



NORWICH UNIVERSITY™

CATALOG FOR RESIDENTIAL PROGRAMS

*Including all undergraduate programs,
the Master of Architecture, and
the Online Graduate Programs*

2008-2009

Norwich University
158 Harmon Drive
Northfield, Vermont 05663
802-485-2000

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EQUAL OPPORTUNITY

Norwich University is committed to providing equal opportunity in education and employment to qualified persons. The University admits students without regard to race, color, religion, national or ethnic origin, age, sexual orientation, or qualified disability and does not discriminate in the administration of Its educational and other admissions policies, scholarship and loan programs, employment practices, athletic and other university administered programs.

Implementation of this policy shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1992; the Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Section 504 of the Rehabilitation Act of 1973; the Vermont Fair Employment Practices Act; the American with Disabilities Act of 1990; and other pertinent federal and state non discrimination laws and statues. Contact Title IX Coordinator, 802-485-2144, with questions, compliance concerns, or discrimination complaints regarding gender equity. Contact the Director of Human Resources, 802-485-2075 with questions, compliance concerns, or discrimination complaints regarding gender equity.

Student Responsibilities

Academic Policies and Academic Regulations

All students at the University are responsible for adhering to all academic policies as defined in this Catalogue and the Academic Regulations. While representatives of the University, including academic advisors, are available to assist students in planning to meet requirements for graduation and interpreting and implementing academic and student life policies, the ultimate responsibility lies with each student.

The Honor Code

The Honor Code states "A Cadet will not lie, cheat or steal, nor tolerate those who do." The fundamental nature of these principles precludes the necessity of legislating detailed regulations to govern conduct in matters of honor. All Norwich students are expected to live up to the terms of the Honor Code, whether Cadets or not.

Every effort has been made to ensure the accuracy of the information in this catalogue; however, courses and programs are subject to change. Students are strongly encouraged to consult with their advisor, their individual degree audit, and the latest course listing found on the Registrar's Office website.

The catalogue does not constitute a contractual agreement between the university and the student.

Additional information on campus activities and regulations are available in the Student Handbook, available in the Commandants Office and the Dean of Students Office.

Complete Academic Regulations are available at www.norwich.edu/academics/registrar.html.

Academic Calendar 2008/2009

Fall 2008

| | |
|------------------------|---|
| August 25, Monday | Classes start |
| August 26, Tuesday | Convocation (1:15 PM) |
| September 1, Monday | Labor Day - No Classes |
| September 2, Tuesday | Drop/add period ends |
| October 10, Friday | Mid-semester grades due |
| October 21, Tuesday | Friday AM labs (7:00 PM) |
| October 22, Wednesday | Friday PM labs (7:00 PM) |
| October 24, Friday | Mid-semester break - no classes |
| October 27, Monday | Last day to withdraw from a course with a grade of W |
| November 3, Monday | Start of Senior Advisement/Registration for Spring |
| November 4, Tuesday | Start of Junior Advisement/Registration for Spring |
| November 5, Wednesday | Start of Sophomore Advisement/Registration for Spring |
| November 6, Thursday | Start of Freshman Advisement/Registration for Spring |
| November 11, Tuesday | Veterans Day Observance |
| November 22, Saturday | Thanksgiving vacation begins |
| December 1, Monday | Classes resume |
| | Open registration for Admissions Students |
| December 9, Tuesday | Friday schedule of classes followed |
| December 10, Wednesday | Reading Day - No extracurricular activities to be scheduled |
| December 11, Thursday | Semester examinations (through Tuesday, 18 December) |
| December 17, Wednesday | Mid-Year vacation begins |

Spring 2009

| | |
|---------------------|--|
| January 12, Monday | Classes start |
| January 19, Monday | Drop/add period ends |
| February 27, Friday | Mid-semester grades due |
| March 7, Saturday | Spring semester break begins |
| March 16, Monday | Classes resume |
| March 20, Friday | Last day to withdraw from a course with a grade of W |
| April 6, Monday | Start of Senior/Junior Advisement/Registration for Summer/Fall |
| April 7, Tuesday | Start of Sophomore Advisement/Registration for Summer/Fall |
| April 8, Wednesday | Start of Freshman Advisement/Registration for Summer/Fall |
| April 20, Monday | Open registration for Admissions Students for Fall |
| May 2, Saturday | Reading Day - No extracurricular activities to be scheduled |
| May 3, Sunday | Semester examinations (through Friday, 9 May) |
| May 9, Saturday | Baccalaureate, Commissioning, and Pinning |
| May 10, Sunday | Commencement |

NORWICH UNIVERSITY

A Unique Institution

Norwich University is unique among institutions of higher education. No other university combines a military tradition of nearly two centuries, a broad range of undergraduate degree programs, and innovative on-line graduate programs. Undergraduate students who enroll in the Corps of Cadets follow a disciplined military regimen, while civilian students lead a more traditional college lifestyle. Both groups reside on the Northfield campus, attending classes and participating in sports and other activities together. In keeping with its mission, the University provides opportunities for all students to develop leadership skills. Norwich also maintains a strong commitment to community service.

Founded in 1819

Founded in 1819 by Alden Partridge, Norwich University was the first private military college in the United States. Here the idea of the “citizen soldier” developed, a guiding philosophy that later became the impetus for the creation of the Reserve Officer Training Corps (ROTC). Norwich was the first private college or university to offer engineering. Norwich was also the first school to offer military training to women, in 1974, preceding the armed service academies by two years.

Academic Recognition

Norwich University is accredited by the New England Association of Schools and Colleges, Inc. The Bachelor of Science in Nursing program is accredited by the National League for Nursing and the Vermont State Board of Nursing (VSBN). The civil, electrical, and mechanical engineering curricula are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), and the University is a member of the American Society for Engineering Education. The architecture program is accredited by the National Architecture Accreditation Board (NAAB). The programs offered by the School of Business and Management are accredited by the Association of Collegiate Business Schools and Programs. Teacher Licensure is available in secondary and elementary tracks. These programs are accepted for teaching licenses in Vermont and hence in the several other New England and Middle Atlantic states with which the State of Vermont has interstate licensure agreements

Diversity

Norwich students have come from 50 states and numerous foreign countries. The university’s minority enrollment is consistently one of the largest representation by percentage of any Vermont college or university.

Opportunity at Norwich

The student-to-faculty ratio is low and the vast majority of our faculty hold terminal degrees. The University offers students 31 undergraduate academic majors from which to choose, and a Master of Architecture that follows the completion of a four year Bachelor of Science in Architectural Studies. Norwich also offers 10 online graduate degrees through the School of Graduate Studies.

The Vision for Norwich University

Norwich University will be a learning community, American in character yet global in perspective; engaged in personal and intellectual transformation, and dedicated to knowledge, mutual respect, creativity, and service.

The Mission of Norwich University

To give our youth an education that shall be American in its character - - to enable them to act as well as to think - - to execute as well as conceive - - to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen of this free republic.

Statement of Guiding Values

Norwich University was founded in 1819 by Captain Alden Partridge, U. S. Army, and is the oldest private military college in the country. Norwich University is a diversified academic institution that educates traditional age students in a Corps of Cadets or as civilians, and adult students. Norwich identifies the following as our guiding values:

1. We are men and women of honor and integrity. We shall not tolerate those who lie, cheat, or steal.
2. We are dedicated to learning, emphasizing teamwork, leadership, creativity, and critical thinking.
3. We accept the right to diverse points of view as a cornerstone of our democracy.
4. We encourage service to nation and others before self.
5. We stress being physically fit, and drug-free.
6. We live the Norwich motto, *Essayons! – I will try!* – meaning perseverance in the face of adversity.
7. We stress self-discipline, personal responsibility, and respect for law.
8. We hold in highest esteem our people and reputation.

General Education

Norwich University goals are designed to provide students with the intellectual tools to experience, explore, and master new topics throughout a period of life-long learning. To this end, at least forty credit hours in every undergraduate major must be dedicated to basic literacy in English, mathematics, humanities, social sciences, and science. Students majoring in both liberal arts and professional programs must demonstrate the following competencies to meet graduation requirements:

- 1) Students must be able to write and speak with clarity and precision, read and listen with comprehension, and analyze, synthesize, and critically evaluate information. This objective will be met beginning with EN101 and EN102, be reinforced by reading and writing throughout the curriculum, and culminate in a capstone course in each major. Wherever written work is required, part of the grade must be used to evaluate clarity and precision, and to reinforce the writing mechanics learned in EN101 and EN102.
- 2) Students will achieve an understanding of mathematical and quantitative reasoning and its place in today's world. They should understand how to construct mathematical models as a means of formulating problems and be able to apply appropriate logical, quantitative, and technological methods to solve problems. All students must complete two mathematics courses, exclusive of MA 005 (Preparatory mathematics,) and MA 103 (College algebra).
- 3) Students will possess a knowledge of and appreciation for the variety of human expression found in cultures and civilizations of the United States and the world. This will be achieved by requiring all students to take one course in history, one course in literature, and one course in arts and humanities.
- 4) Students will gain a basic level of literacy in current scientific knowledge and theories and develop an appreciation for the natural world, in part through classroom and hands-on laboratory experiences by completing two courses in laboratory science. This will expose

students to the scientific method and provide the critical thinking skills, necessary to make intelligent, well informed decisions.

- 5) Students will possess an understanding of the institutions and processes that are characteristic of human societies. This will be accomplished beginning with a course in psychology, sociology, economics or political science.
- 6) Students must be able to think critically and make ethical decisions. Critical thinking begins with integration of course work from all general education areas and culminates in the capstone course in each major. Ethical decision-making begins with adherence to the honor code and must progress through either course work in ethics with a substantial writing component, or a senior paper outlining ethical standards based on a student's life experience.
- 7) Students must develop a sound foundation in an area of major concentration by meeting curriculum requirements specified for each program in the catalog. Integration of reading, writing, speaking, and critical thinking skills within the area of expertise culminates in a capstone course in each major.
- 8) Students are encouraged to develop leadership skills through participation in leadership classes and activities.

Degrees and Programs

Norwich University awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Science, Master of Justice Administration, Master of Military History, Master of Civil Engineering, Master of Education, Master of Public Administration

Baccalaureate Degrees

Bachelor of Arts majors are offered in communications, criminal justice, English, history, international studies, political science, studies in war and peace, and psychology.

Bachelor of Science majors are offered in accounting, architectural studies; biochemistry, biology; chemistry; civil engineering; communications; computer engineering; computer science; computer security and information assurance; electrical engineering; engineering management; environmental science; geology; management; mathematics; mechanical engineering; nursing; physical education; physics; and sports medicine.

Graduation Requirements for all Baccalaureate Degrees

Students are subject to the degree requirements specified in the catalog. For new first time students, the catalog requirements are determined by the year they enter Norwich. For transfer students, re-admitted students, and students who change majors, the determination of catalog year is made by the student's advisor at the time of transfer, re-admission, or change of major.

1. A cumulative grade-point average of 2.00.
2. A minimum of 60 degree credits must be earned at Norwich University, including 45 of the last 60 degree credits posted to the academic record. (See the Academic Regulations for transfer credit limitations.)
3. All work presented for the degree must be completed within the ten years prior to graduation.

4. Complete the General Education requirements
 - a. English Requirement EN101 or EN107 and EN102 or EN108 or equivalent.
 - b. A capstone course as specified by the student's major
 - c. Two mathematics courses, excepting MA 005 and MA 103.
 - d. One history course, except HI 109
 - e. One literature course
 - f. One course in fine arts or humanities
 - g. Two science courses with laboratory
 - h. One psychology, sociology, economics, or political science course
 - i. One course or a paper written as part of a senior course which meets the General Education Ethics component
 - j. Curriculum requirements specified by the major

B.A. Requirements

1. Thirty-six semester courses of at least three degree credits each totaling at least 116 degree credits.
2. Eight semester courses of 3 or more credits hours each in the major field of concentration approved by the department concerned and completed with a grade of "C" or higher.
3. English 201 and 202.
4. Knowledge of a foreign language as indicated by: satisfactory scores (570) on the College Entrance Examination Board Listening and Reading Achievement tests; or by passing an achievement test administered by the Department of Modern Languages; or by passing six hours of a foreign language at the 112 level; or by passing three hours of a course taught in a foreign language at the 206 level or higher. (NOTE: Modern Language Topics courses taught in English do not satisfy this requirement.) Students who test out of modern language courses at the 111 and/or 112 level have six credits of modern language waived for 111 and six credits waived for 112. The waived credits are replaced with free electives. Students who demonstrate knowledge of a foreign language by passing modern language at the 206 level or higher have 12 credits waived that are replaced with free electives. This requirement must be completed prior to the start of the junior year.
5. Four semester courses each of three or more credit hours, representing two or more of the following areas: Communications courses: 109, 261, 335, and 436. English courses: All catalog courses above 206 EXCEPT 240, 241, and 242. Fine Arts courses: 221, 222, 240, 250, and 260. Music and Philosophy courses: MU101 and all catalog courses in Philosophy. Modern Language courses: All courses in Chinese, and all other catalog courses above 112.
6. Four semester courses of 3 or more credit hours each representing two or more of the following areas: criminal justice (exclusive of 102 and 301), economics, cultural geography, history, psychology, political science and sociology. The university requirement for a history course may be one of these four courses.
7. Two semester courses in laboratory science and two semester course in mathematics, exclusive of MA 005 (preparatory mathematics) and MA 103 (College Algebra). The science courses must be taken by with a laboratory component and must be offered or approved by the School of Mathematics and Sciences.

Specific Courses which fulfill Degree Requirements

English Requirement

EN102, 108, or equivalent must be completed by the end of second year

Mathematics Requirement

Two Mathematics courses. MA005 must be finished by the end of the first year if it is required.
One hundred level Math courses must be finished by the end of the second year.

History Requirement

One History course (HI). Any History course except HI 109

**** Literature Requirement**

(Bachelor of Arts candidates have more restrictive literature requirements.)

One Literature course from:

English (EN) 201, 202, 205, 206, 210, 220, 225, 226, 227, 228, 240, 244, 250, 251, 270, 320-399, 406, and 450.

French (FR) 321, 322, 327, 328, 415, and 421.

German (GR) 322, 324, 326, 415, and 421.

Spanish (SP) 321, 322, 327, 328, 415, and 421.

Arts and Humanities Requirement

Select one course from the list below:

English courses above EN 206 (except EN240, 241, 242).

MU101, MU 271.

All Philosophy (PH) courses.

All modern language courses (French, German and Spanish) above the 112 level.

All Fine Arts (FA) courses

Communications (CM) 109, 261, 335, and 436.

Social Science Requirement

One course from:

Psychology (PY), or Sociology (SO), or Economics (EC), or Political Science (PO).

Capstone Course Requirement

One Capstone course designated in the student's major.

Ethics Requirement

1 course in ethics from the list below:

AP 436 Project Delivery and Documentation

BI 401 Senior Seminar

EG 043 Conference

EG 450 Professional Issues

EN 450 Senior Seminar

ES 451 Environmental Seminar

GL 451 Geology Seminar

HI 109 Historical Methods

IS 330 Ethics in Computing & Technology

IS 455 Contemporary Issues in Computer Science

MG 341 Business Law I

NR 300 Thematic Seminar

PE 406 Readings in Physical Education

PH 303 Survey of Ethics

PH 340 Philosophy of Non-Violence

PH 350 Medical Ethics
PH 324 Criminal Justice Ethics
PH323 Environmental Ethics
PH322 Business Ethics
PY360 History and Systems of Psychology
PY401 Senior Seminar
PO 220 Research Methods
PO 410 Capstone Seminar
SM 437 Senior Seminar

Two Majors

A student may elect to earn two majors. Such an action requires the approval of both departments.

Teacher Education

Program Director: D.Byrne; Visiting Assistant Professor

Program Theme

The minor in the Teacher Education Licensure Program strongly believes that significant learning occurs through modeling and reflection. Students are encouraged, through their participation in courses, field work and service learning to reflect upon their learning experiences. This reflection aids the prospective teacher to join theory to practice. Numerous school-based experiences will allow the students many opportunities to work with various teachers who demonstrate best teaching practices. The Teacher Education Licensure Program is a well-rounded program that provides teaching pedagogy with numerous school based opportunities. The program consists of the elementary track and the secondary track. Prospective elementary and secondary teachers may major in Psychology or in another Liberal Arts or a Math/Science discipline. This will allow for a strong core of education courses to interface with either the Liberal Arts or Math/Science major. This model provides the teacher education licensure student with versatile, engaging, learning experiences. The Teacher Education Licensure student needs to declare education as his/her minor early in the program. The program consists of two tracks: elementary and secondary. The program consists of two tracks: elementary and secondary.

Secondary Track

In order to be recommended for licensure as a secondary school teacher, a student must:

A. be enrolled in an appropriate secondary school major:

1. English
2. history
3. international studies
4. political science
5. mathematics
6. geology
7. physics
8. chemistry
9. biology

B. complete each of the following:

1. PY211 Introduction to Psychology
2. PY220 Developmental Psychology
3. PY324 Adolescent Psychology
4. PY342 Learning and Motivation (For Teacher Education Students only)
5. PY315 The Exceptional Child

C. complete each of the following:

1. ED101 Foundations of Education I
2. ED102 Foundations of Education II
3. ED201 Foundations of Education III
4. ED202 Foundations of Education IV
5. ED234 Learning Strategies
6. ED363 Reading and Writing in the Content Areas
7. ED425 Internship

D. recommended

MA360 Teaching of Math at Elementary and Middle School Levels for math majors

Elementary Track

Students preparing to be elementary school teachers must:

A. fulfill the degree requirements for the psychology major or a liberal arts or science major; such as Environmental Science

B. complete each of the following:

1. PY211 Introduction to Psychology
2. PY220 Developmental Psychology
3. PY342 Learning and Motivation
4. PY315 The Exceptional Child – For Teacher Education Students Only

C. complete each of the following:

1. ED101 Foundations of Education I
2. ED102 Foundations of Education II
3. ED201 Foundations of Education III
4. ED202 Foundations of Education IV
5. ED232 Curriculum and Methods of the Elementary School Subjects
6. ED234 Learning Strategies
7. ED360 Language Arts and Teaching Reading in the Elementary School
8. MA360 Teaching of Math at Elementary and Middle School Levels
9. ED351 Science Methods for Elementary Teachers
10. ED425 Internship

Additionally, all teacher licensure candidates in both tracks must:

A. attain a 3.0 average in all course work and no less than a grade of “C” in the courses which constitute the major and minor;

B. complete 60 hours of observation and practicum (with no more than half of the 30 hours pure observation);

C. attain an overall “B” (3.0) average to enroll in ED425 Student Teaching and

D. receive a grade of “B” or better in ED 425 Internship.

These four requirements currently reflect the Vermont State Department of Education requirements. They are subject to change due to the Vermont Department of Education requirements.

The “Fifth-Year” Program

For those with degrees in appropriate fields, an opportunity to become a candidate for licensure is provided through a “fifth-year” program. These students are nonmatriculating students and each candidate’s course work and experience are evaluated and a program of study is recommended based upon the traditionally approved Teacher Education/Licensure Program. Typically, for candidates without education or psychology courses, the program takes 1-1/2 – 2 years to complete. Because of course sequencing, a candidate with some of the required courses must commit to a minimum of one year. Candidates must meet the same requirements for licensure as those students enrolled in the regular program.

The Portfolio

All licensure candidates are required to complete a portfolio. Development of the portfolio begins in the first year of the program in ED101 and is reviewed during the spring semester each year by the full-time faculty member of the minor in education program. Substantial progress toward completion must be demonstrated before the student is admitted to student teaching. After student teaching has been completed with a “B” or better, the portfolio is submitted to the full-time faculty member and a second reader for review. If approved, the portfolio is presented to the Norwich University Licensure Committee and upon approval, by the committee, the candidate is recommended for licensure for the appropriate subject and/or level. The portfolio must be approved no later than one year after completion of the program. It must reflect any changes in state regulations.

Praxis Tests

In order to be recommended for licensure, candidates must achieve a passing score on the Praxis I and II tests. Both Praxis I and II are pre-professional skills tests that Teacher Education Licensure Candidates are required to take. Praxis I should be completed by the end of 60 credits. Praxis II should be completed by the end of 90 credits.

All candidates seeking initial Vermont licensure must meet the composite Praxis I test score of 526 (e.g., Reading – 177, Writing – 174, and Mathematics – 175).

Alternative to Praxis: The Vermont State Board of Education adopted the following assessments as alternatives to Praxis I. The results of these assessments will be accepted in lieu of Praxis I if teacher education licensure candidates meet the total and minimum scores presented below.

These scores are equivalent to meeting Vermont’s passing scores on the Praxis I Test:

Total Score Verbal/English Math/Quantitative

Graduate Record

Exam (GRE) 1100 500 500

Scholastic Aptitude

Test (SAT) 1100 500 500

American College Test (ACT) 22 22

Description of Courses

Education (ED)

Undeclared Status

Undeclared Status has been developed to allow maximum flexibility in selection of a major field of study. The courses offered here are designed to satisfy university requirements for many

majors. A student in this program will usually be able to complete graduation requirements within the normal four-year period for any major, except for programs in the Schools of Architecture and Art, Business and Management, Engineering, and Math and Sciences. Students with primary interests in these four Schools should consult with faculty representatives and/or admissions officers before entering Undeclared Status. The broad spectrum of courses taken freshman year helps students to decide what majors best suit their career aspirations. Although a student may choose to remain undeclared into the sophomore year, most will declare a major by sophomore pre-registration. Two tracks are available for Undeclared Status: Bachelor of Arts (UBA) and Bachelor of Science (UBS). The decision concerning which track to take depends upon a student's primary high school interests, possible career aspirations, or Admissions' recommendation. A student may petition to change degree track or enter a specific program at any time, but must declare a major by the end of his/her second year. Students interested in BA programs, but who are unprepared to take an intensive modern language during the freshman year, may enroll in the UBS option and complete language requirements during the sophomore year.

Life on Campus

Two Lifestyles. One University.

Since 1993, Cadets and civilian students have shared the same campus at Norwich University, creating a college culture set apart from the usual in the nation. While students in The Corps of Cadets participate in intense military training, all of our students benefit from a distinctive and structured learning environment that promotes academic success as well as leadership development.

Our students choose Norwich because it is the best "fit" for them. Students from both lifestyles choose Norwich for similar reasons - rigorous academics, a robust athletic program, a variety of extracurricular activities, and a safe environment.

A Cohesive Team

For the majority of the day, students in both lifestyles are completely integrated. All of our students attend the same classes, play on the same athletic teams and are involved in the same clubs and extracurricular activities. Although Cadets and civilian students have separate residences; a walk through the library, the dining hall or the gymnasium will show all of our students living, learning, working and playing together without regard for the lifestyle choice each student has made.

Leadership Opportunities

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." - John Quincy Adams

At Norwich, you'll learn what this means by participating in a wide range of challenging leadership experiences designed to strengthen your mind and body.

Powerful opportunities focusing on leadership and character development are the norm at Norwich whether you're a civilian student or a member of the Corps of Cadets. This is the place where average people learn to become influential citizens and soldiers who change the world.

You'll develop competencies common to leaders through a series of situations and progressive levels of responsibility that test your limits. Those competencies will prepare you for the real world and put you in demand with employers.

As a member of the Corps, you'll have opportunities to lead groups of Cadets ranging from 10 to 1,250. You might become cadre your sophomore year and assist in training incoming freshmen. As a junior or senior cadet, you might command a platoon, a company, a battalion, or the entire regiment. In addition, all Cadets are required to participate in six semesters of ROTC, which offers additional leadership training opportunities.

Traditional students build leadership skills through community service, clubs and organizations, student life and athletics. You might organize a fund drive, co-chair an event, serve as captain of an athletic team, or greet visitors as an ambassador for Norwich.

The Honor Code

In addition to being the oldest private military college in the United States, Norwich University has maintained a reputation for developing leaders of high principle. In keeping with this tradition, University President Major General Ernest N. Harmon, USA (Ret.) in 1951 laid the foundation for a formalized Honor Code at Norwich by commissioning a nationwide study of collegiate honor systems to be conducted by Commandant of Cadets Major General Oscar R. Cauldwell, USMC. Elements of the Honor Codes of West Point, Annapolis, and Williams College were used to form the foundation of the Norwich University Honor Code. The President, Commandant, members of the Senior Honor Society, and other leaders of the Corps of Cadets formulated the structure to administer and maintain an honor code, and with the full support of the Corps of Cadets, the Norwich University Honor Code was officially implemented in the fall of 1951.

The Norwich University Honor Code is based on the principles that a student will not evade the truth, deceive, or tolerate those who do. Stated in even simpler terms, the Honor Code requires that every student conduct himself or herself at all times in a completely honest and forthright manner. The fundamental nature of these principles precludes the necessity of legislating detailed regulations to govern conduct in matters of honor, since a student is either honest or not.

Student Volunteer Programs

In keeping with the mission and tradition of Norwich University, students, staff, and faculty engage in a variety of community service activities. Successful blood drives are held several times each year supported by both volunteer workers and donors from the Norwich family; students work alongside Northfield community members to provide a safe Halloween for children by assisting in the organization of a Haunted Hayride; Norwich students actively participate in tutoring/mentoring programs through the Northfield Youth Center and the Northfield Middle/High School, as well as other area high schools; and patients at the Veterans Hospital are cheered by visits from members of Naval ROTC. The Norwich University Volunteer Organization (NUVO), Circle K, Semper Fi, Golden Anchors, and the Arnold Air Force Society are all student groups focused on community service activities that regularly provide service to the town of Northfield.

All student groups on campus are encouraged to participate in community service activities. Resident Assistants plan one group community service activity per semester for traditional

students living in the residence halls. Students in the Peace Corps Program regularly engage in community service projects for which they receive academic credit. NU VISIONS, an alternative break program that provides students with the opportunity to volunteer their services in various parts of the United States, is offered to all students. NU VISIONS trips usually take place during spring break with weekend service trips interspersed throughout the academic year.

In addition, at the beginning of each academic year a Volunteer Fair is held on campus which allows the university community to sign up for volunteer activities directly with local community-based organizations. Students who wish to volunteer with a local agency or community-based organization on an on-going basis are encouraged to visit the Office of Community Service Programs and receive a Volunteer Referral that matches the students' interests with the needs of local agencies/community-based organizations. Leadership and service projects consist of work with the elderly, youth, homeless, hungry, and economically disadvantaged. All students are encouraged to become active as volunteers as part of their college experience with the aim of developing graduates who are "ready, not reluctant" to serve their community and nation.

Service-Learning Advancing Education Beyond the Classroom

Norwich University defines service-learning as the incorporation of service into the curriculum. Norwich recognizes that service-learning must include:

- Explicit connections between the service and course objectives (course credit is given for learning, not service)
- Students engagement in activities which meet real community needs and/or goals
- Structured opportunities for students to critically reflect on their experience
- Genuine, active, and sustained organizational commitment on the part of the college and the community
- Necessary training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals

In the past four years, the following departments have conducted service-learning projects: teacher Education, Physical Education, History and Political Science, Civil engineering, Nursing, English, biology, Criminal justice, Psychology, Modern languages, computer Information systems, Architecture, Communications, and mechanical Engineering. More than 15% of the student body was involved in a service-learning project in 2006/2007.

The *vision* of the Norwich University Service-learning Program is to create a campus environment in which service-learning is a fundamental component of the Norwich educational experience – it being the thread that connects academic life, student life, and community life.

The *mission* of the Norwich University Service-Learning Program is to increase the quality and quantity of campus-community partnerships through academic experiential learning by means of faculty development, project documentation, student training and representation, and reciprocal community partnerships.

To find out more about service-learning, contact Service-learning Coordinator, at x2889.

Co-Curricular Service-Learning Projects

Students who would like to participate in a service-learning project outside the classroom may be interested in the co-curricular projects available through the Service-Learning and Volunteer Program Offices. Although wonderful learning experiences, such projects do not typically provide academic credit. Examples of co-curricular projects include:

- Business Plan projects for Habitat for Humanity,
- Hunger in America projects,
- On-going substance abuse education peer response network,
- Volunteer program trips.

Interested students should stop by the Service-Learning Program Office.

Athletics

Vision:

The Department of Athletics' Vision is to create and support an environment where student-athletes can achieve athletic success at university, regional, and national levels while maintaining a high degree of academic achievement.

Mission:

The Norwich University Athletic Department's mission is to provide well-rounded athletic programs as integral parts of the educational process of the university. We offer equal opportunities for male and female student-athletes to participate in a wide variety of intercollegiate sports and adhere to the NCAA Division III rules and philosophy. We monitor the academic progress of our student-athletes and support them in their quest to achieve academic success at the university. We administer our athletic programs in a way that contributes to the personal development of our student-athletes through the whole-person concept by fostering the growth of self-discipline, personal integrity, and social responsibility.

Facilities:

Athletic facilities at Norwich are among the very best in the Northeast. Andrews Hall, the health, physical education, and sports center, houses racquetball courts, classrooms, training, and physical therapy rooms and a 1200-seat basketball arena. The Jacob Shapiro Field House contains a 200-meter, four-lane track; four tennis courts; and a climbing wall. Plumley Armory houses an indoor swimming pool, a weight room, a wrestling room, an indoor track, and basketball courts. Kreitzberg Arena, The University's ice hockey facility, is a state of the art arena which seats 1410 and can accommodate 5000 spectators for certain events. A football field surrounded by an exercise course and an outdoor track, plus fields for soccer, baseball, softball, rugby, and lacrosse complete the University's athletic facilities.

Men's Sports:

There are 11 varsity sports and one club sport for men at Norwich University. All varsity sports teams compete at the NCAA Division III level and are affiliated in one of four athletic conferences. In recent years, Norwich men's teams have been regularly found in the national rankings, won conference titles, and won two national championships in ice hockey. Below is a list of men's athletics offered at Norwich University.

| | |
|---------------|-------------------|
| Baseball | Lacrosse |
| Basketball | Soccer |
| Cross Country | Swimming & Diving |
| Football | Tennis |
| Ice Hockey | Wrestling |

Women's Sports:

All current women's varsity teams compete at the NCAA Division III level and are members of the Great Northeast Athletic Conference.

Below is a list of women's athletics currently offered at Norwich. Click the program title to learn more.

| | |
|---------------|-------------------|
| Basketball | Soccer |
| Cross Country | Softball |
| Ice Hockey | Swimming & Diving |
| Lacrosse | Volleyball |

Club Sports:

Club sports at Norwich University do not have varsity status, but participants do travel and compete with teams from outside the University. Recreational clubs offer students an opportunity to pursue other enjoyable athletic activities. Below is a list of Club Sports offered at Norwich.

Rugby (Men's)
Rugby (Women's)

Academic Clubs & Professional Societies

A variety of academically-related clubs, societies, and organizations is available to Norwich students. Students with similar interests enjoy the opportunity to collaborate on specific academic subjects and to take part in professional activities.

Alpha Chi (all disciplines)

This is the national college honor society for all academic disciplines.

Alpha Phi Sigma (criminal justice)

This is the national criminal justice honor society. Official national web site: www.alphaphisigma.org

American Institute of Architecture Students (AIAS)

A national student organization that promotes excellence in architecture, education, training, and practice; fosters appreciation of architecture and related disciplines; and organizes architecture students and combines their efforts to advance the science of architecture. Official AIAS web site: www.aiasnatl.org.

American Society of Civil Engineers (ASCE)

The aim of this chapter is to afford the civil engineering student association with others who share the interest in civil engineering profession, and thus prepare for entry into the profession and the national society. Official ASCE web site: www.asce.org

American Society of Mechanical Engineers (ASME)

Students with a strong interest in mechanical engineering gain such benefits as a subscription to cutting-edge technology information in ME Magazine, scholarship opportunities, mentoring within the profession, free conference attendance, etc. Official web site: www.asme.org

Association for Computing Machinery (ACM)

LAN party hosted by ACM Members help each other explore the world of computer science and engineering; create and share knowledge with one another and the larger ACM community; and do their best to make Norwich University a better place to study computers and related technology. Official web site: www.norwich.edu/acm/

Beta Beta Beta (BBB)

An honor and professional society affiliated with the American Association of the Advancement of Science, for all students interested in biological sciences. Activities include sponsoring speakers, and attending conferences, field trips, and social activities. Official BBB web site: www.tri-beta.org

Business Club

Provides an opportunity for students to learn more about the scope of business in all of its forms.

Chi Epsilon

This is a national honorary civil engineering fraternity.

Criminal Justice Student Association (CJSA)

Founded in 1986, the Criminal Justice Student Association was developed for the purpose of education and as a social and fraternal organization for all criminal justice majors.

Delta Mu Delta

This is the national honor society in business administration. Official national web site: www.deltamudelta.org

Eta Kappa Nu (electrical and computer engineering)

This is an Electrical and Computer Engineering Honor Society. Official national web site: www.hkn.org

French Club

This is a club for all students who are interested in pursuing further the language of French. All levels of knowledge of the language are accepted.

Geology Club

This is a club for students majoring or minoring in Geology and Environmental Science, as well as all those interested in the earth sciences and human interaction with the Earth. In particular, this club wants to facilitate the interaction of students with similar interests. Also, the

club enables students to interact with professional and academic Earth Scientists and Geologists to gain a fuller understanding of the job market, graduate schools, academic research, and professional research.

German Club

This club provides an atmosphere where members may practice or learn more German. It is the club's belief that providing a comfortable place outside the class to practice German will result in better grades in German. To be in the club, it is not necessary to speak fluent German.

Institute of Electrical and Electronic Engineers (IEEE)

The purposes of IEEE are scientific, educational, and professional. The branch sponsors technical conferences where state-of-the-art equipment is displayed, and it sponsors tutoring in electrical engineering topics. Official IEEE web site: www.ieee.org.

Mathematical Association of America (MAA)

The MAA encourages students to continue study in the mathematical sciences, provides opportunity to meet with other students interested in mathematics by hosting regional conferences, and provides career information in the mathematical sciences. The Norwich MAA student chapter hosts annual Pi Day festivities. Members are encouraged to speak at colloquia during Mathematics Awareness Month in April and throughout the year. MAA Web site: www.maa.org

Omicron Delta Epsilon (economics)

This is the national economics fraternity. Official national web site: www.cba.ua.edu/~ode/

Pi Gamma Mu

This is an honor society broadly concerned with the social sciences. Its primary objectives are to encourage the study of the social sciences among graduate and undergraduate students and faculty members throughout the world, and to recognize outstanding achievement. Official web site: www.sckans.edu/~pgm/

Political Science Club, *Politeia*

Politeia is an organization dedicated to promoting interest in political affairs. This interest includes and is not limited to: current research, an awareness of professional opportunities, current social trends, leadership within the Corps of Cadets and civilian lifestyles, and special programs. The activities of this organization are intended to supplement and enhance the regular program; neither supplants nor interferes with it. Official web site: www2.norwich.edu/jjageman/club/club.html

Psi Chi (psychology)

This is an honor society and scholarship society for psychology. Official web site: www.psichi.org/content/.

Russian Club

This is a culturally diverse club that came together to acquire more knowledge of Russian life, language, and traditions. The Russian club has many people with different levels of Russian language or ability. The club does have tutoring sessions for those interested in learning the language.

Sigma Tau Delta

This is the national English honor society. Official national web site: www.english.org

Student Nurses' Association

Members participate in a number of University activities, organize American Red Cross blood drives, tutor underclassmen, and participate in fund-raisers for a spring dinner with professional speakers in various Nursing disciplines. Norwich Student Nurses' Organization web page. Official National Student Nurses' Association web site: www.nsna.org.

Spanish Club

This club promotes further knowledge of the Spanish language. It educates and helps others learn about the Spanish culture, and helps its members keep in touch with Spanish culture. All who are interested are welcome to join and brush up on their language skills, as well as discuss the culture of Spanish-speaking societies.

Society of Women Engineers (SWE)

The Norwich chapter of the Society of Women Engineers brings members together to forge friendships and give members an opportunity to explore the professional world of engineering. Official SWE web site: www.swe.org

Tau Beta Pi (engineering)

This is a national engineering honor society. Official National Tau Beta Pi web site: www.tbp.org

Special Interest Clubs

The list of sanctioned clubs at Norwich is driven by student interest. Some groups, like the Pegasus Players, have been established for quite some time and are enthusiastically supported by the faculty, staff, and student body. Other clubs may be less traditional, and are formed to explore the special interests of a small group of students. To learn how to create a club--and receive funding from the University--contact Director of Student Activities, Intramurals & Recreational Sports.

Aero Club

The purpose of the NU Aero Club is to have fun while gaining aeronautical knowledge by educating, motivating, and experiencing first-hand what aviation is about. The simulator provides members with the knowledge and training to help them eventually succeed in a military and/or civilian aviation career.

Animation Club

This is a club for all those interested in watching Japanese animation.

Campus Choraleers

The Campus Choraleers is a group of approximately 40 mixed voices that performs choral works from all periods. This group sings at Christmas concerts for various local programs and at three or four concerts on tour in the spring. The Campus Choraleers is open to all University students.

Cigar Club

The purpose of the Cigar Club is to disseminate information about cigars, gain practical knowledge about operating a small business, learn to deal with expenses, inventory, management, and scheduling of personnel.

Democratic Club

This club's mission is to establish an organization in order to provide political support for the Democratic Party and social education for the Norwich University community.

Grenadiers Jazz Ensemble

The Grenadiers Jazz Ensemble is a "Big Band" that plays music from the swing era to the top-40 tunes of today. The band performs regularly on campus at major dances and concerts and yearly performs in off-campus concerts at high schools throughout New England, the United States, and Europe. The Grenadiers is open to all University students by audition.

The Harold "Doc" Martin Society (HDM)

The HDM society is a multicultural group that aids in raising money for various charities. It is also committed to bringing cultural awareness to Norwich University.

Maroon and Gold Key

These students assist the Dean of Enrollment Management and the entire University community in the recruitment and retention of students. The organization conducts tours of the campus for all guests, hosts overnight visits of prospective students, and assists at Open Houses and some off-campus recruitment events.

Norwich University Activities Counsel (NUAC)

This club enhances and supports the academic mission of the institution and provides student activities, programs, and services to facilitate learning and personal development of all students. It serves as an agent for students, faculty, and staff to interact and promote a united, healthy campus community outside of the classroom.

NUEMS

This organization provides emergency medical services for the Northfield campus. It also educates and trains Norwich University students, staff, and faculty in emergency medical service.

NU Tactical Society (NUTS)

The NU tactical society seeks to relieve the stress of the college environment by providing students with a creative outlet. The historic war games are designed in a realistic military format and allow for multiple players to test their tactical skills.

Pegasus Players

The Pegasus Players is the resident theater company for Norwich University. It is composed of students, faculty, and community members. This club provides opportunities for students and others to act, design, build sets, and make costumes. Through their work in Pegasus, students not only have the chance to learn the basic skills of theater, but may also earn academic credit (EN 242).

WNUB (radio station)

WNUB is a non-commercial, educational FM radio station licensed by the Federal Communications Commission to the Trustees of Norwich University and broadcasts at a frequency of 88.3 MHz in stereo with a power of 285 watts. It is managed and operated by a student staff under the guidance of a Communications faculty advisor. Its broadcast studios and business office are located in the Communications Center. In addition to its popular music programming, WNUB broadcasts regular newscasts (using its AP radio news wire), public service announcements, special educational programming, and live Norwich sports. Nearly 100 students from all class years participate in WNUB, both as a Communications course requirement and as an extracurricular activity.

Republican Club

This club's members support the Republican Party and fundamental conservative ideals. Members are involved with politics and political activities on campus.

***The Norwich Guidon* (student newspaper)**

The Norwich Guidon, the student newspaper of Norwich University, is published twice monthly and has won numerous awards for excellence in its class. Reporters, editors, and managers for *The Norwich Guidon* are students at the University who work under the guidance of a Communications faculty advisor.

Student Government Association (SGA)

The Norwich University Student Government Association is a group of students representing the entire student body and is responsible for voicing concerns of the student body to the administration. The main goal of SGA is to promote the general welfare of all students and to foster positive improvements on campus.

Television Production Unit

Produced by students in the Communications program, the series [Norwich Today](#) and [Our American Journey](#) have won numerous national awards from professional organizations such as the [Society for Professional Journalists](#), the [Academy of Television Arts & Sciences](#). These include national first place awards and "College Emmys." The series air on public-access cable as well as on the Burlington-based CBS affiliate, WCAX-TV. Individual programs have also made appearances on Vermont Public Television and nationally on The History Channel. The production unit provides video support for the Strategic Information Warfare Unit of the Vermont National Guard and additionally produces "NTV: Norwich Music Television" which features licensed contractual service from the major recording labels. More information is available on the Television Production Unit pages.

War Whoop

The Norwich University yearbook, *War Whoop*, is produced by a voluntary student organization.

Overseas Study Programs

Travel and study abroad are recognized by Norwich University as valuable elements in a student's general education. Students who wish to study abroad under one of the programs approved for possible inclusion in an undergraduate's regular curriculum at Norwich University

must have a grade-point average of 2.5 or better, must demonstrate proficiency in the language of the country in which they plan to study, and must present well in advance of their proposed stay in the foreign country a coherent program of study satisfactory to the chair of their department and the Registrar of the University (see Academic Regulations). There are a number of excellent overseas study programs for which credit is granted by American institutions of higher learning. Among the countries in which such opportunities exist are Great Britain, France, Germany, Austria, Switzerland, Italy, Spain, Japan, China, and Russia.

Exchange Programs

Opportunities to participate in exchange programs with other American or foreign colleges are available to Norwich students. These exchange opportunities are often specific to a student's major course of study.

Norwich University Corps of Cadets and ROTC

For more than 180 years, Norwich University has prepared young men, and since 1974 young women, for roles as "citizen soldiers."

When Captain Alden Partridge founded the university at Norwich, Vermont in 1819, he established the first private college in the United States to include in its basic organization military training for its students. Today, the U.S. Army officially credits Captain Partridge's "citizen soldier" concept as the forerunner of today's Reserve Officer Training Corps (ROTC).

The Norwich University Corps of Cadets is organized as a self-governing group in which each cadet learns the value of discipline and the essential nature of leadership. Participation in ROTC, including military labs and physical training, is an integral part of the Corps leadership experience. Cadets must enroll in either Army, Air Force, Navy or Marine Corps ROTC to maintain membership in the Corps of Cadets. To be eligible to graduate in uniform as a member of the Corps of Cadets and qualify for a Corps diploma, a cadet must successfully complete three years, six semesters, of ROTC courses, 2 each, at the 100, 200, and 300 level respectively. Cadets seeking commissions are required to complete a fourth year of ROTC and meet all other requirements established by the commissioning branch.

The ROTC programs exist to commission well-educated officers into the Army, Air Force, Navy, and Marine Corps in sufficient numbers to meet the requirements of these services. The general objectives of the programs are to provide understanding of the principles of military, aerospace, and naval science; to develop comprehension of associated professional knowledge; to build attitudes of integrity, honor, and individual responsibility; and to encourage appreciation of national security requirements. These objectives support the mission of Norwich University and the Corps of Cadets and augment the training plan necessary to prepare cadets for service to the Nation as soldiers and citizens.

To be enrolled in Norwich University's ROTC program or courses, a student must be a member of the Corps of Cadets, with the exception of nursing students.

Academic Advising

Each Norwich University student has an academic advisor assigned. The academic advising system of Norwich University views the advisor-advisee association as a partnership. Both members of the “team” have responsibilities that, when properly fulfilled, enhance the student’s opportunity for academic success. For the relationship to be a successful one there must be open and candid communication between the advisor and the advisee. Responsibilities of the advisor include facilitating the student’s academic transition from high school to college; working with the student in formulating a class schedule each semester; reviewing the degree evaluation with the advisee; assisting the advisee with petitions and/or forms; making referrals to the Learning Support Center; and advising of career opportunities available to a student in his or her academic major. Advisee responsibilities include working with the advisor on class schedules; informing the advisor of illness or problems that may affect academic performance; responding to advisor messages in a timely fashion; and reviewing the degree evaluation so as to know which courses are required to meet graduation requirements.

Student Services

Career Development Center

The Career Development Center assists undergraduate students and alumni of the University in seeking employment in a field consistent with their academic training and interests. In support of this mission, a broad range of programs and services are provided.

Career Fairs are offered throughout the year. A current list of upcoming fairs, as well as other services offered, may be found at the Career Development Center website, <http://www.norwich.edu/about/careercenter.html>

Counseling & Psychological Services

The Norwich University Counseling and Psychological Services Department staff provides for the mental health needs of the University population. Individual and group counseling for students, faculty, and staff is available in a confidential setting. Psychological testing is administered upon request. In addition, thematic groups and psychoeducational workshops can be provided in response to specific needs. These services are conducted by a highly-trained staff of licensed professional psychologists and doctoral level psychology interns.

Dining and Housing

Dining

Some of our students will call the place one eats a dining hall, some a mess hall - one way or the other it is a focal point on the campus. The residential dining plan provides 19 meals a week as well as midmorning and afternoon snacks. The Corps Freshmen (Rooks) and some of their leaders eat separately on the upper deck, of dining hall. All other students (upper-class Corps, civilian, and commuter students) eat together on the main Floor.. In addition to the dining hall Norwich has The Mill snack bar. The Mill operates with extended hours during the academic year.

Housing

At Norwich, there are two residential housing areas, the Upper Parade, and Crawford Hall. Upper Parade has eight residence halls and cadet barracks built around the parade ground, where the fall and spring parades and ceremonies take place. Currently six of these halls are barracks for the Corps of Cadets, one hall is used by both populations, and one is dedicated to our residential civilian students. Crawford Hall, a short walk from the Upper Parade, is the newest residence hall and houses residential civilian students. Norwich currently has approximately 1600 residential beds on campus. All Corps of Cadets and most freshman and sophomore civilian students reside on campus as well as some of our upper-class civilian students.

Information Technology

The Norwich University Information Technology department supports all academic and administrative computing and telecommunications. Information Technology is comprised of the Computer Services Department, the Telecommunications Department, the Center for Academic Technology, and the Information Operations Development Center. Computer Services operates a Helpdesk located at 115 Partridge Hall and a Helpdesk phone line. The Helpdesk offers computing help, network services, e-mail accounts, and training to students, faculty and the administration of the university. Computer Services provides a robust network computer environment including student computer labs, the campus network, helpdesk services, and administrative computing. Student computing labs are located in Partridge Hall, Tompkins Hall, Kreitzberg Library, Dewey Hall, Webb Hall, and Chaplin Hall. The student computer labs are configured with common software and interface as well as network authentication which allows students to accomplish academic computing tasks at any lab on campus. Students receive network and electronic mail accounts for academic use. The Telecommunications Department provides telephone services for students, faculty, and staff. Student residence halls are equipped with live phone jacks in each room. Students may activate phone accounts for long distance service via Student Telephone Services which provides billing and collection services. The Center for Academic Technology, CAT, supports faculty integration of technology into the curriculum. CAT provides training for faculty and other development opportunities. Student intern and work study resources support traditional staff in these efforts.

Kreitzberg Library and Norwich University Archives

The Kreitzberg Library is committed to providing the best possible facilities, services and resources to meet the expanding needs of Norwich University students and faculty. The Kreitzberg Library building, named for principal donors Barbara and Fred Kreitzberg ('57), offers six comfortable and attractive floors for collections, research and study. There are spaces for individual and group study, computer labs with access to the Norwich University network, photocopiers, scanners, and media equipment. The fifth floor is a climate-controlled, limited access space that houses the Norwich University Archives and Special Collections.

The growing collections now comprise approximately 160,000 books and over 30,000 print and online journals. Eight professional librarians and ten support staff offer the full range of academic library services, including reference service, interlibrary loan, and individual and group library instruction. The Kreitzberg Library's catalog, databases and online journals are available from off as well as on-campus, providing easy access for students in their dormitories or across the world.

During the academic term, the library is open until midnight five days a week, and reference librarians are available in person or via email every day. Please visit our web site at <http://www.norwich.edu/academics/library/index.html> to learn more about the Kreitzberg library's collections and services.

The Library building also houses the Learning Support Center and the Counseling Center on the fourth floor.

Sullivan Museum and History Center

A museum has been located on the Norwich University campus since 1902. The first museum was located in Dewey Hall and moved to the Carnegie Library (the present day Chaplin Hall) in 1908. In 1955, the museum moved to the basement of White Chapel. In October 2005, groundbreaking was held for the museum's new, permanent home next to the Kreitzberg Library. The Sullivan Museum and History Center officially opened in January 2007.

The Sullivan Museum and History Center, a 16,000 square foot building designed for both permanent and rotating displays, contains a theater, a resource center, exhibit preparation and conservation areas, offices, and a classroom. This modern facility is dedicated to the telling of the Norwich University story and the careful preservation of the University's rich history..

Learning Support Services

The Learning Support Center offers an opportunity for individualized assistance with many aspects of academic life in a supportive, personalized atmosphere. Students may voluntarily choose from a wide variety of service options: help with time management, planning, and organizational skills; learning style assessment; instruction in study, reading, and writing strategies as well as note taking, memory skills, and exam preparation strategies; tutorials and review sessions in selected course subject areas; and counseling for academic problems. Services are provided by a professional staff consisting of a full-time director and full and part-time learning specialists supplemented by a trained, supervised student tutorial staff providing subject-area tutorials.

Services for students with learning or other disabilities are another part of the Center's offerings. A student who has formally diagnosed disability is advised to notify the university regarding specific need for accommodations as soon as notification of acceptance is received. To be eligible to request accommodations for disabilities, a student must provide recent diagnostic information (no more than three years old) provided by a licensed practitioner with appropriate credentials. A comprehensive evaluation is required (test scores, interpretation, diagnosis, and recommendations). Permanent physical disability is exempt from the three year limit.

Center personnel work closely with academic advisors, instructors, and administrators to create a comprehensive support system for students who wish to enhance their academic achievement. Services are voluntary and arranged by appointment. Both day and evening hours are maintained in order to offer easy access for students in all programs.

For more information, please contact the Learning Support Center at 1-802-485-2130

Orientation and Training for New Students

All first-year students are required to report to the University prior to the beginning of classes each semester for a period of orientation. This orientation period is primarily designed for meeting with advisors and registering for academic courses. Additional seminars by Student Activities, Library Services, and IT Services are also scheduled, as well as social/entertainment activities. Cadets will be issued uniforms and equipment and begin basic training during orientation in the fall semester.

Religious Services

Norwich is non-sectarian. However, believing that acquisition of and/or affirmation of one's own personal spiritual convictions is an essential part of each individual's character development and education, the University provides religious services in White Chapel throughout the year. Two Catholic masses and at least one Protestant worship service are conducted weekly. Two part-time Catholic Fathers and one full-time Protestant Chaplain minister to the Northfield campus. An Islamic prayer group meets each Friday, and Jewish students avail themselves of the local synagogue in nearby Montpelier.

Local houses of worship for different faiths and denominations, including addresses, phone numbers, and identification of spiritual leaders, is listed on the bulletin board outside the Chaplain's Office. Many religious groups offer free transportation to our students for attendance at services. After the initial week of training, recruits may leave campus to attend such religious services.

Further information can be obtained by contacting the Chaplain's Office:

- Telephone: 802.485.2128
- Pager: 802.479.3862
- Email: chaplain@norwich.edu

Alumni Association

Vision:

We are committed to creating a unified, informed, and proud body of alumni who will collectively involve themselves with the interests and activities which perpetuate Norwich University and the Norwich family.

Mission:

Our mission is to understand the various needs of our members and the Norwich Family, in order to develop and support meaningful programs and services that will enhance the value of being a Norwich alumnus.

General:

The Norwich University Alumni Association was founded in 1856 and serves the University in an advisory capacity. The board represents a broad range of alumni who contribute their time and talents to supporting the work of the Alumni Office and Norwich University. The Alumni Association represents the more than 20,000 living alumni of Norwich University. The Association directs the programs designed to foster the continued participation of alumni in the activities of their alma mater. These programs include the annual Homecoming Weekend, the

class agent system, coordination of a nationwide system of regional alumni clubs, and cooperation in both the admissions ambassadors and the alumni career network programs. Graduates from the university automatically become lifetime members of the Association and are able to participate in all of the programs available to every alumnus.

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Gordon R. Sullivan, B.A., M.A., D.Mil.S. (Hon.), Alexandria, VA 2005

Gary Terry, B.S., Hanover, MA 2006

Elizabeth C. Veach, B.A., Charlotte, NC 2008

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JUDITH A. BAILEY, Executive Assistant to the President
JOSEPH E. BRYNE, Ph.D., Associate Vice President for Academic Affairs
DAVID S. WESTERMAN, Ph.D., Associate Vice President for Research

Emeriti

The dates after the names indicate years of full-time service to Norwich University.

LORING EDWARD HART (1957-1982) President Emeritus of the University B.A., 1948, Bowdoin College; M.A., 1951, Miami University; Ph.D., Harvard University.

W. RUSSELL TODD (1982-1992) President Emeritus of the university B.A., 1950 Norwich University; M.B.A., 1964, University of Alabama; M.D.S. (Hon), Norwich University; MAJ GEN, USA (Ret.)

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Charles Perenick
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John T. Quinn '58
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Elizabeth Veach '92
COL Conrad D. Whitney, AUS (Ret.) '51
COL George P. Wisell, Jr., ARNG (Ret) '67

Faculty 2007-2008

Professors Emeriti

The dates after names indicate years of full-time service to Norwich University.

ARNOLD J. AHO (1990-2007) Charles A. Dana Professor Emeritus of Architecture B.S., 1965 and B.Arch., 1966, Rensselaer Polytechnic Institute; M.Arch., 1971, University of Pennsylvania. Registered Architect.

WALLACE ERNEST BAINES (1960-1988) Dana Professor Emeritus of Physical Education B.A., in Ed., 1951 and M.A. in Ed., 1953, Arizona State University; Ed.D.,1962, Boston University; Ed.D., 1988, Norwich University.

ROY DUANE BAIR (1973-2003) Professor Emeritus of Biology B.S., 1965, Norwich University;

M.S., 1968 and Ph.D., 1973, University of Cincinnati.

JOHN DONALD BARON (1976-2002) Professor Emeritus of Civil Engineering B.S.C.E., 1965; M.S.C.E., 1967 and Ph.D., 1973, Purdue University. Registered Professional Engineer.

WILLIAM FRANCIS BEATTY (1966-1989) Professor Emeritus of Management B.A., 1960 and M.A., 1963, The George Washington University.

LEROY C. BUTLER (1977-2005) Professor Emeritus of Chemistry; B.S., 1960, Wake Forest College; Ph.D., 1966, University of Vermont.

ELIZABETH ANN CARNEY (1981-1998) Professor Emerita of Nursing B.S., 1963, Southern Connecticut State University; M.Ed., 1977, St. Michael's College; M.S.N., 1988, Southern Connecticut State University.

KENNETH W. CARTER (1981-1992) Professor Emeritus of Graduate Studies A.B., 1952, Antioch College; M.A., 1957, Columbia University; Ph.D., 1971, Ohio State University.

JAMES EDWARD CATONE (1967-2002) Professor of Psychology and Education B.S., 1962, SUNY at Albany; M. Ed., 1965, SUNY at Buffalo; D.Ed., 1976, University of Massachusetts.

CHARLES ELWOOD CHEVALIER (1967-1990) Professor Emeritus of Mechanical Engineering B.S., 1952 and M.S., 1960, Pennsylvania State University.

LOUISE JANZ DAVIS (1972-1989) Professor Emerita of Nursing Diploma, 1954, Trinity Hospital School of Nursing; B.S.N., 1955, Capital University; M.A., 1957, Columbia University.

MARY ELLEN DAWSON (1977-1998) Professor Emerita of Nursing B.S.N., 1971 and M.S.N., 1973, University of Maryland School of Nursing.

ROBERT DETWYLER (1965-1992) Dana Professor Emeritus of Biology B.S., 1954, SUNY College at New Paltz; M.S., 1959 and Ph.D., 1963, University of New Hampshire.

JAMES FRANCIS FACOS (1972-1989) Professor Emeritus of English B.A., 1949, Bates College; M.A., 1958, Florida State College; D.H.L., 1989, Norwich University.

EARL LEON FECHTER (1976-2006) Professor of Studio Arts (1992) B.S., 1959, SUNY at Buffalo; B.F.A., 1964 and M.F.A., 1966, Boston University.

ROBERT W. GOODRICH (1997-2005) Associate Professor Emeritus of Electrical Engineering (2002) B.S.E.E., 1957, University of New Hampshire; MS.E.E., 1958, Purdue University; Ph.D., 1970 Western Reserve University. Registered Professional Engineer.

KEITH ALAN GOULD (1973-2004) Professor Emeritus of English B.A., 1963, University of Vermont; M.A., 1966, University of Connecticut; Ph.D., 1973, Pennsylvania State University.

JOSEPH JAMES HEED (1962-1997) Professor Emeritus of Mathematics B.S., 1954, United States Military Academy; M.S. 1961, St. John's University; D.Sc., 1965, l'Universite de Nancy.

RICHARD W. HERRMANN (1981-2000) Professor Emeritus of Liberal Studies A.B., 1954, Union College; A.M., 1955; and Ed.D., 1974, Harvard University.

MARY PATRICIA KENNEDY (1972-1994) Professor Emerita of Management B.S., 1951, Trinity College; M.A.T., 1961, St. Michael's College; Ed.D., 1985, Nova University.

KENNETH MARTIN KIDD (1946-1980) Professor Emeritus of Civil Engineering B.S.C.E., 1938, University of Vermont; M.C.E., 1941, Rensselaer Polytechnic Institute. Registered Professional Engineer.

ALFRED JOSEPH KLOECKNER (1960-1992) Professor Emeritus of English B.A., 1949 and M.A., 1950, Columbia University; Ph.D., 1956, Indiana University.

FRIEDA HERTHA KLOECKNER (1967-1991) Professor Emerita of Modern Languages B.S., 1951, University of Wisconsin; M.A., 1955, Indiana University.

FREDERICK DUANE LARSEN (1957-2000), Dana Professor Emeritus of Geology, B.A., 1952 Middlebury College; M.A., 1960, Boston University; Ph.D., 1972, University of Massachusetts.

DONALD MERRITT LOCKHART (1963-1990) Dana Professor Emeritus of Modern Languages A.B., 1948, Bowdoin College; A.M., 1949 and Ph.D., 1959, Harvard University.

DORIS CHRISTIE MACDONALD (1972-1988) Professor Emerita of Nursing A.B.,1948, University of Vermont; M.S., 1960, Boston University.

JEAN LOIS BABSON MACDONALD (1976-1998) Professor Emerita of Management, B.S., 1958, University of New Hampshire; M.Ed., 1966, Boston University; Ph.D., 1985, University of Wyoming.

HOLLIS DEAN McBRIDE (1966-2001) Professor Emeritus of Chemistry; B.S. in Ch.E., 1958, Rensselaer Polytechnic Institute; Ph.D., 1966, Iowa State University.

MARTHA McDONALD McBRIDE (1990-2005) Professor Emerita of Chemistry; B.A., 1961, Macalester College; M.S., 1963, Iowa State University; M.A.T. (Biology), 1983, Norwich University.

JAN PURDUM McCLEERY (1972) Professor of Physical Education (1990) B.S., 1963, Kent State University; M.Ed., 1967, University of Pittsburgh.

JOSEPH WHITON McDANIEL (1970-1999) Professor Emeritus of Biology B.A., 1957, Bowdoin College; M.S., 1965 and Ph.D., 1968, University of Massachusetts.

JOAN MARY MUSSMACHER (1972-2000), Professor Emerita of Physical Education, B.S., 1957, Boston University; M.S., 1978, Northeastern University.

HENRY VICTOR MUSE (1978-1996) Professor Emeritus of Political Science B.A., 1960 and M.A., 1965, Boston University; M.A., 1971 and Ph.D., 1974, Syracuse University.

MANUEL NUNEZ-de-CELA (1977-1999) Professor Emeritus of Spanish (1987) Bachillerato, 1950, Universidad de Murcia; Licentiate in Law, 1957, Universidad de Salamanca; M.A., 1966, Middlebury College; Ph.D., 1974, University of Toronto.

EDWARD LAMBERT RICHARDS, JR. (1970-1997) Professor Emeritus of English B.A., 1953, Yale University; M.A., 1960, Columbia University; Ph.D., 1975, New York University; CDR, USNR (Ret.).

ANITA FREGOSI RISTAU (1972-1993) Professor Emerita of Nursing B.S.N., 1959, University of Vermont; M.S., 1977, St. Michael's College.

T. GENE SESSIONS (1974-1998) Professor Emeritus of History B.A., 1959 and M.A., 1963, Southern Methodist University; Ph.D., 1974, The American University.

GEORGE LEROY SHELLEY III (1978-2005) Professor Emeritus of Linguistics and Anthropology A.B., 1951, Duke University; M.S., 1959, Georgetown University; Ph.D., 1978, Hartford Seminary Foundation; COL, USMC (Ret.)

JOHN BELMONT STEVENS (1979) Professor of Civil Engineering (1995) B.S.C.E., 1964, Norwich University; M.S.C.E., 1966, West Virginia University. Registered Professional Engineer.

FLOYD CHARLES STUART (1965-2003), Dana Professor Emeritus of English B.A., 1963, Fordham University; M.A., 1965, John Carroll University; Ph.D., 1972, SUNY at Binghamton.

THERESA ANN THOMAS (1972-2000), Professor Emerita of Nursing, Diploma, 1953, Fanny Allen Hospital School of Nursing; B.S., 1962, Boston College; M.A., 1964, Columbia University; Ed.D., 1985, Nova University.

WILLIAM CLAYTON TILL (1982-1992) Professor Emeritus of Electrical Engineering B.S., 1956 and M.S., 1962, Case-Western Reserve University.

ANN BESSARAB TURNER (1961-1990) Librarian Emerita B.A., 1944, Skidmore College; M.L.S., 1945, Columbia University.

GEORGE RAYMOND TURNER (1959-1991) Professor Emeritus of English A.B.,1947, Dartmouth College; M.Ed., 1951, Fitchburg State College; Prof. Dip., 1965, Teachers College, Columbia University.

DOUGLAS FRANCIS WHITE (1982-1992) Professor Emeritus of Mechanical Engineering B.S. 1947 and B.M.E. 1948, Rensselaer Polytechnic Institute; Ph.D., 1958, Pennsylvania State University. Registered Professional Engineer.

MARGARET BLACKBURN WHITE (1981-1992) Professor Emerita of Graduate Studies B.A., 1956, Maryville College; M.A., 1966 and Ph.D., 1968, University of Rochester.

Active

The date after a name indicates the year that full-time faculty service began at Norwich University; the date after the academic rank indicates year of promotion to that rank; and the date following a position indicates the year that position was assumed.

ROBIN ADLER (2004) Assistant Professor of Criminal Justice (2004), B.A., 1992, Northeastern University; J.D., 1996, University of California at Berkeley, School of Law; Ph.D., 2005, Northeastern University.

DEBORAH AHLERS (1991) Interlibrary Loan Librarian with Rank of Assistant Professor, B.A., 1989, SUNY Binghamton; M.L.S., 1991, SUNY Albany.

DANIEL ALLARD (2006) Assistant Professor of Military Science (2006); Master Sergeant, U.S. Army

MICHAEL C. ANDREW (1993) Associate Professor of Political Science (2002) Chair of the Department of History and Political Science (2005) B.A., 1986, de Sales University M.A., 1990, and Ph.D., 1994, SUNY at Binghamton.

CAROLE L. BANDY (1995) Associate Professor of Psychology (2003) B.A., 1970, Rhodes College; M.S., 1973, University of Memphis; Ph.D., 1989, The George Washington University.

SHERRY BARNARD (2007) Lecturer of Nursing (2007); B.S., 2003, Sacred Heart University; M.S.M., 2007, Walden University.

WILLIAM HOWARD BARNARD (1974) Professor of Biology (1992) B.A., 1968, Franklin College; Ph.D., 1979, Indiana University.

WILLIAM BARY (2006) Lecturer Engineering (2006) B.S., 1992, Carnegie Mellon, Ph.D., 1998, Carnegie Mellon.

PETER NEVIUS BARTRAM (1985) Associate Professor of Mathematics (1987) B.S. in Ch.E., 1967, Michigan State University; M.Sc., 1969 and Ph.D., 1974, The Ohio State University. Registered Professional Engineer.

GUY BATCHELDER (2007) Assistant Professor of Naval Science (2007); B.S. 2002, United States Naval Academy, M.A. 2002; Lieutenant, USN.

NARAIN D. BATRA (1986) Professor of Communications (1990) B.A., 1956, Punjab University; M.A., 1958, Delhi University; Ph.D., 1980, Gujarat University.

JANICE BEAL (2006) Coordinator of Public Services with rank of Assistant Professor (2006); B.A. 1974, University of Illinois; MSLA, 1975, University of Illinois.

NAJIBA BENABESS (2007) Assistant Professor of Economics (2007) B.S. 1997, University of Mohammed Fifth Rabat; M.A. 2000, Western Illinois University; Ph.D. 2007, Economics University of Wisconsin.

JACQUES N. BENEAT (2002) Assistant Professor of Electrical and Computer Engineering (2002) DEA, 1990, Universite de Brest; Ph.D., 1993 Worcester Polytechnic Institute; Doctorate, 1994, Universite de Bordeaux.

JAMES RICHARD BENNETT (1983) Professor of Music (1997) Director of University Bands (1983) B.S., 1965, Gorham State College; M.M., 1966, University of Michigan.

LEVI BENNETT (2004) Detachment Sergeant Major and Senior Military Instructor (2004); B.S. 2004, Excelsior College; Sergeant Major, U.S. Army.

NATALIA F. BLANK (2005) Assistant Professor of Chemistry (2006); B.S. 1991, M.S. 1996, Nizhegorod State University, Russia; Ph.D., 2005 Dartmouth College.

BRUCE BOWMAN (2007) Associate Professor of Civil Engineering (2007) Dean of the David

Crawford School of Engineering (2007) B.S. 1981, Indiana University; M.S. 1988 AFIT, M. Phil 1995, Columbia University; Ph.D. 1997 Columbia University.

LAURETTE D. BRADY (1999) Assistant Professor of Management (1994) B.A. Marymount Manhattan College, 1963; M.B.A. St. Joseph's University, 1998.

ROWLAND BRUCKEN (2001) Associate Professor of History (2005) B.A., 1991, College of Wooster; M.A., 1993, and Ph.D., 1999, Ohio State University.

JOHN BRUNZEL (2007) Assistant Professor of Military Science (2007); B.S. 2005, Touro University; Sergeant First Class, U.S. Army.

JOHN BURT (2006) Assistant Professor of Aerospace Studies (2006); B.A. 2000 University of Massachusetts; M.B.A. 2005 William Carey College, Captain, USAF.

KENNETH W. BUSH (1986) Professor of Communications (2001) B.A., 1980 and M.A., 1982, Brigham Young University.

ROSAIRE BUSHEY (2007) Assistant Professor of Aerospace Studies (2007); B.A. 2000 Wayland Baptist University; M.B.A. 2004 Seton Hall University, Captain, USAF.

KENNETH BUTCHER (2007) Assistant Professor of Military Science (2007); Master Sergeant, U.S. Army.

DIANE BYRNE (2002) Assistant Professor of Psychology and Education (2002) Director of the Teacher Education Program (2002), B.S., 1973, Wright State University; M.Ed., 1991 University of Vermont; National Board Certified Teacher (2000).

EMILY BYRNE (2005) Assistant Professor of Nursing (2005); Visiting Professor of Nursing (2005); BA, (1996) La Salle University; B.S. 2000 and M.S.N., R.N., F.N.P.-B.C., 2002, Thomas Jefferson University.

JOSEPH EDWARD BYRNE (1973) Professor of Chemistry (1989); Associate Vice President for Academic Affairs (2006); B.A., 1967, LaSalle College; M.S., 1970 and Ph.D., 1972, University of Maine.

CHRISTOPHER ALAN CANDY (2006) Visiting Assistant Professor of History (2006) B.A., 1998, California State Polytechnic University; M.A., 1999, Ph.D. 2005, University of Durham.

EDWARD MARTIN CARNEY (1972) Charles A. Dana Professor of Biology (2003) B.S., 1965, Southern Connecticut State College; M.S., 1969, University of Montana; Ph.D., 1973, University of New Hampshire.

STEVEN CARNEY (2006) Professor of Military Science and Commanding Officer (2006); B.A. 1982, Norwich University; M.P.A., 2002, George Mason University; M.S.S., 2006, Army War College; Colonel, U.S. Army.

DAHNYELL M. CASLOW (2004) Assistant Professor of Aerospace Studies, B.A., 1997, Norwich University; M.A., 2001 Vermont College of Norwich University, Major, USAF.

HELEN SUE CAUDILL (1984) Professor of English and Theater (2000) B.A., 1977, Catawba College; M.A., 1979, Pennsylvania State University; Ph.D., 1988, University of Pittsburgh.

FRANCES S. CHEVALIER (1983-86, 1990) Professor of French (2005) B.S., 1969, Douglass College; M.A., 1979, Rutgers University; Ph.D., 1995, Rutgers University.

WILLIAM H. CLEMENTS (1987) Professor of Criminal Justice (2001) Dean of the School of Graduate Studies (2005) B.S., 1980, Clarkson University; M.A., 1982 and Ph.D., 1987, University of Delaware.

FRANCIS BRETT COX (2002) Assistant Professor of English (2002) B.A., 1981, University of South Carolina; M.A., 1984, University of South Carolina; Ph.D., 1992, Duke University.

WENDY COX (2000) Assistant Professor of Architectural Theory (2006) B.S. 1981, Miami University (Ohio); M. Arch. 1989, Colorado State University.

ELEANOR DA PONTE (2000) Assistant Professor of Architecture (2004) B.A. 1988, Barnard College; M.Arch 1991 University of Virginia.

THOMAS J. DESCOTEAUX (2002) Professor of Civil Engineering (2007), and Director of MCE Program (2004), B.S., 1985; M.S., 1987; Ph.D., 1992, The University of Connecticut. Registered Professional Engineer.

SANDRA DESORDA (2005) Lecturer of Mathematics (2005); B.S. 1972, University of Albany; M.A.T., 1993, University of Vermont.

SUSAN J. DIESEL (2003) Assistant Professor of Mathematics (2006), B.A., 1985, University of Colorado; M.S., 1989, Northeastern University; Ph.D., 1992, Northeastern University.

RICHARD K. DUNN (2000), Associate Professor of Geology (2006), B.A., B.S., 1987, University of Minnesota; M.S., 1990, Wichita State University; Ph.D., 1988, University of Delaware.

JAMES EHRMAN (2004) Director, Master of Arts in Military History Program (2006). B.A. 1991, Creighton University; M.A., 1997, and Ph.D. 2006, Kansas State University.

WILLIAM ESTILL (1987) Professor of Communications (2001) Executive Producer, "Our American Journey" B.A., 1976, Loyola University; M.A., 1978, Loyola Marymount University.

HEATHER EVANS (2008) Lecturer of Nursing (2008); B.S.N., 2002, University of Arizona.

MEREDITH FARKAS (2005) Distance Learning Librarian with rank of Assistant Professor (2005); B.A. 1999, Wesleyan University; MSK, 2001, Florida State University.

MARK E. FENNER (2007) Assistant Professor of Computer Science (2007) B.S. 1999, Allegheny College; M.A. 2002, M.S. 2002, and Ph.D. 2007, University of Pittsburgh.

PATRICIA FERREIRA (1996) Assistant Professor of English (1999), Chair Department of English and Communications (2005), B.A., 1982, Keene State College; M.A., 1988, University of Vermont; Ph.D., 1996, McGill University.

SCOTT C. FIELDS (1978) Professor of English (1995) B.A., 1968, Williams College; M.F.A., 1970, Columbia University; Ph.D., 1979, New York University.

CHRISTOPHER FIORENTINO (2006) Assistant Professor of Military Science (2006); Army ROTC Detachment Recruiting, Scholarship and Personnel Officer (2006); B.A. 2003, St. Anselm College; Captain, U.S. Army.

ALISON J. FISHER (2001) Associate Professor of Chemistry (2007); B.A., 1997, Western Michigan University; Ph.D., 2001, University of Colorado at Boulder.

STEPHEN L. FITZHUGH (2002) Associate Professor of Electrical and Computer Engineering (2007); Chair of the Department of Electrical and Computer Engineering (2006); B.S., 1975, Worcester Polytechnic Institute; M.S.E.E., 1988, M.S.C.S., 1998, Ph.D. 2004 Rensselaer Polytechnic Institute.

KEVIN FLEMING (2006) Associate Professor of Psychology (2006) B.A. 1985, Lehigh University; M.A. 1987, Ph.D. 1990, University of New Hampshire.

CATHY M. FREY (1985) Professor of Mathematics (2002) Dean of the School of Mathematics and Science (2006), B.S., 1983 and M.S., 1985, University of Vermont.

DANNER FRIEND (2003) Assistant Professor of Mechanical Engineering (2003) B.S., 1987, Virginia Military Institute, 1991, M.S., Clemson University, Ph.D., 1999, Texas A& M.

SETH FRISBIE (2006) Lecturer/Director of Introductory Labs of Chemistry (2006); B.S., 1986, University of Massachusetts, Amherst; M.S., 1989, Cornell University; Ph.D., 1992, Cornell University.

RICHARD N. FUNKHOUSER (2004) Professor of Management (2004), B.A., 1964, Otterbein College; M.B.A., 1968, Columbia University; Ph.D., 1974, University of York (UK).

TIMOTHY GALLAGHER (2006) Assistant Professor of Military Science (2006); B.S. 1998 Norwich University; Captain, U.S. Army.

PAULA A. GILLS (1980) Director of Learning Support Center (1980) B.A., 1972 and M.A., 1975, Michigan State University.

STEVEN J. GORMAN (2005) Assistant Professor of Aerospace Studies (2005), B.S., 1999,

University of Southern Maine, M.B.A., 2005, Touro University International, Captain, USAF.

EMILY GRAY (2007) Assistant Professor of History (2007) B.A. 1996, University of Utah; ; Ph.D. 2004, University of Pennsylvania.

LEWIS J. GREENSTEIN (2006) Visiting Assistant Professor of History (2006) A.B., 1966, Dartmouth College; M.A., 1970, Indiana University; Ph.D., 1975, Indiana University.

MARK HAGENLOCHER (2007) Assistant Professor of Naval Science and Executive Officer (2007); B.S., 1988, United States Naval Academy; M.A., 2002 Naval War College; Commander, USN.

BENJAMIN C. HALE (2005) Assistant Professor of Military Science (2005), Army ROTC Detachment Operations Officer (2007), Dartmouth Liaison Officer (2005), B.S. Physics, 2001, USAF Academy, M.I.A. 2007, Norwich University; Captain, U. S. Army.

ELLEN HALL (2002) Library Director with rank of Professor (2002) B.A., 1969, University of Minnesota; M.L.S., 1970 University of Minnesota.

JANICE F. HANSEN (1999) Associate Professor of Nursing (1999), Hartwick College; MA (1997) Castleton State College; MSN (1990) Russell Sage College.

DONAL HARTMAN, JR. (2004) Director, Master of Justice Administration and Master of Public Administration Programs (2005) B.A., 1966, Hampden-Sydney College; J.D., 1976, Gonzaga University School of Law; LL.M., 1987, George Washington University School of Law.

EDUARDO H. HERNANDEZ (1979) Associate Professor of Physical Education (1988), Chair of Biology and Physical Education (2007) B.S., 1972; B.A., 1981, and M.Ed., 1976, Norwich University; M.A. 1986, Middlebury College.

KAREN G. HINKLE (2003) Assistant Professor of Biology (2003) B.S., 1995, University of California, San Diego; Ph.D., 2002, University of Michigan.

MICHAEL COURTNEY HOFFMAN (1991) Associate Professor of Architecture (1997); B.A., 1976, St. Lawrence University; M. Arch., 1986, University of Virginia. Registered Architect.

JUNICE D. HOOKS (2005) Assistant Professor of Military Science (2005), B.A. Psychology, 1997, University of Guam, Major, U.S. Army.

MARY ELIZABETH HOPPE (1981) Professor of Chemistry (1995), Chair of Department of Chemistry and Biochemistry (2006); B.A., 1973, College of St. Teresa; M.S., 1975, University of Michigan.

LAUREN DAVIS HOWARD (1976) Professor of Biology (1993), B.A., 1971, Hartwick College; Ph.D., 1979, University of Vermont.

RICHARD A. HUEBNER (2007) Lecturer of Computer Science (2007); A.S. 1993 Middlesex Community College; B.S. 1999, Eastern Nazarene College; M.S. 2001, Eastern Nazarene College.

JOHN HURD, II (1978) Professor of Economics (1991) B.A., 1959, Yale University; Ph.D., 1969, University of Pennsylvania.

RICHARD ALEXANDER HYDE (1989) Associate Professor of Physics (1993) B.A., 1968, College of Wooster; M.S., 1973, University of Minnesota; M.S., 1977 and Ph.D., 1982, University of Wisconsin at Madison.

JASON F. JAGEMANN (2000) Associate Professor of Political Science (2006) B.A., 1993, SUNY at Potsdam; M.A., 1995. Ph.D., 2000, Western Michigan University.

JUDITH JOHNSON (2004) Assistant Professor of Naval Science (2004); B.S. 1999, University of Vermont; Lieutenant, USN.

D. WILLIAM JOLLEY (2002) Associate Professor of Marketing (2002) B.S. 1967, Management, University of Florida; MBA, 1969, University of Florida; Ph.D., 2002, University of Western Australia.

KAREN JOYCE (2004) Visiting Assistant Professor of Political Science (2004) B.A., 1979, New

York University; S.M., 1989, Massachusetts Institute of Technology.

MICHEL E. KABAY (2001) Associate Professor of Information Assurance (2001) and Director of MSIA Program, B.S.c, 1970, McGill University; M.S.c, 1972 McGill University; Ph.D., 1976, Dartmouth College. Certified Information Systems Security Professional and Information Systems Security Management Professional.

LINDA KARCH (1988) Professor of English (2004) B.A., 1981, Millikin University; M.A., 1984, University of Illinois at Champaign-Urbana; Ph.D., 1992, Texas Christian University.

HAROLD J. KEARSLEY (2002) Professor of Political Science (2002) Associate Dean of Academic Programs, School of Graduate Studies; Director, Master of Arts In Diplomacy (2002) B.A., 1973, University of South Carolina; M.A., 1981, University of Southern California; Ph.D. 1990, University of Aberdeen, United Kingdom.

JASON KEINSLEY (2003) Coordinator of Library Systems and Technology with rank of Assistant Professor (2003); B.S., 1992, Indiana University; MIS, 2001, Indiana University; MSIA, 2006, Norwich University.

ANDREW KINDRED (2007) Assistant Professor of Naval Science (2007); B.S. 2005, United States Naval Academy; Lieutenant, USN.

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