bryan-Hanson, Curator of Art Galleries and Collections

Brian Pirman, Associate Professor of Art

Graduate School Advisor: Any Art faculty member.

Course Requirements

■ **ART MAJOR (seven required courses plus a sequence and ART 499 Senior Art Review)**

Required Art Courses

ART 110 History of Art
 ART 134 Basic Drawing
 ART 135 Drawing and Design
 ART 224 Introductory Sculpture
 ART 230 Introductory Printmaking
 ART 240 Introductory Painting
 ART 280 Introduction to Photography and Digital Imaging

Fine Art Sequence

ART 115 History of Modern Art
 ART 120 Modern Sculpture and Architecture
 ART 399 Life Drawing and Illustration
 Two studio courses at the 300 level
 One studio course at the 400 level

Graphic Design Sequence

ART 335 Advertising Design
 ART 350 Computer Graphics
 One 300 level studio course
 One 400 level studio course (can be ART 485)
 One of the following:
 HUMA 335 Popular Aesthetics
 or ART 205 History of Photography and New Media
 One of the following:
 ART 115 History of Modern Art
 or ART 120 Modern Sculpture and Architecture

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 (six courses):

Required courses

ART 134 Basic Drawing

ART 135 Drawing and Design

Four electives, one from each of the following groups:

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

■ GRAPHIC DESIGN MINOR (seven courses):

ART 134 Basic Drawing

ART 135 Drawing and Design

ART 280 Introduction to Photography and Digital Imaging

ART 335 Advertising Design

ART 350 Computer Graphics

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: 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

This course will advance the belief that art is an irreplaceable way of understanding and expressing the world — equal to but distinct from other methods of inquiry and certainty. By charting the emergence of unique and continuous traditions of visual imagery from Chauvet to the last works of the Post-Impressionists, this course will highlight the canonical paintings and sculpture from major periods of Western culture. Focusing on the key innovations, personalities, and styles of Western art, this general survey class will encourage a basic appreciation, analysis, recognition, and interpretation of art. Fall semester.

ART 115 History of Modern Art – GS 5

A survey course rooted in the Modernist injunction, Astonish me!, this class will examine major figures, movements, and breakthroughs made by the Western artistic imagination in the late 19th and 20th centuries. Different conceptions of modern art that emerged during this period, particularly the images and objects by Pablo Picasso and Andy Warhol, will be presented and discussed. Basic principles of general art appreciation, analysis, recognition and interpretation will be emphasized. Art as an experience that awakens, enlarges, refines, and restores our humanity will characterize this class. Spring semester.

ART 120 Modern Sculpture and Architecture – GS 5

An investigation of contemporary plastic and spatial arts originating with the work of Rodin and late 19th century European and American architectural contributions and concluding with recent developments. Conceptual, thematic and chronological emphasis are integrated in the overview. Spring semester.

ART 124 Basic Digital Photography

This course is an introductory digital photography course. Students will learn the basic techniques that will help them take better photographs. Framing, exposure, and lighting will be discussed as well as hands on work with images in the digital environment preparing photographs for output. This course is not graded using a traditional letter-grade system. Students will receive a grade of either satisfactory (S) or unsatisfactory (U). This course does not replace ART 280 Introduction to Photography and Digital Imaging. A digital camera is required for this course.

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. J-Term and summer

session. This course is not graded using a traditional letter-grade system. Students will receive a grade of either satisfactory (S) or unsatisfactory (U).

ART 134 Basic Drawing

Introduction to the fundamentals of drawing. Line, modeling, light and shadow, composition, Renaissance and intuitive perspective, with a strong emphasis on life drawing. 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 144 Introduction to Video Production – GS 5

An introductory video production elective course designed to fully explore the production process using professional digital editing and production software. Students will be creating their own work from concept to final realization exploring the range from pre-production to post-production, and DVD authoring for final output. A digital video camera is required for this course. Summer.

ART 145 Rotoscope Animation – GS 5

An introductory animation production elective course designed to fully explore the animation production process using both traditional and digital techniques. Students will be creating their own animation projects from concept to final realization, exploring the range of animation techniques from traditional hand-drawn animation to digital rotoscoping. Rotoscoping is an animation technique in which animators trace over live action source footage frame by frame to achieve more realistic movement in their animated work. The primary software tool for the course will be iStopMotion. Summer.

ART 205 History of Photography and New Media – GS 5

A lecture and discussion-based course, exploring the technological developments in the fine arts since the advent of photography. The course will examine the development of photography and its impact on fine art, film, video and animation, as well as recent

technological developments in the fine arts. Spring semester.

ART 224 Introductory Sculpture

A basic investigation of three-dimensional form and materials. This investigation involves the conceptual and structural nature of sculpture and the application of sculptural materials. Prerequisite: ART 135. Fall and spring semesters.

ART 230 Introductory Printmaking

An introduction to a variety of basic printmaking processes and equipment that may include relief printing, serigraphy, embossing and lithography. Multiple original images are produced. Prerequisite: ART 135. Fall semester.

ART 240 Introductory Painting

Introduction to painting materials and techniques with an emphasis on direct painting methods and painting from observation. Students will investigate color, form and composition. Demonstration, critique and focused studio practice are primary methods of instruction. Prerequisite: ART 135. Fall semester.

ART 280 Introduction to Photography and Digital Imaging

An introductory studio-based photography course exploring the tools and techniques of digital photography and digital imaging. This course will provide essential foundational skills required for a career in photography. Primary software includes Adobe Photoshop and Adobe Bridge. A DSLR with manual control is required. Prerequisite: ART 135. Spring semester.

ART 324 Intermediate Sculpture

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

ART 330 Intermediate Printmaking

An intensified exploration of alternative print processes that may include drypoint, etching and photo serigraphy. Prerequisite: ART 230. Spring semester.

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. Prerequisite: ART 350. Fall and spring semesters.

ART 340 Intermediate Painting

Along with continued development of the methods and techniques explored in ART 240, students investigate indirect painting methods and contemporary painting practices and theory. Traditional and contemporary approaches to painting the human figure are introduced and students develop independent projects and individual artist statements. Prerequisite: ART 240. Spring semester.

ART 350 Computer Graphics

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

ART 380 Contemporary Photographic Strategies

A studio-based photography course exploring the strategies, techniques and approaches in contemporary fine art photography. The main objectives of the course include increasing control of the photographic process, and increasing sophistication in developing projects from their initial intent to their desired outcome within the context of contemporary fine art photographic strategies. A DSLR camera is required. Prerequisite: ART 280. Fall semester.

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 (two 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 human figure drawing from observation using various media. 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

This class investigates contemporary trends in printmaking, including digital and photomechanical processes. Students are expected to demonstrate greater independence and skill in their refinement and application of graphic processes. Prerequisite: ART 330. Spring semester.

ART 440 Advanced Painting

Under the guidance of the instructor, students pursue individual courses of study. Through a concrete synthesis of content development and technical skill, each student creates a cohesive body of paintings. Emphasis is placed on the articulation of art process, content and philosophy. Prerequisite: ART 340. Spring semester.

ART 460 New Media

A digital studio-based course that explores the impact of digital technologies on contemporary fine art practice. The course will include the production of digital motion and web-based graphics, video production, and animation. The theory and history of

new media art will also be explored and discussed. While working in the context of fine art, this course will explore skills and techniques required for a career in multi-media production. Primary software includes Adobe Photoshop, Adobe Premiere, iStop Motion, and others. A video camera is required. Prerequisite: ART 350. Fall semester.

ART 480 Advanced Digital Studio

An intensive digital studio exploration building upon skills and strategies introduced in ART 380 and ART 460. This course will include guided independent production and research in digital studio practice, history, and critical theory. Students will develop a number of independent projects and will be expected to complete a major research project in relation to their studio productions. The research project will include art historical and theoretical inquiry relating to their studio-based work. Prerequisite: ART 380 and ART 460 (or instructor's consent). Spring 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. Students will investigate the professional practices of preparing work for exhibition, writing an artist statement, documenting individual artworks, and installing an exhibition. 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, other health-based professions, veterinary medicine, graduate school, or 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, Professor of Biology and Environmental Science

Russell P. Feirer, Associate Professor of Biology

Carrie E. Kissman, Assistant Professor of Biology and Environmental Science

David W. Hunnicutt, Associate Professor of Biology

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

Course Requirements

■ **BIOLOGY MAJOR (5 required courses plus 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

Any five biology (BIOL) electives numbered 200 or above (may include only one of BIOL 490 Independent Study, BIOL 492 Directed Research, or BIOL 496 Research and Thesis)

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 six biology (BIOL) electives from the following (may include only one of BIOL 490 Independent Study, BIOL 492 Directed Research, or BIOL 496 Research and Thesis):

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 375 The Biology of the Cancer Cell
 BIOL 381 Vertebrate Embryology
 BIOL 382 Vertebrate Reproduction
 BIOL 385 Endocrinology
 BIOL 386 Neuroscience
 BIOL 490 Independent Study
 BIOL 492 Directed Research
 BIOL 496 Research and Thesis

Additional Required Courses in Chemistry:

CHEM 220 Organic Chemistry
 CHEM 222 Organic Chemistry: Intermediate or CHEM 232 Organic Chemistry: Research Emphasis
 CHEM 350 Biochemistry

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

Note: Biology majors may also be required to complete the designated achievement tests 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 492 or BIOL 496).

■ Biology Minor (six courses):

BIOL 120 General Biology 1
 BIOL 121 General Biology 2
 Four Biology electives numbered 200 or above

■ Biology Teaching Minor (six 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 BCON nursing program for subsequent Biology courses. 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, molecular biology, cell division and Mendelian genetics. 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. (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. This course also serves as the first of a two-semester introductory biology sequence for the Biology major.

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. Prerequisite: BIOL 120. Spring semester.

Note: BIOL 120 and BIOL 121 are considered an introductory sequence for Biology majors in both the Biomedical and Organismal concentrations in Biology and are recommended for 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 or spring semester.

BIOL 215 Human Anatomy and Physiology

A lecture and laboratory study of the structure and function of human cells, tissues, organs and body systems, designed for BCON nursing program students. The lecture portion of the course will emphasize the functions of and interactions amongst components of each level of organization in normal and diseased states. Laboratory sessions will concentrate on anatomical terminology, the histology and gross anatomy of tissues, organs and organ systems, including human cadaver dissection, and some measurement of physiological variables in human subjects across these systems. Prerequisite: BIOL 115. Nursing students only.

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, principles of evolution, and basic developmental biology. Laboratories involve dissecting representative organisms from the major vertebrate groups and studying skeletal preparations. Prerequisite: BIOL 121. Fall semester.

BIOL 228 Ecology

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

BIOL 244 Genetics

A lecture and laboratory course demonstrating the basic principles of 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. Laboratory exercises include DNA electrophoresis, PCR, bacterial transformation, and inheritance in both *Drosophila* and plants. Prerequisite: "C" or better in BIOL 120, BIOL 121. Required for all Biology majors.

BIOL 250 Introductory Microbiology

A lecture and laboratory course designed for students in the BCON nursing program dealing with the basics of microorganisms, including bacteria, viruses and fungi. Topics covered include bacterial structure and function, metabolism, basic molecular biology, and the essentials of the host-microbe interaction. An emphasis is placed on aspects of microbiology important to the allied health professions. Laboratory work focuses on the culture, staining and identification of bacteria. Prerequisite: BIOL 115. Nursing students only.

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 244 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: "C" or better BIOL 220, 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 provide firsthand knowledge of aquatic organisms and their ecological significance. Prerequisite: BIOL 228. Fall semester, every other year.

BIOL 350 Microbiology

A lecture and laboratory course dealing with the study of prokaryotic organisms and viruses, including morphology, physiology, genetics and application. Labs include preparation of media, cultivation and staining of microbial organisms, the study of their morphology and physiology, and the identification of unknown bacterial cultures. Prerequisite: "C" or better in BIOL 244.

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 the global community. Students become aware of the techniques and advances of biotechnology and are better prepared to make informed decisions about their application. This course also provides students with the necessary scientific background to understand the ethical problems posed by biotechnology.

BIOL 360 Medical Microbiology

A lecture and laboratory course dealing with the interaction between microbial pathogens and a eukaryotic 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 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 proteins (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 and autoimmune diseases, and applied topics such as transplantation immunity. Labs deal with induction and measurement of an immune response. Prerequisite: "C" or better in 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 as 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.

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. Prerequisite: BIOL 121, BIOL 220 and CHEM 216 or CHEM 220.

BIOL 373 Molecular Biology

A course involving an in-depth study of the organization and function of genes in prokaryotes and eukaryotes. The main themes of molecular genetics are emphasized. Topics discussed include DNA structure, organization, replication, transcription, and control of gene expression. In addition to the text, readings from current literature are also assigned. Prerequisite: "C" or better in BIOL 244. Spring semester.

BIOL 375 The Biology of the Cancer Cell

This course will present the basic cell and molecular biology of cancer cells. The roles of signal transduction pathways, chemical carcinogens, oncogenes, and viruses in carcinogenesis will be discussed. The processes of apoptosis, angiogenesis, and metastasis will also be covered. Strategies and mechanisms of cancer treatment will be introduced. The laboratory component of the course will involve the maintenance and use of cancer cell lines in guided laboratory exercises and an independent research project. Laboratory work will require some student availability outside of regularly scheduled laboratory time. Prerequisite: "C" or better in BIOL 244.

BIOL 385 Endocrinology

A lecture and laboratory course on hormones, the mechanisms by which hormones control cellular function, and the interactions among the endocrine and other body systems, especially the digestive and reproductive systems. Prerequisite: BIOL 372. Fall semester.

BIOL 386 Neuroscience

A lecture, laboratory, and discussion course on the scientific study of the nervous system. Topics covered include a history of the field, nerve, and glial cell physiology, the evolution of neurotransmission, learning, and memory especially relating to sensitive periods, sexual differentiation of the nervous system, and nervous system disorders. Laboratory exercises will focus on histological techniques, immunohistochemical localization of components of neuroendocrine systems, neuroanatomy and gene expression patterns in rodents, and stereotaxic surgery. Current articles from the primary literature as well as those seminal to the field of neuroscience will be discussed. Prerequisites: BIOL 120 and BIOL 121. BIOL 372 preferred. J-term.

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 residing in northeastern Wisconsin. Prerequisite: BIOL 121.

BIOL 390 Ichthyology

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

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 thesis. 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 244 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 of BIOL 490. Prerequisite: junior standing, Instructor's consent and approval of the Associate Dean of Natural Sciences.

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 a public forum at a time set by his or her committee
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. Students can elect a General Business program or one of five available concentrations within this major.

Business Administration Faculty

Paul Bursik, Associate Professor of Business Administration and Director of Business Administration

Eliot Elfner, Professor of Business Administration

Wolfgang Grassl, Associate Professor of Business Administration

Jason Haen, Instructor of Business Administration

James Harris, Assistant Professor of Business Administration

Iris Jenkel, Assistant Professor of Business Administration

Kathleen Molnar, Associate Professor of Business Administration

Joy Pahl, Assistant Professor of Business Administration

Matthew Stollak, Associate 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. The Strategic Management course (BUAD 485) must be taken at St. Norbert College.

Independent Study: The number of independent studies in the 128 credits

required for the B.B.A. degree is limited to three.

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

Assessment: Assessment data is obtained through standardized tests, nationally normed survey instruments, and existing college surveys. An assessment during a student's senior year is required for graduation.

■ BUSINESS ADMINISTRATION MAJOR

(14 Courses) The business administration major is divided into core and advanced requirements.

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

Freshman Year

BUAD 142 Computer Applications in Business

ECON 101 Principles of Macroeconomics

ECON 102 Principles of Microeconomics

MATH 124 Survey of Calculus

or MATH 131 Calculus and Analytical Geometry 1

Sophomore Year

ACCT 205 Financial Accounting

ACCT 206 Managerial 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

Statistics

Junior Year

BUAD 350 Corporate Finance

BUAD 390 Business Law

Senior Year

BUAD 485 Strategic Management Seminar

B. Advanced Requirements

Advanced business electives can only be taken in the third and fourth years and there are both minimum and maximum limits. No more than four advanced business administration (BUAD/ACCT) courses, at the 300 level or above (other than core requirements), may be counted to satisfy the 128 credits required for graduation. Students must select either the General Business Advanced Area or one of the Concentration Advanced Areas.

General Business Advanced Area

(Non-Concentration Option): Select two courses from any Business Administration (BUAD) or Accounting (ACCT) courses 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; and selected courses in communications (COME 322), English (ENGL 306), mathematics (MATH 317), philosophy (PHIL 245), psychology (PSYC 221, PSYC 321, PSYC 325 or PSYC 360) and sociology (SOC 235). These are the advanced business electives.

Finance Concentration**Four courses include:****Required:**

BUAD 351 Investments (fall)

BUAD 352 Financial Institutions and Markets (spring)

Two of the following:

ACCT 325 Intermediate Accounting 1

BUAD 355 Advanced Financial Management

BUAD 371 Sales Management

ECON 390 Monetary Theory and Policy

BUAD 489 Special Topics (Finance)

BUAD 494 Internship (Finance)

Global Business Concentration**Required:**

One Foreign Language course at 102 level or higher*

BUAD 262 Introduction to IBLAS

BUAD 468**/BUAD 469 Senior Seminars in IBLAS 1, IBLAS 2

One semester study abroad*

* International students are exempt from these requirements

**BUAD 468 is substituted for BUAD 485

Two of the following:

PHIL 245 Business Ethics

ECON 375 Growth and Development

ECON 376 International Trade

ECON 377 International Finance and Monetary Economics

ECON 390 Monetary Theory and Policy

BUAD 352 Financial Institutions and Markets

BUAD 489 Special Topics (Global Business)

BUAD 490 Independent Study (Global Business)

BUAD 494 Internship (Global Business)

General Management Concentration**Four courses include:****Required:**

BUAD 333 Operations Management (alternate years)
 BUAD 336 Introduction to Human Resource Management (fall)

Two of the following:

BUAD 337 Behavior in Organizations
 BUAD 338 Organizational Theory and Practice
 BUAD 345 Business Applications Using Systems Analysis and Design
 BUAD 489 Special Topics (Management)
 BUAD 490 Independent Study (Management)
 BUAD 494 Internship (Management)

Marketing Concentration**Four courses include:****Required:**

BUAD 372 Marketing Research (spring)
 BUAD 471 Marketing Management and Strategy (fall)

Two of the following:

BUAD 262 Introduction to International Business and Language Area Studies
 BUAD 371 Sales Management
 BUAD 374 Marketing Promotions
 BUAD 375 Consumer Behavior
 BUAD 489 Special Topics (Marketing)
 BUAD 490 Independent Study (Marketing)
 BUAD 494 Internship (Marketing)

Human Resource Management Concentration**Four courses include:****Required:**

BUAD 336 Human Resource Management (fall)
 BUAD 436 Advanced Human Resource Management (alternate years)

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)
 BUAD 490 Independent Study (Human Resources)
 BUAD 494 Internship (Human Resources)

Note: BUAD 490 Independent Study or BUAD 494 Internship courses require the approval of a faculty member within the area of concentration.

■ Business Administration Minor (seven courses):

ACCT 205 Financial Accounting
 BUAD 142 Computer Applications in Business
 or CSCI 110 Introduction to Computer Programming
 BUAD 230 Foundations of Management
 BUAD 270 Marketing Concepts and Issues
 BUAD 350 Corporate Finance
 ECON 102 Principles of Microeconomics
 BUAD 284 Statistics for Business and Economics
 or SSCI 224 Basic Statistics
 or MATH 321 Probability and Statistics

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

This course focuses on the use of computers in organizations. Students examine how information technology can be used in business. Specifically this course will: 1) help students learn how to effectively manage information technology in business; 2) help students see how information technology is used to transform the business and 3) help students further refine and develop individual computer skills that are associated with the use of information technology in organizations. Prerequisite: Completion or placement in MATH 115 or above or concurrent registration.

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 on 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.

BUAD 256 Personal Finance

(See Infrequently Offered Courses section of the Catalog.)

BUAD 262 / IBLAS 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, IBLAS or Business major. Fall semester.

BUAD 270 Marketing Concepts and Issues

Introduction to marketing as an essential business function. Covers the role of marketing in companies, the marketing mix and its management, and selected platforms such as marketing internationally and on the Internet. Emphasizes responsible decision making within regard to various constituents. Prerequisite: sophomore standing.

BUAD 273 Social Media Marketing

This course deals, in theory and practice, with the development and technological implementation of campaigns to spread messages by using networks. The course focuses on the marketing of ideas to gain thought leadership at a rapid pace by using new electronic media. It covers the foundations of this form of marketing in microeconomics and psychology, the basic mathematical principles on which it relies, the techniques of management, marketing and communication it uses, and the tools of information technology that facilitate its success. Prerequisite: junior standing.

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 124 or MATH 131.

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 a supply chain operations context. 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, simulation and design are presented. Prerequisites: BUAD 230, BUAD 284, ACCT 206 or ACCT 315. Alternate years.

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. Prerequisites: BUAD 230, BUAD 284. Corequisite: ACCT 206 or ACCT 315. 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 and ethical context of decision-making processes. Elements of behavioral theory and research are presented. Prerequisite: BUAD 230, BUAD 284, ACCT 206 or ACCT 315.

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 and Design

This course is designed to provide students with an understanding of systems analysis and design in business applications. The students completing this course should be able to identify and analyze business problems and create solutions using systems analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement the system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. Prerequisite: BUAD 142 or Computer Science major. Alternate 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 206 or ACCT 315, BUAD 284 or SSCI 224 or MATH 321, ECON 102.

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. 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. Students 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 or corequisite: BUAD 350. Spring semester.

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.

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 force recruitment and supervision. Cases provide an integrative policy orientation to this course. Prerequisite: BUAD 270, BUAD 284, ACCT 206 or ACCT 315. Alternate years.

BUAD 372 Marketing Research

Introduction to marketing research as an essential marketing function. Covers the options and decisions to be made in finding problems, formulating research models, choosing research designs, collecting and evaluating data, and presenting results. The course consists of two integrated parts — learning about the institutions, tools and methods of marketing research and applying them to a practical research project.

Prerequisites: BUAD 270, BUAD 284 or SSCI 246 or MATH 321. Spring semester. Prerequisite: BUAD 270, BUAD 284, or SSCI 224 or MATH 321.

BUAD 374 Marketing Promotions

Introduction to promotions as an essential marketing function. Study of promotional tools such as advertising, sales promotion, and public relations in the context of both traditional and electronic platforms. Both the development of promotion strategies and their implementation through various media are covered. Prerequisites: BUAD 270, BUAD 284 or SSCI 246 or MATH 321. Fall semester.

BUAD 375 Consumer Behavior

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

Prerequisite: ACCT 206 or ACCT 315, BUAD 284 or SSCI 224, ECON 102. Alternate years.

BUAD 390 Business Law

Students will study basic principles of law as it relates to business. Topics will include civil procedure, tort, contract, agency, employment, partnerships and corporations. Prerequisite: junior standing.

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, workforce diversity and union/management relationships from a strategic perspective. Prerequisite: BUAD 336. Alternate years.

BUAD 468 and BUAD 469 / IBL 468 and IBL 469, IBLAS Senior Seminar 1 and IBLAS Senior Seminar 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, Global Business Concentration, 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, pricing, promotion budgets and customer-segment analysis. At the center of the course is the development of a hands-on semester project. Prerequisites: BUAD 270, ACCT 206 or ACCT 315, BUAD 284. Fall semester.

BUAD 485 Strategic Management Seminar

An integrated approach to strategic decision-making is taken through the use of such activities as 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, BUAD 270, BUAD 350 and senior standing.

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 registering for the course. Note that the summer offering of this course is done electronically. Prerequisite: Business or Accounting major, instructor approval, ACCT 206 and BUAD 284.

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; to 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, Associate Professor of Chemistry

Larry Scheich, Professor of Chemistry

Graduate School Advisor: Dr. Larry Scheich

Course Requirements

■ CHEMISTRY MAJOR

(11 required courses plus a concentration):

Required Courses:

CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
CHEM 211 Quantitative Analysis
CHEM 220 Organic Chemistry
CHEM 222 Organic Chemistry: Intermediate
or CHEM 232 Organic Chemistry: Research
Emphasis
CHEM 312 Instrumental Analysis
CHEM 330 Physical Chemistry 1
CHEM 332 Physical Chemistry 2
PHYS 121 Fundamentals of Physics 1
and PHYS 122 Fundamentals of Physics 2
or PHYS 111 General Physics 1 and
PHYS 112 General Physics 2
MATH 131 Calculus and Analytic Geometry 1
MATH 132 Calculus and Analytic Geometry 2

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 305 Inorganic Chemistry or
CHEM 310 Organic Chemistry: Advanced
CHEM 350 Biochemistry 1
CHEM 351 Biochemistry 2

Students intending to go on to graduate studies should realize that mathematics courses such as MATH 233 and MATH 310 are required by many graduate programs in Chemistry. The Chemistry discipline also recommends PHYS 121 / PHYS 122 over PHYS 111 / PHYS 112

■ CHEMISTRY ACADEMIC MINOR (six courses):

CHEM 105 General Chemistry 1
CHEM 107 General Chemistry 2
CHEM 211 Quantitative Analysis
CHEM 220 Organic Chemistry
CHEM 222 Organic Chemistry: Intermediate
One chemistry elective above the 200 level

■ CHEMISTRY TEACHING MINOR (six courses):

CHEM 105 General Chemistry 1
 CHEM 107 General Chemistry 2
 CHEM 211 Quantitative Analysis
 CHEM 220 Organic Chemistry
 CHEM 222 Organic Chemistry: Intermediate
 One chemistry elective above the 200 level

CHEM Courses

CHEM 100 Applications of Chemistry – GS4

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 – GS4

This is an introductory course intended for, but not limited to, nursing students. The course covers introductory aspects of general, organic and biochemistry. The course will cover fundamental concepts in general chemistry including nomenclature, structure properties and reaction of inorganic matter. In addition, the course explores the basic tenets of organic chemistry including nomenclature, properties and reactions of selected organic compounds as related to the structure, metabolism and functions of complex biological molecules such as carbohydrates, proteins, lipids and DNA. The laboratory portion will introduce basic equipment and fundamental techniques used in laboratory environments.

CHEM 105 General Chemistry 1 – GS 4

This course outlines the basic principles, laws and definitions of chemistry. Students will also learn atomic theory and basic reaction chemistry. Gas laws and enthalpy are also introduced. 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. Student must test into a math class higher than MATH 102 to enroll. Fall semester.

CHEM 107 General Chemistry 2

This course is a continuation of the topics presented in CHEM 105. Emphasis will be on the study of ions in solutions and chemical equilibria. Both chemical kinetics and thermodynamics will also be covered. 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 statistics, acid-base chemistry, as well as acid-base, complexation and EDTA titrations. The weekly laboratory experiments are selected to provide experience in the analytical methods described in the lecture. Prerequisite: CHEM 107. Fall semester.

CHEM 220 Organic Chemistry

The purpose of this course is to introduce students to the basic language of organic chemistry. Selected topics include organic nomenclature, orbital hybridization, stereochemistry, and the chemistry of alkanes, alkenes, alkynes and a few common instrumental methods (NMR, IR and GC-MS). Success in this course will depend on students' abilities 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). Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and the applications of 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. Selected topics include redox chemistry, carbonyl chemistry, aromatics, cycloadditions and a few common instrumental methods (NMR, IR, GC-MS). The course will have an expanded, project-based laboratory. Prerequisite: a grade of "C" or above in 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 catalysis. The weekly laboratory is designed to provide students with experience in inorganic synthesis and representative analytical methods of inorganic chemistry. Prerequisite; CHEM 222 or CHEM 232 and CHEM 312.

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

anti-tumor agents, antibiotics, cholesterol-regulating agents, coenzymes and catalytic antibodies. Prerequisite: CHEM 222 or CHEM 232. Offered in the summer only, alternate years or with sufficient student demand (six 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. Prerequisite: A grade of "C" or above in CHEM 222 or CHEM 232.

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. Four major topics are covered: 1) spectrophotometer 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, 4) mass spectrometry. Prerequisite: a grade of "C" or above in CHEM 211. Spring semester.

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 involve the application of these concepts to calorimetry, spectroscopy, electrochemistry and chemical equilibrium. Prerequisite: CHEM 311 and CHEM 222 or CHEM 232, MATH 132. 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 pentose phosphate pathway, 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. Prerequisite: a grade of "C" or above in BIOL 244 or Instructor's consent) and "C" in CHEM 222 or 232.

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. Prerequisite: a grade of "C" or above in CHEM 350. Alternate years.

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. Prerequisite: Instructor's consent and approval of the Associate Dean of Natural Sciences.

CHEM 492 Directed Research

An independent study course involving laboratory experiences under the direction of a faculty member in Chemistry. 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 culture 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, Assistant Professor of Religious Studies

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, Professor of English

Stephen Westergan, Adjunct Instructor of Humanities

Program Director: Dr. Michael Lovano

Course Requirements

The St. Norbert College language competency requirement:

Students who successfully complete Intermediate Latin (CLAS 102) or Elementary Greek 2 (CLAS 112) will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam or through alternative means approved by the College.

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 Latin or Greek at St. Norbert College with CLAS 102 or CLAS 112 and earn at least a "B" in that course, will also receive one retroactive course for previous Latin or Greek study. Students who begin their study of Latin or Greek with CLAS 203 or CLAS 213 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 seven courses required for the minor in Classical Studies. Students with previous language study should contact either the Latin or Greek instructor to determine their proper starting placement in the course sequence.

■ CLASSICAL STUDIES MINOR:
(seven courses must be completed,
including the four required core courses)

Required Core Courses:

CLAS 203 Readings in Latin
 or CLAS 213 Intermediate Greek
 CLAS 326 / HIST 326 The History of
 Ancient Greece
 CLAS 328 / HIST 328 The History of
 Ancient Rome
 One course from: CLAS 200, CLAS 207,
 CLAS 209, CLAS 260, CLAS 327, CLAS
 334 or RELS 314

Electives:

CLAS 200 / RELS 200 Augustine and the
 Classical World
 CLAS 207 / PHIL 207 Greek Philosophy
 CLAS 209 / PHIL 209 Hellenistic Philosophy
 CLAS 260 / RELS 260 Early Christian
 Monasticism
 CLAS 314 / PHIL 314 / POLI 314 Classical
 and Medieval Political Thought
 CLAS 325 / WOLT 325 Classical Mythology
 (fulfills General Studies Area 10)
 CLAS 327 / RELS 327 Ancient Wisdom
 and the Modern Search for Meaning (fulfills
 General Studies Area 1 Upper)
 CLAS 334 / PHIL 334 Tragedy and
 Philosophy (fulfills General Studies Area 10)
 CLAS 335 A Brief History of Body Parts
 (fulfills General Studies Areas 10 and 12)
 RELS 314 The Origins of Biblical
 Monotheism (fulfills General Studies Area 1
 Upper)

Latin or Greek language courses (other than
 CLAS 203 or CLAS 213) also count as
 electives for the Classical Studies minor. For
 instance, if students begin the study of Latin
 or Greek at the College, they will take three
 language courses which will fulfill three of
 the seven courses required for the minor.

CLAS Courses

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.

CLAS 102 Intermediate Latin – GS7

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

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.

CLAS 112 Elementary Greek 2 – GS7

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

**CLAS 200 / RELS 200 Augustine and the
 Classical World**

This course surveys 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, and was a
 major influence in shaping the theology of
 Western Christianity. The classical heritage
 of Greece and Rome influenced Augustine's
 thinking and in turn his impact on the late
 Roman world. We will attempt to understand
 how the synthesis produced by Augustine is
 both a final flowering of classical civilization
 and a cornerstone of the coming Christian
 civilization of the Middle Ages. Spring
 semester, alternate years.

CLAS 203 Readings in Latin – GS7

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 209 / PHIL 209 Hellenistic Philosophy

The course introduces students to the three major schools of Hellenistic philosophy that dominated Greek thought after Aristotle (Skepticism, Stoicism and Epicureanism) and their respective attempts to refine or reject the classical conception of the good life. Students explore principally the ethical implications of the Hellenistic movement, though certain issues in metaphysics and epistemology are covered as well. J-term.

CLAS 213 Intermediate Greek – GS7

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

CLAS 260 / RELS 260 Early Christian Monasticism

This course traces Christian monasticism from its rise in the deserts of Egypt and Syria to its spread throughout the Roman Empire and beyond, specifically to Ireland. In the Christian and non-Christian contexts, concepts of asceticism and holiness prevalent in various cultures of antiquity, and monasticism's relationship to the wider Church and society, will be examined. Early monasticism exerted a powerful influence on the development of medieval Christian culture in both the Latin West and Byzantine Greek East, and continues to be an important factor in models of asceticism and holiness in many parts of the modern world. Spring 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 325 / WOLT 325 Classical Mythology – GS10

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 327 / RELS 327 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. Answers to these questions from the biblical tradition are most readily found in those books of the Hebrew Bible collectively known as the Wisdom Literature. This course will raise these fundamental 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.

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 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 students 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.

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. One half of the course concentrates on Greek tragedy (Aeschylus, Sophocles, Euripides) and its commentators, both ancient (Plato, Aristotle) and modern. The second half examines both Renaissance and modern examples of the tragic tradition with contemporary philosophical readings on the significance of that tradition. Spring semester.

CLAS 335 A Brief History of Body Parts – GS 10/12

The course traces the impact of ancient medical thought on modern medical theory and practice, studying how concepts foundational to modern medicine got their start in the classical world. Such concepts include not only certain anatomical structures and physiological functions, but the very idea of anatomy itself — literally, a “dividing up” of the body into parts — as the basis for a naturalistic understanding of health and disease and ultimately for the therapeutic approaches characteristic of Western medicine. Maymester.

CLAS 490 Independent Study

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

RELS 314 The Origins of Biblical Monotheism – GS 1 (Upper)

This course explores the development of monotheism in ancient Israel, the culture which produced the Hebrew Bible. The course will focus on the reflections about the divine found in the Bible, alongside central religious texts from Mesopotamia, Greece and Rome. In particular, the course will examine criticisms of these traditional religious visions as articulated 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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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 spiritually, we mean the evolution of those qualities that enable students to look within themselves at their role in the micro-context of St. Norbert College's Judeo-Christian values and the macro-context 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, and 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

Mark Glantz, Assistant Professor of Communication and Media Studies

Kevin L. Hutchinson, Professor of Communication and Media Studies

Hyang-Sook, Kim, Assistant Professor of Communication and Media Studies

James W. Neuliep, Professor of Communication and Media Studies

Judith E. Smith, Assistant Professor of Communication and Media Studies

Course Requirements

■ COMMUNICATION AND MEDIA STUDIES MAJOR

(10 courses: two required courses plus a concentration)

Required Courses:

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

Communication Concentration (eight courses)

Required Courses:

COME 426 Organizational Communication
COME 427 Communication Theory

Any four of the following:

COME 222 Small Group Communication
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication
COME 324 Persuasion
COME 330 Intercultural Communication
COME 389 Special Topics
COME 490 Independent Study

Any two media courses (one at 300 level)

Media Concentration (eight courses)

Required Courses:

COME 467 Television Criticism
COME 468 Mass Communication Theory

Any four of the following:

COME 224 American Electronic Media
COME 252 Writing for Media
COME 343 / PHLP 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

Any two 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 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication
COME 222 Small Group Communication
COME 252 Writing for Media
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication
COME 324 Persuasion
COME 383 Media Ethics
COME 426 Organizational Communication
COME 427 Communication Theory

■ MINOR IN SPEECH COMMUNICATION WITH SECONDARY CERTIFICATION (six courses):

Students seeking a minor in secondary certification for teaching grades 6-12 must complete:

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication
COME 322 Business and Professional Speaking
COME 324 Persuasion
COME 426 Organizational Communication
COME 427 Communication Theory

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

■ COMMUNICATION STUDIES MINOR (six courses):

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication
COME 426 Organizational Communication or COME 427 Communication Theory and three of the following:
COME 222 Small Group Communication
COME 322 Business and Professional Speaking
COME 323 Nonverbal Communication
COME 324 Persuasion

COME 330 Intercultural Communication
(COME 389 Special Topics where appropriate)

■ **MEDIA STUDIES MINOR (six courses):**

COME 122 Principles of Interpersonal Communication
COME 124 Principles of Mass Communication
COME 467 Television Criticism
or COME 468 Mass Communication Theory and three of the following:
COME 224 American Electronic Media
COME 252 Writing for Media
COME 343 International Media Communication
COME 364 Media Law and Regulation
COME 383 Media Ethics
COME 384 Communication Technology and Social Change
(COME 389 Special Topics 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.

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.

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 Electronic Media

Examines the institutional development, structure, technological advancements, programming practices, economics, regulation, audience measurement and general operations of electronic media in the United States 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, and web writing styles and conventions. Covers style rules, editing, lead writing, libel law, story construction, interviewing, rewriting and other topics. Prerequisite: COME 124.

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 conferences; c) speaking one-on-one — the theory and practice of interviewing, job selection and application. Prerequisite: junior or senior standing.

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 and appearance. Prerequisite: COME 122.

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 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 / PHLP 343 International Mass Communication – GS 11

Explores the phenomenon of a 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, the Internet and the development of democracy within the context of a global society.

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 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 on 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.

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 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

Bonnie McVey, Associate Professor of Computer Science

David C. Pankratz, Associate Professor of Computer Science

Ravikant Agarwal, Assistant Professor 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 Linux 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 on the following pages.

■ COMPUTER SCIENCE MAJOR (six courses plus a concentration)

Required Courses:

CSCI 110 Introduction to Computer Programming
 CSCI 150 Applications of Discrete Structures (or MATH 250 Foundations of Mathematics)
 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 (5 courses):

MATH 131 Calculus and Analytical Geometry 1
 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)

ACCT 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 (seven courses)

ART 134 Basic Drawing
 ART 135 Drawing and Design
 ART 280 Introductory Photography and Digital Imaging
 or ART 335 Advertising Design
 ART 350 Computer Graphics
 ART 485 Design for the Web
 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 MAJOR with Secondary Certification (11 courses)

Required Courses:

CSCI 110 Introduction to Computer Programming
 CSCI 150 Applications of Discrete Structures (or MATH 250 Foundations of Mathematics)
 CSCI 205 Software Engineering and Elementary Data Structures
 CSCI 220 Advanced Data and File Structures
 CSCI 225 Machine Organization and Assembly Language
 CSCI 321 Analysis of Algorithms
 CSCI 322 Programming Languages
 CSCI 370 Introduction to Operating Systems
 CSCI 460 Senior Capstone Experience
 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
 MATH 131 Calculus and Analytical Geometry 1 or MATH 124 Survey of Calculus

Residency requirements: CSCI 460 and at least three CSCI courses numbered 300 or above.

■ COMPUTER SCIENCE MINOR**(seven courses):**

CSCI 110 Introduction to Computer Programming
 CSCI 150 Applications of Discrete Structures (or MATH 250 Foundations of Mathematics)
 CSCI 205 Software Engineering and Elementary Data Structures
 CSCI 220 Advanced Data and File Structures
 CSCI 225 Machine Organization and Assembly Language
 and two courses chosen from the following:
 any CSCI course 200 or above (excluding CSCI 310), MATH 315

Residency requirements: At least three CSCI courses 200 or above

■ COMPUTER SCIENCE**TEACHING MINOR (seven courses):**

The teaching minor has the same requirements as the computer science minor

CSCI Courses**CSCI 102 Computing on the Web**

(See Infrequently Offered Courses section of the Catalog.)

CSCI 110 Introduction to Computer Programming – GS8

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the high-level structured language 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. Corequisite or prerequisite: MATH 115.

CSCI 150 Applications of Discrete Structures – GS8

Discrete structures are sets of distinct or unconnected elements. These structures are useful when solving problems that require counting objects, exploring the relationship between finite sets, and analyzing an algorithm (a finite sequence of steps) for its effectiveness and efficiency. Discrete structures can be used to answer the following questions: What is the cheapest or fastest way to travel between two cities?; Why is a ten-character password better than a six-character password?; Can students be enrolled in courses so that each has their first two choices?; What is the longest matching sequence in two strands of DNA?; How quickly can a set of items be sorted?; Which items should be packed to optimize the total value of all items in a container? In this course you will learn techniques for solving problems and defending your solution while improving your ability to think logically, algorithmically and quantitatively. Weekly laboratory sessions provide opportunities for students to analyze problems and experiment with their solutions. This is not a programming course. Prerequisite: completion of or placement above MATH 115.

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.

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 and either CSCI 150 or MATH 250. 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 computing, 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 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. 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 are covered, especially those that are not already familiar to the students. Prerequisite: CSCI 220 and CSCI 225. Alternate years.

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. 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. Alternate years.

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. Students will implement real-time systems that use feedback loops and the techniques above to modify the behavior of the system. Prerequisite: CSCI 220 and CSCI 225.

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

This course is designed to provide students with an understanding of systems analysis and design in business applications. The students completing this course should be able to identify and analyze business problems and create solutions using systems analysis and design techniques, evaluate and choose appropriate software tools, and create design documents that can be used to implement the system. Students will also learn about user interface design, database design, systems architecture and implementation, systems operation, support, and security. A mixture of lectures, assignments, group projects and case studies using systems analysis and design principles will be used. Prerequisite: BUAD 142 or Computer Science major. Alternate years.

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 other 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. 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 considerations 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 of operating systems. Prerequisite: CSCI 220 and CSCI 225. Alternate years.

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; 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

Sandra J. Odorzynski, Professor of Economics
Kevin G. Quinn, Professor of Economics
Marc B. von der Ruhr, Associate Professor of Economics
Keith Sherony, Visiting 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 four 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**
 (six Economics courses):

ECON 101 Principles of Macroeconomics
 ECON 102 Principles of Microeconomics
 ECON 251 Intermediate Macroeconomics
 ECON 252 Intermediate Microeconomics
 and two advanced ECON courses 300 or
 above.

■ **ECONOMICS TEACHING MAJOR**
 (11 Economics courses):

For secondary education certification in
 economics. Requires the same courses as
 the Economics major.

■ **ECONOMICS TEACHING MINOR**
 (six Economics courses):

For elementary education majors.

ECON 101 Principles of Macroeconomics
 ECON 102 Principles of Microeconomics
 ECON 251 Intermediate Macroeconomics
 ECON 252 Intermediate Microeconomics
 ECON 300 History of Economic Thought
 and one ECON elective.

ECON Courses

ECON 100 Fundamentals of Economics –
GS 3

Introduction to the study of decision
 making under conditions of scarcity. Basic
 economic questions (What is produced?

How? For whom?) are identified, using
 a market framework, the social science
 method, and simple models. Underlying
 values embedded in decision-making
 are identified, using broad social goals
 criteria. Course incorporates topics from
 macroeconomics, microeconomics and
 global economics. Intended for non-
 Business and non-Economics majors only.

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.
 Prerequisite: ECON 101 and ECON 102.
 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.
 Prerequisite: ECON 102. Fall 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 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. Prerequisite: 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. Prerequisite: ECON 101 and ECON 102.

ECON 335 Industrial Organization

(See Infrequently Offered Courses section of the Catalog.)

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 anti-trust policy. Prerequisite: ECON 102, BUAD 284 or SSCI 224.

ECON 341 Economics of Professional Sports 2

Survey of major issues in sports economics research literature. Considers topics in individual sports/leagues (e.g. MLB, NBA,

NHL, NFL, European soccer, women's athletics, college athletics) and topics across different sports (e.g., measuring athlete labor productivity, athlete discrimination, competitive balance, demand estimation issues). Prerequisite: ECON 340.

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 375 Growth and Development

(See Infrequently Offered Courses section of the Catalog.)

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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-educating 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 and 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 meeting the requirements set at each "gate" or end of each year in the program.

The St. Norbert College web site for Teacher Education (www.snc.edu/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-learning outcomes. 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 coursework, 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 (two credit courses): There are many two–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.

GATE	YEAR	BENCHMARKS
1	By the End of First Year	Cohort form completed
		GPA (2.75 minimum overall)
		PPST taken
		Evidence of St. Norbert College Teacher Dispositions
		Criminal Background Check completed
		Portfolio Building Blocks passed (St. Norbert College Teacher Education Standardized Rubric)
2	By the End of Second Year	PPST passed
		GPA (2.75 minimum overall)
		Evidence of St. Norbert College Teacher Dispositions
		Human Relations hours (8 each Part A & Part B) completed (Human Relations Form)
		Criminal Background Check completed
		Satisfactory Cooperating Teacher and Supervisor Block Evaluations (St. Norbert College Teacher Education Standardized Rubric)
		Portfolio Building Blocks passed (St. Norbert College Teacher Education Standardized Rubric)
3	By the End of Third Year	GPA (minimum: 2.75 overall, 3.0 major, minor, professional education)
		Student Teaching Application completed by December 1
		Evidence of St. Norbert College Teacher Dispositions
		Human Relations hours (18 each Part A & Part B) completed (Human Relations Form)
		Criminal Background Check completed
		Praxis 2 passed
		Portfolio Building Blocks passed (St. Norbert College Teacher Education Standardized Rubric)
4	By the End of Fourth Year or Program Completion	GPA (minimum: 2.75 overall, 3.0 major, minor, professional education)
		Human Relations hours (18 each Part A & Part B) completed (Human Relations Form)
		Completion of Degree requirements
		Evidence of St. Norbert College Teacher Dispositions
		Criminal Background Check completed
		Satisfactory Cooperating Teacher and Supervisor Student Teaching Evaluations (St. Norbert College Teacher Education Standardized Rubric)

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
Scott Kirst, Assistant Professor of Education
Susan Landt, Associate Professor of Education
Bonnie Lueck, Director of Childcare Center
Kristen Lukens, Instructional Technology Specialist
Christopher Meidl, Assistant Professor of Education
Tynisha Meidl, Assistant Professor of Education
Bob Osgood, Professor of Education and Chair of Teacher Education
Reid Riggle, Associate Professor of Education
Bob Rutter, Professor of Education and Associate Vice President for Institutional Effectiveness
Carolyn Schaeffer, Adjunct 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)
- * Early Childhood-Adolescence (Ages Birth-21)
 - * Art
 - * Theatre
 - * Modern Languages
 - Spanish
 - French
 - German
 - * Music Education
 - General
 - Instrumental
 - Choral

St. Norbert College also offers a Master 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 EDUC 120, EDUC 125, EDUC 223, EDUC 226, EDUC 235, EDUC 249, EDUC 281,

EDUC 285, EDUC 286, EDUC 350, EDUC 362, EDUC 373, 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.

The early childhood coursework consists of additional four-credit courses in Early Childhood Education (EDUC 271, EDUC 272, EDUC 274, EDUC 277, EDUC 278,

EDUC 392, EDUC 394, EDUC 396); and Early Childhood 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 early adolescent and middle school and 3) an academic, teaching or certification minor.

- 1) The Elementary Education major consists of EDUC 120, EDUC 125, EDUC 223, EDUC 226, EDUC 235, EDUC 249, EDUC 281, EDUC 285, EDUC 286, EDUC 350, EDUC 362, EDUC 373, 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.
- 2) The early adolescent block (middle school curriculum) consists of four 2-credit courses (EDUC 330, EDUC 332, EDUC 333 and EDUC 334) 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 134 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. Selected minors are listed below:

Academic or teaching minors: German, History, Chemistry, Spanish, Speech Communication, Physics, French, 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

ENGL 150 Introduction to Literature, ENGL 290 The English Language, ENGL 307 Fiction Writing or ENGL 308 Poetry Writing, EDUC 373 The Writing Process: Socio/ Psycho-linguistic Elements, COME 122 Interpersonal Communications, and one additional course from ENGL or COME.

Broadfield Science

One course from each of the natural sciences: BIOL, CHEM, GEOL, PHYS (if you take NSCI 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, AMER 130 / 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

Required courses include MATH 124 or MATH 131 (MATH 115 is a prerequisite), SSCI 224, and CSCI 110. Students must choose three of the four following courses to complete the minor: MATH 212, MATH 220, CSCI 150 or MATH 123.

English as a Second Language:

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 (i.e. advanced, intermediate or beginning) excluding retroactively rewarded credit.

■ EARLY ADOLESCENCE-ADOLESCENCE (Ages 10-21)

This certification requires: 1) completion of an academic major (usually 10 courses), 2) the early adolescent or 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 include Humanities: English, French, Spanish, German (students majoring in Modern Languages and Literatures must complete an international immersion experience in their target language in order to be licensed); Speech/Communication and History; Social Science: Economics, Political Science, Psychology, Sociology; Natural Science: Biology, Chemistry, Physics, and Mathematics.
- 2) The early adolescent block (middle school curriculum) consists of four 2-credit courses (EDUC 330, EDUC 332, EDUC 333 and EDUC 334) and Student Teaching in the Middle School (EDUC 450).
- 3) The required professional education courses include eight 2-credit courses and one 4-credit course (EDUC 120, EDUC 125, EDUC 223, EDUC 250, EDUC 252, EDUC 254, EDUC 281, EDUC 351 and EDUC 352), four two-credit courses in the middle school curriculum (EDUC 330, EDUC 332, EDUC 333 and EDUC 334), and three courses which are part of the general

education program (SSCI 220, SSCI 301 or NSCI 333, GENS 408).

- 4) Student Teaching in the High School (EDUC 455) and Middle School (EDUC 450).

An Early Adolescence-Adolescence candidate may also be licensed to teach in 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 128 credits. A student may still complete all requirements within four years by overloading one or more semesters or enrolling in summer sessions.

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 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 in either History, Economics, Sociology,

Psychology or Political Science, plus concentrations in two 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 is required.

Sociology – (four courses)

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

Political Science – (three courses)

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

Economics – (three courses)

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

Psychology – (four courses)

PSYC 100 General Psychology
Two 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 2-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 SSC1 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, special needs). Twenty-five of these hours are to be spent with leaders or advocates of the identified underrepresented groups (seminars, conventions, speaking engagements) 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. 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 St. Norbert College 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.

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

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.

All English majors, regardless of concentration, should take the 10041 version of the Praxis II test — English Language, Literature, and 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 WPT/DPI tests in their major. All Music Education majors should take the 10113 version of the Praxis II test — Music: Content Knowledge.

EDUC Courses

EDUC 120 Psychology for Teaching (two credits)

Course content features learning and motivation theories and recommended teaching and assessment strategies. Concepts and required coursework are applied to primary, elementary, middle and secondary classroom situations.

EDUC 125 Foundations of U.S. Education (two credits)

This course addresses the development of schools as institutions from historical, philosophical, political and sociological perspectives. 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.

EDUC 223 Instructional Technology (two credits)

An integrated approach for selecting and using technology in the classroom forms the structure of this course. With an emphasis on the application of technology to transform teaching and learning, students demonstrate their proficiency in the ISTE NETS-T, while exploring current issues and best practices in instructional technology. Pre-professional block. Prerequisite: meet all Gate 1 requirements.

EDUC 226 Elementary/Middle School Social Studies Methods (two 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.

EDUC 235 Teaching Methods in the Arts (two 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. Prerequisite: admission to class cohort.

EDUC 249 Pre-Student Teaching Experience, Elementary School (150 clock hours) (two credits)

A practicum experience for prospective Elementary Education candidates. For five weeks, students 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 determination of effective teaching/learning practice. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis.

EDUC 250 Pre-Student Teaching Experience, Secondary School (150 clock hours) (two credits)

A practicum experience for prospective Secondary Education candidates. For five weeks, students 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 practices. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements. Graded on S/U basis.

EDUC 252 The Comprehensive High School (two credits)

This course is an introduction to the unique characteristics of the comprehensive U.S. 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.

EDUC 254 Instructional Methodologies for Adolescents (two 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.

EDUC 260 Foundational Mathematics Evaluation and Enhancement (four credits)

This mathematics education course addresses the constructivist mathematics concepts, skills and principles needed for all mathematics 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 as they relate to the Wisconsin mathematics teaching standards.

Prerequisite: successful completion of Gate 1. Fall, J-term, and Summer 1 semesters.

EDUC 271 Music & Movement for Pre-school (two 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 (two credits)

This course examines multicultural curricular issues in education. It is intended 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. Prerequisite: meet all Gate 2 requirements. Fall semester (service-learning component) and spring semester.

EDUC 274 The Role of Play in the Growth & Development of Young Children (two 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.

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

EDUC 277 Health Education Methods (four credits)

This course explores innovative and experiential approaches to learning and teaching of the health domains. Topics include movement exploration, games, and

lesson plans for teaching wellness concepts with special emphasis on self-image, nutrition, physical activity, loss and death, substance use/misuse, cardiovascular health, sexuality, and conflict resolution. A classroom teaching experience at a local school district is also included in this course.

EDUC 278 Early Childhood: Classroom Management and Conflict Resolution (two credits)

This course addresses the academic and non-academic needs of early learners. It examines the theoretical principles of classroom management for children. It is designed for early childhood certification students to understand developmentally appropriate strategies and methods for creating, organizing, and maintaining healthy, safe, and caring learning environments that are conducive for growth. The topics in this course include classroom management, cognitive behavior modification, conflict resolution, and communication with family and community members. It provides the pre-service teacher with strategies to identify and respond to all behaviors. Pre-service teachers will examine the relationship between students, teachers, families, community and the learning environment, and the role it plays in creating a positive, inclusive and empowering setting. Prerequisite: sophomore block.

EDUC 281 Teaching Children with Disabilities (two 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 studied. 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.

References to current issues, legislation and court cases will also occur. Taken as part of the pre-professional block. Prerequisite: meet all Gate 1 requirements.

EDUC 285 Elementary School Science Methods (two 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. Prerequisite: meet all Gate 1 requirements. Pre-professional block.

EDUC 286 Elementary School Math Methods (four credits)

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. Prerequisite: meet all Gate 1 requirements. Pre-professional block.

EDUC 289 Special Topics (two 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
(two 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. Prerequisite: 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
(two 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. Spring semester.

**EDUC 315 Choral Music Methods for Junior and Senior High School
(two 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
(two 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-A General Music in the Elementary School
(two credits)**

This course provides music education majors with the knowledge, skills, methods and materials needed for successful teaching in the elementary general music setting. Music development in children and successful methodologies for elementary music instruction are studied and applied. Piano accompanying and recorder performance skills are reinforced. Prerequisite: Music Education majors, sophomore standing. Fall semester.

**EDUC 318-A General Music in Secondary School
(two credits)**

This course provides music education majors with the knowledge, skills, methods, and materials needed for the successful teaching of adolescents in the secondary general music setting. Students will learn to develop non-performance based on courses that are relevant and connected to the lives of secondary students. Guitar accompaniment skills are included in this course. Prerequisite: Music Education majors, sophomore standing. Must have completed EDUC 317-A. Spring semester.

**EDUC 330 The Early Adolescent: Classroom Management and Conflict Resolution
(two 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 is integrated with the other Early Adolescence Block (EAB) courses and particularly with the EAB field experience. Prerequisite: meet all Gate 2 requirements and concurrent enrollment in EDUC 332, EDUC 333 and EDUC 334.

EDUC 332 The Adolescent: Psychology and Methods in the Middle School (two credits)

This course reviews the principles and theories of young adolescent growth and development already introduced in SSC1 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 concurrently with EDUC 330, EDUC 333 and EDUC 334. Prerequisite: meet all Gate 2 requirements.

EDUC 333 The Early Adolescent: Assessment (two credits)

Assessment, evaluation and grading/reporting will be covered during this course. A focus on assessing in a differentiated classroom will be key to the discussion of these topics. The course is integrated with the other EAB courses and particularly with the EAB field experience. Prerequisite: Gate 2 requirements met and concurrent enrollment in EDUC 330, EDUC 332 and EDUC 334.

EDUC 334 Middle School Field Experience (two 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. Prerequisite: meet all Gate 2 requirements. Concurrent enrollment in EDUC 330, EDUC 332 and EDUC 333.

EDUC 348 Deaf Culture and Sign Language in America 1 (two credits)

(See Infrequently Offered Courses section of the Catalog.)

EDUC 350 Developmental Reading and the Language Arts (four credits)

This course is designed for early childhood/middle childhood/early adolescence certification students. Students will develop skills in working with emergent readers, study the interrelationships between reading, writing, speaking and listening and how these language arts can be infused across the curriculum. Current approaches, theories and materials used in literacy instruction are closely examined. In addition, students will acquire basic working knowledge of the speech sound system of English as well as successfully pass the Phonics Proficiency Test. Prerequisite: meet all Gate 2 requirements.

EDUC 351 Reading and Language Arts Across Content Areas (four credits)

This course is part of Secondary Sophomore Block. It is the first course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. This course addresses six key areas: adolescent identities and literacies, effective reading and learning practices, expanding comprehension, teacher and student assessment of literacy development, learning strategies, and vocabulary knowledge. This course is based on a constructivist philosophy and includes active participation by all learners. Prerequisite: meet all Gate 1 requirements. Pre-professional block.

EDUC 352 Advanced Reading in the Content Areas (two credits)

This is the second course in a two-course sequence focusing on literacy and language arts across content areas in early adolescent and adolescent education. The course focuses on four key areas: facilitating student motivation, applying writing-to-learn approaches, implementing information and communication technology (ICT) techniques, and employing multiple sources as teaching tools. This course builds on skills acquired in EDUC 351 and on insights on teaching and learning obtained during sophomore block field experiences. Prerequisite: meet all Gate 2 requirements.

EDUC 356 Teaching and Learning with Multimedia (two credits)

Students will explore the teaching of critical thinking and problem-solving skills using multimedia technology. They 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 (two credits)

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 are considered. Issues concerning ethics, security and 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 (two credits)

Students will be equipped with tools to become more independent with their own computers. 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 (four credits)

The goal of this course is to introduce pre-service teachers to the depth and breadth of children's literature while facilitating their understanding of the role children's literature plays in education. At the successful conclusion of this course students will be able to recognize and select quality children's literature, identify outstanding authors and illustrators in the field of children's literature, identify and appreciate culturally diverse children's literature, select literature in accordance with children's developmental needs, describe a range of genres in children's literature and how to incorporate each within the curriculum, use children's literature to teach curriculum in other content areas. Prerequisite: meet all Gate 1 requirements. Pre-professional block.

EDUC 373 The Writing Process: Socio/Psycholinguistic Elements (four credits)

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 as it pertains to those seeking early childhood/middle childhood/early adolescence certification. This course is grounded in research in transactional theory of reading and writing. Prerequisite: completion of Gate 2 requirements.

EDUC 386 Reading Improvement in the Elementary/Middle School (four credits)

This course consists of class work and directed teaching experiences. Instruction is provided in diagnosis, instructional planning for remediation, ongoing evaluation of reading progress and the use of authentic literature. Students will design and implement instruction based on children's needs. Students are supervised in a field experience as they assess, then teach children for two to three hours each week. Prerequisite: EDUC 350.

EDUC 392 History and Philosophy of Early Childhood Education Programs (four credits)

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.

EDUC 394 Curriculum and Instructional Planning for Young Children (four credits)

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: meet all Gate 2 requirements.

EDUC 396 Early Childhood: Assessment of Early Learners Two Credits

This course addresses the assessment of young children from birth through age eight. It is designed for early childhood certification students to understand the historical, theoretical, and research groundings that inform current assessment practices. Pre-service teachers will explore the role of assessment in early childhood education and examine the various forms of assessment. Pre-service teachers will examine the various methods of assessment

to best meet the needs of individual students. Pre-Service teachers will experience the process of establishing an instructional plan using assessment data. Prerequisite: sophomore Block.

Student Teaching Courses:

EDUC 440 Student Teaching: Early Childhood

Four or eight 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. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 445 Student Teaching: Middle Childhood

Four or eight 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. Graded on a S/U basis.

EDUC 450 Student Teaching: Early Adolescence

Four or eight credits

Pre-service teachers spend nine weeks of full participation in a middle school 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. Graded on a S/U basis.

EDUC 455 Student Teaching: Adolescence

Four or eight 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. Graded on a S/U basis.

EDUC 469 Student Teaching: General Music

(four or eight 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. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 470 Student Teaching: Choral Music
Four or eight 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. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 475 Student Teaching: Instrumental Music 1

(two, four or eight 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. Prerequisite: approval to student teach. Graded on a S/U basis.

EDUC 477 Overseas Student Teaching
(0 credits)

Pre-service teachers spend half of their placement student teaching abroad. Placements have been made in Mexico, England, Ireland, Wales, Scotland, Australia, New Zealand, Ghana, St. Lucia and Japan. Prerequisite: approval to student teach overseas and an overall GPA of 3.0. Graded on a S/U basis.

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. Prerequisite: 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. Prerequisite: Instructor's consent and approval of the Associate Dean of Social Science.

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. Prerequisite: Instructor's consent and approval of the Associate Dean of Social Sciences.

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, thoughtful citizens. English majors graduate with the knowledge, skills and desire necessary to make positive contributions to the communities they enter. To achieve 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

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

Deirdre Egan-Ryan, Assistant Professor of English and Director of of Academic Service-Learning

Laurie MacDiarmid, Associate Professor of English and Writer in Residence

Michael Marsden, Professor of English, American Studies, and Media Studies, and Co-Director of American Studies

John Neary, Professor of English

John Pennington, Professor of English and Director of the Collaborative Center for Undergraduate Research

Edward Ridsen, 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: Any full-time faculty member in English

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
 Four 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 (six courses)

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
 or ENGL 334 Milton
 or ENGL 339 Shakespeare's Drama
 1 ENGL elective*

■ ENGLISH TEACHING MINOR (six courses)

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

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 240, HUMA 262 and CLAS 325 / 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) 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 an in-depth study of a few literary masterpieces that students write about and 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

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.

ENGL 203 Science Fiction and Fantasy – GS5

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.

ENGL 206 / WMGS 206 Sexuality and Literature: Gay, Lesbian, and Transgender Texts – GS 5

When Lord Alfred Douglas, Oscar Wilde's partner, famously said, "I am the love that dare not speak its name" referring to his own hidden sexual identity, he articulated a conundrum in gay identity: how do you tell your story when it is unspeakable? This introduction to the lesbian, gay and transgender tradition in literature tackles this question among others. This course focuses primarily on twentieth-century U.S. texts (fiction, poetry, drama, non-fiction, film and theory). Students will read such authors as E.M. Forster, Walt Whitman, Radclyffe Hall, James Baldwin, Audre Lorde, Jeanette Winterson, Gloria Anzaldua, Leslie Feinberg and Tony Kushner.

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.

ENGL 221 The American Short Story – GS 5 and GS 9

This course concentrates on the development of the American short story by studying selected works of Irving, Hawthorne, Poe, Harte, Bierce, Crane, James, Anderson, K.A. Porter, Fitzgerald, Hemingway, Steinbeck, Faulkner, O'Connor, Welty, Carver 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.

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, Yeats, Woolf, Joyce, Beckett 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 228 The Continental Novel – GS 7

This course examines an assortment of major European novels, in excellent English translations, from the late nineteenth century to the present. Each novel is studied as a literary text but also as a representation of its time and place. Featured novelists may include Tolstoy, Dostoevsky, Kafka, Colette and others.

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 and Readings from Hell. Course is repeatable with advisor and Instructor’s consent.

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.

ENGL 304 Creative Non Fiction Workshop

Designed to introduce students to creative nonfiction, a genre that includes the personal essay, memoir, and literary

journalism. Students will read and discuss published essays, practice elements of the genre, share work with classmates, and compose and revise several essays.

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.

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.

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.

ENGL 309 African-American Novel

Beginning with one of the most important texts in the African-American literary canon,

Frederick Douglass' slave narrative, the course traces the historical trajectory from antebellum 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.

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. 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 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.

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.

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 on 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.

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, Seattle, Morrison and DeLillo.

ENGL 321 Dante: The Divine Comedy – GS 10 and GS 12

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 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 context 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 studied may 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.

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 diverse as Shakespeare, Hawthorne and Morrison. The course will use works 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.

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, William Carlos Williams, Charlotte Perkins Gilman, Fae Myenne Ng and Li-Young Lee.

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 Postcolonial Literature – GS11

(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.

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 “Candida,” 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.

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.

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, Hurston and Morrison. 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.

ENGL 494 Internship

An 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 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 their 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. Prerequisites: senior standing and Instructor's consent.

English as a Second Language

www.snc.edu/catalog/esli_main.htm

The English as a Second Language Institute (ESLI) 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 program for international students. Classes are held four hours daily in St. Norbert College classrooms. The program offers four levels of instruction with enrollment at the beginning of each semester and at mid-semester. Session length is 16 weeks. Average class size is 12 students. Maximum class size is 15 students. Sessions begin in January, March, May, June, July, August and October.

ESL Faculty

Susan Ashley, ESL Instructor
Jana Dettlaff, ESL Instructor
Christina Hankwitz, ESL Instructor
Olga Henek, ESL Instructor
Susan McGinnity, ESL Instructor
Melinda Roberts, ESL Director
Dawn Shimura, ESL Instructor
Linda Wanless, ESL Office Manager

■ THE ESL INSTITUTE OFFERS TWO PROGRAM CERTIFICATES:

1. Completion of the ESL program
2. Certificate of Participation

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 seeking 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. 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 or January.

One level is defined as a 16-week semester, fall or spring, or 10-weeks of summer sessions (Summer 1 and 2). College-bound students must take a full summer program to complete a level.

2. Certificate of ESL Completion:

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

ESLI Courses

Beginning Level Courses:

(infrequently offered)

ESLI 042 Beginning Reading
 ESLI 043 Beginning Writing
 ESLI 044 Beginning Speaking
 ESLI 045 Beginning Listening

Elementary Level Courses:

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

Intermediate Level Courses:

ESLI 065 American Society
 ESLI 066 Culturally Speaking
 ESLI 067 Public Speaking
 ESLI 072 Intermediate Reading
 ESLI 073 Intermediate Writing
 ESLI 074 Intermediate Speaking
 ESLI 075 Intermediate Listening
 ESLI 083 / CIE 334 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 / CIE336 Intercultural Communication

Advanced Level Courses:

ESLI 091 Advanced Lecture/Note Taking
 ESLI 092 Advanced Reading
 ESLI 093 Advanced Writing
 ESLI 096 Issues for Debate and Discussion

ESLI Course Descriptions:

The following non-credit ESL courses are open to non-native speakers of English who want to improve their English language skills for academic or professional purposes. 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). Full-time ESL students take classes 20 hours each week, four hours daily, in four levels of instruction: Beginning, Elementary, Intermediate and Advanced. Refer to www.snc.edu/esl for more information.

ESLI 042 Beginning Reading

Students increase their vocabulary, read faster, and understand more of what they read. They develop reading strategies such as skimming, scanning, guessing meaning from context, previewing and predicting. Students practice reading authentic material such as short reading passages, simplified short stories and news articles, and an abridged ESL novel.

ESLI 043 Beginning Writing

Students improve their ability to write in English by learning to write simple and compound sentences in English and short, well-organized simple paragraphs which include title, topic sentence, supporting sentences, and a conclusion. Students practice rules of punctuation and capitalization, as well as learn spelling rules and cursive writing. In addition to learning basic writing skills, students study simple verb tenses, nouns, pronouns, adverbs and adjectives.

ESLI 044 Beginning Speaking

Students learn to communicate in English in everyday situations. Students learn to ask and answer questions, use the telephone, take messages, pronounce and note simple numbers, and perform functions such as initiating conversations, asking for directions, making invitations, and closing conversations, etc. Class activities include performing simple role plays, participating in small groups, and presenting three-minute visual presentations. Students engage in authentic dialogue.

ESLI 045 Beginning Listening

Students practice listening to authentic taped conversations and monologues on topics of general and cultural interest. The focus in this class is on listening to discourse that is no more than five minutes in length. Students work on understanding phrases, simple sentences and questions, as well as perceiving stress and basic intonation patterns.

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 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 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, and 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 074 Intermediate Speaking

Students develop oral communication skills. 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 075 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 081 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 085 / CIE 335 Business Issues

This is a multi-skill course that introduces students to current business issues in American economic life. Students read, write and discuss business issues in the context of American cultural values. Students read, write, listen and discuss issues from television news reports, the Wall Street Journal and other daily or weekly business publications. Grammar is reviewed and assigned as homework as needed. Spring 1 session.

ESLI 086 / CIE 331: Introduction to U.S. Political History

Students learn about the impact of the Revolutionary War and Civil War on American society. Students will discuss the factors that led to war, the politics involved before and during the war and the major battles fought in each war. Course materials include videos, Internet research, readings and speeches. Major assignments for this course will include presentations, tests and quizzes, written assignments and a research paper. Spring 1 session.

ESLI 088 / CIE 333: Introduction to American Literature

This content-based course gives students an overview of various genres in American literature to introduce the most distinguished American authors and their works. The course focuses on aspects of American life and its reflection through literature. Spring 1 session.

ESLI 089 / CIE 336: Introduction to Intercultural Communication

Students listen to, write about and discuss the meaning of culture and how it influences communication with people from other cultures. Students identify culturally determined values and beliefs about their own culture and identify reasons for the success or failure of intercultural communication. The course combines readings and lectures with problem-solving activities using role plays, discussions, simulations, reflection papers and group discussions. Spring 1.

ESLI 091 Advanced Lecture and Note-Taking

In this class students practice listening 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 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 students 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 or industry, 3) to develop research skills in students and 4) to develop in the students a contemporary environmental ethic based on a scientific understanding of natural processes.

Environmental Science Faculty

Anindo Choudhury, Professor of Biology and Environmental Science

Nelson Ham, Professor of Geology and Environmental Science

Carrie Kissman, Assistant Professor of Biology and Environmental Science

David Poister, Associate Professor of Chemistry and Environmental Science

Graduate School Advisor: Any faculty member of the Environmental Science Discipline

Course Requirements

■ ENVIRONMENTAL SCIENCE MAJOR (17 courses)

Required Courses

BIOL 120 General Biology 1
 BIOL 121 General Biology 2
 BIOL 228 Ecology
 BIOL 338 Limnology
 CHEM 105 General Chemistry 1
 CHEM 107 General Chemistry 2
 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 (four courses with one from the following list):

BIOL 201 Botany
 BIOL 350 Microbiology
 BIOL 355 Invertebrate Biology
 BIOL 380 Plant Ecology
 BIOL 390 Ichthyology
 BIOL 489 Special Topics

The remaining three electives must be courses numbered 200 or above and are upon approval of the Environmental Science Discipline. Students typically select additional coursework in the biological, physical and earth sciences. Students may

also select a research option upon approval of a faculty member in the Discipline (ENVS 428, BIOL 428, GEOL 428).

ENVS 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 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/ml1

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 FREN 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 to provide students with constructive feedback. In the Senior Capstone Seminar (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 Seminar.

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 the University of Minnesota Learning Abroad Center in Montpellier.

The St. Norbert College language competency requirement:

Students who successfully complete French 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

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, FREN 375, FREN 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 six to eight weeks in duration in a country where French is primarily spoken.

■ FRENCH LANGUAGE CERTIFICATE

A French 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 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 3.0 “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 the 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 four language skills: understanding, speaking, reading and writing. Fall semester.

FREN 102 Elementary French 2 – GS 7

Continuation of FREN 101. Fall and spring semesters.

FREN 203 Intermediate French 1 – GS 7

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Prerequisite: FREN 102. Fall and spring semesters.

FREN 204 Intermediate French 2 – GS 7

A continuation of FREN 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 provides 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 people, cultures, economic 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 contribution to a liberal arts education.

Geography is an elective subject. No major program is offered.

Geography Faculty

Mark Bockenbauer, Professor of Geography

Dan Tilly, Adjunct Instructor of Geography (G.I.S.)

GEOG Courses

GEOG 120 Physical Geography – GS4

(See Infrequently Offered Courses section of the Catalog.)

GEOG 140 World Regional Geography – GS3

This course introduces geographic themes and topics of increasing relevance in our global society and enhances awareness and appreciation of other people 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 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 — past, present and future as well as in our own daily existence. 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 238 Introduction to Geographic Information Systems

This lecture/lab course introduces the basic theory, tools and skills of Geographic Information Systems (G.I.S.) in a hands-on computer lab setting. G.I.S. integrates hardware, software and data to capture, manage, analyze and display all forms of spatially-referenced information. G.I.S. has revolutionized the ways in which we can question, interpret, and visualize data — across a wide range of disciplines. Students will be introduced to the spatial thinking upon which G.I.S. is built — and

how to apply this knowledge to real-world, interdisciplinary scenarios. The course will build students' ability to understand, visualize, analyze and solve geographic problems.

GEOG 354 Geography Field Study
(see Infrequently Offered Courses section of the Catalog.)

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 demographics, political geography, maps and map-making, advanced Geographic Information Systems, cultural landscapes, in-depth regional analysis, or other topics.

Geology

www.snc.edu/geology

Geology integrates the disciplines of biology, chemistry, physics and mathematics into 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 strives 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, Professor of Geology

Nelson Ham, Professor of Geology

Rebecca McKean, Assistant Professor of Geology

Graduate Advisor: Any Geology faculty member

Course Requirements

■ GEOLOGY MAJOR (14 Courses)

Required Courses

GEOL 105 Geology
 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: GEOL 250, GEOL 275, GEOL 330, GEOL 350, GEOL 389, GEOL 428, GEOL 490, GEOL 492, GEOL 496, BIOL 430

All Geology majors are required to attend a summer geology field camp (typically five to six weeks long), usually taken between the junior and senior years of undergraduate study (GEOL 450).

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 (Six 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.

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 impact on the natural environment such as groundwater contamination and mining. Includes lectures, discussion, labs and field trips.

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 impact of oceans on Earth's climate will be examined, as well as possible human impact on climate and global sea level changes. Other human concerns, including marine pollution problems and species extinction, will be addressed.

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. Offered every other year.

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. Offered every other year.

GEOL 275 Historical Geology

This course focuses on the major events in Earth's history. In particular, the history of life through time, changes in sea level and climate, and the evolution of Earth's lithosphere are studied, with a focus on the North American continent. Interpretation of the rock and fossil records will be a key component. Includes lectures, discussions and labs. Prerequisite: GEOL 105. Offered every other year.

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 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 macroscopic and microscopic identification of the various rock types and their associated textures. Prerequisite: GEOL 300.

GEOL 322 Sedimentation 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) unification and diagenesis, 4) classification schemes for sedimentary rock nomenclature, and 5) the arrangement and correlation of sedimentary rocks. Prerequisites: GEOL 105 and GEOL 300. GEOL 301 and GEOL 320 are strongly recommended. Offered every other year.

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 350 Glacial and Quaternary Geology
(see Infrequently Offered Courses section of the Catalog.)

GEOL 354 Field Geology
(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 expenses, such as travel. 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 attend 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/mll

The foreign language disciplines offer courses in foreign languages, cultures and literature 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 German 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 given to students. In the Senior Capstone Seminar (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 Seminar.

The St. Norbert College language competency requirement:

Students who successfully complete German 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

German Faculty

Nicolas S. Humphrey, Assistant Professor of Modern Languages and Literatures

Course Requirements

■ GERMAN MAJOR (eight courses):

Required Courses

GERM 304 German Composition or GERM 305 Introduction to German Literature and Literary Criticism

GERM 350 Modern German Literature

GERM 375 German Civilization 1

GERM 376 German Civilization 2

GERM 389 Special Topics

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 (four courses 300 level and above):**

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 304 or 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 at least six to eight 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 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 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. Required of all majors. Spring semester.

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, at intervals as needed.

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 304 or 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 304 or 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 304 or GERM 305. At intervals, as needed, though often taken abroad.

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 304 or GERM 305. At intervals, as needed.

GERM 360 German Poetry

A study of German poetry from Goethe to the present. Prerequisite: GERM 304 or 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. 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 or as a Business German class. Prerequisite: GERM 304 or GERM 305 and GERM 375 or GERM 376. 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. Studied 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. Prerequisite: GERM 304 or 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. Studied 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 students access to literature and thought that is foundational to 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.

Please see the Catalog section on Classical Studies (CLAS) for information on faculty, descriptions of the Greek language courses and their place in the Classical Studies Minor, as well as for the retroactive credit policy for Greek language.

The St. Norbert College language competency requirement:

Students who successfully complete Elementary Greek 2 (CLAS 112) will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam, or through alternative means approved by the College.

Hebrew

www.snc.edu/religiousstudies

Biblical Hebrew is the language of two-thirds of the Bible. For centuries, knowledge of Hebrew and the other original languages of the Bible has been recognized to be indispensable for proper theological analysis of biblical texts. Besides the continuous tradition of Hebrew language study among Jewish philosophers and theologians over the past 2,500 years, many of the most important theological thinkers in the Christian tradition — Jerome and Martin Luther among them — have been able to read the biblical text in its original language.

The St. Norbert College language competency requirement:

Students who successfully complete Intermediate Biblical Hebrew (HEBR 102) will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam, or through alternative means approved by the College.

HEBR Courses

HEBR 101 Elementary 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. The course begins by introducing the alphabet; students should be able to read many prose passages in the Hebrew Bible with relative ease and occasional recourse to the aid of a Hebrew-English lexicon. Fall semester alternate years.

HEBR 102 Intermediate Biblical Hebrew

This course is a continuation of HEBR 101. Students are exposed to longer prose passages of the Hebrew Bible, further nuances of Hebrew syntax and the rudiments of biblical poetry. Spring semester, alternate years. Prerequisite: HEBR 101 or Instructor's consent.

Note: HEBR 101 and 102 do not fulfill General Education Religious Studies requirements and may not substitute for requirements in the Religious Studies major or minor.

History

www.snc.edu/history

This 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, 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

Two courses from the following:
HIST 118 Survey of African History
HIST 120 Survey of Middle Eastern History
HIST 122 Modern East Asia
HIST 130 History of Latin America
Three advanced (200 or above) courses
from one area (see right for areas)
Two advanced courses from a second area
(see right for areas)
One advanced course from a third area (see
right for areas)

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 (six 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 AP / 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 circa 1500 to the end of the Cold War. After a brief treatment of the intellectual expansion called the Renaissance, this survey course studies 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.

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 / PHLP 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 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 impact 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. Fall 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. Fall 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; 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.

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; and 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; and 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. Spring semester, 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 in 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 on 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; and 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 368 / PHLP 368 Asian-American Relations — GS 11 & GS 12

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 nine academic disciplines: Art, Communication and Media Studies, English, History, Modern Languages and Literatures, Music, Philosophy, Religious Studies and Theatre Studies. It also sponsors four interdisciplinary programs: American Studies, Classical Studies, Humanities, and Women's and Gender Studies. In addition to the programs for majors and/or minors offered by individual disciplines and interdisciplinary programs, a divisional major is available for students seeking a broader range of courses in the Humanities and Fine Arts in order to obtain individualized academic and career goals. 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.

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 and 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) A student pursuing a Humanities and Fine Arts Major may not pursue a second major or a minor in a related area.
- 3) 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.)
- 4) 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.
- 5) HUMA 100 (Introduction to Humanities) must be included in the major program. HUMA 100 should be an early part of the major program.
- 6) 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.
- 7) Students must provide in their proposal a program rationale, an 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.
- 8) This proposal must be 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 for Humanities majors; open to all interested students.

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 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," Gather'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 280 Japanese Culture and Society – GS 7

(See Infrequently Offered Courses section of the catalog.)

HUMA 335 Popular Aesthetics

An investigation of popular taste as exemplified in various forms of expression and mediums. The inquiry involves folklore, food traditions, consumerism, mass media (print, television, film, computers, audio recording, etc.) and numerous common everyday life experiences. Fall 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, and 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 360 / WMGS 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. Alternate years.

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

An academic internship for credit involves the application of disciplinary or interdisciplinary concepts to work experience and includes a very specific academic component, which is detailed and agreed to by all parties in advance of the internship experience. The academic focus of the internship for credit should be woven through the internship experience in a meaningful way under the expert guidance of the faculty member. Prerequisite: junior/senior standing.

Human Services Program

www.snc.edu/sociology/humanservices.html

The Sociology Discipline at St. Norbert College offers a **Human Services concentration** for Sociology majors and a **Human Services minor** for all other majors. Through the Human Services program students will acquire knowledge in social work theory and methods and will develop skills in interviewing, assessment, and problem solving. The knowledge and skills learned in the Human Services program will prepare students to assist individuals, groups and communities who are in need.

Career Options: The Human Services program exists to prepare students for both entry-level positions in social work and human service agencies, and for graduate studies in the fields of social work or counseling. Students who graduate with a Human Services concentration or minor and acquire a Social Work Training certificate (see below) have a range of professional career choices. Students interested in direct human services practice can pursue careers in counseling, child and family case work, probation, care for the elderly, and services for the mentally or physically challenged. Students can also pursue careers in indirect human services practice and become advocates for community and organizational change. Indirect human services careers include lobbyists and grassroots community organizers. For further information, visit <http://www.snc.edu/career/students/majors/sociology.html>.

Please contact Kim Kaczmarowski for more information on the Human Services program at St. Norbert College.

■ HUMAN SERVICES CONCENTRATION:

See Sociology section of the Catalog.

■ HUMAN SERVICES MINOR (7 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 and Communities
 SOCI 481 and SOCI 482 Human Service Internship (two semesters)
 SSCI 220 LifeSpan Human Development

Social Work Training Certificate (SWTC)

The Wisconsin Department of Regulation and Licensing offers a special program for individuals who have received a bachelor's degree in psychology, sociology or criminal justice (or related human services major as approved by the Social Work Section of the Wisconsin Department of Regulation and Licensing) and are interested in obtaining a Social Work Certification, referred to as the Social Work Training Certificate.

Requirements of the Social Work Training Certificate include successful completion of four courses that pertain to social work, an internship totaling 400 hours (or one year of social work employment), and successful completion of a state and national examination. The Wisconsin Department of Regulation and Licensing has approved the human services courses at St. Norbert College to fulfill the SWTC requirements. For further information on the SWTC please visit the Wisconsin DRL website.

Infrequently Offered Courses

www.snc.edu/academics/infrequentlyoffered.html

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 348 Deaf Culture and Sign Language in America 1 (two 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 psychosocial issues, family concerns, language and cognitive development of the deaf, social organization, resources, publications, and technology and the deaf.

ENGL 356 Postcolonial Literature – 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); and the Philippines (Spain and the U.S.).

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.

GEOL 350 Glacial and Quaternary Geology

An introduction to glacial process and environments. Emphasis is placed on the origin of landforms and landscapes produced by glaciations. Related topics covered in this course include Quaternary climate change, eolian (wind) processes, river and lake systems, and periglacial processes. Includes lectures, discussion, laboratory and field trips. Prerequisite: GEOL 105.

GEOL 354 Field Geology

This course provides an extended field experience for Geology majors. Usually includes two to three weeks of travel and study of the geology and natural history of Costa Rica. The course focuses on plate tectonic processes, active volcanism, and arid sedimentary environments in a modern geologically active region. Special emphasis is placed on careful observation, description and interpretation of geologic phenomena. Prerequisite: GEOL 105 and Instructor's consent.

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.

MATH 114 Algebra and Finite Mathematics – GS 8

Topics include algebra, functions, mathematics of finance, systems of equations, exponential and logarithmic functions, probability 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 114 for credit without the registrar's consent.

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 numbers, logic, spatial configuration, and the organization of these ideas into systems or structures is explored. Prerequisite: four years of college preparatory math in high school or MATH 114 or MATH 115.

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.

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 / PEAC 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 vary from semester to semester.

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 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 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

strains that the institution of marriage and family experience. Emphasis is on students' reflection on their own family experience.

SOCI 235 Work in America – GS 6

This course examines social patterns, corresponding roles and expectations, meanings and impact 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 society, the sociology of bureaucracies, and complex organizations and other sources are studied. Careers are analyzed for their impact upon autonomy and family obligations.

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 descents. 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 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 the 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? Students 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.

SOCI 355 Contemporary Sociological Theory – GS 10

Traces of 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.

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.

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. 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 (two credits)

This course is designed to increase students' success in college by assisting them in obtaining necessary skills to reach their 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 (two credits)

This course presents reading and study techniques that will enhance the students' ability to read and retain college level material. Students will learn to implement general strategies for dealing with course material and strategies to improve vocabulary acquisition, reading rate, critical thinking and comprehension. It also addresses executive function skills and goal setting strategies designed to enhance efficient and effective learning.

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 offered 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 287 Tutoring Writing-Across-the-Curriculum 1 (two credits)

IDIS 287 prepares new Writing Center consultants to meet the challenges of working with students from a range of disciplines, each working with different conventions and striving to meet disciplinary expectations for writing. The course introduces students to Writing Center theory and practice, helps them hone their powers of writing analysis, and trains them to think like writing mentors and teachers. This course is restricted to students who have been hired to work in the St. Norbert College Writing Center. Fall semester.

IDIS 288 Tutoring Writing-Across-the-Curriculum 2 (two credits)

In the second half of the Writing Center training sequence, students develop original research projects that apply the skills gained in IDIS 287 to a specific aspect of St. Norbert College's writing Curriculum. The course will be largely workshop-based, with instruction in advanced academic argument and writing style. Prerequisite: IDIS 287. Spring semester.

IDIS 310 Language Analysis & Applied Linguistics

This course familiarizes 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 / PEAC 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 investigates the ways that technology has shaped human communication and thought. The course also looks at modern innovations, including computers and the Internet, that continue to shape our understanding of texts (both classic and contemporary) and the human beings that write, read, and interpret them. Students in this course will see how modern scholars are illuminating our textual past using the rapidly changing tools of our textual present: e.g. geographic information systems, data mining, textual analysis. Students will also gain new skills as they develop digital projects using texts from the Center for Norbertine Studies' special collections library.

IDIS 389 Special Topics in Interdivisional Studies

This course concentrates on a topic pertinent to the current needs and interests of students. Primarily, it focuses on topics which cross divisional lines and involves two or more interdivisional disciplines.

IDIS 494 Internship (0 credit)

This tuition free, internship course allows non-credit internships to be listed on students' academic transcript. Students are allowed to register for the IDIA 494 course for each term (semester/summer) they intern, regardless of whether they are continuing to intern with the same company or with a new company. Course sign-up will be based on a semester basis as well as an experience basis. For each IDIS 494 listing, the student must: 1) return a completed internship learning agreement to Career Services within one week of their start date, 2) participate in a mid-term site visit upon request, and 3) complete an end-of-term online evaluation, which will be dispersed to all student interns regarding the internship experience and to worksite supervisors regarding student performance.

Additionally, students are required to work a minimum of 60 hours at the internship site, which will be documented on the end-of-term evaluations by both the worksite supervisor and the student intern. Students must be interning during the term they are taking the course. Graded: S/U.

International Business and Language Area Studies

www.snc.edu/iblas

The mission of the International Business and Language Area Studies (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 a 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 them 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. International students majoring in IBLAS are not required to study abroad, although they may elect to study abroad.

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 hand-crafted products from developing countries and reinvesting its proceeds into these nations to assist in further 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 1
 BUAD 469 Senior Seminar in International Business and Language Area Studies 2

Modern languages and literatures (four 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 (one course)

(May be an appropriate course taken during the semester of study abroad)

ECON 375 Growth, Development and International Trade
 ECON 376 International Trade
 ECON 377 International Finance and Monetary Economics

ECON 390 Monetary Theory and Policy
 BUAD 352 Financial Institutions and Markets

International studies (one course)

INTL 150 Introduction to International Studies – GS 3

Mathematics (one course)

MATH 124 A Survey of Calculus – GS 8
 MATH 131 Calculus and Analytic Geometry 1 – GS 8

History (one course)

An appropriate history course must be taken during the semester of overseas study (not required for international students who do not study abroad).

International students only

(Four 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. International students must take four courses from the following list to become more familiar with American culture. International students are not required to study abroad. 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. In these cases, international students' curricular requirements are identical to U.S. students.

One of the following two courses:

ENGL 235 Survey of U.S. Literature 1
 ENGL 236 Survey of U.S. Literature 2

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 221 / RELS 221 Religion in America – GS6
 AMER 261 / HUMA 261 Introduction to American Studies - GS 6
 AMER 289 Special Topics
 AMER 305 / PHIL 305 American Philosophy – GS 10
 AMER 317 / POLI 317 American Political Thought

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 362 Study Abroad: History Elective

Designation used to indicate that an appropriate course taken during study abroad fulfills the IBLAS history requirement.

IBLS 468 and IBLAS 469 / BUAD 468 and 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, Global Business concentration, or Instructor's consent. BUAD 468 / IBLAS 468 is a prerequisite for BUAD 469 / IBLAS 469.

International Education

The Center for International Education

www.snc.edu/cie

The Center for International Education has four general themes of emphasis: Internationalization of campus and community, 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 the International Studies (IS) major, International Business and Language Area Studies (IBLAS) 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, building an international campus environment, and marketing and support of international academic programs of the College.

In terms of support for the College's academic programs, International Student and Scholar Services (ISSS) offers a wide range of academic support services to our expanding international population of students and visiting scholars on campus. The Office of International Programming (OIP) works in conjunction with ISSS to develop programs that better integrate international students into the fabric of the campus, and create a better understanding of the differences between American society and cultures around the world, by offering a package of services and programs beginning with student enrollment, extending through graduation. The Study Abroad Office (SAO) administers more than 75 overseas academic programs in 38 countries on six continents for St. Norbert College students. The English as a Second Language Institute (ESLI) teaches English to international students in preparation for university studies.

In terms of support of local and regional business internationalization and community outreach, the Language Services And Community Outreach Office offers businesses and the community a broad spectrum of services in translating and interpreting, adult evening foreign language conversation courses, after-school foreign language courses for elementary school children, and tailored business culture courses for upper management personnel visiting abroad.

Dr. Joseph D. Tullbane, 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 for one semester of off-campus study. Tuition waiver students may apply their tuition waiver to exchange programs. If a tuition waiver student attends a non-exchange program, actual program costs will be charged to the student.

We are especially proud of our exchange programs in Australia (Australian Catholic University, La Trobe University, Macquarie University, and University of the Sunshine Coast), Ecuador (Universidad San Francisco de Quito), France (Université Catholique de Lille), Germany (Westfälische Wilhelms Universität Münster), Japan (Nihon University, Tsuru University and Sophia University), Mexico (Instituto Tecnológico de Estudios Superiores de Monterrey), the Netherlands (Hanze University Groningen), the Philippines (University of the Philippines-Diliman), and Spain (Universidad Antonio de Nebrija). 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 13 African countries, Australia, Austria, Bolivia, Chile, the Czech Republic, the Dominican Republic, Egypt, England, France, Germany, Hungary, Ireland, Israel, Italy, Jordan, New Zealand, Nicaragua, Peru, 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 staff 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.

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 \$400 administrative fee for study abroad programs. Transportation to the host country is 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 coursework 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/studyabroad

Benefits of Study Abroad

Studying abroad for one semester is a great way to:

- enrich your academic experience
- become more self-aware and expand your world view
- immerse yourself in different and exciting cultures
- make yourself more appealing to graduate schools and prospective employers
- further develop your foreign language skills

Our Mission: The St. Norbert College Study Abroad Office provides a comprehensive range of international study opportunities that reflect the fundamental educational goals and objectives of the College. These opportunities facilitate our students' development of the knowledge, skills and level of cultural awareness that prepare them for global citizenship in the twenty-first century.

St. Norbert College's study abroad programs are characterized by the integration of academic and experiential education. The experiential component of these programs amplifies and extends classroom learning and enhances students' perspectives by helping them encounter and better understand our changing world.

International Education Study Abroad Faculty

Dr. Joseph D. Tullbane III, Associate Dean for International Education and Outreach

Program Administrators:

Ms. Rosemary Sands, Director, Study Abroad Office

Ms. Joyce Tullbane, Associate Director, Study Abroad Office

Mr. Jeremy Doughty, Advisor, Study Abroad Office

Students registering for Study Abroad (INED) courses must have program approval from the Study Abroad Office. The following course codes represent the semester abroad programs that a student may attend. Students are registered for full-time status in the country of study and also in the specific program of their choice. Specific courses taken while abroad are subject to St. Norbert transfer credit policies and pre-approvals, as well as registration policies at the host institution. 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: three to four courses plus internship (for credit).

INED 3002 Goldsmiths College

Location: London. Student population: 9,200. Required: 3.0 GPA. Program dates:

Fall: Sept. – Dec. Spring: Jan. – Mar.
 Program: Excellent liberal arts classes; pre-approval and schedule checks at time of acceptance.

INED 3003 Lancaster University

Location: Lancaster. Student population: 12,000. Required: 3.0 GPA. Program dates: Fall: mid-August – Dec. (includes pre-session course for four credits). Spring: Jan. – June. Program: Science courses, Business, Psychology, Philosophy, English.

INED 3005 University of Westminster

Location: London. Student population: 23,000 on four campuses. Required: 2.8 GPA (3.0 for Media and Communications). Program dates: Fall: Sept. – Dec. Spring: Jan. – June. Program: Art, Business, Communications, Computer Science, English, History, Political Science, Sociology, and Women and Gender Studies. Internships available for credit.

INED 3006 University of Manchester

Location: Manchester. Student population: 35,050. Required: 3.0 GPA. Program dates: Fall: mid-Sept. – Dec. Spring: Feb. – June. 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 3007 Liverpool Hope University

Location: Liverpool. Student population: 7,500. Required: 3.0 GPA. Program dates: Fall: late September to mid-December. Spring: early January to early June. Program: Music, Theater, Art, English, History.

INED 3020 Study Abroad: Ireland

INED 3021 Study Abroad: National University of Ireland – Galway

Location: Galway. Student population: 17,000. 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: 8,000. 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: 12,000. 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: 9,000. 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 both Irish and 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. Student population: 11,500. Required: 3.0 GPA. Program dates: Fall: Sept. – Dec. Spring: 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: Fall: Sept. – Dec. Spring: Jan. – early June. Program: 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 III – AIFS**

Location: Grenoble. American Program. Required: 2.5 GPA and one year of college French. 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: 22,500, Required: 3.0 GPA, FREN 204. Program dates: Fall: Mid-Sept. – Dec. Spring: Jan. – late May. Program: Coursework in French with some courses offered in English. Exchange program.

INED 3129 Paul Valéry University-Montpellier – University of Minnesota

Location: Montpellier, France. Student population: 16,000. Required: 2.75 cumulative GPA; 3.0 GPA in French. Program dates: Fall: third week of August to mid-December. Spring: early January to third week of May. Language & Culture Track or Integrated Track (for advanced students only). Internships available. Coursework in French. Students live with host families.

INED 3140 Study Abroad: Germany**INED 3141 Westfaelische Wilhelms Universitaet**

Location: Muenster. Student population: 40,000. Required: 3.0 GPA. Applicants

are selected by St. Norbert College 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 – BCA

Location: Marburg, Germany. Student population: 20,000. Required: 2.6 cumulative GPA. Program dates: Fall: late Aug. to third week of Dec. Spring: late Feb. through late July. Program: Coursework in German (students must have completed German 204 prior to arrival in Germany). Program includes mandatory pre-session intensive German language course in Vienna, Austria. Students live in shared apartments or campus dormitories with German and/or international students.

INED 3170 Study Abroad: Czech Republic**INED 3171 Anglo-American University – Prague – CEA**

Location: Prague, Czech Republic. Student population: 700. Required: 2.6 cumulative GPA. Program dates: Fall: late August to mid-December. Spring: early February to late May. Program: Coursework in English. Students live in shared apartments.

INED 3180 Study Abroad: Italy**INED 3184 John Cabot University – Rome**

Location: Rome. American program. Required: 2.5 GPA. Program dates: Fall: late August to mid-December. Spring: Jan. – May. Program: five classes. Business Administration, Art History, Studio Art, Classical Studies, Communications, Computer Science, English Literature, History, Philosophy, Political Science and Psychology. All coursework is in English. Students live in shared, furnished apartments.

INED 3185 Florence University of the Arts

Location: Florence. American program. Required: 2.75 GPA. Program dates: Fall: late Aug. – mid-Dec. Spring: late January to mid-May. Program: 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 course.

INED 3200 Study Abroad: The Netherlands
INED 3201 Hanze University Groningen

Location: Groningen. Required: 2.5 GPA. Program dates: Fall: early September to late January. Spring mid-February to late June. 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 four semesters of college Spanish. Program dates: Fall: early Sept. – mid Dec. Spring: mid-Jan. to late April. Program: Coursework in Spanish, internships available (for credit). Students live with host families.

INED 3244 Valencia – University of Virginia

Location: Valencia. Student population: 100 (all American). Required: 2.5 GPA and minimum of four semesters of college Spanish. Program dates: Fall: early Sept. – mid Dec. Spring: early Jan. – early May. Program: Coursework in Spanish. Students live with host families.

INED 3245 University of Nebrija – Madrid

Location: Madrid. Student population: 3,000 (Spanish and international). Required: 2.5 GPA. Program dates: Fall: early September to third week of December. Spring: early January to late May. Program: two program tracks – Hispanic Studies for non-native speakers (courses satisfy Spanish major and some general education requirements) and Integrated Program in Social Sciences, Communication Sciences or Arts & Letters is for students fluent in Spanish. Students live with host families. Exchange program.

INED 3400 Study Abroad: Egypt
INED 3401 American University in Cairo

Location: Cairo. Student population: 6,500. Required: 3.0 GPA. Program dates: Fall: Aug. – Dec. Spring: Jan. – May.

INED 3410 Study Abroad: Jordan
INED 3411 Modernization and Social Change (SIT)

Location: Amman, Jordan. SIT Study Abroad programs are small, theme-based, and utilize an experiential, interdisciplinary curriculum. Classroom instruction and field study are incorporated into each course. Coursework is comprised of intensive language classes, field-based research, and a focus on critical global issues.

INED 3440-3570 Study Abroad: Africa (various locations)

INED 3440 Study Abroad: South Africa
 St. Norbert College partners with Interstudy to offer nine different opportunities in South Africa. Required: 2.5-3.0 GPA. Coursework in English for a wide variety of majors.

INED 3441: University of Cape Town (Cape Town)

INED 3444: University of Fort Hare (Alice)

INED 3445: Rhodes University (Grahamstown)

INED 3446: University of the Witwatersrand (Johannesburg)

INED 3447: Nelson Mandela Metropolitan University (Port Elizabeth)

INED 3448: Stellenbosch University (Stellenbosch)

INED 3449: University of the Western Cape (Tygerberg)

INED 3450: University of KwaZulu Natal – Howard Campus (Durban)

INED 3451: University of KwaZulu Natal – Pietermaritzburg Campus

INED 3455 School for International Training (SIT)

St. Norbert College partners with SIT to offer non-traditional, experiential, and transformative experiences in Africa, the Middle East and Latin America. Coursework is comprised of intensive language classes, field-based research, and a focus on critical global issues.

INED 3460 Study Abroad: Botswana (SIT)

INED 3470 Study Abroad: Cameroon (SIT)

INED 3480 Study Abroad: Ghana (SIT)
INED 3490 Study Abroad: Kenya (SIT)
INED 3500 Study Abroad: Madagascar (SIT)
INED 3510 Study Abroad: Mali (SIT)
INED 3520 Study Abroad: Morocco (SIT)
INED 3530 Study Abroad: Senegal (SIT)
INED 3540 Study Abroad: Tanzania (SIT)
INED 3550 Study Abroad: Uganda (SIT)
INED 3560 Study Abroad: Tunisia (SIT)

INED 3600 Study Abroad: Chile
INED 3601 University of Chile
INED 3602 Pontificia Catholic University of Chile
INED 3604 CIEE Study Center

INED 3605 School for International Training (SIT)

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.
 Prerequisite: 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 3640 Study Abroad: Peru
INED 3641 Pro World Peru – Cusco

Location: Cusco. Required: 2.5 GPA.
 Program Dates: Fall: Late Aug. – Dec; Spring: Mid-Jan. – April. Program: Set curriculum of intensive Spanish, Special Issues in Development Work, Art and History of Peru, and History of Latin American Politics.

INED 3650-3671 (Other Latin American Programs)

3650 Study Abroad: Argentina
3651 School for International Training

3630 Study Abroad: Bolivia
3631 School for International Training

3670 Study Abroad: Nicaragua
3671 School for International Training

INED 3660 Study Abroad: Mexico
INED 3661 Institute 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. Students live with host families. Exchange program.

INED 3662 Institute 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 Institute Tecnológico de Estudios Superiores de Monterrey (ITESM) Guadalajara Campus

Location: Guadalajara. Student population: 4,800. 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 3664 School for International Training (SIT)

INED 3680 Study Abroad: Dominican Republic

INED 3681 CIEE Service Learning
 Location: Santiago. American Program.
 Required: 2.75 GPA. Program dates: Fall: Aug. to Dec. Spring: Jan. to April. Program: Students combine traditional courses with experiential learning through service.

INED 3682 PUCMM

INED 3700 Study Abroad: Japan
INED 3702 Sophia University

Location: Tokyo. Required: 3.0 GPA.
 Semester dates: spring only – late March to late July. Program: Coursework in Japanese with some classes in English. Exchange program.

INED 3703 Tsuru University

Location: Tsuru City. Student population: 3,200. Required: 2.5 cumulative GPA; 3.0 GPA in Japanese. Semester dates: spring only – early February to mid-July. Coursework in Japanese. Students live in apartments. 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). Limited exchange program.

INED 3802 Bond University

Location: Gold Coast. Student population: 4,500. 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. Pre-registration available before arrival.

INED 3803 University of the Sunshine Coast

Location: Maroochydore. Student population: 7,000. Required: 2.5 GPA. Semester dates: first semester: Feb. – June. Second semester: July. – Nov. Program: Australian Studies, Biology, Business, Communications, Environmental Science, Graphic Art, Sociology. Pre-registration in courses before arrival. Limited exchange program.

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: 18,000 spread out over six campuses. Required: 2.5 GPA. Semester dates: First semester: Feb. – June. Second semester: July – Nov. Program: Australian Studies, English, Environmental Science, History, Music, Religious Studies, Sociology. Exchange program.

INED 3806 Murdoch University

Location: Perth. Student population: 17,000. 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.

INED 3807 International College of Management – Sydney

Location: Manly Beach in Sydney. Student population: 1,200. Required: 2.5 GPA. Program dates: Jan. – May. Sept. – Dec. Program: Business (with electives in Tourism, Hospitality, Management, Event Management, and Retail and Property Services Management) and GS 11.

INED 3808 La Trobe University

Location: Melbourne. Student Population: 17,000. Required: 2.5 GPA. Semester Dates: First semester: Feb – July. Second semester: July – Nov. Program: All majors, but especially strong in Business, Media Studies, Math, Science and Education, all upper Gen Ed classes and Australian studies. Internships available in Media. Exchange program.

INED 3820 Study Abroad: New Zealand**INED 3821 University of Canterbury**

Location: Christchurch. Student population: 15,000. Required: 2.8 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.

INED 3822 University of Otago

Location: Dunedin. Student population: 21,000. Required: 3.0 GPA. Program dates: Spring: mid-February to late June. Fall: July to mid-November. Program: courses available for most majors.

International Studies

www.snc.edu/internationalstudies

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.

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.

Language and Area Studies

All International Studies majors are required to choose one language and area studies emphasis from the options depicted on the following map. Students study abroad for a minimum of one semester in their area studies region. The only exception to this rule are international students who may choose the U.S. with an option of studying abroad in an English-speaking country given that they are already studying abroad in the U.S. and that English is not their first language. However, they too may choose any of the other regions for their concentration.

International Studies Advisory Board

Director of International Studies, Wendy Scattergood, Assistant Professor of Political Science

Bradford Ellis, Assistant Professor of Modern Foreign Languages

Nelson Ham, Professor of Geology and Environmental Science

Rosemary Sands, Director of Study Abroad Office

Marti Lamar, Associate Professor of History

Joseph Tullbane, Associate Dean and Director of International Education

Gratzia Villarroel, Associate Professor of Political Science

Graduate School Advisor: Dr. Wendy Scattergood

Course Requirements

■ INTERNATIONAL STUDIES MAJOR

1) Core Requirements:

- INTL / POLI 150 Introduction to International Studies (GS 3)
- INTL / POLI 160, or POLI 450 (United Nations Seminar taught during Maymester), or approved appropriate Political Science substitute*
- POLI 200 Research Methodology and Techniques (Prerequisite: SSCI 224)
- POLI 350 International Relations
- INTL 400 International Studies Capstone

2) Language and Area Studies:

Students choose one language and area studies emphasis from the options listed. Students study abroad for a minimum of one semester in their area studies region.

European Language and Area Studies

Students may study abroad in any approved SNC program in Europe where the primary language is not English. Typically, students study abroad in the language in which they have reached 204 competency (French, German, Spanish). In addition students may study abroad outside of France, Germany, Austria or Spain, as long as the program is approved by SNC and the primary language of the country is not English. Students selecting this option must petition the IS Committee. Contact the director to set up the petition process.

- A. HIST 113 History of Western Civilization 2 or HIST 350 Modern European History
- B. POLI elective in area of interest (INTL 361) or approved substitute*
- C. Language Competency in Spanish, French or German through 204
- D. FREN 375
GERM 376
SPAN 375 (pre-req. SPAN 300)
or introductory language course in the primary language spoken in the country if studying abroad in a European country other than France, Germany/Austria or Spain e.g., if studying in Prague, students must take Czech. (INTL 364 or 375)

Asian Language and Area Studies

- A. 1 course from HIST 361, HIST 362, HIST 363 or HIST 364
- B. POLI elective in area of interest (INTL 361) or approved substitute*
- C. Language Competency through 204
- D. JAPN 375 Japanese Civilization or civilization course in another relevant language (INTL 375).

African Language and Area Studies

- A. HIST 118 Survey of African History
- B. POLI elective in area of interest (INTL 361) or approved substitute*
- C. Two courses on Africa from HIST 335, 341, 342, 344, 345, 351 or 352
- D. Three courses on Africa taken abroad (INTL 363), including study of indigenous language (INTL 364)

Middle Eastern Language and Area Studies

- A. HIST 120 Survey of Middle Eastern History
- B. POLI elective in area of interest (INTL 361) or approved substitute*
- C. Two courses focusing on the Middle East from HIST 340, HIST 341 or HIST 343.
- D. Three 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 etc.).

Latin American Language and Area Studies

- A. 1 course from HIST 130, HIST 309, HIST 311 or HIST 333.
- B. POLI 368 Politics and Governments of Latin America or approved substitute* (INTL 361)
- C. Language competency through 204
- D. SPAN 365 or SPAN 370 (Prerequisite: SPAN 300) or civilization course in another relevant language (INTL 375).

3) Interdisciplinary Requirements:

- ECON 101 (Principles of Macroeconomics)
- RELS 350 Christianity and Cultural Diversity or RELS 340 World Religions or RELS 318 A Feminist Theology or approved appropriate substitute*
- SSCI 301 Environmental Studies (GS11) or ENV5 300 Environmental Science (GS11)

- GEOG 140 World Regional Geography or (GEOG 225 Social Geography if scheduling necessitates)

Note: For courses required for the International Studies major that are also GS 10 and GS 11 courses, as with lower biennium general education courses, these courses will count both toward the major and toward the GS program. This does NOT apply to GS 10 and GS 12. Students may not count GS 10 or GS 12 courses toward both the major and the GS program.

**Substitute courses need to be approved by the director of International Studies*

For course descriptions, refer to the specific programs (e.g. Spanish for a description of SPAN 365).

International students only (four courses)

English Language and Culture Region

International students should consult with the director of the International Studies in their first year to discuss their specific course requirements. Normally, they take four courses from the following list to become more familiar with American culture. International students may also study abroad in an SNC approved program in a country in which the primary language is English such as England, Scotland, Wales, Ireland, New Zealand, South Africa, Australia, or the Washington Semester. 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.

English Literature

One of the following courses:

ENGL 235 Survey of U.S. Literature 1
ENGL 236 Survey of U.S. Literature 2
or Literature of the country where studying abroad

History

One of the following courses:

HIST 116 History of the United States or
HIST 113 History of Western Civilization 2 or
HIST 350 Modern European History if
studying abroad in an English-speaking

European country or History of the country where studying abroad.

Political Science

One of the following courses:

POLI 130 U.S. Politics and Government or Politics of the country where studying abroad or Politics of the region such as the European Union if studying abroad in an English-speaking European country.

Cultural Studies

One of the following courses:

Students may choose a course emphasizing an aspect of U.S. culture outside of the disciplines listed previously. Courses must be approved by the director of International Studies. Examples of courses taught at St. Norbert that would satisfy this requirement are: AMER 261 Introduction to American Studies, AMER 221 Religion in America, SOCI 316 Native Peoples of North America, SOCI 345 Social Stratification, PHIL 305 American Philosophy, etc. Students who study abroad in an English-speaking country may satisfy this requirement by taking a course similar to those listed above relating to the culture of that country.

INTL Courses

INTL 150 / POLI 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 vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation.

INTL 160 / POLI 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. Spring semester alternate years.

INTL 361 Study Abroad: Political Science Elective

Designation used to indicate an appropriate course taken during study abroad fulfills the International Studies Political Science elective in area of interest requirement.

INTL 363 Study Abroad: Language and Area Studies Elective

Designation used to indicate an appropriate course taken during study abroad fulfills the International Studies Language and Area Studies elective requirement.

INTL 364 Study Abroad: Indigenous Language

Designation used to indicate an appropriate course taken during study abroad fulfills the International Studies Indigenous Language requirement for areas other than Spanish, German, French and Japanese.

INTL 375 Study Abroad: Civilization Study

Designation used to indicate an appropriate course taken during study abroad fulfills the International Studies Civilization requirement.

INTL 400 International Studies Capstone

The material for this course will center on a particular topic, which may change from year to year. This topic will be examined using an interdisciplinary approach, incorporating such areas as History, Political Science, Economics, Literature, Media, and Cultural Studies. Prerequisite: POLI 350.

INTL 494 Internship

This course involves International Studies majors in project-based internships designed to find practical application in their major. While the internship projects form the central focus of the course, students will also engage in regular discussions of development-based literature in an ongoing assessment of their internship experiences. Prerequisite: approval of International Studies Board.

Japanese

www.snc.edu/mll

All language courses in the Japanese minors 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.

Those students who have already taken some Japanese language courses in high school or have studied the language in Japan must take a placement examination and obtain approval for course selection from the head of the Japanese language program before beginning.

Japanese Academic Minor

The purpose of a Japanese Academic Minor is to provide an opportunity for students to study Japanese language and not only to gain fluency in the language but also gain an in-depth knowledge of Japanese culture. This minor requires taking JAPN 320, a one-semester study abroad experience at Sophia University in Tokyo or Tsuru University in Mishima, which may be replaced by different courses at a Japanese university after taking a placement exam. Courses taken at Sophia University or Tsuru University with at least a passing “C” grade are counted toward a Japanese Academic Minor.

Japanese Area Studies Minor

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 head of the 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. Students have the option of completing additional language study if their goals require additional competency. A JAS minor who wishes to have a one-semester study abroad experience at Sophia University in Tokyo should take JAPN 320, which may be replaced by different courses at the 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.

The St. Norbert College language competency requirement:

Students who successfully complete Japanese 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam or through alternative means approved by the College.

Japanese Faculty

Ikuko Torimoto, Associate Professor of Japanese

Course Requirements

■ JAPANESE MINOR

(Japanese through 204 plus four courses above 300 from the following)

Four courses above 300 constitute a minor in Japanese. These must include JAPN 305, JAPN 306, JAPN 375; JAPN 389 or JAPN 390 or JAPN 490 at St. Norbert College and JAPN 320 (or equivalent) at Sophia or Tsuru University in Japan.

■ JAPANESE AREA STUDIES MINOR

(Japanese through 204 plus three courses from the following)

Three advanced courses 300 level or above constitute a JAS minor. These include JAPN 305, JAPN 306, JAPN 375, JAPN 389, JAPN 320 (or equivalent) at Sophia or Tsuru University in Japan, HUMA 280 Japanese Culture and Society or HIST 362 Modern Japan

■ JAPANESE LANGUAGE CERTIFICATE

A Japanese Language Certificate recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a 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 College 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 306 Intensive Intermediate Composition and Grammar

A continuation of JAPN 204 with emphasis on developing facility in oral and written expression. 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 Tsuru 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

Emphasis on developing facility in oral expression based on literatures and cultures. 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 literature 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 Tsuru 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 students 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.

Please see the catalog section on Classical Studies (CLAS) for information on faculty, descriptions of the Latin language courses and their place in the Classical Studies minor, as well as for the Retroactive Credit Policy for Latin language.

The St. Norbert College language competency requirement:

Students who successfully complete Intermediate Latin (CLAS 102) will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College's placement exam, or through alternative means approved by the College.

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 deemed 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 one's 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:

Corday Goddard, Assistant Dean of Student Development
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 (7 courses):

LEAD 200 (Introduction to Leadership Studies), LEAD 400 (Leadership Studies Capstone) and five additional courses, one from each of the following five areas:

Ethics: Courses in this area center on the formal study of ethics. They focus on theories of the human good and norms of conduct. Courses available: PHIL 245, PHIL 315, PHIL 325 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 interpersonal relationships that are likely to arise within groups. Courses available: BUAD 336, COME 122, COME 222, COME 324 and PSYC 325.

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 230, BUAD 337, COME 426 and LEAD 336 / 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 361, LEAD 389, ENGL 329, MILS 201 and MILS 202.

Leadership Skills: Courses in this area provide some of the basic skills that are necessary for leaders to be successful in their realm of leadership. These skills focus on written and spoken communication as well as statistical skills. Courses available: COME 322, ENGL 290, ENGL 306, SSCI 224 and BUAD 284.

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 styles of leadership.

LEAD 336 / POLI 336 Executive Leadership

An examination of executive leadership at the national, state and local levels in the United States. 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

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.

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. Prerequisite: LEAD 200 or sophomore standing.

LEAD 361 Peer Leadership

Leadership can be properly understood in the context of well-run organizational activities, the appropriate exercise of vision and authority, and the intentional application of skills and abilities. But leadership can be especially challenging in interpersonal work, team, or social relationships that revolve around peer

behavior. Peer Leadership aims to provide students an opportunity to explore contemporary student development theory, to understand the needs and leadership gifts of a variety of special populations, and to learn about and practice a variety of skills in order to create change. Students in this course will be asked to apply this knowledge to the St. Norbert College residential campus in a way that leads to a changed campus culture and improved quality of life for the campus community.

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 at a local service organization or conduct original research on a leadership subject. Prerequisite: 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 web site 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 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

John Frohlinger, Associate Professor of Mathematics
Terry Jo Leiterman, Assistant Professor of Mathematics
Seth Meyer, Assistant Professor of Mathematics
Katherine Muhs, Assistant Professor of Mathematics
Kevin Murphy, Assistant 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 1 or MATH 124 A Survey of Calculus
 MATH 132 Calculus and Analytic Geometry 2
 MATH 233 Calculus and Analytic Geometry 3
 MATH 250 Advanced Foundation of Mathematics
 MATH 499 Senior Examination (0 credits)
 Five MATH courses numbered 300 or above
 (One must be MATH 303 Linear Algebra or MATH 306 Abstract Algebra or MATH 350 Modern Geometry 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 1 or MATH 124 A Survey of Calculus
 MATH 132 Calculus and Analytic Geometry 2
 MATH 233 Calculus and Analytic Geometry 3
 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)
 Two MATH courses numbered 300 or above

The Mathematics major receives a Bachelor of Arts degree.

■ MATHEMATICS MINOR (six 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 numbered 300 or above.

MATH Courses

MATH 102 Basic Algebra (two credits)

Topics include 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 114, MATH 115, MATH 124 or MATH 131 may not take MATH 102 for credit without the Registrar’s consent.

MATH 114 Algebra and Finite Mathematics – GS 8

(See Infrequently Offered Courses section of the catalog.)

MATH 115 Pre-Calculus Mathematics – GS 8

Primarily for students intending to take MATH 124 or MATH 131 but who need more preparation. Topics include 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.

MATH 123 Applications of Contemporary Mathematics – GS 8

This course is designed to help students recognize the place of mathematics and mathematical reasoning in society. Students will be given the opportunity to enhance their ability to see the relevance of mathematics behind many current and historical topics and to use mathematical techniques to address those topics. Integrated emphases include: mathematics in society, mathematical history, understanding mathematical information (charts, graphs, data), mathematical modeling. The core topics: mathematics of finance, logic, probability, statistics and counting techniques, graph theory. Prerequisite: MATH 102 or placement.

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, 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. Topics include 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.

MATH 132 Calculus and Analytic Geometry 2 – GS 8

Topics include applications of integration, methods of integration, indeterminate forms and improper integrals, elementary differential equations, and series. Prerequisite: MATH 131 or MATH 124.

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 and probability. This course focuses on mathematical content, not teaching methods. Prerequisite: four years of college preparatory math in high school or MATH 114, MATH 115 or MATH 123. Alternate years.

MATH 220 Principles of Geometry

Intended for elementary education majors, this course examines the geometry taught in elementary and middle school mathematics. Students will develop a deeper understanding of such topics as measurement including length, area and volume; similar and congruent figures; polygons; constructions; symmetry; rigid motion; the fundamental properties of Euclidean and other geometries; and problem solving with geometric applications. This course focuses on mathematical content, not teaching methods. Prerequisite: four years of college preparatory

mathematics in high school or MATH 114, MATH 115, MATH 123 or MATH 124. Alternate years.

MATH 233 Calculus and Analytic Geometry 3

Topics include 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, and line integrals. Prerequisite: MATH 132.

MATH 250 Advanced Foundations of Mathematics

This course is intended to be a transition to abstract mathematics. Topics include logic, the axiomatic method and the nature of proof, sets, relations, functions and 1-1 correspondences, countability, and 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, and field extensions. Prerequisite: MATH 250. Fall semester.

MATH 310 Differential Equations

Topics include solutions and applications of ordinary differential equations of types including separable variables, homogeneous, exact, linear and non-linear. Includes introduction to differential operators, variation of parameters, Laplace

transforms, power series and numerical solutions. Prerequisite: MATH 233. Spring semester.

MATH 313 Mathematical Modeling

This course introduces the construction and investigation of mathematical models for real-world problems. Techniques explored involve dimensional analysis; difference, ordinary differential and partial differential equations; fixed point, stability, and phase plane analysis; deterministic and stochastic processes; and computer packages as needed. Applications may include, but are not limited to, mechanical vibrations, population dynamics, traffic flow, chemical kinetics, cell biology and geophysical fluid dynamics. Prerequisite: MATH 233. Fall semester, alternate years.

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. Prerequisite: CSCI 110 and MATH 233. Spring semester, alternate years.

MATH 317 Operations Research

Topics include linear programming, duality, sensitivity analysis, transportation and assignment problems. The course also deals with 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, and correlation and regression. 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. Offered 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, the Riemann integral, sequences and series. Prerequisite: MATH 233 and MATH 250. Fall semester, alternate years.

MATH 376 Complex Analysis

Topics include elementary functions of a complex variable, differentiation, topology, integration, calculus of residues, and 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. Prerequisite: consent of the Instructor 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. Prerequisite: consent of the Instructor and junior or senior standing.

**MATH 499 Senior Examination
0 Semester Credits**

This non-credit course consists of two, two-hour exams covering the various areas of mathematics in the undergraduate curriculum. One exam is a standardized national test, while the second exam is designed by the College's mathematics discipline. The purpose of these exams is to assess whether graduates of the program are achieving the outcomes of the major program. The results of these exams will help the mathematics discipline 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 skills. 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 college 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.

Military Science Faculty

MAJ Jason R. Bowers, Assistant Professor of Military Science

SFC Donald L. Garmong III, Military Instructor

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 long Advanced Camp is held during the summer between the junior and senior years. This course 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 course 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 exercises. 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 program 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.

MILS Courses

MILS 101 Leadership and Military Science 1 (two credits)

An introductory course designed to orient students to the ROTC program and to familiarize students 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, time management, and physical fitness. Leadership students have an option to participate in a survival field training exercise that includes a ride in a 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 (two 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 land navigation skills, live M-16 rifle firing, and a helicopter ride in Neenah. Leadership lab required. Physical fitness session optional.

MILS 201 Basic Leadership and Management 1

Familiarizes students 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 activities such as rappelling from a 60-foot tower, land navigation and marksmanship training. 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 M-16 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 students with the roles of the various branches in the overall mission of the Army and their functions in support of forces; and 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 and 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 students to military law and administration, 2) continue the study of organization leadership, 3) introduce students to military protocol and 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 provided 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.

The St. Norbert College language competency requirement:

Students who successfully complete 102 in their language of study will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the 102 level on the College’s placement exam or through alternative means approved by the College.

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 at and 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 language major or minor requirements.

■ ACADEMIC MINORS (four courses at and 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 (four courses at and 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 300, SPAN 301 or SPAN 302, SPAN 365 or SPAN 370, and SPAN 375. In addition, all students seeking certification to teach a foreign language must complete an approved language immersion experience of at least six 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.

■ LANGUAGE CERTIFICATES

A certificate recognizes successful demonstration of intermediate-level proficiency in the language for students that choose not to pursue a language major or minor. Language certificates in French, German, Japanese or Spanish are awarded only upon the completion of a St. Norbert College undergraduate degree. The certificate recognizes competency equivalent to the successful completion

of the 101-204 sequence with an overall GPA 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. 300, 301, 302, 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: Modern Languages and Literatures collaborates with Business Administration in a major program in International Business and Language Area Studies (IBLAS).

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 Language Placement exam during Summer Advisement. 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 or the 300 level).

Retroactive credit policy: Students will be awarded up to two courses for previous language study upon completion of a language course at the 102 level or higher with a grade of “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. At St. Norbert College students have the 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 recordings, compositions, journal entries and student self-evaluative reflective essays.

Special information and additional requirements for students 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, Theory/History

Blake Henson, Assistant Professor of Music, Composition, Theory/History

Eric High, Assistant Professor of Music, Low Brass, Jazz Studies

Michael Knight, Assistant Professor of Music, Bands, Music Education

Elaine Moss, Instructor of Music, Piano, Staff Accompanist

Yi-Lan Niu, Assistant Professor of Music, Voice and Opera

Sarah Parks, Assistant Professor of Music, Choirs, Voice, Music Education

Michael Rosewall, Associate Professor of Music, Voice, Choirs, Theory/History

Graduate School Advisors: Dr. Michael Rosewall and Dr. Linda Cook

Course Requirements

■ MUSIC PERFORMANCE MAJOR

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

MUSI 382 Advanced Choral Conducting or

MUSI 383 Advanced Instrumental

Conducting

MUSI 384 Orchestration

Eight principal ensemble courses

(one credit each/total of eight)

8 semesters of applied music or seven

semesters + MUSI 420, merit recital (two

credits each/total of 16)

Special Requirements

Piano majors: MUSI 321, Piano Pedagogy 1

or MUSI 329 Piano Literature (two credits)

One ensemble course must be 019

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 246 Vocal Direction
 MUSI 345 Vocal Literature
 MUSI 349 Vocal Pedagogy
 Two semesters of MUSI 016 Opera Workshop
 FREN or GERM 101 and 102

■ 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
 Six principal ensemble courses (1 credit each)
 Six semesters of applied music (two 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
 SSCI 220 Lifespan and Human Development
 GENS 408 Social Inequalities
 Two of the following:
 EDUC 469 Student Teaching: General Music
 EDUC 470 Student Teaching: Choral Music
 EDUC 475 Student Teaching: Instrumental Music 1
 (eight credits for each area of certification)

Additional requirements for certification:**Choral majors:**

MUSI 246 Vocal Diction
 MUSI 349 Vocal Pedagogy
 MUSI 382 Advanced Choral Conducting
 EDUC 315 Choral Music Methods for Junior and Senior High School
 EDUC 317 General Music: In The Elementary School
 EDUC 318 General Music: In The Secondary School

Instrumental majors:

MUSI 051 Voice, MUSI 102 Group Voice or principal choral ensemble courses

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
 EDUC 317 General Music in the Elementary School
 EDUC 318 General Music in the Secondary School

■ 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
 Six ensemble courses (one credit each)
 Four semesters of applied music (two credits each)

■ MUSIC MINOR (not certifiable)

MUSI 167 Comprehensive Musicianship 1
 Six ensemble courses (one credit each)
 Four semesters of applied music (two credits each)
 MUSI 381 Introduction to Conducting and one of the following:
 MUSI 150 Survey of World Musics
 MUSI 176 Music Appreciation
 MUSI 317 Evolution of Jazz
 HUMA 100 Introduction to Humanities through the Fine Arts

■ MUSIC MINOR FOR LITURGISTS

MUSI 167 Comprehensive Musicianship 1
 MUSI 168 Comprehensive Musicianship 2
 Applied Lessons (14 credits)
 MUSI 051 Voice (minimum four credits)
 MUSI 052 Piano (minimum four credits)
 MUSI 055 Organ (minimum four credits)
 MUSI 381 Introduction to Conducting
 Four principal choral ensemble courses

MUSI Courses

Music Ensembles

One 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* (Men's Chorus/
Women's Chorus)
- 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
- MUSI 027 Bell Choir

*denotes principal ensemble

APPLIED MUSIC LESSONS

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 only register for upper-division classes 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 principal 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 051, MUSI 061 Voice (two 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: Instructor's consent. Fall and spring semesters.

MUSI 052, MUSI 062 Piano (two 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: Instructor's consent. Fall and spring semesters.

MUSI 053, MUSI 063 Brass (two 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 (two 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: Instructor's consent. Fall and Spring semesters.

MUSI 055, MUSI 065 Organ (two 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: Instructor's consent. Fall and spring semesters.

MUSI 057, MUSI 067 Composition (two credits)

One lesson per week of private composition and participation in a composition studio

class. MUSIC 067 culminates in a recital performance of original works. Ensemble participation required. Prerequisite: permission of Instructor. Fall and Spring semesters.

**MUSI 058, MUSI 068 Percussion
(two 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: Instructor's consent. Fall and spring semesters.

**MUSI 059, MUSI 069 String Bass
(two credits)**

One lesson per week on string bass 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 069 culminates in a recital performance. Ensemble participation required. Prerequisite: Instructor's consent. Fall and spring semesters.

GROUP LESSONS

Group applied music lessons are open to all beginning level students on a credit-only basis (no audits).

**MUSI 101 Group Piano
(two credits)**

This course emphasizes basic sight-reading skills, scales, chords and repertoire of elementary pieces for the piano. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

**MUSI 102 Group Voice
(two credits)**

This course emphasizes basic vocal production, performance technique and repertoire for the voice. Included in the course are basic concepts of music theory. The course is open to all students with no prerequisite or ensemble participation required.

**MUSI 105 Group Composition
(two credits)**

This course is intended to foster and develop the individual's unique musical vocabulary across a variety of genres while exposing students to basic techniques used in music composition including notation, engraving, instrumentation, arranging, improvisation and composition. Through practical guidance in the composition of original music and the exploration of a variety of compositional paradigms across multiple centuries, students will use current technology to arrange and create original works.

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 American. Students will listen to and 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 184 / AMER 184 History of American Popular Music – GS 5

The course will cover the history of popular music in the United States from the late nineteenth-century to the present day. Genres that will be discussed include modern styles such as Rock, R & B, Hip-Hop, Folk, Country, Jazz, Ragtime, Blues, and early musical theater. A chronological study of popular styles will expose students to important songwriters and performers and show how their music was influenced by elements like racial prejudice, political events and social structures. Modern technological influences (radio, recording media, television, computers) will also be explored.

MUSI 246 Vocal Diction

This course introduces students to the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French song texts. Students will recite and sing songs in foreign languages with attention to translation, pronunciation, accent and inflection. Freshman or sophomore standing or Instructor's consent.

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 Classic 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 (two 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 (two 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 – GS 10

This course is designed to meet the needs and interests of the general student rather than the music major. The course 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. Note: Course not open to music majors.

MUSI 317 Evolution of Jazz – GS 10

The study of jazz from its origins in New Orleans to the present day. The course focuses 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 (two 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
(two 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 329 Piano Literature
(two credits)**

This course 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 336 / PHIL 336 Philosophy of Music –
GS 10 and GS 12**

The course will introduce students to fundamental problems and puzzles in the philosophy of music as well as engage students in musical experiences that provoke philosophical questions. Students will be exposed to music that challenges the presuppositions inherent in conventional American cultural expectations and the Western approach to musical experience more broadly. It will start by exploring the genesis of these questions in ancient Greek philosophy and culture and trace them through their re-emergence in the Enlightenment, modern, and post-modern eras.

**MUSI 345 Vocal Literature
(two credits)**

This course 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 347 Choral Repertoire
(two credits)**

This course is designed to provide the emerging choral conductor with an

understanding of significant forms in the history of choral music, the compositions that hold preeminence within those genres, and a functional and practical repertoire library of compositions for use in a variety of settings. Prerequisite: junior standing.

**MUSI 349 Vocal Pedagogy
(two credits)**

This course is designed to provide singers with an understanding of the anatomy, physiology, and physics of singing and song production. As part of this course, students will teach voice lessons under the supervision of the Instructor. Prerequisite: junior or senior standing and Instructor's consent.

**MUSI 362 Woodwind Methods
(two credits)**

Basic principles of teaching and performing on woodwind instruments. Fall semester, odd years.

**MUSI 363 String Methods
(two credits)**

Basic principles of teaching and performing on string instruments. Fall semester, even years.

**MUSI 365 Brass Methods
(two credits)**

Basic principles of teaching and performing on brass instruments. Spring semester, alternate years.

**MUSI 366 Percussion Methods
(two credits)**

Basic principles of teaching and performing on percussion instruments. Spring semester, alternate years.

MUSI 367 Comprehensive Musicianship 5

Romantic and Nationalistic music will be examined through the study of significant composers and their compositions. Emphasis is given to chromaticism, advanced harmonic analysis and extended forms within the historical context of the era. Keyboard labs are included. Prerequisite: MUSI 268 or Instructor's consent. Fall semester.

MUSI 368 Comprehensive Musicianship 6

The concluding course of the sequence, Comprehensive Musicianship 6, examines

significant works from Impressionism through the musical experiments of the 20th and 21st centuries. Students will compose, write about music and learn advanced analytical techniques. Spring semester.

MUSI 370 Introduction to Jazz Improvisation

This course will introduce students to jazz improvisation, or the spontaneous composition through the study of great soloists and their transcriptions. Emphasis is placed on common scales, modes, and harmonic progressions. Mastering this skill requires intense practice and a deep knowledge of style, form and jazz harmony. The course meets two hours per week. Students will be expected to perform in the classroom setting.

MUSI 381 Introduction to Conducting (two 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 Instructor's consent. Spring semester.

MUSI 382 Advanced Choral Conducting (two credits)

A continuation of Introduction to Conducting, with advanced study in choral conducting, technique, score reading and rehearsal techniques. Prerequisite: MUSI 381. Fall semester.

MUSI 383 Advanced Instrumental Conducting (two credits)

A continuation of Introduction to Conducting, with advanced study in instrumental conducting technique, score reading, and rehearsal techniques. Members of the class will assemble to form a small ensemble to provide laboratory rehearsal experience. Prerequisite: MUSI 381. Fall semester.

MUSI 384 Orchestration (two 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. Coursework includes score analysis, listening and computer generation of assignments. Prerequisite: junior standing or Instructor's consent. Spring semester, alternate years.

MUSI 389 Special Topics (two 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. 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 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 of Science – GS 4

(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 and water 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

Robert Pyne, Director of Peace and Justice Center

Bridget Burke Ravizza, Peace and Justice Minor Program Director, Assistant Professor, Religious Studies

Course Requirements

■ PEACE AND JUSTICE MINOR (six 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 357 Economics of Globalization
ENVS 300 Environmental Science
PEAC 363 / IDIS 363 Poverty and Social Justice
POLI 348 Environmental Politics
POLI 362 North-South Relations in the Contemporary World
SSCI 301 Environmental Studies
HIST 335 / WMGS 335 Women and Work

Human Rights and Responsibilities:

GENS 408 Social Inequalities
PEAC 266 Human Dignity and Responsibility

PEAC 418 / GENS 418 International Inequalities

PEAC 363 / IDIS 363 Poverty and Social Justice

RELS 318 Feminist Theology

RELS 333 Christian Ethics: Theology and Society

SOCI 260 Gender and Culture

WMGS 360 / HUMA 360 Feminist Theory

Conflict and Peace:

HIST 340 Israel/Palestine: The Roots of the Arab-Israeli Conflict

POLI 355 International Organizations

PEAC 266 Human Dignity and Responsibility

One ethics course (in addition to any ethics courses taken to fulfill other minor requirements). One additional course 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, 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, human rights and responsibilities, conflict and peace. Guest speakers will be a regular part of the course, reflecting the interdisciplinary nature of the minor.

PEAC 266 Human Dignity and Responsibility

This course will seek to establish a multi-disciplinary, interfaith rationale for human dignity while highlighting the contribution of the Catholic intellectual tradition. It will then examine the rhetoric and dynamic of genocide, exploring the way forward with realistic strategies that emphasize human connectedness and responsibility.

PEAC 333 / RELI 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. Religious Studies majors/minors taking course for major/minor should sign up for RELS 433.

PEAC 340 / HIST 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.

PEAC 418 / GENS 418 International Inequalities – GS 12 / GS 11

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.

PEAC 363 / 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.

PEAC 400 Capstone in Peace and Justice

PEAC 400 is the capstone course for the Peace and Justice minor at St. Norbert College. In this course, students will be invited to deepen their knowledge of the

three components of the minor (economic and environmental justice, human rights and responsibilities, and conflict and peace) and their inter-relations through in-depth research, reading of peace and justice literature, and discussion. Through class discussion and written work students will be challenged to integrate the knowledge they have accumulated through this course and the previous peace and justice, field and service work that they have done while at St. Norbert College.

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 inside and outside 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, Assistant Professor of Philosophy
Leanne Kent, Assistant 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
 And 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 goals 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?; and Is there a purpose to life? Fall and spring semesters.

PHIL 207 / CLAS 207 Greek Philosophy

A study of the ancient Greek thinkers who initiated Western philosophy. The course begins with the pre-Socratic philosophers and then focuses on Plato and Aristotle. Fall semester.

PHIL 209 / CLAS 209 Hellenistic Philosophy

The course introduces students to the three major schools of Hellenistic philosophy that dominated Greek thought after Aristotle (Skepticism, Stoicism and Epicureanism) and their respective attempts to refine or reject the classical conception of the good life. Students explore principally the ethical implications of the Hellenistic movements, though certain issues in metaphysics and epistemology are covered as well. January term.

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. Spring semester.

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. Fall 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. Spring semester, alternate years.

PHIL 245 Business Ethics

Formerly PHIL 320. A study of the ethical issues that confront contemporary businesses. The course will begin by introducing the major positions in Western ethical theory and by considering the moral status and the purpose of corporations. Through the use of case studies, the course will go on to explore a number of particular issues which may include (but is not limited to) whistle-blowing, surveillance/screening of employees, preferential hiring, the ethics of advertising, ethical accounting practices, globalization, outsourcing, sweatshop labor, and environmental pollution and resource depletion. Fall semester, alternate years.

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, 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. Spring semester.

PHIL 302 Consciousness

A study of various theories about the nature and significance of the phenomenon of consciousness. Special attention will be given to the apparent “gap” between the brain activity of a conscious state and the experience that accompanies such a state. Authors studied will include Rene Descartes, William James, David Armstrong, Thomas Nagel, Jerry Fodor, Daniel Dennett, Antonio Damasio and David Chalmers. The course will include an exploration of Hindu and Jungian notions of consciousness. Fall semester, alternate years.

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 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, with primary emphasis on the writings of Plato, Aristotle, Augustine and Aquinas. Students will investigate issues such as the origin, nature, and purpose of political societies, the types of political constitutions, the concepts of rulership and authority, the meaning of citizenship, and the relation of the individual to society. 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. Issues examined may include, but are not limited to, euthanasia, abortion, capital punishment, free speech, just war, treatment of animals and the environment. At least once every year.

PHIL 316 / POLI 316 Modern Political Thought

An examination of the political theories of major thinkers of the modern period (16th to 19th centuries), with primary emphasis given to the writings of Machiavelli, Hobbes, Locke, Rousseau, Hegel, and Marx. Students will investigate such issues as the origin and purpose of political societies, the nature of political power, and the concepts of social contract, authority and sovereignty, law, liberty, and revolution. Fall semester, alternate years.

PHIL 317 Medical Ethics

A study of ethical issues associated with the practice of medicine. The course will begin with an overview of major positions in ethical theory and of fundamental concepts and principles in medical ethics. These will then be used to address particular moral issues that arise within the health-care field. Issues may include, but are not limited to, the relation between health-care providers and patients, truth-telling, informed consent, conflicting obligations, advance directives, withholding and withdrawing of life-sustaining treatment,

suicide, euthanasia, human reproduction, research ethics, and social justice and healthcare policy. Catholic teachings on some of these issues may also be considered. Fall semester, alternate years.

PHIL 325 / PEAC 325 Ethics: International Issues

(See Infrequently Offered Courses section of the Catalog.)

PHIL 330 The European Enlightenment – GS 10 & GS 12

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 on 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. Fall semester.

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. Spring semester, alternate years.

PHIL 336 / MUSI 336 Philosophy of Music – GS 10 & GS 12

The course will introduce students to the fundamental problems and puzzles in the philosophy of music as well as engage students in musical experiences that provoke philosophical questions. Students will be exposed to music that challenges the presuppositions inherent in conventional American cultural expectations and the

Western approach to musical experience more broadly. It will start by exploring the genesis of these questions in ancient Greek philosophy and culture and trace them through their reemergence in the Enlightenment, modern, and post-modern eras.

PHIL 339 Philosophical Conceptions of Well-being – GS 10

An examination of classical and contemporary theories of well-being. This course will begin by considering classical eudaimonist conceptions of well-being which will then be contrasted with a range of contemporary accounts; we will consider whether well-being requires the realization of certain goods in a person's life or whether it is a subjective state of mind. Literature from the field of positive psychology and literature on vocation may also be considered. Historical figures studied may include Epicurus, Seneca, Aristotle, Aquinas, Mill and Nietzsche.

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. Alternate years.

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, 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. Prerequisites: PHIL 210 and PHIL 300. Spring semester, alternate years.

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. Prerequisites: PHIL 210 and 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, exercise and fitness.
2. To provide all students with the opportunity to acquire skills in sports and fitness for recreation, intramural and lifetime activities.

Lifetime Sports Activities

A wide range of lifetime sports and fitness classes are offered for all students. Through lifetime sports and fitness, individuals will have a better understanding of the need for a planned activity program. The major objective of lifetime sports and fitness is to have each student incorporate physical activity into their daily lifestyle.

Connie L. Tilley, Director of Physical Education

Physical Education Faculty

Albert (A.J.) Aitkin, Lecturer in Physical Education, Assistant Coach Men's Hockey, Intramural Director

Donald Augustine, Lecturer in Physical Education, Head Coach of Men's and Women's Track, Head Coach of Men's and Women's Cross Country

Timothy Bald, Lecturer in Physical Education, Director of Athletics

Tim Coghlin, Lecturer in Physical Education, Head Coach Men's Hockey

Robert Forgrave, Lecturer in Physical Education, Football Defensive Coordinator

Gary Grzesk, Lecturer in Physical Education, Head Coach Men's Basketball

Robert Morgan, Lecturer in Physical Education, Head Coach Women's Hockey

James Purtil, Lecturer in Physical Education, Head Coach Football

Connie Tilley, Lecturer in Physical Education, Assistant Athletic Director, Head Coach Women's Basketball

Ryan Vandervest, Lecturer in Physical Education, Athletic Trainer

All Physical Education courses numbered below are two credits each and are graded on a satisfactory/unsatisfactory basis.

PHED Courses

PHED 035 Adult and Child CPR / and Standard First Aid

This course features hands-on simulation, lectures, as well as live and video demonstration. Participants learn to call and work with EMS, care for conscious and unconscious choking victims, perform CPR, and care for breathing and cardiac emergencies in adults, children and infants.

Includes basic care for injuries or sudden illness until advanced medical care can take over (basic disease transmission precaution, recognizing and caring for bleeding, wounds, burns, heat and cold emergencies; immobilizing muscle, bone and joint injuries; care for shock, bites and poisoning). Meets OSHA guidelines for First Aid. The completion of course includes certification through American Red Cross.

PHED 036 Jump Stretch Flexibility /**Conditioning**

This course will cover a different type of training regimen to develop an increased level of flexibility as well as improved power and explosion. Each student will perform at a level relative to their ability and gain an appreciation for lifelong fitness.

PHED 037 Curling

This course will give students the basic skills and knowledge of Curling. Content will include history, terminology, equipment, team composition, and learning of the fundamentals.

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 is 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 learning 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.

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

This course 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 Athletic Programs

This course is designed to provide students with administrative techniques and procedures in the administration of athletic programs with a concentration on the collegiate field. Emphasis on theories and philosophies of administration, policies

and practices, leadership, management, budgeting, planning, facilities and legal liabilities.

PHED 101 Concepts of Healthful Living

This course will provide students with knowledge of the concepts of wellness and will show 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.

Physics

www.snc.edu/physics

The physics program is designed to 1) prepare students for careers in industry, engineering, and secondary education 2) prepare students for graduate study in physics or a related field of science or engineering 3) meet the needs of students in pre-professional studies as well as chemistry, geology and biology major programs and 4) provide an opportunity to secure general knowledge of physics and/or astronomy as well the scientific method for students whose major program is outside of natural science.

Physics is the most fundamental of all the natural sciences and its applications extend to all other areas of human endeavor. Physics is the study of the natural world based on quantitative observations and experiments.

Physics attempts to discover the fundamental rules by which observations of many different situations can be correlated within a common framework of physical laws. Physics gets to the root of all physical phenomena. Physical laws and theories have profound influence on how we view our universe and ourselves. The skills and ideas you develop as a physics major can be applied across all fields of science and technology, as well as in such diverse areas as business and law. If you can think physics, you can think anything!

The use of logical reasoning to make predictions about physical systems is very important in physics. Successful predictions concerning experiments not yet performed is the crucial test of our ideas about the nature of the universe. Physicists view the framework of interrelated concepts as providing an aesthetic satisfaction comparable to that of art and music.

Physics Faculty

Michael Olson, Assistant Professor of Physics

Erik Brekke, Assistant Professor of Physics

Graduate School Advisors: Dr. Michael Olson and Dr. Erik Brekke

Course Requirements

■ PHYSICS MAJOR

(15 courses, 10 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 141 Astronomy
 PHYS 211 Classical Mechanics
 PHYS 225 Electronics
 PHYS 241 Modern Physics
 PHYS 250 Advanced Laboratory
 PHYS 311 Thermal Physics
 PHYS 321 Electricity and Magnetism 1
 PHYS 352 Optical and Atomic Physics

PHYS 411 Quantum Mechanics or, for secondary education certification in Physics
 PHYS 499 Senior Examination
 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
 CHEM 105 General Chemistry 1

Recommended courses: PHYS 490, MATH 303, MATH 315, MATH 321, CSCI 110, 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 or PHYS 411 Quantum Mechanics
 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 225 Electronics
 PHYS 241 Modern Physics
 PHYS elective level 200 or above

PHYS Courses

PHYS 100 Physics in the Arts – GS 4

This course will examine the underlying physics involved in photography and music. Main topics will include waves, reflection and refraction, lenses, the eye, oscillations and resonance, the ear, and musical instruments. Lectures and one laboratory period per week. Basic algebra and geometry knowledge will be assumed.

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 students 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. A working knowledge of trigonometry and completion of advanced high school algebra will be assumed. Corequisite: MATH 131 or equivalent. Fall semester.

PHYS 122 General Physics 2

Continuation of PHYS 121, completing a full-year introductory sequence. 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. Prerequisite: PHYS 121 and MATH 131. Spring semester.

PHYS 141 Astronomy – GS 4

This course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. Students 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, alternate years.

PHYS 225 Electronics

An introductory course in circuit analysis, including DC and AC circuits, semiconductor devices, and digital logic circuits. Lectures and one laboratory period per week. Prerequisite: PHYS 122 and MATH 132. Fall, 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. Prerequisite: PHYS 122 and MATH 132. Fall, alternate years.

PHYS 250 Advanced Laboratory

An advanced course in experimental design and analysis intended to replicate the activities of a professional research project through the precision measurement of several of the fundamental physical contacts of the universe. Additional topics will include

the calculation of statistical and systematic uncertainties, computer-based modeling and analysis, written and oral presentation of results, and research ethics. Prerequisites: PHYS 121 and PHYS 122. Spring, 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. Corequisite: PHYS 241. Fall, alternate years.

PHYS 321 Electricity and Magnetism

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. Spring, alternate years.

PHYS 341 Nuclear Physics

(See Infrequently Offered Courses section of the Catalog.)

PHYS 352 Optical and Atomic Physics

An introduction to the current fields of Optical and Atomic Physics. The foundations of modern optics will be laid, including the electromagnetic and quantum mechanical theory of light, geometric and wave optics, instrumentation, polarization, lasers, and modern optical components. The interaction of light with atoms will be introduced, including the fundamentals of atomic structure and numerous applications. Corequisite: PHYS 411. Spring, alternate years.

PHYS 411 Quantum Mechanics

An advanced treatment of the principles and methods of quantum mechanics. Topics include the Schrodinger equation, the harmonic oscillator, the hydrogen atom, quantum statistics, and applications to atomic and nuclear physics. The operator method will be introduced and used. Prerequisites: PHYS 241. Corequisite: MATH 310. Spring, 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. Prerequisites: junior or senior standing, prior consultation with and consent of the Instructor and approval of the Associate Dean of Natural Sciences.

**PHYS 499 Senior Examination
(0 credits)**

This non-credit course consists of a comprehensive examination covering the various areas of physics in the undergraduate curriculum. The results of this examination will help the physics discipline assess achievement and improve the program. Prerequisite: senior standing. Spring semester.

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 a 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 / AMER 130 United States Politics and Government
 POLI 150 / INTL 150 Introduction to International Studies
 or POLI 160 / INTL 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 Congress and Legislatures
 or POLI 336 / LEAD 336 Executive Leadership
 or POLI 337 Judicial Process and Behavior
 POLI 338 Introduction to Public Administration
 or POLI 343 Administrative Law
 or POLI 346 Policy Analysis
 or POLI 348 Environmental Politics
 3 POLI courses numbered 200 or above
 POLI 350 International Relations
 or POLI 353 United States Foreign Policy
 or POLI 355 International Organizations
 or POLI 362 North-South Relations
 or POLI 365 European Politics
 or POLI 368 Politics and Governments of Latin America

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 courses as the Political Science major.

■ POLITICAL SCIENCE MINOR (seven courses):

POLI 130 / INTL 130 United States Politics and Government
 POLI 150 Introduction to International Studies
 or POLI 160 / INTL 160 Introduction to Comparative Politics
 POLI 200 Research Methodology and Techniques
 and one course from each of the following four areas:

Political Thought:

POLI 314 Classical and Medieval Political Thought
 POLI 316 Modern Political Thought
 POLI 317 American Political Thought
 PHIL 346 Philosophy of Human Rights

United States Politics:

POLI 231 State and Local Politics
 POLI 332 Political Parties and Elections
 POLI 335 Congress and Legislatures
 POLI 336 / INTL 336 Executive Leadership
 POLI 337 Judicial Process and Behavior
 POLI 341 Constitutional Law: Institutional Powers
 POLI 342 Constitutional Law: Civil Rights/Liberties
 POLI 353 United States Foreign Policy

Comparative Politics/International Relations:

POLI 350 International Relations
 POLI 353 United States Foreign Policy
 POLI 355 International Organizations
 POLI 362 North-South Relations in the Contemporary World
 POLI 365 European Politics
 POLI 368 Politics and Governments of Latin America
 POLI 450 The United Nations Seminar

Public Policy/Administration:

POLI 338 Introduction to Public Administration
 POLI 343 Administrative Law & Politics
 POLI 346 Policy Analysis
 POLI 348 Environmental Politics

■ **INTERNATIONAL POLITICS MINOR**
(six courses):

POLI 150 / INTL 150 Introduction to International Studies
or POLI 160 / INTL 160 Introduction to Comparative Politics
POLI 200 Research Methodology and Techniques
and four courses from:
POLI 350 International Relations
POLI 353 United States Foreign Policy
POLI 355 International Organizations
POLI 362 North-South Relations in the Contemporary World
POLI 365 European Politics
POLI 368 Politics and Governments of Latin America
POLI 450 The United Nations in World Politics

■ **UNITED STATES POLITICS MINOR**
(six courses):

POLI 130 / AMER 140 United States Politics and Government
POLI 200 Research Methodology and Techniques
and four electives from the following:
POLI 231 State and Local Politics
POLI 317 American Political Thought
POLI 332 Political Parties and Elections
POLI 335 Congress and Legislatures
POLI 336 Executive Leadership
POLI 337 Judicial Process and Behavior
POLI 338 Introduction to Public Administration
POLI 341 Constitutional Law: Institutional Powers
POLI 342 Constitutional Law: Civil Rights/ Liberties
POLI 343 Administrative Law & Politics
POLI 346 Policy Analysis
POLI 348 Environmental Politics
POLI 353 United States Foreign Policy

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 vs. the concept of an international community; U.S. foreign policy and human rights; foreign policy of communist countries; cultural diversity and international cooperation. Fall and spring semesters.

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. Spring semester alternate years.

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. Prerequisite: POLI 130 or 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 248 Trial Advocacy

This course provides an introduction to civil and criminal litigation in the context of the American judicial system with a focus on courtroom procedures, evidence, witness preparation and examination, and the art of advocacy. Although intended for the training of students who hope to compete with the St. Norbert mock trial team, the course is open to any student interested in learning more about the courts and the legal process. Prerequisite: POLI 130 or consent of the Instructor. Fall semester each year (two credits).

POLI 249 Mock Trial

This course exposes students to the process of presenting a criminal or civil case in the context of an intercollegiate competition. Students will adopt roles as attorneys and witnesses for both the prosecution/ plaintiff and defense. Prerequisite: POLI 248 or permission of the Instructor. Spring semester each year (two credits).

POLI 310 Western Ideologies – GS 10, GS 12

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 in 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 through 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 Congress and Legislatures

An examination of the power, structure and functions of legislative bodies with a focus on the United States Congress. Focuses on the various factors that influence the performance of these bodies. Prerequisite: POLI 130. Spring 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 or LEAD 200. 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. Spring semester, alternate years.

POLI 341 Constitutional Law: Institutional Powers

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: Civil Rights/Liberties

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 343 Administrative Law & Politics

Administrative law and politics is the investigation of the relationship of government agencies to legislative and legal institutions and the manner in which government regulates through the bureaucracy. The course also makes students aware of the impact agencies have on citizens, businesses, industry, and interest groups through the development and enforcement of legal rules. The course evaluates the political, social, and economic impact of bureaucracies on the operation of various institutions that regulate and influence American life. Prerequisite: POLI 130 recommended but not required.

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. Spring 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, setting of toxic waste facilities and the pollution of the Fox River. Prerequisite: POLI 130. Fall semester, alternate years.

POLI 350 International Relations

This course examines the main theories of international relations, including realism, neo-realism, liberalism, the English School, economic structuralism, IR feminist theories, critical theory, constructivist theories, normative theories, etc. Students will acquire the intellectual tools necessary to understand, criticize, and apply these theories and others of international relations. Prerequisite: INTL 150 / POLI 150. Fall semester.

POLI 353 United States Foreign Policy

This course examines the formulation, conduct and content of contemporary U.S. foreign policies during the 20th century and at the onset of the 21st century. Students will examine the role and impact of various governmental actors in the formulation of U.S. foreign policy. They will also examine theories of foreign policy decision-making and key aspects of U.S. regional foreign policies. Prerequisite: INTL 150 / 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 international organizations and their increasing impact on a wide range of global issues, including peacekeeping, human rights, the world economy and the environment. The course 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 150 / 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 21st century. The course also addresses the complex political, economic and social challenges and opportunities that developed and developing nations face in an increasingly interdependent world and in an era of globalization.

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. Prerequisite: POLI 160.

POLI 368 Politics and Governments of Latin America

This course provides an overview of the governments and politics of Latin American countries from a comparative perspective. The course examines the structure, functioning and interaction of political institutions in Latin American countries. Students will be exposed to various topics including political and economic development, globalization and social movements, competing political ideologies, etc. Fall.

POLI 450 The United Nations Seminar

This course discusses the role, impact and significance of the United Nations in the international system. Students are provided with various theoretical approaches for understanding the role of international organizations in world politics. They are also exposed to a series of substantive issues discussed within the United Nations system including peacekeeping, terrorism, arms control, human rights and economic development. The class may be taught at the United Nations headquarters in New York City or Geneva, giving students the opportunity to meet United Nations officials and diplomats.

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. Prerequisites: 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. Prerequisite: 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

www.snc.edu/physics/preengineering.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, pharmacy, engineering or law 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 Associate Dean of Natural Sciences or the advisors for the various pre-health programs.

Dr. Kevin Quinn, 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 more than 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+” 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. David Bailey, 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. David Bailey, 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 six months before graduation. Information regarding the LSAT and the process of law school admission may be obtained from the pre-law advisor or from Career Services.

Pre-Law Advisor: Dr. Charles Jacobs

Pre-engineering: What is engineering? Engineering involves the arrangement and modification of natural materials to produce devices and processes in order to accomplish human goals expeditiously, economically and safely. Engineering education is divided into such fields as aeronautical, agricultural, biomedical, chemical, civil, electrical, industrial, mechanical and nuclear.

About pre-engineering at St. Norbert College

The most direct path to a degree in engineering is to attend a university offering majors in various fields of engineering. However, some students who want to enter the engineering profession also wish to obtain a foundation of liberal arts studies and gain other advantages of attending a small college with a strong sense of community. For such students, St. Norbert College offers several alternatives.

Most students who enter engineering simply transfer to an engineering school after 1-3 years at St. Norbert. Good grades, especially in science and mathematics, are required for transfer to an engineering school. Since the degree these students earn comes from the engineering school, they must consider the requirements of the engineering program they plan to enter when selecting courses at St. Norbert College.

Some students spend four years at St. Norbert College and major in physics, mathematics or chemistry and then pursue graduate study in an engineering school. If undergraduate science and math classes are carefully chosen, it is possible to complete a master's degree in engineering in two years.

One major advantage of attending a small college is the possibility of close association with faculty and fellow students. Students who choose to study pre-engineering at St. Norbert College believe that the opportunity for personal attention in their basic science and math courses and the breadth of experience available at a liberal arts college are important in giving them a start toward a satisfying career in engineering.

Courses in a Pre-engineering program

The basic science and mathematics courses for most engineering curricula are two semesters of general physics, two semesters of general chemistry, three semesters of calculus, one semester of differential equations and one semester of computer science where a high level programming language is learned. These are all courses that can be taken at St. Norbert College, and a student interested in engineering should take as many of them as possible.

The choice of other science courses at St. Norbert College will depend somewhat on the particular area of engineering in which the student is interested. Curricula for the various engineering fields have much in common during the first two years of study, but there are some differences in these years and they diverge greatly in the final two years. These curricula tend to have many specified courses. It is important for a student to try to select an engineering field and to make early contact with the engineering college to which transfer is planned.

Students who intend to transfer after one or two years at St. Norbert College should take the basic physics, chemistry and calculus courses and as much as possible select general education courses that match requirements of the engineering program to which they intend to transfer. A number of students who enter St. Norbert with the intention of transferring to an engineering school decide to stay here for all four years.

Students in pre-engineering are strongly advised to plan their courses in such a way that, should they retain their interest in science but decide not to transfer, they can complete a physics, mathematics or chemistry major at St. Norbert, including the St. Norbert general education requirements, within the normal four years.

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 provide an educational environment that fosters intellectual, spiritual and personal development.

Psychology Faculty

John Dose, Associate Professor of Psychology

Jay Fostner, O.Praem., Assistant Professor of Psychology and Vice President for Mission and Heritage

Ashley Hill-Söderlund, Assistant Professor of Psychology

Stuart Korshavn, Associate Professor of Psychology

Paul Ngo, Associate Professor of Psychology

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
 PSYC 499 Senior Assessment (0 credits)

One from Biological: PSYC 310 Chemical Substances and Behavior
 or PSYC 370 Physiological Psychology with Laboratory
 or PSYC 373 Behavioral Medicine and Health Psychology with Laboratory

One from Clinical: PSYC 212 Abnormal Psychology
 or PSYC 312 Theories of Personality
 or PSYC 345 Approaches to Psychotherapy
 or PSYC 360 Psychological Testing

One from Developmental: PSYC 313 Infancy and Toddlerhood Development with Laboratory
 or PSYC 320 Abnormal Behavior in Childhood
 or SSCI 220 Lifespan Human Development

One from Perception and Cognition: PSYC 331 Sensation and Perception with Laboratory
 or PSYC 337 Memory and Cognition with Laboratory

One from Social: PSYC 221 Industrial and Organizational Psychology
 or PSYC 281 Environmental Psychology
 or PSYC 321 Social Psychology
 or PSYC 325 Group Dynamics

One from Psychology in Context: PSYC 410 Cross-Cultural Psychology
 or PSYC 420 A History of Psychology
 or Approved senior project (PSYC 490 Independent Study, PSYC 492 Directed Research or PSYC 494 Internship)

Two PSYC electives: Students may choose any two courses from the psychology curriculum.

Among the courses chosen from those listed above, two must be advanced courses with

laboratories. Choose from the following:
 PSYC 313 Infancy and Toddlerhood Development with Laboratory
 or PSYC 331 Sensation and Perception with Laboratory
 or PSYC 337 Memory and Cognition with Laboratory
 or PSYC 370 Physiological Psychology with Laboratory
 or PSYC 373 Behavioral Medicine and Health Psychology with Laboratory

■ PSYCHOLOGY MINOR (six 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 310, PSYC 370, PSYC 373); Clinical (PSYC 212, PSYC 312, PSYC 345, PSYC 360); Developmental (PSYC 313, PSYC 320, SSCI 220); Perception and Cognition (PSYC 331, PSYC 337); Social (PSYC 221, PSYC 281, 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. Typically, 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. Prerequisite: PSYC 100 or Instructor's consent. Typically, alternate spring semesters (odd-numbered years).

PSYC 281 Environmental Psychology

Students in this course will examine how we affect the built and natural environments and how they affect us. Topics include cognitive mapping, personal space, territoriality and environmental design (e.g. residential, learning, work and leisure environments). The course concludes with a discussion on how we might promote more harmonious and environmentally constructive interactions with our planet. Prerequisite: PSYC 100 or Instructor's consent. Typically, alternate fall semesters (odd-numbered years).

PSYC 289 Special Topics

A course on a special topic in psychology designed primarily for first- and second-year students. 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. Prerequisite: 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. Typically, alternate spring semesters (even-numbered years).

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. Typically, alternate fall semesters (odd-numbered years).

PSYC 313 Infancy and Toddlerhood Development with Laboratory

This advanced laboratory course in developmental psychology focuses on development from conception to the age of

3 and covers development at multiple levels including physiological, behavioral and psychological. It also examines the infant in context; from their immediate family relationships to broader societal attitudes and policies towards infants. Prerequisite: PSYC 301 or Instructor's permission. Typically, alternate fall semesters (even-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. 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 or Instructor's consent. Typically, alternate fall semesters (even-numbered years).

PSYC 321 Social Psychology

The influence of others on the thoughts, feelings and actions of the individual is examined. Major topics in social cognition (for example, person perception, attribution), social evaluation (attitudes, prejudice), social influence (for example, obedience, conformity) and social interaction (altruism, aggression) are surveyed. Differing theoretical perspectives and research methodologies are analyzed. Prerequisite: PSYC 301 or Instructor's consent. Typically, fall semester.

PSYC 325 Group Dynamics

The interplay of groups and group members is examined. Major topics in group development and formation (for example, affiliation, norms), influence and interaction within the group (for example, conformity, leadership), group performance (for example, teamwork, decision making) and group conflict (for example, conflict within groups and conflict between groups) are surveyed. Prerequisites: PSYC 100 and SSCI 224 or Instructor's consent. Typically, alternate spring semesters (even-numbered years).

PSYC 331 Sensation and Perception with Laboratory

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 these signals. Topics 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. Prerequisite: PSYC 301 or Instructor's consent. Typically, spring semester.

PSYC 337 Memory and Cognition with Laboratory

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. Typically, fall semester.

PSYC 345 Approaches to Psychotherapy

A survey of the major systems of psychotherapy, including psychodynamic, humanistic/existential, behavioral, cognitive and systems perspectives. Representative approaches within each perspective are reviewed, with coverage of the goals, therapeutic techniques and procedures, therapist-client relationship, and strengths and limitations of each approach. Prerequisite: PSYC 212. Typically, alternate spring semesters (even-numbered 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. Typically, alternate spring semesters (odd-numbered years).

PSYC 370 Physiological Psychology with Laboratory

The purpose of this laboratory 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. Prerequisite: PSYC 301. Typically, fall semester.

PSYC 373 Behavioral Medicine and Health Psychology with Laboratory

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. Typically, spring semester.

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. Approaches in cross-cultural psychology, 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 for all humans. Students will also be exposed to some cross-cultural literature so they may be

better able to discern the subtle effects of culture on all people. Prerequisite: senior standing. Typically, fall semester.

PSYC 420 A History of Psychology

This course places psychology within its historical context. The factors outside of psychology that have had an impact on theory and research and the dynamics 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. Prerequisite: senior standing. Typically, spring 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. Prerequisite: 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. Prerequisite: 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 educational,

governmental or private program, agency or institution related to the educational goals of the student. The accompanying classroom experience will vary depending on the nature of the placement, the goals of the student and the discretion of the Instructor. Prerequisites: junior or senior standing, Instructor's consent.

PSYC 499 Senior Assessment (0 Credits)

This non-credit course consists of a single three-hour session during which students complete standardized tests of knowledge of the major field and/or other measures of the intended learning outcomes of the Psychology program. The data gathered during the session assists members of the Psychology faculty in their efforts to monitor and improve the program. Students should register for the assessment as part of their final semester of coursework at the College. Fall and spring semesters.

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 how they 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.

A Religious Studies major 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 students' capacity for critical thinking and sound argumentation, thus preparing them 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 at a local parish.

Clarence J. Heidgen Chair in Religious Studies: In January 1994, two years before his death, Clarence J. Heidgen contributed \$750,000 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, Assistant Professor of Religious Studies
Thomas Bolin, Associate Professor of Religious Studies
Mara Brecht, Associate Professor of Religious Studies
Bridget Burke Ravizza, Assistant Professor of Religious Studies
Howard Ebert, Associate Professor of Religious Studies
Karen Park, Assistant Professor of Religious Studies
Paul Wadell, Professor of Religious Studies

Graduate School Advisor: Dr. Mara Brecht

Course Requirements

■ RELIGIOUS STUDIES MAJOR (11 courses):

RELS 106 Introduction to the Bible
 RELS 114 Introduction to Theology
 RELS 280 Introducing Christian Traditions
 RELS 290 Doing Theology Today
 RELS 328 The Hebrew Bible
 RELS 329 The New Testament
 RELS 433 Christian Ethics: Theology and Society
 RELS 460 Advanced Seminar
 One course from each of the following three groups (only one 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
 or RELS 359 / WMGA 359 Women and
 Islam

2) Systematic Theology Component:

RELS 316 Who is Jesus?
 or RELS 325 Providence, Suffering and
 Freedom

3) Other Electives:

RELS 200 / CLAS 200 Augustine and the
 Classical World
 RELS 242 Liturgy and the Sacraments
 RELS 255 / PHIL 250 Philosophy of Religion
 RELS 260 / CLAS 260 Early Christian

Monasticism
 RELS 268 / WMGS 268 Sexuality, Intimacy
 and God
 RELS 310 Marriage and Family as Vocation
 RELS 312 Mission and Identity of the
 Church
 RELS 314 The Origins of Biblical
 Monotheism
 RELS 315 Mary Through the Ages
 RELS 320 The Christian Tradition
 RELS 324 / WMGS 324 Women in the Bible
 RELS 327 Ancient Wisdom and the Modern
 Search for Meaning
 RELS 337 Character and the Moral Life
 RELS 360 The Essentials of Catholic
 Thought
 RELS 389 Special Topics
 *HUMA 337 Norbertine Origins and Christian
 Culture
 HIST 319 The Catholic Contribution to the
 United States

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 two RELS courses or HIST 319

Three of the following:
 SSCI 220 Lifespan Human Development
 SOCI 111 Cultural Anthropology
 COME 122 Principles of Interpersonal
 Communication
 WMGS 110 Introduction to Women's and
 Gender Studies
 PEAC 200 Introduction to Peace and Justice
 SOCI 378 / LEAD 378 Leadership and Society

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 (six 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 (six 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 analyses 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.

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. Alternate years.

RELS 255 / PHIL 250 Philosophy of Religion

This course 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.

RELS 260 / CLAS 260 Early Christian Monasticism

This course traces Christian monasticism from its rise in the deserts of Egypt and Syria to its spread throughout the Roman Empire and beyond, specifically to Ireland. In the Christian and non-Christian contexts, concepts of asceticism and holiness prevalent in various cultures of antiquity, and monasticism's relationship to the wider Church and society, will be examined. Early monasticism exerted a powerful influence on the development of medieval Christian culture in both the Latin West and Byzantine Greek East, and continues to be an important factor in models of asceticism and holiness in many parts of the modern world. Spring semester, alternate years.

RELS 268 / WMGS 268 Sexuality, Intimacy and God

(See Infrequently Offered Courses section of the Catalog.)

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.

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.

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?; What are the distinct characteristics and responsibilities of Christian family life? Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 314 The Origins of Biblical Monotheism

This course explores the development of monotheism in ancient Israel, the culture which produced the Hebrew Bible. The course will focus on the reflections about the divine found in the Bible, alongside central religious texts from Mesopotamia, Greece and Rome. In particular, the course

will examine criticisms of these traditional religious visions as articulated 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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 315 Mary Through the Ages

This course will be an examination of the figure of the Virgin Mary, as she has been experienced by Christians (and some non-Christians) for the last two millennia. We will study the development of her cult by examining canonical and non-canonical scripture, Mary in art, the development of Marian doctrine and dogma in the Catholic Church, Mary's role in Protestantism and Islam, Marian apparitions, and Mary as a figure of liberation and oppression. The course will also include a field trip to the recently approved Marian apparition site in Champion, Wis. As a major focus of Christian life and devotion, examining the figure of Mary and the role she has played in the lives of believers is an important part of understanding the Christian tradition.

RELS 316 Who is Jesus?

An attempt to answer the biblical question “And who do you say that I am?” — is 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.

RELS 318 / PEAC 318 / WMGS 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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 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.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 321 Topics in Scripture

This course critically examines scriptural themes and genres. It may also concentrate on one or more biblical authors or works. Prerequisite: RELS 106.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 324 / WMGS 324 Women in the Bible – GS 1 (Upper)

This course uncovers the untold and often troubling stories about women in the

world of biblical literature. The material provokes thought and dialogue regarding the biblical writers' perspectives on gender, sexuality and personhood. Students will be encouraged to think honestly and courageously about their own assumptions regarding authority and identity and participation in unjust social systems. Students will learn new methodologies to analyze gender and sexuality in order to rethink long-held social norms. Throughout the course, we will regularly reflect on how biblical representations impact the roles of women and men in contemporary society. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 327 / CLAS 327 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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 328 The Hebrew Bible

This course provides an intensive introduction to the methods of critical study used by contemporary biblical scholarship on the texts of the Hebrew Bible, including

scholarly use of the Hebrew Bible to reconstruct the history of ancient Israel. In addition to extensive reading of biblical texts and related secondary literature, students will also study the cultural and religious background of the ancient Near East.

RELS 329 The New Testament

This course examines the complex social and historical background of the New Testament and the creation of the New Testament texts within that context. Those contexts include Second Temple Judaism, and Greco-Roman political, religious, and other cultural assumptions and events. Students will read substantial portions of the primary texts — both the New Testament writings themselves and surrounding documents. The course follows significant Catholic principles regarding biblical study and interpretation in order to better understand the textual foundation for Christianity, and to see Christianity as an ongoing process of inculturation.

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. In line with Catholic teaching on the Shoah, the course strives to create a deeper understanding of the interrelated causes of genocides in general, and the Holocaust in particular. Students should become more aware of the relationship between religious discourse and its political and social ties, as well as the complicity of all human beings in unjust social structures. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 337 Character and the Moral Life

This course examines the relationship between morality, happiness, and the good life by focusing on the qualities of character that are necessary for human flourishing, especially the virtues. Special attention is given to the cardinal virtues of prudence, justice, temperance and fortitude, as well as the theological virtues of faith, hope and charity. The second half of the course explores the seven capital vices that are most detrimental for human well-being: envy, vain glory, sloth, greed, anger, gluttony and lust.

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 341 The Afterlife and the Other World – GS 10 and GS 12

When we ascribe meaning to our lives as human beings, we often refer to or draw upon a notion of a world of justice that we will experience after we die. This hope for restoration or peace and relief from suffering as an actual, conscious experience is a distinctly “Western” notion of the end of a linear “history.” This Western way of thinking is quite different from the

Eastern, Hindu and Buddhist notions of the absorption or obliteration of consciousness in moksha or nirvana. This course will examine the development through history of the Western idea of an afterlife and an “other world” of spirit and existence. How does this belief influence our daily lives? How do the great monotheistic religious traditions interact with popular culture to make afterlife ideas nearly unquestionable? The course also looks at the ways that the discourse of afterlife influences the way we handle death.

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. Alternate years.

RELS 350 Christianity and Cultural Diversity – GS 1 (Upper)

In what ways is Christian theological self-understanding informed by encountering non-Christian religions? This course investigates both aspects of the question with particular attention to themes such as cosmopolitanism, hybridity, pluralism, and relativism. First we examine Christian theological resources — both traditional and emerging — for understanding religious diversity. Secondly we explore the development, beliefs, and practices of the Hindu, Buddhist and Islamic traditions. Students draw on the Christian theological framework to answer constructively questions about the relationship between Christianity and these religious groups. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

RELS 359 / WMGS 359 Women and Islam – GS 11

Since the crusading era, nothing about Islam has perplexed the “West” more than the role of women. In this course we consider the current Western stereotypes of Muslim women as victims and/or terrorists before reading translated Islamic texts on gender and historical evidence of Muslim women’s religious and social activities since the seventh century. We look at these texts from various points of view, including postcolonial and feminist theory. Attitudes toward the body, involving sexuality, purity, fertility, and seclusion are examined in a comparative context. Finally, we discuss how current Muslim women scholars and activists are bringing about new identities for Muslim women worldwide.

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. Fulfills General Education Area 1 Upper – Religious Studies Requirement.

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.

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.

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. John Dose, 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.

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.

SSCI 246 Issues in Archeology

(See Infrequently Offered Courses section of the Catalog.)

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 ENV 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 the study of 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, Anthropology, Human Services) 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

Cheryl Carpenter-Siegel, Assistant Professor of Sociology

Sabine Hyland, Associate Professor of Anthropology

Kim Kaczmarowski, Instructor and Director of Human Services

Dr. Jamie Lynch, Assistant Professor of Sociology

Graduate School Advisors: Dr. Jamie Lynch (Sociology graduate programs); Dr. Sabine Hyland (Anthropology graduate programs) and Ms. Kim Kaczmarowski (Social Work 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 Anthropology concentration provides a solid foundation in cultural anthropology focusing on indigenous peoples of North and South America. 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 352 Foundations of Social Theory
 SSCI 224 Basic Statistics
 Five elective SOCI courses

*Students are advised to take SOCI 100 and SOCI 111 as freshmen, SSCI 224 as sophomores, and SOCI 300 and SOCI 352 as juniors.

Anthropology Concentration (10 courses)**

SOCI 100 Introduction to Sociology
 SOCI 111 Cultural Anthropology

SOCI 300 Social Research Methods
 SOCI 352 Foundations of Social Theory
 SSCI 224 Basic Statistics

4 SOCI courses in Anthropology:

Choose from four: SOCI 246, SOCI 260, SOCI 314, SOCI 316, SOCI 375

1 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, and BIOL 100, SSCI 224 and SOCI 300 and the social theory course as juniors. Students who wish to attend graduate school for 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 352 Foundations of Social Theory
 SSCI 220 Lifespan Human Development
 SSCI 224 Basic Statistics
 SOCI 481 and SOCI 482 Human Service Internship (year-long course) and 1 course on diverse cultures and/or stratification approved by the Sociology faculty (such as SOCI 111 Cultural Anthropology or SOCI 345 Social Stratification)

One Sociology elective

***Human Biology (BIOL 100) is recommended as it is often required by social work graduate schools. Students are

advised to take SOCI 100 and SSCI 220 as freshmen; SSCI 224 and SOCI 239 as sophomores; SOCI 300, SOCI 240, SOCI 352 as juniors; and SOCI 241, SOCI 481 and SOCI 482 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**
(seven courses):

The academic minor consists of six courses, including SOCI 100, SOCI 300 and SOCI 352 plus three additional Sociology or Anthropology courses and SSCI 224.

■ **SOCIOLOGY TEACHING MINOR**
SEVEN courses):

The teaching minor in Sociology/ Anthropology for elementary education majors consists of six courses in Sociology or Anthropology including SOCI 100, SOCI 111, SOCI 300, SOCI 352, and two additional Sociology or Anthropology courses plus SSCI 224.

■ **HUMAN SERVICES MINOR**
(seven courses):

The academic minor consists of seven courses, including SOCI 100, SOCI 239, SOCI 240, SOCI 241, SOCI 481, SOCI 482 (year-long course) and SSCI 220.

■ **ANTHROPOLOGY MINOR**
(SIX courses):

The academic minor consists of six courses, including SOCI 111, SOCI 246, SOCI 260, SOCI 314, SOCI 316 and SOCI 375.

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, racial/ethnic and class inequality, religious and political movements, and social problems. Taught every year.

SOCI 111 Cultural Anthropology – GS 3

This course analyzes concepts and methods in the study of world cultures from a comparative anthropological perspective. Emphasis is placed on select non-U.S. societies, cultures and ethnographic regions, as well as on prehistoric societies and archaic state civilizations. Taught every year.

SOCI 122 Criminology

Criminology is the scientific study of crime and criminal behavior. This class will survey classic and contemporary theoretical and empirical scholarship dedicated to understanding the nature and extent of criminal actions, the social organization of efforts to control criminal behavior, and the effectiveness of such efforts. Taught every year.

SOCI 228 Corrections in American Society

This course focuses on society's organized response to individuals accused or convicted of criminal offenses. Students in the course will study (a) the philosophy, theory, and practice of corrections systems and strategies for adults and juveniles, (b) empirical research on the effectiveness of various corrections strategies and (c) contemporary challenges and debates about corrections practices in the United States. Offered annually.

SOCI 234 Society, Sex and Marriage

(See Infrequently Offered Courses section of the Catalog.)

SOCI 235 Work in America – GS 6

(See Infrequently Offered Courses section of the Catalog.)

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 and 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 clients' 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. Taught every year.

SOCI 241 Social Work Practice: Organizations and Communities

This course focuses on generalist social work practice with groups, organizations and communities and developing cultural competence in social work 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. Content will emphasize professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporate 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. Taught every year.

SOCI 246 Issues in Archeology

Archaeology is the study of the human past through the remains of their material culture. Archaeology uses many different approaches and tools to study and explain how people lived in the distant and not-so-distant past. Artifacts, sites, settlements, and landscapes may be studied to help reveal how people lived, how they saw themselves and their world, what the environment was like, and how these factors interrelated and changed through time. In this class students will gain an overview of what archaeology is, how archaeology is done, and what it can tell us about our world, past and present. Taught every year.

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. 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 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. Prerequisite: SOCI 100 and SSCI 224 or Instructor's consent. Taught every year.

SOCI 316 Native People of North America

This course will examine the indigenous cultures of North America prior to the European invasion. Native American societies from throughout North America will be covered; however, the course will focus on the early peoples of Wisconsin and the Great Lakes region. In this course, Native American culture will be studied through reviewing a combination of archaeological research and ethnohistoric documentation. Taught every year.

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 ethno history and archeology in recovering the past of one of the world's most mysterious regions. Taught every year.

SOCI 345 Social Stratification

(See Infrequently Offered Courses section of the Catalog.)

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. Infrequently offered.

SOCI 352 Foundations of Social Theory – GS 10

This course traces the development of social theory from the Enlightenment to the 21st century. Topics examined include: the nature of science and other forms of knowledge; the relationship between self and society; how social order is maintained; how power is exercised; how meanings emerge; and how change occurs. Running through the course is the question of what social theory offers to us individually and collectively in understanding and acting in a world that is complex and multi-layered. Offered annually.

SOCI 355 Contemporary Sociological Theory
(See Infrequently Offered Courses section of the Catalog.)

SOCI 375 Script and Literacy in Cross Cultural Perspective

This course will introduce students to the study of ancient scripts and other forms of graphic communication from around the world. There will be a special focus on the graphic systems of the New World, such as Anishinaabe pictographs, Mayan glyphs and Inka knotted string records (khipu). While the class will focus on pre-Columbian scripts, it will also examine graphic systems from around the world, both in the past and today. Alternate years.

SOCI 380 Sociology of the Gang

In 1928, sociologist Frederick Thrasher published *The Gang*, a study of 1,313 gangs in Chicago. Today, over 80 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. Prerequisite: SOCI 100 or SOCI 122 recommended. Alternate years.

SOCI 481 / SOCI 482 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. Prerequisite: Instructor's consent. Taught every year.

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. Prerequisite: Instructor's consent and approval of the Associate Dean of Social Sciences.

SOCI 444 Health, Illness and Society

Health, just like wealth, is stratified across society. In country, state, city or neighborhood some people or groups are healthy while others are disproportionately sick. In an effort to answer “why,” this course focuses on the sociobehavioral determinants and population distribution of health disparities of the United States. In this class we will examine articles, narratives, charts and graphs, to not only understand disparities in mental and physical health, but to critique them, forming our own opinion along the way. This course intends to provide answers to three central questions: How do health disparities emerge and propagate?; How do social institutions and elements of the social environment — especially race/ethnicity, class, gender, and social relationships — influence health?; and How does health influence education, income and occupational status? Prerequisite: SSCI 224 Basic Statistics.

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.

Spanish

www.snc.edu/ml

The Spanish program offers a wide variety of Spanish language courses, in addition to courses on Spanish and Latin American cultures, civilizations and literature.

Students may choose to major or minor in Spanish and may combine their studies with majors or minors in a variety of programs, such as International Business and Language Area Studies, 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 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 provided 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.

Each year the Spanish program hosts a foreign language teaching assistant (FLTA) who comes to us from a partnering university in a Spanish-speaking country. The Spanish TA provides sessions outside of class to develop students’ oral and written proficiency in the language, serves as a cultural resource, lives in the Spanish House, and assists the Spanish Club with a variety of activities and events. The Spanish Club promotes and increases awareness of the Spanish language and Hispanic cultures on campus through a variety of activities. Study abroad opportunities for students include the Universidad Antonio de Nebrija in Madrid, Spain; 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.

The St. Norbert College language competency requirement:

Students who successfully complete Spanish 102 will fulfill the language requirement. Students may also fulfill the language requirement by testing beyond the second semester level on the College’s placement exam, or through alternative means approved by the College.

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 300 Making Connections: Conversation, Composition and Culture
 SPAN 301 Introduction to Spanish and Spanish American Literature 1
 SPAN 302 Introduction to Spanish and Spanish American Literature 2
 SPAN 365 Latin American Civilization: South America and the Caribbean
 or SPAN 370 Latin American Civilization: Mexico and Central America
 SPAN 375 Spanish Civilization
 One SPAN 389 Special Topics (must be taken at St. Norbert)
 SPAN 400 Senior Capstone Seminar (must be taken at St. Norbert)
 One SPAN 300-level elective

*At least five of the eight courses for the Spanish major must be taken at St. Norbert College. Spanish majors are required to complete at least one academic semester in a Spanish-speaking country. 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 at and above 300):

Courses must include SPAN 300, SPAN 301 or SPAN 302, SPAN 365 or SPAN 370, and SPAN 375.

*At least two of the four courses for the Spanish minor must be taken at St. Norbert College.

■ SPANISH TEACHING MINOR (4 courses at and above 300):

A teaching minor is available only to students in education. Required courses:

SPAN 300, SPAN 301 or SPAN 302, SPAN 365 or SPAN 370, and SPAN 375. In addition, all students seeking certification to teach Spanish must complete an approved language immersion experience of at least six weeks in a Spanish-speaking country. Members of the Spanish faculty have information regarding a variety of suitable programs.

*At least two of the four courses for the Spanish teaching minor must be taken at St. Norbert College.

■ SPANISH LANGUAGE CERTIFICATE

A Spanish Language Certificate is available that recognizes successful demonstration of intermediate-level proficiency in the language for students who choose not to pursue a language major or minor. The certificate recognizes competency equivalent to the successful completion of the SPAN 101-204 sequence with an overall grade point average of 3.00 or higher 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 SPAN 204 level (e.g. SPAN 300) 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 the Modern Languages and Literatures section for additional information on all St. Norbert College language programs, policies and courses.

SPAN Courses

SPAN 101 Elementary Spanish 1

An introduction to the Spanish language and the diverse cultures of the Spanish-speaking world. Emphasis 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, cultural and literary readings, and written composition. 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 continued development 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-and 400-level 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 300 Making Connections Conversation, Composition and Culture

This course builds on the language skills and cultural knowledge acquired at the elementary and intermediate levels and guides students toward a higher level of creative expression, reading comprehension, textual analysis, and grammatical and cultural understanding. Through such relevant themes as love and relationships, society and the individual, drugs and violence, and media and politics, students will explore the dynamic intersections of language, society and artistic expression. Prerequisite: SPAN 204 or formal placement. Fall and spring semesters.

SPAN 301 Introduction to Spanish and Spanish American Literature 1

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 and drama. Works and authors may include the *Cantar de buen amor*, Gonzalo de Berceo, the *Libro de buen amor*, Bartolomé de Las Casas, el Inca Garcilaso de la Vega, Santa Teresa, Lazarillo de Tormes, Don Quijote de la Mancha, María de Zayas and Tirso de Molina's *El burlador de Sevilla*. Prerequisite: SPAN 300. Fall semester.

SPAN 302 introduction to Spanish and Spanish American Literature 2

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 and drama. Authors may include José de Espronceda, Rubén Darío, Gabriela Mistral, Emilia Pardo Bazán, Federico García Lorca, Pablo Neruda, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez and Isabel Allende. Prerequisite: SPAN 300. Spring semester.

SPAN 365 Latin American Civilization: South America and the Caribbean

This course introduces the student to the culture and history of Latin America, with an emphasis on South America and the Caribbean. Topics include the pre-Columbian period, the Spanish conquest, the colonial era, independence, the consequences of the Mexican Revolution, the Cuban Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

SPAN 370 Latin American Civilization: Mexico and Central America

This course introduces the student to the culture and history of Latin America, with an emphasis on Mexico and Central America. Topics include

the pre-Columbian period, the Spanish conquest, the colonial era, independence, the Mexican Revolution, the dirty wars and dictatorships, and the emergence of democratic societies. Students will reflect on the interconnectedness of Latin American history and culture and its relationship to their own. Historical readings are supplemented by literary works, music, visual arts, architecture and film. Prerequisite: SPAN 300. Spring semester, alternate years.

SPAN 375 Spanish Civilization

This course introduces students to the culture and history of Spain. Topics include the Muslim conquest in the 8th century; the Christians' centuries-long effort to "reconquer" the peninsula; the cultural struggle between "enlightened" progressives and Spanish traditionalists which began in the 18th century and eventually culminated in civil war; the repressive Franco dictatorship of the 20th century; and the successful transition to democracy. Historical readings are supplemented by an examination of literary works, paintings and film. Prerequisite: SPAN 300. Fall semester.

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, or recent Latin American narrative or poetry. The course may be taken more than once for credit if the topic is different. Prerequisite: SPAN 301 or 302. Fall and spring semesters.

SPAN 400 Senior Capstone Seminar

The material of this course will center on 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 and successful completion of other required courses in the major.

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 view 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 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 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
April Beiswenger, Assistant Professor of Theatre Studies

Course Requirements

■ THEATRE STUDIES MAJOR (11 courses)

THEA 101 Introduction to Live Performance
 THEA 102 The Creation of Sign and Symbol
 THEA 201 Design for the Theatre
 (Prerequisite: THEA 101 and THEA 102)
 THEA 232 Basic Acting
 THEA 337 Contemporary Theatre
 THEA 250 Performance and Production
 Lab: Management (two credits, taken twice)
 THEA 450 Performance and Production
 Lab: Artistic (four credits)

One THEA elective

Two electives, one from fine/performing arts and another from the Humanities (These courses may not also be counted toward the General Education requirements.)

■ THEATRE STUDIES MINOR (6 courses)

THEA 101 Introduction to Live Performance
 THEA 102 The Creation of Sign and Symbol
 THEA 201 Design for the Theatre
 (Prerequisite: THEA 101 and THEA 102)
 THEA 232 Basic Acting
 THEA 337 Contemporary Theatre
 THEA 250 Performance and Production Lab
 (2 credits)*
 THEA 450 Performance and Production Lab
 (four credits)*

*Students interested in a minor can take either THEA 250 twice or THEA 450 once, for a total of six Theatre Studies classes.

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 232 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 301 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.

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 232 with special emphasis on role study and interpretation. Prerequisite: THEA 232.

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 337 Contemporary Theatre – GS 10

This course is a study of dramatic literature and theater practice in 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.

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 250**

Stage and house manager, props master, master electrician, scenic artist, costume manager, medium-size roles. All production running crews and small acting roles. (2 credits)

- **THEA 450**

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 design and tech students 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 ground-breaking, 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 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, interdisciplinary 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, 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, Associate Professor of English
Sabine Hyland, Associate Professor of Anthropology
Marti Lamar, Assistant Professor of History
Kevin Quinn, Professor of Economics
Victoria Tashjian, Professor of History
Gratzia Villarroel, Associate Professor of Political Science

Program Director: Dr. Karlyn Crowley

Course Requirements

■ WOMEN'S AND GENDER STUDIES MINOR (six courses):

WMGS 110 / HUMA 110 Introduction to Women's and Gender Studies*
 WMGS 351 / HIST 351 Women, Gender and Imperialism
 WMGS 360 / SOCI 360 Feminist Theory

Three elective courses from:

WMGS 206 / ENGL 206 Sexuality and Literature: Lesbian, Gay, and Transgender Texts
 WMGS 260 / SOCI 260 Gender and Culture
 WMGS 268 / RELS 268 Sexuality, Intimacy and God
 WMGS 309 / HIST 309 Women in Latin America
 WMGS 311 / ENGL 311 Women and Literature
 WMGS 318 / RELS 318 Feminist Theology
 WMGS 324 / RELS 324 Women in the Bible
 WMGS 332 / ECON 332 Economics of Family and Gender
 WMGS 335 / HIST 335 Women and Work
 WMGS 359 Women in Islam
 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.

WMGS 206 / ENGL 206: Sexuality and Literature: Lesbian, Gay, and Transgender Texts – GS 5

When Lord Alfred Douglas famously said, "I am the love that dare not speak its name," he articulated a conundrum in gay identity: How do you tell your story when it is unspeakable? This introduction to the lesbian, gay, and transgender tradition in literature tackles this question among others. The course focuses on 20th-century U.S. texts, examining how sexual identity, along with race, class and gender, changed over the course of the 20th century.

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 268 / RELS 268 Sexuality, Intimacy and God

This course will examine the ethics of intimate and sexual relationships in light of Christian theological and scriptural traditions as well as reason (including social scientific sources) and contemporary human experience. Specific topics under examination will include “hookup culture” on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; same-sex relations; contraception; abortion; and sexual violence. We will engage various theological, philosophical, natural and social science sources, including: imagery in the popular media, traditional Roman Catholic teaching, “revisionist” theological perspectives, and feminist insights regarding the body, sex, and human relationships more generally.

WMGS 309 / HIST 309 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.

WMGS 324 / RELS 324 Women in the Bible – GS 1 (Upper)

This course uncovers the untold and often troubling stories about women in biblical literature. The material provokes thought and dialogue regarding the biblical writers’ perspectives on gender, sexuality and personhood. Students will learn new methodologies of analyzing gender and sexuality in order to rethink long-held social norms. We will regularly reflect on how biblical representations impact the roles of women and men 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 / HUMA 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: Instructor's consent. Alternate years.

WMGS 359 Women and Islam – GS 11

Since medieval times, nothing about Islam has perplexed the West more than the role of women. Students at St. Norbert College often graduate with limited knowledge of Islam and stereotypes of women within Islam. We consider the current Western view of Muslim women as victims before reading translated Islamic texts on gender and historical evidence of Muslim women's religious and social activities since the sixth century. We will look at these texts from various points of view, including the feminist. Attitudes toward the body — involving sexuality, purity, fertility and seclusion — will be examined in a comparative context. Finally, how are current Muslim women scholars and activists bringing about new identities for Muslim women worldwide?

WMGS 490 Independent Study

This course allows staff and students to explore together topics of special interest. Prerequisite: 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. Prerequisite: junior or senior standing and Instructor's consent.

World Literature

www.snc.edu/catalog/wolt_courses.html

World Literature is not a separate academic program. The seven 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 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.

Graduate Academic Programs

St. Norbert College offers graduate degrees at the masters level in Education, Theological Studies and Liberal Studies.

- 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. The program is designed to provide systematic career-long, high-quality professional development that enables teachers to create high-impact pedagogy and address diverse student needs (see section on Master of Science in Education in the Catalog).
- The **Master of Theological Studies** program at St. Norbert College is a professional rather than a research degree and seeks to serve the particular needs of the Diocese of Green Bay as well as other dioceses of the Midwest. 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 (see section on Master of Theological Studies section in the Catalog).
- The **Master of Arts in Liberal Studies** (MLS) program aims, specifically, to engage students in a dialogue about critical issues of our times, including issues of diversity, as well as providing them with the analytical and communications skills necessary to better understand and interact with our ever-changing world. The program includes a broad range of courses across divisional lines, actively involving all the various disciplines represented that distinguish a St. Norbert College education.

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 up to 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.
- empower teachers to improve schools.

The Master of Science in Education program at St. Norbert College 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) widespread exposure to recent and classic educational research, and 4) production and dissemination of participants' projects.

Note: This program does not include teacher certification

Degree Requirements:

- Successful advocacy project (receives a pass/fail grade)
- Maintaining 3.0 GPA or above
- Successful completion of all core courses
- Completion of six 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.

For more information contact:
Dr. Susan Landt, Director
(920) 403-1328
e-mail: 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. An off-campus site was developed in 1997 for the program in Albuquerque, New Mexico. 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. In addition to the six required core course, students will take five courses (10 credits) in the area of their specialization. An integrative colloquium, a general comprehensive exam, and a thesis project conclude the program for a total of 32 credits.

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 GPA 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 Emmaus at the Green Bay Diocese.
- 3) Three letters of recommendation.
- 4) A 500-word essay explaining 1) What motivated you to apply to the MTS program? and 2) 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
 Dinah Grassel, Coordinator
 (920) 403-3957
 e-mail: mts@snc.edu

Master of Arts in Liberal Studies

www.snc.edu/mls

The Master of Arts in Liberal Studies (MLS) offers a broad range of courses across divisional lines, actively involving all the various disciplines represented that distinguish a St. Norbert College education. The program aims, specifically, at engaging students in a dialogue about critical issues of our times, including issues of diversity, as well as providing them with the analytical and communications skills necessary to better understand and interact with our ever-changing world. In addition, participants in the program will gain an appreciation of the processes that go into academic research. Courses are offered on a part-time basis, with an average completion time of three years. Upon graduation, students will have completed 11 courses and a thesis project for a total of 32 credits.

Admission Requirements for Degree Candidates:

1. Official transcripts, demonstrating a minimum GPA of 3.0, mailed by the college or university directly to the coordinator of the MLS program, confirming a bachelor's degree from an accredited institution. (If undergraduate GPA is less than 3.0 you may be admitted on a probationary basis, contact the program director for details.)
2. Degree application form.
3. A 500-word application essay answering the following questions: What motivated you to apply to the MLS program? What are your future hopes and expectations and how do you see this program helping you to achieve those goals?
4. \$50 non-refundable application fee.
5. A personal interview with the program director and a member of the MLS Policy Committee.

For complete information, please contact:
 Dr. Howard Ebert, Director
 (920) 403-3956
 or
 Dinah Grassel, Coordinator
 (920) 403-3957
 e-mail: mls@snc.edu

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 St. Norbert College Honors Program provides highly motivated, intellectually curious, and creative students with a college experience that challenges them academically, engages them in a diverse and dynamic intellectual community, and inspires them to embrace the Catholic, Norbertine model of service.

Dr. Marcie Paul, Director of the Honors Program

Procedures and Information

■ HOW IT WORKS

The Honors Program is multi-faceted and includes coursework, participation in a living/learning community and a senior project.

The First Year

First-year Honors students enroll in the Honors common course (Honors 101), which satisfies the Intensive Writing component of the General Education Program as well as serving as a foundational course for the Honors Program. Incoming Honors students also live together in Bergstrom Hall, where they actively engage in building a community of student-scholars (and have a good time doing it!).

The Second and Third Years

Honors students typically enroll in one honors course each semester, choosing from a variety of classes that are designated “honors only.” These discussion-based classes, many of which satisfy a general education requirement, provide students with a challenging classroom environment that offers extensive interaction with the professor as well as with the other students. Students may choose to complete an honors tutorial instead of an honors class twice during their four years in the program.

Students are encouraged to study abroad for a semester while at the College. If they do, this experience substitutes for one semester of honors coursework.

The Fourth Year

Honors students all complete an Honors project under the direction of a faculty member. This project is based in the student’s major area of study and its nature and structure correspond to that particular discipline. Examples of projects include an essay or thesis, an exhibit, or a performance. (Great practice for grad or professional school!)

■ HOW TO GET IN

The Director of the Honors Program invites outstanding incoming students to apply for admission to the program. While these students are invited because of their aptitude (ACT/SAT scores) and achievement (class rank, high school grades and coursework), the final selection criteria also include participation in extracurricular activities, leadership potential, creative endeavors, and teacher or counselor recommendations. Most successful applicants have an ACT composite of at least 28 and rank within the top 10% of their high school class.

■ HOW TO GRADUATE WITH HONORS

Honors students must successfully complete at least six honors courses or honors tutorials (or five plus study abroad) and successfully present a senior project to the Director of the Honors Program in order to graduate from the program. They must also have a GPA of 3.5 at the end of their senior year. Both diploma and transcripts will designate the successful student as a “Graduate of the Honors Program.”

■ WHO'S IN CHARGE?

The Honors Program has a Director who is advised by the Faculty Honors Committee. However, we make curricular and programmatic decisions in consultation with the Student Advisory Council. This advisory board, made up of Honors students who are elected to their office by their peers, is actively involved in all aspects of the Honors Program. Its members work closely with both the Director and the other Honors students, and the President of the Student Honors Council serves as the student representative on the Faculty Honors Committee.

■ WHERE WE HANG OUT

There are two spaces on campus that are especially designated for Honors students: the second floor lounge in Bergstrom Hall (the residence for incoming Honors students) and the Honors Lounge in Todd Wehr Hall. The Bergstrom Lounge is our center for social activities, discussions, guest speakers and Advisory Council meetings. It is also a great place to relax, study, or watch the Packers. The Todd Wehr Lounge is a quiet study space.

■ A COUPLE OF IMPORTANT DETAILS

Registration

In order to avoid scheduling problems, incoming Honors students are encouraged to attend the first orientation session of the summer. During subsequent registrations, Honors students may register before others in their class in order to facilitate the scheduling of their courses.

NCHC

St. Norbert College is a member of the National Collegiate Honors Council (NCHC), and our Honors students may take advantage of the programs, publications, and conferences sponsored by this organization.

For further information on the St. Norbert College Honors Program, check out our web site, www.snc.edu/honorsprogram.

Or write or call:

Dr. Marcie Paul
 Honors Program Director
 St. Norbert College
 100 Grant Street
 De Pere, WI 54115-2099
 (920) 403-3222
 e-mail: Marcie.Paul@snc.edu

St. Norbert College and Bellin College Partnership: Nursing Program

www.snc.edu/futurestudents/nursing

St. Norbert College and Bellin College continue their long-standing partnership that provides nursing students the best of both worlds. It combines the living and learning environment of a leading liberal arts institution with the best Bachelor of Science in Nursing program in Northeastern Wisconsin. Bellin College offers students real-life clinical experience with outstanding theory, lab and clinical instruction. St. Norbert College goes above and beyond demonstrating their commitment to prepare students for the demands of rewarding professions in the health sciences field.

Pre-nursing students take 60 general education credits at St. Norbert College then apply for Bellin College's 15-Month Option for their nursing courses. The courses are taught in a sequence of seven, eight-week blocks for 15 academic months.

Students graduate with a Bachelor of Science in Nursing degree from Bellin College and receive a Pre-Nursing Certificate from St. Norbert College. Students are recognized as alumni of both Bellin College and St. Norbert College. This is a combination that is sure to impress employers!

■ ADMISSION REQUIREMENTS

Prospective students apply first to the St. Norbert College Pre-Nursing program. Application requirements include an ACT score of 23 or higher and an incoming GPA of 3.25. At the sophomore level in the pre-nursing program, students are eligible to apply to the Bellin College Bachelor of Science in Nursing program. Bellin College requires a minimum GPA of 3.0 for transfer courses. Standard admissions procedures and requirements of St. Norbert College and Bellin College apply.

For additional information and course requirements, please contact:

Office of Admission
St. Norbert College
100 Grant St
De Pere, WI 54115

Phone numbers: (920) 403-3055 or (800) 236-4878
Fax number: (920) 403-4072
E-mail 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

www.snc.edu/english/wac.html

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 themselves. In order to address

those 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 that reflects a clear focus and solid content as defined by the assignment; coherent, unified and detailed paragraphs that support overall focus; and 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, and use support services available at St. Norbert College, 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 aforementioned college-writing conventions. Note: The aforementioned 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 Assignments

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, paraphrasing, 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* (8th or 9th edition) or the Purdue OWL (<http://owl.english.purdue.edu/>) 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 legitimate ways to use research materials.

- 4) Instructors should concentrate in class on 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* (8th or 9th edition) or the Purdue OWL (<http://owl.english.purdue.edu/>) 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* (8th or 9th edition) or the Purdue OWL (<http://owl.english.purdue.edu/>) 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. **Recommendation:** 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 courses.

Writing Support Services The Writing Center

The Writing Center, located in room 303 of the Mulva 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-on-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 copyedit essays.** Drop-in and appointment hours are available throughout fall and spring semesters. Go to www.snc.edu/writingcenter to schedule an appointment.

Assessment of Academic Programs

Consistent with its mission of providing an educational environment that fosters intellectual, spiritual and personal development, the College has established a program of student learning 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 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 provide data relevant to the objectives of the General Education program and to broad College-wide objectives that encompass a variety of programs. In addition, 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, these 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, Mission and Student Affairs 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.

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 can not 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 percent requirement will require more than 2.5 advanced courses if the major is more than ten courses. **Minors require two courses or one third of the minor to be completed at St. Norbert College.**

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 petition to the Registrar or Academic Dean.

Transfer Credit from Other Institutions

A maximum of nine to 12 semester credits from three 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 on face value in semester credits, with quarter credits equivalent to two-third'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 for transfer.

Online Course Limitation

Once a student has been enrolled at St. Norbert College full time, only three online courses taken at SNC or via transfer may count toward the completion of an undergraduate degree. An online course is defined as a course in which 50% or more of the contact hours are on-line.

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 will be graduated 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 courses 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 on the Office of the Registrar Wweb site.

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 or 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 three-week session and eight in a five-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 same 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

Regular class attendance is expected of all students, although the Instructor for each

course sets the attendance standard for that course. The College expects attendance on the first and last days of a term as well as the class days immediately preceding and following College holidays. The Instructor will clearly explain his/her policy in the first class of each semester. It is presumed that all Instructors will exercise prudence and justice in the application of sanctions. A uniform policy for all sections of multiple section courses is recommended. Generally speaking, absence from a class does not constitute withdrawal from a course. A student who is absent from class for any reason should contact the Instructor.

Classroom Behavior

No student may unreasonably interfere with another's right to read, study or learn in the classroom. Classroom disruption of any kind will be referred to the office of the Vice President for Student Affairs for disciplinary action. In addition, an Instructor has the right to ask a student who is engaged in disruption to leave the class immediately and not to return until the matter has been resolved through the student conduct process.

Participation in College-Sponsored Activities

St. Norbert College is committed to availing opportunities for students to engage in the full range of experiences that constitute an SNC education. These include co-curricular and extra-curricular activities. On occasion these activities may conflict with class meeting times. Even though coaches and directors may communicate with faculty about College-sponsored events that may conflict with a class, it is the student's responsibility to contact the Instructor prior to missing classes to make reasonable arrangements for any makeup work. Examples of College-sponsored activities include: intercollegiate athletic competitions, academic competitions (such as Model United Nations, S.I.F.E., etc.) and other activities that enhance student learning. In the term where College-sponsored events are particularly heavy, students should consult with their academic advisors regarding course workload and scheduling. They should consider meeting with their Instructors prior to the start of the term.

Co-Curricular Activities During Finals Week

St. Norbert College is an institution of higher education and the academic process is key to collegiate success. Keeping this in mind, all extra-curricular activities including student organization events, programming activities, intramural and club sport activities, and intercollegiate athletic events shall not be scheduled after midnight the last class day of each semester. The exception may be post-season tournament participation by an intercollegiate athletic team.

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 web site 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 via written request. 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 education completion statuses, 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 web site.

Repeated Courses

When a course is repeated at St. Norbert College, 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	28-55 semester credits completed
Juniors	56-87 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 College.

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 the 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 making 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 percent of their attempted courses if enrolled in 16 or more credits. Thereafter, a student is expected to have completed 75 percent of all attempted credits until their junior year. During the junior year a student is expected to have completed a cumulative 83 percent (20 of 24 full courses) and during the senior year 87 percent (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.

Semester Credits Attempted	Required Minimum % Completed
1-15.99	66%
16-67.99	75%
68-99.99	83%
100+	87%

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 percent 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 and 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, he or she 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	Quality Definition	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	--
T/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, and 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, and TR respectively. Continuing courses and courses currently in progress are designated CT and IP. A grade of S = Satisfactory 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 a "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 fourth 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" 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 a "Failure." In rare cases, faculty may request and the Registrar may approve the extension of the five 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 Majors

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 College 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 précis 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. A medical withdrawal withdraws students from all classes and withdraws them from St. Norbert College.

A Medical Withdrawal is defined as a physical or mental health issue that developed after the established last date to withdraw without penalty and is severe enough to keep a student from attending classes and/or successfully completing academic requirements; or as 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; that the provider felt the student would respond to treatment and be able to finish the session successfully, but that the expected positive outcome did not occur because of medical reasons.

Medical Withdrawals are authorized through the Senior Director for Health and Wellness Services or the Senior Director for Counseling and Testing Programs when medical/psychological/emotional documentation indicates the student is unable to continue coursework at the College. Health and Wellness and Counseling and Testing is located in the Garden Level of Main Hall. Detailed withdrawal information can be obtained at www.snc.edu/health (click on

policies). Phone number is 920-403-3266, e-mail is health@snc.edu. 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)
- 4) Medical withdrawal — recorded as W

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 process 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 in can be completed in a timely fashion, 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 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 call up 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 (see below).
- 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 readmitted. 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 led 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 Services) to review medical records and determine eligibility for readmission
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

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 College 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, by visiting the St. Norbert College web site (www.snc.edu), or by completing the Common Application. Completed applications must be returned or submitted to the Office of Admission with official copies of high school transcripts, counselor/teacher recommendation and a personal statement. Students planning to transfer to St. Norbert College are required to submit official transcripts from all colleges or universities attended. A \$25 application fee is required of students who apply with a paper-based application, the online application fee is \$10. Official 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 highest scores submitted from each individual section of the test (for the ACT this would include an applicant's highest English, Math, Reading and Scientific Reasoning subscores).

A new composite score will be compiled from individual subscores. 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 or eighth 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:

- Four years of English (or its equivalent)
- Three years of Mathematics
- Three years of Science
- Three years of History and the social sciences
- Two or more years of a foreign language (recommended)

Confirming Enrollment

Students choosing to accept an offer of admission must submit a non-refundable \$350 deposit by May 1. For spring admission, the deposit deadline is **January 1**. The \$350 deposit covers three areas: 1) \$100 housing security deposit. This amount will be returned upon graduation (minus damage charges, if any), 2) The summer orientation fee of \$50 (deposited students can sign up for summer orientation at www.snc.edu/fye), 3) \$200 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) awarded by the Financial Aid Office in the spring, the Office of Admission

also awards merit-based scholarships to qualified students. Scholarships are based on grades, class rank, ACT scores and leadership. These merit scholarships are automatically awarded to accepted students. The scholarships range from \$5,500 to \$14,000 per year and are renewable for 4 years. Other scholarship programs include Diversity Leadership Awards, Music Scholarships, Army ROTC, the "ALIVE Program," and Research Fellows. More information can be obtained by contacting the Office of Admission 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. The same criteria to evaluate students from traditional high schools is used for home-schooled

applicants. 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 accredited 2-year or 4-year colleges and universities. St. Norbert College defines a transfer student as any student who has earned a high school diploma or equivalent and has completed or will have completed a minimum of 12 credit hours of college-level coursework at the 100 level or higher at the time of transfer. 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 College. 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 point average of at least "C+" (2.5 on a 4.0 scale), are eligible 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 \$5,000 to \$9,500 per year and are renewable on an annual basis.

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 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.

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.

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 for admission. To complete the application

process, an international student must submit the following documents:

- 1) Completed application signed by the student.
- 2) Attach copy of passport “identification page.”
- 3) Secondary school transcripts with English translation.
- 4) Transfer students must submit university transcripts with English translation. A course evaluation fee may be necessary in order to grant transfer credit.
- 5) Completed financial aid application with supporting financial statements showing sufficient funds available for one year of undergraduate study.
- 6) TOEFL or IELTS score: TOEFL minimum scores of pbt 550 and ibt 80; IELTS score 6.5 composite. Note: Students who graduate from an English-only secondary school, an IB program, or who can demonstrate English fluency may be waived from TOEFL or IELTS requirements based on academic records.
- 7) SAT or ACT scores may be submitted as supplements to an application but are not required.
- 8) Include an essay of no more than 500 words written without assistance. The essay may be written on the topic, “Why I want to study at an American university” or may be a personal statement of purpose. Typed essays are strongly encouraged.
- 9) Send \$50 USD application fee with original documents or certified copies of original documents.

International Scholarships

A limited number of international merit scholarships are available to well-qualified candidates. These renewable awards range from \$5,000 - \$12,000 USD 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

To confirm their admission, a student must submit a \$350 USD **non-refundable** acceptance deposit. Of this amount, \$200 will be credited to the first semester tuition, \$50 is an orientation fee, and the remaining \$100 reserves on-campus housing.

Upon receipt of **non-refundable** acceptance deposit, an I-20 form will be issued. The I-20 form needs to be present to the U.S. consulate in the student’s country to obtain a U.S. student visa.

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 on 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 has been recognized as a “military friendly” institution of higher learning and supports veterans in their pursuit to further their education. St. Norbert College also recognizes that many veterans possess an unusual degree of maturity, therefore, applications from veterans are highly 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. Additionally, St. Norbert participates in government-sponsored benefit programs. Please contact the Office of Admission or the Office of the Registrar for further details.

2012-2013 Fees and Expenses

www.snc.edu/financedepartment

The fees and expenses listed below relate to the academic year 2012-2013. 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 2012-2013

Enrollment status: A student's enrollment status is based on the number of credits taken. Students who take three or more full courses (12 or more semester credits) are considered full time. Students enrolled in at least 1.5 but less than three 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:

- \$30,165 Academic year tuition (September - May). Tuition is the same for full-time students taking anywhere from three to 4.5 full courses each semester (12-18 semester credits).
- \$944 Overload tuition per **credit**. Overload tuition applies to each semester credit beyond 18.
- \$472 Audit course tuition per **credit**. Full-time students may audit up to one full course (four 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:

- \$3,776 Tuition per full-course (four credits). On a per-credit basis, tuition is \$944.
- \$1,888 Audit course tuition per full course (four credits). On a per credit basis, tuition is \$472. Students may not audit courses or lessons in their major or discipline.

Summer Session 2012 and J-Term 2013

- \$1,888 Tuition per full-course (four credits). On a per-credit basis, tuition is \$472.
- \$944 Audit course tuition per full course (four credits). On a per-credit basis, audit tuition is \$236.

Graduate Tuition 2012-2013

- \$440 Tuition per credit.
- \$220 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 2012-2013

Fee	Student Category	Academic Year Cost	Cost per Course	Cost per Semester
Technology	Full-time undergraduate	\$210		\$105
	Part-time undergraduate	\$105		\$52.50
	J-Term or Summer Session		\$26.25	
	Graduate		\$26.25	
Activity	Full-time undergraduate	\$150		\$75
	Part-time undergraduate	\$75		\$37.50
Student Health	Full-time undergraduate	\$150		\$75
	Part-time undergraduate	\$75		\$37.50
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.			\$400

Room (per Academic Year 2012-2013)

Room:	Room Type	Academic Year Rate
Bergstrom	Double	\$4,280
Burke	Single	\$5,120
	Double	\$3,780
	Large Double	\$4,270
	Triple	\$4,540
Lorraine	Double	\$4,380
	End Room	\$4,500
Madelaine	Double	\$4,380
	End Room	\$4,500
Mary Minahan McCormick	Double	\$4,540
Michels	Double	\$4,700
Sensenbrenner	Double	\$4,240
	Triple	\$4,600
Victor McCormick	Quad	\$4,320

Apartments, Townhouses and College Houses			
Fr. Eugene E. Gries O. Praem Hall (1)	Single	\$5,650	Utilities Included
Carriage Houses	2 Bdrm Dbl	\$5,200	Utilities Included
	1 Bdrm Dbl	\$5,700	
College Houses (2)	Single	\$4,990	\$45 per student per month
	Double	\$4,480	
Convent	Single	\$5,420	Utilities Included
Rectory	Single	\$5,420	Utilities Included
	Double	\$4,970	Utilities Included
Riverside Apartments	Double	\$4,800	Utilities Included
Townhouses	Double	\$5,330	Utilities Included
Vander Zanden Apartments	Double	\$4,520	Utilities Included

- 1) For 2012-2013 only, two floors of Gries Hall will be for academic year housing only. One floor will be an 11 and 1/2 month contract. Academic year rate is \$5,650 and a summer rate of \$1,012 for the annual rate of \$6,662. Students will be billed \$2,825 per semester and \$1,012 for the summer (11 and 1/2 months only). Contact Residential Education and Housing at 920-403-3360 regarding available alternative summer housing.
- 2) Utility costs reflect the average historical data based on full occupancy of the housing unit. The total charge for each housing unit is equally divided among the students residing in the housing unit for that specific month, and charged to the students' accounts on a monthly basis. Please note that the rates will vary by month (higher in cold months, depending on heat/electrical usage, etc.).

Residence hall facilities and meals are available for each of the three-week sessions and five-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 please call 920-403-3360 or write:

Residential Education and Housing
 100 Grant Street
 De Pere, WI 54115-2099

For a more detailed description of various Residence Hall options, please visit the Residential Education and Housing web page (www.snc.edu/housing/livingoptions).

Meal Plan and Custom Cash (Academic Year 2012–2013)

Meal Plans: Information is available at www.snc.edu/campuscard/mealplansignup.
 Custom Cash and Meal Dollars: Information is available at: www.snc.edu/campuscard/mealdollarcustomcash.

Deposit Requirements

The following deposits will be required of incoming students attending St. Norbert College during the 2012-2013 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, whichever is later. 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, whichever is later. 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 Requirement: 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. New incoming students will be automatically enrolled in the College's Student Health Plan and charged appropriate fees unless proof of insurance is submitted to the Health and Wellness Center. Enrollment and other information can be accessed from the Health and Wellness Services web page.

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 students' rights as borrowers and the College's rights as a lender. The Payment and Disclosure Statement states that students will assume responsibility for charges accrued during their time at St. Norbert College.

Payment Methods

Payment Policy: St. Norbert College accepts online payments by credit card, checking or savings accounts as well as cash or check for the payment of tuition, fees, and 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 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 Bursar Office for specific information regarding payment by calling (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.

Semester Payment Program: Students may defer up to \$3,000 each semester with the remainder of the fees 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 enrollment fee per semester for this plan.

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 Bursar Office 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. Shortly thereafter, he/she is awarded a \$2,000 scholarship. Rather than refunding the \$2,000 and choosing to continue to defer \$3,000, the scholarship will be applied to the student's account, thereby decreasing the deferred amount to \$1,000. 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.

Semester Payment Program Application:

www.snc.edu/financedepartment/docs/Deferred_Payment_Application.pdf.

Academic Year 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 in the TMS Payment Plan will receive monthly payment remittals from TMS and they must mail the payment remittal back to TMS along with the 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 academic year budget, or have questions regarding any of the payment options, please contact a Bursar Office 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 financing their college education. 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 Bursar Office 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 or call the Financial Aid Office at (888) 786-6721.

Outside Scholarships: Oftentimes, 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 Bursar Office and credits 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 is sent directly to the student, it needs to be sent to the Bursar Office in order to be credited toward their 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 Bursar Office 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 Bursar Office 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. The 2012-2013 Academic Year cost is \$203 per term (\$50.75 per month) for campus residents and \$168 per term (\$42.00 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 three 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.

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 ensuing 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.

Academic Year Tuition Refunds:

- 100% before class begins
- 90% withdrawal within 0-2 weeks
- 50% withdrawal within 3-4 weeks
- 25% withdrawal within 5-8 weeks
- 1% 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.

Return of Non-Title IV funds are based on the following Academic Year Tuition Refund percentages:

- 100% before class begins
- 90% withdrawal within 0-2 weeks
- 50% withdrawal within 3-4 weeks
- 25% withdrawal within 5-8 weeks
- 0 withdrawal after 8th week

Return of Title IV Funds: According to federal regulations, if a student who receives federal financial aid leaves the College during a semester, those federal Title IV financial aid funds may have to be adjusted and, in some instances, repaid to federal sources. This applies to students who complete 60% or less of a semester for which federal aid has been awarded.

The amount of federal aid that a student earns is determined on a pro-rated basis. For instance, if a student completes 30% of calendar days in the semester, that student earns 30% of the federal aid he or she was awarded for that semester. Once a student has completed more than 60% of the calendar days in the semester, all of the federal aid awarded to the student for that semester has been earned.

If the student, the parent on the student's behalf, or St. Norbert College received unearned Title IV financial aid that must be returned, the school must repay to federal sources a portion of those funds equal to the lesser of either:

- The institutional charges multiplied by the unearned percentage of the student's federal financial aid funds
- The entire amount of unearned funds

Unearned Title IV financial aid will be returned in the following order:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Graduate PLUS Loan
- Federal Parent PLUS Loan
- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National SMART Grant
- Federal SEOG
- TEACH Grant
- Iraq Afghanistan Service Grant

St. Norbert College must return the calculated unearned amount of federal Title IV financial aid funds on your behalf whether or not the Title IV funds were used to pay your tuition and fees. The College then charges you for the amount required to be returned.

The Federal Refund Policy is comprehensive; this is intended to be an overview of the policies and procedures that govern regulations pertaining to Title IV Refund. For *further guidance on Title IV Refunds (R2T4) policies and procedures please see the reference material found in Volume 5 of the Federal Student Aid Handbook under Withdrawals.*

Financial Aid

www.snc.edu/financialaid

A college education is a major investment and St. Norbert College can help make that educational investment affordable. Because many families cannot afford a student's education in full, supplemental assistance is offered and often required.

More than 95% of our students receive some form of financial aid. To achieve our goal of helping students obtain an affordable and quality college education, St. Norbert College allocates funds each year for distribution to students whose families lack the necessary funds. Over \$50 million in financial aid is awarded 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. To equitably determine a family's ability to contribute towards their student's education, each student's Free Application for Federal Student Aid (FAFSA) is evaluated using federal methodology which establishes financial need. Financial need can be defined as the difference between the total cost of education (tuition and fees, room and board, books and supplies, personal expenses and transportation) and the portion of those costs which can be reasonably expected to be met by the family.

Application Process

To be considered for financial aid, the student must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed via paper or online annually. We recommend that you complete the FAFSA online at www.fafsa.gov to limit errors and prevent delays in processing. To do so, you will need to request a pin number at www.pin.ed.gov. The pin number will be used to electronically sign your FAFSA on the web. The parent filling out the FAFSA form will also need to obtain a pin number. St. Norbert College will give preference to students who have filed their forms before March 1. A student may apply after March 1 but all forms of assistance may not still be available. St. Norbert College's school code for filing the FAFSA is 003892.

The Federal Processor may select you for a process called verification. Additional information will be requested from the Office of Financial Aid to complete the federal verification process. If you are selected, the Office of Financial Aid will notify you of the documents required. This may include forms such as:

- Federal Verification Worksheet
- A 2011 federal tax transcript for parent and student if IRS data retrieval was not used when completing the FAFSA.

Note: If you qualify to file the FAFSA as an independent student, parent information will not be needed.

Award Notification

In determining a student's financial aid award, the Office of Financial Aid takes into consideration each student's financial need. Only students who have been admitted to the College will be considered for financial assistance. Awarding of financial assistance begins March 15. Thereafter, students will be awarded based on receipt of their processed forms. All financial aid awards are made for a given academic year. Students may receive St. Norbert College funds for a maximum of eight semesters if they meet eligibility requirements of the institutional fund.

Request for Consideration of Special Circumstances

When appropriate and sufficient documentation is provided, it may be possible to take into consideration special circumstances through a process called Professional Judgment (PJ). Special circumstances include situations such as lost/reduced wages, high medical and/or dental expenses, and private elementary/secondary school tuition. Special circumstance forms are available on our web page which details supporting documentation that will be required.

Disbursement of Financial Aid

Federal, state and institutional funds awarded to the student will be credited to the student's account according to established disbursement dates. However, a student may experience a delay in disbursement if they have unsatisfied requirements.

Enrollment Status

Enrollment status is based on the number of courses in which a student is enrolled. Students who take twelve or more credits each semester are considered full-time. Students taking at least six but less than twelve credits are half-time, while those taking less than six credits are classified as less than half-time. Students must maintain at least a half-time status to be considered for some forms of financial assistance. Students must maintain full-time status as an undergraduate student to be eligible for institutional grants and scholarships.

Satisfactory Academic Progress

In order to receive and maintain financial assistance, students are required to progress toward completion of their course of study. Financial assistance includes scholarships, grants, waivers, exchanges, loans and employment. Students' Satisfactory Academic Progress (SAP) is monitored annually at the end of the spring term.

Please refer to <http://www.snc.edu/financialaid/process.html#satisfactory> for complete details of St. Norbert College's Satisfactory Academic Progress policy to receive financial aid assistance.

Types of Financial Aid

■ SCHOLARSHIPS

Primary Institutional Scholarships

Recipients of institutional scholarships must maintain full-time enrollment status and typically achieve a specified minimum cumulative grade point average in order to continue receiving the scholarship. Because we are committed to ensuring you complete your education in four years, we offer scholarships, dispersed equally, for eight semesters.

Trustees Distinguished Scholarship

\$56,000

Awarded to exceptionally talented students. The scholarship is awarded on an annual basis in the amount of \$14,000 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

\$48,000

A competitive scholarship requiring strong college preparatory background. The scholarship is awarded on an annual basis in the amount of \$12,000 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

\$36,000

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 \$9,000 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

\$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 \$5,500 and is applied to tuition only.

Transfer Scholarships

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 \$5,000-\$9,500 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 international 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 for up to four years on the condition the student remains in good academic standing. No separate application is required for award consideration.

■ OTHER SCHOLARSHIPS / WAIVERS

Music Scholarships

Vocal and instrumental music scholarships are available. Auditions are required and 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 to \$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.

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 \$1,000 scholarship and an hourly wage.

■ OUTSIDE SCHOLARSHIPS

Outside scholarships are scholarships through organizations or groups outside of the College. Information received from outside sources are available in the Office of Financial Aid and on our website.

Army ROTC

ROTC scholarships are available to qualifying recipients. ROTC determines if a student will be awarded a three- or four-year scholarship based on the time remaining to complete their degree. Students awarded a two-year scholarship do not receive any ROTC benefit from St. Norbert College. For more information regarding Army ROTC scholarships at St. Norbert College, contact the Office of Financial Aid or visit the Military Science and Army ROTC web site. Scholarships are for undergraduate courses only. Scholarship ranges vary based on initial year of enrollment.

■ GRANTS

St. Norbert College Institutional Grants

Awarded to undergraduate degree-seeking students with financial need who do not receive adequate grant assistance from other sources and have demonstrated an ability to succeed at St. Norbert College. Amount varies each year depending on financial need.

Federal Pell Grant

This grant is funded by the federal government and range from \$602 to \$5,550. Recipients are undergraduate, U.S. citizens or permanent residents who demonstrate exceptional financial need, as determined annually by completing the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Education Opportunity Grants (SEOG)

Undergraduate, U.S. citizens or permanent residents enrolled for at least part-time (6 credits) per semester will be considered for this grant. It is awarded to students with high financial need; generally a student who is Pell eligible. The amount is determined based on federal funding for the academic year.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant

Provides up to \$4,000 a year in grant assistance to students who are completing or who plan to complete coursework needed to begin a career in teaching. As a condition of the grant, a student must sign an "Agreement to Serve" as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing or ceasing enrollment in the course of study for which the candidate received a grant. If the grant recipient fails or refuses to carry out his or her teaching obligation, the amounts of the TEACH Grants received are treated as an unsubsidized Stafford Loan and must be repaid with interest.

Bureau of Indian Affairs Grant

The amount of this award varies each year depending on financial need. It is available to U.S. citizens who are at least one-quarter American Indian, Eskimo or Aleut, as certified by the BIA and/or tribal group serviced by the BIA. Student must be enrolled for at least six credits per semester. Renewable for up to five years. Students should contact their Indian tribe for application materials.

Wisconsin Tuition Grant

This award is available to undergraduate, U.S. citizens and permanent residents of Wisconsin enrolled in at least six credits per semester who meet state eligibility requirements. Amount varies each year depending on financial need. The maximum award amount is \$2,900. Eligibility cannot exceed 10 semesters.

Talent Incentive Program

First-time freshmen, U.S. citizens and permanent residents of Wisconsin enrolled in at least six credits per semester who 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 award of \$1,800, not to exceed 10 semesters of continuous enrollment.

Wisconsin Indian Grant

U.S. citizens who are residents of Wisconsin and are at least 25% Native American will be considered for this grant. The amount varies each year depending on financial need with the maximum grant being \$1,100. Renewable for up to 10 semester awards.

Wisconsin Minority Undergraduate Retention Grant

Minority undergraduate U.S. citizens who are residents of Wisconsin, excluding first year students, enrolled at least half-time. Awards are based on financial need with a maximum grant of \$2,500 per year for up to eight semesters.

■ STUDENT EMPLOYMENT

Federal College Work-Study is a need-based federal financial aid program designed to provide part-time employment to eligible students. St. Norbert College receives an allocation from the federal government that is used in combination with St. Norbert College funds to provide part-time jobs for students. To be considered for federal work-study a student must file the Free Application for Federal Student Aid (FAFSA).

SNC Regular Employment is a non-need based work program for students who are not eligible for federal work study but would still like on-campus employment. Wages are paid fully by St. Norbert College.

■ LOANS

Federal Perkins Loan

U.S. citizens or permanent residents who complete the FAFSA and are enrolled for at least six credits per semester will be considered for this federal loan. Funds for this program, when available, are loaned to the neediest students, as determined by the needs analysis. If a student is eligible for a Perkins Loan, the loan amount they are eligible for will appear on their award notification. Loan limits are \$2,000 annually; \$15,000 aggregate for undergraduates. Entrance counseling and Master Promissory Notes are required for first time Perkins Loan borrowers at St. Norbert College. Interest rate is at a fixed rate of 5%. Payment and interest are deferred until nine months after a student graduates or falls below half-time enrollment.

Federal William D. Ford Direct Stafford Loans

Stafford loans are made available to U.S. citizens or permanent residents who complete the FAFSA. Repayment of principle and interest begins six months after borrower ceases to be enrolled for at least half-time (six credits) per semester. Interest and fees are determined annually by the U.S. Department of Education.

- **Subsidized Stafford Loan:** Available to students who demonstrate a financial need. Interest on a Federal Direct Subsidized Stafford Loan is paid by the federal government while the student is enrolled at least half time. Interest does accrue during the six-month grace period.
- **Unsubsidized Stafford Loan:** Students do not have to demonstrate financial need to receive this loan. Interest accrues while the student is in school,

as well as grace and deferment periods. The student will have the option of paying the interest as it accrues while they are in school. If the student does not pay the interest as it accrues, the unpaid interest will be capitalized (added to the principal balance) at repayment.

The combination of Subsidized and Unsubsidized Federal Stafford Loans for a borrower may not exceed the annual and aggregate limits for loans under the Federal Stafford Loan Program.

Undergraduate Annual Loan Limits

First Year: \$5,500 — no more than \$3,500 of this amount may be in subsidized loans.

Second Year: \$6,500 — no more than \$4,500 of this amount may be in subsidized loans.

Third Year and beyond: \$7,500 — No more than \$5,500 of this amount may be in subsidized loans.

Note: Dependent undergraduate students whose parents are denied a PLUS Loan are eligible for an additional Unsubsidized Stafford Loan. \$4,000 for first year and second year students and \$5,000 for third year and beyond.

Undergraduate Aggregate Loan Limits

Dependent Undergraduate Student — \$31,000 — No more than \$23,000 of this amount may be in subsidized loans.

Independent Undergraduate Student (dependent undergraduate student whose parents are unable to obtain PLUS Loans) — \$57,500 — No more than \$23,000 of this amount may be in subsidized loans.

Federal William D. Ford Direct Plus Loan

- Parents of dependent, undergraduate students may borrow up to the total cost of education minus other financial assistance through the PLUS Loan program. The interest rate and fees are determined annually by the U.S. Department of Education. Interest begins to accumulate on the date of the first loan disbursement. The application process includes completing a PLUS Loan application

and Master Promissory Note (MPN) online at www.studentloans.gov. Repayment begins after the loan is fully disbursed, with the first payment due within 60 days after the final loan disbursement. As of July 1, 2008, parent borrowers may choose to defer payments on a Parent PLUS loan until six months after the date the student ceases to be enrolled at least half time. Accruing interest can either be paid monthly or quarterly, or be capitalized quarterly.

To request this deferment, contact your direct loan servicer or the Office of Financial Aid.

Student Responsibilities:

A financial aid recipient is required to:

- Provide valid information on financial aid applications.
 - Meet all filing deadlines.
 - Accept or reject any financial aid award.
 - Use all financial aid funds for educational related expenses.
 - Keep the Office of Financial Aid informed of changes in the family financial situation.
 - Notify the Office of Financial Aid of any assistance received from outside sources.
 - Notify the Office of Financial Aid if you are receiving veteran's education benefits. St. Norbert funds are subject to adjustment and will be used to meet matching requirements for the Yellow Ribbon Program.
 - Notify the Office of Financial Aid of changes in housing status.
- Notify the Office of Financial Aid and any lenders of changes in name, permanent address, and enrollment status.
 - Comply with all terms and conditions governing the financial aid award.
 - Comply with the requirements for loan entrance and exit counseling.
 - Maintain copies of all correspondence with the Office of Financial Aid and outside agencies.

For more information about financial aid contact:

St. Norbert College
Office of Financial Aid
100 Grant Street
DePere, WI 54115-2099
920-403-3071 or 888-786-6721
Email: financialaid@snc.edu

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 as well as other forms of academic support and learning resources to students who need them. 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 the Todd Wehr building (2nd floor).

■ SERVICES TO STUDENTS WITH DISABILITIES

The Coordinator of Services to Students with Disabilities provides academic support to and advocacy for 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 student-athletes with a quality experience that is intellectually, spiritually and personally challenging. It exists within an environment that has at its core the health

and welfare of its student-athletes and the fair and equitable treatment of both genders. The program promotes student growth in athletic skills, leadership, spirituality, teamwork, self-discipline and sportsmanship. The mission is supported by the philosophy and goals of NCAA Division III.

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

MEN

Football
Cross-country
Golf
Soccer
Basketball
Baseball
Tennis
Track

Additionally, St. Norbert College sponsors ice hockey for men and women and is a member of the Northern Collegiate Hockey Association.

Campus Safety

www.snc.edu/campussafety

St. Norbert College is committed to providing an educational environment that is intellectually, spiritually and personally challenging. Many departments and hundreds of people support this mission by actively promoting safety and security on campus. However, a truly safe campus can only be achieved through the cooperation of all its community members. You are a partner in this mission.

Our Campus Safety department in operation 24 hours a day, seven days a week. It is comprised of full-time professional officers and part-time student assistants. Campus Safety works in partnership with other college departments, as well as the De Pere Police Department and the De Pere Fire Department. Our goal is to provide students, faculty, staff and visitors a safe environment to live, study and work.

On our web site you will find important information to assist you in doing your part to keep our campus community safe. Do you need to report worrisome behavior? Need advice on how to keep your valuables safe? Want to anonymously report damage or crimes around campus? The quick links will readily give you information on parking, crime prevention and many other items. Other links will keep you up-to-date with safety and security news and announcements.

■ ANNUAL SECURITY AND FIRE SAFETY REPORT

St. Norbert College Campus Safety Department prepares the annual security report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report contains information on security policies as well as statistical information on crime. The report also contains policies on fire safety, information on fire safety systems for on-campus housing and a three-year housing fire data log. A link to the Annual Security and Fire Safety Report can be found on the Campus Safety web site.

■ EMERGENCY NOTIFICATION

St. Norbert College has an emergency notification system that allows St. Norbert College administrators to contact students, faculty and staff within minutes via outdoor public address, landline phones, cellular phones, e-mail, a computer interrupt, a digital sign interrupt program, and text messaging when an emergency exists. It is our belief that continuous and rapid

notification is one of the best protections available for members of our campus community.

Members of the campus community can update their contact information anytime through their Knightline account. Any contact information provided will be kept secure and will be used only for emergency notification purposes. The Campus Safety Department sends bi-annual reminders requesting all students and staff to review and update their contact information.

■ FIRE SAFETY

St. Norbert College has many systems, policies and procedures in place to enhance fire safety at the College. Additionally, the College has shown its commitment to fire safety by installing new fire sprinkler systems and new fire panels in a number of the residence halls. Please check out the Campus Safety web site for additional information.

■ PARKING

The College requires that all faculty, staff and students register their vehicles and display valid parking permits. Students must register their vehicle annually. The parking office is responsible for monitoring and enforcing all parking rules and regulations throughout the academic year. The Campus Safety Office Coordinator handles all parking ticket appeals, which must be submitted in writing within 10

days of the ticket date. The college has a total of 15 parking lots, two of which are reserved for Kress Inn guests, Bemis Conference Center patrons, and general visitors to the college.

For more information, stop by the Campus Safety Office, located in Room 120 of the Pennings Activity Center, visit the web site at www.snc.edu/campusafety, or contact them at 920-403-3260, 920-403-3299, or campussafety@snc.edu

Career Services Office

www.snc.edu/career

Career Services provides comprehensive assistance to students in making decisions about major selection and 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 career choices. Career Services assists students through one-on-one appointments, workshops, special events – including major exploration and job/internship fairs, mock (practice) interview events, and referrals to alumni through the Career Mentor Program. In addition, the extensive career web site (www.snc.edu/career) includes self-assessment resources, research links, job/internship search resources and graduate school preparation information. Meeting with a career counselor during the first year is strongly encouraged.

■ CAREER SERVICES INTERNSHIP PROGRAM

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 0-credit internship course supported by the Career Services Office.

The Internship Program 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 via Career Connections and upload their resumes for employer referrals. Students are not guaranteed an internship. 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 the final evaluation.

Commuter Student Program

In coordination with the Student Development staff, commuter students are encouraged to become involved in the life of the campus. Staff working in the Student Development office can assist commuter students in connecting with others on campus, utilizing campus resources, and becoming meaningfully involved on campus.

Counseling and Testing

www.snc.edu/counseling

Counseling and Testing Services (CATS) is located in the lower level of Main Hall and provides free psychotherapy, personal counseling, and limited psychological testing. CATS is funded by the student health fee and follows state and federal laws regarding disclosure of any information. Students and parents should feel free to contact the office for information. The professional staff members have expertise in depression, anxiety, sexual assault/abuse, family conflict, body image, personal development, social skills, grief and loss, alcohol and drug abuse, and general relationship issues. You can contact the CATS staff at 920-403-3045 or counseling@snc.edu.

Disability Services

www.snc.edu/disability

St. Norbert College subscribes to the definition of disability as stated in the Americans with Disabilities ACT (ADA) as amended and Section 504 of the Rehabilitation ACT of 1973.

St. Norbert College is committed to providing equal opportunities for success to students with disabilities. Students with disabilities will be integrated as completely as possible within the college community.

The Coordinator of Services to Students with Disabilities provides academic support to and advocacy for students who have presented documentation of disabilities from appropriate licensed and/or certified professionals. The coordinator determines student eligible for specific accommodations and works with students, faculty, and staff to ensure that the needs of students with disabilities are met. The coordinator is available to assist students but the responsibility for making needs known rests with the student. Students with disabilities are encouraged to contact and maintain contact with the coordinator. To contact the office, call 920-403-1321 or stop in the office located in Todd Wehr Hall (2nd floor).

Division of Mission and Student Affairs

www.snc.edu/msa

The division of Mission and Student Affairs is committed to creating and inspiring a vibrant campus community noted for its rich incorporation of the Catholic, Norbertine and Liberal Arts traditions, its radical welcoming of all, and its culture of responsibility and care for one another. While our division reaches out to all members of the college community through various programs and offerings, we give special attention to equipping students with the tools they need to change themselves, their communities and the world.

When you are on the campus, you will experience a welcoming community that is excited about our past, our present and our future. We strive to educate the whole person by providing a campus environment that supports intellectual, personal/professional, and spiritual development. We accomplish these goals with the many staff members and programs that are a part of the division.

- **Campus Ministry** (See pg: 290)
- **Campus Safety** (See pg: 286)
- **Career Services** (See pg: 287)
- **Sturzl Center for Community Service and Learning** (See pg: 291)
- **Center for Norbertine Studies** (See pg: 291)
- **Counseling and Testing** (See pg: 288)
- **Health and Wellness** (See pg: 292)
- **Leadership, Student Engagement and the First Year Experience** (See pg: 294)
- **Men's Initiative** (See pg: 291)
- **Multicultural Student Services** (See pg: 296)
- **Peace and Justice Center** (See pg: 290)
- **Program of Faith, Learning and Vocation** (See pg: 290)
- **Residential Education and Housing** (See pg: 297)
- **St. Norbert College Parish** (See pg: 290)
- **Joan P. Schaupp Women's Center** (See pg: 292)

■ CAMPUS MINISTRY

www.snc.edu/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 seek to grow in their faith through service, prayer, conversation or friendship as well as those who are searching and questioning.

Student retreats, small group experiences and service trips form the core of student-focused activities. In addition, Campus Ministry coordinates the college's observance of Sacred Hour each week, with Common Prayer offerings, last lectures, sacred music or small groups.

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. Our offices are found in Todd Wehr Hall on the mezzanine level.

You can contact the Campus Ministry staff by calling 920-403-3155 or e-mailing ministry@snc.edu. For information on Campus Ministry programs and events, please check the web site: www.snc.edu/ministry.

■ PROGRAM OF FAITH, LEARNING & VOCATION

www.snc.edu/vocation

The Program of Faith, Learning & Vocation (FLV) is shaped by St. Norbert of Xanten'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. FLV seeks to help all members of the college consider their life commitments through the lens of vocation.

Through the ALIVE Team, FLV offers peer ministry in the residence halls through faith-sharing, community-building and service opportunities. FLV supports students considering ministry as a profession, offers opportunities for students of various academic interests to explore vocations, and encourages faculty and staff to reflect

on vocations through a series of book discussions, retreats and study groups.

You can reach Faith, Learning & Vocation by calling 920-403-3155, or e-mailing vocation@snc.edu. Information is also available on the St. Norbert College web site: www.snc.edu/vocation. Our office is located in Todd Wehr Hall on the mezzanine level.

■ PEACE AND JUSTICE CENTER

www.snc.edu/peaceandjustice

The Peace and Justice Center partners with all academic disciplines in cultivating awareness, compassion, and commitment to justice and the building of sustainable peace. Recognizing that informed action depends on understanding, the PJC sponsors lectures, films, art exhibits, and other creative programs, engaging issues with charity and clarity.

Broad, sustainable peace requires the informed action of change agents from every sector of society. The curricular and co-curricular programs of the Peace and Justice Center equip individuals to understand and partner for change in some of the most complex issues of our time. The PJC helps students become informed and hopeful realists who promote the common good through creative collaboration, rigorous scholarship, and an appreciation for Catholic Social Teaching.

The Peace and Justice Center is located on the first floor of Michels Commons. For additional information, see www.snc.edu/pjc, or contact the center at 920-403-3881 or pjc@snc.edu.

■ ST. NORBERT COLLEGE PARISH

www.snc.edu/oldstjoseph

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 Sunday, 1969, the parish welcomes all SNC students, faculty and staff, as well as year-round parishioners.

The Eucharist is the central liturgical celebration of the parish community. It is celebrated weekdays and Sundays in Old St. Joseph Church. All members of the College community are 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 (except Saturdays) in the church oratory. The Sacrament of Reconciliation is offered in the church each Wednesday afternoon and Sunday, 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.

The pastoral staff is available to meet with members of the College community for spiritual and vocational direction. Parish staff can be reached at 920-403-3010 or oldstjoseph@snc.edu, with offices located in Todd Wehr Hall, mezzanine level. More information about parish ministries can be obtained by visiting: www.snc.edu/oldstjoseph.

■ STURZL CENTER FOR COMMUNITY SERVICE AND LEARNING

www.snc.edu/sturzlcenter

The Sturzl Center works with campus and community leaders to create meaningful service-learning experiences for students that address human and community needs.

As a resource to students, faculty, staff and community organizations, the Sturzl Center provides professional development and grants; training and educational programs; coordination and support for a variety of service programs and events; and promotion of campus and community service opportunities.

The Sturzl Center for Community Service and Learning is a collaborative project of the Academic and Mission and Student Affairs Divisions of St. Norbert College. It is located in Todd Wehr Hall on the mezzanine level. For more information on the Sturzl Center for Community Service and Learning contact the staff at 920-403-3374 or by e-mail at sturzlcenter@snc.edu.

■ CENTER FOR NORBERTINE STUDIES

www.snc.edu/cns

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 on the second floor of the Mulva Library. The office telephone number is 920-403-3919, and the e-mail address is cns@snc.edu. Information about special events is also available on our St. Norbert College web site at www.snc.edu/cns or by calling 920-403-3919.

■ MEN'S INITIATIVE

www.snc.edu/mensinitiative

The Men's Initiative is a program that engages men in discussions around complex issues and topics that are relevant to

college men. The Men's Initiative provides resources and educational programming around topics like: dominant ideas about masculinity in the media, healthy relationships and lifestyles, and difficult dialogues about topics like sexual assault. The work of the Men's Initiative is to make St. Norbert College a meaningful home for personal identity development. Throughout the academic year, the Men's Initiative will provide resources and programs that engage men in discussion, self-reflection and collaborative service. The office is located in Room 330 of the Campus Center, and can be reached at 920-403-4087 or mensinitiative@snc.edu.

■ JOAN P. SCHAUPP WOMEN'S CENTER www.snc.edu/womenscenter

The Joan P. Schaupp Women's Center of St. Norbert College is a collective voice for those who share a commitment to women's and gender issues. The Center promotes gender equality and mutual respect between all members of the community by offering programs relevant to the lives of students, providing resources, and celebrating women's accomplishments. In doing so, the Center seeks to educate, support and empower all women, and is committed to creating a more inclusive and egalitarian environment in which diversity, communication and collaboration are encouraged. Feel free to visit the Women's Center Lounge, located in the lower level of Sensenbrenner Residence Hall, or contact the Women's Center at 920-403-4116 or womenscenter@snc.edu.

Health and Wellness Services

www.snc.edu/health

Mission Statement

Health and Wellness Services provides opportunities for students to be active partners in their health care and to develop skills that promote a healthy lifestyle. The Health and Wellness Services office is located in the lower level of Main Hall, and you can contact the office at 920-403-3266 or health@snc.edu.

■ REQUIRED IMMUNIZATIONS

New and continuing students are required to have specific immunizations to enroll in courses at St. Norbert College. Details of these required immunizations can be found at www.snc.edu/health (New or Continuing Student links). Registration for additional courses at St. Norbert College will be delayed until documentation for all required immunizations is on file.

All students at St. Norbert College have access to health care on campus. Health and Wellness Services provides health assessments and diagnostic testing, such as strep and mono, which are included in the

semester health fee (see section on Fees). The nursing staff work closely with health-care providers from students' hometowns or the local community to assure continuity of care. Medical care and prescription services are provided by nurse practitioners and physician assistants on campus Monday-Friday (fee-for-service is charged for this service and is billed to insurance).

■ HEALTH INSURANCE

St. Norbert College requires students to carry health insurance while attending St. Norbert College. Individual or parental plans will qualify for this insurance. However, the policy information must be provided online through

the Health and Wellness Website www.snc.edu/health (follow the New or Continuing student links to provide policy information). Students who do not have an insurance policy on file will be automatically enrolled in the St. Norbert College Student Health Insurance Plan. See www.snc.edu/health (Insurance and Fees).

Students who compete in intercollegiate sports will be enrolled in the athletic health insurance policy. For more information, go to www.snc.edu/athletics or contact the Athletic Department at 920-403-3031.

■ DISABILITY SERVICES

Students requesting academic or housing accommodations due to a health condition must provide documentation of the disability to Academic Support Services (www.snc.edu/disability). Academic Support Service professionals will consult with Health and Wellness Services or Counseling and Career Programs on complex medical/mental

health conditions to determine the best accommodation for the identified need.

■ MEDICAL WITHDRAWAL

There are times when a student's health condition is severe enough to keep a student from attending classes and/or successfully completing academic requirements. A medical withdrawal is a means whereby a student can withdraw from St. Norbert College AFTER the last date to withdraw without penalty. A medical withdrawal is authorized through the Senior Director for Health and Wellness Services or the Senior Director for Counseling and Career Programs when documentation indicates the health concern is impeding academic progress (see section on Academic Regulations for more information on withdrawals). The Medical Withdrawal Policy can be seen in its entirety at www.snc.edu/healthpolicies or contact Health and Wellness Services at health@snc.edu or 920-403-3266.

Information Technology

www.snc.edu/it

The Information Technology (IT) Department is responsible for the development and operation of the computer and voice networks, Internet connectivity, system administration, file and print services, information security, web development, and the administrative computing system.

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 computing system, printing and many other resources. Both wired and wireless network access are available in all campus buildings, including residence halls.

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.

Administrative Computing System

St. Norbert College employs an administrative computing system that provides support for admissions and enrollment, online registration, payroll, financial aid, human resources, alumni services and more.

Telecommunications and Video Network

Information Technology operates the voice telecommunications network which provides voice telephone service to all areas of the College, including all residence hall rooms.

Department of Leadership, Student Engagement and the First Year Experience

www.snc.edu/lse

www.snc.edu/studentorgs

www.snc.edu/fye

The Department of Leadership, Student Engagement and the First Year Experience provides a comprehensive program that nurtures a vibrant campus culture where students will be inspired to and can initiate innovative projects to solve real issues in our community and in the world. Through co-curricular programs and services that support and enhance the College mission, LSE engages students in leadership development to create positive change by being engaged on campus and in our wider community. Students can take advantage of a variety of programs, services and facilities offered: leadership development, summer orientation, First Year Experience, student organizations and campus activities. For more information, stop by the office in room 330 of the Ray Van Den Heuvel Campus Center, or contact the office at 920-403-4023 or lse@snc.edu.

Miriam B. and James J. Mulva Library

www.snc.edu/library

The Mulva Library opened its doors to the St. Norbert Community in July 2009. It is a state-of-the-art facility and is the center of student academic life on the St. Norbert College campus. The library has study space for students, including group study rooms, a quiet study and reflection area, a practice presentation room, a cafe and study area which, during the academic year, is open 24/5. The library building is wireless. Laptops and netbooks are available for checkout. Macs and PCs are available for use throughout the building, some with dual monitors.

The library houses more than 244,000 volumes, including books, journals and other serials, microforms, DVDs, videocassettes, LPs, CDs, maps and charts. Approximately 3,500 volumes are added to the collection each year. Library materials may be checked out by students with the exception of journals, microfilm and reference books.

The library catalog is a fully-integrated automated online catalog providing descriptive information and status of materials available at the Mulva Library, 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 website: www.snc.edu/library.

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.

The library provides access to a vast amount of periodical literature in all available media and formats. In addition to the journal subscriptions held locally, the library subscribes to a number electronic databases. Full text access is available to approximately 126,000 journal titles.

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 information 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, information and technology support 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/multicultural

Consistent with the St. Norbert College mission, the Office of Multicultural Student Services (MSS) seeks to facilitate the best undergraduate experience for multicultural students through culturally relevant services that foster their successful transition, persistence, achievement and graduation. The office supports a mentoring program to facilitate the transitions of multicultural students into the social and academic community of the College, a cohort-based program for new students, and a variety of leadership experiences. The Department of Multicultural Student Services serves all students and is especially attentive to the needs of those identifying themselves as Asian-American, Black/African-American, Hispanic/Latino(a), Native American/American Indian, Multiracial and LGBTQ.

Please see Multicultural Student Services web page for additional information. You can also contact the office at 920-403-4023 or diversity@snc.edu, or you can stop by Room 330 in the Campus Center.

Office of Communications

www.snc.edu/communications

The Office of Communications serves as the voice of St. Norbert College and provides its visual identity. By promoting the institution's activities and aspirations in a manner that exemplifies its values, we help build and nurture the relationships that sustain the life of the community. We coordinate the distribution of news and information about the college, and publish materials that both support its mission and advance its strategic priorities. The office provides access to a full range of marketing, editorial and design services to ensure complete and cohesive communication about the college and its activities. Communications staff facilitate print, broadcast and digital communications intended for both internal and external audiences.

Pennings Activity Center (PAC)

Pennings Activity Center houses the Campus Safety Department, the Parking Office, Upward Bound, and the Knight Owl student lounge. PAC also contains 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

Freshmen and Sophomores at St. Norbert may join the Reserve Officers Training Corps program. The ROTC program is a voluntary four-year program that trains students in leadership, personal development, and life skills, while preparing them to serve their country as Reserve, National Guard, or Regular officers in the U. S. Army. Students transferring to St. Norbert with junior standing may enroll in the two-year ROTC program. Students serious about completing the ROTC training program and interested in serving as Army officers may compete for four-(prior to freshman year), three-(as freshmen), and two year (as sophomores) tuition scholarships sponsored by the military. For more information see the Military Science section in the academic programs of the catalog.

Residential Education & Housing

www.snc.edu/housing

St. Norbert College is a four-year residential college which means students have many ways to explore and challenge their intellectual, personal and spiritual growth outside the classroom. We believe academic goals cannot be met effectively unless students can achieve academic success in a community atmosphere conducive to personal safety, growth and development.

St. Norbert College provides a wide variety of housing options, including townhouses, apartment-style living, individual suites and traditional residence halls. All full-time undergraduate students not living with their family are required to live in the College housing. Exceptions may be made for documented self-supporting students, marriage/family, or when space in the halls is unavailable (in which case seniors have priority). Residential Education and Housing is located in room 111 of Todd Wehr Hall and can be reached at 920-403-3360 or housing@snc.edu.

Strategic Research Institute

www.snc.edu/sri

The St. Norbert College Strategic Research Institute (SRI), formerly the Survey Center, is a research facility designed to serve the teaching, research and service needs of the College and the broader community. The SRI offers internships and employment opportunities for approximately 30 students each year. SRI interns have an opportunity to get involved in all aspects of research projects undertaken by the SRI.

The SRI partners with Wisconsin Public Radio to conduct The Wisconsin Survey, a statewide public-opinion survey. The SRI's research has been used by 'The Wall Street Journal, London Financial Times, The Economist, The New York Times, Newsweek, USA Today, CBS News, PBS News Hour, ABC News and CNN, as well as most local and statewide media in Wisconsin. The SRI has been rated as one of the most accurate pre-election polling organizations in the nation and the most accurate in Wisconsin.

The SRI also contracts to conduct research for various organizations and governmental agencies. Recent clients include the Wisconsin Department of Transportation, Integrys, Green Bay Metro Transit, Community Foundation for the Fox Valley Region, Wisconsin Dental Association, ThedaCare, Green Bay Packers, the Oneida Tribe, Green Bay Area Chamber of Commerce, UW Oshkosh, Wisconsin Public Service, the Wisconsin Department of Commerce, and the Wisconsin Association of Independent Colleges and Universities.

The SRI offers an entire range of services including research consultation and planning; research design; data collection through online, telephone, mail and personal interviews; data processing and analysis; interpretation of data; economic impact analysis, location analysis and web site usability analysis. The SRI has a 20-station centralized interviewing facility which includes a 15-station Computer Assisted Telephone Interviewing (CATI) system and a five-station auxiliary interviewing system. The SRI also includes a focus group room with audio and video capabilities as well as a one-way mirror client observation room. In addition, the SRI has access to the Bemis International Center video conferencing facilities. The SRI is operated by Wegge Strategic Research, Inc.

Technology Support Services

www.snc.edu/techsupport

The St. Norbert College Technology Support Services Department manages and maintains the College's computer hardware, software, and audio-visual systems, including the computer labs, classroom technology, and video services. The department facilitates the use of computer hardware, software, and networks by providing computer support and training to the College community.

Computing services

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 computers and supported software; assistance connecting computers and other devices to the network; and training and handouts on a wide variety of computing topics. Both Windows and Macintosh operating systems are supported.

The Technology Support Services Help Desk, located in the Mulva Library, is the central point of contact for computing help on campus and is staffed most of the hours that the library is open.

Technology Support Services operates computer labs in several campus buildings. In addition, there are discipline-specific labs managed by individual departments and publicly accessible computers in other locations. The total of publicly accessible computers results in approximately a 10 to 1 student-to-computer ratio. All labs include high-quality laser printers and some also house special-purpose equipment to meet the needs of various courses. Computer labs are open seven days a week, totaling approximately 100 hours each week, and some have extended hours near the end of each semester.

The Innovation Studio in the Mulva Library assists faculty in finding and using innovative ways to bring technology into their teaching, including through the use of

a Learning Management System, which is in use for many courses.

Multimedia production

The Digital Arts Center supports those who want to use Macintosh-based multimedia workstations for digital video editing, electronic portfolios, and other multimedia projects. Digital still and video cameras, film scanners, flatbed scanners, and memory card readers are available, as well as equipment for importing DV video. Digital videos can be edited using Apple iMovie or Final Cut Pro, and finished projects can be burned to DVD. Staff members are available to answer questions and assist users with the specialized equipment and software in this lab.

DVDs and CDs can also be mass produced, along with labeling, cases, and jackets, and blank media are available for purchase.

Large-format printing and lamination

A large-format photographic-quality printing service offers printing of banners and photos up to 44 inches wide and 18 feet long. The cost of materials is charged back to the user. Roll laminator machines are available for sealing printed material up to 40 inches wide and nearly any length between plastic protective coatings.

Television and broadcast media

The College operates its own cable network which provides all College buildings with an assortment of popular channels. An information bulletin board channel for campus activities and emergency

notifications is also provided. College-owned off-campus houses receive the Time Warner cable system. The department also loans coaxial cables to students for connecting their TVs to the campus cable service. In addition to the campus network, we also provide surrounding communities with our own cable channel.

Technology Support Services tapes and edits a monthly television program highlighting campus guest speakers or topics of current interest. This program is distributed to numerous cable and broadcast stations.

A partnership 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 operator's license courses or just listen to foreign shortwave broadcast.

Audio/video equipment

Computer, video and projection equipment is installed in almost all College classrooms and auditoriums, and portable equipment can be brought into other locations if needed.

Technology Support Services offers live videotaping of campus events, video recording of television programs, video format transfers, video and audio tape duplication, and digital video and still cameras for free overnight loan to students and employees.

The Writing Center

www.snc.edu/writingcenter

The Writing Center, located on the third floor of the Mulva Library, room 303, 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-on-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 copyedit 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. After the consultation, the student's professor will receive an e-mail summarizing the topics discussed and work completed during the appointment. During their consultation, students are welcome to use computers in the center to receive feedback as they compose.

Drop-in and appointment hours are available throughout fall and spring semesters. Go to www.snc.edu/writingcenter to schedule an appointment or stop in at the Mulva Library, room 303, for a consultation. Writing Center services are available to all St. Norbert College students at no charge. For more information, call 920-403-3754.

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Kastenholz, Rev. John P., O.Praem., Secretary/Treasurer, St. Norbert Abbey
Komatz, Rev. David M., O.Praem., '70, Holy Spirit House of Studies, Chicago
Kress, Julie-Anne, Active community volunteer.
Maher, Thomas E. Jr., '77, President and CEO, Manpower of Dayton Inc.
Michels, Patrick, '81, President, Michels Corporation
Mulva, Miriam E., '69, Active community volunteer
Prunty, Rev. Brian, O.Praem., '61, St. Joseph Priory
Romenesko, Timothy J., '79, Chief Financial Officer, AAR Corporation
Schmidt, Frederick L., '75, Attorney, Liebman, Conway, Olejniczak & Jerry
Sturzl, Edward A. Jr., '71, Retired Executive Vice President of Human Relations, Sargento Cheese, Inc.
Sullivan, Matthew, '95, Director of Client and Professional Customer Development, Integrative Therapeutics, Inc.
Sulzmann, William, Chairman, Johnson Bank
Terry, Richard E., '59, Retired, Chairman and CEO, People's Energy Corporation
Thompson, Edward A., Thompson Management Associates
Tourangeau, Rev. John, '81, St. Norbert College Vocation Coordinator
Tutskey, Sara Johnson, '76, Active community volunteer
Van Asten, Michael G., '75, President, Liberty Hall Banquet & Conference Center
Ventura, Anthony L., '70, Gales & Ventura Investments Ltd.
Williams, John B. "Jay," '73, President and CEO, Milwaukee Public Museum

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Bemis, Richard A., President, Bemis Manufacturing Company
Beno, Thomas J., '43, Retired Physician
Bisque, Dr. Ramon E., '53, Chairman, Earth Sciences Inc.
Bollom, Daniel A., Retired President and CEO, Wisconsin Public Service
Burns, Dr. Joanne M., '54
Camilli, Dr. Karen, Physician, Bellin Family Health Center
Cuene, James R., '50, Retired President, Broadway Chevrolet-Oldsmobile
De Leers, Rev. Vincent, O.Praem.
Doerr, Christopher, CEO, Passage Partners
Egan, Richard, Retired CEO, Little Rapids Corporation
Finnegan, Rev. Robert K, O.Praem., St. Norbert Abbey
Gallagher, Robert, Retired, CEO Associated Bank Corp
Harlan, Robert E., Retired, Chairman and CEO, Green Bay Packers, Inc.
Hendrickson, Philip J., Retired Chair of the Board, Krueger, Inc.
Hoffman, Gretchen, '74
Johnson, Mary L., Retired Educator
Kress, James, Retired CEO, Green Bay Packaging
Kubale, Bernard S., Attorney/Partner, Foley and Lardner
Lament, Dr. Fredrick, Physician, Green Bay Clinic, Ltd.
Manion, Thomas A., President Emeritus, St. Norbert College
Meyer, Edward, Chairman of the Board, Anamax Corporation
Morneau, The Most Rev. Robert F., Pastor, Resurrection Catholic Parish, Green Bay
Mulrooney, Rev. Conan, O.Praem., St. Norbert Abbey
Mullarkey, Mary J., '65, Colorado Supreme Court Justice
Olejniczak, Thomas M., '71, Attorney, Liebmann, Conway, Olejniczak & Jerry
Priester, Charles E., President and CEO, Priester Aviation, LLC
Stock, Kenneth C., Owner and CEO, KCS International
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 April 2012)

Kunkel, Thomas, M.A., President (2008)

Fostner, Jay J., O.Praem., Ph.D., Vice President for Mission & Student Affairs (2005)

Oswald, Phil, B.S., M.S., Vice President for College Advancement (2008)

Jahnke, Eileen M., M.S., C.P.A., Vice President for Business & Finance (2007)

O'Connor, Bridget Krage, M.L.S., Vice President for Enrollment Management and Communications (2002)

Frick, Jeffrey, Ph.D., Dean of the College and Academic Vice President (2010)

Sorenson, Amy, Chief of Staff and Secretary to the St. Norbert College Board of Trustees (1981)

Academic Affairs

(Current as of April 2012)

Frick, Jeffrey, Ph.D., Dean of the College and Academic Vice President (2010)

Bald, Tim, M.A., Director of Physical Education and Athletics (2004)

Beane-Katner, Linda, Ph.D., Director of Faculty Development (1992)

Dose, John, Ph.D., Associate Dean of Social Sciences (1996)

Duquette, David A., Ph.D., Associate Dean of Humanities and Fine Arts (1985)

Guild, Richard L., M.B.A., Registrar (1999)

Kaminski, Heather, M.B.A., C.M.A., Academic Affairs Budget Manager (2006)

Paul, Marcella, Ph.D., Director of Honors Program (1985)

Quinn, Kevin, Ph.D., Associate Academic Dean (1994)

Rutter, Robert A., Ph.D., Associate Vice President for Institutional Effectiveness (1987)

Scheich, Larry, Ph.D., Associate Dean of Natural Sciences (1983)

Tullbane, Joseph, Ph.D., Associate Dean for International Education and Outreach (1999)

Vogel, Kristin, M.L.S., Director, The Miriam B. & James J. Mulva Library (2011)

College Advancement

(Current as of April 2012)

- Oswald, Philip C.**, B.S., M.S., Vice President for College Advancement (2008)
- Birder, Dudley**, M.M., Director of the Dudley Birder Chorale and St. Norbert College Music Theatre (1958)
- Paulson, Kent**, Director, Knights on Broadway
- Danen, Todd**, B.A., Director of Alumni & Parent Relations (2008)
- Rickards, Robert A.**, B.A., Director of Advancement Services (1998)
- Wagner, Patrick W.**, B.A., Executive Director of Development (2009)

Business and Finance

(Current as of April 2012)

- Jahnke, Eileen**, M.S., C.P.A., Vice President for Business and Finance (2001)
- Barnes, John J.**, B.S., Director of Facilities (1985)
- Becker, Kristee L.**, Director of Risk & Property Management (1993)
- Kowaleski, Curtis J.**, B.S., C.P.A., Director of Finance (2007)
- Johnson, Ruth E.**, B.S., Director of Auxiliary Services (1981)
- Lehrke, Rhoda H.**, B.S., Director of Investment Management (1986)
- Umhoefer, Gary A.**, M.S., Director of Human Resources (1997)

Enrollment Management and Communications

(Current as of April 2012)

- O'Connor, Bridget Krage**, '93, M.L.S., Vice President for Enrollment Management and Communications (2002)
- Lamm, Edward**, M.B.A., Associate President of Enrollment (2009)
- Van Fossen, Drew D.**, B.S., Director of Communications and Design (2003)
- Zahn, Jeffrey A.**, B.A., Director of Financial Aid (1984)
- Counter, Michael**, B.A., Director of Media Relations (2003)
- Selin, Mark**, B.A., Director of Undergraduate Admission (1998)

Mission and Student Affairs

(Current as of April 2012)

- Fostner, Rev. Jay, O.Praem.**, Ph.D., Vice President for Mission and Student Affairs (2005)
- Barnett, Cynthia**, M.S., Associate Dean for Campus Life (1977)
- Bloomer, Barbara H.**, PHN, RN, Senior Director for Health and Wellness Services (1983)
- Cuccia, Rev. Salvatore, O.Praem.**, M.A., Senior Director for Pastoral Services (2000)
- Goddard, Corday**, M.S., Ph.D., Associate Dean for Student Development (1998)
- Jakups, Steve**, Senior Director for Campus Safety (2010)
- Massey, Julie**, M.Div., Senior Director for Mission and Ministry (2001)
- Miller, Kevin**, Ph.D., Senior Director for Counseling and Career Programs (2008)
- Pyne, Robert**, Ph.D., Senior Director for Community Engagement (2009)
- Robinson, Daniel**, M.T.S., Senior Director for Divisional Affairs (2011)

Faculty

(Current as of April 2012)

Abel, Donald C. (1984), Professor of Philosophy; B.A., Gonzaga University; M.A., Tulane University; Ph.D., Saint Michael's Institute; M. Div., Loyola University; Ph.D., Northwestern University

Agarwal, Ravikant (2010), Assistant Professor of Computer Science; B.S., Wilkes University; M.S., Wilkes University; Ph.D., Auburn 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

Bauer, Brandon (2011), Assistant Professor of Art; B.A., Milwaukee Institute of Art and Design; M.A., M.F.A., University of Wisconsin-Milwaukee

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

Beiswenger, April (2009), Assistant Professor of Theatre Studies. M.F.A., West Virginia University; M.A., Villanova University

Bockenbauer, Mark (1994), Professor of Geography; B.S., University of Wisconsin-La Crosse; Master of Applied Geography, Southwest Texas State University; Ph.D., University of Wisconsin-Milwaukee

Bohné, 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

Brecht, Mara (2011), Assistant Professor of Religious Studies; B.A., Oberlin College; M.A., Harvard University; M.A., Fordham University

Brekke, Erik (2011), Assistant Professor of Physics; B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison

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

Carroll, Christina (2009), Assistant Professor of Mathematics; B.A., Kenyon College; Ph.D., Georgia Tech

Choudhury, Anindo (2001), 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; B.A., 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), Associate 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

Duquette, David A., (1985), Professor of Philosophy; B.A., University of New Hampshire; M.S., Rensselaer 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-Ryan, 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

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 Student Affairs and Assistant Professor of Psychology; B.A., St. Norbert College; M.A., Ph.D., California School of Professional Psychology; M.Div., Catholic Theological Union

Frick, Jeffrey A. (2010) Dean of the College and Academic Vice President, Professor of Chemistry; A.B. Augustana College; Ph.D., Loyola University of Chicago

Frohlinger, John A. (1983), Associate Professor of Mathematics; B.A., Indiana University; M.S., Ph.D., Purdue University

Glantz, Mark (2012), Assistant Professor of Communication; B.S., State University of New York, College at Oneonta; M.A., State University of New York, College at Brockport; Ph.D., University of Missouri

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 ; M.S., University of Missouri; M.A., St. Louis University; Ph.D., Indiana State University

Ham, Nelson R. (1994), Professor of Geology/Environmental Science; B.A., Augustana College; M.S., Ph.D., University of Wisconsin-Madison

Hammer, Marc (1994), Continuing Part-time Instructor of Business Administration; B.A., University of Illinois at Urbana-Champaign; J.D., University of Missouri-Columbia School of Law

Harris, James (2004), Assistant Professor of Business Administration; S.S., Villanova University; M.B.A., University of Notre Dame; Ph.D., University of Illinois at Urbana-Champaign

Henson, Blake (2010), Assistant Professor of Music; B.M., Westminster Choir College of Rider University; M.M., Westminster Choir College of Rider University; D.M.A., Ohio State University

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

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), Associate 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

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

Kent, Leanne (2009), Assistant Professor of Philosophy; M.A., University of Alberta; B.A. University of Regina

Kim, Hyang-Sook (2012), Assistant Professor of Communication; B.A., M.A., Sogang University-South Korea; M.S., Kansas State University; Ph.D., Pennsylvania State University

Kirst, Scott (2007), Assistant Professor of Education; B.S., UW-Green Bay; M. of Ed., St. Norbert College; Ph.D., Walden University

Kissman, Carrie (2011), Assistant Professor of Biology; B.S., University of Wisconsin-Madison; Ph.D., Michigan State University

Klein Cook, Linda (1993), Assistant Professor of Music; B.M., M.M., D.M.A., University of Wisconsin-Madison

Knight, Michael (2010), Assistant Professor of Music; B.S., University of Missouri; N.M., University of Georgia; D.M.A., Iowa State University

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), Associate 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

Lynch, Jamie (2011), Assistant Professor of Sociology; B.S., Western Washington University; M.A., Ph.D., Ohio State University

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

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 Emeritus; Professor of English, 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

McKean, Rebecca (2010), Assistant Professor of Geology; B.S., St. Norbert College; M.S., Northern Arizona University; Ph.D., University of Nebraska-Lincoln

McVey, Bonnie M. (2000), Associate Professor of Computer Science; B.A., St. Norbert College; M.S., Ph.D., Purdue University

Meidl, Christopher (2011), Assistant Professor of Education; B.A., Saint John's University; M.A., University of New Orleans; Ph.D., Pennsylvania State University

Meidl, Tynisha (2009), Assistant Professor of Education; B.S., Pennsylvania State University; M.E., University of Texas, Pan-American; Ph.D., Pennsylvania State University

Meyer, Seth (2012), Assistant Professor of Mathematics; B.A., Carleton College; M.A., Ph.D., University of Wisconsin-Madison

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

Murphy, Kevin (2009), Assistant Professor of Mathematics; B.A., Augustana College; Ph.D., University of Iowa

Neary, John M. (1985), Professor of English; B.A., University of Notre Dame; M.A., Ph.D., University of California-Irvine

Neary, Laura M. (1986), Adjunct Instructor of Humanities; B.A., University of California-Irvine; M.F.A., University of Massachusetts-Amherst

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

Ochsner, Cynthia (2004), Assistant Professor of Chemistry; B.A., Northern Michigan University, Ph.D., Washington State University

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

Osgood, Robert (2011), Chair of Teacher Education; B.A., University of Oregon; M.Ed., University of Vermont; Ph.D., The Claremont Graduate School

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 Computer Science; B.S., St. Norbert College; M.S., Ph.D., Purdue University

Park, Karen (2008), Assistant Professor of Religious Studies; B.A. Lawrence University, M.A., Ph.D., The Divinity School of The University of Chicago

Parks, Sarah (2009), Assistant Professor of Music; B.M., St. Olaf College in Minnesota; M.M., University of Wisconsin-Madison; Ph.D. University of Minnesota

Patterson, Wayne K. (1977), Professor of History; B.A., Swarthmore College; 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

Quinn, Kevin (1994), Associate Academic Dean and 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, M.A., Ph.D., University of Iowa

Risden, Edward L. (1990), Professor of English; B.S., Baldwin-Wallace College; M.A., John Carroll University; Ph.D. Purdue University

Ritter, Jeffrey D. (1983), Director of Academic Advisement; B.A., Denison University; M.B.A., Miami University; Certified Public Accountant

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), Associate 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

Schaffer, Marc (2012), Assistant Professor of Economics; B.A., Augustana College; M.A., Ph.D., Western Michigan University

Scheich, Larry A. (1983), Professor of Chemistry; B.S., Alma College; Ph.D., University of California-Santa Cruz

Smith, Judith E. (1987), Assistant Professor of Communication; B.A., Columbus College; M.A., Auburn University; Ph.D., University of Iowa

Stollak, Matthew (2002), Associate Professor of Business Administration; B.A., Michigan State University, M.M.H.S., Brandeis University, Ph.D., University of Illinois, Urbana-Champaign

Tashjian, Victoria B. (1992), Professor of History; B.A., William Smith College; Ph.D., Northwestern University

Thorsen, Arthur L., III (1979), Associate Professor of Mathematics; B.A., Dartmouth College; M.S., The George Washington University; M.A., Ph.D., Duke University

Torimoto, Ikuko (1991), Associate Professor of Japanese; B.A., M.A., Ph.D., Western Michigan University

Tullbane, Joseph (1999), Associate Dean for International Education and Outreach; 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

Vogel, Kristin (2011), Director of the Miriam B. and James J. Mulva Library; B.A., Earlham College; M.L.S., Indiana University

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; B.A., Princeton University; M.A., Yale University

Williamsen, Jack A. (1968), Associate Professor of Psychology; B.S., St. Norbert College; Ph.D., University of Illinois

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

Benton, James S. (1981), Professor Emeritus of Sociology; B.A., University of Michigan; M.A., Ph.D., University of California-Los Angeles

Berken, Bernadette A. (1982), Professor Emeritus of Natural Sciences; B.S., M.S., University of Wisconsin; M.S., University of Wisconsin-Milwaukee

Blahnik, James R. (1983), Professor Emeritus of Computer Science; B.S., University of Wisconsin; M.S., University of Minnesota

Boyer, Robert H. (1968), Professor Emeritus of English; B.A., M.A., La Salle College; M.A., Marquette University; Ph.D., University of Pennsylvania

Brickner, Sister Sally Ann, O.S.F. (1970), Professor Emeritus of Education; St. Norbert College; M.A., Columbia University, Ph.D., Michigan State University

Bunker, Eugene G. (1963), Professor Emeritus of Library Science; M.S.L.S. University of Wisconsin, Michigan State University; Ph.D., Marquette University

Cagle, James L. (1963), Professor Emeritus of Art; B.F.A.; Chicago Art Institute; M.A., M.F.A., 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

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

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

Flannigan, 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

Hodgson, James R. (1970), Professor Emeritus of Biology; B.S., University of Wisconsin-Platteville; M.A., Western Michigan University; Ph.D., Montana State University

Hoffmann, Robert L. (1964), Professor Emeritus of Education; M.Ed., Ph.D., 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; M.A., Ph.D., 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

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), President Emeritus and Professor Emeritus of Economics; B.B.A., St. Bonaventure University; M.B., 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, B.A., 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; M.A., 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

Phythyon, John R. (1974), Professor Emeritus of Biology; B.S., Wake Forest University; M.S., The Ohio State University; Ph.D., Bowling Green State University

Poss, Richard L. (1970), Professor Emeritus of Mathematics; B.S., St. Procopius College; M.S., Ph.D., University of Notre Dame

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; M.A., St. Louis University

Schmidt, Frederick O. (1981), Professor Emeritus of Music; B.S., M.A., Ph.D., The Ohio State 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

Taylor, Donald (1985), Director of Galleries and Curator Emeritus; B.A., St. Norbert College; M.F.A., University of Puget Sound

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, Seung Lee (1970), Professor Emeritus of Music; B.M., University of Louisville; M.M., Southern Methodist University; Ph.D., University of Wisconsin

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

2012-14 Academic Year

Fall Semester 2012

Freshmen Arrive	Thursday, August 23
Classes Begin	Monday, August 27
Drop/Add Deadline	Thursday, August 30
Last Day to Change Audit Status	Thursday, August 30
Labor Day (No Classes)	Monday, September 3
Last Day to Apply for May Graduation	Monday, September 24
Incomplete Grades Due	Monday, October 1
Long Weekend (No Classes)	Thursday, October 4 – Sunday, October 7
Mid-Term Reports	Tuesday, October 9
1st Half Courses End	Wednesday, October 17
2nd Half Courses Begin	Thursday, October 18
Last Day for Course Withdrawals	Monday, November 5
Advisement, No Classes	To Be Announced
Registration	To Be Announced
Thanksgiving Vacation	Wednesday, November 21 – Sunday, November 25
Classes End	Friday, December 7
Final Exams	Monday, December 10 – Friday, December 14
Final Grades Due	Tuesday, December 18, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

January Semester 2013

Classes Begin (three weeks)	Wednesday, January 2
Drop/Add Deadline	Thursday, January 3
Last Day to Change Audit Status	Thursday, January 3
Last Day for Course Withdrawals	Monday, January 14
Classes End	Friday, January 18
Final Grades Due	Tuesday, January 22, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Spring Semester 2013

Classes Begin	Monday, January 21
Drop/Add Deadline	Thursday, January 24
Last Day to Change Audit Status	Thursday, January 24
Last Day to Apply for December Graduation	Monday, February 18
Incomplete Grades Due	Monday, February 25

Spring Semester 2013

Mid-Term Reports	Friday, March 1
1st Half Courses End	Friday, March 8
Spring Break	Saturday, March 9 – Sunday, March 17
2nd Half Courses Start	Monday, March 18
Advisement, No Classes	To Be Announced
Registration	To Be Announced
Easter Vacation	Friday, March 29 – Monday, April 1
Easter	Sunday, March 31
Last Day for Course Withdrawals	Thursday, April 4
Classes End	Friday, May 3
Final Exams	Monday, May 6 – Friday, May 10
Commencement	Sunday, May 12
Final Grades Due	Tuesday, May 14, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Summer Semester 2013

Classes Begin, Session 1 (three weeks)	Monday, May 13
Drop/Add Deadline	Tuesday, May 14
Last Day to Change Audit Status	Tuesday, May 14
Last Day for Course Withdrawals	Friday, May 24
Memorial Day, No Classes	Monday, May 27
Classes End	Friday, May 31
Final Grades Due	Tuesday, June 4, 4:30 p.m.
Final Grades Posted for Students	To Be Announced
Classes Begin, Session 2 (3 weeks)	Monday, June 3
Drop/Add Deadline	Tuesday, June 4
Last Day to Change Audit Status	Tuesday, June 4
Last Day for Course Withdrawals	Monday, June 17
Classes End	Friday, June 22
Final Grades Due	Tuesday, June 25, 4:30 p.m.
Final Grades Posted for Students	To Be Announced
Classes Begin, Session 3 (five weeks)	Monday, June 24
Drop/Add Deadline	Wednesday, June 26
Last Day to Change Audit Status	Wednesday, June 26
Independence Day (no classes)	Thursday, July 4
Last Day for Course Withdrawals	Wednesday, July 17
Classes End	Friday, July 26
Final Grades Due	Tuesday, July 30, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Fall Semester 2013

Freshmen Arrive	Thursday, August 22
Classes Begin	Monday, August 26
Drop/Add Deadline	Thursday, August 29
Last Day to Change Audit Status	Thursday, August 29
Labor Day (No Classes)	Monday, September 2
Last Day to Apply for May Graduation	Monday, September 23
Incomplete Grades Due	Monday, September 30
Long Weekend (No Classes)	Thursday, October 3 - Sunday, October 6
Mid-Term Reports	Tuesday, October 8
1st Half Courses End	Wednesday, October 16
2nd Half Courses Begin	Thursday, October 17
Last Day for Course Withdrawals	Monday, November 4
Advisement, No Classes	To Be Announced
Registration	To Be Announced
Thanksgiving Vacation	Wednesday, November 27 – Sunday, December 1
Classes End	Friday, December 6
Final Exams	Monday, December 9 – Friday, December 13
Final Grades Due	Tuesday, December 17, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

January Semester 2014

Classes Begin (three weeks)	Monday, January 6
Drop/Add Deadline	Tuesday, January 7
Last Day to Change Audit Status	Tuesday, January 7
Last Day for Course Withdrawals	Monday, January 20
Classes End	Friday, January 24
Final Grades Due	Tuesday, January 28, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Spring Semester 2014

Classes Begin	Monday, January 27
Drop/Add Deadline	Thursday, January 30
Last Day to Change Audit Status	Thursday, January 30
Last Day to Apply for December Graduation	Monday, February 24
Incomplete Grades Due	Monday, March 3
Mid-Term Reports	Friday, March 7
1st Half Courses End	Friday, March 14
Spring Break	Saturday, March 15 – Sunday, March 23
2nd Half Courses Start	Monday, March 24
Last Day for Course Withdrawals	Thursday, April 10
Easter Vacation	Friday, April 18 – Monday, April 21

Spring Semester 2014

Easter	Sunday, April 20
Advisement, No Classes	To Be Announced
Registration	To Be Announced
Classes End	Friday, May 9
Final Exams	Monday, May 12 – Friday, May 16
Commencement	Sunday, May 18
Final Grades Due	Tuesday, May 20, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Summer Semester 2014

Classes Begin, Session 1 (three weeks)	Monday, May 19
Drop/Add Deadline	Tuesday, May 20
Last Day to Change Audit Status	Tuesday, May 20
Memorial Day, No Classes	Monday, May 26
Last Day for Course Withdrawals	Friday, May 30
Classes End	Friday, June 6
Final Grades Due	Tuesday, June 10, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Classes Begin, Session 2 (three weeks)	Monday, June 9
Drop/Add Deadline	Tuesday, June 10
Last Day to Change Audit Status	Tuesday, June 10
Last Day for Course Withdrawals	Monday, June 23
Classes End	Friday, June 27
Final Grades Due	Tuesday, July 1, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

Classes Begin, Session 3 (five weeks)	Monday, June 30
Drop/Add Deadline	Wednesday, July 2
Last Day to Change Audit Status	Wednesday, July 2
Independence Day (no classes)	Friday, July 4
Last Day for Course Withdrawals	Wednesday, July 23
Classes End	Friday, August 1
Final Grades Due	Tuesday, August 5, 4:30 p.m.
Final Grades Posted for Students	To Be Announced

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