



COLLEGE JUMPSTART INSTRUCTOR'S HANDBOOK

This handbook outlines policies and procedures that you are responsible for as a St. Norbert College Jumpstart instructor.

Contact us for more information:

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College Jumpstart Mission Statement

- To expose academically qualified high school students to the challenges of college course work, expectations and standards.
- To provide students a first step toward the wonderful transition to the collegiate experience by introducing them to the Mission and educational values of St. Norbert College's liberal arts tradition and offering rigorous college-level work while remaining in the high school setting.

What is College Jumpstart (CJ)?

St. Norbert's College Jumpstart is a concurrent or dual enrollment partnership with participating high schools. Each course covers the same content, has the same expectations and awards the same credit as courses taught on the St. Norbert College campus. The course is called dual credit because the student earns both college and high school credit at the same time.

High school faculty, who meet HLC requirements and have been approved and trained by the College, teach the classes. College Jumpstart dual credit courses are taught on the high school campus during high school hours.

The course work in each subject follows the syllabus template designed for the college students taking the course at St. Norbert College. The content, assignments, projects and assessments for courses are held to the same standards as those taught on the St. Norbert College campus.

New Instructor Information

The administration at a high school may request a College Jumpstart course be established on the high school campus. The first step is to determine if there is a faculty member at the high school who meets the minimum requirements. The curriculum, grading procedures, syllabus will all be reviewed to substantiate that the course at the high school meets the same academic standards as if it were taught on the SNC campus. While textbooks do not have to be exactly the same in all sections of the course, the content of the textbooks must be approved by the College. Final approval for a new course rests with the SNC faculty liaison for that specific discipline. Potential new dual credit instructors should forward the appropriate documents (updated resume/ C.V. and copies of undergraduate and graduate college transcripts) to the Jumpstart Director for review. If approved, new College Jumpstart instructors and their principals are notified in writing as to their approval to teach a dual credit course. When approved, the new instructor is assigned a faculty liaison for orientation. This orientation will include the development and approval of a syllabus for the course taught at the high school, approval of the textbooks used on the high school campus, course philosophy and curriculum and administrative responsibilities and procedures. New instructors will be provided with a sample syllabus by their liaison.

Faculty liaisons are available to answer curricular questions for instructors, vet new instructors and in some cases, conduct workshops with instructors. Currently those liaisons are:

- Dr. Bola Delano-Oriaran, Education bola.delano-oriaran@snc.edu
- Dr. Seth Meyer, Calculus seth.meyer@snc.edu
- Dr. Eric Friedlander, Statistics eric.friedlander@snc.edu
- Dr. Kat O'Meara, English kat.omeara@snc.edu
- Dr. Howard Ebert, Theology howard.ebert@snc.edu
- Dr. Lucy Arendt, Leadership lucy.arendt@snc.edu

Instructor's Responsibilities

- Develop or update a Course Syllabus each term and distribute to students. The updated or new syllabus must be submitted to the College Jumpstart office each term the course is taught.
- Once students are registered, verify the accuracy of the class lists. Accurate class rosters are vital to ensuring students get college credit for work done in dual credit classes. This roster is used as the official record of enrollment and determines who is eligible to receive college credit. Assuring the accuracy of the class roster is one of the College Jumpstart instructor's administrative responsibilities.
- Teach the class using the same level of rigor expected on campus.
- Maintain regular contact with the faculty liaison and the College Jumpstart Office.
- Participate in discipline specific workshops when scheduled.
- Attend an annual meeting in September to receive Jumpstart policy updates and sit down with faculty liaisons from their disciplines.
- Follow the SNC policies below.
- Provide grades to the Jumpstart Director within a week of the end of your class term via email or postal mail. You must use the A, AB, B, BC, C, CD, D, F grading scale.

Student Application Process Policy:

Academic Advising

We encourage students to be introduced to the possibilities of College Jumpstart classes as early as middle school. Students should know what options are available to them at their high school. The director of College Jumpstart would be happy to meet with eighth graders and their families at a “welcome to high school” event, for example.

Once in high school, students should visit their high school guidance counselor to find out what SNC College Jumpstart courses are offered by the high school for the following school year. This sometimes changes from year-to-year. Guidance counselors can also let students know if the course or courses will work with their high school schedule and if College Jumpstart courses are a good fit for them.

College courses taken by high school students become part of the permanent College record and may affect subsequent admission to postsecondary institutions. Please be aware that a poor grade earned in a dual enrollment course could have a negative impact on a future admissions decision.

Eligibility Requirements

All CJS students must have:

- a minimum of 3.0 overall GPA,
- A's and B's in previous classes in the subject area of the prospective course,
- Appropriate pre-test scores (for Math courses)
- Teacher recommendation.

In addition, some courses may also require the student to have completed particular courses in high school.

Placement Tests

All students enrolling in the Math courses must take the Statistics readiness or Calculus readiness test. This test will provide important information to the teacher and the student about their readiness for Statistics or Calculus at the college level. These tests are typically done in the previous spring semester for the upcoming school year at the high school. Students should check with their guidance counselor on what date and time this will be given at the school.

Student CJS Application Process

Students should apply for College Jumpstart courses through their high school in the semester before they plan to take the course. The teacher or guidance counselor will use a CJS spreadsheet (sent by the director) to forward the names of the students who have applied. The spread sheet includes each student's email, GPA, the teacher recommendation, placement test scores (if applicable), and previous grades in the discipline (if applicable). The discipline liaison will approve or deny students. The director of the College Jumpstart program will send a letter of acceptance or denial to the student and cc the instructor and guidance counselor.

Student CJS Registration Process

Once a student is accepted in a College Jumpstart course, they should sign up at their high school for the course. During the first week of class they will use the link provided to the instructor to register for the course. This process is free. Once they have registered, the instructor will get a list of the students registered for the course. The instructor should immediately let the registrar at SNC know if there are any missing students on the list. Once the class list is confirmed by the instructor, SNC will create a student record and assign an SNC identification number for each student and send a bill for the tuition to the high school.

Paying College Jumpstart fees

Each high school/ District office will provide \$200 per course per student in the course. Students who have been approved for federal free lunch will have this fee waived. The high school/District office will decide if the student or the district will pay this fee. If the district is having the students pay the fee, it is the responsibility of the district to collect the fee from the students. The total check or money order for the full fee for all students participating in the program each semester will need to be written to St. Norbert College from the school district.

Since the fees are being collected by the school district, not the college, 1098-T forms will not be available from St. Norbert College during tax time.

Dropping a College Jumpstart course

After the drop deadline date each semester, a withdrawal may be available for good cause but without tuition refund. Students must talk with the College Jumpstart Director and supply a documented reason or reasons for the request. Reasons for approving a withdrawal may include: medical emergency, family emergency, mental health emergency or problem, and other situations that cause significant disruption to a student's semester.

Grading System & Grading Policies

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 College Jumpstart student will be given a "W" or Withdrawal rather than an F. If credit is earned a range in evaluation from A to D is given to denote the quality of the work done.

The St. Norbert College grading system is as follows:

| Grade | Quality Definition | Points |
|-------|--------------------------------|--------|
| 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 |
| W | Withdraw | |
| I | Incomplete | |
| IP | In progress | |

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 six weeks after the final exam. Otherwise, the "Incomplete" will automatically become a "Withdrawal."

FERPA

Contrary to popular belief, FERPA, or the Family Educational Rights and Privacy Act, **does** apply to College Jumpstart students. This means that the College may not share grade or performance information with parents. However, as a high school instructor, you may do so. 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; and
 - 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

Mulva Library Access

As Jumpstart participants, you and your students have full access to [Mulva Library](#) resources. This includes our online resources (databases full of research and news articles, streaming media, etc.) as well as full-text access through Google Scholar, and the opportunity to check-out all of our books.

A login ID and password for your class will be given to you each semester to login to library resources remotely. Please share this information with College Jumpstart students. Multiple students can use this at the same time. This login also works on campus, if you visit the Library in-person.

To get started, [here is a how-to](#) for logging in and navigating library resources, plus [a video tutorial](#) with tips & tricks for navigating MulvaSearch.

The Mulva Library opened its doors to the SNC community in July 2009. It is the intellectual heart of the campus and strives to be a welcoming space for all. In addition to offering free academic resources to students, the Library maintains the Little Food Library and the Care Catalog to support the whole person at SNC. Visitors will find a variety of spaces at the Library to meet various learning preferences, including study rooms, the Sensory Space, classroom space, and lounge spaces. The Library is also home to Ed's Cafe; the Writing Center; Office of Academic Support, Success, and Accessibility; as well as the Honors Program.

Policies that must be made clear to students:

These policies apply to all students in the College Jumpstart Program. They should be included on the syllabus.

Learning Accommodations:

In keeping with the St. Norbert College mission which calls us to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the college provides reasonable modifications and necessary accommodations to students with disabilities. Thus, the school and the College will ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Dual credit students with documented disabilities which require accommodations in their high school will be given the same accommodations in the College course. Students and instructors with questions and concerns should be directed to <https://www.snc.edu/academicsupport/accommodation/>

Title IX:

The High School will ensure compliance with Title IX. 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 communio to flourish. We believe in a zero tolerance policy for sexual misconduct. Dual credit students and instructors can learn more about SNC policies in accordance with Title IX and submit reports here.

<https://www.snc.edu/titleix/>

Academic Honor Policy

All College Jumpstart students are required to read and sign a pledge upholding the SNC College Jumpstart Honor Policy. Please collect these pledge cards and keep them throughout the course in case a plagiarism situation arises.

Academic dishonesty is defined as the submission for academic credit of any work using unauthorized or unacknowledged resources, or the fabrication of any information that might affect the credit one receives. Examples of academic dishonesty include, but are not limited to:

1. Cheating on an examination, including using cheat sheets or other unauthorized materials, or copying from peers.
2. Collaborating with others on work to be presented, contrary to the stated policy of the course.
3. Plagiarizing, including the submission of another's ideas or papers Submission of another's computer-related assignment as one's own.
4. Stealing examination or course materials or knowingly using such stolen materials. (This includes stealing library or other College resources.)
5. Obtaining prior information about a test from someone who has previously taken the test.
6. Falsifying records, laboratory reports, or other data.
7. Submitting work previously submitted in another course, unless specifically authorized by the faculty member of the current course.
8. Submitting work that has been composed by Artificial Intelligence unless this is cited and specifically authorized by the faculty member.
9. Knowingly and intentionally assisting another student in any of the above,
10. including assisting any arrangement whereby work is submitted or performed by a person or artificial intelligence other than the student who is getting credit.

FIRST VIOLATION

Student receives a zero for the assignment compromised, and a reduction by a full grade for final grade.

SECOND VIOLATION

Student will be dismissed from College Jumpstart.

College Credit and Transfer Information:

For students who attend St. Norbert College:

College Jumpstart courses are part of a student's SNC transcript and the grade will be part of the student's official GPA. Because dual credit coursework becomes a permanent part of the student's college transcript, it is important for students to fully apply themselves in these courses; the grades earned under dual credit are permanent and cannot be removed for a student's academic record.

For students who do not attend St. Norbert College:

Most students receive college credit upon successful completion of the class with a grade of C or above. To assist in this process, students should keep a hard copy of their syllabus and their transcript. In addition, students may request a letter from the Director sent specifically to the college they are attending to advocate for the credits.

Student ID number

A student ID number is a very important number to keep safe. The student will receive that number they register and pay for the course. It is a 10-digit number and is needed to identify the student at St. Norbert College. They will need that number whenever contacting anyone at SNC or when ordering transcripts.

Obtaining an Official Transcript

Courses students take through College Jumpstart will appear on a St. Norbert College transcript. This is the official record of enrollment at the College and is maintained by the Office of the Registrar. A student must request an official transcript from St. Norbert College to be sent to the university or college they are attending (unless they are coming to SNC, then no transcript is needed) in order to transfer their credits. They should contact the university they are attending to find whether the transcript can be sent hard copy or electronic. The fee for each transcript is \$12.

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. On the left hand side of that page, click on "Transcript Requests". Very important! When filling out the request form, students need to remember to mark the box "hold for grades". This will ensure that only complete transcripts will be sent to their institution, saving them both time and money.

College Jumpstart Course Catalog

College Jumpstart Course Descriptions and Learning Outcomes

Education 103 Foundations of Education 4 Credits (Semester or Year)

(SNC Core: IS–Individual and Society. Courses in this area focus 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), and the relationship between these 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.)

Instructor Qualification: Masters in Education, or Masters in any discipline that includes at least 16 graduate credits in Education. Instructor support includes meetings with the Teacher Education Liaison.

Student Qualification: 11th-12th grade status; teacher recommendation; 3.0 GPA. Student support includes opportunities to come to campus to meet with Teacher Education majors and faculty.

This integrated course connects the curriculum through a broad examination of how research on learning, motivation, and development can drive school reform in ways that achieve high levels of learning by students from diverse backgrounds. This set of equality minded strategies helps us understand the nature of the education system in the United States, the strengths and challenges facing the system, and achievable changes that one can participate in as an educator. The course is designed to prepare students to begin their scholarly journey by developing a framework for deeply and critically examining societal problems from multiple perspectives and considering how they impact the Education System in the US. The overarching goal is to help the student develop basic working knowledge of the fundamental concepts associated with learning, motivation, human development, and assessment as they apply to teaching. To gain this understanding we will also explore the nature of the scientific process as it applies to the social sciences.

ENGL 101 English Composition 4 credits (Semester-long)

Instructor Qualification: Masters in English, or Masters in any discipline that includes at least 16 graduate credits in English. Instructor Support: Includes 4 annual meetings and gatherings with others in the program to discuss Writing Pedagogy, Inclusivity in the Writing Classroom, Plagiarism Detection, and other topics. Instructors are provided with free tickets to the theatre programs at SNC.

Student Qualification: 12th grade status; teacher recommendation; 3.0 GPA; A's and B's in all high school English classes. Student Support includes reduced price theatre tickets, opportunities to meet with English majors and faculty on campus, in person and online Mulva Library access.

This course introduces the basics of college-level writing. In it, students will learn effective strategies of argumentation, including: creating a coherent claim or thesis; analyzing and responding to others' arguments; handling and citing evidence; and adapting written work to different audiences and subjects. Students will also learn how to make their ideas clear and coherent at the level of sentence, paragraph and document. Writing assignments may be on a variety of topics and students should expect to draft and revise their writing.

Upon completion of ENGL 101, students will be able to:

1. Offer a thesis that is contestable, supportable with available evidence, and conceptually specific.
2. Defend that thesis using coherent reasoning and appropriate evidence.
3. Consider objections and alternative viewpoints.

4. Use sources of information appropriately.
5. Organize their writing clearly at the level of document and of paragraph.
6. Display competency in basic mechanics—punctuation, spelling, grammar.

ENGL 150 Introduction to Literary Studies 4 credits (Semester)

(SNC Core: EI–Expression and Interpretation: Courses in this area examine ways in which literature and the visual and performing arts resonate in human experience. Courses 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.

WI–Writing Intensive)

Instructor Qualification: Masters in English, or Masters in any discipline that includes at least 16 graduate credits in English. Instructor Support: Includes 4 annual meetings and gatherings with others in the program to discuss Writing Pedagogy, Inclusivity in the Writing Classroom, Plagiarism Detection, and other topics. Instructors are provided with free tickets to the theatre programs at SNC.

Student Qualification: 12th grade status; teacher recommendation; 3.0 GPA; A's and B's in all high school English classes, taken English 101. Student Support includes reduced price theatre tickets, opportunities to meet with English majors and faculty on campus, in person and online Mulva Library access.

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.

Upon completion of ENGL 150, students will be able to:

1. Distinguish between the major types of literary writing: poetry, prose, and drama.
2. Offer a thesis appropriate for the field of literary studies.
3. Provide convincing close readings of literary texts to defend that thesis.
4. Find and use sources appropriate for literary studies.
5. Consider alternative interpretations.
6. Develop a clear voice and style that is appropriate for literary studies.
7. Display competency in basic mechanics—punctuation, spelling, grammar.

LEAD 100 Leadership Theory and Practice 4 credits (Semester or year)

Instructor Qualification: Masters in any discipline. Instructor support includes meetings with Leadership liaison in the Schneider School of Business.

Student Qualification: 10th-12th grade status; teacher recommendation; 3.0 GPA.

Student Support includes opportunities to meet with Leadership students and faculty on campus as well as in person and online Mulva Library access.

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.

Leadership 100 Learning Objectives

- Understand that leadership is a process, a skill, a commitment, and an action.
- Develop comfort in considering the theoretical underpinnings when observing leadership in action.
- Assess the credibility of leadership studies scholarship and key scholars in the field.
- Be exposed to different local leaders and their concepts and philosophies of leadership.

Leadership 200 Introduction to Leadership Studies 4 credits (Semester or Year)

(SNC Core: IS–Individual and Society. Courses in this area focus 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), and the relationship between these 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.)

Instructor Qualification: Masters in any discipline. Instructor support includes meetings with Leadership liaison in the Schneider School of Business and free access to Harvard Business School Case Study Resources.

Student Qualification: 10th-12th grade status; teacher recommendation; 3.0 GPA.

Student Support includes opportunities to meet with Leadership students and faculty on campus as well as in person and online Mulva Library access and access to the Leadership Resources available from the Harvard Business School.

This course provides a survey of leadership theories and issues with an emphasis on practical applications of leadership models in contemporary organizations. Students will explore various leadership theories, along with the impact of the organizational setting and situation. Students will be challenged to explore their own skills as leaders, followers, and organizers through exams, case studies, and a leadership project.

Leadership 200 Learning Objectives:

- Students will be able to understand major theories and perspectives on leadership.
- Students will be able to apply leadership theories and tools to solve real-world problems.

MATH 128 Statistics 4 credits (Year)

(SNC Core—QR Quantitative Reasoning)

Instructor Qualification: Masters in Math, or Masters in any discipline that includes at least 16 graduate credits in Math. Instructor support includes meetings with Math liaison.

Student Qualification: teacher recommendation; 3.0 GPA; Completed Algebra 2 with a B or better. Student Support includes opportunities to meet with Math and Data Analytics majors and faculty on campus, in person and online Mulva Library access.

This course offers a background in combinatorics, probability, descriptive statistics, and inferential statistics to prepare students to succeed in successive courses. Students apply quantitative thinking and application of software to practical problems in the real world. Prerequisite: Algebra 2 or placement.

MATH 131 Calculus and Analytic Geometry 1 4 credits (Year)

(SNC Core: QR—Quantitative Reasoning)

Instructor Qualification: Masters in Math, or Masters in any discipline that includes at least 16 graduate credits in Math. Instructor support includes meetings with Math liaison.

Student Qualification: teacher recommendation; 3.0 GPA; Completed Pre-Calculus with a B or better; passed the Calculus Readiness Exam. Student Support includes opportunities to meet with Math and Data Analytics majors and faculty on campus, in person and online Mulva Library access.

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, MATH 115, or through CCP math placement test.

College Jumpstart Math 131 Objectives

As a result of taking this course, students will be able to

1. Limits
 - a. Definitions:
 - i. Identify whether or not a one sided or two sided limit exists both analytically and graphically.
 - ii. Identify the three behaviors that cause a limit not to exist (oscillation, unboundedness, and mismatched one-sided limits) both analytically and graphically.
 - iii. Describe the end behavior and asymptotes of functions given graphically or as an equation in terms of limits involving ∞ .
 - iv. Define continuity in terms of graphical information and limit statements.
 - v. Identify whether or not functions are continuous at a point given a graph or an analytic definition. If the function is not continuous at the point, they

will be able to identify the type of discontinuity (jump, removable, or infinite).

- vi. Draw the graph of a function with given properties described in terms of continuity or limit statements, including those involving ∞ .

b. Applications

- i. Understand and use the Intermediate Value Theorem and the Extreme Value Theorem.
- ii. Understand and use the Sandwich/Squeeze theorem when given functions which meet its hypothesis.

2. Derivatives

a. Definitions:

- i. Interpret the derivative as the rate of change of a function, both at a specific input and as a function in its own right.
- ii. Understand the definition of the derivative both graphically (the limit of the slopes of secant lines is the slope of the tangent line) and analytically (both limit definitions, $h \rightarrow 0$ and $x \rightarrow a$).
- iii. Interpret limits as derivatives when they are in the appropriate algebraic form.
- iv. Understand the relationship between continuity and differentiability.
- v. Understand the relationship between the slope of the tangent line of a function at a point and the slope of the tangent line at the corresponding point on the inverse function.

b. Computations:

- i. Memorize and use the derivatives of standard functions (polynomials, trigonometric functions, exponentials, and logarithms) when needed.
- ii. Use the product, quotient, chain, and power rules to find the derivative of a function.
- iii. Implicitly differentiate functions and equations, including using logarithmic differentiation when appropriate.

c. Applications:

- i. Solve related rates problems.
- ii. Solve optimization problems.
- iii. Solve problems using the relationship between the position, velocity, and acceleration functions.
- iv. Linearly approximate a function (by differentials and/or using the tangent line's definition as a function).
- v. Identify local and global extrema, critical points, inflection points, intervals where a function is increasing/decreasing, and intervals where a function's graph has consistent concavity both graphically (given the graph of the function or the graph of its derivative) and analytically.
- vi. Understand and use the Mean Value Theorem (for derivatives).

3. Integrals

a. Definitions:

- i. Understand the definition of the definite integral analytically (as a limit of Riemann sums) and geometrically (as the signed area under a graph).
 - ii. Understand and use the basic properties of the definite integral, including additivity and linearity.
 - iii. Understand the value of the definite integral of the rate of change of a quantity as the change in the original quantity.
 - iv. Understand that the indefinite integral refers to a function's antiderivative(s) and write this using the usual notation.
- b. Computations:
 - i. Know antiderivatives of standard functions including polynomials, exponentials, logarithms, and trigonometric functions.
 - ii. Use the Fundamental Theorem of Calculus to compute the value of a definite integral.
 - iii. Use geometric area formulas to compute the value of definite integrals when the relevant region is a familiar geometric shape (triangle, rectangle, circle, etc.).
 - iv. Use u-substitution to compute indefinite and definite integrals.
- c. Applications:
 - i. Find the area between curves.
 - ii. Find the volume of a solid of revolution using disks, washers, and shells.
 - iii. Solve initial value problems, including those related to position, velocity, and acceleration.
 - iv. Compute the length of the graph of a function (arc length).

MATH 132 Calculus and Analytic Geometry 2 4 credits (Year)
(SNC Core: Quantitative Reasoning)

Instructor Qualification: Masters in Math, or Masters in any discipline that includes at least 16 graduate credits in Math. Instructor support includes meetings with Math liaison.

Student Qualification: teacher recommendation; 3.0 GPA; Completed Math 131 with a C or better. Student Support includes opportunities to meet with Math and Data Analytics majors and faculty on campus, in person and online Mulva Library access.

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

THRS 114 The New Testament in Catholic Theology/ Practice 4 credits (Semester)
SNC Core: Theological Foundations: Students who take two or more THRS classes through College Jumpstart will get credit for THRS 117 THEOLOGICAL FOUNDATIONS which is otherwise required of all undergraduate students at St. Norbert College)

Qualification: Masters in Theology or Religious Studies, MDiv, or Masters in any discipline that includes at least 16 graduate credits in Theology or Religious Studies.

Student Qualification: 11th-12th grade; teacher recommendation; 3.0 GPA. Student Support includes opportunities to meet with Math majors and faculty on campus, in person and online Mulva Library access.

This course invites students to engage with the New Testament as both a snapshot of the early Church's faith and as a timeless source of further theological reflection. Students will come to know the key figures, events and concepts of the New Testament through reading of both primary and secondary sources. Finally, the course will also explore the place of the Christian Scriptures in the life of the Church and also for the individual believer.

THRS 115 Old Testament and Catholic Theology/Practice 4 credits (Semester)

SNC Core: Theological Foundations: Students who take two or more THRS classes through College Jumpstart will get credit for THRS 117 THEOLOGICAL FOUNDATIONS which is otherwise required of all undergraduate students at St. Norbert College)

Qualification: Masters in Theology or Religious Studies, MDiv, or Masters in any discipline that includes at least 16 graduate credits in Theology or Religious Studies.

Student Qualification: 11th-12th grade; teacher recommendation; 3.0 GPA. Student Support includes opportunities to meet with Math majors and faculty on campus, in person and online Mulva Library access.

This course will explore the place of the Hebrew Scriptures in both Catholic theology and practice. This course will engage with both primary and secondary source materials in trying to answer these questions. Old Testament texts will be read to understand the theological perspectives/claims expressed therein. Secondary sources will assist us in reading these Scriptural books in context, and with connecting the contributions of these books to the rest of the Catholic faith. Students will also come to understand the potential of the Old Testament for the spiritual growth of the believer through scholarly resources that describe the role of various readings in the liturgical life of the Church. Students will also experience something of the Old Testament's impact on individual spirituality through the writing of a *Lectio Divina* journal. Students will also examine the manner in which Old Testament concepts are taken up in the New Testament.

THRS 116 Catholic Theological Explorations 4 credits (Semester)

SNC Core: Theological Foundations: Students who take two or more THRS classes through College Jump Start will get credit for THRS 117 THEOLOGICAL FOUNDATIONS which is otherwise required of all undergraduate students at St. Norbert College)

Qualification: Masters in Theology or Religious Studies, MDiv, or Masters in any discipline that includes at least 16 graduate credits in Theology or Religious Studies.

Student Qualification: 11th-12th grade; teacher recommendation; 3.0 GPA. Student Support includes opportunities to meet with Math majors and faculty on campus, in person and online Mulva Library access.

This course will serve as an introduction to the discipline of theology as it is studied at the collegiate level. Students will reflect deeply on the nature of faith. What exactly is faith? How do

people come to have faith? How do people detect God's presence/action in their lives? Students will also examine the potential benefits of pursuing a faith journey. What is sin? How can the effects of sin be managed/overcome? If I believe that God is 'there,' do the specifics of what I believe really matter, or is moral/just conduct enough? If salvation is possible, does that mean I simply need to do more good than evil during my life? Students will also deepen their understanding of what makes Catholicism distinctive. Over the course of the semester, students will consider Catholic history, Catholic doctrine, the Catholic imagination, Catholic liturgy, Catholic social teaching, and more. Students will emerge from this course better able to articulate how these (oftentimes) seemingly unrelated things might fit together in a single faith tradition. Students will develop a robust theological vocabulary through readings, class discussions, and writing. Students will be able to more clearly articulate their own religious sensibilities and better understand the faith tradition which has permeated their high school experience.