

**ST. NORBERT COLLEGE**

**EARLY COLLEGE CREDIT  
PROGRAM  
(ECCP)**

## What is the Early College Credit Program (ECCP)?

St. Norbert College is pleased to be part of the Early College Credit Program, which allows public and private high school students in Wisconsin to take college courses for high school credit and, potentially, college credit. According to Wisconsin legislation, the cost of college classes, books and course materials will be paid by the public high school student's school district if the high school does not offer a comparable course, or if the student has exhausted the course curriculum.

All courses taken by Early College Credit students at St. Norbert College will be recorded and transcribed as post secondary credit, and they will become part of a student's permanent college record.

### [Benefits of ECCP](#)

## Student ECCP Registration Process

1. Fill out an Early College Credit form. Your high school counselor can give this to you. This must be signed by your district by March 1 for the following Fall semester or October 1 for the following Spring semester before it is submitted to SNC
2. Talk to your high school counselor to see which courses are appropriate for ECCP students. ECCP Students may take day or evening classes as approved by their high school.
3. Please see the list of available course offerings. Specific course information is available on the [Detailed Course Timeline](#) under the term needed. If the course schedule is not yet available for the following semester, check the course schedule from the previous year to see what was offered that semester. Many courses are offered on a specific rotation so previous terms are a good indicator of what will be offered.
4. Contact the Dual Enrollment Program Office at 920-403-3949 for more information or if you have questions.
5. Students must satisfy course prerequisites by either submitting Official Advanced Placement scores or taking a placement test. Some coursework may require referral to the academic department for a recommendation and approval of advanced courses. Language courses require a Language Placement Exam.
6. High School students will be registered for classes once registration opens for non-degree seeking students. Enrollment for a specific, approved course **is not guaranteed**. Early College Credit students are enrolled in classes on a space-available basis.
7. Schedules will be emailed to both the high school and the students.
8. All Early College Credit Program students must attend a mandatory orientation in August for Fall classes or January for Spring classes.

# **BEING AN ECCP STUDENT**

## How to Make the Transition to College

- Take control of your own education: think of yourself as a scholar.
- Get to know your professors; they are your single greatest resource.
- Be assertive. Create your own support systems, and seek help when you realize you may need it.
- Be active, not passive, in the classroom. Ask questions, participate in discussions.
- Take control of your time. Plan ahead for academic obligations and make room for everything else.
- Stretch yourself: enroll in a course that challenges you.
- Think beyond the moment; set goals for the semester, the year, your college career.

Faculty expect you to read the syllabus they have worked tirelessly preparing for you. A syllabus is a document that you will receive at the beginning of the semester that will outline the course. It will include the instructor's name, office number, email and office hours. A grading scale and the professor's policies also are included. It is everything you need to know to be successful in the class.

## ECCP and College Admission

SNC Campus visits, applications and College admission decisions are handled through the SNC Admission Office. While acknowledging your accomplishments, being a ECCP student does not automatically mean that you will be admitted to St. Norbert College as a regular student. To arrange a campus visit or learn more about the admission process, please contact the Office of Admissions at 920-403-3005 or 800-236-4878 or visit their website at [www.snc.edu/admission](http://www.snc.edu/admission).

## Use of Social Security Numbers

Please note that all ECCP registration forms request that you provide your Social Security Number. This number is used solely for internal identification purposes and is not shared with others. Not supplying your Social Security number will make later retrieval of your grade history more difficult and time consuming if you do not have your SNC ID number.

## Student ID number/card

During orientation you will receive your SNC student ID. You will need your ID to pick up your books in the bookstore. You will also need your ID to use the library and log on to the SNC computer system. Your SNC student ID can be found on your student ID card. It is a 10- digit number and is needed to identify you at St. Norbert College. You will need that number whenever contacting anyone at SNC or when ordering transcripts.

## Campus Bookstore

Students need to "purchase" textbooks at the campus bookstore in Todd Wehr Hall. The cost of textbooks is invoiced back to the high school by the bookstore.

## Parking

During orientation, you will need to register your vehicle with the Parking Office and get a parking 'hanging pass' to park in the assigned lot, Lot #14, across from the Kress Inn.

## Calendar

Please note that your high school calendar and the SNC calendar differ. It is assumed you will abide by the SNC calendar, regardless of high school days off.

## Fines

Fines incurred in the library or parking tickets will disallow credits earned until paid.

### Student Computing

As a student you have a SNC computer account, which will link you to the campus system. Students must check their SNC email for important information.

### Password Management

Visit [www.snc.edu/pw](http://www.snc.edu/pw) to activate your SNC log-in and password. It's important that you keep track of your passwords using secure methods. ITS provides many technical resources for students of all majors and experience levels. We want to provide the best learning experience possible, while also supporting your needs as you study here on campus.

### Printing

To print using a library computer or college-owned computer, simply use the File > Print function. If you would like to print using your laptop or any personally-owned device, visit [print.snc.edu](http://print.snc.edu) and follow the prompts. You can print to any printer on our network from anywhere. There is no cost to scan documents, however there is a small printing fee.

### Moodle

Moodle is an online collaboration space where students and professors interact. Professors create assignments and assessments, share documents, and hold discussions. Students can also use Moodle to collaborate with classmates. If your professor uses Moodle, you can check your grades, get access to materials, and turn in assignments.

### Student Conduct Code

At St. Norbert College, the pursuit of education and mission is an important right of all students. For this reason, it is important to have policies in place which create a safe living and learning community for all college members, and which also communicate the college's expectations regarding acceptable behavior. These policies are listed in The Citizen, also known as the code of student life at St. Norbert. Please see [https://www.snc.edu/judicialaffairs/docs/TheCitizen\\_1819.pdf](https://www.snc.edu/judicialaffairs/docs/TheCitizen_1819.pdf) for more information.

### Classroom Civility

St. Norbert College is committed to supporting a learning and working environment that protects the sacred dignity of the human person and fosters the mutual respect necessary for communion to flourish. Membership in our college community places an obligation on all to preserve an atmosphere conducive to the freedom to teach and learn. That obligation includes the responsibility for individuals to maintain appropriate conduct that promotes a positive learning environment in the classroom. Patterns of disruptive or disrespectful behavior are not acceptable in a collegiate setting and will not be tolerated. Examples include making rude or disparaging remarks, interrupting classroom activities through the inappropriate use of electronics, verbally or physically disrupting class, and insulting or demeaning the contributions of professors or students. Every individual is expected to exemplify and promote civility as a member of the St. Norbert College community.

### Tobacco-free Policy

St. Norbert College supports a smoke and tobacco-free campus to protect the health of students, faculty, staff, and guests. Smoking, use of e-cigarettes, personal vaporizers, or electronic nicotine delivery systems, smokeless tobacco or use of any other tobacco products is prohibited on all campus grounds to include: inside personal vehicles, college-owned or leased properties, and college-owned, leased or rented vehicles. This includes but is not limited to all college sidewalks, parking lots, landscaped areas and recreational areas; and at lectures, conferences, meetings and social and cultural events held on college property or grounds. Violations - Education will be the first step to enforcement. Campus Safety will be authorized to enforce through forfeiture provisions as needed for anyone in violation of this policy. College employees identified to be in violation of the policy may be subject to disciplinary action.

### Mulva Library Access

As a SNC student you enjoy full library privileges. Mulva Library can be accessed remotely (at your school or home) or by using your SNC ID number on campus. You can access databases and many full-text articles from academic journals. You may use these resources for any of your courses, not just your ECCP courses, as long as you are enrolled as a ECCP student.

If you are in the Mulva library, you will need to use your SNC login information to access databases or ID card to check out books.

To access the library proxy server from off campus: First, go to <https://www.snc.edu/library/> · You will see a link to databases. Click on that. A list of databases will pop up. Click on the database you would like to use.

- A screen will pop up and ask you for your SNC login.
- Then it will ask you for your password. · This should get you into the system and allow you to access any database available through the library website.

## **ACADEMIC REGULATIONS**

### Semester Hours

All courses listed in the catalog are full courses (four semester credit hours) unless otherwise noted. Early College Credit students are able to enroll in Fall, Spring, or Summer courses. ECCP students are not permitted to take J Term courses.

### Adding or Dropping Courses

Students may change their schedule during the drop-add period – [Academic Calendar](#). Courses dropped during this period are not recorded on a student's transcript.

### Withdrawing from Individual Courses

Students may withdraw from a course by completing a [course withdrawal form](#) by the deadline noted on the [academic calendar](#) for fall and spring semesters, with advisor and instructor approval. No adds, drops or withdrawals are official until submitted to the registrar's office and confirmed.

### 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, *The Citizen*, or the registrar's web site for the full text of the academic honor code.

### 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, and in the credits earned. Course numbers that can be repeated for credit, such as special topics, music lessons and ensembles, are not subject to this policy.

### **Examination Policies**

#### Final Examinations

The schedule of final examinations is published each semester on the registrar's website. 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 exams should not be given before 7 p.m.

### **Grading Policies**

#### Grading System

The St. Norbert College grading system is as follows:

<b>Grade</b>	<b>Quality Definition</b>	<b>Points</b>
A	Excellent performance	4.0
AB		3.5
B	Good performance, high pass	3.0
BC		2.5
C	Satisfactory performance, pass	2.0
CD		1.5
D	Marginal performance, pass	1.0
F	Fail	0.00
WF	Withdraw failing	0.00
P	Pass	
S	Satisfactory work, "C" level	
U	Unsatisfactory work	
W	Withdrew	
I	Incomplete	

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. Suspensions or dismissals as a result of academic dishonesty, judicial sanctions, or academic performance will be noted on official transcripts.

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 4.00 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, or S, is given to denote the quality of the work done. A grade of "S" indicates satisfactory performance and is not calculated into the GPA.

#### 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.

#### Incomplete Grades

St. Norbert College expects students to complete all course requirements on schedule. It is assumed that faculty are prudent in establishing and communicating course requirements early in the semester. It is also assumed that students, in consultation with their advisors, will undertake responsibilities commensurate with their abilities and their curricular and co-curricular commitments.

The grade designation of "incomplete" (I) is used when some coursework or the final examination has not been completed due to a serious reason beyond the student's control. Incompletes are an option only if the student has extenuating circumstances that occur following the last date to withdraw from a course without penalty, which is indicated on the academic calendar for each term.

A student or faculty member who believes there is a legitimate need for an incomplete should fill out a Request for an Incomplete form on the registrar's website, following the last date to withdraw without penalty and before the end of exam week for the term. A Completion Contract is required for any incomplete grade submitted. Once a Completion Contract is on file, the student may not subsequently withdraw from the course.

Unless the instructor stipulates a shorter time period for completion of the work, the Completion Contract must be satisfied within six weeks of the last day of exam week for the term. Once the work is completed, the instructor must submit a final grade to the Registrar's Office. If the work is not completed within the specified time period, or no final grade is submitted, the incomplete will convert to the failing grade of "F." Once an incomplete has been converted to a letter grade, no further grade changes will be allowed.

A student may not be enrolled for credit in any course that has an incomplete course as a prerequisite nor graduate while an incomplete designation for a course remains on the student record. Incomplete grades will not delay the dismissal or probation status processing of a student.

#### Grade Appeal Process

The purpose of the St. Norbert College policy on the appeal of grades is twofold: to protect the student from prejudiced and capricious academic evaluation, and to protect the professional rights and academic freedom of the faculty member in assigning grades

#### Procedures for Appealing Grades

1. A student who feels that an inaccurate or unfair grade has been awarded must first consult the instructor. This consultation must take place and the appeal process begun no later than six weeks after the beginning of the semester following the assignment of the disputed grade
2. The instructor should explain to the student the process of arriving at the grade
3. If the issue remains unresolved, both the student and the instructor are required to put their explanations in writing
4. The written statements and any supporting documents are forwarded to the appropriate dean or the dean of the business school who will convene the appropriate advisory council\* to

consider the appeal. The council will investigate the dispute and make a decision. The advisory council is free to consult faculty and students from the discipline concerned, and the individual disputants, in arriving at its decision. If the faculty member whose grade is being challenged is not a member of a division, the appeal is sent to the vice president for academic affairs. The vice president for academic affairs will convene the divisional deans and the dean of the business school who will act in lieu of an advisory council. If the appeal involves an instructor in physical education, the athletic director will also be a member of the appeal board

5. A copy of the advisory council's decision will be sent to the faculty member, the student and the registrar

6. If either party wishes to challenge the decision of the advisory council, an appeal must be made directly to the vice president for academic affairs as soon as possible after receipt of the decision. Action by the vice president for academic affairs on an appeal is final

While a procedure for grade appeals is necessary, it is anticipated that most disagreements will be resolved at the first stage of the process — a conference between the faculty member and the student. The burden of proof rests on the terms “prejudiced and capricious.” While the policy is intended to uphold the faculty member’s use of professional judgment, it also acknowledges the right of all students to know the basis upon which their work was evaluated and to challenge a perceived injustice through an orderly set of procedures. It is, therefore, the faculty member’s 12 responsibility to preserve records of grades, as well as students’ papers and examinations that were not handed back, at least until the end of the sixth week of the following semester.

\*Due to the professional nature of these deliberations, any student representatives to divisional advisory councils do not attend grade appeals.

## REQUESTING AN SNC TRANSCRIPT

Most students receive college credit upon successful completion of their college-level class (with a grade of C or above).

Final grades for Early College Credit courses will be reflected on both the student’s high school transcript and on the college’s permanent record. Because dual credit coursework becomes a permanent part of the student’s college transcript, it is important for the student to fully apply themselves in these courses; the grades earned under dual credit are permanent and cannot be removed from a student’s academic record.

If you attend St. Norbert College, your ECCP grade will become part of your permanent record. If you have questions about how your grades earned in ECCP will transfer, be sure to contact the registrar at the college you wish to attend.

### Obtaining your Official Transcript

You must request an official transcript from St. Norbert College to be sent to the university or college you are attending (unless you are coming to SNC, then no transcript is needed) in order to transfer your credits. Contact the university you are attending to find whether the transcript can be sent as a hard copy or electronic. There is a fee for each transcript.

St. Norbert College transcripts are ordered online through the National Student Clearinghouse. A link to this request form can be found at [www.snc.edu/registrar](http://www.snc.edu/registrar). On the left hand side of that page, click on “Transcript Requests”.

### DELIVERY OPTIONS

- **Electronic PDF** (sent via email) only available for transcripts showing all attendance **after** 2003.
- **Mail** (sent via USPS) available for all domestic transcripts, delivery time varies, allow 7-10 business days for your transcript to be delivered once your order has been processed.



- **Hold for Pickup** (Held in the Registrar's office for pickup) Please order 24 hours or one business day prior to picking up your order.
- **International FedEx** (International Order Only) All transcripts with destinations outside of the United States must be sent via International FedEx.

### **HOLD FOR DEGREE/GRADES**

If you order your transcript and select hold for degree or hold for grades, your order will be held until your degree/grades are posted for that term.

### **FEES**

All transcript orders are \$12.00 per copy.

### **PROCESSING TIMES**

- Please allow up to 1-3 business days for processing of mailed transcripts with additional 7 -10 days for delivery.
- Electronic transcripts are transmitted within 30 minutes.
- International FedEx orders are processed the following business day, delivery times depend on destination. Tracking information can be obtained by contacting the SNC mail center 24 hours after you place your order.

### **IMPORTANT**

- Transcripts will not be released until all financial obligations to St. Norbert College have been met.
- Please submit your request well in advance of any deadlines to ensure a timely delivery. Some institutions may take additional time before they can confirm receipt of a transcript.
- Once we place your transcript in the US Mail, we have no control over the time it takes to be delivered nor can we track your order. The fastest and most efficient delivery method is via Electronic PDF.
- PDF transcripts are transmitted within 30 minutes of your order. However, we have no control over when the recipient opens the email containing your transcript. Please contact the recipient when inquiring about the receipt of an electronic PDF transcript.

You can pay for your transcript order with any major credit or debit card. Your credit or debit card is not charged until your school sends your transcript(s). However, if you use a debit card, your bank may put a hold on your funds when we pre-authorize your payment. If you have questions on the pre-authorization, please contact your bank. Order updates will be sent to you via email and, if you choose, text messages. You can also track your transcript order online.

### **Services for Students with Disabilities**

The director 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 director determines student eligibility for specific accommodations and works with students and faculty to ensure that the needs of students with disabilities are met. For additional information, call (920) 403-1321.

### **Students with Disabilities and Core Curriculum Requirements**

For students with learning disabilities or, in some cases, a physical disability, the core curriculum committee shall make decisions about the satisfaction of core curriculum requirements in accordance 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 director 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 specific learning needs so that the student is able to meet the core curriculum program requirements

3. Substitution of a course in order to meet distribution area requirements shall be considered by the core curriculum 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 core curriculum 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)

## **FERPA**

Contrary to popular belief, FERPA, or the Family Educational Rights and Privacy Act, **does** apply to ECCP students. The U.S. Department of Education defines FERPA below:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 **or attends a school beyond the high school level**. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. For additional information, you may call 1-800-USA LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#). Or you may

contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

**Contact Information:**

SNC Dual Enrollment  
dualenrollment@snc.edu

Jennifer Hockenbery

Marie Marsh  
141 Todd Wehr Hall  
920-403-3949

## EXAMPLES OF COURSE OFFERINGS

All courses listed here are subject to availability of seats after current St. Norbert College, and incoming degree-seeking students have registered for courses. We do not guarantee seats in any of these courses to non-degree seeking students.

**AMER / POLI 130 [4 CR, CORE: IS]  
UNITED STATES POLITICS AND GOVERNMENT**

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.

**ART 134 [4 CR, CORE: EI]  
BASIC DRAWING**

This course is an introduction to the fundamentals of drawing. Line, modeling, light and shadow, composition, Renaissance, and intuitive perspective will be explored with a strong emphasis on life drawing.

**BIOL 120 [4 CR]  
GENERAL BIOLOGY 1**

A lecture and laboratory study of living systems with particular emphasis on the molecular, cellular, and tissue levels of organization in plants, animals and prokaryotes. Genetic mechanisms and aspects of development are included. Fall semester. ***Please note that this class fills quickly at SNC; there are not often seats for ECCP students.***

**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 121 [4 CR, CORE: PN]  
GENERAL BIOLOGY 2**

A lecture and laboratory study of living organisms with emphasis on heterotrophic protists, plants, fungi and animals. Evolutionary theory and processes, morphology, taxonomy, physiology, ecology and

diversity 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.**

**CHEM 105 [4 CR, CORE: PN]  
GENERAL CHEMISTRY 1**

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 a scheduled laboratory. Prerequisite: One year of high school chemistry. Students must test into a math class higher than MATH 102 to enroll. Fall semester. **Please note that this class fills quickly at SNC; there are not often seats for ECCP students.**

**CHEM 107 [4 CR]  
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 be covered. Course consists of weekly lectures and a scheduled laboratory. Prerequisite: CHEM 105 or instructor's consent. Spring semester.

**CLAS / LATN 101 [4 CR]  
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.

**CSCI 110 [4 CR, CORE: QR]  
INTRODUCTION TO COMPUTER PROGRAMMING**

A lecture and laboratory course which provides an introduction to structured and object-oriented programming using the language C++. Topics include the role of a stored program, problem definition, algorithm design, coding and testing, and documentation as well as functions, parameters, control structures, arrays, structs, file streams and the use of standard objects. Applications are taught through classroom examples, laboratory exercises and programming assignments. Structured programming and top-down design are emphasized throughout the course. Weekly laboratory sessions reinforce programming techniques and the process of program design. Co-requisite or prerequisite: MATH 115.

**EDUC 125 [4 CR]  
FOUNDATIONS OF U.S. EDUCATION**

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.

**ENGL 150 [4 CR, CORE: EI, WI]  
INTRODUCTION TO LITERARY STUDIES**

In this course, students cultivate an appreciation for literature and 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 [4 CR, CORE: EI]**  
**SCIENCE FICTION AND FANTASY**

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, and 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, Ursula K. LeGuin, Peter S. Beagle, Philip K. Dick, Octavia Butler, Walter M. Miller, William Gibson, Philip Pullman, Neil Gaiman and a graphic novel.

**FREN 101 [4 CR]**  
**ELEMENTARY FRENCH 1**

An intensive introduction to practical French with an emphasis placed on the four language skills: understanding, speaking, reading and writing.

**FREN 102 [4 CR, CORE: SL]**  
**ELEMENTARY FRENCH 2**

Continuation of FREN 101.

**FREN 203 [4 CR, CORE: SL]**  
**INTERMEDIATE FRENCH 1: FRENCH LANGUAGE AND SOCIETY THROUGH FILM**

FREN 203 is the first part of a two-semester sequence (203-204) leading to a transcriptable certificate in French. It focuses on the development of communication and cultural competency in listening, speaking, reading, and writing. Class discussions will focus on culturally significant films and student presentations will include topics such as art, music and cinema. FREN 203 will take students to a new level of proficiency and provide them with the self confidence necessary to study and live in a Francophone country. Prerequisite: FREN 102.

**FREN 204 [4 CR, CORE: SL]**  
**INTERMEDIATE FRENCH 2: COMMUNICATION IN FRENCH AND FRANCOPHONE CONTEXTS**

Students completing FREN 204 with a B average or better in all previous French classes at the college will qualify for the certificate in French. Through the study of film, music and other media from the French and Francophone worlds, students will continue to improve their proficiency in reading, writing and speaking. This course is especially designed to develop students' communication skills in order to discuss contemporary topics of cultural and literary significance. It prepares students for advanced courses in French. Prerequisite: FREN 203. Spring semester.

**GEOG 231 [2 CR]**  
**GIS-SOCIAL SCIENCES/HUMANITIES**

This course introduces basic tools and skills of Geographic Information Systems (GIS) in a hands-on setting with emphasis on applications for the social sciences and humanities. GIS 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 GIS is built and how to apply this knowledge to real-world, interdisciplinary scenarios – of value in many fields and careers, including public service, business, and education. Fall Semester.

**GEOL105 [4 CR, CORE: PN]**  
**GEOLOGY +L**

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 increasingly intense use of the materials of the Earth's crust. This course includes lectures, discussions, labs, and field trips.

**GEOL 107 [4 CR, CORE: PN]  
ENVIRONMENTAL GEOLOGY +L**

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 109 [4 CR, CORE: PN]  
DINOSAURS + THEIR ENVIRONMENT +L**

This course explores the origin, evolution, and extinction of dinosaurs as well as the environment at the time the dinosaurs were alive. Dinosaurs are also used to learn about how science is used to evaluate the Earth, both past and present. Fundamental geological principles that affected the distribution and life history of dinosaurs are also covered. Includes lectures and labs.

**GEOL 115 [4 CR, CORE: PN]  
GENERAL OCEANOGRAPHY +L**

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.

**GERM 101 [4 CR]  
ELEMENTARY GERMAN 1**

An intensive introduction to practical German with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Required laboratory practice. Fall semester.

**GERM 102 [4 CR, CORE: SL]  
ELEMENTARY GERMAN 2**

Continuation of GERM 101. Prerequisite: GERM 101. Spring semester.

**GERM 203 [4 CR, CORE: SL]  
INTERMEDIATE GERMAN 1**

Study of intermediate language through grammar, vocabulary, conversation, readings, composition and culture. Required laboratory practice. Prerequisite: GERM 102.

**GERM 204 [4 CR, CORE: SL]  
INTERMEDIATE GERMAN 2**

A continuation of GERM 203 with emphasis on developing facility in oral and written expression as well as reading short literary texts. Prerequisite

**HIST 112 [4 CR, CORE: WT]  
HISTORY OF WESTERN CIVILIZATION 1: FROM THE BRONZE AGE TO THE RENAISSANCE**

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; and 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 [4 CR, CORE: WT]  
HISTORY OF WESTERN CIVILIZATION 2:  
EARLY MODERN AND MODERN EUROPE**

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 an 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. Fall semester.

**HIST 117 [4 CR, CORE: BB]  
SURVEY OF AFRICAN HISTORY 1**

This course surveys select topics in the social, economic and political history of Africa. We will explore the great medieval West African kingdoms and empires, trans-Saharan and Indian Ocean trading networks, the importance of Africa's resources, including gold, to the medieval world economy, and the involvement of Africans in Atlantic trade. Fall semester.

**HIST 119 [4 CR, CORE: BB]  
SURVEY OF AFRICAN HISTORY 2**

This course explores topics in the social, economic and political history of Africa from 1800 on. We will explore select pre-colonial powers, European colonization and its effects, the pre-colonial economic and political roles of African women and how these changed with colonialism, and the independence movements which led to colonialism's end. Spring semester.

**HIST 120 [4 CR, CORE: BB]  
SURVEY OF MIDDLE EASTERN HISTORY**

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 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 [4 CR, CORE: BB]  
MODERN EAST ASIA**

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 [4 CR, CORE: BB, WI]  
HISTORY OF LATIN AMERICA**

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.

**HUMA 100** [4 CR, CORE: EI, WI]

**INTRODUCTION TO THE HUMANITIES THROUGH THE FINE ARTS**

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, music, poetry, prose narrative and theater. Required for humanities majors.

**JAPN 101** [4 CR]

**ELEMENTARY JAPANESE 1**

An intensive introduction to practical Japanese with an emphasis placed on the four language skills: understanding, speaking, reading and writing. Three class periods per week and required laboratory work. Fall semester.

**JAPN 102** [4 CR, CORE: SL]

**ELEMENTARY JAPANESE 2**

Continuation of JAPN 101. Prerequisite: JAPN 101. Spring semester.

**JAPN 203** [4 CR, CORE: SL]

**INTERMEDIATE JAPANESE 1**

Short basic readings, conversation and grammar. Three class periods per week and required laboratory practice. Prerequisite: JAPN 102. Fall semester.

**JAPN 204** [4 CR, CORE: SL]

**INTERMEDIATE JAPANESE 2**

A continuation of JAPN 203 with emphasis on developing facility in oral and written expression. Prerequisite: JAPN 203. Spring semester.

**LEAD 200** [4 CR, CORE: IS]

**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.

**MATH 131** [4 CR, CORE: QR]

**CALCULUS AND ANALYTIC GEOMETRY 1**

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** [4 CR, CORE: QR]

**CALCULUS AND ANALYTIC GEOMETRY 2**

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 203** [4 CR, CORE: QR]

**LINEAR ALGEBRA**

The course will cover systems of linear equations and their solutions, matrix algebra, determinants, vector spaces and linear transformations, eigenvalues and eigenvectors, and inner product spaces. While linear algebra can be studied at a more theoretical level (e.g. MATH 303), this course will focus on the problem-solving capabilities and applications of linear algebra. Prerequisites: MATH 131 or placement in MATH 132.

**MATH 210** [4 CR]

**ORDINARY DIFFERENTIAL EQUATIONS**

Topics include solutions and applications of ordinary differential equations of types including separable variables, homogeneous, exact, linear and nonlinear. Includes introduction to differential operators, variation of parameters, Laplace transforms, power series and numerical solutions. Prerequisite: MATH 132. Spring semester.

**MATH 220** [4 CR, CORE: QR]

**PRINCIPLES OF GEOMETRY**

Intended for elementary education majors, this course examines the mathematical content knowledge underlying the geometry taught in elementary and middle school mathematics. Students will explore measurement including length, area and volume; polygons; constructions; similar and congruent figures; and symmetry. This course focuses on mathematical content, not teaching methods. Prerequisite: grade of "C" or better in MATH 120. Fall semester.

**MATH 221** [4 CR, CORE: QR]

**STATISTICS IN THE SCIENCES**

The course will cover both descriptive and inferential statistics and how they are used in science and engineering. Major topics include discrete and continuous random variables, probability and density functions, statistical inference and sample statistics, confidence intervals, hypothesis testing, analysis of variance (ANOVA), and regression analysis. Prerequisite: MATH 131 or placement in MATH 132. Spring semester.

**MATH 233** [4 CR]

**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. Fall semester.

**MATH 250** [4 CR]

**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. Prerequisites: CSCI 110 (or instructor's consent), MATH 132

and MATH 203

**MUSI 150** [4 CR, CORE: EI]  
**SURVEY OF WORLD MUSICS**

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. Fall semester.

**MUSI 176** [4 CR, CORE: EI]  
**MUSIC APPRECIATION**

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. Spring semester.

**Note: Course not open to Music majors.**

**PHIL 120** [4 CR, CORE: PF]  
**PHILOSOPHICAL FOUNDATIONS IN THE STUDY OF HUMAN NATURE**

This course provides a thematic and historical introduction to basic philosophical issues regarding human nature utilizing primary texts from established figures in the philosophical tradition. Topics include the moral dimension of human experience, the fundamental nature of the world, the nature of truth and knowledge, and justice. Readings include dialogues of Plato, authors from at least three of the four philosophical epochs (ancient, medieval, modern and contemporary), and at least one author from the Christian philosophical tradition. Emphasis will be placed on methods of logical inquiry including Socratic dialectic, deductive and inductive inference, and other forms of philosophical discourse with the goal of developing the student's skills in written and oral communication.

**PHYS 111** [4 CR, CORE: PN]  
**FUNDAMENTALS OF PHYSICS 1**

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** [4 CR]  
**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** [4 CR, CORE: PN]  
**GENERAL PHYSICS 1**

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. Co-requisite: MATH 131 or equivalent. Fall semester.

**PHYS 122 [4 CR]**  
**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, electro-magnetic waves, physical and geometrical optics, and radioactivity. Lectures and one laboratory period per week. Prerequisite: PHYS 121 and MATH 131. Spring semester.

**POLI / AMER 130 [4 CR, CORE: IS]**  
**UNITED STATES POLITICS AND GOVERNMENT**

This course is a survey of the U.S. political system at the national, state and local levels. Students will engage in an examination of several elements key to understanding the role of government and politics. They will examine the U.S. Constitution and state constitutions as well as social and political ideology, mass political behavior, parties and interest groups, Congress, the presidency, the courts and the development of national public policy. In this course there will be a focus on the problems of policy making in a pluralistic democratic system.

**POLI 131 [4 CR, CORE: DD]**  
**AMERICAN MULTICULTURAL POLITICS**

There is much talk about how the US Census Bureau's estimate that by 2020, white children will make up less than half of the nation's minors and by 2044, all whites will make up less than half of the nation's population might impact us as a country. From the drafting of the American Constitution through contemporary politics, race and ethnicity and the struggle for emancipation, inclusion, and equality by different groups within society have shaped the debates over how we should govern ourselves. This course will help students understand the structure, function, and impact that political institutions have on American life and politics through the analysis of race and ethnicity. This is a vital knowledge base and skill set for any student to meaningfully participate in our changing nation.

**POLI / INTL 150 [4 CR, CORE: BB]**  
**INTRODUCTION TO INTERNATIONAL STUDIES**

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.

**PSYC 100 [4 CR, CORE: IS]**  
**GENERAL PSYCHOLOGY**

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.

***Please note that this class fills quickly at SNC; there are not often seats for ECCP students.***

**SOCI 100** [4 CR, CORE: IS]  
**INTRODUCTION TO SOCIOLOGY**

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, racial/ethnic, gender and class inequality, religious and political movements, and social problems.

**SOCI 122** [4 CR]  
**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.

**SPAN 101** [4 CR]  
**ELEMENTARY SPANISH 1**

An introduction to the Spanish language and the diverse cultures of the Spanish-speaking world. Emphasis on listening, speaking, reading, and writing.

**SPAN 102** [4 CR, CORE: SL]  
**ELEMENTARY SPANISH 2**

Continuation of Spanish 1. Prerequisite: SPAN 101 or formal placement.

**SPAN 103** [4 CR, CORE: SL]  
**ACCELERATED ELEMENTARY SPANISH**

This course consolidates SPAN 101 and SPAN 102 into a one-semester accelerated course of study for students with prior study at the beginning level. Pre-Req: 2-4 years of high school Spanish and placement below 102.

**SPAN 203** [4 CR, CORE: SL]  
**INTERMEDIATE SPANISH 1**

Study of intermediate language through grammar, vocabulary, conversation, cultural and literary readings, and written composition. Prerequisite: SPAN 102 or formal placement.

**SPAN 204** [4 CR, CORE: SL]  
**INTERMEDIATE SPANISH 2**

Continuation of SPAN 203 with emphasis on continued development in oral and written expression. Prerequisite SPAN 203 or formal placement.

**SPAN 300-** [4 CR, CORE: SL]  
**CONVERSATION, COMP + CULTURE**

All Spanish courses at the 300 level emphasize correct and fluent oral expression through conversation as well as presentation and discussion of assigned topics. Prerequisite: SPAN 204 or formal placement.

**THEA 101** [4 CR, CORE: EI]

**INTRODUCTION TO LIVE PERFORMANCE**

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. Students and parents should know that some mature and controversial topics may be discussed, read or viewed. Students and parents should know that some mature and controversial topics may be discussed, read or viewed.

**THEA 102** [4 CR, CORE: EI]

**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. Students and parents should know that some mature and controversial topics may be discussed, read or viewed.

**THEA 200** [4 CR, CORE: EI]

**AMERICAN MUSICAL THEATRE HISTORY**

This class is designed to examine the birth of musical theatre, as well as follow how musicals evolved from a form of mere entertainment to a vehicle to explore social issues. Students and parents should know that some mature and controversial topics may be discussed, read or viewed.

**THEA 237** [4 CR, CORE: EI]

**HISTORY OF CLOTHING AND FASHION**

This class is a survey of the history of clothing and its relationship to culture and society. It will familiarize the student with the period styles from pre-historical to modern times and how these styles are a reflection of individual communication and cultural expression. Students and parents should know that some mature and controversial topics may be discussed, read or viewed.

**THRS 117** [4 CR, CORE: TF]

**THEOLOGICAL FOUNDATIONS**

This course will introduce students to the principal elements of Christian theology, particularly in the Catholic tradition, including biblical studies, historical and systematic theology, and ethics. It will address foundational theological questions, including: what does it mean to study God, and why do we do it; what sources are available for the investigation of God and how do we evaluate these sources; what images and metaphors have been and continue to be used for God; and what implications does belief in God have on ethical behavior and the building of communities?