

AUGUSTANA COLLEGE

UNDERGRADUATE GENERAL CATALOG
2009-2011

RESERVATION OF AUTHORITY

Augustana College reserves the right to modify or change the curriculum, admission and degree requirements, tuition or fees, and other policies without prior notice. The information in this catalog is not regarded as creating a binding contract between the student and Augustana College. The most recent changes to these policies can be found at www.augie.edu.

PRIVACY POLICY

Augustana College strives to ensure the privacy and accuracy of confidential information. View our online privacy policy at www.augie.edu/privacy.

NON-DISCRIMINATION AND AFFIRMATIVE ACTION

The heart of the College is its faculty, its academic programs, and the students who study here. We believe that classroom and personal instruction should be the primary focus of the collegiate experience. The College also promotes involvement and encourages each student to make a contribution to the life of the campus community. Augustana will consider for admission any student whose character is consistent with the mission of the College and who shows evidence of ability to benefit from college life.

Augustana is committed to providing equal opportunities for access to and participation in its programs and services, without regard to sex, sexual orientation, race, color, religion, creed, national origin, ancestry, age, or disability, except that, as an institution of the Evangelical Lutheran Church in America, the College reserves the right to use a qualification based on religion if such a qualification is related to a bona fide religious purpose or is otherwise permitted by applicable law.

The College complies with the Americans with Disabilities Act, the Rehabilitation Act, and other applicable laws providing for nondiscrimination against individuals with disabilities. The College will provide reasonable accommodations for students with known disabilities to the extent required by law. Students seeking reasonable accommodations should contact the Dean of Students office for more information.

Augustana has designated the Vice President for Human Resources as the College's affirmative action officer.

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UNDERGRADUATE CATALOG

INFORMATION AND REQUIREMENTS FOR 2009-2011

Augustana College is located at 2001 South Summit Avenue in the south-central part of Sioux Falls, South Dakota. College administrative offices observe regular working hours of 8:00 a.m. to 5:00 p.m. Monday through Friday except for major holidays. The Office of Admission is also open by appointment on Saturday mornings from September through May.

After 5:00 p.m. general information is available at the Morrison Commons Information Desk which is open until 12:00 midnight, every evening.

Visitors are always welcome. Arrangements for campus tours or appointments may be made through the Office of Admission.

Address: Augustana College, 2001 South Summit Avenue, Sioux Falls, SD, 57197
Telephone: (605) 274-0770, 1-800-727-2844
FAX: (605) 274-5518
info@augie.edu www.augie.edu

Academic Affairs: (605) 274-5417

Academic Policies, Curriculum, Summer College, Interim, Graduate Division

Admission: (605) 274-5516

Application Information and Procedures, Catalogs, Brochures

Alumni Relations, Development: (605) 274-5521

Business Office: (605) 274-4109

Business and Financial Matters

Career Center: (605) 274-4127

Financial Aid: (605) 274-5216

Human Resources: (605) 274-4110

International Student Programs: (605) 274-4498

Off-Campus Study, Foreign Students Attending Augustana

Library: (605) 274-4921

Marketing and Communications: (605) 274-4546

Public Events: (605) 274-4546

Events Scheduled on Campus

Registrar: (605) 274-4121

Transcripts, Schedules, Registration

Dean of Students: (605) 274-4124

Student Services: (605) 274-5215

General Student Information, Housing, Food Service, Student Organizations, Adult Learner Services

Send inquiries to: Augustana College, Office of Admission,
2001 South Summit Avenue, Sioux Falls, SD 57197.

FAX: (605) 274-5518

admission@augie.edu www.augie.edu

THE AUGUSTANA SEAL



The Augustana Seal is composed of a circle representing eternity, a triangle representing the Trinity, and a book which is the Bible. The “cross” running through the book is the Chi Rho (the monogram and symbol formed from the first two letters “X” and “P” of the Greek word for Christ). The letters VDMA are symbolic of the College motto “VERBUM DEI MANET IN AETERNUM” or “The Word of God endures forever.” The letters on either side of the Bible are the Alpha and Omega of the Greek alphabet symbolizing the beginning and the end. The lamp is the Lamp of Knowledge. The three dates represent the founding dates of the College: 1860, the founding of the College in Illinois; 1889, the founding of the Lutheran Normal School in Sioux Falls; 1918, the merger of the two schools to become Augustana College. The name Augustana is drawn from the origin of the Lutheran Church in the Augsburg Confession in 1530 during the time of the Reformation. The Latin designation of this document was the Confessio Augustana.

THE MISSION OF AUGUSTANA

Inspired by Lutheran scholarly tradition and the liberal arts, Augustana provides an education of enduring worth that challenges the intellect, fosters integrity, and integrates faith with learning and service in a diverse world. The mission of Augustana is reflected by the following five core values:

CHRISTIAN

Augustana, as a college of the Evangelical Lutheran Church in America, centers on worship, welcomes all faiths, nurtures the search for a mature religious faith, and relates Christian faith and ethics to learning and service.

LIBERAL ARTS

Augustana provides an education of enduring worth by affirming that teaching and learning are central and life-long, by providing a broad understanding of humans and their interactions, and by enriching the lives of students by exposure to enduring forms of aesthetic and creative expressions. An education of enduring worth is created by the development of broad knowledge and skills crucial in a changing world, by the creation of an awareness of one's own religious and ethical beliefs as well as those of others, and through the cultivation of health and wellness.

EXCELLENCE

Augustana commits to high standards and integrity by practicing faithfulness in teaching, learning, supporting and administrating, nurturing potential, challenging the intellect, acting ethically, and by recognizing achievement.

COMMUNITY

Augustana fosters caring for one another and our environments by responding to needs, respecting human differences, empowering one another, and by tending to the ecology of place.

SERVICE

Augustana affirms that wholeness includes reaching out to others by accepting the call to servanthood, promoting justice, integrating career and service, and by serving church and society.

AUGUSTANA EDUCATIONAL OUTCOMES

Augustana provides students with a liberal arts education within a Christian context that is meant to inform their lives, further studies, and professions. This education assists students to value learning, service, and character. An Augustana graduate will demonstrate the following learning outcomes:

- Augustana students will be able to think critically.
- Augustana students will be effective communicators.
- Augustana students will acquire knowledge to inform their vocations of faith, life, and service in family, work, and community.
- Augustana students will be able to recognize, evaluate, and apply moral values grounded in faith.

AUGUSTANA AT A GLANCE

HISTORY OF THE COLLEGE

Higher education in the early days of this country was dominated by private colleges originated by religious groups who saw in them a means to provide leadership for their churches, schools and communities. Scandinavian immigrants to this country were no exception.

The institution which was to become Augustana College began with the foundation of Hillsboro Academy in Hillsboro, Illinois, in 1835. By 1846 a Scandinavian Lutheran group had changed the name to “The Literary and Theological Institute of The Lutheran Church of the Far West.”

The ambitious new name set the pace for the institution as it moved with the tide of immigration into America’s West. The school was moved to Springfield, Illinois, where it became Illinois State University and numbered among its students John Hay, who later became the nation’s Secretary of State, and Robert Todd Lincoln, son of Abraham Lincoln.

In 1860, due to differences over matters of doctrine, Professor Lars Paul Esbjorn and a group of followers moved to Chicago and established The Augustana College and Seminary with Esbjorn as the first president. The College has chosen to mark this institution as its beginning.

The name Augustana is drawn from the origin of the Lutheran Church in the Augsburg Confession in 1530 during the time of the Reformation. The Latin designation of this document was the *Confessio Augustana*.

During and after the Civil War, the fledgling college was caught up in the westward movement of pioneers. The school moved with its constituents to Paxton, Illinois, in 1863; and then in succession to Marshall, Wisconsin, in 1869; to Beloit, Iowa, in 1881; and to Canton, South Dakota, in 1884.

In 1918, following the union of three Lutheran synods, the College was moved to Sioux Falls where it merged with the Lutheran Normal School to form the present institution.

Twenty-three presidents have served Augustana since its founding: Lars Esbjorn (1860-1863); T. N. Hasselquist (1863-1869); August Weenas (1869-1870); J. Anderson (1870-1876); David Lysnes (1876-1884); M. D. Miller (1884-1889); C. S. Salveson (1889-1890); Anthony G. Tuve (1890-1916); P. M. Glasoe (1916-1918); H. S. Hilleboe (1918-1920); C. O. Solberg (1920-1928); H. J. Glenn (1928-1929); O.J.H. Preus (1929-1932); C.M. Granskou (1932-1943); Lawrence M. Stavig (1943-1965); Charles L. Balcer (1965-1980); William C. Nelsen (1980-1986); Sidney A. Rand (1986-1987); Lloyd Svendsbye (1987-1992); Sidney A. Rand (1992-1993); Ralph H. Wagoner (1993-2000); Bruce R. Halverson (2000-2006); Robert C. Oliver (2006-).

MANAGEMENT

The immediate management and control of the College is vested in the Augustana College Association composed of the South Dakota, Southwestern Minnesota, Nebraska, and Western Iowa Synods of the Evangelical Lutheran Church in America. The association is incorporated under the laws of South Dakota, and functions through a Board of Trustees.

ACCREDITATION

Augustana is accredited as a four-year institution by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The teacher education programs, including the graduate programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE), and the South Dakota Department of Education and Cultural Affairs (DECA) approved the undergraduate and graduate programs. The Education of the Deaf undergraduate and graduate programs are nationally certified by the Council on Education of the Deaf (CED). Accreditation and approval by the aforementioned agencies permit Augustana graduates to obtain teaching certificates in the 50 states. All graduate degree programs are also approved by the Veterans Administration under Title 38, U.S. Code in accordance with VAR 14253 and 14273.

The baccalaureate program in nursing is accredited by the Commission on Collegiate Nursing Education and is fully approved by the South Dakota Board of Nursing. The College is also approved by the Commission on Accreditation of Athletic Training Education, the American Medical Association for Medical Technology and X-ray Technology, the Committee on Professional Training of the American Chemical Society, and the National Association of Schools of Music.

The College is on the approved list of the American Association of University Women. It is authorized under Federal Law to enroll non-immigrant alien students.

AUGUSTANA AT A GLANCE

Augustana also holds membership in the Association of American Colleges, the Council of Independent Colleges, the National Association of Church-Related Colleges, the Lutheran Educational Conference of North America, and the South Dakota Association of Independent Colleges, and is an active member and participant in numerous other professional and learned societies and groups.

LOCATION

A distinct asset to Augustana is its location in Sioux Falls. A city of more than 150,000, Sioux Falls offers one of the most dynamic business climates in the Midwest. It is a retail, manufacturing, and distribution center for the Upper Midwest. In addition, the city provides many cultural, educational and recreational opportunities for Augustana students.

THE CAMPUS

The College campus is located on 100 acres in a quiet residential area of Sioux Falls. Beautifully maintained, the campus has undergone extensive expansion and renovation over recent years. Descriptions of individual buildings and a campus map may be found at the end of this catalog.

A COLLEGE OF THE CHURCH

From its beginnings, Augustana has been a college of the church. The history of the church includes the conviction that human intellect is a gift from God, and that faith seeks knowledge about God and God's gifts in Christ for the world. A student's college years are enriched through experiences such as weekday chapel, Holy Communion, Sunday morning worship, theological lectures and discussions, small study groups, local and global service ventures, prayer groups, area conferences, residence hall devotions and Bible Studies, and impromptu discussions with roommates and friends. In and out of the classroom, Augustana serves informed and critical reflection and integration of these experiences.

When Augustana says it is the church in higher education, we hold that the Scriptures will be read and studied and the sacraments received. Moreover, while our study never captures the fullness of God, the promise of Gospel and grace set us free to question, explore, discover, and imagine God's promises and purpose alive in the world, in ourselves and our relationships with others. It is within this promise that students, faculty and staff live and study, worship and work at Augustana

ACADEMIC PROGRAM

Augustana adopted a 4-1-4 academic calendar in 1970 which consists of two fifteen-week semesters connected by a four-week January Interim.

Course credit is computed by semester hours, and each undergraduate degree candidate must complete 130 hours of course work with a minimum 2.00 cumulative grade point average. Please consult the Academic Program section of this bulletin for a more detailed listing of degree requirements.

JANUARY INTERIM

The January Interim is designed to provide not only regular curriculum courses in an alternate schedule but also to encourage independent and self-directed study; to create more experiential and innovative learning environments; enhance opportunities for interdisciplinary study, and to provide opportunities for greater cross-cultural and to international experiences.

SUMMER COLLEGE

Summer can be a wonderful time for exploration. Whether one is a current undergraduate or graduate student, a college student from another campus who is staying in Sioux Falls for the summer, or someone who is interested in continuing education opportunities, Augustana offers a variety of courses, workshops, and special programs on campus during the months of June and July. Students may also choose from a selection of online course offerings. Information about summer courses and workshops is available at the Registrar's Office website.

AUGUSTANA AT A GLANCE

ADULT LEARNER PROGRAM

Augustana welcomes adult learners (also called non-traditional students) seeking personal enrichment and/or career change or advancement to its regular academic programs. Adults may attend on a part-time basis by simply registering for individual classes, or may apply for admission as either full- or part-time degree-seeking students. A specially assigned adult student advisor is available by contacting the Office of Student Services. The Augustana Non-Traditional Student Association (ANTSA) meets monthly to provide peer support and fellowship for adult students on campus.

INFORMATION RESOURCES

Mikkelsen Library serves as the information center for the Augustana community through its development of a local collection, its support of the instructional process, its encouragement of independent learning and research, and its access to other sources of information. Open and staffed 94 hours per week, the library offers an inviting and comfortable environment for research, group study, and relaxation including its casual reading area, Ole's Oasis.

The Augustana library is one of more than 70 members of the South Dakota Library Network (SDLN), a statewide multi-type library cooperative providing access to books, government documents, media, and journal articles. A variety of electronic resources including the SDLN database, AcademicSearch Premier, America's Newspapers, JSTOR, ProQuest, Lexis-Nexis Academic, Project MUSE and EBSCO A-Z are made available to the campus community via the library's homepage. The library has wireless access to the Internet and 31 laptops available for check-out from the circulation desk for use throughout the library building. In addition, 12 Internet workstations are available for library research.

Mikkelsen Library resources include a book collection in excess of 230,000 volumes, 13,000 e-books, subscriptions to 400 journals in paper and over 24,000 electronic journals, over 90 electronic databases, many with full-text content, and a selective depository for U.S. government documents. In addition, the library's Media Services collection offers over 8,000 media programs and a wide range of audiovisual equipment and services including specialized printing (poster, color laser, photo), and multimedia production (video editing, PowerPoint presentations, CD, CD-R duplication).

In an information rich, democratic society the leaders of the future must be able to use information effectively and ethically. The library's program of information literacy features librarians collaborating with faculty in the classroom to ensure that Augustana students know how to locate, evaluate, synthesize and utilize information, regardless of format. In addition, librarians are available to assist students individually in the use of all library resources.





ADMISSION PROCEDURES

First-Year Applicants

Candidates for admission are considered on the basis of course selection and academic achievement in high school, academic aptitude as demonstrated through the results of the ACT or SAT exam, an application essay or writing sample, and an academic reference. Consideration will also be given to personal qualifications and demonstrated leadership and involvement in school, church, and community. To be considered for regular admission as a First-Year Student, a high school graduating senior must present the following:

1. A completed Application for Admission and Scholarships. A writing sample will be required of all applicants. Students may apply to Augustana at www.augie.edu/application, through The Common Application (www.commonapp.org), or by submitting a paper application.
2. One recommendation completed by a teacher or counselor who can address the candidate's academic preparedness and character.
3. An official transcript of grades which shows evidence of a college preparatory program of study which includes a recommended curriculum of four years of English, three years of mathematics, three years of science, two years of foreign language, and two years of social science and a high school grade point average of at least 2.70 (4.00 scale). The applicant should also rank in the top half of the graduating class. Send an official transcript to the Office of Admission, 2001 South Summit Avenue, Sioux Falls, South Dakota 57197.
4. An ACT composite score of 20 (or SAT of 950). Augustana's ACT code is 3902; the SAT code is 6015. Students who have completed the General Educational Development exam (GED) must submit their official score report, presenting scores at or above the fiftieth percentile, as well as the results of one of the following standardized tests: PSAT, ACT, or SAT.

Information for Homeschool Students

Homeschool students applying for admission to Augustana must submit the following in order to be considered for admission to the College:

1. Application for Admission and Scholarships and a writing sample.
2. Results of either the ACT or SAT, with presenting minimum composite scores of 20 and 950 respectively.
3. An official transcript from the local Homeschool guild, association, school or detailed course descriptions, proficiency levels and textbooks used.
4. A letter of academic recommendation from the primary educator. If the primary educator is a relative, Augustana requires a recommendation from someone other than a friend or relative who can comment on the applicant's academic preparation and character.

National Candidate Reply Date

Augustana subscribes to the National Candidate Reply Day of May 1.

1. Students offered admission to the College are required to reply by May 1. To accept the offer of admission and secure enrollment, students are required to submit a **non-refundable** enrollment deposit which will be applied to the student's comprehensive fee.
2. Information relative to course registration and college housing will be sent to those who have submitted an enrollment deposit.

ADMISSION

Transfer Applicants

Students wishing to transfer to Augustana will be considered for admission upon the receipt of the following:

1. A completed Application for Admission and Scholarships. A writing sample will be required of all applicants.
2. Official transcripts of all high school and post-secondary work.
3. One recommendation submitted by a teacher, professor or advisor who can comment on the applicant's academic preparation and character.

Generally, to be admitted, a student must have a cumulative grade point average of 2.25 (on a 4.0 scale) at the institution from which the student is transferring. Only courses in which the student has earned a C- or better are eligible for transfer credit. A maximum of 65 credit hours will be accepted from two year institutions. The cumulative grade point average of the transfer student will include only the grades earned at Augustana.

Augustana will accept credit for courses corresponding to courses offered at Augustana from institutions which meet the following criteria:

1. The institution must be accredited by a regional accrediting association of schools and colleges.
2. The institution must offer an Associate of Arts, Associate of Science, Bachelor of Arts or a Bachelor of Science degree. Augustana will consider for credit only courses which satisfy the requirements for these degrees.
3. The institution must be classified AG or AP in the Transfer Credit Practices of Designated Educational Institutions published by American Association of Collegiate Registrars and Admissions Officers.

As of February 27, 2008, Augustana will consider select courses taken as part of an AAS program. Individual departments will evaluate whether or not course content is equivalent to that of an Augustana course and eligible for transfer credit. For additional information contact the Office of Admission or Registrar.

To earn graduation honors, students must have a minimum of 65 credit hours at Augustana with a minimum of 51 credit hours having an A-F grade. For further information, see the Academic Honors section of the catalog.

Adult Learner Applicants

Students who are applying for admission who are at least 24 years of age must present the following:

1. A completed Application for Admission and Scholarships. A writing sample will be required of all applicants.
2. Final high school transcript, complete with graduation date, or official GED score report (scores at or above the fiftieth percentile are required).
3. One recommendation submitted by an educator, employer, pastor or someone other than a friend or relative who can comment on the applicant's academic preparation and character.

Admission Decisions

The Office of Admission reviews completed applications on a rolling basis. An offer of admission that is given to an applicant prior to the completion of the final term carries with it the understanding that the student will complete successfully that term of study. The College reserves the right to withdraw its offer of admission if the final report of the student is unsatisfactory.

College Courses for High School Students

The College encourages high school students who have demonstrated outstanding academic performance to supplement their school curriculum by taking course work at Augustana. Contact the Office of Admission for more information.

Former Augustana Students

Students previously enrolled at Augustana must submit an Application for Readmission. This will allow the College to confirm your eligibility to return. Students who have not attended another institution prior to their return should contact the Dean of Students Office. Students who have attended another institution(s) should contact the Office of Admission. An official transcript(s) of any coursework completed at another institution since you last attended Augustana is required.

Part-Time Students

Students enrolled for fewer than 10 credit hours in a regular semester are classified as part-time. Students interested in attending Augustana on a full-time basis (10 credit hours or more) are required to submit an application for admission. Degree-seeking students, attending on a part-time basis should also apply for admission to the college. Students may complete up to 14 semester hours of credit as a part-time student before applying for admission. Upon completing 14 credit hours, students must be offered admission or be granted waiver status before enrolling in additional classes.

International Students

Application forms for international students are available at www.augie.edu/admission/intlapp and should be submitted by June 15 for the Fall Semester and by November 1 for the Spring Semester.

Following are directions for making an application for admission:

1. Submit an application for admission (www.augie.edu/admission/intlapp) and a personal statement.
2. Submit the results of the TOEFL test (Test of English as a Foreign Language) or STEP Eiken.
3. Submit all transcripts or mark sheets of secondary and post-secondary education to the Office of Admission.
4. Submit one letter of recommendation. Recommendation forms may be downloaded at www.augie.edu/admission/recommendation.
5. Submit a document of financial support (in U.S. dollars) to the Office of Admission. After a student has been offered admission to the College, a deposit is required before a student may begin classes.

Students offered admission to the College will be required to submit an enrollment deposit prior to registering for classes.

Veterans

Veterans should request that their transcript(s) of high school and/or college credits be sent to the Office of Admission. G.I. Bill or other veteran educational benefits can be applied toward college expenses. Graduate degree programs are also approved by The Veterans Administration under Title 38, U.S. Code in accordance with CFR 21.4253 and 21.4254. If you need additional financial assistance, contact the Office of Financial Aid, Augustana College (*NOTE: There is a Veterans Administration Center located in Sioux Falls.*)

COURSE CREDIT

POLICIES FOR COURSE CREDITS AND EXEMPTION EXAMINATIONS

Augustana recognizes that students may have gained knowledge and skills through prior studies or experience which is equivalent to one or more college courses. Therefore, Augustana provides a variety of ways in which students may demonstrate knowledge and skills and receive credit or an exemption from a requirement. Students may earn up to 32 credit hours, one full year of undergraduate study, through one or more of the prior learning evaluations listed below. Students planning to apply more than 9 credit hours of prior learning to a major must consult with the appropriate department chair.

Augustana accepts academic credit for college level course work completed prior to high school graduation under the following circumstances:

1. If a student receives a score of 4 or 5 on the College Board's Advanced Placement Examination covering the subject matter contained in the high school AP course;
2. If a student achieves the appropriate score on one of the College Level Examination Program (CLEP) exams;
3. If a student receives a grade of 4 or higher on an International Baccalaureate (IB) Higher Level examination;
4. If a student successfully completes an academic course offered by an accredited college or university that meets the requirements for transfer credit. Certain restrictions apply for pre-matriculation credits. Contact the Office of Admission, or the Registrar's Office for more information.

Advanced Placement

The College Entrance Examination Board's Advanced Placement Examinations (AP) are used by the College in awarding advanced academic credit to participating high school students who achieve sufficiently high scores. A student who receives a score of 4 or 5 on AP examinations is awarded placement and credit. Students interested in obtaining credit on the basis of such examinations should consult with the Office of Admission or the Registrar. Details of course equivalencies may be found on the Academic Advising website.

Automatic Placement for ACT or SAT Exams

Students who have achieved an average of 29 or higher for the scores on the English and Reading sections of the ACT or a score of 600 or higher on the verbal section of the SAT are automatically excused from the first year composition course. This achievement will be noted on the student's transcript, but without credit toward graduation.

Students who have achieved a score of 30 or higher on the mathematics section of the ACT or a score of 650 or higher on the SAT are automatically excused from taking a math course. This achievement will be noted on the student's transcript, but without credit toward graduation.

College Level Examination Program (CLEP)

Augustana will grant credit for college work based upon successful completion of most College Level Examination Program Subject Matter Examinations. The College does not grant credit for CLEP General Examinations.

1. Augustana uses the recommended score for awarding credit as contained in the CLEP Subject Examination Policy.
2. Students may take these examinations either prior to or after enrolling at Augustana. Students who achieve the minimum passing score or higher will have the equivalent Augustana course noted on their transcript, with credit granted towards graduation requirements. When appropriate they will also be excused from the corresponding course in the general education requirements.
3. Essays are required for all history CLEP examinations.

COURSE CREDIT/REGISTRATION

4. Augustana is an “open” CLEP testing center making CLEP testing available to our students, high school students and the general public.

Department Proficiency Exams

Several departments offer proficiency examinations. Upon successful completion of any of these examinations and the payment of a processing fee, a student receives credit for the course. Currently the college offers three departmental examinations. These are ENGL 100, COMM 100 and PHIL 120. For more information about the CLEP or departmental proficiency exams contact Academic Development and Support Services.

International Baccalaureate Exams

Academic credit is granted on a course-by-course basis for International Baccalaureate Higher Level examinations in which the student has received a score of 4 or higher.

Life Experience Credit

Augustana is eager to assist adult-learners pursue baccalaureate degrees through the evaluation of college-level learning gained from life experiences. By following suggested guidelines, adults may receive up to twenty-six semester hours of credit toward their degree through this option. Course credit is given for academic learning related to experience, not for work experience alone. Contact the Associate Dean of Academic Affairs for more information.

REGISTRATION

Students on campus register for the first semester in the late spring preceding the fall term and register for Interim and the second semester around Thanksgiving-time. Incoming freshmen and transfers will register during the summer (or in January for those beginning the spring semester) prior to their entry to the College. Plans for such registration will be announced by the Admission Office. The typical academic load for a semester is 14 to 16 credit hours.

1. All students must be registered by the end of the third day after the published beginning date of classes.
2. No student may attend classes until satisfactory arrangements have been made with the Business Office for the payment of tuition and fees.
3. No student may register and receive credit for course work at another college while enrolled at Augustana unless prior approval has been given by the Registrar.
4. The administration of the College reserves the right to discontinue any class at the beginning of the semester if the registration for that class is deemed insufficient.

Changes in Registration

The specific courses and sections recorded in the Registrar’s Office are considered the student’s official registration. A student who discovers a conflict or other evidence of error in registration should go to the Registrar’s Office for the necessary changes. No classes may be added after the beginning of the second week in the semester without the instructor’s written permission. Students may withdraw from a course up to the end of the first week after mid-semester. A grade of “W” will be recorded for any class dropped between the beginning of the third week in the semester and the end of the first week after mid-semester. The necessary forms to accomplish changes in registration can be obtained at the Registrar’s Office. No change in registration takes effect until it has been recorded in the Registrar’s Office. A grade of “F” will be recorded for an unauthorized withdrawal from a course.

REGISTRATION/ACADEMIC PROGRAM

PAYMENT OF TUITION AND OTHER COSTS

Payment of Fees:

A statement of account detailing classes for which students have registered, tuition and other applicable charges, and the anticipated financial aid for the semester will be mailed to the student's permanent address on file approximately four weeks prior to the start of each semester. Payment in full is due the College by the start of each semester/session.

Enrollment Validation:

All students must attend Enrollment Validation to finalize financial aid arrangements and Business Office accounts. For further information see Financial Information.

ACADEMIC PROGRAM

The goal of the College is to provide an education of enduring worth by blending the broad learning experiences of the liberal arts with the student's individual professional goals and in relating Christian faith to learning. This means providing students of varying backgrounds, interests and ages a unique opportunity to achieve academic excellence and individual development in a Christian context in order to prepare them for a life of career, service and continuing achievement.

The following pages describe the basic components of the curriculum, the graduation requirements, and the departmental offerings which the Augustana faculty has designed to achieve these goals.

CURRICULUM

The following are the basic components of the curriculum:

- A. *Calendar:* The academic year at Augustana is divided into two semesters of 15 academic weeks each, separated by a January term of four weeks, and a summer term of eight weeks. The January Interim is designed to encourage independent and self-directed study; create a more experiential and innovative learning environment; enhance the opportunity for interdisciplinary study, and provide opportunities for greater cross-cultural and international experiences. Participation in the Interim is usually necessary to complete graduation requirements in four academic years. Further information can be obtained by consulting the January Interim Bulletin.
- B. *Bachelor of Arts Degree:* On the undergraduate level Augustana offers one degree, the Bachelor of Arts. All students who successfully complete any approved course of study at the College will receive this degree. On the graduate level, Augustana offers the Master of Arts degree. Graduate programs are described more fully in the Graduate Bulletin.
- C. *Unit of Instruction:* The semester credit hour is the unit of instruction. The graduation requirement is 130 credit hours.
- D. *Academic Load:* A student taking between 10 and 16 credit hours is considered to be full-time. Students who take more than 16 credit hours in one semester will be charged an overload fee for each additional credit hour. A student who is enrolled full-time during the Fall or Spring semester may take 4 credit hours during the January term without paying an additional fee. The maximum course load for any semester is 17 credit hours with the exception of those students who have completed a minimum of 18 credit hours and have a 3.5 grade point average. They are allowed to take 18 credit hours. All others who want more than 17 credit hours of work must have the approval of the Registrar and their academic advisor. Petition forms are available at the Registrar's Office.
International students: The U.S. Immigration and Naturalization Service requires all international students to carry a minimum of 12 credit hours each semester to be considered full-time.

DEGREE REQUIREMENTS/GENERAL EDUCATION

E. *General Education Requirements:* A 59 credit hour general education curriculum is an important component of an Augustana education. The general education plan is designed to provide all Augustana students with a basic core of skills and knowledge. Those students who have the required skills and knowledge may satisfy some general education requirements through test-outs.

GRADUATION REQUIREMENTS: BACHELOR OF ARTS DEGREE

The graduation requirements leading to the baccalaureate degree are designed to provide a broad and liberal education, a mastery of at least one field of knowledge through concentration in a major field, and a general course of study which will be in harmony with the program and ideals of Augustana.

Students may graduate under the requirements of the catalog in force during the session in which they first enrolled (provided they graduate within six years from the end of that session), or they may graduate under the requirements of a more recent catalog of the session in which they meet graduation requirements. The student's academic advisor and other personnel of the College will help in every way possible to avoid errors, but the student has the final responsibility for satisfying all degree requirements according to the catalog chosen.

In order to graduate, a student must file a Graduation and Diploma Application Form for Degree Candidates with the Registrar's Office. All regularly enrolled undergraduate students are eligible for the Bachelor of Arts degree. The completion of this degree requires the following:

A. General Degree Requirements

To graduate from Augustana, a student must meet the following requirements:

1. Complete 130 credit hours with a minimum cumulative grade point average of 2.0 (The quality points assigned each grade are found under Grading System.)
 - A. The last 30 credit hours must be taken at Augustana.
 - B. No more than 10 workshop credit hours may count toward the 130 credit hour requirement.
2. Complete the requirements for one major.
3. Complete the general education requirements.
4. Complete two religion courses.

NOTE: A student may not have more than 43 credit hours from one prefix (BIOL, BSAD, PSYC, etc.) count toward the 130 credit hour graduation requirement. The following programs are exceptions and may count the number of credit hours listed below toward the 130 credit hour graduation requirement:

Art - 60, ACS Chemistry - 44, Liberal Arts Music - 45, Music Education - 57, Nursing - 52

B. General Education Requirements

The aim of Augustana is to provide an education of enduring worth by blending the broad learning experiences of the liberal arts with the student's individual professional goals, and to integrate Christian faith and learning.

Graduation requires satisfactory completion of 59 credit hours in the general education plan (including component courses in writing). The number of credit hours may be reduced through advanced placement exams and department test-outs.

Each student may be exempted from (or "Wild Card") one requirement in the General Education Plan. This exemption may NOT be applied to the laboratory science course (in Area 3.2) or to the Capstone course (Area 4.3).

No more than 10 credit hours from any one prefix (e.g. BIOL, ENGL, MDFL) etc. may count toward meeting the general education requirement.

GENERAL EDUCATION

Area 1 - Exploring Self and Relationships (6 credit hours)

This area will introduce the student to the aims of education at Augustana through opportunities in career exploration, courses in understanding of self in relationship to others, and activities emphasizing the importance of health and wellness.

Area 1.1 Meeting the Challenge of College (1 credit)

A series of activities during the first seven weeks of each semester designed to facilitate the new student's successful transition to college. Required of all entering first-year students, including transfer students with fewer than 27 credit hours.

GENL 097 New Student Seminar

Area 1.2 Understanding the Self in Interpersonal Relations (1 course, 3 credits)

Courses in this area will focus upon a broad understanding of human beings and important ways in which they interact with one another.

| | |
|---------------|--|
| BSAD 120 | Personal Financial Stewardship |
| COMM 250 | Interpersonal Communication |
| EDUC 345 | Adolescent Development (Only for students seeking teacher certification) |
| GENS 115 | Introduction to Gender Studies |
| GENS 140 | Human Sexuality |
| GENL 118 | City Arts Program (HECUA) |
| GERO 120 | Aging and Society |
| GOVT 190 | Humans in Conflict: Individual Conscience and Legal Responsibility |
| PHIL 110 | Dimensions of the Self |
| PHIL/RELI 310 | Death, Dying and Beyond |
| PSYC 125 | Life-Span Human Development |
| PSYC 335 | Human Relations |

Area 1.3 Developing Personal Well-Being Through Physical Activities (2 courses, 2 credits)

Two different activities courses emphasizing the development of recreational skills and/or conditioning the body as part of experiencing health and wholeness.

PE 100 Physical Activities (Aerobics, Archery, Bicycling, Dance, Golf, Health Fitness, Karate, Racquetball, Swimming, Tennis, Weight Training, Wellness)

Area 2 - Strengthening Skills for Living and Working in a Changing World (0-10 credit hours)

This area is designed to develop and strengthen skills that are crucial in a changing world. In this "information society" the skills of communication (reading, writing, listening and speaking), and of mathematical and analytical reasoning are absolutely vital.

2.1A Written Communication (0-1 course, 0-4 credits)

The student who is growing educationally finds it essential to understand the written expressions of others and to write with clarity, precision and power.

ENGL 110 First-Year Composition

Exceptions:

- Students who have achieved an average of 29 or higher for the scores on the English and Reading sections of the ACT exam, or a score of 600 or higher on the Verbal section of the SAT exam, have thereby placed out of ENGL 110. This achievement shall be noted on the transcript, but without credit.
- Students may also elect to take a CLEP or proficiency examination to gain credit for their English composition skills and be excused from the required course. More information is provided on CLEP examinations elsewhere in this catalog.

NOTE: A grade of C- or better in English 110 is a prerequisite for English 200 (Area 3.5A), and is required to satisfy Area 2.1A.

GENERAL EDUCATION

Area 2.1B “W” Component (2 courses)

Two courses with an integrated writing component, designated by a “W”.

Area 2.2 Oral Communication or Analytical Reasoning (0-1 course, 0-3 credits)

The educated person needs skills in critical thinking, listening, and the ability to speak effectively in a variety of settings. Furthermore, the skills of analytical reasoning are the underpinning of effective thinking.

| | |
|----------|-------------------------------|
| COMM 110 | Introduction to Communication |
| COMM 270 | Advocacy and Argumentation |
| PHIL 120 | Critical Thinking |

Test-out: Oral Communication

The test-out examination will consist of written and oral sections. Only those students who perform satisfactorily on the written part may take the oral part of the examination.

Students who pass both parts of this exam will receive credit for COMM 110.

Students may apply to the Chair of the Communication Studies Department for exemption to COMM 110 if they meet any of the following criteria:

- Two years of high school *varsity* forensic participation (debate, extemporaneous speaking, oratory, or interpretation).
- Two high school courses in oral communication with a grade of B or better.
- One year of *varsity* forensic participation and one high school course in oral communication with a grade of B or better.

Criteria not included on high school transcripts must be verified in writing by the appropriate high school teacher/coach.

Test-out: Critical Thinking

Entering students are eligible to take an exam designed to measure proficiency in certain areas of critical thinking and logical reasoning. Students who pass the examination will receive credit for PHIL 120.

Area 2.3 Mathematical Reasoning (0-1 course, 0-3 credits)

The logic, form and operations of mathematics have intrigued philosophers, artists and scientists from earliest times and are essential foundations in today’s professional careers.

| | |
|--|------------------------|
| MATH 140 | Quantitative Reasoning |
| – OR – | |
| Any MATH course higher than MATH 140, except a Mathematics Special Topics course | |

Test-out:

- Students who have achieved a score of 30 or higher on the mathematics section of the ACT examination, or a score of 650 or higher on the mathematics section of the SAT examination, have thereby placed out of Area 2.3. This achievement shall be noted on their transcript but without credit.
- Students may also elect to take a CLEP examination to gain credit for their mathematical skills and be excused from the required course. More information is provided on CLEP examinations later in this catalog.

Area 3 - Developing Knowledge for a Changing World (28-35 credit hours)

The liberally educated person, in addition to possessing skills and self-understanding, should have pursued broad intellectual experiences in many fields of inquiry. To that end, the six parts of this area will acquaint the student with knowledge in many diverse fields.

Area 3.1 The Western Heritage (2 courses, 6 credits)

This section is designed to provide students with knowledge of the ideas, people, events, human and physical forces and artistic expressions that have contributed to the formation of the past and the ways in which the past has shaped the contemporary world.

GENERAL EDUCATION

Early Period (Area 3.1A) (1 course)

| | |
|---------------|--|
| ART/HIST 112 | Art History I: Prehistory to the Renaissance |
| ENGL 225 | World Literature I |
| HIST 110 | Western Civilization I |
| HIST 114 | Western Civilization I (Honors) |
| MUSI 210 | Music History and Literature to 1750 |
| PHIL/CLAS 220 | Our Philosophical Heritage I |
| THEA 215 | Theatre History and Literature I |

Later Period (Area 3.1B) (1 course)

| | |
|--------------|--|
| ART/HIST 113 | Art History II: Renaissance Through the 20th Century |
| ENGL 226 | World Literature II |
| HIST 111 | Western Civilization II |
| HIST 115 | Western Civilization II (Honors) |
| HIST 120 | The American Experience to 1877 |
| | (Only for students seeking Elementary Education certification) |
| HIST 121 | The American Experience Since 1877 |
| | (Only for students seeking Elementary Education certification) |
| MUSI 212 | Music History and Literature 1750 to Present |
| PHIL 230 | Our Philosophical Heritage II |
| THEA 216 | Theatre History and Literature II |

Area 3.2 Natural Science (2 courses, 7-8 credits)

This section is designed to provide students with knowledge of science as a way to understand the world of nature, and of technology as the application of scientific principles to useful ends.

NOTE: Students must take at least one lab course in Area 3.2. No more than one course from any department may be counted in Area 3.2 with the following exceptions: Students may combine BIOL 180 with another BIOL course; and students may combine CHEM/PHYS 115 with another CHEM or PHYS course.

| | |
|---------------|---------------------------------------|
| BIOL 180 | Introduction to Environmental Science |
| CHEM/PHYS 115 | Physical Science |

You may count one of the following courses toward Area 3.2:

| | |
|----------|---|
| BIOL 110 | Biology and Human Concerns |
| BIOL 120 | Biological Principles I |
| BIOL 200 | Life Science (Only for students seeking Elementary Education certification) |

You may count one of the following courses toward Area 3.2:

| | |
|----------|--------------------------------|
| CHEM 110 | Chemistry and Your Environment |
| CHEM 120 | Introduction to Chemistry |

You may count one of the following courses toward Area 3.2:

| | |
|--------------|--|
| PHYS 110 | From Atoms to Stars (Non-Lab) |
| PHYS 160 | Physics for Life Sciences I |
| PHYS 190 | Astronomy (Non-Lab) |
| PHYS 201 | Physics for Life Sciences I (w/Calculus) |
| PHYS 221/222 | General Physics I or II |

Area 3.3 Human Behavior and Social Institutions (2 courses, 6 credits)

This section is designed to provide students with fundamental knowledge of forces that shape human behavior and the large-scale social systems in which people live.

GENERAL EDUCATION

NOTE: No more than one course from any department may be counted in Area 3.3.

| | |
|---------------|---|
| COSC 130 | Social, Legal and Ethical Issues in Computing (W) |
| ECON 120 | Principles of Economics I |
| EDUC/SPED 110 | Foundations of American Education |
| GENL 119 | Metro Urban Studies (HECUA) |
| GEOG 120 | Introduction to Human Geography |
| GOVT 110 | Introduction to Government |
| PSYC 110 | Self and Others: Psychological Perspectives |
| – OR – | |
| PSYC 115 | General Psychology |
| SOCI 110 | Contemporary Society |

Area 3.4 Languages (0 to 2 courses, 0-6 credits)

This section is designed to provide students a basic ability in a language other than their own, an opportunity to explore their facility with languages, and an insight into a culture other than their own.

The language requirement can be completed in any of the following ways:

- Complete both introductory courses of the same language (i.e., MDFL 120, 121).
- Complete the second semester of an introductory language course (i.e., MDFL 121).
- Complete a language course numbered 201 or higher with a grade of C- or better.
- Complete EDHH 226: American Sign Language I and one semester of another language.
- Demonstrate competence in a mother tongue other than English.
- Test-out: Students may fulfill all or part of the language requirement through a placement exam, a departmental test, CLEP test, or by presenting a satisfactory Advanced Placement test score.

| | |
|----------|----------------------------|
| CLAS 200 | Elementary Greek I |
| CLAS 201 | Elementary Greek II |
| CLAS 205 | Elementary Latin I |
| CLAS 206 | Elementary Latin II |
| MDFL 120 | Introduction to French I |
| MDFL 121 | Introduction to French II |
| MDFL 130 | Introduction to German I |
| MDFL 131 | Introduction to German II |
| MDFL 180 | Introduction to Spanish I |
| MDFL 181 | Introduction to Spanish II |
| EDHH 226 | American Sign Language I |

Area 3.5 Literature and Fine Arts (2 courses, 6 credits)

This area is designed to provide students with a broad knowledge of and appreciation for the enduring forms of aesthetic and creative expressions, and activities of human society in order to enrich their lives and encourage them to become lifelong patrons of the arts.

NOTE: Students must complete one course in literature and one course in fine arts.

Literature (Area 3.5A) (1 course)

| | |
|----------|---|
| CLAS 230 | Classical Mythology |
| ENGL 200 | The Literary Experience: A Genre Approach (W) |
| MDFL 323 | History of the Literature of France I |
| MDFL 324 | History of the Literature of France II |
| MDFL 333 | History of German Literature I |
| MDFL 334 | History of German Literature II |
| MDFL 383 | History of the Literature of Spain I |
| MDFL 384 | History of the Literature of Spain II |

GENERAL EDUCATION

Fine Arts (Area 3.5B) (1 course)

| | |
|-------------------|--|
| ART 100 | Introduction to Art |
| ART 101 | Drawing I: Introduction to Drawing |
| ART 120 | Design I: Two-Dimensional Design |
| ART 130 | Ceramics I: Introduction to Ceramics |
| ART 140 | Painting I: Introduction to Painting |
| ART 150 | Sculpture I: Introduction to Sculpture |
| ART 160 | Introduction to Printmaking |
| ART 290 | Art and Children |
| ENGL 150 | American Cinema |
| MUSI 110 | The Understanding of Music |
| MUSI 111 | The History of Jazz |
| MUSI 120 and 120L | Music Theory I: Basic Concepts and Skills and Aural Skills Lab |
| MUSI 281 | Music and Worship I |
| THEA 115 | Introduction to Theatre |
| THEA 220 | Acting II |

Area 3.6 Intercultural Studies (1 course, 3 credits)

This area is designed to provide students with knowledge and appreciation of cultures different from the dominant culture of the United States or its principal antecedents.

| | |
|---------------|---|
| ANTH 271 | Cultural Anthropology |
| ENGL 340 | Seminar in Non-Western Literature |
| GENL 157 | Development and Community in Bangladesh (HECUA) |
| GOVT 120 | Politics in a Diverse World |
| GOVT 215 | Asian Politics |
| GOVT 345 | Identity, Conflict and World Politics |
| HIST/NAST 180 | Red, White and Black: The People of Early America |
| HIST/NAST 352 | History of the Lakota/Dakota |
| MDFL 191 | Central and West African Cinema |
| MUSI 214 | Music History and Literature of the Non-Western World |
| NAST/SOCI 320 | Native American Social Systems |
| RELI 341 | World Religions: Hinduism and Buddhism |

Area 4 - Developing Values, Perspectives, and Commitment (9 credit hours)

This area is designed to make students aware of their own religious and ethical beliefs as well as the beliefs and values of others, which complements the goals of the College in all parts of the curriculum. Specifically, the purposes of this area are to encourage students to examine the Christian faith through a study of the Bible, institutions inspired by the Christian faith, and key theological concepts; to investigate historical, ethical, theological, and philosophical perspectives as they complement and contrast with the Biblical and Christian traditions; to consider faith and ethical commitments as a stimulus to integrate all learning and as a preparation for a life of responsible service in church and society.

Area 4.1 Exploring the Christian Tradition (1 course, 3 credits)

One course in religion designed to introduce the student to the Biblical and Christian traditions.

| | |
|----------|-------------------------------|
| RELI 110 | Exploring the Christian Faith |
|----------|-------------------------------|

Area 4.2 Faith and Meaning (1 course, 3 credits)

One course in religion designed to encourage the student to investigate historical, ethical, theological, and philosophical questions as they are in dialogue with the Biblical and Christian traditions.

Any Religion 200-294 course.

Area 4.3 Integrating Faith and Life (1 course, 3 credits)

A Capstone course (GENL 492) in the senior year is designed to encourage students who are concluding their college experience to wrestle with issues of meaning and moral value. Capstone courses are taught by

MAJOR/MINOR/ELECTIVES/CIVITAS

teams of faculty using various topics as a vehicle for interdisciplinary, thoughtful, and critical conversation with senior students. It is intended that this conversation will stimulate seniors to see the relationship of their college studies to central issues of human existence. Students enrolled in 3-1 or 3-2 programs are exempted from the Capstone requirement.

C. Requirements for the Major

The requirements for each major are listed in the academic program section of this catalog.

A student must earn a C- or higher in the minimum number of credit hours required for the major. Courses which are listed as supportive courses need only to be passed. For example, if Department A lists 25 credit hours of required courses and 12 credit hours of supportive courses, a student needs to have 25 credit hours of C- or better in courses which can be applied to the major. Some departments have requirements which are more restrictive than this requirement. In those departments, the departmental requirements must be met.

The total number of credit hours required for a major (including departmental courses and supportive courses) does not normally exceed 43. Majors that are larger than 43 credit hours have been approved by the full faculty of the College. Transfer students must take a minimum of 50% of the courses required for their major at Augustana. Some departments require a higher percentage.

D. Minor Requirements

A minor is not required for graduation. However, students in some areas may find it useful to have one. A grade of C- or higher is required in all courses in the minor. See the listings under academic programs for the courses required for the minor. The minor is not declared until the application for graduation during the senior year. Transfer students must take a minimum of 50% of the courses required for their minor at Augustana.

E. Electives

The courses remaining after general education and major requirements have been fulfilled are to be chosen by students in consultation with their advisor from any of the courses in the catalog for which they qualify (i.e., have the necessary prerequisites). Students are encouraged to use electives to explore areas of study other than their majors.

AUGUSTANA CIVITAS PROGRAM

Directors: G. Dipple, M. Mullin

The Civitas Program is designed to complement existing departmental honors programs, not to replace them. Augustana students may graduate with Civitas Honors and/or Departmental Distinction.

The Civitas Student

Civitas seeks to recruit academically gifted, creative, and intellectually curious scholars who wish to fully explore a liberal arts education and the responsibilities of citizenship in a global community. This program is seeking independent students who desire to analyze, synthesize, and engage academic material in depth and in breadth.

Admission to Civitas

To encourage involvement of students not admitted in a Civitas cohort with the program, there are two tracks toward graduation with Civitas honors:

The initial cohort track:

Each year, 40 entering freshmen will be admitted to the Civitas cohort. Selection will be based on two criteria:

- 1) An application that responds to a prompt created by the Civitas Committee.
- 2) Previous academic accomplishments including high school GPA, ACT/SAT or other quantitative measures.

CIVITAS

The selection committee will work to ensure that students selected represent as broad a continuum of scholars as possible.

Later admission track to Civitas:

In addition to the 40 students admitted annually to Civitas, a number of slots (dependent on the size of the freshman class) will be set aside for students who wish to join the program at a later date. Students who wish to enter after first semester(s) at Augustana or those that transfer in may apply to Civitas. Admission will be based on the following criteria:

- 1) An essay that may be accompanied by a portfolio;
- 2) A letter of recommendation from an Augustana faculty member (unless transfer student) addressing Civitas expectations in relation to the applicant's strengths and weaknesses;
- 3) Augustana (or other college) academic accomplishments including GPA, ACT/SAT or other quantitative measures

Graduation with Civitas Honors

Track 1 (cohort track): Completion of all seven courses and the required individual learning experience with at least a 3.0 GPA in those courses.

Track 2 (later admission track): Completion of five courses, including Capstone, and the required individual learning experience with at least a 3.2 GPA in those courses.

A Civitas honor is separate from traditional honors categories at graduation (cum laude, etc.).

Academic Expectations

Students must maintain a 3.0 average in their general coursework to remain in the program. Students will be allowed a one-semester probationary period should their GPA drop below 3.0. Failure to maintain a 3.0 average after that period will result in dismissal from Civitas.

CIVITAS COURSES:

RELI 110CV/ ENGL 200CV **EXPLORING THE CHRISTIAN FAITH (Area 4.1)/ THE LITERARY EXPERIENCE (Area 2.1B and 3.5A)** **(3 credits each, 6 credits total)**

These Civitas sections of the required First-Year religion course and the core English literature course use as their common and core text Dietrich Bonhoeffer's essay "Structure of a Responsible Life." Each course, then, uses the Bonhoeffer essay to explore ideas and texts specific to its discipline. Though these courses are not formally linked or team-taught, they are closely related. Civitas students are advised to take these courses in the first year.

CIVT 201 **DEPUTYSHIP/RELATIONSHIP: READING AUGUSTANA** **(3 credits)**

Addressing Bonhoeffer's primary notion that responsible individuals are obliged to act on behalf of others, this course offers a semester-long study of the College as text. The course will examine Augustana's ecology in its broadest sense: its history in Sioux Falls; current resource flows on campus (energy, traffic, food and water, waste); its economic impact on the city and, in turn, the unique ways in which an urban environment shapes the College. Interdisciplinary readings will ask students to consider the ways in which their knowledge and stewardship of a local, physical environment and the beings who inhabit it can speak to stewardship in global and spiritual environments as well. The course will show students that academic questions have relevance in everyday life (and that everyday life informs the most vital academic questions), and will teach students how to practice the arts of citizenship, including research, interviewing, agency, and advocacy. Instruction in the course will be provided by relevant faculty, administrators, and students.

CIVT 202 **PERTINENCE** **(3-4 credits)**

Consistent with Bonhoeffer's admonition that action be "in accordance with reality," courses under this heading emphasize the empirical and theoretical knowledge about the natural world necessary for living a responsible life in the twenty-first century.

- CIVT 203 JUSTICE (3-4 credits)**
Courses under this heading consider the ways in which personal responsibility as understood by conscience, and social responsibility as understood by laws, both correspond with and challenge each other.
- CIVT 204 FREEDOM (3-4 credits)**
Courses under this heading address Bonhoeffer's belief that "responsibility presupposes freedom and freedom can consist only in responsibility." Courses will also address the tension Bonhoeffer identifies between freedom and obedience, and real situations in which that tension may have a difficult resolution.
- CIVT 395 VOCATION (Individual Learning Experience) (3-4 credits)**
The place of responsibility, to use Bonhoeffer's phrase, is in vocation, the place where citizenship must extend from thought and reflection to action. CIVT 395 ensures that students acquire a practical understanding of the responsibilities of citizenship by working for a semester in a field of their choosing. Civitas students will conclude the work of their experience with two reports: One detailing the work of the experience itself, and a second dealing with how that work addresses central concepts of the honors program. CIVT 395 is discipline-specific, and guided by a project advisor under the approval of the Civitas director. Students will present results of their experience at the Augustana Symposium or some other professionally relevant venue. CIVT 395 could include an internship, service learning project, research project, international or other off-campus study program.
- GENL 492CV CAPSTONE (3 credits)**
Civitas students will take an existing Capstone course, but they may not take Capstone Graded S/U.

Wild Card

Civitas students, in addition to requirements previously listed, will not be able to use a Wild Card to be exempted from other general education requirements. In cases where the overwhelming requirements of a given major (e.g. Education, Nursing) may necessitate the use of a Wild Card, a Civitas student may petition the director(s) for waiver of this provision. The four 200-level courses can be used to satisfy requirements of Augustana's general education program. For details on the relationship between Civitas and the general education program, please contact the Directors.

COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

The pages that follow present the range of educational opportunities which are available at Augustana under the curriculum. Some additional courses are offered during the January Interim which do not appear in this catalog. A bulletin describing Interim opportunities is issued in the fall.

The courses of instruction of the College are listed alphabetically by major and/or program. Courses numbered 095/6 are participation experiences for credit. Courses numbered from 100-199 are introductory to a field or discipline, and usually serve as prerequisites to more advanced courses. Courses numbered from 200-299 may require a 100 level course as a prerequisite or presume some previous knowledge of the subject matter and methodology of the course. Courses numbered 300-399 often have prerequisites. Normally juniors and seniors will be taking 300 level courses. Courses numbered 400-499 are typically open to seniors only, however some are open to juniors. Courses numbered 500-699 are limited to graduate students and are listed in the Graduate Bulletin of the College.

The administration reserves the right to discontinue classes or sections in which the registration is deemed insufficient.

EXCHANGE AGREEMENT

In order to diversify the academic possibilities at Augustana, the College has an agreement with the University of Sioux Falls which allows students to take courses there when the equivalent is not offered at Augustana. Information about available exchange opportunities and the procedures to follow to take a course at USF may be obtained at the Registrar's Office.

FREQUENCY OF COURSE OFFERINGS

The listings on the following pages include information about when courses are going to be offered. This is intended to assist students and academic advisors in academic planning. The frequency of offerings is subject to change at any time. Consult the semester course offering bulletin for actual courses being offered in a given term. Actual frequency of course offerings is at departmental discretion.



ACADEMIC PROGRAMS

MAJORS:

ACCOUNTING
ACCOUNTANCY, PROFESSIONAL
ART (Art Education, Liberal Arts, & Pre-Professional)
ANTHROPOLOGY
ATHLETIC TRAINING
BIOLOGY
BUSINESS ADMINISTRATION
 Entrepreneurship Emphasis
 Finance Emphasis
 Management Emphasis
 Management Information Systems
 Marketing Emphasis
 Non-Profit Management Emphasis
CHEMICAL PHYSICS (Chemistry & Physics Emphases)
CHEMISTRY
CHEMISTRY, ACS
CLINICAL LABORATORY SCIENCE/MED TECH
COMMUNICATION DISORDERS
COMMUNICATION STUDIES
COMMUNICATION STUDIES EDUCATION
COMMUNICATION STUDIES/BUSINESS
COMPUTER INFORMATION SYSTEMS
COMPUTER SCIENCE
ECONOMICS
EDUCATION OF THE DEAF & HARD OF HEARING
EDUCATION (All-Grades and Secondary)
ELEMENTARY EDUCATION
ENGINEERING MANAGEMENT
ENGINEERING PHYSICS

MINORS:

ACCOUNTING
ANTHROPOLOGY
ART
BIOLOGY
BUSINESS ADMINISTRATION
CHEMISTRY
CLASSICAL PHILOLOGY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER INFORMATION SYSTEMS
COMPUTER SCIENCE
ECONOMICS
ENGLISH
FITNESS MANAGEMENT
FRENCH
GENDER STUDIES
GERMAN
GERONTOLOGY

ENDORSEMENTS:

CHEMISTRY SECONDARY EDUCATION
COACHING
HEALTH EDUCATION

PRE-PROFESSIONAL PROGRAMS:

ARCHITECTURE
CHIROPRACTIC
DENTISTRY
LAW
MEDICINE

MORTUARY SCIENCE
OCCUPATIONAL THERAPY
ENGLISH (Literature, Education, & Writing Emphases)
EXERCISE SCIENCE
FITNESS MANAGEMENT
FRENCH
GERMAN
GOVERNMENT & INTERNATIONAL AFFAIRS
HISTORY
INTERDEPARTMENTAL
INTERNATIONAL STUDIES
JOURNALISM
MATHEMATICS
MODERN FOREIGN LANGUAGES
MUSIC (Liberal Arts & Sacred Music Emphases)
MUSIC EDUCATION (Instrumental & Vocal Emphases)
NURSING
PHILOSOPHY
PHYSICAL EDUCATION
PHYSICS
PSYCHOLOGY
RELIGION
RELIGION/PHILOSOPHY
SIGN LANGUAGE INTERPRETING
SOCIAL STUDIES TEACHING
SOCIOLOGY
SPANISH
SPECIAL EDUCATION
SPORT MANAGEMENT
THEATRE

GOVERNMENT & INTERNATIONAL AFFAIRS
HISTORY
JOURNALISM
MATHEMATICS
MODERN FOREIGN LANGUAGES
MUSIC
NORTHERN PLAINS STUDIES
PHILOSOPHY
PHYSICS
POLITICAL PHILOSOPHY
PSYCHOLOGY
RELIGION
SIGN LANGUAGE STUDIES
SOCIOLOGY
SPANISH
SPECIAL EDUCATION
THEATRE

KINDERGARTEN EDUCATION
MIDDLE-SCHOOL EDUCATION

OPTOMETRY
PHARMACY
PHYSICAL THERAPY
PHYSICIANS ASSISTANT
THEOLOGY
VETERINARY MEDICINE

ACCOUNTING

ACCOUNTING

Associate Professors: M. Entwistle, A. Oppegard

Assistant Professors: D. Bolen, K. Buell, S. Gardner, J. Harris, J. Keltgen

The College is particularly proud of its long-standing Accounting program. Graduates traditionally place highly on graduate school admission tests and experience high pass rates on state Certified Public Accountant exams. Job placement rates are also excellent, supported by a regionally recognized internship program. The liberal arts experiences all students bring with them into the program make the Augustana Accounting degree unique. Our small class sizes give students the opportunity to interact with our faculty on a daily basis maximizing their individual learning experiences.

Two Accounting majors and one minor are offered as part of the program. The Bachelor of Arts in Professional Accountancy is designed to meet the 150-hour credit hour and course requirements of the American Institute of Certified Public Accountants and prepares students to take the demanding CPA examination. This is a four-and-one-half year program taught by CPAs and other faculty with advanced business and accounting degrees, as well as extensive experience with accounting and business issues. It meets the requirements of the State Boards of Accountancy, including South Dakota, which have elected the 150-hour educational requirement to sit for their CPA exam. The four-year Accounting major and minor provide students with a sound foundation in accounting issues, allowing them to enter the world of private or corporate accounting or prepare for graduate work.

BACHELOR OF ARTS IN PROFESSIONAL ACCOUNTANCY: 82 credit hours

This 150 hour bachelor program suggests specific courses in the Core of Liberal Studies that should be discussed with your advisor.

Required Courses: 44 credit hours

| | | |
|----------|-----------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| ACCT 211 | Principles of Accounting II | 4 cr |
| ACCT 322 | Intermediate Accounting I | 4 cr |
| ACCT 323 | Intermediate Accounting II | 4 cr |
| ACCT 344 | Income Tax | 3 cr |
| ACCT 345 | Organizational Tax | 3 cr |
| ACCT 347 | Cost Accounting | 3 cr |
| ACCT 348 | Advanced Accounting | 3 cr |
| ACCT 349 | Auditing | 3 cr |

4 courses (13 credit hours) from the following options:

| | | |
|----------|------------------------------|-------------------|
| ACCT 300 | Special Topics in Accounting | 3 cr (Repeatable) |
| ACCT 310 | Not for Profit Accounting | 3 cr |
| ACCT 382 | Business Ethics | 3 cr |
| ACCT 495 | Accounting Internship (W) | 4 cr |

Required Supportive Courses: 38 credit hours

| | | |
|----------|----------------------------|------|
| BSAD 270 | Statistics | 4 cr |
| BSAD 330 | Principles of Finance | 4 cr |
| BSAD 340 | Business Law I | 3 cr |
| BSAD 380 | Business Law II | 3 cr |
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |

18 credit hours from the following options:

| | | |
|------|----------------------------------|-------|
| BSAD | Elective: at 300-level or higher | 18 cr |
| ECON | Elective: at 300-level or higher | |
| COMM | Elective: at 200-level or higher | |
| COSC | Elective: at 200-level or higher | |

Two-thirds of departmental hours numbered 300 or higher and required for the major must be taken at Augustana.

ACCOUNTING

ACCOUNTING MAJOR: 45 credit hours

Required Courses: 31 credit hours

| | | |
|----------|-----------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| ACCT 211 | Principles of Accounting II | 4 cr |
| ACCT 322 | Intermediate Accounting I | 4 cr |
| ACCT 323 | Intermediate Accounting II | 4 cr |
| ACCT 344 | Income Tax | 3 cr |
| ACCT 347 | Cost Accounting | 3 cr |

Three courses (9 credit hours) from the following options:

| | | |
|----------|------------------------------|-------------------|
| ACCT 300 | Special Topics in Accounting | 3 cr (Repeatable) |
| ACCT 310 | Not for Profit Accounting | 3 cr |
| ACCT 345 | Organizational Tax | 3 cr |
| ACCT 348 | Advanced Accounting | 3 cr |
| ACCT 349 | Auditing | 3 cr |
| ACCT 382 | Business Ethics | 3 cr |

Required Supportive Courses: 14 credit hours

| | | |
|----------|----------------------------|------|
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |
| BSAD 270 | Statistics | 4 cr |
| BSAD 330 | Principles of Finance | 4 cr |

Two-thirds of departmental hours numbered 300 or higher and required for the major must be taken at Augustana.

Related Information: It is suggested that Accounting majors consider enrolling in BSAD 490 Senior Seminar.

ACCOUNTING MINOR: 19 credit hours

| | | |
|----------|-----------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| ACCT 211 | Principles of Accounting II | 4 cr |
| ACCT 322 | Intermediate Accounting I | 4 cr |
| ACCT 323 | Intermediate Accounting II | 4 cr |
| *ACCT | Elective course | 3 cr |

*Not to include ACCT 382 Business Ethics

ACCOUNTING COURSES:

| | | |
|-----------------|--|--------------------|
| ACCT 210 | PRINCIPLES OF ACCOUNTING I | (4 credits) |
| | A first course in accounting procedures and principles used by sole proprietorships and partnerships with an emphasis on the balance sheet accounts. NOTES: PREREQUISITE: SOPHOMORE STANDING OFFERED EVERY FALL SEMESTER | |
| ACCT 211 | PRINCIPLES OF ACCOUNTING II | (4 credits) |
| | Accounting procedure and statements used by partnerships and corporations. Accounting for corporate activities and accounting for managerial control of operations and business decisions. NOTES: PREREQUISITE: ACCT 210 OFFERED EVERY SPRING SEMESTER | |
| ACCT 300 | SPECIAL TOPICS IN ACCOUNTING | (3 credits) |
| | A variety of topics courses from the Accounting discipline are offered as staffing permits. Topics may include, but are not limited to the following: Theory of Accounting, Managerial Accounting, and Accounting Information Systems. This course may be repeated with different topics. NOTES: PREREQUISITE: ACCT 211 OFFERED OCCASIONALLY | |

ACCOUNTING

- ACCT 310 NOT FOR PROFIT ACCOUNTING (3 credits)**
A study of the unique accounting standards applicable to non-profit entities, including state and local governments. Topics covered include fund accounting, the appropriation process, and program budgeting.
NOTES: PREREQUISITE: ACCT 211
OFFERED FALL SEMESTER, EVEN YEARS
- ACCT 322 INTERMEDIATE ACCOUNTING I (4 credits)**
A review of the basic financial statements, the development of accounting principles and procedures relating to cash, receivables, inventories, tangible assets and liabilities, and principles of annuities.
NOTES: PREREQUISITE: ACCT 211
OFFERED EVERY FALL SEMESTER
- ACCT 323 INTERMEDIATE ACCOUNTING II (4 credits)**
Corporation accounting and earnings per share, accounting for equity transactions, long term liabilities, pensions, and taxes.
NOTES: PREREQUISITE: ACCT 322
OFFERED EVERY SPRING SEMESTER
- ACCT 344 INCOME TAX (3 credits)**
A study of the federal tax system, tax accounting, taxable income and deductions, sales and exchanges, with an emphasis on the effects on an individual tax return.
NOTES: PREREQUISITE: ACCT 211
OFFERED EVERY FALL SEMESTER
- ACCT 345 ORGANIZATIONAL TAX (3 credits)**
A study of tax accounting for partnerships, corporations, and trusts, with an emphasis on corporation tax accounting problems.
NOTES: PREREQUISITE: ACCT 344
OFFERED EVERY SPRING SEMESTER
- ACCT 347 COST ACCOUNTING (3 credits)**
Elements of production cost according to three recognized cost systems: 1) Job cost; 2) Process cost; and 3) Standard cost. Topics include activity based costing, cost allocations, and variance analysis.
NOTES: PREREQUISITE: ACCT 211
OFFERED EVERY SPRING SEMESTER
- ACCT 348 ADVANCED ACCOUNTING (3 credits)**
Partnership and corporate problems involving consignments, installments, liquidations, consolidations, estates, agencies, and branches.
NOTES: PREREQUISITE: ACCT 323
OFFERED EVERY FALL SEMESTER
- ACCT 349 AUDITING (3 credits)**
Procedures and standards of public accountants. Emphasis on auditor's working papers and submission of audit statements.
NOTES: PREREQUISITE: ACCT 323
OFFERED EVERY SPRING SEMESTER
- ACCT 382 BUSINESS ETHICS (3 credits)**
Introduction of moral development theories and models of moral decision making and application of these models in management decision making, through case studies.
NOTES: CROSS-LISTED WITH BSAD 382
OFFERED EVERY SEMESTER
- ACCT 399 INDEPENDENT STUDY (1-4 credits)**
This course is intended to provide the student with the opportunity to pursue elective independent study. This course is not a "W" course and it may not be used to fulfill the departmental requirements for graduation.
NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

ACCOUNTING/ANTHROPOLOGY

- ACCT 495** **ACCOUNTING INTERNSHIP (W – Area 2.1B)** **(4 credits)**
This internship program provides an opportunity for students to participate in a learning experience away from the traditional classroom. Students will be placed with local organizations so they may participate with the managerial and financial reporting processes. Students will observe and apply in practice the concepts and theories learned in the classroom. The student will be under the direct supervision of an officer of the cooperating organization and progress will be monitored by the department's internship coordinator.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: JUNIOR OR SENIOR STANDING AND CONSENT OF THE ACCOUNTING INTERNSHIP COORDINATOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM
- ACCT 496** **ELECTIVE ACCOUNTING INTERNSHIP** **(1-4 credits)**
This internship offering is intended to provide the student with the opportunity to pursue an elective internship. This internship is not a "W" course and it may not be used to fulfill the departmental requirements for graduation.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: JUNIOR OR SENIOR STANDING AND CONSENT OF THE ACCOUNTING INTERNSHIP COORDINATOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM
- ACCT 197, 297, 397, 497** **TOPICS IN ACCOUNTING** **(1-4 credits)**
- ACCT 499** **INDEPENDENT STUDY (W - Area 2.1B)** **(1-4 credits)**
Independent Study projects are conducted in close relationship with an individual faculty member. This course requires: 1) An in-depth examination of an individually chosen topic area, utilizing recognized research methods; 2) A written analysis of the project, its results, and recommendations; and 3) An oral defense of the project to the Departmental Faculty.
NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

ANTHROPOLOGY

Director: A. Hannus

Anthropology is the comparative study of people and their lifeways across the full temporal and spatial range of human experience. Cultural, biological, archeological, and evolutionary ecological lines of evidence contribute to anthropological descriptions and explanations of human diversity. Anthropology provides a strong foundation for interacting with diverse human cultures, an important ingredient for living successfully in modern society with its global focus. Anthropology is divided into four areas: Archeology, Cultural Anthropology, Physical Anthropology, and Linguistics. The Anthropology Major at Augustana requires a year-abroad at the University of Exeter, Exeter, England, in the Department of Archaeology. This provides the student with a major that is especially strong in ecologically oriented archeology. Most students will have an opportunity to work on archeological excavations or in the Archeology Laboratory. An emphasis in the area of museum techniques is also available.

ANTHROPOLOGY MAJOR: 43 credit hours

Required Courses: 12 credit hours

- ANTH 270 - Introduction to Archeology (3 cr)
- ANTH 271 - Cultural Anthropology (3 cr)
- ANTH 272 - Introduction to Field Methods in Archaeology (3 cr)
- ANTH 273 - Museum Methods I (3 cr)

Required Supportive Courses: 4 credit hours

- CHEM/PHYS 115 - Physical Science (4 cr)

ANTHROPOLOGY

Elective Courses: 27 credit hours

- ANTH 370 - Primitive Art (3 cr)
- ANTH 371 - High Cultures of Central and South America (3 cr)
- ANTH 372 - Museum Methods II (4 cr)
- ENGL 301 - English Grammar (3 cr) or ENGL 370 - History of the English Language (3 cr)
- ENGL 311 - Advanced Composition (3 cr) or ENGL 312 - Writing for Magazines (3 cr)
- ENGL 312 - Writing for Magazines (W)
- ENGL 370 - History of the English Language
- NAST 320 - Native American Social Systems (3 cr)

University of Exeter Courses:

(Exeter JYA classes available begin with ARC prefix, italicized courses are recommended)

- ARC 2001 - Great Debates in Archaeology (3 cr)*
- ARC 2107/3107 - Hunter-Gatherers: Archaeology & Ethnography (3 cr)*
- ARC 2504 - Zooarchaeology (3 cr)*
- ARC 2506 - Lithics (3 cr)*
- ARC 2512 - Palaeobotany (3 cr)*
- ARC 5846 - Aerial Survey (3 cr)*
- ARC 1000 - Principles & Methods of Archaeology (6 cr)*
- ARC 1001 - Intro to Archaeology of Prehistoric and Historic Periods (3 cr)
- ARC 1002 - Intro to the Archaeology of Prehistoric Periods (3 cr)
- ARC 1003 - Intro to the Archaeology of Historic Periods (3 cr)
- ARC 1004 - Archaeological Materials (6 cr)
- ARC 1005 - History of Archaeology - an Introduction (3 cr)
- ARC 1006 - Archaeology at Work (3 cr)
- ARC 2000 - Archaeological Fieldwork Project (3 cr)
- ARC 3000 - Archaeology Dissertation (3 cr)
- ARC 3001 - Joint History/Archaeology Dissertation (3 cr)
- ARC 3004 - Joint Ancient History/Archaeology Dissertation (3 cr)
- ARC 2100/3100 - Material Culture in Prehistory (3 cr)*
- ARC 2101/3101 - Material Culture Presentation & Interpretation (3 cr)
- ARC 2102/3102 - Wetland Archaeology of Temperate Europe in the Mesolithic & Neolithic (3 cr)
- ARC 2108/3108 - Farming Economies: Archaeology & Ethnography (3 cr)
- ARC 2110/3110 - Bronze Age Civilizations of the Aegean (3 cr)
- ARC 2111/3111 - North American Prehistory: A Survey (3 cr)
- ARC 2112/3112 - Maritime Archaeology (3 cr)
- ARC 2113/3113 - Britain & Ireland in the Age of Stonehenge (3 cr)
- ARC 2114/3114 - Bronze Age Britain in its European Context (3 cr)
- ARC 2115/3115 - South American Prehistory: An Introduction (3 cr)
- ARC 2200/3200 - The Roman Army in Peace and War (3 cr)
- ARC 2201/3201 - Hadrian's Wall and the Frontiers of Empire (3 cr)
- ARC 2202/3202 - Urban and Rural Development in Roman Britain (3 cr)
- ARC 2302/3302 - The Vikings in Scotland and the Irish Sea Provinces ca. AD 800-1000 (3 cr)
- ARC 2303/3303 - The Vikings in Francia and England ca. AD800-1000 (3 cr)
- ARC 2305/3305 - Death, Burial and Commemoration in the Middle Ages (3 cr)
- ARC 2307/3307 - Anglo-Saxon Archaeology (3 cr)
- ARC 2400/3400 - Understanding the Landscape of Roman Britain (3 cr)
- ARC 2306/3306 - Understanding the Buildings of Medieval Britain (3 cr)
- ARC 2401/3401 - Understanding the Landscape of Medieval Britain (3 cr)
- ARC 2402/3402 - Introduction to Ancient Egypt (3 cr)
- ARC 2403/3403 - Collapse: The Decline and Demise of Past Complex Societies (3 cr)
- ARC 2404/3404 - Romanization: Interaction, Conquest & Change in Late Iron Age & Roman Dacia (3 cr)
- ARC 2405/3405 - Complexity, Diversity and Transformation in Early Societies (3 cr)
- ARC 2406/3406 - Medieval Castles in Context (3 cr)
- ARC 2507 - Archaeometallurgy (3 cr)
- ARC 2508 - Inscriptions for Archaeologists (3 cr)

ANTHROPOLOGY

ARC 2509 - Ceramics (3 cr)
ARC 3003 - Professional Placement (3 cr)
ARC3600 - Archaeology and Heritage Management (3 cr)
ARC3601 - Perspectives in Archaeology (3 cr)
ARC3603 - Archaeological Project Design (3 cr)
ARC3505 - Mortuary Archaeology (3 cr)
ARC3606 - Archaeological Research Design (3 cr)
ARC3607 - Understanding Ancient Egypt (3 cr)

ANTHROPOLOGY MINOR: 18 credit hours

| | | |
|----------|----------------------------|------|
| ANTH 270 | Introduction to Archeology | 3 cr |
| ANTH 271 | Cultural Anthropology | 3 cr |
| ANTH 273 | Museum Methods I | 3 cr |

Three courses (9 credit hours) of electives from the following:

| | | |
|----------|-----------------------------------|-------------|
| ANTH | Elective courses not listed above | 3 cr (each) |
| NAST 320 | Native American Social Systems | 3 cr |

ANTHROPOLOGY COURSES:

- ANTH 270 INTRODUCTION TO ARCHEOLOGY (3 credits)**
The course is organized around the broadest possible definition of archeology: the study of artifacts in relation to human behavior at any time and place. Tracing the immense journey of humankind across two million years of evolution from crude chopping tools to high speed computers that can simulate the rise and fall of our own civilization, archeology provides a framework for reading the stories of change from the material evidence.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- ANTH 271 CULTURAL ANTHROPOLOGY (Area 3.6) (3 credits)**
An anthropological study of diverse cultures, past and present, focusing upon technologies and structure, kinship and family patterns, political relations, religious concepts, and artistic forms.
NOTES: OFFERED SPRING SEMESTER, ODD YEARS
CROSS-LISTED WITH SOCI 271
- ANTH 272 INTRODUCTION TO FIELD METHODS IN ARCHEOLOGY (3 credits)**
The course will provide a practical, working experience in the study of past cultures. Special attention will be focused on methodology and techniques available to archeologists (field excavation, mapping, photography, and artifact preparation/analysis), and include the theoretical rationale leading to sound interpretations of the structure of extinct cultures.
NOTE: OFFERED EVERY OTHER YEAR
- ANTH 273 MUSEUM METHODS I (3 credits)**
This course is an introductory course in the field of museology. The class will be structured as a techniques course in which the students will be provided instruction in curation, exhibit preparation, and display. The class format will include lectures, museum visitation, and individual research methods. Class members will proceed from the concept stage of artifact selection into the application of display techniques through the completion of a temporary exhibition in the Eide/Dalrymple Gallery on campus.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- ANTH 370 PRIMITIVE ART (3 credits)**
The course will primarily examine the "traditional" (Pre-European contact) pedestrian art produced in the three major areas: Black Africa, Oceania, and North America. The primary focus will emphasize the role of art in specific cultural contexts. The analysis of art products of these major cultural areas will discuss the formal properties and aesthetic qualities that characterize the numerous styles within the traditions of these regions.
NOTE: OFFERED FALL SEMESTER, EVEN YEARS

ANTHROPOLOGY/ARCHITECTURE

- ANTH 371 HIGH CULTURES OF CENTRAL AND SOUTH AMERICA (3 credits)**
A survey of the dynamics of cultural systems in prehistoric Mesoamerica. Initial consideration will be in the Tehuacan Valley of Central Mexico. This will provide the base for discussion of the higher energy transforming systems of the Olmec, Teotihuacan, Maya, and Aztec. Special attention will be focused upon causal models, including ecological/environmental; materialistic trade/exchange and religious/ideological, providing a theoretic framework within which the rise of civilization is considered.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- ANTH 372 MUSEUM METHODS II (4 credits)**
An advanced level of presentation in the technical detail and guiding philosophy for the installation of ethnographic exhibits. Detail will include specialized techniques in lighting and backdrop construction, as well as academic research for ethnographic detail needed for preparation of exhibit descriptions and catalog copy.
NOTE: OFFERED INFREQUENTLY
- ANTH 197, 297, 397 TOPICS IN ANTHROPOLOGY (1-4 credits)**
- ANTH 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**

ARCHITECTURE (Pre-professional program) *Coordinator: S. Thomas*

Students wishing to pursue the study of Architecture have the option of acquiring a four-year degree in Art at Augustana or studying for three years at Augustana and attending another institution, which has a school of architecture, for their senior year. Students graduating with a four year Art major from Augustana have successfully entered competitive Architectural Masters Programs throughout the country.

PRE-ARCHITECTURE PROGRAM OF STUDY:

Interested students should consult with the program coordinator in designing a program of study. Coursework for this program normally includes:

| | | |
|----------|--|------|
| ART 101 | Drawing I: Introduction to Drawing | 3 cr |
| ART 112 | Art History I: Prehistory to the Renaissance | 3 cr |
| ART 113 | Art History II: Renaissance Through the 20th Century | 3 cr |
| ART 120 | Design I: Two-Dimensional Design | 3 cr |
| ART 150 | Sculpture I: Introduction to Sculpture | 3 cr |
| ART 220 | Design II: Intermediate Design | 3 cr |
| HIST 110 | Western Civilization I | 3 cr |
| HIST 111 | Western Civilization II | 3 cr |
| MATH 150 | Pre-Calculus | 4 cr |
| MATH 151 | Calculus I | 4 cr |
| PHYS 221 | General Physics I | 4 cr |
| ART 140 | Painting I: Introduction to Painting | 3 cr |
| - OR - | | |
| ART 342 | Painting V: Watercolor | 3 cr |

ART

Professors: A. Hannus, S. Thomas
Associate Professor: T. Shields
Assistant Professors: S. Parsons, G. Punt, L. Twa
Artist in Residence: R.J. Aldern

The Department of Art, housed in the Center for Visual Arts, aims to develop the visual awareness of all members of the College community. We believe that visual awareness also increases human awareness, and contributes indispensably to the development of a reasoning and imaginative human being. Art students increase their knowledge and understanding of art through the study of art history, and in the studio, learn seeing skills, two dimensional and three dimensional design principles. The studio faculty, all practicing artists, help students through informal discussions as well as classroom activities. The Department stresses a foundation in drawing and design as a basis for all visual art processes. Art students participate in the hanging and curating of exhibits in the Department's Eide/Dalrymple Gallery. Art department graduates continue to enter a wide variety of art and art related occupations.

ART MAJOR: 36 credit hours (minimum)**Required Courses:** (*Base Requirements for all three tracks*) 25 credit hours

| | | |
|---------|--|-------|
| ART 101 | Drawing I: Introduction to Drawing | 3 cr |
| ART 112 | Art History I: Prehistory to the Renaissance | 3 cr |
| ART 113 | Art History II: Renaissance Through the 20th Century | 3 cr |
| ART 120 | Design I: Two-Dimensional Design | 3 cr |
| ART 130 | Ceramics I: Introduction to Ceramics | 3 cr |
| – OR – | | |
| ART 150 | Sculpture I: Introduction to Sculpture | 3 cr |
| ART 201 | Drawing II: Intermediate Drawing | 3 cr |
| ART 220 | Design II: Intermediate Design | 3 cr |
| ART 490 | Senior Seminar | 1 cr |
| ART | Studio Electives | 11 cr |

Additional ART credits are required for all tracks. *Students work with academic advisors in the Art department to select the appropriate studio electives.*

All Art majors must pass a “sophomore review” and a “junior review”. All graduating Art majors are required to exhibit studio work in a juried senior show.

Art Education Track: 36-43 credit hours. Designed to prepare the student for teaching in elementary or secondary schools. Secondary Art Education emphasizes discipline-based art education methodologies. Students must consult with the Education Department to meet teacher certification requirements.

Liberal Arts Track: 36-43 credit hours. For the student seeking personal satisfaction and not a career in art.

Pre-professional Track: 53-60 credit hours. Preparation for career options, graduate school, or continued personal artistic development.

ART MINOR: 20 credit hours

| | | |
|---------|--|------|
| ART 101 | Drawing I: Introduction to Drawing | 3 cr |
| ART 112 | Art History I: Prehistory to the Renaissance | 3 cr |
| ART 113 | Art History II: Renaissance Through the 20th Century | 3 cr |
| ART 120 | Design I: Two-Dimensional Design | 3 cr |

ART

| | | |
|---------|--|------|
| ART 130 | Ceramics I: Introduction to Ceramics | 3 cr |
| - OR - | | |
| ART 150 | Sculpture I: Introduction to Sculpture | 3 cr |
| ART | Elective coursework | 5 cr |

ART COURSES:

NOTE: ART 101: DRAWING I and ART 120: DESIGN I are prerequisites for Art majors to all other studio courses (drawing, painting, sculpture, ceramics, printmaking).

- ART 100 INTRODUCTION TO ART (Area 3.5B) (3 credits)**
A general introduction to art based upon the elements and principles of design, an exposure to important works in the history of art, written and oral criticism of art, and studio work (primarily drawing and painting) centered on the applications of design. Students attend exhibits and receptions for artists to reinforce conversation skills in the greater visual art community.
NOTES: NOT RECOMMENDED FOR ART MAJORS
ADDITIONAL FEES MAY APPLY
OFFERED MOST SEMESTERS
- ART 101 DRAWING I: INTRODUCTION TO DRAWING (Area 3.5B) (3 credits)**
Drawing fundamentals with emphasis upon the formal elements of drawing. Media include pencil, charcoal, pen and ink. This course, along with ART 120 is a prerequisite for art majors to all other studio courses.
NOTES: ADDITIONAL FEES MAY APPLY
OFFERED EVERY SEMESTER
- ART 112 ART HISTORY I: PREHISTORY TO THE RENAISSANCE (Area 3.1A) (3 credits)**
An introductory survey of artistic creations and their relationship to historical developments from the cave paintings through the Middle Ages.
NOTES: CROSS-LISTED WITH HIST 112
OFFERED EVERY FALL SEMESTER
- ART 113 ART HISTORY II: RENAISSANCE THROUGH THE 20TH CENTURY (Area 3.1B) (3 credits)**
An introductory survey of painting, sculpture, and architecture and their relationship to modern history from the Italian Renaissance through the twentieth century in the United States.
NOTES: CROSS-LISTED WITH HIST 113
OFFERED EVERY SPRING SEMESTER
- ART 120 DESIGN I: TWO-DIMENSIONAL DESIGN (Area 3.5B) (3 credits)**
Theory and practice in the elements of two-dimensional design (line, shape, value, texture, color, mass, space, and time). Visual problem solving with appropriate materials and tools. This course, along with ART 101 is a prerequisite for art majors to all other studio courses.
NOTES: ADDITIONAL FEES MAY APPLY
OFFERED EVERY SPRING SEMESTER
- ART 130 CERAMICS I: INTRODUCTION TO CERAMICS (Area 3.5B) (3 credits)**
Study of forms inherent in medium of clay through free-form hand building and disciplined, classical style wheel thrown forms.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: SOPHOMORE STANDING
OFFERED EVERY SEMESTER
- ART 140 PAINTING I: INTRODUCTION TO PAINTING (Area 3.5B) (3 credits)**
Painting fundamentals with emphasis on the elements of form: line, shape, color, value, texture, and space.
NOTES: ADDITIONAL FEES MAY APPLY
OFFERED EVERY SEMESTER

ART

- ART 150** **SCULPTURE I: INTRODUCTION TO SCULPTURE (Area 3.5B)** **(3 credits)**
Coupling of sculptural processes with traditional mediums, (modeling and mold-making in plaster and clay) with emphasis on design.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 101 OR 120
OFFERED EVERY SEMESTER
- ART 160** **INTRODUCTION TO PRINTMAKING (Area 3.5B)** **(3 credits)**
Two major printmaking processes will be explored; intaglio and lithograph.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 101 OR 120
OFFERED EVERY SEMESTER
- ART 201** **DRAWING II: INTERMEDIATE DRAWING** **(3 credits)**
Theory and practice in the elements of drawing with emphasis upon the nude human figure.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 101
OFFERED EVERY SEMESTER
- ART 220** **DESIGN II: INTERMEDIATE DESIGN** **(3 credits)**
A continuation of Design I with emphasis upon three dimensional techniques, materials, and installations.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 120
OFFERED EVERY SPRING SEMESTER
- ART 230** **CERAMICS II: INTERMEDIATE CERAMICS** **(3 credits)**
Student concentration in one specific area of clay work begun in Ceramics I.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 130
OFFERED EVERY SEMESTER
- ART 240** **PAINTING II: INTERMEDIATE PAINTING** **(3 credits)**
Continued study in painting with emphasis on two-dimensional problem solving.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 140
OFFERED EVERY SEMESTER
- ART 250** **SCULPTURE II: INTERMEDIATE SCULPTURE** **(3 credits)**
Continued study in sculpture (stone carving, bronze casting, welded metals, plastics, and new mediums).
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 150
OFFERED EVERY SEMESTER
- ART 260** **PRINTMAKING II** **(3 credits)**
Further study in printmaking including intaglio, lithography, and monotype.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 160
OFFERED EVERY SEMESTER
- ART 261** **PRINTMAKING III: INTERMEDIATE** **(3 credits)**
Intermediate studies in printmaking which can include intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 260
OFFERED EVERY SEMESTER

ART

- ART 262** **PRINTMAKING: WOODCUT** **(3 credits)**
An introduction to woodcut printing.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 101 OR 120
OFFERED INFREQUENTLY
- ART 290** **ART AND CHILDREN (Area 3.5B)** **(3 credits)**
A study of the theories and techniques of teaching art in the elementary grades.
NOTES: ADDITIONAL FEES MAY APPLY
OFFERED EVERY FALL SEMESTER
- ART 301** **DRAWING III: ADVANCED DRAWING** **(3 credits)**
Drawing from the nude human figure. A continuation of Drawing II.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 201
OFFERED EVERY SEMESTER
- ART 302** **DRAWING IV: ADVANCED INDIVIDUAL STUDY IN DRAWING** **(3 credits)**
Advanced creative study from nature and the model in various drawing media. Independent study in drawing methods.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 301
OFFERED EVERY SEMESTER
- ART 313** **ART SINCE 1945 (W-Area 2.1B)** **(3 credits)**
This course examines developments in art and visual culture from the middle of the twentieth century to the present through selected discrete topical units: Abstract Expressionism, Minimalism, Pop Art, postmodernism, and the critique of museum institutions are just a few of the topics that will be covered. Students will engage critically both visual examples and seminal texts produced by significant artists, art historians, philosophers, and art critics. Along with introducing and engaging historical content and artistic practices, this course will focus on the development and practice of critical reading and writing skills.
NOTE: OFFERED OCCASIONALLY
- ART 320** **GRAPHIC DESIGN I** **(3 credits)**
Introduction to designing the elements of an advertisement with an emphasis on typography. Computer graphics will also be introduced.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 120
OFFERED EVERY FALL SEMESTER
- ART 321** **GRAPHIC DESIGN II** **(3 credits)**
Comprehensive study of layout and illustration fundamentals.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 320
OFFERED EVERY SPRING SEMESTER
- ART 322** **GRAPHIC DESIGN III** **(3 credits)**
Advanced graphic design course in production (camera ready art) skills on the Macintosh.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 321
OFFERED EVERY FALL SEMESTER
- ART 326** **GRAPHIC DESIGN IV** **(3 credits)**
A course designed to prepare finished art work for a portfolio. A corporate identity campaign will be developed in photo shop, canvas, and Quark Xpress computer programs.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 322
OFFERED EVERY SPRING SEMESTER

ART

- ART 330 CERAMICS III (3 credits)**
This course continues to develop application techniques and design skills beyond that in Ceramics I and II. Students are challenged to experience new applications, test their limits to create more diversified clay works, and build on their design and application processes.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 230
OFFERED EVERY SEMESTER
- ART 331 CERAMICS IV (3 credits)**
This course continues to develop application techniques and design skills beyond that in Ceramics I, II, and III. Students are challenged to experience new applications, test their limits to create more diversified clay works, and build on their design and application processes.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 330
OFFERED EVERY SEMESTER
- ART 340 PAINTING III: ADVANCED PAINTING (3 credits)**
Further study in painting for the advanced student.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITES: ART 240
OFFERED EVERY SEMESTER
- ART 341 PAINTING IV: ADVANCED INDIVIDUAL STUDY IN PAINTING (3 credits)**
Advanced creative study in painting working with the instructor in a one-to-one relationship.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITES: ART 340
OFFERED EVERY SEMESTER
- ART 342 PAINTING V: WATERCOLOR (3 credits)**
An introduction to watercolor painting.
NOTE: ADDITIONAL FEES MAY APPLY
OFFERED SOME INTERIMS
- ART 350 SCULPTURE III: ADVANCED SCULPTURE (3 credits)**
Study of contemporary movements in sculpture and/or continued study of traditional mediums.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 250
OFFERED EVERY SEMESTER
- ART 351 SCULPTURE IV: ADVANCED INDIVIDUAL STUDY (3 credits)**
Advanced creative study in sculpture, working with the instructor in a one-to-one relationship. Special problems in sculpture emphasizing technique and production.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 350
OFFERED EVERY SEMESTER
- ART 360 PRINTMAKING IV: ADVANCED (3 credits)**
Builds on Printmaking III and includes intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 261
OFFERED EVERY SEMESTER
- ART 361 PRINTMAKING V: ADVANCED INDIVIDUAL STUDY (3 credits)**
Builds on Printmaking IV and includes intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: ART 360
OFFERED EVERY SEMESTER

ART/ATHLETIC TRAINING

ART 395, 495 **INTERNSHIP** **(2-4 credits)**
NOTE: ADDITIONAL FEES MAY APPLY

ART 197, 297, 397 **TOPICS IN ART** **(2-4 credits)**
NOTE: ADDITIONAL FEES MAY APPLY

ART 199, 299, 399, 499 **INDEPENDENT STUDY** **(2-4 credits)**
NOTE: ADDITIONAL FEES MAY APPLY

ART 490 **SENIOR SEMINAR** **(1 credit)**
Bidding commissions, museum work, resumes, graduate schools, displaying your work, and preparing a portfolio are some of the aspects covered in this course. This culminates in working with an advisor from the Art department in helping you select the work for your senior show.
NOTES: ADDITIONAL FEES MAY APPLY
OFFERED EVERY SPRING SEMESTER

ATHLETIC TRAINING

Director: Brian Gerry

The Athletic Training major is designed for students who want to become a Certified Athletic Trainer (ATC). The athletic trainer specializes in the following practice areas: prevention, recognition, evaluation, immediate care, rehabilitation and recognition of athletic injuries, health care administration, education, and counseling. Athletic training is recognized by the American Medical Association as an allied health care profession. This curriculum is accredited by the Commission on Accreditation for Athletic Training Education (CAATE).

ATHLETIC TRAINING MAJOR: 60 credit hours

Required Courses: 42 credit hours

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| AT 101 | Athletic Training Experience I | 2 cr |
| AT 201 | Athletic Training Experience II | 2 cr |
| AT 301 | Athletic Training Experience III | 2 cr |
| AT 315 | Administration in Athletic Training | 2 cr |
| AT 350 | Assessment of Athletic Injuries | 4 cr |
| AT 355 | Current Trends in Athletic Training (W) | 2 cr |
| AT 370 | Therapeutic Modalities in Athletic Training | 3 cr |
| AT 371 | Rehabilitation Techniques in Athletic Training | 3 cr |
| AT 395 | Internship in Athletic Training I | 1-2 cr |
| AT 401 | Athletic Training Experience IV | 1 cr |
| AT 451 | Athletic Training Experience V | 2 cr |
| AT 495 | Internship in Athletic Training II | 1-2 cr |
| EXSC 320 | Physiology of Exercise: Lecture & Lab | 3 cr |
| EXSC 325 | Kinesiology/Biomechanics: Lecture & Lab | 3 cr |
| HLTH 222 | Nutrition and Exercise | 2 cr |
| HLTH 242 | Personal Health | 2 cr |
| HLTH 365 | Medical Aspects of Sport | 2 cr |
| PE 218 | Responding to Emergencies | 2 cr |
| PE 280 | Prevention and Care of Athletic Injuries | 3 cr |

Required Supportive Courses: 18 credit hours

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| PE 100 | Weight Training | 1 cr |
| PE 230 | First Aid and CPR (or valid CPR card) | 2 cr |

ATHLETIC TRAINING

- AT 355** **CURRENT TRENDS IN ATHLETIC TRAINING (W - Area 2.1B)** **(2 credits)**
This course is designed for the upper class student in Athletic Training. The course will emphasize research and writing about current sports medicine issues. Students will also be required to demonstrate comprehensive knowledge and skill with various injury scenarios.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER
- AT 370** **THERAPEUTIC MODALITIES IN ATHLETIC TRAINING** **(3 credits)**
This course is designed for the upper class student majoring in Athletic Training. Students will be introduced to therapeutic modality theory, application, and techniques as they relate to the athletic population.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER
- AT 371** **REHABILITATION TECHNIQUES IN ATHLETIC TRAINING** **(3 credits)**
This course is designed for the upper class student majoring in Athletic Training. Students will be introduced to rehabilitation theory, application, and techniques as they relate to the athletic population. Field trip experiences and laboratory sessions will be utilized to promote hands-on knowledge of common rehabilitation techniques.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER
- AT 395** **INTERNSHIP IN ATHLETIC TRAINING I** **(1-2 credits)**
Senior Athletic Training students are assigned to an Approved Clinical Instructor (ACI) who provides sports medicine services to an Augustana athletic team for an entire season.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER
- AT 401** **ATHLETIC TRAINING EXPERIENCE IV** **(1 credit)**
An advanced course for students majoring in Athletic Training. Students must demonstrate competency in assessing injuries, identifying the mechanisms, performing evaluation techniques, and discussing initial treatment options for injuries to the upper and lower extremities.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER
- AT 451** **ATHLETIC TRAINING EXPERIENCE V** **(2 credits)**
This course is an advanced level course for the students majoring in Athletic Training. Knowledge and skills of rehabilitation techniques are emphasized. Students must demonstrate competency in designing and implementing rehabilitation programs for various athletic injuries.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER
- AT 495** **INTERNSHIP IN ATHLETIC TRAINING II** **(1-2 credits)**
Senior Athletic Training students are assigned to an Approved Clinical Instructor (ACI) who provides sports medicine services to an Augustana athletic team for an entire season.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER
- EXSC, HLTH and PE courses required for the Athletic Training major:**
- EXSC 320** **PHYSIOLOGY OF EXERCISE: LECTURE AND LAB** **(3 credits)**
This course will examine the physiological responses and adaptations to exercise and training.
NOTES: PREREQUISITE: BIOL 150
OFFERED EVERY SPRING SEMESTER AND ODD FALL SEMESTERS
- EXSC 325** **KINESIOLOGY/BIOMECHANICS: LECTURE AND LAB** **(3 credits)**
This course will focus on the anatomical basis of human motion along with the external forces that create and sustain such movement. Skeletal, neural, and muscular systems will be reviewed and systematic approaches to analyzing motor skill activities and exercise programs will be examined.
NOTE: OFFERED EVERY FALL SEMESTER

ATHLETIC TRAINING

- HLTH 222** **NUTRITION AND EXERCISE** **(2 credits)**
This course will provide the student with information concerning nutrients in food, optimum nutrition for exercise and sport, and energy values of food in physical activity. It emphasizes the evaluation of body composition, weight control through exercise and diet, and modification of eating and exercise disorders.
NOTE: OFFERED EVERY SEMESTER AND SOME INTERIMS
- HLTH 242** **PERSONAL HEALTH** **(2 credits)**
A study of the personal health issues that will acquaint the student with essential positive health behaviors. Included are areas of emotional maturity, fitness, nutrition, and weight management. Life style decisions related to alcohol, tobacco, and psychoactive drugs will be explored. The course will also examine the health areas of cardiovascular disease and cancer, as well as communicable and chronic diseases.
NOTE: OFFERED EVERY SPRING SEMESTER AND SOME INTERIMS
- HLTH 365** **MEDICAL ASPECTS OF SPORT** **(2 credits)**
This course is required for students majoring in athletic training, but may also serve as an elective course for those in pre-professional training. Students will be introduced to pharmacologic applications, including awareness of the indications, contraindications, precautions, and interactions of medications, and of the governing regulations relevant to the treatment of injuries and illnesses of athletes and others involved in physical activity. The course will also cover the necessary knowledge and skills that athletic trainers must possess to recognize, treat, and refer (when appropriate) the general medical conditions and disabilities of athletes and others involved in physical activity.
NOTE: OFFERED EVERY FALL SEMESTER
- PE 100** **PHYSICAL EDUCATION ACTIVITIES - WEIGHT TRAINING (Area 1.3)** **(1 credit)**
A requirement of all students that is specifically designed to improve physiological fitness through individual or team activity, and to develop skills in lifetime activities that may be utilized throughout the remainder of the student's lifetime. Two PE 100 courses are required to satisfy Area 1.3. Athletic Training majors are required to have Weight Training be one of their two PE 100 courses. Students may not use two courses of the same activity to satisfy Area 1.3.
NOTE: OFFERED EVERY SEMESTER
- PE 218** **RESPONDING TO EMERGENCIES** **(2 credits)**
This course is for persons who are responsible for giving emergency care to the sick and injured. Emergency care instruction will include airway management, fracture and dislocation splinting, cervical spine immobilization, extrication techniques, emergency treatment for asthma, diabetes, epilepsy, heat illness, and various forms of shock.
NOTES: PREREQUISITE: PE 230
OFFERED EVERY SPRING SEMESTER
- PE 230** **FIRST AID AND CPR** **(2 credits)**
This course is designed to provide students with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.
NOTE: OFFERED EVERY SEMESTER
- PE 280** **PREVENTION AND CARE OF ATHLETIC INJURIES** **(3 credits)**
The integrated study of the prevention and treatment of athletic injuries, and first aid techniques emphasizing the practical application of treating athletic injuries in their initial phase. Taping, wrapping and basic assessment skills are emphasized.
NOTE: OFFERED EVERY SEMESTER

BIOLOGY

BIOLOGY

Professor: C. Spencer

Associate Professors: S. Matzner, V. Olness, M. Wanous

Assistant Professors: J. Arens-Gubbels, P. Eglund, M. Larson, A. Vogelmann

Visiting Assistant Professor: A. Lewis

Lab Coordinator: L. King

Biology is a broad area of science that includes the study of every aspect of living systems, their interrelationships and interdependencies. One of its purposes is to help people to understand themselves and their role in the biosphere. Most courses are designed with the thought that students should be stimulated to carry out critical, independent work. Students majoring in Biology are prepared for a wide variety of professional, cultural, and vocational opportunities including graduate study, the medically allied professions, and teaching (see descriptions of specific programs). Expanded programs of research will also absorb greater numbers of well-trained biologists. Present day biology makes liberal use of chemistry, mathematics and physics as tools. A student planning a career in biological science must therefore acquire a sound background in these basic fields.

BIOLOGY MAJOR: 48 credit hours

Required Courses: 36 credit hours

Core required for all BIOL majors: (17 credit hours)

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| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 233 | Genetics | 4 cr |
| BIOL 234 | Cell Biology | 4 cr |
| BIOL 490 | Senior Seminar | 1 cr |

One course from the Ecology Group: 4 cr

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| BIOL 348 | Principles of Ecology |
| BIOL 350 | Aquatic Ecology |
| BIOL 352 | Terrestrial Plant Ecology (W) |

One course from the Experimental/Laboratory Group: 4 cr

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| BIOL 334 | Vertebrate Embryology |
| BIOL 342 | Plant Function and Structure (W) |
| BIOL 344 | General Microbiology |
| BIOL 346 | Developmental Biology |
| BIOL 354 | Biological Chemistry |
| BIOL 358 | Molecular Biology |
| BIOL 364 | Pharmacology |

Three additional Biology electives at the 300-level 11-12 cr

Not more than four hours of Independent Study may be used to satisfy the major.

Required Supportive Courses: 12 credit hours

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| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 145 | Survey of Organic and Biochemistry | 4 cr |
| – OR – | | |
| CHEM 201 | Organic Chemistry I | 4 cr |

BIOLOGY

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| MATH 150 | Pre-Calculus | 4 cr |
| - OR - | | |
| MATH 151 | Calculus I | 4 cr |
| - OR - | | |
| Statistics Course | | 4 cr |

Additional courses in Mathematics, Chemistry and Physics are strongly recommended for majors who intend to pursue further studies or employment in biology.

A Biology major wishing to teach at the secondary level is advised to obtain at least 12 credit hours in a second discipline (for example, in Chemistry or Physics) if he or she desires to be certified to teach in that content area.

BIOLOGY MINOR: 20 credit hours

Recommended Courses:

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| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 233 | Genetics | 4 cr |
| BIOL 234 | Cell Biology | 4 cr |
| BIOL | Elective course at the 300-level | 4 cr |

BIOLOGY COURSES:

BIOL 110 BIOLOGY AND HUMAN CONCERNS (Area 3.2) (4 credits)

A study of biology with an emphasis on ecological, genetic, and evolutionary concepts. Topics such as disruption of ecosystems, human population growth, world food and energy shortages, human disease, and genetic engineering will be examined and discussed. Intended for non-science majors outside the Natural Science Division. The course includes 2 hours of laboratory work each week.

NOTE: OFFERED EVERY SEMESTER, INCLUDING MOST INTERIMS

BIOL 120 BIOLOGICAL PRINCIPLES I (Area 3.2) (4 credits)

An introduction to the study of biology with an emphasis on genetic, ecological, and evolutionary concepts. The course includes 2 hours laboratory experience each week.

NOTES: THIS COURSE IS INTENDED FOR BIOLOGY MAJORS

COREQUISITE: CHEM 120

OFFERED EVERY FALL SEMESTER

BIOL 121 BIOLOGICAL PRINCIPLES II (4 credits)

A study of the major taxonomic groupings of plants and animals using an evolutionary approach followed by an in-depth study of photosynthesis, cellular respiration, and the physiological processes responsible for control and integration in both plants and animals. The course includes 3 hours laboratory experience each week.

NOTES: PREREQUISITE: BIOL 110 OR 120; CHEM 120

OFFERED EVERY SPRING SEMESTER

BIOL 150 HUMAN ANATOMY (4 credits)

A study of the structure of the human body at the tissue, organ, and system level. Laboratory work includes dissection and histological studies.

NOTES: PREREQUISITE: BIOL 110 OR 120; CHEM 120 (STRONGLY RECOMMENDED)

OFFERED EVERY SPRING SEMESTER

BIOL 180 INTRODUCTION TO ENVIRONMENTAL SCIENCE (Area 3.2) (4 credits)

This introductory course will integrate concepts and material from several disciplines to analyze and evaluate current environmental problems, study specific pollutants, and evaluate consequences of their continued production. A modern and holistic approach is designed to meet both the needs of non-majors with a serious concern about environmental issues and the needs of students who intend to pursue career objectives in environmental science or ecology. The course includes 2 hours of laboratory work each week.

NOTE: OFFERED SPRING SEMESTER, EVEN YEARS

BIOLOGY

- BIOL 200** **LIFE SCIENCE (W - Area 2.1B)** **(4 credits)**
(Area 3.2 for teacher certification students only)
This course concentrates on concepts in life science that are typically included in the elementary and middle school science curriculum. Enrollment limited to students who are preparing to teach in K-8 or special education.
NOTES: PREREQUISITE: SOPHOMORE STANDING
OFFERED EVERY FALL SEMESTER
- BIOL 225** **HUMAN PHYSIOLOGY** **(4 credits)**
A study of the function, integration and coordination of the organ systems of the human body with an emphasis on homeostatic control mechanisms. This course includes an experimental laboratory in which basic human physiological responses are studied.
NOTES: PREREQUISITES: BIOL 120 AND EITHER BIOL 121 OR BIOL 150; CHEM 120 AND EITHER CHEM 145 OR CHEM 201
OFFERED EVERY FALL SEMESTER
- BIOL 233** **GENETICS** **(4 credits)**
This course covers classical Mendelian analysis, mitosis and meiosis, genetic mapping, non-Mendelian inheritance, chromosomal structure and mutations, the structure of DNA and RNA, transcription, translation, molecular gene cloning and analysis, human genetics and the Human Genome Project, and population and quantitative genetics. The course includes 3 hours of laboratory per week, focused on experience in genetic mapping, cytogenetics, and molecular genetics.
NOTES: PREREQUISITE: BIOL 121
OFFERED EVERY FALL SEMESTER
- BIOL 234** **CELL BIOLOGY** **(4 credits)**
The course begins with an introduction to the techniques used in studying cells and the elements of bioenergetics. Then the ultra structure and function of all major eucaryotic organelles are described in detail. This survey includes the principles of cell metabolism and its regulation, membrane transport, and the cell cycle. The course concludes with specialized topics such as the biology of cancer and the cellular mechanisms of hormone action. The laboratory acquaints students with techniques employed in cell biology.
NOTES: PREREQUISITE: BIOL 233 AND CHEM 145 OR 201; OR CONCURRENT WITH CHEM 145
OFFERED EVERY SPRING SEMESTER
- BIOL 250** **INTRODUCTORY MICROBIOLOGY** **(4 credits)**
This course is intended to acquaint the student with the biology and importance of bacteria and viruses. Particular emphasis will be placed on disease mechanisms, the nature of the most important diseases afflicting humans, immunology, and selected aspects of applied microbiology with public health implications (e.g., drinking water and sewage treatment). The laboratory will introduce a wide variety of standard microbial techniques.
NOTES: PREREQUISITES: BIOL 225 OR 234; CHEM 120, AND EITHER 145 OR 201
OFFERED EVERY SPRING SEMESTER
- BIOL 334** **VERTEBRATE EMBRYOLOGY** **(4 credits)**
A study of vertebrate morphogenetic processes. Emphasis is placed on study of a generalized vertebrate structure pattern and examination of some of the morphological specializations built upon this basic plan. Laboratory emphasizes chick development and anatomy of the Ammocoetes larva, the dogfish and the cat. Development - evolution interactions are explored throughout the course. Special lab activities support work in this area.
NOTES: PREREQUISITE: BIOL 121
OFFERED EVERY FALL SEMESTER
- BIOL 342** **PLANT FUNCTION AND STRUCTURE (W - Area 2.1B)** **(4 credits)**
A study of the role and mechanism of the major processes of vascular plants from a functional and structural approach. The integration of plant growth, reproduction, and physiology are stressed. Agricultural and environmental implications are emphasized.
NOTES: PREREQUISITE: BIOL 121
OFFERED SPRING SEMESTER, ODD YEARS

BIOLOGY

- BIOL 344** **GENERAL MICROBIOLOGY** **(4 credits)**
This course is designed to acquaint the student with the biology and importance of viruses and procaryotic and eucaryotic microorganisms including their structure, taxonomy, physiology, genetics, and ecology. Emphasis will also be given to the mechanisms of disease and resistance. The course is intended for junior and senior biology majors. The laboratory introduces viruses, bacteria, and a wide variety of microbiological techniques.
NOTES: PREREQUISITE: BIOL 234
OFFERED EVERY FALL SEMESTER
- BIOL 346** **DEVELOPMENTAL BIOLOGY (W - Area 2.1B)** **(4 credits)**
Analysis of developmental processes including gametogenesis, fertilization, cleavage, morphogenetic movements, growth, and developmental regulation. Major emphasis is placed upon the nature and control of cell differentiation. Laboratory work emphasizes experimental studies on living materials.
NOTES: PREREQUISITE: BIOL 234
OFFERED SPRING SEMESTER, ODD YEARS
- BIOL 348** **PRINCIPLES OF ECOLOGY** **(4 credits)**
Ecology is the study of interrelations between plants, animals, and the abiotic environment. This field-oriented course will focus on the major ecosystems of South Dakota including the study of human impacts on these ecosystems. In addition to extensive field trips to area prairies and forests, the course includes a three-day trip to the Black Hills and the Badlands in late September/early October (required). The trip will involve camping and hiking in these spectacular ecosystems of western South Dakota.
NOTES: PREREQUISITE: BIOL 121
OFFERED EVERY FALL SEMESTER
- BIOL 350** **AQUATIC ECOLOGY** **(4 credits)**
The ecology of lakes and rivers. We will focus on management issues facing area lakes and streams, together with the underlying biological, chemical, and physical factors that regulate freshwater ecosystems. The course includes extensive field work on lakes and streams, culminating in a weekend trip (required) to the Iowa Lakeside Laboratory on Lake Okoboji in NW Iowa in late April/early May. During this trip, students will conduct field projects involving experimental design, data collection, and class presentation of results.
NOTES: PREREQUISITE: BIOL 121
OFFERED EVERY SPRING SEMESTER
- BIOL 352** **TERRESTRIAL PLANT ECOLOGY (W - Area 2.1B)** **(4 credits)**
An analysis of the factors that determine plant distribution. Initially this course will focus on the observation and identification of local plants, plant types, and communities. Later in lectures we will expand our discussion to major vegetation types in North America. Through field trips, laboratory experiments and lectures this course will stress various aspects of community, population, and physiological ecology. Specific topics will include competition and succession, population demography, and productivity.
NOTES: PREREQUISITE: BIOL 121
OFFERED EVERY FALL SEMESTER
- BIOL 354** **BIOLOGICAL CHEMISTRY** **(3-4 credits)**
A study of the chemistry of cellular constituents, enzymes and catalysis, metabolism, and the control of metabolic processes with particular emphasis upon the dynamic aspects of cellular metabolism. The laboratory will consist of selected projects such as the purification and characterization of an enzyme. Counts towards the experimental requirement for major only when the laboratory portion is also taken. This course may be taken as lecture only (3 cr), or as lecture and lab (4 cr).
NOTES: PREREQUISITES: BIOL 234 AND CHEM 145 OR 202
OFFERED EVERY FALL SEMESTER

BIOLOGY/BUSINESS ADMINISTRATION

- BIOL 358** **MOLECULAR BIOLOGY** **(4 credits)**
This course involves a detailed study of the molecular nature of genes, their regulation, expression and manipulation. Emphasis will be placed on experimental analysis in understanding the genetic systems. In addition, the role of molecular genetics in the area of biotechnology will be considered. The laboratory will emphasize modern molecular methods in recombinant DNA work and related areas.
NOTES: PREREQUISITES: BIOL 233, BIOL 234 AND CHEM 145 OR 201
OFFERED EVERY SPRING SEMESTER
- BIOL 364** **PHARMACOLOGY (W - Area 2.1B)** **(4 credits)**
The purpose of this course is to introduce students to the process that generates the drugs we take, from the laboratory bench to the medicine cabinet. This course will foster an understanding of drug development, methods of drug delivery and metabolism, mechanisms of drug action, and basic cellular physiology in order to identify how drugs elicit their medicinal properties. Students will also get a chance to examine the ethical and social dimensions of modern-day drug development and application.
NOTES: PREREQUISITES: BIOL 233, BIOL 234 AND CHEM 145 OR 201
OFFERED EVERY SPRING SEMESTER
- BIOL 395, 396** **INTERNSHIP IN BIOLOGY** **(2-4 credits)**
Internships permit students to obtain credit for practical experience in biology and related fields. The level and amount of credit for such experiences will be determined individually in consultation with the department chairperson. Cannot be applied toward the 36 hours required for the major.
NOTE: OFFERED EVERY SEMESTER
- BIOL 197, 297, 397** **TOPICS IN BIOLOGY** **(2-4 credits)**
- BIOL 199, 299, 399** **INDEPENDENT STUDY** **(2-4 credits)**
Intended to provide experience in research or special techniques in biology on an individual basis.
NOTE: PREREQUISITE: CONSENT OF THE INSTRUCTOR
- BIOL 490** **SENIOR SEMINAR** **(1 credit)**
A one semester seminar dealing with major ideas in biology and required of all biology majors. In addition to readings and discussions at group meetings, attendance at regularly scheduled Biology Department Seminars is required. Grading System: S/U only.
NOTE: OFFERED EVERY FALL SEMESTER

BUSINESS ADMINISTRATION

Associate Professors: M. Entwistle, A. Oppegard

Assistant Professors: D. Bolen, K. Buell, S. Gardner, J. Harris, J. Keltgen, R. Sougstad

The goal of the Business Administration curriculum is to broadly educate students for graduate studies and for careers in business, law and public service. We are proud of our unique ability to draw on the College's strong Liberal Arts heritage and incorporate the lessons learned there into business courses. We combine this interdisciplinary knowledge of human behavior and experiences with a rigorous academic foundation in business-related principles to allow students to prepare for careers in business. This integrated approach gives graduates a unique background that has served them well as they have moved into the business world in both for-profit and not-for-profit organizations. Business Administration graduates enjoy a substantial advantage in successful job placements while enjoying a fulfilling quality of life.

Taught by a highly qualified and experienced faculty, the Business Administration major offers a fundamental understanding of accounting, finance, management, marketing, ethics, and statistics, integrated in a way that prepares the graduates to critically analyze and solve problems in a highly creative fashion. Students are encouraged to specialize in one or more areas to further differentiate themselves as they enter the working world. Non-Business majors may choose a Business minor to support their work in other areas.

BUSINESS ADMINISTRATION

We pride ourselves on small class sizes, which allow close individual attention during class hours and gives students the opportunity to meet with faculty on a daily basis. Many times these student-faculty relationships result in friendships that extend well beyond graduation, a result that faculty encourage and treasure.

BUSINESS ADMINISTRATION MAJOR: 43 credit hours

Required Courses: 37 credit hours

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| ACCT 210 | Principles of Accounting I | 4 cr |
| ACCT 211 | Principles of Accounting II | 4 cr |
| BSAD 205 | Management Information Systems I | 3 cr |
| BSAD 270 | Statistics | 4 cr |
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 320 | Principles of Management | 3 cr |
| BSAD 330 | Principles of Finance | 4 cr |
| BSAD 340 | Business Law I | 3 cr |
| BSAD 382 | Business Ethics | 3 cr |
| BSAD 421 | Human Resource Management | 2 cr |

One of the following courses:

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| BSAD 490 | Senior Seminar (W) | 3 cr |
| BSAD 495 | Business Internship (W) | 3 cr |
| BSAD 499 | Independent Study (W) | 3 cr |

Required Supportive Courses: 6 credit hours

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| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |

Two-thirds of departmental hours numbered 300 or higher and required for the major must be taken at Augustana.

Emphasis Areas:

Business Majors may also elect one or more special emphasis areas by taking the following additional courses (Emphasis area elective course may count towards more than one emphasis):

ENTREPRENEURSHIP EMPHASIS: 15 credit hours

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| BSAD 425 | Small Business Management | 3 cr |
| BSAD 428 | International Strategic Management | 3 cr |
| BSAD 437 | Entrepreneurial Finance | 3 cr |

Any two of the following elective courses: 6 credit hours

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|-----------|-------------------------------|------|
| ACCT 300 | Managerial Accounting | 3 cr |
| ACCT 345 | Organizational Tax | 3 cr |
| ACCT 347 | Cost Accounting | 3 cr |
| BSAD 380 | Business Law II | 3 cr |
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 413 | Marketing Promotions | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 350 | Organizational Communications | 3 cr |
| ECON 301 | Money and Banking | 3 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |

*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

FINANCE EMPHASIS: 15 credit hours

| | | |
|----------|---------------------------|------|
| BSAD 431 | Advanced Finance | 3 cr |
| BSAD 433 | International Finance | 3 cr |
| BSAD 435 | Fundamentals of Investing | 3 cr |

Any two of the following elective courses: 6 credit hours

| | | |
|----------|-----------------------|------|
| ACCT 300 | Managerial Accounting | 3 cr |
| ACCT 345 | Organizational Tax | 3 cr |

BUSINESS ADMINISTRATION

| | | |
|-----------|-----------------------------------|------|
| ACCT 347 | Cost Accounting | 3 cr |
| BSAD 241 | Management Information Systems II | 3 cr |
| BSAD 342 | Project Management | 3 cr |
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| ECON 301 | Money and Banking | 3 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |
| ECON 321 | Intermediate Macroeconomics | 3 cr |
| ECON 397 | Econometrics | 3 cr |

*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

MANAGEMENT EMPHASIS: 15 credit hours

| | | |
|----------|--------------------------------------|------|
| BSAD 380 | Business Law II | 3 cr |
| BSAD 427 | Production and Operations Management | 3 cr |
| BSAD 428 | International Strategic Management | 3 cr |

Any two of the following elective courses: 6 credit hours

| | | |
|-----------|-----------------------------------|------|
| ACCT 300 | Managerial Accounting | 3 cr |
| ACCT 345 | Organizational Tax | 3 cr |
| ACCT 347 | Cost Accounting | 3 cr |
| BSAD 241 | Management Information Systems II | 3 cr |
| BSAD 342 | Project Management | 3 cr |
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 350 | Organizational Communications | 3 cr |
| ECON 301 | Money and Banking | 3 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |
| PSYC 330 | Cognitive Psychology | 3 cr |
| SOCI 300 | Social Psychology | 3 cr |

*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

MANAGEMENT INFORMATION SYSTEMS EMPHASIS: 15 credit hours

| | | |
|----------|-----------------------------------|------|
| BSAD 241 | Management Information Systems II | 3 cr |
| BSAD 342 | Project Management | 3 cr |

Any three of the following elective courses: 9 credit hours

| | | |
|----------|--------------------------------------|------|
| ACCT 300 | Managerial Accounting | 3 cr |
| BSAD 427 | Production and Operations Management | 3 cr |
| BSAD 428 | International Strategic Management | 3 cr |
| COSC 130 | Social, Legal and Ethical Issues | 3 cr |
| COSC 210 | Programming I | 4 cr |
| COSC 211 | Programming II | 4 cr |
| COSC 215 | Database Processing | 3 cr |
| COSC 221 | Business Programming | 3 cr |
| COSC 225 | Web Programming | 3 cr |
| COSC 235 | Computer Organization | 3 cr |
| COSC 236 | Computer Architecture | 3 cr |
| COSC 260 | Computer Science III | 3 cr |
| MATH 315 | Probability and Statistics | 3 cr |

MARKETING EMPHASIS: 15 credit hours

| | | |
|----------|---------------------------------------|------|
| BSAD 411 | Market Research and Consumer Behavior | 3 cr |
| – OR – | | |
| SOCI 350 | Social Science Research Methods | 3 cr |

BUSINESS ADMINISTRATION

| | | |
|--|---------------------------------------|------|
| BSAD 413 | Marketing Promotions | 3 cr |
| BSAD 415 | Personal Selling and Sales Management | 3 cr |
| <i>Any two of the following elective courses: 6 credit hours</i> | | |
| ART 320 | Graphic Design I | 3 cr |
| BSAD 380 | Business Law II | 3 cr |
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 260 | Persuasion | 3 cr |
| COMM 280 | Broadcasting In America | 3 cr |
| COMM 360 | Persuasive Campaigns | 3 cr |
| COMM 365 | Public Relations | 3 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |

*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

NON-PROFIT MANAGEMENT EMPHASIS: 15 credit hours

| | | |
|--|---|------|
| ACCT 310 | Not For Profit Accounting | 3 cr |
| BSAD 423 | Management and Leadership for Non-Profits | 3 cr |
| BSAD 426 | Organizational Development | 3 cr |
| <i>Any two of the following elective courses: 6 credit hours</i> | | |
| ACCT 300 | Managerial Accounting | 3 cr |
| ACCT 347 | Cost Accounting | 3 cr |
| BSAD 241 | Management Information Systems II | 3 cr |
| BSAD 342 | Project Management | 3 cr |
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 413 | Marketing Promotions | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 350 | Organizational Communications | 3 cr |
| COMM 360 | Persuasive Campaigns | 3 cr |
| COMM 365 | Public Relations | 3 cr |
| GOVT 300 | Public Administration | 3 cr |

*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

BUSINESS ADMINISTRATION MINOR: 23-24 credit hours

| | | |
|---------------------------------------|-----------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| ACCT 211 | Principles of Accounting II | 4 cr |
| <i>Four of the following courses:</i> | | |
| BSAD 270 | Statistics | 4 cr |
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 320 | Principles of Management | 4 cr |
| BSAD 330 | Principles of Finance | 4 cr |
| BSAD 340 | Business Law I | 3 cr |

BUSINESS ADMINISTRATION COURSES:

| | | |
|-----------------|--|--------------------|
| BSAD 120 | PERSONAL FINANCIAL STEWARDSHIP (Area 1.2) | (3 credits) |
| | This course relates the basics of financial planning to the well being of the individual. The students become aware of the impact of long and short-term financial planning including health and retirement concerns, investments, income tax planning, personal budgets, risk management, and other major financial events one encounters in a lifetime. The students will gain skills in financial planning in these areas as a means to personal financial stability and stewardship toward others. | |
| | NOTE: OFFERED OCCASIONALLY | |

BUSINESS ADMINISTRATION

- BSAD 205** **MANAGEMENT INFORMATION SYSTEMS I** **(3 credits)**
This course provides a conceptual framework and specific tools for communicating in complex environments. Using a developmental approach to business communication, this course examines methods for organizing ideas, analyzing data, addressing diverse concerns, presenting information, and developing a professional communication style.
NOTES: CROSS-LISTED WITH COSC 205
OFFERED EVERY SEMESTER
- BSAD 241** **MANAGEMENT INFORMATION SYSTEMS II** **(3 credits)**
This course discusses the analysis and design techniques to define information requirements and to construct models of the information system. Procedures to define the program specifications, to develop procedures and documentation, and to plan implementation are also examined. The course includes the study and practice of design and analysis tools.
NOTES: PREREQUISITE: BSAD 205 or COSC 210
CROSS-LISTED WITH COSC 241
OFFERED MOST FALL SEMESTERS
- BSAD 270** **STATISTICS** **(4 credits)**
The basic course in statistical inference oriented toward the elements of description, estimation, and the testing of hypotheses. Topics include probability distributions, confidence intervals, tests of means, proportions, and differences, correlation and regression, analysis of variance, and chi-square tests of qualitative data. Principles are applicable to both social and physical sciences.
NOTES: CROSS-LISTED WITH ECON 270 AND PSYC 270
RECOMMENDED: INTRODUCTORY MATHEMATICS COURSE
OFFERED EVERY SEMESTER
- BSAD 310** **PRINCIPLES OF MARKETING** **(4 credits)**
This course explores basic principles in the marketing of products and services. Marketing structures, consumer analysis, product classification, channel selection, pricing policies, promotional mix, and coordination of strategies in relation to the business and economic environment are studied.
NOTES: PREREQUISITE: ECON COURSE OR JUNIOR STANDING
OFFERED EVERY SEMESTER
- BSAD 320** **PRINCIPLES OF MANAGEMENT** **(3 credits)**
An exploration of the theories, research, laws and practices of managing people, teams and organizations. This course focuses on both the science of organizational management as well as on the student's potential role as a manager and/or employee.
NOTES: PREREQUISITE: SOPHOMORE, JUNIOR OR SENIOR STANDING
OFFERED EVERY SEMESTER
- BSAD 330** **PRINCIPLES OF FINANCE** **(4 credits)**
Fundamentals of financial management including policies, methods, institutions, and tools of financial management involved in financing the business organization.
NOTES: PREREQUISITE: ACCT 211; JUNIOR OR SENIOR STANDING
OFFERED EVERY SEMESTER
- BSAD 340** **BUSINESS LAW I** **(3 credits)**
An introduction to the legal system and dispute resolution through a case study approach; a study of the impact of the areas of torts, constitutional law, criminal law, and ethics upon business; special emphasis on contract law, agency, and business organizations, including partnerships and corporations.
NOTES: PREREQUISITE: JUNIOR OR SENIOR STANDING
OFFERED EVERY SEMESTER
- BSAD 342** **PROJECT MANAGEMENT (W – Area 2.1B)** **(3 credits)**
This course provides students with a hands-on experience in applying project management and systems analysis, design and implementation. Students will work with local business professionals in designing and implementing an information system for their business or organization.
NOTES: PREREQUISITES: BSAD 241
CROSS-LISTED WITH COSC 342
OFFERED MOST SPRING SEMESTERS

BUSINESS ADMINISTRATION

- BSAD 370** **INTERMEDIATE STATISTICS** **(3 credits)**
A review of introductory inferential statistical methods (including estimation and hypothesis testing) and consideration of advanced topics such as causality, two-way analysis of variance, analysis of covariance, modeling using multiple regression, regression diagnostics, time series analysis, nonlinear regression, and logistic regression.
NOTES: CROSS-LISTED WITH ECON 370
PREREQUISITE: BSAD 270
OFFERED OCCASIONALLY
- BSAD 380** **BUSINESS LAW II** **(3 credits)**
Emphasis of study covers the topics of bankruptcy, debtor-creditor relationships, and property law as well as commercial transactions governed by the Uniform Commercial Code (sales of goods, commercial paper, banking, and secured transactions).
NOTES: PREREQUISITE: BSAD 340
OFFERED EVERY SPRING SEMESTER
- BSAD 382** **BUSINESS ETHICS** **(3 credits)**
Introduction of moral development theories and models of moral decision making and application of these models in management decision making through case studies.
NOTE: CROSS-LISTED WITH ACCT 382
OFFERED EVERY SEMESTER
- BSAD 399** **INDEPENDENT STUDY** **(1-4 credits)**
This course is intended to provide the student with the opportunity to pursue elective independent study.
NOTES: PREREQUISITE: CONSENT OF INSTRUCTOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM
- BSAD 410** **SPECIAL TOPICS IN MARKETING** **(3 credits)**
A variety of topics from the marketing discipline will be offered on a rotating basis. Topics may include, but are not limited to the following: international marketing, e-marketing, healthcare marketing, sports marketing, and retailing. Topics will be announced prior to the semester in which they will be offered. This course may be repeated with different topics.
NOTES: PREREQUISITE: BSAD 310
OFFERED MOST SEMESTERS
- BSAD 411** **MARKETING RESEARCH AND CONSUMER BEHAVIOR** **(3 credits)**
This course focuses on the use of surveys, observations, experiments, and other empirical and analytical tools to learn about consumer characteristics and demand/shape strategic market planning. The course culminates in a comprehensive, hands-on, real world market research project and report.
NOTES: PREREQUISITES: BSAD 270 AND 310
OFFERED SPRING SEMESTER, ODD YEARS
- BSAD 413** **MARKETING PROMOTIONS** **(3 credits)**
This course emphasizes managing the promotional mix—advertising, public relations, personal selling, sales promotion, and direct marketing—to provide a comprehensive understanding of how to manage a marketing department to enhance overall business profitability.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: BSAD 310
OFFERED EVERY FALL SEMESTER
- BSAD 415** **PERSONAL SELLING AND SALES MANAGEMENT** **(3 credits)**
A comprehensive examination of the sales cycle, including the specific opportunities for developing relationships, products, and customer loyalty. Students learn how to manage themselves and others through the development of communication skills and the use of specialized software to help them organize the sales effort. This course makes extensive use of outside speakers and sales experts to illustrate the application of concepts and theories learned in the classroom.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITE: BSAD 310
OFFERED SPRING SEMESTER, ODD YEARS

BUSINESS ADMINISTRATION

- BSAD 420** **SPECIAL TOPICS IN MANAGEMENT** **(3 credits)**
A variety of topics from the management discipline will be offered on a rotating basis. Topics may include: international business management, health administration, mergers and acquisitions, negotiations and organizational theory and change. Topics will be announced prior to the semester in which they are offered.
NOTES: PREREQUISITE: BSAD 320
OFFERED MOST SEMESTERS
- BSAD 421** **HUMAN RESOURCE MANAGEMENT** **(2 credits)**
A study of the fundamentals of employment management including hiring and firing policies, modern diversity and performance management techniques, and a survey applicable laws and regulations.
NOTE: OFFERED EVERY SEMESTER
- BSAD 423** **MANAGEMENT AND LEADERSHIP FOR NON-PROFITS** **(3 credits)**
An examination of the unique challenges facing managers in nonprofit organizations. Topics covered include managing staff and volunteers, communications with government resource agencies, special non-profit governance issues, fund-raising, and designing and evaluating organizational programs.
NOTES: PREREQUISITE: BSAD 320
OFFERED SPRING SEMESTER, EVEN YEARS
- BSAD 425** **SMALL BUSINESS MANAGEMENT** **(3 credits)**
The application of general management principles, theories and procedures to start up and small businesses. The course cumulates in the preparation of a comprehensive business plan for a proposed small business.
NOTES: PREREQUISITES: ACCT 210 AND BSAD 320
OFFERED EVERY FALL SEMESTER
- BSAD 426** **ORGANIZATIONAL DEVELOPMENT** **(3 credits)**
A focused study of the special issues relating to fund raising, marketing and development for non-profit organizations.
NOTES: PREREQUISITE: BSAD 320
OFFERED SPRING SEMESTER, ODD YEARS
- BSAD 427** **PRODUCTION AND OPERATIONS MANAGEMENT** **(3 credits)**
An introduction into the special problems and opportunities associated with the conversion of resources into products and services. Topics include product design and process selection, assembly line design, supply chain management, total quality management, inventory planning, and capacity and resource planning.
NOTES: PREREQUISITE: BSAD 270
OFFERED SPRING SEMESTER, ODD YEARS
- BSAD 428** **INTERNATIONAL STRATEGIC MANAGEMENT** **(3 credits)**
An in-depth examination of the development and role of strategy in international organizations and the importance of strategic alignment. Topics may include, but are not limited to, the following: globalization, corporate strategies, business unit strategies, competitive strategies, strategic planning and analysis models, and mergers and acquisitions.
NOTES: PREREQUISITES: BSAD 310 AND 320; JUNIOR OR SENIOR STANDING
OFFERED SPRING SEMESTER, EVEN YEARS
- BSAD 430** **SPECIAL TOPICS IN FINANCE** **(3 credits)**
A variety of topics from the Finance discipline will be offered on a rotating basis. Topics may include, but are not limited to the following: capital budgeting, and commercial banking. Topics will be announced prior to the semester in which they will be offered.
NOTES: PREREQUISITE: BSAD 330
OFFERED MOST SEMESTERS
- BSAD 431** **ADVANCED FINANCE** **(3 credits)**
A comprehensive exploration of theoretical and empirical financial literature and the application to corporate financial policies and strategies. Topics covered include capital and ownership structures, contracting, mergers and acquisitions, financial distress situations and risk management.
NOTES: PREREQUISITE: BSAD 330
OFFERED SPRING SEMESTER, EVEN YEARS

BUSINESS ADMINISTRATION

- BSAD 433** **INTERNATIONAL FINANCE** **(3 credits)**
An exploration of the theoretical foundations of international financial decisions and their application to financial practices. Topics covered include international macroeconomic concepts, foreign investment projects, managing foreign exchange, and managing international taxation and political risks.
NOTES: PREREQUISITE: BSAD 330
OFFERED SPRING SEMESTER, ODD YEARS
- BSAD 435** **INVESTMENT FUNDAMENTALS** **(3 credits)**
The study of investment risks and rewards based on the analysis of stocks, bonds, and other investment opportunities including hedging and derivative investments. This course includes an introduction to modern professional investment analysis and portfolio theories.
NOTES: PREREQUISITE: BSAD 330
OFFERED EVERY SEMESTER
- BSAD 437** **ENTREPRENEURIAL FINANCE** **(3 credits)**
The application of general financial principles to new and small businesses. Students will learn to apply corporate finance and other techniques to incubating and growing new ventures and improving existing small businesses. Topics covered include small business evaluation, forecasting, sources of capital, and the development of business plans.
NOTES: PREREQUISITE: BSAD 330
OFFERED INTERIM, EVEN YEARS
- BSAD 440** **SPORT MANAGEMENT AND MARKETING** **(3 credits)**
Students will learn how professional and amateur sports teams manage their businesses, fans, athletes and brands, including planning, hosting and implementing marketing programs for specific events and sports programs. Theories will be supplemented with industry-recognized speakers, case studies and hands-on work for local clients. Class/client projects, as well as presentations are required.
NOTES: PREREQUISITES: BSAD 310 AND 320; JUNIOR OR SENIOR STANDING
OFFERED SPRING SEMESTER, EVEN YEARS
- BSAD 490** **SENIOR SEMINAR (W – Area 2.1B)** **(3 credits)**
A senior level seminar emphasizing business research and planning intended to solve “real world” small business problems. Students learn to provide high quality consulting and technical assistance for client companies of Augustana’s Small Business Institute for Entrepreneurial Studies. The clients are primarily local organizations. However, the problems and opportunities they are facing may be local, regional, national, and international in scope. Independent research, formal presentations and written reports comprise the basic requirements of the course.
NOTES: PREREQUISITE: SENIOR STANDING
OFFERED EVERY SPRING SEMESTER
- BSAD 495** **BUSINESS INTERNSHIP (W – Area 2.1B)** **(3 credits)**
This internship program provides an opportunity for students to participate in a learning experience away from the traditional classroom. Students will be placed with local organizations so they may work with business procedures and observe decision making processes. Students will be able to see how concepts and theories learned in the classroom are applied in practice. The student will be under the direct supervision of an officer of the cooperating organization and progress will be monitored by departmental internship coordinator.
NOTES: ADDITIONAL FEES MAY APPLY
PREREQUISITES: JUNIOR OR SENIOR STANDING; SUCCESSFUL COMPLETION (C- OR HIGHER) OF ECON 120 AND 121; ACCT 210 AND 211; TWO OF BSAD 310, 320, 330, AND 340; AND THE CONSENT OF THE BUSINESS INTERNSHIP COORDINATOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

BUSINESS ADMINISTRATION/CHEMICAL PHYSICS

BSAD 496 ELECTIVE BUSINESS INTERNSHIP (1-4 credits)

This internship offering is intended to provide the student with the opportunity to pursue an elective internship. This internship is not a "W" course and it may not be used to fulfill the departmental requirements for graduation.

NOTES: ADDITIONAL FEES MAY APPLY

PREREQUISITES: JUNIOR OR SENIOR STANDING; SUCCESSFUL COMPLETION (C- OR HIGHER) OF ECON 120 AND 121; ACCT 210 AND 211; TWO OF BSAD 310, 320, 330, AND 340; AND THE CONSENT OF THE BUSINESS INTERNSHIP COORDINATOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

BSAD 197, 297, 397, 497 TOPICS IN BUSINESS ADMINISTRATION (1-4 credits)

NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

BSAD 499 INDEPENDENT STUDY (W - Area 2.1B) (1-4 credits)

Independent Study projects are conducted in close relationship with an individual faculty member. This course requires: 1) An in-depth examination of an individually chosen topic area, utilizing recognized research methods; 2) A written analysis of the project, its results, and recommendations; and 3) An oral defense of the project to the Departmental Faculty.

NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR
OFFERED EVERY SEMESTER, INCLUDING INTERIM

CHEMICAL PHYSICS

Chemical Physics is an interdisciplinary major that prepares a student to examine problems at the interface of Physics and Chemistry. Professionals with training in chemical physics work in diverse fields such as chemical engineering, nanotechnology, physical chemistry, or materials science. These fields require the understanding of a broad range of chemical systems, from atomic collisions to complex materials, in terms of the behavior of the individual atoms and of the particles that make up the system.

There are two Chemical Physics major tracks:

CHEMICAL PHYSICS MAJOR WITH A CHEMISTRY EMPHASIS: 58-59 credit hours

Required Courses:

| | | |
|----------|---|--------|
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| CHEM 242 | Analysis | 4 cr |
| CHEM 301 | Physical Chemistry I | 4 cr |
| CHEM 302 | Physical Chemistry II | 4 cr |
| CHEM 311 | Advanced Analytical Chemistry (W) | 4 cr |
| CHEM 381 | Advanced Physical Chemistry | 3-4 cr |
| CHEM 399 | Independent Study: Research* | 2 cr |
| PHYS 221 | General Physics I | 4 cr |
| PHYS 222 | General Physics II | 4 cr |
| PHYS 361 | Electromagnetic Theory | 3 cr |
| PHYS 331 | Electronics for Science and Engineering | 3 cr |
| - OR - | | |
| PHYS 371 | Modern Physics I | 3 cr |

CHEMICAL PHYSICS/CHEMISTRY

Required Supportive Courses:

| | | |
|----------|------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 152 | Calculus II | 4 cr |
| MATH 310 | Differential Equations | 3 cr |

**Research (CHEM 399) may be all CHEM or split between CHEM and PHYS.*

With prior Chemistry Department approval, 1 credit hour of research may be completed in an approved off-campus program (usually during the summer).

CHEMICAL PHYSICS MAJOR WITH A PHYSICS EMPHASIS: 60-61 credit hours

Required Courses:

| | | |
|----------|---|------|
| PHYS 221 | General Physics I | 4 cr |
| PHYS 222 | General Physics II | 4 cr |
| PHYS 321 | Computational Physics | 4 cr |
| PHYS 331 | Electronics for Science and Engineering | 3 cr |
| PHYS 361 | Electromagnetic Theory | 3 cr |
| PHYS 371 | Modern Physics I | 3 cr |
| PHYS 373 | Quantum Mechanics | 3 cr |
| PHYS 399 | Independent Study: Research* | 2 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 242 | Analysis | 4 cr |
| CHEM 301 | Physical Chemistry I | 4 cr |
| CHEM 302 | Physical Chemistry II | 4 cr |

One of the following courses:

| | | |
|----------|-----------------------------------|--------|
| CHEM 311 | Advanced Analytical Chemistry (W) | 4 cr |
| CHEM 341 | Advanced Inorganic Chemistry | 4 cr |
| CHEM 381 | Advanced Physical Chemistry | 3-4 cr |

Required Supportive Courses:

| | | |
|----------|------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 152 | Calculus II | 4 cr |
| MATH 310 | Differential Equations | 3 cr |

**Research (PHYS 399) may be all PHYS or split between PHYS and CHEM.*

With prior Physics Department approval, both hours of research may be completed in an approved off-campus program (usually during the summer).

NOTE: A student cannot receive a major in Chemical Physics AND a major in Chemistry or Physics. Students satisfying both sets of requirements will be allowed to choose which major they wish to appear on their transcript.

CHEMISTRY

Professors: D. Weisshaar

Associate Professors: J. Duffy-Matzner, B. Eichler

Assistant Professors: B. Dey, J. Mays

Staff: B. Gustafson, D. Pullman

The Chemistry Department seeks to provide an opportunity for students to pursue a versatile, yet individualized program, in this science. Our aim is to have a program which is thorough and rigorous enough to provide the comprehensive foundation needed by the student who plans to continue on in graduate school as well as to provide parallel programs which will satisfy the needs of those preparing for careers in secondary education, medicine, dentistry, medical technology, industry, and other related fields.

The Chemistry Department is on the American Chemistry Society's list of undergraduate institutions having approved curricula in chemistry.

CHEMISTRY

Chemistry majors with an interest in Physics or Chemical Engineering may wish to consider a Chemical Physics major. See the Chemical Physics major for details.

CHEMISTRY MAJOR: 38 credit hours

Required Courses: 30 credit hours

| | | |
|----------|---------------------------|------|
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| CHEM 242 | Analysis | 4 cr |
| CHEM 301 | Physical Chemistry I | 4 cr |
| CHEM 302 | Physical Chemistry II | 4 cr |

| | | |
|----------|-----------------------------------|------|
| CHEM 311 | Advanced Analytical Chemistry (W) | 4 cr |
|----------|-----------------------------------|------|

– OR –

| | | |
|----------|------------------------------|------|
| CHEM 341 | Advanced Inorganic Chemistry | 4 cr |
|----------|------------------------------|------|

| | | |
|----------|-----------------------------|------|
| CHEM 399 | Independent Study: Research | 2 cr |
|----------|-----------------------------|------|

– OR –

| | | |
|--------------|--|--------|
| CHEM 311-381 | course not used for an above requirement | 3-4 cr |
|--------------|--|--------|

Required Supportive Courses: 8 credit hours

| | | |
|----------|------------|------|
| MATH 151 | Calculus I | 4 cr |
|----------|------------|------|

| | | |
|----------|-------------|------|
| MATH 152 | Calculus II | 4 cr |
|----------|-------------|------|

**One year of calculus based physics is strongly recommended (PHYS 221 and 222)*

ACS CHEMISTRY MAJOR: 60 credit hours

Graduates completing these requirements are certified to the American Chemical Society. *The Chemistry Department strongly recommends that students preparing for graduate study complete the ACS Approved Chemistry Major.*

Required Courses: 44 credit hours

| | | |
|----------|---------------------------|------|
| CHEM 120 | Introduction to Chemistry | 4 cr |
|----------|---------------------------|------|

| | | |
|----------|--------------------------------|------|
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
|----------|--------------------------------|------|

| | | |
|----------|---------------------|------|
| CHEM 201 | Organic Chemistry I | 4 cr |
|----------|---------------------|------|

| | | |
|----------|----------------------|------|
| CHEM 202 | Organic Chemistry II | 4 cr |
|----------|----------------------|------|

| | | |
|----------|----------|------|
| CHEM 242 | Analysis | 4 cr |
|----------|----------|------|

| | | |
|----------|----------------------|------|
| CHEM 301 | Physical Chemistry I | 4 cr |
|----------|----------------------|------|

| | | |
|----------|-----------------------|------|
| CHEM 302 | Physical Chemistry II | 4 cr |
|----------|-----------------------|------|

| | | |
|----------|-----------------------------------|------|
| CHEM 311 | Advanced Analytical Chemistry (W) | 4 cr |
|----------|-----------------------------------|------|

| | | |
|----------|--------------------------------------|------|
| CHEM 330 | Medicinal Chemistry and Biochemistry | 4 cr |
|----------|--------------------------------------|------|

| | | |
|----------|------------------------------|------|
| CHEM 341 | Advanced Inorganic Chemistry | 4 cr |
|----------|------------------------------|------|

| | | |
|------|----------------------------------|------|
| CHEM | Elective course at the 300-level | 4 cr |
|------|----------------------------------|------|

An Independent Study research project comprising at least 3 credit hours may qualify as an advanced Chemistry course. An advanced course in PHYS (such as 361 or 373) or MATH (such as 310 or 315) may substitute for an advanced CHEM course on prior approval of the Chemistry Department Chair. CHEM 395 may not count toward the 300-level elective.

Required Supportive Courses: 16 credit hours

| | | |
|----------|------------|------|
| MATH 151 | Calculus I | 4 cr |
|----------|------------|------|

| | | |
|----------|-------------|------|
| MATH 152 | Calculus II | 4 cr |
|----------|-------------|------|

| | | |
|----------|-------------------|------|
| PHYS 221 | General Physics I | 4 cr |
|----------|-------------------|------|

| | | |
|----------|--------------------|------|
| PHYS 222 | General Physics II | 4 cr |
|----------|--------------------|------|

CHEMISTRY MINOR: 20 credit hours

| | | |
|----------|---------------------------|------|
| CHEM 120 | Introduction to Chemistry | 4 cr |
|----------|---------------------------|------|

| | | |
|----------|---------------------|------|
| CHEM 201 | Organic Chemistry I | 4 cr |
|----------|---------------------|------|

| | | |
|----------|----------------------|------|
| CHEM 202 | Organic Chemistry II | 4 cr |
|----------|----------------------|------|

| | | |
|----------|----------|------|
| CHEM 242 | Analysis | 4 cr |
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| | | |
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| CHEM | Elective course | 4 cr |
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CHEM 145 may be used as the CHEM Elective course only if taken prior to CHEM 201.

CHEMISTRY

CHEMISTRY SECONDARY EDUCATION TEACHING ENDORSEMENT:

| | | |
|----------------------------------|-----------------------------------|----------|
| Secondary Education requirements | | 41-43 cr |
| EDUC 310 | Secondary School Methods, Science | 3 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 242 | Analysis | 4 cr |

Related Information: Students who plan to teach in high school *should declare Secondary Education as a second major*. In addition, these students are encouraged to plan for flexibility by seeking certification in more than one area. For an endorsement to teach a particular subject, South Dakota currently requires 15 semester hours in that subject area (department) plus the Methods course for that area (department).

CHEMISTRY COURSES:

- CHEM 110** **CHEMISTRY AND YOUR ENVIRONMENT (Area 3.2)** **(4 credits)**
This course is designed for the non-science major and will assist the student in understanding the role chemistry plays in his/her life. Topics of current interest are discussed, and the chemical principles required for a more thorough understanding of them are developed. Three hours of lecture, two hours of laboratory per week.
NOTE: OFFERED SOME INTERIMS
- CHEM 115** **PHYSICAL SCIENCE (Area 3.2)** **(4 credits)**
This survey course explores physics, chemistry, geology, and astronomy, with major emphasis on the first two areas. Lecture explores the scientific method, develops problem-solving skills and encourages connection of physical science concepts to everyday life. Lab work includes written reports and some use of the computer for data analysis. Three hours of lecture and two hours of laboratory per week. Students are encouraged to enroll as first or second year students.
NOTES: CROSS-LISTED WITH PHYS 115
OFFERED EVERY SPRING SEMESTER
- CHEM 120** **INTRODUCTION TO CHEMISTRY (General Chemistry Topics) (Area 3.2)** **(4 credits)**
Accelerated course covering topics typically encountered in a two semester course, (e.g. bonding, equilibrium including buffers, stoichiometry, chemical kinetics, oxidation-reduction). Three hours of lecture and two hours of laboratory per week. An honors section of this course is available each fall semester.
NOTE: OFFERED EVERY SEMESTER
- CHEM 135** **INORGANIC QUALITATIVE ANALYSIS** **(4 credits)**
This course provides an introduction to the qualitative analysis of inorganic cations and anions. Lecture will emphasize the theory (chemical equilibria, oxidation-reduction, chemical kinetics, hybrid orbital theory), and laboratory will be devoted primarily to the identification of inorganic cations and anions. In lieu of a two-semester general chemistry sequence, CHEM 135 (or alternative Interim course in Inorganic Chemistry) is used to fulfill the lower level inorganic requirement for the American Chemical Society approved major.
NOTES: PREREQUISITE: CHEM 120
OFFERED MOST INTERIMS
- CHEM 140** **INORGANIC CRYSTALS AND REACTIONS** **(4 credits)**
This course provides exposure to the chemistry of inorganic materials including relationships between structure, properties, and useful applications. There will be a particular emphasis on crystallography, symmetry, and patterns of structure and reactivity in the main group elements, the nonmetals, and the first-row transition metals. Lab activities complement lectures. In lieu of a two-semester general chemistry sequence, Chemistry 140 (or alternative Interim course in Inorganic Chemistry) is used to fulfill the lower level inorganic requirement for the American Chemical Society approved major.
NOTES: PREREQUISITE: CHEM 120
OFFERED OCCASIONAL INTERIMS

CHEMISTRY

- CHEM 141** **INORGANIC DEMONSTRATIONS** **(4 credits)**
This course explores basic inorganic principles including structural properties and patterns of reactivity among main group metals, first row transition metals and nonmetals primarily through lab activity. Students will present chemical demonstrations and/or computer activities of their own choice on a daily basis followed by class discussion of the relevant concepts. In lieu of a two-semester general chemistry sequence, Chemistry 141 (or alternative Interim course in Inorganic Chemistry) is used to fulfill the lower level inorganic requirement for the American Chemical Society approved major.
NOTES: PREREQUISITE: CHEM 120
OFFERED OCCASIONAL INTERIMS
- CHEM 145** **SURVEY OF ORGANIC AND BIOCHEMISTRY** **(4 credits)**
Explores the fundamentals of organic chemistry (nomenclature, functional groups, reactions) with an introduction to biochemistry (amino acids, proteins, carbohydrates, lipids, enzymes, nucleic acids and the metabolic cycles). Three hours of lecture and two hours of laboratory per week. Students desiring more than two semesters of chemistry will normally follow the sequence 120, 201, 202.
NOTES: PREREQUISITE: CHEM 120
OFFERED EVERY SPRING SEMESTER
- CHEM 201** **ORGANIC CHEMISTRY I** **(4 credits)**
Nomenclature, reactions, and structure of aliphatic and aromatic hydrocarbons and their derivatives. Structural determination, applied organic spectroscopy, reaction mechanisms, and multi-step syntheses will be introduced. Three hours of lecture and four hours of laboratory per week.
NOTES: PREREQUISITE: CHEM 120
OFFERED EVERY SEMESTER
- CHEM 202** **ORGANIC CHEMISTRY II** **(4 credits)**
Nomenclature, reactions, and structure of aliphatic and aromatic hydrocarbons and their derivatives. Structural determination, applied organic spectroscopy, reaction mechanisms, and multi-step syntheses will be introduced. Three hours of lecture and four hours of laboratory per week. This course is a continuation of CHEM 201.
NOTES: PREREQUISITE: CHEM 201
OFFERED EVERY SEMESTER
- CHEM 242** **ANALYSIS** **(4 credits)**
This course covers a broad range of fundamental and applied topics introducing the student to the major modern and classical analytical methods. Emphasis in the laboratory is upon careful and precise quantitative work. Three hours of lecture and four hours of laboratory per week.
NOTES: PREREQUISITE: CHEM 201
OFFERED EVERY SPRING SEMESTER
- CHEM 250** **INSTRUMENT PROFICIENCY FOR SCIENTISTS** **(1 credit)**
Each offering of this course will enable students to develop proficiency in intelligently using the featured computer controlled instrument in the Chemistry Department. Students will develop a solid foundation in the theoretical aspects and the operating principles of the particular instrument through independent reading, computer based training, and class discussion. Students will develop hands-on proficiency in the actual operation of the instrument and interpretation of the data. Typically one Instrument Proficiency course will be offered each semester with an instrument rotation including: Gas Chromatograph - Mass Spectrometer, Raman Spectrometer, Atomic Absorption and Ultraviolet-Visible Spectrometers*, Nuclear Magnetic Resonance Spectrometer, High Performance Liquid Chromatograph*, and Fourier Transform Infrared Spectrometer. Additional computer controlled instruments will be added to the rotation list as they are acquired by the department.
NOTES: PREREQUISITE OR COREQUISITE: CHEM 202 AND CHEM 242 FOR *INSTRUMENTS
OFFERED MOST SEMESTERS

CHEMISTRY

- CHEM 301** **PHYSICAL CHEMISTRY I** **(4 credits)**
This course covers a broad range of physical chemistry concepts including (but not limited to): thermodynamics, equilibrium, kinetics, states of matter, electrochemistry and ionic solutions, basic quantum mechanics, atomic and molecular structure, spectroscopy, statistical mechanics. The laboratory will be concerned with various physical methods of measurement, experiments in physical chemistry, computer utilization, and use of the chemical literature. Three hours of lecture-discussion, one hour problem session, and four hours laboratory per week.
NOTES: PREREQUISITES: CHEM 242 AND MATH 151; RECOMMENDED: PHYS 221 AND 222
OFFERED EVERY FALL SEMESTER
- CHEM 302** **PHYSICAL CHEMISTRY II** **(4 credits)**
This course covers a broad range of physical chemistry concepts including (but not limited to): thermodynamics, equilibrium, kinetics, states of matter, electrochemistry and ionic solutions, basic quantum mechanics, atomic and molecular structure, spectroscopy, statistical mechanics. The laboratory will be concerned with various physical methods of measurement, experiments in physical chemistry, computer utilization, and use of the chemical literature. Three hours of lecture-discussion, one hour problem session, and four hours laboratory per week. This course is a continuation of CHEM 301.
NOTES: PREREQUISITES: CHEM 301, MATH 152; RECOMMENDED: PHYS 221 AND 222
OFFERED EVERY SPRING SEMESTER
- CHEM 311** **ADVANCED ANALYTICAL CHEMISTRY (W - Area 2.1B)** **(4 credits)**
Advanced topics in analytical chemistry focusing on instrumental methods including electro-analytical chemistry, chromatography, computer interfacing, and advanced spectroscopic methods of analysis are covered. Laboratory is emphasized. Two hours of lecture and six hours of laboratory per week.
NOTES: PREREQUISITE: CHEM 301
OFFERED IN A THREE SEMESTER ROTATION WITH CHEM 330 AND 341
- CHEM 330** **MEDICINAL CHEMISTRY AND BIOCHEMISTRY** **(4 credits)**
The first part of this course covers the chemistry of many biologically important compound types (e.g. carbohydrates, lipids, amino acids, proteins, and enzymes plus nucleic acids) and the metabolic cycles. The remainder of the course is devoted to the major types of therapeutic drugs with an emphasis on categorizing physiological effects with functional groups and binding site stereochemistry. Laboratory emphasizes synthesis and analysis of the classical biochemical compound types and pharmaceutical-type preparations. Three hours of lecture and four hours of laboratory each week.
NOTES: PREREQUISITE: CHEM 202
OFFERED IN A THREE SEMESTER ROTATION WITH CHEM 311 AND 341
- CHEM 331** **ADVANCED ORGANIC CHEMISTRY** **(4 credits)**
Advanced topics in organic chemistry, including aspects of physical organic (e.g. transition state, reactive intermediates, kinetics, solvent effects) and synthesis (including natural products) are covered. Emphasis varies with instructor, but includes aspects of both. Three hours of lecture and four hours of laboratory per week.
NOTES: PREREQUISITES: CHEM 202 AND 301
OFFERED SOME INTERIMS
- CHEM 341** **ADVANCED INORGANIC CHEMISTRY** **(4 credits)**
Advanced topics in Inorganic Chemistry, including inorganic synthesis, electronic structure, thermodynamic and kinetic behavior, reaction mechanisms, with emphasis on critical thinking and use of the original literature. Three hours of lecture, four hours of laboratory per week.
NOTES: PREREQUISITES: CHEM 301; RECOMMENDED: CHEM 302
OFFERED IN A THREE SEMESTER ROTATION WITH CHEM 311 AND 330
- CHEM 351** **THE CHEMISTRY OF HIGH POLYMERS** **(4 credits)**
The structure and properties of macromolecules will be considered. Methods of synthesis and analysis of these polymers will be treated in some detail. Industrial processes for the preparation and manufacture of some important commercial polymers will be included.
NOTES: PREREQUISITES: CHEM 202 AND 301
OFFERED SOME INTERIMS

CHEMISTRY/CHIROPRACTIC

- CHEM 381 ADVANCED PHYSICAL CHEMISTRY (3-4 credits)**
Advanced topics in physical chemistry, with emphasis on quantum chemistry, statistical mechanics and selections from special topics such as spectroscopy, surface science, transport processes and lasers. Starting from a solid textbook, students will also do some work with other sources in the chemical literature. The course is problem-oriented, and will use computer resources as appropriate. This course may be taken as lecture only (3 credits), or as lecture and lab (4 credits).
NOTES: COREQUISITE: CHEM 302
OFFERED EVERY OTHER SPRING SEMESTER
- CHEM 395 INTERNSHIP IN CHEMISTRY (1-4 credits)**
Consult the department chair for a listing of available opportunities. Plans for an internship must be made well in advance of the term in which the internship is to be carried out.
NOTE: PREREQUISITE: CONSENT OF THE INSTRUCTOR
- CHEM 197, 297, 397 TOPICS IN CHEMISTRY (1-4 credits)**
- CHEM 398 HONORS IN CHEMISTRY (1-4 credits)**
NOTE: PREREQUISITE: CONSENT OF THE DEPARTMENT CHAIR
- CHEM 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**
This course offers the opportunity to engage in experimental research with a faculty mentor. One credit hour will require four hours of laboratory work per week for the semester plus a comprehensive report, a departmental seminar, and if appropriate a presentation at a scientific meeting. This course designation is normally not used to replace a traditional course.
NOTE: PREREQUISITES: SEE FACULTY ADVISOR

CHIROPRACTIC (Pre-Professional Program)

Coordinator: S. Matzner

While most pre-chiropractic students choose to major in Biology, a student may choose to major in any discipline. Chiropractic schools look favorably upon an undergraduate record rich in challenging science courses, but they also look for a balance between science courses and courses in the humanities and social sciences. Applicants should have a thorough understanding of and commitment to the profession. Students are encouraged to learn about the chiropractic profession and patient care through internships, volunteer experiences and employment.

Because application requirements vary among schools, a student interested in the chiropractic profession should identify the schools in which he or she is interested as early as possible. The student should then consult with his or her advisor and the coordinator on a regular basis to discuss course selection and chiropractic school application procedures.

Chiropractic schools select students on the basis of 1) undergraduate academic performance; 2) letters of evaluation from professors and other professional people; and 3) a personal interview (most programs).

Suggested Pre-Chiropractic Program of Study:

These are general admission requirements. Students should refer to specific admissions guidelines for each chiropractic school, and consult with their academic advisor and the Coordinator.

| | | |
|----------|--------------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |

CHIROPRACTIC/CLASSICS

| | | |
|---|------------------------------|------|
| ENGL 200 | The Literary Experience (W) | 3 cr |
| MATH 150 | Pre-Calculus | 4 cr |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| PSYC | Elective course | 3 cr |
| <i>Additional courses may include (but are not limited to):</i> | | |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| MATH 151 | Calculus I | 4 cr |

CLASSICS

Assistant Professor: R. Wentzel

The study of the ancient Mediterranean world, especially that of the Greeks and Romans, takes us back to the beginnings of our Western civilization. Although the prime concern is with the way the ancient Greeks and Romans lived and thought, the lines of influence extend to our own lives as well. Religious thought, legal codes, drama, lyric poetry, the writing of history, all took shape in these cultures of the Mediterranean.

At this time a general survey of the cultural movements of the Mediterranean world is offered with the support of the History department and a survey of classical literature is offered within the purview of comparative literature. The Philosophy department offers a survey of the ancient philosophical schools of thought. Additional courses in the classics are offered during the Interim.

Minors in Classical Studies and Classic Philology are available. There are also opportunities to explore areas of interest by Independent Study. Greek is taught with attention to both the biblical and classical context and satisfies seminary prerequisites in the language. Latin still functions as a valuable adjunct for work in history, religion (the early Lutheran heritage was crafted in German and Latin), English, law and medicine.

A student considering advanced work in either language is encouraged to take ENGL 225, the appropriate course in ancient civilization, and, if interested in ancient thought, PHIL 220 before starting work on the intermediate level of the language.

CLASSICAL PHILOLOGY MINOR: 15 credit hours

| | | |
|----------|---------------------|------|
| CLAS 200 | Elementary Greek I | 3 cr |
| CLAS 201 | Elementary Greek II | 3 cr |
| CLAS 205 | Elementary Latin I | 3 cr |
| CLAS 206 | Elementary Latin II | 3 cr |
| CLAS | Elective course | 3 cr |

CLASSICAL STUDIES MINOR: 15 credit hours

| | | |
|----------|---------------------|------|
| CLAS 200 | Elementary Greek I | 3 cr |
| –AND– | | |
| CLAS 201 | Elementary Greek II | 3 cr |
| –OR– | | |
| CLAS 205 | Elementary Latin I | 3 cr |
| –AND– | | |
| CLAS 206 | Elementary Latin II | 3 cr |
| CLAS | Elective course | 9 cr |

CLASSICS

CLASSICS COURSES:

- CLAS 200** **ELEMENTARY GREEK I (Area 3.4)** **(3 credits)**
Introduction to ancient Greek, both Biblical and classical. This course places heavy emphasis on learning the forms of Greek and developing basic vocabulary.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- CLAS 201** **ELEMENTARY GREEK II (Area 3.4)** **(3 credits)**
Introduction to ancient Greek, both Biblical and classical. This course stresses syntax and development of reading skills.
NOTES: PREREQUISITE: CLAS 200
OFFERED SPRING SEMESTER, EVEN YEARS
- CLAS 205** **ELEMENTARY LATIN I (Area 3.4)** **(3 credits)**
Introduction to the Latin language, including study of forms, syntax, vocabulary, and relationship to English.
NOTE: OFFERED MOST FALL SEMESTERS
- CLAS 206** **ELEMENTARY LATIN II (Area 3.4)** **(3 credits)**
Introduction to the Latin language, including study of forms, syntax, vocabulary, and relationship to English.
NOTES: PREREQUISITE: CLAS 205 OR APPROPRIATE PLACEMENT EXAM SCORE
OFFERED MOST SPRING SEMESTERS
- CLAS 220** **OUR PHILOSOPHICAL HERITAGE I (Area 3.1A)** **(3 credits)**
A survey of the history of Western philosophy from the pre-Socratics through the scholastics, concentrating upon the main thinkers, ideas, and cultural developments of the period.
NOTES: CROSS-LISTED WITH PHIL 220
OFFERED FALL SEMESTER, ODD YEARS
- CLAS 230** **CLASSICAL MYTHOLOGY (Area 3.5A)** **(3 credits)**
This course is a survey of the mythology of ancient Greece and Rome through primary texts, including epic, tragedy, and history. We will examine conception of the gods, depictions of the relationship between mortals and immortals and the boundaries that define them, heroism, gender, and the historical and cultural contexts from which this mythology emerged. The works to be read will span from the archaic period in Greece to the Golden Age of Rome.
NOTE: OFFERED OCCASIONALLY
- CLAS 301** **NEW TESTAMENT GREEK I** **(3 credits)**
Selected readings from the Gospels, with a review of grammar and syntax.
NOTES: PREREQUISITE: CLAS 201
OFFERED FALL SEMESTER, EVEN YEARS
- CLAS 302** **NEW TESTAMENT GREEK II** **(3 credits)**
Selected readings from the Letters, with a review of grammar and syntax.
NOTES: PREREQUISITE: CLAS 201
OFFERED SPRING SEMESTER, ODD YEARS
- CLAS 311** **READINGS IN PLATO AND ARISTOTLE** **(3 credits)**
An introduction to the writings of Plato and Aristotle in the original Greek. A dialogue of Plato and representative selections of Aristotle's thought are read, with emphasis on content and style of expression.
NOTES: CROSS-LISTED WITH PHIL 311
RECOMMENDED PREQUISITE: CLAS 220
OFFERED OCCASIONALLY

CLASSICS/CLINICAL LABORATORY SCIENCE

CLAS 312 GREEK DRAMA (3 credits)
An introduction to Greek drama. Plays by the major tragedians, Aeschylus, Sophocles, and Euripides, and the comic playwright, Aristophanes are read. History of drama and poetics will also be studied. In addition to reading, projects in performance, staging, and set design will be assigned.
NOTES: RECOMMENDED PREREQUISITE: ENGL 225
CROSS-LISTED WITH THEA 312
OFFERED OCCASIONALLY

CLAS 197, 297, 397 TOPICS (2-4 credits)

CLAS 199, 299, 399 INDEPENDENT STUDY (2-4 credits)

CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY

Coordinator: M. Larson

Plan I

To earn an Augustana degree with a major in Clinical Laboratory Science/Medical Technology, a student must complete three years of work at the College followed by a year of study in an approved Clinical Laboratory Science/Medical Technology program. A prospective Clinical Laboratory Science/Medical Technology major must make an application to the professional program during their junior year. The College will allow up to 40 credit hours for successful completion of the fourth year (as evidenced by receipt at the registrar's office of a certified transcript of the grades from an approved program). Please see below for the required and recommended Augustana Courses.

Plan II

A number of students interested in Clinical Laboratory Science/Medical Technology elect a program after obtaining a Bachelor of Arts degree with a major either in Chemistry or Biology. Following completion of the degree requirements, the student will attend one additional year of educational study at an approved Clinical Laboratory Science/Medical Technology program (identical to the fourth year of Plan I). The advantages of this plan are that the student receives a bachelor's degree in an academic discipline that allows more flexibility in choices of professional career options. The particular course sequence would depend on the Biology or Chemistry major.

Clinical Laboratory Science/Medical Technology Program of Study: The courses in Clinical Laboratory Science/Medical Technology are taken during the year of professional study at an approved program. Several courses are required for admission to a Clinical Laboratory Science/Medical Technology program:

| | | |
|----------|---------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| BIOL 233 | Genetics | 4 cr |
| BIOL 344 | General Microbiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| ENGL 110 | First Year Composition | 4 cr |
| PSYC 270 | Statistics | 4 cr |
| MATH 140 | Quantitative Reasoning | 3 cr |
| - OR - | | |
| MATH 150 | Pre-Calculus | 4 cr |
| - OR - | | |
| MATH 151 | Calculus I | 4 cr |

CLINICAL LAB SCIENCE/COACHING PREPARATION

16 credits are required in Chemistry. These can be finished with either:

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| BIOL 354 | Biological Chemistry and BIOL 354L | 4 cr |
| – AND/OR – | | |
| CHEM 242 | Analysis | 4 cr |

In addition, students will need to take an Immunology course.

Courses that are strongly recommended include:

| | | |
|----------|---|------|
| BIOL 150 | Anatomy | 4 cr |
| BIOL 234 | Cell Biology | 4 cr |
| BIOL 358 | Molecular Biology (W) | 4 cr |
| CHEM 311 | Advanced Analytical Chemistry (W) | 4 cr |
| COMM 110 | Communication Studies (Required by some programs) | 3 cr |

A typical program in one of our affiliated schools is as follows:

CLINICAL CHEMISTRY

Lecture and laboratory instruction in medically oriented biochemistry as applied to normal and abnormal physiology and analysis of body constituents. Includes instruction in instrumentation in clinical laboratory.

CLINICAL HEMATOLOGY

Lecture and laboratory instruction in the analysis of cellular elements of the blood and bone marrow, both normal and abnormal, and of the hemostatic mechanisms.

IMMUNOHEMATOLOGY

Lecture and laboratory instruction in the theory and practice of immunohematology as applied to blood transfusion, component therapy, immunologic diagnostic procedures and blood bank administration.

MICROBIOLOGY

Lecture and laboratory instruction in the isolation and identification of pathogenic organisms and of their susceptibility to therapeutic agents. Includes bacteriology, mycology, virology and parasitology.

CLINICAL MICROSCOPY

Lecture and laboratory instruction on body fluids and urine in regard to chemical and cellular composition. In addition, normal and abnormal kidney function is stressed.

INTRODUCTION TO LAB MANAGEMENT

Lecture and exercises in the theory and practice of laboratory supervision, management and problem solving with a component on the education and research in the clinical laboratories.

CLINICAL LABORATORY THEORY, APPLICATION AND CORRELATIONS

Lecture and case study exercises in the diagnosis and treatment of common disease states.

COACHING PREPARATION

(See Physical Education)

COMMUNICATION DISORDERS

COMMUNICATION DISORDERS

Assistant Professors: P. Hanavan, K. Mahan

Communication Disorders is a pre-professional program designed to prepare students for graduate school. In most states, a Master's degree is required to receive certification or licensure in Speech-Language Pathology or Audiology. The curriculum follows guidelines established by the American Speech-Language Hearing Association (ASHA). Students are encouraged to complete a minor in a related area. See CMDS faculty for guidance.

COMMUNICATION DISORDERS MAJOR: 35 credit hours

Students with a single major should select elective course work to broaden their knowledge of the field.

Required Courses: 35 credit hours

| | | |
|----------|---|------|
| CMDS 170 | Introduction to Communication Disorders | 2 cr |
| CMDS 201 | Language Development | 3 cr |
| CMDS 221 | Introduction to Audiology | 3 cr |
| CMDS 222 | Phonetics | 3 cr |
| CMDS 224 | Introduction to Aural Rehabilitation | 3 cr |
| CMDS 228 | Anatomy and Physiology of Speech Processes | 3 cr |
| CMDS 272 | Articulation and Phonological Processing Disorder | 3 cr |
| CMDS 274 | Speech Science I | 2 cr |
| CMDS 275 | Speech Science II | 2 cr |
| CMDS 284 | Clinical Methodologies for Communication Disorders | 2 cr |
| CMDS 288 | Practicum – Communication Disorders | 1 cr |
| CMDS 372 | Voice and Fluency Disorders (W) | 2 cr |
| CMDS 376 | Language Disorders | 3 cr |
| CMDS 488 | Advanced Clinical Practicum – Communication Disorders | TBD |

Teacher Education Additional Requirements:

| | | |
|----------|--------------------------------|------|
| EDUC 355 | Human Relations in Education | 3 cr |
| NAST 320 | Native American Social Systems | 3 cr |

Recommended Supportive Coursework:

The following course work is strongly recommended and can generally be credited towards the ASHA requirements and the Area Requirements at Augustana.

| | | |
|----------|---|------|
| COMM 110 | Introduction to Communication | 3 cr |
| EDHH 226 | American Sign Language I | 3 cr |
| MATH 140 | Quantitative Reasoning | 3 cr |
| BIOL 110 | Biology and Human Concerns | 4 cr |
| – OR – | | |
| BIOL 120 | Biological Principles | 4 cr |
| EDUC 110 | Foundations of American Education | 3 cr |
| – OR – | | |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| – OR – | | |
| SOCI 110 | Contemporary Society | 3 cr |
| SOCI 350 | Research Methods | 4 cr |

COMMUNICATION DISORDERS COURSES:

| | | |
|-----------------|--|--------------------|
| CMDS 170 | INTRODUCTION TO COMMUNICATION DISORDERS | (2 credits) |
| | The course will focus on foundations of the clinical practice of speech-language pathology and audiology, including the nature of communication disorders, program models, and professional roles. | |
| | NOTE: OFFERED EVERY FALL SEMESTER | |

COMMUNICATION DISORDERS

- CMDS 201** **LANGUAGE DEVELOPMENT** **(3 credits)**
The course will include in-depth coverage of language acquisition from birth through adolescence. Special emphasis on milestones, cultural, physical, and social influences, as well as the learning process from a cognitive viewpoint for ages 1-6.
NOTE: OFFERED EVERY FALL SEMESTER
- CMDS 221** **INTRODUCTION TO AUDIOLOGY** **(3 credits)**
This course provides a general study of the science of hearing assessment. Instruction emphasizes: terminology, physics of sound, anatomy and physiology of the hearing mechanism, audiologic evaluation and screening, and interpretation. Practical experience in hearing assessment is required.
NOTES: CROSS-LISTED WITH EDHH 221
PREREQUISITE: CMDS 170 OR EDHH 220
OFFERED EVERY FALL SEMESTER
- CMDS 222** **PHONETICS** **(3 credits)**
This course focuses on an understanding of the analysis and transcription of the acoustic and physiological characteristics of normal and deviant speech using the International Phonetic Alphabet (IPA). Development of articulation is addressed.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- CMDS 224** **INTRODUCTION TO AURAL REHABILITATION** **(3 credits)**
Students will study the principles and practices of aural (re)habilitation including speechreading, auditory training, communication training, amplification, hearing assistive technologies, and cochlear implants for persons that are deaf and hard of hearing. Practical field experience is required.
NOTES: CROSS-LISTED WITH EDHH 224
RECOMMENDED PREREQUISITE: CMDS 221
OFFERED EVERY SPRING SEMESTER
- CMDS 228** **ANATOMY AND PHYSIOLOGY OF SPEECH PROCESSES** **(3 credits)**
The course will study the anatomy and physiology of the speech and hearing mechanisms. Pathologies of these systems will be addressed.
NOTES: PREREQUISITE: CMDS 170
OFFERED SPRING SEMESTER, EVEN YEARS
- CMDS 272** **ARTICULATION AND PHONOLOGICAL PROCESSING DISORDERS** **(3 credits)**
The focus of this course will include the nature and development of phonology and speech in children and adults. Strategies for assessment and treatment of a variety of articulation and phonological processing disorders and cultural differences will be covered.
NOTES: PREREQUISITES: CMDS 170 AND CMDS 222
OFFERED SPRING SEMESTER, ODD YEARS
- CMDS 274** **SPEECH SCIENCE I** **(2 credits)**
Students will study the acoustics, neurology, and physiology relating to production and perception of spoken language. Provides a foundation for understanding the science of spoken language.
NOTES: CROSS-LISTED WITH EDHH 274
PREREQUISITES: CMDS 170 OR EDHH 220; RECOMMENDED: CMDS 228
OFFERED SPRING SEMESTER, ODD YEARS
- CMDS 275** **SPEECH SCIENCE II** **(2 credits)**
An extension of Speech Science I involving a review of literature concerning clinical implications for the acoustic and physiological aspects of speech production and speech reception. Theories of speech production and speech reception, and instrumentation pertaining to the analysis of speech will be included in the course of study.
NOTES: PREREQUISITES: CMDS 274; CMDS MAJORS ONLY
OFFERED FALL SEMESTER, EVEN YEARS

COMMUNICATION DISORDERS/COMMUNICATION STUDIES

- CMDS 284** **CLINICAL METHODOLOGIES FOR COMMUNICATION DISORDERS** **(2 credits)**
Clinical methods will review basic models and concepts of clinical data collection and measurement. Treatment planning, professional writing, service delivery and supervision will be included in the course of study.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- CMDS 288** **PRACTICUM-COMMUNICATION DISORDERS** **(1 credit)**
This practicum experience requires observation and direct participation in experiences with children, adolescents, or adults with communication disorders. The practicum is recommended for sophomores. The course is completed in special needs programs and requires supervision. Contact the Education Department for further information on practicum options and requirements. Grading System: S/U only.
NOTE: OFFERED EVERY INTERIM
- CMDS 372** **VOICE AND FLUENCY DISORDERS (W - Area 2.1B)** **(2 credits)**
This is an introduction to voice and fluency disorders. It includes a survey of literature addressing current assessment and intervention approaches for children and adults, and presents symptoms, etiology, and related factors. Professional writing skills and applications are emphasized.
NOTES: PREREQUISITES: CMDS 170 AND CMDS 228
OFFERED FALL SEMESTER, EVEN YEARS
- CMDS 376** **LANGUAGE DISORDERS** **(3 credits)**
Investigation of developmental and acquired language disorders across the age continuum. Emphasis is on birth to age 18. Addresses terminology, etiology, and assessment/intervention strategies suitable for a variety of clients including multicultural populations.
NOTES: PREREQUISITES: CMDS 170, CMDS 201, AND CMDS 228
OFFERED SPRING SEMESTER, EVEN YEARS
- CMDS 488** **ADVANCED CLINICAL PRACTICUM: COMMUNICATION DISORDERS** **(TBD)**
Required for students completing the major in an area of Communication Disorders, this course provides practical experience in educational and other settings with children with disabilities, representing the specialization of the student under the direction and supervision of qualified speech-language pathologists or audiologists. Grading System: S/U only.
NOTES: PREREQUISITE: ADMITTED TO TEACHER EDUCATION; SENIOR STANDING
OFFERED EVERY SEMESTER
- CMDS 395, 495 INTERNSHIP** **(3-6 credits)**
- CMDS 199, 299, 399, 499 INDEPENDENT STUDY** **(1-4 credits)**
Special topics in all aspects of communication disorders. Individual work in an on-campus or an off-campus project.
NOTE: PREREQUISITE: CONSENT OF DEPARTMENT CHAIR

COMMUNICATION STUDIES

Associate Professors: H. Bart, J. Bart, M. Nitz

Study in Communication concerns the nature of human interaction. As such, it is one of the most useful areas of study that a person might undertake. Communication is an integral component of a liberal education. Further, communication is an intrinsic feature of functional literacy in contemporary society. Oral communication competence serves the individual in interpersonal, group, organizational, public address, and mass communication settings. Further, training in communication is excellent preparation for the workplace.

The discipline of communication is eclectic, thus serving as an ideal complement to a student's work in another field. In addition, it has much value in its own right in preparation for:

- 1) advanced study in communication, business, political science, journalism, and law;
- 2) positions in teaching, the media, public relations, advertising, business, politics, and the social services.

COMMUNICATION STUDIES

The scope of Communication is broad. A brief description of, and the requirements for, each of the majors is included below.

COMMUNICATION STUDIES MAJOR: 38-39 credit hours

Intended to serve as a liberal arts and professional major which might be used in preparation for a professional school, graduate school, or one of many varied careers in the social services, business, the media, politics, advertising, and public relations.

Required Courses: 38-39 credit hours

| | | |
|----------|--------------------------------|------|
| COMM 110 | Introduction to Communication | 3 cr |
| COMM 210 | Rhetorical Criticism | 3 cr |
| COMM 250 | interpersonal Communication | 3 cr |
| COMM 260 | Persuasion | 3 cr |
| COMM 270 | Advocacy and Argumentation | 4 cr |
| COMM 290 | Communication Research | 4 cr |
| COMM 395 | Internship | 3 cr |
| JOUR 115 | News Reporting and Writing (W) | 3 cr |
| COMM 310 | Communication Theory | 3 cr |
| -OR - | | |
| COMM 380 | Mass Media Effects | 3 cr |

Nine credit hours chosen from the following courses:

| | | |
|----------|---|------|
| COMM 280 | Broadcasting in America | 3 cr |
| COMM 300 | Intercultural/International Communication | 3 cr |
| COMM 350 | Organizational Communication | 3 cr |
| COMM 360 | Persuasive Campaigns | 3 cr |
| COMM 397 | Special Topics | 3 cr |
| COMM 399 | Independent Study | 3 cr |

For students wishing to graduate with departmental honors:

| | | |
|----------|----------------|------|
| COMM 398 | Honors Seminar | 1 cr |
|----------|----------------|------|

COMMUNICATION STUDIES EDUCATION MAJOR: 72 credit hours

Intended to serve as a liberal arts and professional major which might be used in preparation for graduate school or as a career as a secondary communication teacher.

| | | |
|----------|-------------------------------|------|
| COMM 110 | Introduction to Communication | 3 cr |
| COMM 210 | Rhetorical Criticism (W) | 3 cr |
| COMM 250 | Interpersonal Communication | 3 cr |
| COMM 260 | Persuasion | 3 cr |
| COMM 270 | Advocacy and Argumentation | 4 cr |
| COMM 310 | Communication Theory | 3 cr |
| THEA 115 | Introduction to Theatre | 3 cr |
| THEA 230 | Oral Interpretation | 3 cr |

One of the following courses:

| | | |
|----------|------------------------------|------|
| COMM 280 | Broadcasting in America | 3 cr |
| COMM 350 | Organizational Communication | 3 cr |
| COMM 365 | Public Relations | 3 cr |

One of the following courses:

| | | |
|----------|----------------------|------|
| COMM 360 | Persuasive Campaigns | 3 cr |
| COMM 380 | Mass Media Effects | 3 cr |

A minimum of two credit hours from the one of the following options:

| | | | |
|----------|-----------------------------|--------|-------------------|
| COMM 095 | KAUR-FM Radio Participation | 1 cr | <i>Repeatable</i> |
| COMM 395 | Internship | 2-4 cr | |

| | |
|---|-------|
| Teacher Certification courses (See Education) | 38 cr |
|---|-------|

COMMUNICATION STUDIES

COMMUNICATION STUDIES MINOR: 20 credit hours

(Minor not available in Communication/Business)

COMM

Elective coursework

20 cr

COMMUNICATION STUDIES COURSES:

- COMM 095 KAUR-FM RADIO PARTICIPATION (1 credit)**
Credit for this course will be granted to students who work for KAUR-FM for a full semester under the direction of the station manager. Students must register for this practicum at the beginning of the semester and report to the KAUR station manager for work responsibilities. May be repeated to a maximum of 4 credit hours. Grading System: S/U only.
NOTE: OFFERED EVERY SEMESTER
- COMM 110 INTRODUCTION TO COMMUNICATION (Area 2.2) (3 credits)**
This introductory course in communication employs a blending of theory and practice. The theory dimension of the course emphasizes the role and function of human communication in the myriad settings which the individual will encounter during their lives. This dimension explores: the nature of human communication; the precepts which govern dyadic, small group, public address and mass communication; and the application of communication in modern society. In addition, the practicum dimension of the course provides students with various opportunities to enhance their speaking, listening and critical thinking competencies.
NOTE: OFFERED EVERY SEMESTER
- COMM 210 RHETORICAL CRITICISM (W – Area 2.1B) (3 credits)**
An introduction to the theory and practice of rhetorical criticism. The student will learn to effectively critique both historical and contemporary public discourse. Students will be exposed to significant discourse in such areas as women's rights rhetoric, presidential rhetoric, civil rights rhetoric, and others. Emphasis will be on developing the student's ability to critically think and create coherent defenses of his/her conclusions. This course is offered as a Gender Studies section every other year.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY YEAR
- COMM 250 INTERPERSONAL COMMUNICATION (Area 1.2) (3 credits)**
An introduction to the theory and research findings involving interpersonal and nonverbal communication. Emphasis will be on the principles for effective communication in dyadic settings. Course content will be supplemented by a variety of exercises designed to enhance communication competence.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY FALL SEMESTER
- COMM 260 PERSUASION (3 credits)**
This course is an introduction to the theory and practices of persuasion. Students will study both the production and critical evaluation of contemporary social influence. Motivation and attitudinal theories will be examined as they relate message, source and receiver strategies. Students will learn to be effective producers and consumers of persuasive messages.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY FALL SEMESTER
- COMM 270 ADVOCACY AND ARGUMENTATION (Area 2.2) (4 credits)**
The student will be introduced to the skills and techniques of argumentation and will learn to effectively utilize the principles and techniques of advocacy and argumentation by applying them to both written and oral discourse. The course consists of three phases: theoretical, practicum, and evaluative.
NOTE: OFFERED EVERY FALL SEMESTER
- COMM 280 BROADCASTING IN AMERICA (3 credits)**
This course examines the broadcast industry by focusing upon television and radio. Students will be exposed to the history of broadcasting and the impact it has had upon our culture. The course also serves as a foundation for the examination of contemporary mass communications. Students will study the contemporary business, regulatory structure, advertising, programming and production of traditional broadcasting (radio and television).
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY OTHER YEAR

COMMUNICATION STUDIES

- COMM 290** **COMMUNICATION RESEARCH** **(4 credits)**
An introduction to the principles of communication research design and execution. This course will focus on qualitative methods which feature participant observation and on both descriptive and experimental quantitative methods. During this course, students will design, execute and report the results of a research project in communication. As a part of this effort, students will receive instruction, and will utilize computers, in the following areas: word processing, literature search, and statistical analysis.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY YEAR
- COMM 300** **INTERCULTURAL/INTERNATIONAL COMMUNICATION** **(3 credits)**
This course will help students build knowledge of some of the theories, processes and practices of international/intercultural communication. It will examine the role of communication in the creation and negotiation of shared identities between and across cultures. The course will place particular emphasis on the role of media, public relations, and other public communication strategies that nation-states, corporations and non-profit organizations use to create shared meaning within and between countries.
NOTE: OFFERED OCCASIONALLY
- COMM 310** **COMMUNICATION THEORY** **(3 credits)**
This course examines the evolution of communication theories from the classical Greeks to modern times. However, the primary emphasis of the course will be on contemporary theories and theorists. This course seeks to promote both an understanding of, and a critical perspective concerning, communication theories.
NOTES: PREREQUISITE: ANY 200-LEVEL COMM COURSE
OFFERED EVERY OTHER YEAR
- COMM 335** **ELECTIONS, PUBLIC OPINION, AND THE MEDIA** **(3 credits)**
A study of American elections and of how the American electorate votes and why they vote and the way they do. Included are examinations of attitude formation, attitude change, and the impact of public opinion on public policy. The course also analyzes the media's influence on the political opinions of the United States citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. In addition, each presidential election since 1952 will be covered in detail.
NOTES: CROSS-LISTED WITH GOVT 335
OFFERED EVERY OTHER YEAR
- COMM 350** **ORGANIZATIONAL COMMUNICATION** **(3 credits)**
A study of the structure and function of communication in organizations. The focus of the course will involve the concepts and principles needed for effective management of organizational communication processes. Attention will be paid to the way organizations behave and communicate, the problems that individuals encounter in organizations, effective management of organizational communication processes, and the special role of communication as the central, binding force which allows for organized behavior.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY YEAR
- COMM 360** **PERSUASIVE CAMPAIGNS** **(3 credits)**
A study of the application of the theory and techniques of coercive persuasion in sustained settings (campaigns). This course will examine the theory and techniques used in planning, implementing, and evaluating product/service (advertising), political, and social action campaigns. In addition, under the close supervision of the instructor, students will participate in the design and execution of a research project which examines a legitimate question of interest and importance to practitioners and analysts of contemporary campaigns.
NOTES: PREREQUISITE: COMM 260
OFFERED EVERY YEAR
- COMM 365** **PUBLIC RELATIONS** **(3 credits)**
The principles and practice of public relations. Lectures, reading, and discussion will introduce students to the theories, techniques, and application of public relations. In addition, case studies and group and individual projects will be used to refine and apply course concepts.
NOTES: CROSS-LISTED WITH JOUR 365
OFFERED EVERY FALL SEMESTER

COMMUNICATION STUDIES/BUSINESS

- COMM 380 MASS MEDIA EFFECTS (3 credits)**
An examination of the actual and potential effects of mass media communication. Initially the course will focus on the theories which have been, and are, used to evaluate the impact of the mass media. Then the course will examine specific mass media effects, including: television and cognitive development, the impact of the mass media emphasis on violence and sex, the media and role stereotyping, agenda setting, the impact of the media on politics, the U.S. media and the world, and the potential of the mass media to educate for positive social change. Mass media effects receiving emphasis will vary from semester to semester
NOTE: OFFERED EVERY OTHER YEAR
- COMM 395, 495 INTERNSHIP (2-4 credits)**
- COMM 398 COMMUNICATION HONORS SEMINAR (1 credit)**
Communication Studies majors may independently develop and complete a research project under the supervision of a Communication Studies faculty member.
NOTES: PREREQUISITES: CUM GPA OF 3.0 OR HIGHER; COMM GPA OF 3.3 OR HIGHER; SENIOR STANDING; CONSENT OF SUPERVISING FACULTY MEMBER AND THE DEPARTMENT CHAIR
OFFERED OCCASIONALLY
- COMM 197, 297, 397 TOPICS IN COMMUNICATION (2-4 credits)**
The Department of Communication Studies will occasionally offer special seminars on timely subjects of interest to departmental majors.
NOTES: PREREQUISITE: COMMUNICATION STUDIES, COMMUNICATION/BUSINESS OR COMMUNICATION STUDIES EDUCATION MAJORS ONLY
OFFERED SOME SEMESTERS
- COMM 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Individual work under the direction of departmental faculty. This option is designed for Communication majors who seek an opportunity for in-depth study beyond the scope and/or depth of departmental course offerings. This option is considered additive to-not substitutive of-required departmental course offerings.
NOTE: PREREQUISITE: CONSENT OF THE INSTRUCTOR AND THE DEPARTMENT CHAIR

COMMUNICATION STUDIES/BUSINESS

(An Interdisciplinary Major)

Coordinator: H. Bart

The Communication Studies/Business major is intended for those students who wish to pursue a career in a business field which stresses the importance of strong communication skills. Corporate executives identify strong communication skills as a key element in their professional success. This major combines a core group of classes from each department and produces the background need to pursue a career in public relations, advertising, human resources or general business.

COMMUNICATION STUDIES/BUSINESS MAJOR: 46 credit hours

Required Courses:

| | | |
|----------|-------------------------------|------|
| COMM 110 | Introduction to Communication | 3 cr |
| COMM 260 | Persuasion | 3 cr |
| COMM 290 | Communication Research | 4 cr |
| COMM 310 | Communication Theory | 3 cr |
| COMM 350 | Organizational Communication | 3 cr |
| COMM 360 | Persuasive Campaigns | 3 cr |
| COMM 365 | Public Relations | 3 cr |
| ACCT 210 | Principles of Accounting I | 4 cr |
| BSAD 270 | Statistics | 4 cr |

COMMUNICATION STUDIES/BUSINESS/COMPUTER SCIENCE

| | | |
|----------|---------------------------|------|
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 320 | Principles of Management | 3 cr |
| ECON 120 | Principles of Economics I | 3 cr |

One of the following courses:

| | | |
|----------|-----------------------------|------|
| COMM 250 | Interpersonal Communication | 3 cr |
| PSYC 335 | Human Relations | 3 cr |
| SOCI 300 | Social Psychology | 3 cr |

One of the following courses:

| | | |
|----------|--------------------------------|------|
| JOUR 115 | News Reporting and Writing (W) | 3 cr |
| JOUR 312 | Writing for Magazines (W) | 3 cr |

An internship (COMM 395, 495) is recommended in the student's junior year.

NOTE: Students who elect the Communication/Business major may not add a second major in either Communication or Business Administration.

COMPUTER SCIENCE

Associate Professors: M. Entwistle, S. Shum, D. Swets

Instructor: S. Gray

The underlying goal of the Department of Computer Science is to offer up-to-date, quality instruction in its undergraduate programs to support careers in business, science, government, and industry, and to provide a strong foundation for graduate study in computer science. In support of these goals, a curriculum has been developed which: 1) provides coherent, broad-based coverage of the computing discipline; 2) prepares students to apply their knowledge to solving constrained problems, which includes the ability to define a problem clearly, to specify, design, implement, test, modify, document solutions, and to work within a team environment throughout the problem solving process; 3) offers sufficient exposure to the rich body of theory that underlies the field of computing; and 4) makes available an environment in which students are exposed to the ethical and social issues associated with the computing field.

The computer science department offers majors and minors in both Computer Science and in Computer Information Systems (CIS). The Computer Science major provides the strongest mathematical and scientific background. It is recommended for students who intend to pursue graduate studies or to seek employment involving the technical or scientific application of computing. The CIS major deals more with the business and human aspects of computing. It has fewer science and mathematics requirements, but has additional requirements for courses in Business Administration. A minor in Computer Science and a minor in CIS are available to students who choose to concentrate their studies in an affiliated area.

Courses are included in the curriculum to support the general department goals and the detailed program goals. In addition, several courses are offered to provide the necessary basic knowledge of computer technology and computer programming for those students wishing to use the computer as a tool for study and research in other disciplines.

COMPUTER SCIENCE MAJOR: 44-45 credit hours

Required Courses: 34 credit hours

| | | |
|----------|---|------|
| COSC 130 | Social, Legal and Ethical Issues in Computing (W) | 3 cr |
| COSC 210 | Computer Science I | 4 cr |
| COSC 211 | Computer Science II | 4 cr |
| COSC 235 | Computer Organization | 4 cr |
| COSC 236 | Computer Architecture and Assembly Language | 3 cr |
| COSC 260 | Computer Science III | 3 cr |
| COSC 330 | Theory of Computation | 3 cr |
| COSC 350 | Software Engineering | 3 cr |
| COSC | Elective courses (200 or higher) | 5 cr |

COMPUTER SCIENCE/COMPUTER INFORMATION SYSTEMS

One course from the following:

| | | |
|----------|--------------------------------------|------|
| COSC 310 | Operating Systems | 3 cr |
| COSC 320 | Computer Graphics | 3 cr |
| COSC 360 | Computer Networks | 3 cr |
| COSC 370 | Parallel Processing | 3 cr |
| COSC 380 | Artificial Intelligence and Robotics | 3 cr |
| COSC 397 | Topics in Computer Science | 4 cr |

Required Supportive Courses: 10-11 credit hours

| | | |
|----------|----------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 320 | Discrete Structures | 3 cr |
| MATH 315 | Probability and Statistics | 3 cr |
| - OR - | | |
| ECON 270 | Statistics | 4 cr |

COMPUTER SCIENCE MINOR: 18 credit hours

| | | |
|----------|-----------------------------------|------|
| COSC 210 | Computer Science I | 4 cr |
| COSC 211 | Computer Science II | 4 cr |
| COSC 235 | Computer Organization | 4 cr |
| COSC | Elective courses (200 or higher*) | 5 cr |

**No more than 3 cr may be taken from COSC 221, COSC 241 and COSC 342.*

COMPUTER INFORMATION SYSTEMS

Coordinator: M. Entwistle

The Computer Information Systems (CIS) major is designed to incorporate the tools and techniques of management with advanced computer technology. The goal of this program is to enable students to analyze, design, implement, evaluate, control, and manage computer-based information systems for businesses, government, and other organizations. The major is designed to prepare students for positions as CIS consultants, management services advisors, systems analysts and designers, programming managers, managers of information services and data processing departments, and other similar positions.

Augustana's CIS major has been designed to follow the underlying philosophy of the model curricula that have been constructed by the professional associations Association for Computing Machinery and Data Processing Management Association.

COMPUTER INFORMATION SYSTEMS MAJOR: 44 credit hours

Required Courses:

| | | |
|----------|---|------|
| COSC 130 | Social, Legal and Ethical Issues in Computing (W) | 3 cr |
| COSC 210 | Computer Science I | 4 cr |
| COSC 211 | Computer Science II | 4 cr |
| COSC 215 | Fund of Database Processing | 3 cr |
| COSC 221 | COBOL and Business Data Processing | 3 cr |
| COSC 241 | Management Information Systems II | 3 cr |
| COSC 342 | Project Management (W) | 3 cr |
| COSC | Elective courses (COSC 150 or higher) | 3 cr |
| ACCT 210 | Principles of Accounting I | 4 cr |
| BSAD 320 | Principles of Management | 3 cr |
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 270 | Statistics | 4 cr |

COMPUTER SCIENCE

One of the following courses:

| | | |
|----------|-------------------------|------|
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 330 | Principles of Finance | 4 cr |

Recommended Courses:

For students considering careers in software development, the following courses are strongly recommended.

| | | |
|----------|-----------------------|------|
| COSC 235 | Computer Organization | 4 cr |
| COSC 260 | Computer Science III | 3 cr |

COMPUTER INFORMATION SYSTEMS MINOR: 18 credit hours

| | | |
|----------|-------------------------------------|------|
| COSC 210 | Computer Science I | 4 cr |
| COSC 215 | Fundamentals of Database Processing | 3 cr |
| COSC 241 | Management Information Systems II | 3 cr |
| BSAD 320 | Principles of Management | 3 cr |
| COSC | Elective courses | 5 cr |

COMPUTER SCIENCE COURSES:

| | | |
|-----------------|---|--------------------|
| COSC 100 | WORD PROCESSING NOTE: OFFERED OCCASIONALLY | (1 credit) |
| COSC 101 | SPREADSHEET APPLICATION SOFTWARE NOTE: OFFERED MOST SEMESTERS | (1 credit) |
| COSC 102 | DATABASE APPLICATION SOFTWARE NOTE: OFFERED MOST SEMESTERS | (1 credit) |
| COSC 103 | PRESENTATION SOFTWARE NOTE: OFFERED MOST FALL SEMESTERS | (1 credit) |
| COSC 120 | WEB PAGE DESIGN This course teaches the necessary skills to create web pages using hypertext markup language (HTML) and a web page editor. Topics include www browsers and display resolution anchors and links, image maps, file size management, and accessibility. Copyright issues will also be discussed. The course will use an exercise-oriented approach. NOTE: OFFERED EVERY FALL SEMESTER | (1 credit) |
| COSC 130 | SOCIAL, LEGAL, AND ETHICAL ISSUES IN COMPUTING (W - Area 2.1B and Area 3.3) The purpose of this course is to help students reflect upon the vexing ethical dilemmas and problems emerging in the information age. Legal issues involving current computer law will be discussed. Students are required to research a current topic in information ethics and present their findings to the class. NOTE: OFFERED EVERY SPRING SEMESTER | (3 credits) |
| COSC 170 | VISUAL BASIC PROGRAMMING This exploratory course is designed to give students basic knowledge of developing programs. Some of the topics covered will include: introductory programming concepts, selection, iteration procedures, and steps in program development. Intended for students with little or no previous programming experience. NOTE: OFFERED OCCASIONALLY | (2 credits) |
| COSC 205 | MANAGEMENT INFORMATION SYSTEMS I This course provides a conceptual framework and specific tools for communicating in complex environments. Using a developmental approach to business communication, this course examines methods for organizing ideas, analyzing data, addressing diverse concerns, presenting information, and developing a professional communications style. NOTES: CROSS-LISTED WITH BSAD 205 OFFERED EVERY SEMESTER | (3 credits) |

COMPUTER SCIENCE

- COSC 210** **COMPUTER SCIENCE I** **(4 credits)**
An introduction to computer science, which include topics such as software engineering, computer architecture, and programming languages. Emphasis on learning the styles, techniques, and methodologies necessary to design and develop readable and efficient programs.
NOTE: OFFERED EVERY FALL SEMESTER
- COSC 211** **COMPUTER SCIENCE II** **(4 credits)**
A broadening of foundations for computer science with advanced concepts in software engineering and program development. Topics include an introduction to data structures, analysis of algorithms, and object-oriented design.
NOTES: PREREQUISITE: COSC 210
OFFERED EVERY SPRING SEMESTER
- COSC 215** **FUNDAMENTALS OF DATABASE PROCESSING** **(3 credits)**
This course will acquaint students with applications and the logical structure of database management systems and database processing. Discussion of database systems and design of special projects utilizing different query and other high-level programming languages reinforces the theoretical concepts.
NOTES: PREREQUISITE: COSC 210; RECOMMENDED: COSC 211
OFFERED MOST FALL SEMESTERS
- COSC 221** **COBOL AND BUSINESS DATA PROCESSING** **(3 credits)**
This course stresses application of computer software to management and commercial areas using COBOL as the primary programming language. Applications will be to particular problems in business and management. Topics include; sequential, indexed sequential and relative file processing techniques within a business environment. The structured design and implementation of the programming projects utilize file creation, editing and updating concepts.
NOTES: PREREQUISITE: COSC 210
OFFERED MOST SPRING SEMESTERS
- COSC 225** **WEB PROGRAMMING** **(3 credits)**
This course is designed to provide a guide for programmers to develop web applications using popular web programming languages such as JavaScript and Perl. Web pages created using basic HTML are static. We will learn how to use web programming languages to bring web pages to life by adding dynamic content such as scrolling messages, animation, data input forums and interactive quizzes. We will discuss how to maintain and process clients' information using cookies and server-side processing.
NOTES: PREREQUISITE: COSC 211
OFFERED OCCASIONALLY
- COSC 226** **C++ PROGRAMMING** **(3 credits)**
This course provides an overview of the C++ programming language.
NOTES: PREREQUISITE: COSC 211
OFFERED MOST SPRING SEMESTERS
- COSC 235** **COMPUTER ORGANIZATION** **(4 credits)**
This course is designed to provide students with an introduction to the organization and architecture of digital computer systems. Topics include number systems, binary arithmetic, Boolean algebra, combinatorial and sequential logic circuits, and computer system components and their interrelationships. This course consists of both a lecture and a lab portion of hands-on hardware manipulation.
NOTES: CROSSLISTED WITH PHYS 235
PREREQUISITE: COSC 211
OFFERED EVERY FALL SEMESTER
- COSC 236** **COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE** **(3 credits)**
This course offers an introduction to machine- and assembly-language programming and how they relate to computer architecture. Students will be provided with an understanding of what the computer is doing at the machine language level. This understanding will enable a better understanding of the features and limitations of all computer facilities, since all systems eventually rest on their underlying hardware.
NOTES: PREREQUISITE: COSC 235
OFFERED EVERY SPRING SEMESTER

COMPUTER SCIENCE

- COSC 241** **MANAGEMENT INFORMATION SYSTEMS II** **(3 credits)**
This course discusses the analysis and design techniques to define information requirements and to construct models of the information system. Procedures to define the program specifications, to develop procedures and documentation, and to plan implementation are also examined. The course includes the study and practice of design and analysis tools.
NOTES: PREREQUISITES: COSC 205 OR COSC 210
CROSS-LISTED WITH BSAD 241
OFFERED MOST FALL SEMESTERS
- COSC 260** **COMPUTER SCIENCE III** **(3 credits)**
This course investigates various representations for several advanced data structures as well as compares and analyzes various algorithms for manipulating such data structures. Data structures examined include stack, queue, list, tree, and graph. Algorithms for sorting, searching, and memory management will also be examined.
NOTES: PREREQUISITE: COSC 211
OFFERED EVERY FALL SEMESTER
- COSC 270** **NETWORK ADMINISTRATION** **(3 credits)**
Network administration is one of the fastest growing fields in information technology. This course is designed to provide you with a thorough grounding in various networking systems, including hands-on activities in installation, configuration, and administration of local area networks.
NOTES: PREREQUISITE: COSC 236
OFFERED OCCASIONALLY
- COSC 280** **HUMAN-COMPUTER INTERACTION** **(3 credits)**
Human-computer Interaction (HCI) is the study of people, computer technology and the ways these influence each other. This course will discuss human cognitive and physical capabilities and how to incorporate this knowledge into the design of technology. General areas covered in the course include interface design, interface evaluation and the integration of HCI into design practice.
NOTES: PREREQUISITE: COSC 210
OFFERED OCCASIONALLY
- COSC 310** **OPERATING SYSTEMS** **(3 credits)**
This course provides the student with an introduction to fundamental operating systems concepts. Topics include the process model of computation and concurrent processes, inter-process communication and synchronization, process scheduling, deadlock, memory management, paging and segmentation, and file systems.
NOTES: PREREQUISITES: COSC 236 AND COSC 260
OFFERED OCCASIONALLY
- COSC 320** **COMPUTER GRAPHICS** **(3 credits)**
This course provides an introduction to the fundamentals of interactive computer graphics. Topics include graphics hardware, fundamental algorithms, two- and three-dimensional imaging geometry and transformations, curve and surface design, rendering, shading, color, and animation.
NOTES: PREREQUISITE: COSC 236 AND COSC 260
OFFERED OCCASIONALLY
- COSC 330** **THEORY OF COMPUTATION** **(3 credits)**
This course offers an introduction to the foundations of computing. Topics include different models of computation such as finite automata, push-down automata, Turing Machines, and regular expressions; grammars and parsing techniques; solvable and unsolvable problems; and P and NP complexity classes.
NOTES: PREREQUISITES: COSC 236, COSC 260, AND MATH 321
OFFERED MOST YEARS
- COSC 342** **PROJECT MANAGEMENT (W - Area 2.1B)** **(3 credits)**
This course provides students with a hands-on experience in applying project management and systems analysis, design and implementation. Students will work with local business professionals in designing and implementing an information system for their business or organization.
NOTES: CROSS-LISTED WITH BSAD 342
PREREQUISITE: COSC 241
OFFERED MOST SPRING SEMESTERS

COMPUTER SCIENCE/DENTISTRY

- COSC 350 SOFTWARE ENGINEERING (3 credits)**
This course is designed to teach the full-fledged software development cycle, with a team project utilizing CASE tools. Topics include testing and validation, metrics and complexity, software reliability and fault tolerance.
NOTES: PREREQUISITES: COSC 236 AND COSC 260
OFFERED MOST YEARS
- COSC 360 COMPUTER NETWORKS (3 credits)**
The objective of this course is to teach the student the basic principles involved in the design and operation of computer networks. Topics include computer network architectures and models, physical media and signaling, data link protocols, medium access control, routing and IP, transport services including TCP/UDP, network applications, local-area and wide-area networks. The course will consist of both a lecture portion and a hands-on laboratory.
NOTES: PREREQUISITES: COSC 236 AND COSC 260
OFFERED OCCASIONALLY
- COSC 370 PARALLEL PROCESSING (3 credits)**
The course introduces students to the history of parallel computing and the most recent developments and trends. The course covers architectures, systems software, languages and user-level software, and performance evaluation. Topics include speedup and scalability, MIMD architectures, SIMD architectures, shared-memory multi-processors, interconnection networks, data flow architectures, workstation clusters, synchronization and communication, memory and address space management, cache coherence, process management and scheduling, parallel languages and compiler techniques, parallel programming environments and tools.
NOTES: PREREQUISITES: COSC 236 AND COSC 260
OFFERED OCCASIONALLY
- COSC 380 ARTIFICIAL INTELLIGENCE AND ROBOTICS (4 credits)**
This course introduces the student to various aspects of artificial intelligence (AI), whose goals are the creation of more useful machines by making them more “intelligent.” Topics include symbolic programming, representation and logic, search, learning, planning, uncertainty, image processing, natural language processing, genetic algorithms. Techniques learned are applied in a robotics laboratory to the control and manipulation of a mobile robot.
NOTES: PREREQUISITES: COSC 236 AND COSC 260
OFFERED OCCASIONALLY
- COSC 395, 495 INTERNSHIP (2-4 credits)**
- COSC 197, 297, 397 TOPICS IN COMPUTER SCIENCE (2-4 credits)**
- COSC 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**

DENTISTRY (Pre-Professional Program) *Coordinator: P. Eglund*

While some dental schools admit students after their junior year, many require that applicants obtain their Bachelor’s degree prior to admission. Most pre-dental students choose to major in Biology or Chemistry, but a student may choose to major in any discipline. While dental schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Dental schools expect that applicants have an understanding of and commitment to the profession. Students are encouraged to learn about dentistry and patient care through internships, volunteer activities and employment. Observation of dentists is required for consideration in some dental programs.

DENTISTRY

Although similar, the specific courses required for admission to individual dental schools vary. A student should identify the dental schools in which he or she is interested as early as possible. Pre-dental students should regularly consult with their advisors and the coordinator to discuss course selection and dental school application procedures.

Dental schools select students on the basis of 1) undergraduate academic performance; 2) DAT (Dental Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview. Admission to dental school is competitive.

Suggested Pre-Dentistry Program of Study: These are general admission requirements. Students should refer to specific admissions guidelines for each dental school, and consult with their academic advisor and the Coordinator.

| | | |
|---|---|--------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| | | |
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
| – OR – | | |
| CHEM 242 | Analysis | 4 cr |
| | | |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |
| | | |
| MATH 150 | Pre-Calculus | 4 cr |
| – OR – | | |
| MATH 151 | Calculus I | 4 cr |
| | | |
| ENGL 110 | First-Year Composition | 4 cr |
| <i>One of the following additional composition courses:</i> | | |
| ENGL 304 | Creative Writing: Fiction (W) | 3 cr |
| ENGL 305 | Creative Writing: Poetry (W) | 3 cr |
| ENGL 306 | Creative Writing: Drama (W) | 3 cr |
| ENGL 311 | Advanced Composition (W) | 3 cr |
| ENGL 312 | Writing for Magazines (W) | 3 cr |
| ENGL 315 | Newspaper Writing: Critical/Editorial (W) | 3 cr |
| <i>Additional courses may include (but are not limited to):</i> | | |
| BIOL 233 | Genetics | 4 cr |
| BIOL 234 | Cell Biology | 4 cr |
| BIOL 344 | General Microbiology | 4 cr |
| BIOL 354 | Biological Chemistry | 3-4 cr |
| BIOL | Elective courses at the 300-level | |
| CHEM | Elective courses at the 300-level | |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| PSYC 270 | Statistics | 4 cr |

ECONOMICS

Associate Professors: B. Eggleston, R. Nesiba, D. Sorenson

Economics is a social science which focuses on the broad questions of how societies produce, distribute and consume goods and services. The study of economics involves theoretical analysis, statistical inference and the study of economic history and institutions. As one thinks about improving the quality of life—from the local to the global level—it is virtually impossible to avoid contact with “the economic way of thinking.”

The Economics program is designed to serve the general student as well as majors and minors. The Department’s goals are threefold: 1) acquaint students with economic aspects of society; 2) familiarize students with models and techniques for analyzing economic problems; and 3) enable students to develop critical skills for evaluating economic policy and institutions.

Economics majors find employment in diverse areas of the economy (e.g. banking, finance, management, teaching, government). Some majors pursue graduate training in economics while others pursue MBA, law or other advanced professional degrees.

Augustana has a chapter of Omicron Delta Epsilon, the international economics honor society, which encourages student-faculty interaction and recognizes scholastic attainment in economics.

ECONOMICS MAJOR: 36 credit hours

Required Courses: 25 credit hours

| | | |
|----------|---|------|
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |
| ECON 270 | Statistics | 4 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |
| ECON 321 | Intermediate Macroeconomics | 3 cr |
| ECON 337 | History of Economic Thought and Methodology | 3 cr |
| ECON | Elective courses | 6 cr |

Required Supportive Courses: 11 credit hours

| | | |
|----------|-------------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| MATH 151 | Calculus | 4 cr |
| GOVT 120 | Politics in a Diverse World | 3 cr |
| – OR – | | |
| HIST 111 | Western Civilization II | 3 cr |
| – OR – | | |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |

ECONOMICS MINOR: 15 credit hours

| | | |
|----------|-----------------------------|------|
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |
| ECON 320 | Intermediate Microeconomics | 3 cr |
| ECON 321 | Intermediate Macroeconomics | 3 cr |
| ECON | Elective course | 3 cr |

ECONOMICS COURSES:

| | | |
|-----------------|---|--------------------|
| ECON 120 | PRINCIPLES OF ECONOMICS I (Area 3.3) | (3 credits) |
| | A study of the historical evolution of economic thought and economic systems with major emphasis on the “market system” (capitalism). Topics include scarcity, economic systems, supply and demand, competition, monopoly power, income distribution and the role of government in the economy. | |
| | NOTE: OFFERED EVERY SEMESTER | |

ECONOMICS

- ECON 121** **PRINCIPLES ECONOMICS II** **(3 credits)**
A study of the aggregate economy (including the international economy). Topics include national income accounting, economic indicators, business cycles, economic growth, the role of money in the economy, and monetary and fiscal policies. Alternative schools of economic thought are also presented.
NOTES: PREREQUISITE: ECON 120
OFFERED EVERY SEMESTER
- ECON 270** **STATISTICS** **(4 credits)**
The basic course in statistical inference oriented toward the elements of description, estimation, and the testing of hypotheses. Topics include probability distributions, confidence intervals, tests of means, proportions, and differences, correlation and regression, analysis of variance, and chi-square tests of qualitative data. Principles are applicable to both social and physical sciences.
NOTES: CROSS-LISTED WITH BSAD 270 AND PSYC 270
RECOMMENDED PREREQUISITE: INTRODUCTORY COURSE IN MATHEMATICS
OFFERED EVERY SEMESTER
- ECON 301** **MONEY, BANKING, AND FINANCIAL INSTITUTIONS (W - Area 2.1B)** **(3 credits)**
Development of the monetary and financial system: nature and functions of money, organization and operation of commercial banks and the Federal Reserve System and an introduction to monetary theory and policy.
NOTES: PREREQUISITE: ECON 120, ECON 121, AND A COLLEGE MATH COURSE
OFFERED OCCASIONALLY
- ECON 320** **INTERMEDIATE MICROECONOMICS** **(3 credits)**
Intermediate Microeconomics applies economic analysis to the process of managerial decision making. Topics include consumer theory, production theory, supply and demand, elasticity, and managerial decision making under various market structures. Additional topics may include regression analysis, alternative explanations of wage rate determination, income inequality, and discrimination.
NOTES: PREREQUISITE: ECON 120, ECON 121, AND ECON 270
OFFERED MOST YEARS
- ECON 321** **INTERMEDIATE MACROECONOMICS** **(3 credits)**
An analysis of aggregate production, employment, income, and price level from different theoretical perspectives.
NOTES: PREREQUISITE: ECON 120, ECON 121, ECON 270, AND A COLLEGE MATH COURSE
OFFERED EVERY OTHER YEAR
- ECON 333** **INTERNATIONAL POLITICAL ECONOMY** **(3 credits)**
Analysis of the historical and theoretical basis for international trade and the politico-economic institutions that facilitate and impede it. Critical survey of themes associated with economic "globalism."
NOTES: PREREQUISITE: ECON 120 AND ECON 121
OFFERED OCCASIONALLY
- ECON 337** **HISTORY OF ECONOMIC THOUGHT AND METHODOLOGY** **(3 credits)**
The study of economic concepts and doctrines within the social context of the past and their impact on the development of economic theory and methodology.
NOTES: CROSS-LISTED WITH HIST 337
PREREQUISITE: ECON 120 AND ECON 121
OFFERED EVERY OTHER YEAR
- ECON 350** **SOCIAL SCIENCE RESEARCH METHODS (W – Area 2.1B)** **(4 credits)**
A course in basic social science research methods using an interdisciplinary approach. The course is designed to introduce students to the several research methodologies and procedures frequently used within the social sciences. Students will have an opportunity to participate in various stages of a research project including the formulation of the research design, instrument construction, collecting data, analysis of data and reporting findings.
NOTES: CROSS-LISTED WITH GOVT 350, PSYC 350 AND SOCI 350
OFFERED EVERY SEMESTER

ECONOMICS/EDUCATION OF THE DEAF & HARD OF HEARING

- ECON 370 INTERMEDIATE STATISTICS (3 credits)**
 A review of introductory inferential statistical methods (including estimation and hypothesis testing) and consideration of advanced topics such as causality, two-way analysis of variance, analysis of covariance, modeling using multiple regression, regression diagnostics, time series analysis, nonlinear regression, and logistic regression.
 NOTES: CROSS-LISTED WITH BSAD 370
 PREREQUISITE: ECON 270
 OFFERED OCCASIONALLY
- ECON 490 SENIOR SEMINAR (W - Area 2.1B) (4 credits)**
 An overview of various economic concepts and approaches to current problems; seminar setting with both faculty and students convening the sessions; synthesizing reports.
 NOTES: PREREQUISITES: ECON 120, ECON 121, AND THREE OTHER ECON COURSES
 OFFERED OCCASIONALLY
- ECON 495 INTERNSHIP IN ECONOMIC ANALYSIS (3-4 credits)**
 An internship permits an individual to explore and obtain practical experience in a professional area of interest. Consult a department member for available opportunities. Plans for an internship must be made well in advance of the term in which the internship is to be carried out.
 NOTES: PREREQUISITE: CONSENT OF THE DEPARTMENT CHAIR
 OFFERED AS NEEDED
- ECON 197, 297, 397, 497 TOPICS IN ECONOMICS (2-4 credits)**
- ECON 199, 299, 399, 499 INDEPENDENT STUDY (3-4 credits)**

EDUCATION OF THE DEAF AND HARD OF HEARING

Associate Professor: M. Soukup
Assistant Professor: P. Hanavan

The Education of the Deaf and Hard of Hearing major prepares students to work in a variety of settings with individuals who are deaf and hard of hearing. The program is accredited by the Council on Education of the Deaf (CED). Students are eligible for CED provisional certification upon successful completion of the requirements for 1) the major; and 2) certification. Students seeking certification must major in either Elementary Education or Secondary Education (including a content area) in addition to Education of the Deaf and Hard of Hearing. Students seeking the CED provisional certificate must meet the entrance and exit requirements for teacher education. Upon completion of the program leading to certification, students will be certified in education of the deaf and in their additional field of education. Typically, it takes students four and a half to five years to complete this dual certification program.

EDUCATION OF THE DEAF AND HARD OF HEARING MAJOR: 35 credit hours

Required Courses:

| | | |
|----------|---|------|
| EDHH 201 | Language Development | 3 cr |
| EDHH 220 | Foundations in American Deaf Culture | 3 cr |
| EDHH 221 | Introduction to Audiology | 3 cr |
| EDHH 224 | Introduction to Aural Rehabilitation | 3 cr |
| EDHH 226 | American Sign Language I | 3 cr |
| EDHH 227 | American Sign Language II | 3 cr |
| EDHH 274 | Speech Science I | 2 cr |
| EDHH 287 | Practicum – Deaf and Hard of Hearing | 3 cr |
| EDHH 306 | Language Assessment & Instruction for Deaf & HH | 3 cr |
| EDHH 331 | American Sign Language III | 3 cr |
| EDHH 332 | American Sign Language IV | 3 cr |

EDUCATION OF THE DEAF & HARD OF HEARING

| | | |
|----------|-----------------------------------|------|
| EDHH 333 | Manually Coded English | 2 cr |
| SPED 210 | Working with Families | 2 cr |
| SPED 315 | Classroom Behavior and Group Mgmt | 2 cr |

Students also must pass the Intermediate level of the SCPI signing proficiency exam.

Teacher Certification: 31 credit hours, in addition to the major

| | | |
|----------|--|------|
| EDHH 318 | Reading Assessment and Instruction for Deaf & HH | 3 cr |
| EDHH 323 | Curriculum and Instruction for Deaf & HH | 3 cr |
| EDHH 487 | Student Teaching: Deaf Education | TBD |
| EDUC 245 | Education Psychology and Measurement | 3 cr |
| EDUC 355 | Human Relations in Education | 3 cr |

| | | |
|----------|--------------------------------|------|
| NAST 320 | Native American Social Systems | 3 cr |
| - OR - | | |
| NAST 352 | History of the Lakota/Dakota | |

| | | |
|----------|---|------|
| SPED 110 | Foundations of American Education | 3 cr |
| SPED 320 | Consultation, Collaboration and Communication | 3 cr |

MINOR IN SIGN LANGUAGE STUDIES: 18 credit hours

| | | |
|----------|---------------------------|------|
| EDHH 220 | Foundations in Deafness | 3 cr |
| EDHH 226 | American Sign Language I | 3 cr |
| EDHH 227 | American Sign Language II | 3 cr |

EDHH electives chosen from the following courses:

| | | |
|---------------|--------------------------------------|------|
| EDHH 331 | American Sign Language III | 3 cr |
| EDHH 332 | American Sign Language IV | 3 cr |
| EDHH 333 | Manually Coded English | 2 cr |
| INTR 110 | Visual Gestural Communication | 3 cr |
| INTR 334 | American Sign Language V | 2 cr |
| INTR 360 | ASL Linguistics and Sociolinguistics | 3 cr |
| EDHH/INTR 397 | Special Topics Courses | |

EDUCATION OF THE DEAF AND HARD OF HEARING COURSES:

EDHH 201 LANGUAGE DEVELOPMENT (3 credits)

The course will include in-depth coverage of language acquisition from birth through adolescence. Special emphasis on milestones, cultural, physical, and social influences, as well as the learning process from a cognitive viewpoint for ages 1-6.

NOTE: OFFERED EVERY FALL SEMESTER

EDHH 220 FOUNDATIONS IN AMERICAN DEAF CULTURE (3 credits)

This course provides insight into the culture of the Deaf and Hard of Hearing and provides an understanding of the historical and philosophical trends in the education of the Deaf and Hard of Hearing with an overview of the psychological, emotional, vocational and educational status of the Deaf and Hard of Hearing. Included will be an introduction to the schools, organizations, and professional personnel involved in the education of the Deaf and Hard of Hearing at the local, state and national levels.

NOTE: OFFERED EVERY FALL SEMESTER

EDHH 221 INTRODUCTION TO AUDIOLOGY (3 credits)

This course provides a general study of the science of hearing assessment. Instruction emphasizes: terminology, physics of sound, anatomy and physiology of the hearing mechanism, audio-logic evaluation and screening, and interpretation. Practical experience in hearing assessment is required.

NOTES: NOTES: CROSS-LISTED WITH CMDS 221

RECOMMENDED PREREQUISITE: CMDS 170 OR EDHH 220

OFFERED EVERY FALL SEMESTER

EDUCATION OF THE DEAF & HARD OF HEARING

- EDHH 224** **INTRODUCTION TO AURAL REHABILITATION** **(3 credits)**
Students will study the principles and practices of aural (re)habilitation including speech, reading, auditory training, communication training, amplification, assistive listening devices, and cochlear implants for persons that are deaf and hard of hearing. Practical field experience is required.
NOTES: NOTES: CROSS-LISTED WITH CMDS 224
RECOMMENDED PREREQUISITE: CMDS 221
OFFERED EVERY SPRING SEMESTER
- EDHH 226** **AMERICAN SIGN LANGUAGE I (Area 3.4)** **(3 credits)**
This course will emphasize the student's development of receptive and expressive skills in ASL. In addition, the student will also learn functional vocabulary and how to utilize conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be introduced and studied throughout the course.
NOTE: OFFERED EVERY SEMESTER
- EDHH 227** **AMERICAN SIGN LANGUAGE II** **(3 credits)**
This course will emphasize the student's further development of receptive and expressive skills in ASL. The student will also expand their sign vocabulary base and become more familiar with conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be discussed and studied throughout the course.
NOTES: PREREQUISITE: EDHH 226
OFFERED EVERY SPRING SEMESTER
- EDHH 274** **SPEECH SCIENCE I** **(2 credits)**
Students will study the acoustics, neurology, and physiology relating to production and perception of spoken language. Provides a foundation for understanding the science of spoken language process and speech.
NOTES: CROSS-LISTED WITH CMDS 274
PREREQUISITES: CMDS 170 OR EDHH 220; RECOMMENDED: CMDS 228
OFFERED EVERY FALL SEMESTER
- EDHH 287** **PRACTICUM-DEAF AND HARD OF HEARING** **(3 credits)**
This course requires observation and direct participation in experiences with children, adolescents, or adults who are deaf and hard of hearing. This practicum is recommended for sophomores. It is completed in programs for the deaf and hard of hearing and requires supervision and pre-registration clearance. Students will meet with the instructor prior to practicum to receive information regarding course requirements.
NOTES: PREREQUISITES: EDHH 227
OFFERED EVERY INTERIM
- EDHH 306** **LANGUAGE ASSESSMENT AND INSTRUCTION FOR** **(3 credits)**
THE DEAF AND HARD OF HEARING
This course will introduce the student to methods of evaluating the language of deaf and hard of hearing students. Class participants will study various approaches, including the Bi-Lingual/Bi-Cultural approach to help deaf and hard of hearing children of all ages with the acquisition of expressive language skills in the areas of pragmatics, semantics and syntax.
NOTE: OFFERED EVERY SPRING SEMESTER
- EDHH 318** **READING ASSESSMENT AND INSTRUCTION FOR** **(3 credits)**
THE DEAF AND HARD OF HEARING
This course will introduce students to methods of evaluating the reading skills of deaf and hard of hearing students. Class participants will also study instructional strategies and review materials used for teaching reading to the Deaf and Hard of Hearing at primary through secondary levels.
NOTE: OFFERED EVERY SPRING SEMESTER

EDUCATION OF THE DEAF & HARD OF HEARING

- EDHH 323 CURRICULUM AND INSTRUCTION FOR DEAF AND HARD OF HEARING (3 credits)**
Students will study the teaching of mathematics, social studies, and science to children who are deaf or hard of hearing, and organizing and modifying the curricula for primary through secondary levels. Included is a focus on IEP and transitional planning and career and vocational education.
NOTES: PREREQUISITE: ADMISSION TO TEACHER EDUCATION
OFFERED EVERY FALL SEMESTER
- EDHH 331 AMERICAN SIGN LANGUAGE III (3 credits)**
This course is a continuation of ASL I and II, where students build up their expertise in the visual/gestural language used by Deaf people in the United States and Canada. This course will cover common communication situations such as how to complain, make suggestions and requests, exchange personal information and tell of life events. The course will also discuss the proper ways to describe and identify things. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be covered throughout the course.
NOTES: PREREQUISITE: EDHH 227
OFFERED EVERY FALL SEMESTER
- EDHH 332 AMERICAN SIGN LANGUAGE IV (3 credits)**
This course focuses on building up on what students have learned in previous ASL classes and refining students' sign communication skills. The course will focus in-depth of using classifiers and spatial relationships, working on identifying and describing things and giving directions. Students will work on enhancing students' abilities to talk about events using appropriate time and space relationships. When the students use the Signing Naturally Level 3, the students will work on facial expression, classifiers, and other vital storytelling/conversation components. The students will develop students' expressive skills with a series of videotape activities on various topics encompassing all the course has covered.
NOTES: PREREQUISITE: EDHH 331
OFFERED EVERY SPRING SEMESTER
- EDHH 333 MANUALLY CODED ENGLISH (2 credits)**
The course exposes students to various communication modes that are used in educational programs for deaf and hard of hearing students. An emphasis in this course is placed on Signing Exact English but a brief overview of the other sign language systems is also included.
NOTES: PREREQUISITE: EDHH 332
OFFERED EVERY SPRING SEMESTER
- EDHH 487 STUDENT TEACHING: DEAF EDUCATION (credits TBD)**
This experience is required for students completing the major in Education of the Deaf and Hard of Hearing. It includes practical experience in the classroom and other settings with children who are deaf and hard of hearing representing the specialization of the student under the direction and supervision of qualified classroom teachers. Grading System: S/U only.
NOTES: PREREQUISITE: ADMISSION TO TEACHER EDUCATION; SENIOR STANDING
OFFERED EVERY SEMESTER
- EDHH 197, 297, 397 TOPICS IN EDUCATION OF THE DEAF AND HARD OF HEARING (2-4 credits)**
- EDHH 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**
Special topics in all aspects of the education of deaf and hard of hearing individuals. Individuals work in an on-campus or an off-campus project.
NOTE: PREREQUISITE: SUFFICIENT BACKGROUND IN EDHH, AND CONSENT OF THE DEPARTMENT CHAIR

EDUCATION

ELEMENTARY, SECONDARY AND ALL-GRADES

Professor: S. Van Bockern

Associate Professors: S. Andrews, J. Bacon, S. Feinstein, M. Hallenbeck, M. Soukup

Assistant Professors: J. Ashworth, M. Dyce, P. Hanavan, M. Johnson, K. Mahan, L. Wenger

Administrator/Instructor: B. Fiala, Field Placement Coordinator

Administrator: J. Simko, Certification Officer

The Teacher Education Program at Augustana offers professional preparation programs for careers in the areas of Education of the Deaf and Hard of Hearing, Elementary Education, Secondary Education, All-Grades Education, Special Education, Sign Language Interpreting, and pre-professional preparation in Communication Disorders. Completion of Augustana's Teacher Preparation Program will satisfy teacher certification requirements in South Dakota and most states. However, because some states have additional requirements, students should consult with the Certification Officer for specific information. It should be noted that periodic changes in the Teacher Education Program occur as state and national accrediting bodies revise their standards.

The conceptual framework for the Teacher Education Program is grounded in a philosophy that integrates the best of Western educational thought, the wisdom of indigenous Native American culture, and emerging research on positive youth development. Known as the Circle of Courage, this conceptual framework empowers teacher candidates with the knowledge, skills, and dispositions to create positive learning environments so that all students can learn. The central premise of the Circle of Courage is that a set of shared values supports a community of learners. Those shared values are belonging, mastery, independence, and generosity.

A set of professional competencies, based upon the Interstate New Teachers Assessment and Support Consortium (INTASC) principles, have been identified to guide course content and field experiences, as well as articulate what teacher candidates will know and be able to do upon program completion. The competencies assist teacher candidates in developing a commitment to and a proficiency in their chosen profession. The curriculum and field experiences of the Teacher Education Program are structured to blend the Circle of Courage values into a model for professional behavior. Throughout their program of study, teacher candidates complete course requirements and participate in field experiences designed to facilitate mastery and understanding of the following program competencies:

- 1) Knowledge of subject matter;
- 2) Knowledge of human development and learning;
- 3) Adapting instruction for individual needs;
- 4) Multiple instructional strategies;
- 5) Classroom management and motivation skills;
- 6) Communication skills;
- 7) Instructional planning skills;
- 8) Assessment of student learning;
- 9) Professional commitment and responsibility; and
- 10) Partnerships.

Each teacher candidate in the Teacher Education Program is required to develop a Teacher Education ePortfolio. The ePortfolio serves as a performance-based assessment tool that provides authentic evidence of teacher candidates' performance. Through a variety of required, recommended, and self-selected artifacts, teacher candidates document their acquisition of the knowledge, skills and dispositions necessary for teaching. In addition, the ePortfolio provides teacher education candidates with a personal tool for reflecting on their teaching skills, knowledge, and dispositions. The ePortfolio is a collection of evidence that spans the growth of the teacher education candidate over the time period required to successfully complete the Teacher Education Program. The ePortfolio will be formally reviewed three times throughout the teacher candidate's program. Teacher candidates not meeting review criteria will be asked to revise and resubmit their Teacher Education ePortfolio for a second review before being allowed to move forward in their chosen program of study.

EDUCATION

Program Requirements

Teacher Education candidates are responsible for a variety of external fees associated with the Teacher Education Program, including, but not limited to the following:

- Criminal Background Check(s)
- Chalk and Wire ePortfolio access code
- Tuberculin Test/TB
- Health check
- Fingerprinting
- SLPI Fee
- PRAXIS exam(s) registration and testing fees
- Other fees as required by accrediting agencies, SD DOE, and/or cooperating schools and agencies

In some cases the fee(s) is attached to a particular course and in other cases the fee is separate from a particular course.

Program Entry

The Application to the Teacher Education Program form is completed during the candidate's enrollment in EDUC 275. The form helps to identify those who intend to pursue entrance to the program and formally communicate program entrance requirements to prospective candidates. Admission to the Teacher Education Program occurs upon meeting the following requirements:

- Completion of at least 45 semester credit hours
- Cumulative overall GPA of 2.60
- Cumulative GPA of 2.60 in the academic major(s)
- Freedom from disciplinary status
- Academic Advisor's recommendation
- Approval from the Education Department and/or the Department of Major and the Teacher Education Committee
- Satisfactory Ratings on Assessment of Candidate Dispositions
- Completion of EDUC/SPED 110, EDUC 245, and EDUC 275 with grades of at least C- or above
- Successful Program Admission ePortfolio Review

The Teacher Education Committee (TEC) considers applications to the program once each semester and with their approval, teacher candidates are granted admission to the program. Teacher candidates will be notified of their admission status by the Field Placement Coordinator. Admission to the Teacher Education Program is necessary before teacher candidates will be allowed to register for some upper level courses.

Prior to Entering Student Teaching

The Intent to Student Teach Form is due to the Field Placement Coordinator ONE YEAR prior to the semester of student teaching. It is the candidate's responsibility to submit the Intent to Student Teach form by December 1 or May 1 of the appropriate semester. Acceptance to student teaching occurs after candidates have been admitted to the teacher education program and upon meeting the following requirements:

- Cumulative overall GPA of 2.60
- Cumulative GPA of 2.60 in the academic major(s)
- Completion of all coursework required for major and certification with grades of C- or better for the teacher candidate's chosen program of study (exceptions to this MUST be cleared in writing through Field Placement Coordinator)
- Approval from the Education Department and/or the Department of Major and the Teacher Education Committee
- Satisfactory Ratings on Assessment of Candidate Dispositions
- Teacher candidates in the Education of the Deaf and Hard of Hearing program must completed the Sign Language Proficiency Interview/SLPI at an Intermediate Level

The Teacher Education Committee (TEC) considers applications to student teaching once each semester and with their approval, teacher candidates are granted acceptance to student teaching. Teacher candidates will be notified of their acceptance status by the Field Placement Coordinator.

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Completion of the following is necessary before teacher candidates will be allowed to begin their student teaching experience:

- Candidates **MUST** submit passing PRAXIS II Content and PLT exam scores **PRIOR** to the start of the student teaching experience.
- Candidates will not be allowed to begin the student teaching experience until passing PRAXIS II Content and PLT exam scores are received.
- Successful Pre-Student Teaching ePortfolio Review

In addition, teacher candidates must complete the following, as required by cooperating schools, at their expense, **PRIOR** to being allowed to begin their student teaching experience:

- Tuberculin Test/TB
- Health Check
- Criminal Background Check
- Fingerprinting
- Other as required by cooperating schools.

Teacher candidates must also create a Student Teaching Application CD the semester **PRIOR** to the semester of student teaching. Student Teaching Application CD should be completed by November 1 or March 1 of the appropriate semester.

Prior to Exiting Student Teaching

Teacher candidates are eligible to exit the Teacher Education Program upon meeting the following requirements:

- Cumulative overall GPA of 2.60
- Cumulative GPA of 2.60 in the academic major(s)
- Completion of all coursework required for major and certification with grades of C- or better for the teacher candidate's chosen program of study
- A successful student teaching experience, full attendance at Education Symposium Day, a Successful Program Exit ePortfolio Review, successful completion of the Teacher Impact Upon Student Learning Project and required student teaching artifacts

Upon Program Completion

Upon program completion and graduation from the College, teacher candidates may apply for teacher certification. Candidates cannot be recommended for licensure until passing PRAXIS scores have been received and the official transcripts reflect program completion and graduation from the College. Teacher candidates should consult with the Teacher Education Program's Certification Officer who will facilitate the application process.

Teacher candidates are advised that South Dakota Codified Law provides for the revocation or refusal of teacher certification upon felony conviction of a crime involving moral turpitude, including traffic in narcotics. See the Certification Officer for additional, detailed information.

ELEMENTARY EDUCATION

ELEMENTARY EDUCATION MAJOR: (and Teacher Certification)

Required Courses: 38 credit hours

| | | |
|----------|--|------|
| EDUC 110 | Foundations of American Education | 3 cr |
| EDUC 210 | Working with Families | 2 cr |
| EDUC 245 | Educational Psychology and Measurement | 3 cr |
| EDUC 275 | Teaching, Learning, and Connecting in Today's Classrooms (W) | 3 cr |
| EDUC 290 | Theory of Reading in the Elementary School | 2 cr |
| EDUC 301 | Methods of Teaching Elem and Midd Sch Science | 2 cr |
| EDUC 320 | Children's Literature and Language Arts | 3 cr |
| EDUC 325 | Teaching of Reading in the Elem & Midd Sch | 3 cr |
| EDUC 345 | Adolescent Development | 3 cr |
| EDUC 350 | Teaching of Social Studies in Elem & Midd Sch | 2 cr |
| EDUC 355 | Human Relations in Education | 3 cr |
| EDUC 472 | Student Teaching: Elementary | TBD |

EDUCATION

SPED 240 Teaching in Inclusive Schools 3 cr

If not pursuing Teacher Certification, SPED 240, 355 and 472 are not required.

Required Supportive Courses:

ART 290 Art and Children 3 cr

BIOL 200 Life Science (W) 4 cr

CHEM/PHYS 115 Physical Science 4 cr

COMM 110 Introduction to Communication 3 cr

ENGL 110 First-Year Composition 4 cr

ENGL 200 The Literary Experience: A Genre Approach (W) 3 cr

GEOG 197 Topics: Physical Geography & Earth Science 3 cr

GOVT 110 Introduction to Government 3 cr

HIST 110 Introduction to Western Civilization I 3 cr

HIST 120 The American Experience to 1877 3 cr

- OR -

HIST 121 The American Experience since 1877 3 cr

MATH 113 Methods of Teaching Elementary & Midd Sch Mathematics 3 cr

MATH 140 Quantitative Reasoning 3 cr

MATH Additional Math content course 3-4 cr

MUSI 230 Music, Theatre & Dance in the Elementary Classroom 2 cr

NAST 320 Native American Social Systems 3 cr

- OR -

NAST 352 History of the Lakota/Dakota 3 cr

PE 265 Health, Physical Education & Movement in the Elem and Midd Sch 2 cr

KINDERGARTEN ENDORSEMENT: 9 credit hours

Elementary education students may prepare to teach in kindergarten by taking;

CMDS 201 Language Development 3 cr

EDUC 231 Kindergarten Education 3 cr

EDUC 473 Student Teaching: Kindergarten TBD

MIDDLE LEVEL ENDORSEMENT: 8 credit hours

Students may prepare to teach in middle schools by completing;

EDUC 330 Middle School 3 cr

EDUC 345 Adolescent Development 3 cr

EDUC 471 Student Teaching: Middle School TBD

SECONDARY (Grades 7-12) and ALL-GRADES (Grades K-12) EDUCATION

Teaching majors at the 7-12/Secondary Level include: Biology, Chemistry, Communication Studies, English, Government, History, Mathematics, Physics, and Theatre; students should to declare Secondary Education (SEED) as a second major.

Teaching majors at the K-12/All-Grades level include: Art, French, German, Music Education (Vocal OR Instrumental), Physical Education, and Spanish; students should declare All-Grades Education (EK12) as a second major.

EDUCATION

Certification Requirements: 41-43 credit hours

In addition to completing requirements for the major, teacher candidates at the secondary and all-grade levels must complete the following courses:

| | | |
|----------|---|------|
| EDUC 110 | Foundations of American Education | 3 cr |
| EDUC 245 | Educational Psychology and Measurement | 3 cr |
| EDUC 275 | Teaching, Learning & Connecting in Today's Classroom (W) | 3 cr |
| EDUC 310 | Secondary School Methods | 3 cr |
| 310 D | English (Offered spring semester, even years) | |
| 310 E | Foreign Language (Offered fall semester, even years) | |
| 310 F | Mathematics (Offered spring semester) | |
| 310 G | Physical Education (Offered fall semester, even years) | |
| 310 H | Science (Offered spring semesters) | |
| 310 I | Social Science(Offered fall semesters) | |
| 310 J | Speech, Communication, Drama (Offered as Independent Scholarship) | |
| 310 K | Art – Augustana (Offered as Independent Scholarship) | |
| MUSI 310 | Music Methods – Instrumental (Offered fall semesters) | |
| MUSI 311 | Music Methods –Vocal (Offered fall semesters) | |
| EDUC 335 | Literacy in the Content Area | 3 cr |
| EDUC 345 | Adolescent Development | 3 cr |
| EDUC 355 | Human Relations in Education | 3 cr |
| EDUC 470 | Student Teaching: All Grades | TBD |
| EDUC 474 | Student Teaching: Secondary | TBD |
| SPED 240 | Teaching in Inclusive Schools | 3 cr |
| COMM 110 | Introduction to Communication | 3 cr |
| NAST 320 | Native American Social Systems | 3 cr |
| - OR - | | |
| NAST 352 | History of the Lakota/Dakota | 3 cr |

NOTE: *Students pursuing licensure in MN should complete the Middle Level Endorsement.*

Middle Level Endorsement: Teacher candidates pursuing certification at the secondary and all-grades levels may add an endorsement in Social Studies, Language Arts, Mathematics, or Science at the Middle Level by completing a minimum of 12 credit hours in the endorsement area (courses selected in consultation with the department). In addition, teacher candidates must complete EDUC 310: Secondary School Methods (content specific) course for the endorsement area, as well as the following courses:

| | | |
|----------|---------------------------------|------|
| EDUC 330 | Middle School | 3 cr |
| EDUC 345 | Adolescent Development | 3 cr |
| EDUC 471 | Student Teaching: Middle School | TBD |

Subject Area Endorsement: Secondary education teacher candidates are encouraged to obtain an endorsement in another subject area. Students should consult with the Education Department for endorsement requirements.

Coaching Preparation: Teacher candidates may take courses required for coaching preparation by completing required coursework. See Physical Education section in this catalog.

Other Education Department Majors: (see those majors for information)

- Communication Disorders
- Education for Deaf and Hard of Hearing
- Sign Language Interpreting
- Special Education
- Social Studies Teaching (for Minnesota certification only)

EDUCATION

Graduate Program in Education

Students may choose to complete or extend their professional preparation on the graduate level. Augustana offers the Master of Arts in Education and Master of Arts in Teaching degrees via a cohort model. For further information contact the Director of Graduate Study or the Department Chair.

EDUCATION COURSES:

- EDUC 110 FOUNDATIONS OF AMERICAN EDUCATION (Area 3.3) (3 credits)**
This introductory foundations course in education will examine the quest for equality of educational opportunity in today's society. The school is seen as a social system, which transmits culture, encounters external forces, and fosters social change. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society. This course, intended for pre-service teachers, will explore the knowledge, skills and dispositions that effective teachers have while providing a comprehensive, foundational background of the education field and teaching as a profession. It will provide a knowledge base and begin the process of professional development for pre-service teachers. Course includes an early field experience.
NOTE: OFFERED EVERY SEMESTER, INCLUDING INTERIM
- EDUC 210 WORKING WITH FAMILIES (2 credits)**
This course reviews the literature and practice related to building partnerships with families and schools. Topics include: conferencing, parent education, special needs of families with children with disabilities, parental roles in ISFP and IEP planning, and school-home collaboration.
NOTE: OFFERED EVERY SEMESTER
- EDUC 231 KINDERGARTEN EDUCATION (3 credits)**
Included in this course is a major study of curricula used in kindergartens. Techniques of instruction will be demonstrated and practiced. Materials appropriate for kindergarten children will be emphasized.
NOTE: OFFERED INTERIM, ODD YEARS
- EDUC 245 EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 credits)**
This course examines learning theories and their application to the classroom. It includes the study of human development in the cognitive, emotional, social, and moral domains, the transfer of learning, motivation theories, learning and teaching styles, and individual differences. Also, it provides an understanding of measurement and evaluation specifically focusing on descriptive statistical tools, standardized and teacher-made tests and grading practices.
NOTES: RECOMMENDED COREQUISITE: EDUC 275
PREREQUISITE: SOPHOMORE STANDING OR ABOVE
OFFERED EVERY SEMESTER
- EDUC 275 TEACHING, LEARNING, AND CONNECTING (3 credits)**
IN TODAY'S CLASSROOMS (W- Area 2.1B)
This course is centered on best practice teaching methods and is required of all majors seeking teacher certification. The basic content of the course includes instruction in National Board for Professional Teaching Standards, lesson planning and delivery, multiple assessment strategies and creating exemplary classroom environments. Students will be assigned to a 35 hour practicum in an area school.
NOTE: OFFERED EVERY SEMESTER
- EDUC 290 THEORY OF READING IN THE ELEMENTARY SCHOOL (3 credits)**
This course will compare and contrast past and present theories of learning to read and write. Current trends in comprehensive literature will be studied as well as the psychology of reading and reading development. Introduction to practical skills of comprehensive literature instruction and its assessment and the knowledge of language structure and its application are the focus of this course. Students will have the opportunity to observe and gain knowledge of the five essential reading principles of instruction for literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension.
NOTE: OFFERED EVERY SPRING SEMESTER, AND EVERY INTERIM

EDUCATION

- EDUC 301** **METHODS OF TEACHING ELEMENTARY AND MIDDLE SCHOOL SCIENCE** **(2 credits)**
This course is designed to help future school teachers gain knowledge, understanding, confidence and skill in the teaching of science from a constructivist perspective. A practicum experience is required.
NOTES: PREREQUISITES: EDUC 275 AND BIOL 200
OFFERED EVERY SEMESTER
- EDUC 310** **SECONDARY AND MIDDLE SCHOOL METHODS** **(3 credits)**
Principles of teaching, planning, curriculum, methods and media for secondary education are studied in this course. It is taught in sections with a common content area emphasis.
NOTE: PREREQUISITES: EDUC 275 AND ADMISSION TO TEACHER EDUCATION
OFFERING: VARIES BY MAJOR – SEE MAJOR REQUIREMENTS
- EDUC 320** **CHILDREN'S LITERATURE AND LANGUAGE ARTS** **(3 credits)**
Students will develop an understanding of the components of language arts in the elementary and middle school curriculum, including oral and written communication. The study and evaluation of traditional and modern literature will be included.
NOTES: PREREQUISITES: EDUC 275, EDUC 290 AND ADMISSION TO TEACHER EDUCATION;
COREQUISITES: EDUC 325 AND EDUC 350
OFFERED EVERY SEMESTER
- EDUC 325** **TEACHING OF READING IN THE ELEMENTARY AND MIDDLE SCHOOL** **(3 credits)**
This course is designed to acquaint the student with the philosophy, objectives, basic methods, techniques, and materials used in teaching reading. Comprehensive literacy and applications and assessment are also included.
NOTES: PREREQUISITES: EDUC 275, EDUC 290 AND ADMISSION TO TEACHER EDUCATION;
COREQUISITES: EDUC 320 AND EDUC 350
OFFERED EVERY SEMESTER
- EDUC 330** **MIDDLE SCHOOL** **(3 credits)**
This course addresses Middle School education and focus on topics such as the role of the middle school teacher, interdisciplinary team planning and curriculum development. It is required for a Middle School endorsement. Students will complete a 30 hour practicum in an area of middle school.
NOTES: PREREQUISITE OR COREQUISITE: ADMISSION TO TEACHER EDUCATION; EDUC 345
OFFERED EVERY FALL SEMESTER
- EDUC 335** **LITERACY IN THE CONTENT AREA** **(3 credits)**
A course designed to acquaint the student with the basic theories and methods of effective instruction in the content areas at the middle and secondary level. Emphasis is placed on practical application of content area instructional literacy strategies to individual content areas. Current trends and issues are discussed.
NOTES: PREREQUISITE: ADMISSION TO TEACHER EDUCATION
OFFERED EVERY SEMESTER
- EDUC 345** **ADOLESCENT DEVELOPMENT (Area 1.2)** **(3 credits)**
Adolescence is a crucial transition period from childhood to adulthood. This course will examine adolescent development and issues within the context of the physical, cognitive, affective, and social domains. Focus will be on the adolescent's self development with particular reference to relationships in the family, school, peer groups, and community. An eight hour diversity experience is required in this course. Only students seeking certification for middle school and secondary education may apply towards Area 1.2.
NOTES: PREREQUISITE: ADMISSION TO TEACHER EDUCATION
NON-MAJORS MAY REGISTER WITH INSTRUCTOR'S PERMISSION
OFFERED EVERY SEMESTER
- EDUC 350** **TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY AND MIDDLE SCHOOL** **(2 credits)**
Students will learn the scope and sequence of social studies in elementary and middle schools. Evaluation, national/state standards, procedures, materials and media are stressed with attention given to recent trends. Management techniques and the teacher's role are included.
NOTES: PREREQUISITES: EDUC 275, EDUC 290 AND ADMISSION TO TEACHER EDUCATION;
COREQUISITE: EDUC 320 AND EDUC 325
OFFERED EVERY SEMESTER

EDUCATION

- EDUC 355 HUMAN RELATIONS IN EDUCATION (3 credits)**
This course investigates the values, culture and characteristics associated with persons of diversity. Dehumanizing biases including sexism, racism, ageism, perception of exceptionalities, religious bigotry, and other oppressive systems of attitude and behavior will be examined with particular reference to education in a pluralistic democratic society. The goal is to develop multi-cultural competence in educators.
NOTE: OFFERED EVERY SEMESTER, INCLUDING INTERIM
- EDUC 470 STUDENT TEACHING: ALL GRADES (credits TBD)**
Provides the opportunity for the student in art, modern world languages (French, German or Spanish), music and physical education to engage in observation and actual teaching in a K-12 setting under the direction and supervision of qualified classroom teachers. Grading System: S/U only.
NOTES: PREREQUISITES: EDUC 110, 245, 275, 310, 335, 345, AND SPED 240
OFFERED EVERY SEMESTER
- EDUC 471 STUDENT TEACHING: MIDDLE SCHOOL (credits TBD)**
Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified teachers. Grading System: S/U only.
NOTES: PREREQUISITES FOR ELED MAJORS: EDUC 110, 245, 275, 320, 325, 330, 345, 350, SPED 240, AND SUFFICIENT CREDITS IN SUBJECT AREA TO BE TAUGHT;
PREREQUISITE FOR SEED MAJORS: EDUC 110, 245, 275, 310, 330, 335, 345, SPED 240, AND SUFFICIENT CREDITS IN SUBJECT AREA TO BE TAUGHT
OFFERED EVERY SEMESTER
- EDUC 472 STUDENT TEACHING: ELEMENTARY (credits TBD)**
Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S/U only.
NOTES: PREREQUISITES: EDUC 110, 240, 245, 275, 290, 301, 320, 325, 350, SPED 240, ART 290, PE 265, AND MUSI 230
OFFERED EVERY SEMESTER
- EDUC 473 STUDENT TEACHING: KINDERGARTEN (credits TBD)**
Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S/U only.
NOTES: PREREQUISITES: EDUC 110, 231, 245, 271, 275, 290, 320, 325, 350, SPED 201 AND 240
OFFERED EVERY SEMESTER
- EDUC 474 STUDENT TEACHING: SECONDARY (credits TBD)**
Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S/U only.
NOTES: PREREQUISITES: EDUC 110, 245, 275, 310, 335, 345, AND SPED 240
OFFERED EVERY SEMESTER
- EDUC 197, 297, 397 TOPICS IN EDUCATION (2-4 credits)**
- EDUC 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**

EDUC 470-474 *NOTE: Student teaching is considered a full-time experience. The minimum length of time any student will spend student teaching is 12 weeks. Students should register for 1 credit hour for each week of student teaching, thus, the minimum number of credit hours any student will register for student teaching is 12 credit hours. Students, however, may complete more than 12 weeks of student teaching and register for more than 12 credit hours if they are pursuing teaching endorsements or double majors. While most students will be able to complete their student teaching within the parameters of the regular semester, students pursuing double majors or those with multiple endorsements, will find that their student teaching will carry over into or start in the Interim term. The Field Placement Coordinator will determine the number of credit hours each student should register for and will confirm this upon receipt of the student teacher roster to ensure that the credit hours registered for are in accordance with Departmental and College policy. Any deviations will be brought to the attention of the registrar's office and will be corrected.

ENGINEERING STUDIES

Coordinator: E. Wells

Studies of the careers of graduate engineers show that those engineers who do the most outstanding work and contribute the most to the community are, in general, the men and women who have had technical training plus a background of education in the liberal arts. Technical education combined with a sound liberal arts education prepares engineers to intelligently carry out their responsibilities as members of society. Engineers who have an understanding of the relationships of their technology to economic, social and political forces are best prepared to take their places in the complex world of today.

ENGINEERING MANAGEMENT PROGRAM OF STUDY:

Completion of majors in Physics and Business Administration.

ENGINEERING PHYSICS

The suggested curriculum in Engineering Physics is designed to equip its graduates with a flexible background of basic scientific knowledge with which to meet the ever-changing problems of modern engineering research and development while at the same time providing them with the engineering viewpoint needed to carry practical industrial problems to completion. The degree of Bachelor of Arts in engineering physics provides a sound basic foundation for study toward advanced degrees in either physics or the engineering sciences, as well as appropriate background for positions in industry.

ENGINEERING PHYSICS MAJOR: 46 credit hours

Required Courses: 35 credit hours

| | | |
|----------|-------------------------|-------|
| PHYS 221 | General Physics I | 4 cr |
| PHYS 222 | General Physics II | 4 cr |
| PHYS 281 | Intermediate Laboratory | 2 cr |
| PHYS 321 | Computational Physics | 4 cr |
| PHYS 371 | Modern Physics I | 3 cr |
| PHYS 381 | Advanced Laboratory (W) | 3 cr |
| PHYS | Elective coursework | 15 cr |

A course in Physical Chemistry may be substituted for one physics course. A course in Statistics is recommended.

Required Supportive Courses: 11 credit hours

| | | |
|----------|------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 152 | Calculus II | 4 cr |
| MATH 310 | Differential Equations | 3 cr |

DUAL DEGREE PROGRAM IN ENGINEERING

In the Dual Degree Program students attend Augustana for 3 or 4 years and then complete the program with 2 years at an engineering school. This enables the student to combine the advantages of a broad-based liberal arts education with their technical education. Students earn a Bachelor of Arts from Augustana and a Bachelor of Science in Engineering from the engineering school. Cooperative plans are in place with Columbia University (New York), Washington University (St. Louis) and University of Minnesota (Minneapolis). Students in the program are guaranteed admission to the engineering school when recommended by Augustana. The areas of engineering available include Aerospace, Bio-based Product, Biomedical, Biosystem and Agriculture, Chemical, Civil, Computer, Geological, Electrical, Environmental, Industrial, Materials Science, Mechanical, and Systems Science. This program provides exceptionally strong career opportunities.

The dual degree coordinator on campus helps students select the proper courses to take depending upon which engineering school and which program they wish to enter.

ENGLISH

ENGLISH

Professors: D. Hanson, S. Looney

Associate Professors: J. Blank-Libra, P. Hicks, J. Miller

Assistant Professor: M. Harris, D. Rives

Instructors: N. Dickinson, C. Jackson Nelson

The English major combines breadth of curriculum with the in-depth study possible in a program emphasizing seminars and writing workshops. Students may choose a literary or a writing emphasis, depending on their future career goals and interests. Philosophically committed to helping students explore a wide diversity of writers and writing practices, the program exposes its majors to traditional masters of British and American literature along with the emerging voices of women and people of color, as well as literatures from India, Ireland, Japan, and Russia.

ENGLISH MAJOR: 39 credit hours

The recommended schedule for the first two years is the same for both emphases within the major, though students may adjust their plan to meet their personal interests, course availability, or other individual factors.

Required Core Courses: 19 credit hours

| | | |
|----------|---|--------------------|
| ENGL 110 | First-Year Composition | 4 cr (or test-out) |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| ENGL 225 | World Literature I | 3 cr |
| – OR – | | |
| ENGL 226 | World Literature II | 3 cr |
| ENGL 230 | Introduction to British Literary History | 3 cr |
| ENGL 240 | Introduction to American Literary History | 3 cr |
| ENGL 361 | Shakespeare (W) | 3 cr |

Complete the coursework for one of the following emphasis areas:

Literature Emphasis: 21 credit hours

| | | |
|----------|--|------|
| ENGL 300 | Seminar in Earlier British Literature | 3 cr |
| ENGL 310 | Seminar in Later British Literature | 3 cr |
| ENGL 320 | Seminar in Earlier American Literature | 3 cr |
| ENGL 330 | Seminar in Later American Literature | 3 cr |
| ENGL 340 | Seminar in Non-Western Literature | 3 cr |

One of the following advanced language courses:

| | | |
|----------|--|------|
| ENGL 301 | English Grammar | 3 cr |
| ENGL 370 | History of the English Language | 3 cr |
| ENGL 380 | Seminar in Literary Criticism and Theory | 3 cr |

One of the following advanced composition courses:

| | | |
|----------|---|------|
| ENGL 304 | Creative Writing: Fiction (W) | 3 cr |
| ENGL 305 | Creative Writing: Poetry (W) | 3 cr |
| ENGL 306 | Creative Writing: Drama (W) | 3 cr |
| ENGL 311 | Advanced Composition (W) | 3 cr |
| ENGL 312 | Writing for Magazines (W) | 3 cr |
| ENGL 315 | Newspaper Writing: Critical/Editorial (W) | 3 cr |

Student Teaching Emphasis: 47-49 credit hours

| | | |
|----------|--------------------------|-------|
| ENGL 301 | English Grammar | 3 cr |
| ENGL 311 | Advanced Composition (W) | 3 cr |
| ENGL | English Elective Courses | 15 cr |

Required supportive courses: 41-43 credit hours

See Secondary Education Major

ENGLISH

Writing Emphasis: 21 credit hours

Four of the following courses:

| | | |
|----------|---|------|
| ENGL 115 | News Reporting and Writing (W) | 3 cr |
| ENGL 215 | Newspaper Writing: Sports (W) | 3 cr |
| ENGL 239 | Advanced Journalism (W) | 3 cr |
| ENGL 304 | Creative Writing: Fiction (W) | 3 cr |
| ENGL 305 | Creative Writing: Poetry (W) | 3 cr |
| ENGL 306 | Creative Writing: Drama (W) | 3 cr |
| ENGL 311 | Advanced Composition (W) | 3 cr |
| ENGL 312 | Writing for Magazines (W) | 3 cr |
| ENGL 315 | Newspaper Writing: Critical/Editorial (W) | 3 cr |

Two of the following courses:

| | | |
|----------|--|------|
| ENGL 300 | Seminar in Earlier British Literature | 3 cr |
| ENGL 310 | Seminar in Later British Literature | 3 cr |
| ENGL 320 | Seminar in Earlier American Literature | 3 cr |
| ENGL 330 | Seminar in Later American Literature | 3 cr |
| ENGL 340 | Seminar in Non-Western Literature | 3 cr |

One of the following advanced language courses:

| | | |
|----------|--|------|
| ENGL 301 | English Grammar | 3 cr |
| ENGL 370 | History of the English Language | 3 cr |
| ENGL 380 | Seminar in Literary Criticism and Theory | 3 cr |

****NOTE:** *Students who are exempt from ENGL 110 on the basis of ACT/SAT scores must still meet the 39 credit-hour requirement.*

ENGLISH MINOR: 18 credit hours

In consultation with their advisor, students are encouraged to design a minor suited to their particular goals and interests. The minor may emphasize the study of writing, creative writing, and/or the study of literature.

| | | |
|----------|------------------------------------|-------|
| ENGL 230 | Intro to British Literary History | 3 cr |
| ENGL 240 | Intro to American Literary History | 3 cr |
| ENGL | Electives at the 200 or 300 level | 12 cr |

**The creative writing emphasis requires participation in ENGL 095.*

ENGLISH COURSES:

NOTE: English 110 or test-out is a prerequisite for all other courses in English.

| | | |
|-----------------|---|--------------------|
| ENGL 095 | JOURNALISM PARTICIPATION | (1 credit) |
| | Staff work or editing positions on student publications. | |
| | NOTES: CROSS-LISTED WITH JOUR 095 | |
| | OFFERED EVERY SEMESTER | |
| ENGL 110 | FIRST-YEAR COMPOSITION (Area 2.1A) | (4 credits) |
| | An introduction to academic writing in college. Emphasis is placed on the composition process: A well-put thesis, clarity and orderliness, sound development, the ability to relate careful analytical reading to effective writing, and elimination of major grammatical errors. By the end of the course students should be able to express their ideas persuasively, clearly, and correctly. A grade of C- or higher is required to satisfy Area 2.1A. | |
| | NOTE: OFFERED EVERY SEMESTER | |
| ENGL 115 | NEWS REPORTING AND WRITING (W – Area 2.1B) | (3 credits) |
| | Students will focus on the theory and practice of reporting and writing news and feature stories for print media. Additional emphasis will be placed on multi-media components, including but not limited to the production and/or use of videos, blogs, photo galleries, and various interactive on-line elements. | |
| | NOTES: CROSS-LISTED WITH JOUR 115 | |
| | PREREQUISITE: ENGL 110 | |
| | OFFERED EVERY SEMESTER | |

ENGLISH

- ENGL 150** **AMERICAN CINEMA (Area 3.5B)** **(3 credits)**
This course combines a study of fundamental filmmaking techniques with a historical survey of American film from 1920 to 2000. In addition to developing an aesthetic appreciation for the art of American cinema, the course will examine the economic, social, cultural, and historical contexts in which that art form has been shaped.
NOTE: OFFERED MOST INTERIMS
- ENGL 200** **THE LITERARY EXPERIENCE: A GENRE APPROACH** **(3 credits)**
(W – Area 2.1B and Area 3.5A)
An introduction to major literary genres including fiction, nonfiction, poetry, and drama. Course themes and readings vary by section. The writing component consists of three to five essays of analysis and an emphasis on the writing process. To be completed prior to the end of the sophomore year.
NOTES: PREREQUISITE: ENGL 110 (with a grade of C- or higher)
OFFERED EVERY SEMESTER
- ENGL 215** **NEWSPAPER WRITING: SPORTS (W – Area 2.1B)** **(3 credits)**
Conducted as a workshop, this course considers the theory and practice of sports writing for print media. Students will learn how to write a variety of sports stories while studying and critiquing sports writing at a local and national level.
NOTES: CROSS-LISTED WITH JOUR 215
OFFERED EVERY OTHER SPRING SEMESTER
- ENGL 225** **WORLD LITERATURE I (Area 3.1A)** **(3 credits)**
A survey of world literature from 2500 BC to 1650 AD, with special emphasis given to the Mediterranean region. Texts will include drama, fiction, and both narrative and lyric poetry.
NOTE: OFFERED EVERY SPRING SEMESTER
- ENGL 226** **WORLD LITERATURE II (Area 3.1B)** **(3 credits)**
A continuation of 225, extending the reading and discussion from the 17th to the 21st century and expanding the scope further outside the European tradition.
NOTE: OFFERED EVERY FALL SEMESTER
- ENGL 230** **INTRODUCTION TO BRITISH LITERARY HISTORY** **(3 credits)**
An introductory overview of British literature and authors. Emphasis is placed on issues of literary history. Students become familiar with the standard scheme of periodization and learn to think about literature in relation to the currents of history. In addition, they explore such subjects as literary influence, changes in literary technology and the consumption of the written word, changes in identity and colonialism, and changing theories about the nature and value of literature.
NOTES: PREREQUISITE: ENGL 200
OFFERED EVERY FALL SEMESTER
- ENGL 239** **ADVANCED JOURNALISM (W - Area 2.1B)** **(3 credits)**
In this course the student will consider public affairs through coverage of events such as school board and city council meetings. Additional emphasis will be placed on beat reporting, including but not limited to in-depth coverage of issues emerging from areas such as government, science and health, the economy, religion, entertainment, and the legal system. Emphasis will be given to creating and using multi-media components to deliver information. Students will advance their philosophy of freedom of the press through the study of various philosophical orientations.
NOTES: CROSS-LISTED WITH JOUR 239
PREREQUISITE: ENGL 115
OFFERED EVERY OTHER FALL SEMESTER

ENGLISH

- ENGL 240 INTRODUCTION TO AMERICAN LITERARY HISTORY (3 credits)**
An overview of the literatures written in the region we now know as the United States from the time of European colonization until the present. Course readings will represent literary periods and movements including the Colonial and Revolutionary periods, Romanticism, Realism, Naturalism, Modernism, and Postmodernism. Lecture and discussion will consider both the development of American literary traditions and the connections between literature and social phenomena such as first contacts between Native Americans and Europeans, slavery, the Revolutionary War, white settlement of the West, industrialization, mass immigration, the women's movement, and social reform.
NOTES: PREREQUISITE: ENGL 200
OFFERED EVERY SPRING SEMESTER
- ENGL 300 SEMINAR IN EARLIER BRITISH LITERATURE (3 credits)**
This seminar will consider special topics in British literature from the 6th to the 18th century. Each course will be organized by a theme, by a central critical question or questions, or by a genre, literary movement, period, or major figure. Likely topics include Chaucer and the Fourteenth Century, Romance, The English Renaissance, Literature and the Invention of Print, Milton and the English Revolution, and The 17th-Century Lyric.
NOTES: PREREQUISITE: ENGL 230
OFFERED EVERY OTHER FALL SEMESTER
- ENGL 301 ENGLISH GRAMMAR (3 credits)**
An in-depth study of how English sentences are constructed and how that knowledge can aid in other endeavors such as writing or the study of literature. Structural grammar will be emphasized with comparison to traditional and transformational grammars. The history of the language, morphology and semantics are included. Required of all students planning to teach English. Highly recommended for majors in the writing track.
NOTE: OFFERED EVERY FALL SEMESTER
- ENGL 304 CREATIVE WRITING: FICTION (W – Area 2.1B) (3 credits)**
Conducted as a writers' workshop, this course explores strategies for developing narrative voice as well as creating plot, setting, character, and dialogue. We explore different sub-genres, from the "short-short" story to the novel, and read both contemporary and classic writers to determine what constitutes excellence in fiction.
NOTES: PREREQUISITE: ENGL 200
OFFERED EVERY OTHER SPRING SEMESTER
- ENGL 305 CREATIVE WRITING: POETRY (W – Area 2.1B) (3 credits)**
Conducted as a writers' workshop, this course explores the art and craft of poetry writing in both traditional forms and free verse. While reading work by a variety of outstanding poets - mostly modern and contemporary - we work to develop our own poetic voices and at the same time strive for the highest standards of poetic writing.
NOTES: PREREQUISITE: ENGL 200
OFFERED EVERY OTHER SPRING SEMESTER
- ENGL 306 CREATIVE WRITING: DRAMA – WRITING FOR THE STAGE AND SCREEN (W – Area 2.1B) (3 credits)**
Conducted as a writer's workshop, this course explores the specific skills and knowledge necessary to the working playwright, including the fundamentals of stagecraft. Basic elements of screenwriting will also be considered.
NOTES: PREREQUISITE: ENGL 200
OFFERED EVERY OTHER FALL SEMESTER
- ENGL 310 SEMINAR IN LATER BRITISH LITERATURE (3 credits)**
This seminar considers special topics in British and Irish literature from the late 18th century to the present. Study may include not only writers from the United Kingdom and Ireland but also colonial/postcolonial writers from the former British Empire. Recent topics include: Victorian Texts and Contexts, Virginia Woolf and the Tradition of the Woman Writer, Modern English and Irish Drama, British Literature Since 1945, James Joyce's Ulysses, and The Troubling Texts of Northern Ireland since 1969.
NOTES: PREREQUISITE: ENGL 230
OFFERED EVERY SPRING SEMESTER

ENGLISH

- ENGL 311 ADVANCED COMPOSITION (W – Area 2.1B) (3 credits)**
Students in this advanced writing course develop their abilities as writers of non-fiction prose. Emphasis is on developing voice and perfecting style whether for composing personal essays or for presenting research. Students can expect to participate in class writing workshops as well as experience a short review of grammar and mechanics. Required of all students planning to teach English in secondary education.
NOTE: OFFERED EVERY SEMESTER
- ENGL 312 WRITING FOR MAGAZINES (W – Area 2.1B) (3 credits)**
Conducted as a workshop, this course emphasizes a step-by-step approach to the business of freelance writing. Students will select topics and study potential markets in an effort to sell research articles and first-person essays. Students will read, analyze and study a wide range of articles and writers as they develop their writing style.
NOTES: CROSS-LISTED WITH JOUR 312
OFFERED EVERY SPRING SEMESTER
- ENGL 315 NEWSPAPER WRITING: CRITICAL/EDITORIAL (W – Area 2.1B) (3 credits)**
Conducted as a workshop, this course considers the theory and practice of writing reviews and opinion pieces. Students will review a variety of popular art forms, and will develop skills in writing editorial and opinion pieces. The study and critique of local and national reviewers and opinion writers will also be included.
NOTES: CROSS-LISTED WITH JOUR 315
OFFERED EVERY OTHER FALL SEMESTER
- ENGL 320 SEMINAR IN EARLIER AMERICAN LITERATURE (3 credits)**
This seminar considers special topics in American literature from colonial settlement through the Civil War. Each course is organized by a theme, by a central critical question or questions, or by a genre, literary movement, period, or major figure. Recent topics include: Transcendentalism and the American Renaissance, Civil War Literature, and Gothic Fiction.
NOTES: PREREQUISITE: ENGL 240
OFFERED EVERY FALL SEMESTER
- ENGL 330 SEMINAR IN LATER AMERICAN LITERATURE (3 credits)**
This seminar considers special topics in American literature from the Civil War to the present. Each course is organized by a theme, by a central critical question or questions, or by a genre, literary movement, period, or major figure. Recent topics include: Contemporary American Drama, American Literature and Social Reform, The Immigrant in American Literature, African-American Fiction and Film Noir, and Postmodern Fiction.
NOTES: PREREQUISITE: ENGL 240
OFFERED EVERY SPRING SEMESTER
- ENGL 340 SEMINAR IN NON-WESTERN LITERATURE (Area 3.6) (3 credits)**
This seminar considers literature from outside the mainstream of American, English and Western European literary traditions. Each course offering will be organized by a theme, by a central critical question or questions, or by a genre, literary movement, period or major figure. With the approval of the department an advanced literature course or a foreign language may fulfill this requirement for the major. It is recommended but not required that students complete ENGL 200 before taking this course.
NOTE: OFFERED EVERY FALL SEMESTER
- ENGL 361 SHAKESPEARE (W – Area 2.1B) (3 credits)**
A critical study of the major plays of Shakespeare, their place in the development of English drama, and their current performances on stage and screen. Required of all English majors.
NOTES: PREREQUISITE: ENGL 230
OFFERED EVERY FALL SEMESTER

ENGLISH/EXERCISE SCIENCE

- ENGL 370 HISTORY OF THE ENGLISH LANGUAGE (3 credits)**
This course introduces students to the historical development of the English language from its origins in Anglo-Saxon to its current incarnations around the globe. Students will learn basic principles of linguistic description and analysis, including phonology, morphology, syntax, and semantics. The course will follow the diachronic development of the language through the cultural and historical changes which produced Old, Middle and Modern English, including the impact of Norman French, Renaissance Greek and Latin, and the intercultural exchange precipitated by the growth of the British Empire. In addition the class will examine the role of key literary figures such as Chaucer and Shakespeare in establishing standard dialects and developing vocabulary and syntax. Students will complete exercises in linguistics, take regular tests on the course material, and complete research projects in etymology and usage.
NOTE: OFFERED EVERY THIRD SPRING SEMESTER
- ENGL 380 SEMINAR IN LITERARY CRITICISM AND THEORY (3 credits)**
What happens when we read literature? How does a literary work come to “mean”? What do literary texts tell us about the nature of language? What do they tell us about the culture they’re part of? And what’s the difference, really, between literary texts and other kinds of writing? Many literary critics and theorists have pondered these questions lately, and we’ll explore them too, by studying primary texts in 20th and 21st century criticism and theory. The particular focus of the course will vary, but will typically involve some discussion of structuralism and post-structuralism, feminist criticism, and cultural studies.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- ENGL 395 INTERNSHIP (2-4 credits)**
Work in a professional setting appropriate for English majors, in an area of interest to the student, involving part-time or full-time employment by a cooperating business, office, or agency.
NOTES: ARRANGED ON AN INDIVIDUAL BASIS
OFFERED EVERY SEMESTER
- ENGL 197, 297, 397 TOPICS IN ENGLISH (2-4 credits)**
- ENGL 398 HONORS THESIS (3 credits)**
NOTES: PREREQUISITES: 3.0 CUMULATIVE GPA; 3.5 MAJOR GPA; PERMISSION OF THE CHAIR OF THE DEPARTMENT
- ENGL 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
An intensive study of an author or of a period on a semi-tutorial basis.

EXERCISE SCIENCE

Assistant Professor: S. Barkley

Instructors: M. Aldrich, A. Buckley, T. Hellman, A. Hummel, G. Melsted

The Exercise Science major is designed to give students a scientific understanding of exercise and its effects on the body. Coursework and hands-on opportunities ensure that students are well-prepared for careers as exercise professionals in corporate, clinical, commercial and community settings. Students may also choose this major as a pre-professional program or as preparation for graduate study. The curriculum is endorsed by the American College of Sports Medicine (ACSM).

Exercise Science majors who intend to pursue graduate studies are encouraged to take additional courses in the sciences, Business Administration, Gerontology, and Psychology. It is possible to earn a second major or minor in supportive or related areas such as Biology, Business Administration, Communication Studies, Fitness Management, Gerontology, Psychology, or Sociology.

EXERCISE SCIENCE

EXERCISE SCIENCE MAJOR: 44 credit hours.

Required HPER Courses: 24 credit hours

| | | |
|----------|--|--------|
| EXSC 277 | Motor Development | 2 cr |
| EXSC 320 | Physiology of Exercise | 3 cr |
| EXSC 325 | Kinesiology/Biomechanics | 3 cr |
| EXSC 360 | Fitness Measurement and Exercise Prescription | 3 cr |
| EXSC 361 | Fitness Prescription and Programs Administration | 2 cr |
| EXSC 490 | Fitness Seminar | 1 cr |
| HLTH 216 | Stress Management | 2 cr |
| HLTH 222 | Nutrition and Exercise | 2 cr |
| PE 214 | History and Principles of PE/Fitness | 2 cr |
| PE 230 | First Aid and CPR | 2 cr |
| PE 395 | Fitness Internship | 2-4 cr |

Required Supportive Courses: 20 credit hours

A grade of C- or higher is required for each of these required supportive courses.

| | | |
|----------|--|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 145 | Introduction to Organic and Biochemistry | 4 cr |
| - OR - | | |
| CHEM 201 | Organic Chemistry I | 4 cr |

EXERCISE SCIENCE COURSES:

- EXSC 277 MOTOR DEVELOPMENT (2 credits)**
Major concepts and principles fundamental to development of motor behavior will be explored. Factors such as aging, maturation, socialization, and growth will be examined in the context of their contribution to motor skill development.
NOTE: OFFERED EVERY FALL SEMESTER
- EXSC 320 PHYSIOLOGY OF EXERCISE: LECTURE AND LAB (3 credits)**
This course will examine the physiological responses and adaptations to exercise and training.
NOTES: PREREQUISITE: BIOL 150
OFFERED EVERY SPRING SEMESTER, AND FALL SEMESTER, ODD YEARS
- EXSC 325 KINESIOLOGY/BIOMECHANICS: LECTURE AND LAB (3 credits)**
This course will focus on the anatomical basis of human motion along with the external forces that create and sustain such movement. Skeletal, neural, and muscular systems will be reviewed and systematic approaches to analyzing motor skill activities and exercise programs will be examined.
NOTE: OFFERED EVERY FALL SEMESTER
- EXSC 360 FITNESS MEASUREMENT AND EXERCISE PRESCRIPTION: LECTURE AND LAB (2 credits)**
This course provides techniques, procedures, and practical laboratory experience in aerobic, strength, flexibility, blood pressure and related measurements. The module development and presentation practice in this course serve as a synthesis of the prerequisite content courses.
NOTES: PREREQUISITES: HLTH 216, HLTH 222, PE 320 AND PE 322
OFFERED EVERY FALL SEMESTER
- EXSC 361 FITNESS PRESCRIPTION AND PROGRAMS ADMINISTRATION (2 credits)**
This course will address concerns in developing resistance training programs and issues in prescribing exercise for special groups. An introduction to various administrative aspects of fitness programming including program planning, marketing, personnel management, development of policies and procedures, and facility planning will be examined.
NOTES: PREREQUISITE: PE 360
OFFERED EVERY SPRING SEMESTER

EXERCISE SCIENCE/FITNESS MANAGEMENT

EXSC 490 **FITNESS SEMINAR** **(1 credit)**
Senior Fitness Management and Exercise Science majors will look at current issues and opportunities in the field of fitness and wellness. Classroom learning is supplemented with hands-on experiences.
NOTES: PREREQUISITE: PE 360
OFFERED EVERY FALL SEMESTER

HLTH and PE courses required for the Excercise Science major:

HLTH 216 **STRESS MANAGEMENT** **(2 credits)**
This course will define stress and its relationship to health in modern society. Stress-related disease and personality profiles will be examined. Exercise, diet and relaxation techniques will be discussed in relation to stress control.
NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS

HLTH 222 **NUTRITION AND EXERCISE** **(2 credits)**
This course will provide the student with information concerning nutrients in food, optimum nutrition for exercise and sport, and energy values of food in physical activity. It emphasizes the evaluation of body composition, weight control through exercise and diet and modification of eating and exercise disorders.
NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS

PE 214 **HISTORY AND PRINCIPLES OF PE/FITNESS** **(2 credits)**
An introduction to health, physical education, recreation, and fitness as it relates to history, current philosophies, career opportunities, and principles, with emphasis on the objectives of the above areas.
NOTES: PREREQUISITE: ENGL 110
OFFERED EVERY SPRING SEMESTER

PE 230 **FIRST AID AND CPR** **(2 credits)**
This course is designed to provide people with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.
NOTE: OFFERED EVERY SEMESTER

PE 395 **INTERNSHIP** **(1-4 credits)**

FITNESS MANAGEMENT

Assistant Professor: S. Barkley

Instructors: M. Aldrich, A. Buckley, T. Hellman, A. Hummel, G. Melsted

The Fitness Management major is designed to equip students with the knowledge and skills required for promoting healthy lifestyles. Exercise science coursework is supplemented with business courses to prepare the student for professional opportunities in a wide variety of health and fitness settings. This curriculum is also endorsed by the ACSM.

Fitness Management majors who intend to pursue graduate studies are encouraged to take additional courses in Business Administration and Psychology. It is also possible to earn a second major or minor in supportive or related areas such as Business Administration, Communication Studies, Exercise Science, Gerontology, Psychology, or Sociology.

FITNESS MANAGEMENT MAJOR: 44-45 credit hours

Required HPER Courses: 22 credit hours

| | | |
|----------|--|------|
| EXSC 320 | Physiology of Exercise | 3 cr |
| EXSC 325 | Kinesiology/Biomechanics | 3 cr |
| EXSC 360 | Fitness Measurement and Exercise Prescription | 3 cr |
| EXSC 361 | Fitness Prescription and Programs Administration | 2 cr |

FITNESS MANAGEMENT

| | | |
|----------|--------------------------------------|--------|
| EXSC 490 | Fitness Seminar | 1 cr |
| HLTH 216 | Stress Management | 2 cr |
| HLTH 222 | Nutrition and Exercise | 2 cr |
| PE 214 | History and Principles of PE/Fitness | 2 cr |
| PE 230 | First Aid and CPR | 2 cr |
| PE 395 | Fitness Internship | 2-4 cr |

Required Supportive Courses: 23 credit hours

A grade of C- or higher is required for each of these required supportive courses.

| | | |
|----------|----------------------------|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
|----------|----------------------------|------|

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| BIOL 110 | Biology and Human Concerns | 4 cr |
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– OR –

| | | |
|----------|-------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
|----------|-------------------------|------|

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|----------|---------------|------|
| BIOL 150 | Human Anatomy | 4 cr |
|----------|---------------|------|

| | | |
|----------|---------------------------|------|
| ECON 120 | Principles of Economics I | 3 cr |
|----------|---------------------------|------|

Two of the following courses:

| | | |
|----------|-------------------------|------|
| BSAD 310 | Principles of Marketing | 4 cr |
|----------|-------------------------|------|

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|----------|--------------------------|------|
| BSAD 320 | Principles of Management | 3 cr |
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|----------|-----------------------|------|
| BSAD 330 | Principles of Finance | 4 cr |
|----------|-----------------------|------|

| | | |
|----------|----------------|------|
| BSAD 340 | Business Law I | 4 cr |
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FITNESS MANAGEMENT MINOR: 23-24 credit hours

The Fitness Management minor is offered for those students pursuing the study of fitness in combination with a major outside of Exercise Science.

Required Courses: 16 credit hours

| | | |
|----------|------------------------|------|
| EXSC 320 | Physiology of Exercise | 3 cr |
|----------|------------------------|------|

| | | |
|----------|---|------|
| EXSC 360 | Fitness Measurement and Exercise Prescription | 3 cr |
|----------|---|------|

| | | |
|----------|--|------|
| EXSC 361 | Fitness Prescription and Programs Administration | 2 cr |
|----------|--|------|

| | | |
|----------|-------------------|------|
| HLTH 216 | Stress Management | 2 cr |
|----------|-------------------|------|

| | | |
|----------|------------------------|------|
| HLTH 222 | Nutrition and Exercise | 2 cr |
|----------|------------------------|------|

| | | |
|--------|-------------------|------|
| PE 230 | First Aid and CPR | 2 cr |
|--------|-------------------|------|

| | | |
|--------|--------------------|------|
| PE 395 | Fitness Internship | 2 cr |
|--------|--------------------|------|

Required Supportive Course: 7-8 credit hours

| | | |
|----------|---------------|------|
| BIOL 150 | Human Anatomy | 4 cr |
|----------|---------------|------|

| | | |
|----------|-------------------------|------|
| BSAD 310 | Principles of Marketing | 4 cr |
|----------|-------------------------|------|

–OR–

| | | |
|----------|--------------------------|------|
| BSAD 320 | Principles of Management | 3 cr |
|----------|--------------------------|------|

EXSC, HLTH and PE courses required for the Fitness Management major:

EXSC 277 MOTOR DEVELOPMENT (2 credits)

Major concepts and principles fundamental to development of motor behavior will be explored. Factors such as aging, maturation, socialization, and growth will be examined in the context of their contribution to motor skill development.

NOTE: OFFERED EVERY FALL SEMESTER

EXSC 320 PHYSIOLOGY OF EXERCISE: LECTURE AND LAB (3 credits)

This course will examine the physiological responses and adaptations to exercise and training.

NOTES: PREREQUISITE: BIOL 150

OFFERED EVERY SPRING SEMESTER, AND FALL SEMESTER, ODD YEARS

EXSC 325 KINESIOLOGY/BIOMECHANICS: LECTURE AND LAB (3 credits)

This course will focus on the anatomical basis of human motion along with the external forces that create and sustain such movement. Skeletal, neural, and muscular systems will be reviewed and systematic approaches to analyzing motor skill activities and exercise programs will be examined.

NOTE: OFFERED EVERY FALL SEMESTER

FITNESS MANAGEMENT

- EXSC 360 FITNESS MEASUREMENT AND EXERCISE PRESCRIPTION: (3 credits)**
LECTURE AND LAB
This course provides techniques, procedures, and practical laboratory experience in aerobic, strength, flexibility, blood pressure and related measurements. The module development and presentation practice in this course serve as a synthesis of the prerequisite content courses.
NOTES: PREREQUISITES: HLTH 216, HLTH 222, PE 320 AND PE 322
OFFERED EVERY FALL SEMESTER
- EXSC 361 FITNESS PRESCRIPTION AND PROGRAMS ADMINISTRATION (2 credits)**
This course will address concerns in developing resistance training programs and issues in prescribing exercise for special groups. An introduction to various administrative aspects of fitness programming including program planning, marketing, personnel management, development of policies and procedures, and facility planning will be examined.
NOTES: PREREQUISITE: PE 360
OFFERED EVERY SPRING SEMESTER
- EXSC 490 FITNESS SEMINAR (1 credit)**
Senior Fitness Management and Exercise Science majors will look at current issues and opportunities in the field of fitness and wellness. Classroom learning is supplemented with hands-on experiences.
NOTES: PREREQUISITE: PE 360
OFFERED EVERY FALL SEMESTER
- HLTH 216 STRESS MANAGEMENT (2 credits)**
This course will define stress and its relationship to health in modern society. Stress-related disease and personality profiles will be examined. Exercise, diet and relaxation techniques will be discussed in relation to stress control.
NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS
- HLTH 222 NUTRITION AND EXERCISE (2 credits)**
This course will provide the student with information concerning nutrients in food, optimum nutrition for exercise and sport, and energy values of food in physical activity. It emphasizes the evaluation of body composition, weight control through exercise and diet and modification of eating and exercise disorders.
NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS
- PE 214 HISTORY AND PRINCIPLES OF PE/FITNESS (2 credits)**
An introduction to health, physical education, recreation, and fitness as it relates to history, current philosophies, career opportunities, and principles, with emphasis on the objectives of the above areas.
NOTES: PREREQUISITE: ENGL 110
OFFERED EVERY SPRING SEMESTER
- PE 230 FIRST AID AND CPR (2 credits)**
This course is designed to provide people with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.
NOTE: OFFERED EVERY SEMESTER
- PE 395 INTERNSHIP (1-4 credits)**
- PE 197, 297, 397 TOPICS IN PHYSICAL EDUCATION (2-4 credits)**
- PE 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**

FRENCH

FRENCH

Associate Professor: S. Fish

For complete information on the French major and minor, see MODERN FOREIGN LANGUAGES.

FRENCH MAJOR: 32 credit hours

| | | |
|----------|---|-------|
| MDFL 120 | Introduction to French I | 3 cr |
| MDFL 121 | Introduction to French II | 3 cr |
| MDFL 220 | Intermediate French I | 4 cr |
| MDFL 221 | Intermediate French II | 4 cr |
| MDFL 321 | French Conversation and Composition I (W) | 4 cr |
| – OR – | | |
| MDFL 322 | French Conversation and Composition II (W) | 4 cr |
| MDFL 400 | Senior Project | 1 cr |
| MDFL | Electives in French (Including at least one Literature course) | 10 cr |

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|--------------------------------|------------------------------------|--------|
| <i>Choose one course from:</i> | | 3-4 cr |
| MDFL 191 | Central and West-African Cinema | |
| MDFL 194, 294, 394 | Topics in Modern Foreign Languages | |

FRENCH MINOR: 25 credit hours

| | | |
|----------|--|------|
| MDFL 120 | Introduction to French I | 3 cr |
| MDFL 121 | Introduction to French II | 3 cr |
| MDFL 220 | Intermediate French I | 4 cr |
| MDFL 221 | Intermediate French II | 4 cr |
| MDFL 321 | French Conversation and Composition I (W) | 4 cr |
| – OR – | | |
| MDFL 322 | French Conversation and Composition II (W) | 4 cr |
| MDFL | Electives in French | 4 cr |

| | | |
|--------------------------------|------------------------------------|--------|
| <i>Choose one course from:</i> | | 3-4 cr |
| MDFL 191 | Central and West-African Cinema | |
| MDFL 194, 294, 394 | Topics in Modern Foreign Languages | |

COURSES THAT SATISFY A MAJOR AND MINOR IN FRENCH:

| | | |
|-----------------|---|--------------------|
| MDFL 120 | INTRODUCTION TO FRENCH I (Area 3.4) | (3 credits) |
| | This first course in a two-semester sequence is designed to help students develop beginning language proficiency in French through listening, speaking, reading, and writing. Students will also gain a basic knowledge of French geography and an initial awareness of French and Francophone cultures. | |
| | NOTE: OFFERED EVERY FALL SEMESTER | |
| MDFL 121 | INTRODUCTION TO FRENCH II (Area 3.4) | (3 credits) |
| | This second course in a two-semester sequence is designed to help students develop beginning language proficiency in French through listening, speaking, reading, and writing. Students will also gain a basic knowledge of French geography and an initial awareness of French and Francophone cultures. | |
| | NOTES: PREREQUISITE: MDFL 120 OR APPROPRIATE SCORE ON PLACEMENT EXAM | |
| | OFFERED EVERY SPRING SEMESTER, AND SOME INTERIMS | |

FRENCH

- MDFL 191** **CENTRAL AND WEST-AFRICAN CINEMA** **(3 credits)**
This course will survey Central and West African film from the 1960's to the present. Although African filmmakers are among the most innovative and provocative cinematographic artists, their work remains mostly unknown in the United States. Visually and artistically singular, Central and West African cinema assimilates and challenges Western conventions of cinematographic narrative, imagery and structure. Class discussion and analysis will center around key social and political issues: confronting (post)colonialism, corruption and violence in post-colonial societies, the positive and negative effects of traditions, identity formation and coming of age, and changing women's roles in modern Africa. All films are subtitled in English; no previous training in French or film studies is required.
NOTES: OFFERED OCCASIONALLY
- MDFL 220** **INTERMEDIATE FRENCH I** **(4 credits)**
The first course in a sequence designed to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and francophone cultures. Conducted in French.
NOTES: PREREQUISITE: MDFL 121, OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY FALL SEMESTER
- MDFL 221** **INTERMEDIATE FRENCH II** **(4 credits)**
The second course in a sequence designed to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and francophone cultures. Conducted in French.
NOTES: PREREQUISITE: MDFL 220, OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER
- MDFL 321** **FRENCH CONVERSATION AND COMPOSITION I (W - Area 2.1B)** **(4 credits)**
This course, along with MDFL 322 is designed to help students increase the accuracy and proficiency of their oral and written expression. A wide variety of topics (short stories, plays, newspaper and magazine articles, films, etc.) and activities (individual research topics, varying styles of compositions, individual and group presentations, radio drama, etc.) help students to master strategies for improved oral and written communication. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 322** **FRENCH CONVERSATION AND COMPOSITION II (W - Area 2.1B)** **(4 credits)**
This course, along with MDFL 321 is designed to help students increase the accuracy and proficiency of their oral and written expression. A wide variety of topics (short stories, plays, newspaper and magazine articles, films, etc.) and activities (individual research topics, varying styles of compositions, individual and group presentations, pod-casts, etc.) help students to master strategies for improved oral and written communication. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 323** **HISTORY OF THE LITERATURE OF FRANCE I (Area 3.5A)** **(3 credits)**
Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. This course will cover French literature from *le moyen âge* to 1789. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 324** **HISTORY OF THE LITERATURE OF FRANCE II (Area 3.5A)** **(3 credits)**
Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. This course will concentrate on the nineteenth and twentieth centuries. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY

FRENCH

- MDFL 325 CIVILIZATION AND CULTURE OF FRANCE (3 credits)**
An examination of the artistic, economic, intellectual, political, and social influences that have helped to shape the framework of contemporary civilization and culture in France. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 326 FRANCOPHONE CULTURES AND LITERATURES (3 credits)**
Discussion of selected literary contributions from African, Asian, Québécois, Caribbean and Polynesian Francophone authors, and analysis of important cultural, historical, political, and social issues. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 327 FRENCH SEMINAR (3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of French language, and Francophone literature and cultures. Course content will vary. Possible areas include, but are not restricted to, the following: French Autobiography; French Classicism; Modern French Novel; French Painting and Literature; Francophone Poetry; French Film; Individual Authors (Corneille, Molière, Diderot, Balzac, Gide, Guibert, Duras, etc.). Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 395, 495 INTERNSHIP (2-4 credits)**
Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.
NOTE: PREREQUISITE: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 194, 294, 394 TOPICS IN MODERN FOREIGN LANGUAGES, CULTURES AND LITERATURES (3-4 credits)**
Intra- and interdepartmental courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.
NOTES: OFFERED OCCASIONALLY
- MDFL 197, 297, 397 TOPICS IN FRENCH (2-4 credits)**
- MDFL 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Opportunity for students to study a particular subject under the direction of a faculty member.
NOTE: PREREQUISITE: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 400 SENIOR PROJECT (1 credit)**
Designed with and approved by a supervising MDFL faculty member, the senior project allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual faculty member. A public presentation in the target language is required. Typically completed during the last semester of MDFL coursework. Grading System: S/U only. Conducted in the target language.
NOTE: PREREQUISITES: A 300-LEVEL MDFL COURSE AND THE CONSENT OF THE SUPERVISING FACULTY MEMBER

GENDER STUDIES

Coordinator: G. Sehested

The interdisciplinary minor in Gender Studies provides students with knowledge and understanding of gender as it relates to contemporary life and to their broad learning experience in the liberal arts. The minor will enrich study in all other disciplines.

GENDER STUDIES MINOR: 18 Credit Hours

| | | |
|----------|--------------------------------|--------|
| GENS 115 | Introduction to Gender Studies | 3 cr |
| GENS 260 | Sociology of Gender | 3 cr |
| GENS 390 | Research Seminar | 1-2 cr |

Gender studies elective courses from the following: 10 cr

- *COMM 210 Rhetorical Criticism (W)
- *ENGL 200 The Literary Experience: A Genre Approach (W)
- GENS 140 Human Sexuality
- HIST 345 Ireland North and South
- RELI 242 Feminist/Womanist Thought

Other courses as offered carrying the Gender Studies designation.

**Must be the Gender Studies designated section.*

GENDER STUDIES COURSES:

- GENS 115 INTRODUCTION TO GENDER STUDIES (Area 1.2) (3 credits)**
 A multi-disciplinary introduction to the study of gender. The course will examine theories and issues generated by the women's movement and will allow students to clarify the impact of transforming gender roles in their own lives.
 NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- GENS 140 HUMAN SEXUALITY (Area 1.2) (3 credits)**
 A study of human sexuality from physical, psychological, social and ethical perspectives. The course will examine topics such as biological and physiological functioning, gender identity, and the history of changing attitudes towards human sexual interaction. Students will also participate in discussion of the various ethical decisions confronting them as sexual beings.
 NOTE: OFFERED OCCASIONALLY
- GENS 260 SOCIOLOGY OF GENDER (3 credits)**
 Examines the various ways in which gender is a basic component of social organization in contemporary and traditional societies (with an emphasis on American society) and the ways in which this aspect of society is currently undergoing change. The course will address a number of questions, including: What is the relationship between sex (biological maleness or femaleness) and gender (social definitions of masculinity and femininity)? What are the impacts of social construction of gender on the lives of individual women and men? In what ways are basic social institutions (the economy, polity, religion, education, etc.) "gendered?" How and why are the gender arrangements of societies changing?
 NOTES: CROSS-LISTED WITH SOCI 260
 OFFERED SPRING SEMESTER, ODD YEARS
- GENS 345 IRELAND NORTH AND SOUTH: FROM REVOLUTIONARY ERA TO TROUBLED TIMES: 1798-1998 (3 credits)**
 This course examines the political, social and cultural history of modern Ireland. It begins with the 1798 Revolution which must be contextualized with late eighteenth century revolutions, including the American and French. We will move through the nineteenth century which is characterized by the worst famine in recorded history and ultimately culminate with Europe's most deadly guerilla war. Throughout we will pay special attention to the role of gender in Irish history.
 NOTES: CROSS-LISTED WITH HIST 345
 OFFERED EVERY OTHER FALL SEMESTER

GENDER STUDIES/GENERAL

- GENS 390 RESEARCH SEMINAR (1-2 credits)**
This course is designed to offer junior and senior students in the minor the opportunity for intensive study of a research question in connection with their major. Students may choose to enroll in a concurrent upper-level research seminar or advanced independent study in their departmental major.
- GENS 197, 297, 397 TOPICS IN GENDER STUDIES (1-4 credits)**
- GENS 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**

GENERAL

GENERAL COURSES:

- GENL 097 NEW STUDENT SEMINAR (Area 1.1) (1 credit)**
The New Student Seminar Program, a required experience for new students entering the College with fewer than one full-time semester or college credit, is designed to facilitate a successful transition to college. Grading System: S/U only.
NOTE: OFFERED EVERY SEMESTER
THIS COURSE IS ALLOWED TO COUNT FOR SOUTH DAKOTA OPPORTUNITY SCHOLARS, EVEN THOUGH IT IS GRADED S/U.
- GENL 100 CAREER AND LIFE PLANNING (3 credits)**
This class is designed for students who are uncertain about their career direction and/or major selection. Through self-awareness exercises and occupational research, students will gain a better understanding of which occupations may be a good fit for them. Students will be given the opportunity to explore their interests, skills and values, take a Strong Interest Inventory, visit local organizations, job shadow Augustana alumni, find useful resources on the internet and create a resume. This class will help put the future into focus!
NOTE: OFFERED EVERY INTERIM
- GENL 116 BECOMING A MASTER STUDENT (1 credit)**
An intensive opportunity for students to learn and adopt methods to promote their success in college. Participants will explore specific strategies for managing time commitments, improving memory, taking notes, reading textbooks and studying for tests.
NOTE: OFFERED EVERY SEMESTER
- GENL 118 CITY ARTS PROGRAM (HECUA) (Area 1.2) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program studies art and social change in the arts communities of Minneapolis and St. Paul, Minnesota. Students explore the relationships among art, culture, and social change through classroom and field experiences. Professional internships provide direct access to the arts community. The program courses include: Creating Social Change: Art and Culture in Political, Social, and Historical Context (4 credits); Arts Praxis: Social Justice Theory and Practice in the Field (4 credits); and Integration Seminar and Internship (8 credits).
NOTE: OFFERED EVERY SPRING SEMESTER
- GENL 119 METRO URBAN STUDIES PROGRAM (HECUA) (Area 3.3) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program focuses on building tools for social change in Minneapolis and St. Paul, Minnesota. Students will examine the causes of and solutions to poverty and inequality in the urban United States through classroom and field experiences. Professional internships provide direct access to the non-profit sector in the Twin Cities. The program courses include: Reading Seminar (4 credits); Field Seminar (4 credits); and Integration Seminar and Internship (8 credits).
NOTE: OFFERED EVERY SEMESTER

GENERAL

- GENL 125 THE DISTINGUISHED SCHOLARS INTERNATIONAL TRAVEL EXPERIENCE (1 credit)**
This is an interdisciplinary course, which includes a 10-day international travel experience during spring break. Believing that interpersonal, intercultural, and international relations are a vital aspect of every student's education, the College regards the whole world as its classroom. This course is seen as a fundamental expression of what a liberal arts education is all about: moving beyond the immediate into the larger world, developing a resiliency and capacity to serve a changing world. Students are pushed to critically examine their own and other points of view. This course is by invitation only. No Audits. Grading system: S/U grade only.
NOTE: OFFERED EVERY SPRING SEMESTER
- GENL 146 DEMOCRACY AND SOCIAL CHANGE IN NORTHERN IRELAND (HECUA) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program examines the historical, political, and religious roots of the conflict in Northern Ireland, the prospects for peace, and the progress being made toward a pluralistic society. Students will learn through readings, lectures, discussions, internships, group study projects, and field experiences that invite interaction with people involved in social change. The program courses include: Northern Ireland: Building a Sustainable Democracy (4 credits); Politics of Conflict and Transformation (4 credits); and Internship Seminar and Internship (8 credits).
NOTE: OFFERED EVERY SPRING SEMESTER
- GENL 147 SCANDINAVIAN URBAN STUDIES TERM (HECUA) (16 credits)**
Students in this Higher Education Consortium for Urban Affairs (HECUA) program gain a deeper understanding of contemporary Norway using the welfare state economic model and the notion of citizenship and national identity as the foci for investigation. Three interrelated courses and a volunteer placement/internship provide an understanding of how the welfare state works in the context of a social democracy facing challenges posed by recent increases in immigration. To round out the semester, students will pursue an independent study project or enroll in Norwegian language courses. The program courses include: Scandinavian International Relations (4 credits); Urbanization and Immigration (4 credits); Scandinavian Literature: Immigration and National Identity (4 credits); and Norwegian Language or Independent Study Project (4 credits).
NOTE: OFFERED EVERY FALL SEMESTER
- GENL 149 COMMUNITY INTERNSHIPS IN LATIN AMERICA (HECUA) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program focuses on community participation and social change in urban and rural Ecuador. Students combine rigorous seminar work and independent study with a home stay and a hands-on internship for an in-depth experience of community participation and social movements in Ecuador. The program courses include: Community Participation for Social Change (4 credits); Independent Study Project (4 credits); and Internship Seminar and Internship (8 credits).
NOTE: OFFERED EVERY SEMESTER
- GENL 151 THE DIVIDED STATES OF EUROPE: GLOBALIZATION AND INEQUALITIES IN THE NEW EUROPE (HECUA) (16 credits)**
In this Higher Education Consortium for Urban Affairs (HECUA) program students examine the development of the European Union (EU), its historical foundations and institutional bases, contemporary democratic and social challenges it faces, and its expansion to include the former communist nations of Central and Eastern Europe. The program explores the relationship between the EU and globalization, in particular whether and how European integration addresses the consequences of globalization. Scandinavia and Poland are used as case studies: Scandinavia for strong democratic credentials, relatively evenly distributed wealth, and diverse experiences with the European integration project, and Poland for its tumultuous history, recent EU membership, and role as a major supplier of migrant labor within Europe. Scandinavia and Poland provide a dramatic illustration of the economic, political, and social complexities, transformations, and inequalities that globalization has catalyzed within Europe. The program courses include: Ever closer union: the challenge of European integration (4); Included but excluded? Globalization and human rights in Europe (4); Internship and Integration Seminar (4); Independent Study Project (4).
NOTE: OFFERED EVERY SPRING SEMESTER

GENERAL

- GENL 154 SUSTAINABLE DEVELOPMENT IN AN ISLAMIC CONTEXT: BANGLADESH (HECUA) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program explores the policies, practices and competing ideologies of human, environmental and socioeconomic development in rural and urban Bangladesh. Students will experience the capital city, Dhaka, interact with leaders of government and development agencies, learn about Bangladeshi history and culture, and take introductory courses in Bangla language. They will also visit rural villages to see social change in process. Lectures and readings are in English, and student interpreters help translate Bangla in the field. The program courses include: Culture, Religion and History of Bangladesh (4 credits); Sustainable Development (4 credits); and Field Work and Internship (8 credits).
NOTE: OFFERED EVERY SPRING SEMESTER
- GENL 157 DEVELOPMENT AND COMMUNITY IN BANGLADESH (HECUA) (Area 3.6) (4 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program focuses on the intentions of development agencies and the aspirations of local Bangladeshis. Students explore the policies, practices, and ideologies of socioeconomic development in rural and urban Bangladesh.
NOTE: OFFERED SOME INTERIMS
- GENL 158 INTENSIVE INTERMEDIATE SPANISH (HECUA) (4 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program allows students to gain first hand knowledge of Ecuadorian culture, politics, and society as well as a deepened facility with Spanish language through classroom and field study in Ecuador. This is an intensive language immersion program.
OFFERED SOME INTERIMS
- GENL 159 CIVIL RIGHTS MOVEMENT: HISTORY AND CONSEQUENCES (HECUA) (4 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program examines the events of the Civil Rights Movement by visiting important sites and interviewing leaders of the Movement. Students will combine travel through Tennessee, Georgia, Alabama, and Mississippi with time in the Twin Cities to connect the Civil Rights Movement with their own lives.
NOTE: OFFERED SOME INTERIMS
- GENL 163 ENVIRONMENTAL SUSTAINABILITY: SCIENCE, PUBLIC POLICY AND COMMUNITY ACTION (HECUA) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program builds hands-on knowledge of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability through a semester of study in Minneapolis and St. Paul, Minnesota. Students will explore patterns of environmental resource use and current social inequities, analyze the effect of future environmental trends, and assess strategies for sustainability. Professional internships provide access to the vibrant environmental movement in the Twin Cities. The program courses include: Adaptive Ecosystem Management (4 credits); Social Dimensions of Environmental Change (4 credits); Field Methods (2 credits); and Environmental Internship (6 credits).
NOTE: OFFERED EVERY FALL SEMESTER
- GENL 169 WRITING FOR SOCIAL CHANGE (HECUA) (16 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program builds on the tradition in Western culture of using literature as a tool for social critique, as a means of calling for social change and justice, and as a tool for social transformation. This course combines traditional methods of literary and cultural analysis with a balance of creative writing workshops in fiction, poetry, and creative nonfiction, and makes use of HECUA's strengths in interdisciplinary, reflective critique. The program combines critical reading seminars, creative writing workshops, field study, and a professional internship with a Twin Cities literary arts organization or K-12 school in need of reading/writing tutors, to give students an integrated, experiential learning opportunity. The goal is to facilitate the growth of students as writers, readers, and participants in our democracy. That goal will be achieved through student writing, internships, and an examination of the ways literature and literary production work to create social transformation. The program courses include: Reading Seminar (4 credits); Writing Seminar (4 credits); Internship, Field Work, and Integration Seminar (8 credits).
NOTE: OFFERED EVERY FALL SEMESTER

GENERAL/GEOGRAPHY/GERMAN

- GENL 171 GLOBALIZATION AND RESISTANCE IN LATIN AMERICA (HECUA) (4-6 credits)**
This Higher Education Consortium for Urban Affairs (HECUA) program examines growing economic inequality and the proliferation of new social movements in response to globalization. Students spend approximately one month in Quito, Ecuador, in class and working at internships with local NGOs on issues such as indigenous rights, gender equity, multinational control over resources, and emigration to the U.S. In Bolivia, students visit local NGOs and sites of cultural and historical significance, engaging local experts on current trends in Bolivian politics and globalization.
NOTE: OFFERED MOST SUMMERS
- GENL 492 SENIOR CAPSTONE (Area 4.3) (3 credits)**
A Capstone course in the senior year is designed to encourage students who are concluding their college experience to wrestle with issues of meaning and moral value. Capstone courses are taught by teams of faculty using various topics as a vehicle for interdisciplinary, thoughtful, and critical conversation with senior students. It is intended that this conversation will stimulate seniors to see the relationship of their college studies to central issues of human existence. Students enrolled in 3-1 or 3-2 programs are exempted from the Capstone General Education requirement.
NOTE: OFFERED EVERY SEMESTER, INCLUDING INTERIM

GEOGRAPHY

Geography is an important part of a liberal arts education, for it offers a unique perspective on the interrelationship between people and their environment.

GEOGRAPHY COURSE:

- GEOG 120 INTRODUCTION TO HUMAN GEOGRAPHY (Area 3.3) (3 credits)**
This course will examine the interrelationship between people and their geographic environments-physical, social, economic, political, cultural, and demographic. This course satisfies the geography requirement for elementary education majors.
NOTE: OFFERED MOST SEMESTERS

GERMAN

Professor: S. Lhotzky

For complete information on the German major and minor, see MODERN FOREIGN LANGUAGES.

GERMAN MAJOR: 32 credit hours

| | | |
|----------|---|-------|
| MDFL 130 | Introduction to German I | 3 cr |
| MDFL 131 | Introduction to German II | 3 cr |
| MDFL 230 | Intermediate German I | 4 cr |
| MDFL 231 | Intermediate German II | 4 cr |
| MDFL 331 | German Conversation and Composition I (W) | 4 cr |
| – OR – | | |
| MDFL 332 | German Conversation and Composition II (W) | |
| MDFL 400 | Senior Project | 1 cr |
| MDLF | Electives in German (Including at least one Literature course) | 10 cr |

GERMAN

Choose one course from:

MDFL 191 Central and West-African Cinema
MDFL 194, 294, 394 Topics in Modern Foreign Languages

3-4 cr

GERMAN MINOR: 25 credit hours

MDFL 331 German Conversation and Composition I (W)
– OR –
MDFL 332 German Conversation and Composition II (W)

4 cr

MDFL Electives in German

4 cr

Choose one course from:

MDFL 191 Central and West-African Cinema
MDFL 194, 294, 394 Topics in Modern Foreign Languages

3-4 cr

COURSES THAT SATISFY A MAJOR AND MINOR IN GERMAN:

MDFL 130 INTRODUCTION TO GERMAN I (Area 3.4) (3 credits)

This two-semester sequence is designed to help students develop beginning language proficiency in German through listening, speaking, reading, and writing. Students will also gain a basic knowledge of German geography and an initial awareness of German culture.

NOTE: OFFERED EVERY FALL SEMESTER, AND SOME INTERIMS

MDFL 131 INTRODUCTION TO GERMAN II (Area 3.4) (3 credits)

This two-semester sequence is designed to help students develop beginning language proficiency in German through listening, speaking, reading, and writing. Students will also gain a basic knowledge of German geography and an initial awareness of German culture.

NOTES: PREREQUISITE: MDFL 130 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

MDFL 191 CENTRAL AND WEST-AFRICAN CINEMA (Area 3.6) (3 credits)

This course will survey Central and West African film from the 1960's to the present. Although African filmmakers are among the most innovative and provocative cinematographic artists, their work remains mostly unknown in the United States. Visually and artistically singular, Central and West African cinema assimilates and challenges Western conventions of cinematographic narrative, imagery and structure. Class discussion and analysis will center around key social and political issues: confronting (post)colonialism, corruption and violence in post-colonial societies, the positive and negative effects of traditions, identity formation and coming of age, and changing women's roles in modern Africa. All films are subtitled in English; no previous training in French or film studies is required.

NOTES: OFFERED OCCASIONALLY

MDFL 230 INTERMEDIATE GERMAN I (4 credits)

This sequence is designed to develop further students' proficiency in German through speaking, listening, reading, and writing, and to expand students' knowledge of German culture. Conducted in German.

NOTES: PREREQUISITE: MDFL 131 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

MDFL 231 INTERMEDIATE GERMAN II (4 credits)

This sequence is designed to develop further students' proficiency in German through speaking, listening, reading, and writing, and to expand students' knowledge of German culture. Conducted in German.

NOTES: PREREQUISITE: MDFL 230 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

MDFL 331 GERMAN CONVERSATION AND COMPOSITION I (W - Area 2.1B) (4 credits)

Developing proficiency in the use of German as a means of oral and written expression. Conducted in German.

NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY

GERMAN

- MDFL 332 GERMAN CONVERSATION AND COMPOSITION II (W - Area 2.1B) (4 credits)**
Developing proficiency in the use of German as a means of oral and written expression. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 333 HISTORY OF GERMAN LITERATURE I (Area 3.5A) (3 credits)**
A historical survey of literature and readings from the various periods. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 334 HISTORY OF GERMAN LITERATURE II (Area 3.5A) (3 credits)**
A historical survey of literature and readings from the various periods. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 336 GERMAN CIVILIZATION AND CULTURE (3 credits)**
A study of the social, cultural, and political influences that have shaped present-day Germany. Includes geography and a survey of German history. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 337 GERMAN SEMINAR (3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of German language, culture, literary genres or authors. Course content will vary. Possible areas include, but are not restricted to, the following: The German Song in History; Germany and the New Europe; History of the German Language; History of German Drama; Medieval German Literature; The German Novel; Business German; The Third Reich; Specific Authors (Goethe, Schiller, Mann, Kafka, etc.). Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 395, 495 INTERNSHIP (2-4 credits)**
Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 194, 294, 394 TOPICS IN MODERN FOREIGN LANGUAGES, CULTURES AND LITERATURES (3-4 credits)**
Intra- and interdepartmental courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.
NOTES: OFFERED OCCASIONALLY
- MDFL 197, 297, 397 TOPICS IN GERMAN (2-4 credits)**
- MDFL 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Opportunity for students to study a particular subject under the direction of a faculty member.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 400 SENIOR PROJECT (1 credit)**
Designed with and approved by a supervising MDFL faculty member, the senior project allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual faculty member. A public presentation in the target language is required. Typically completed during the last semester of MDFL coursework. Grading System: S/U only. Conducted in the target language.
NOTES: PREREQUISITES: A 300-LEVEL MDFL COURSE AND THE CONSENT OF THE SUPERVISING FACULTY MEMBER
OFFERED EVERY SEMESTER, INCLUDING INTERIM

GERONTOLOGY

GERONTOLOGY

Coordinator: S. Schrader

The minor in Gerontology is designed to support a major in many different fields of study including, but not limited to, Business Administration, Communication Disorders, Education, Nursing, Psychology, Religion, and Sociology. The minor takes a multidisciplinary approach to the study of aging, the challenges and opportunities facing aging societies, and to the institutions providing services to elders. Graduates will be direct service providers to elders and organizations that serve them, and may be employed in an array of public and private systems that respond to the health care, social service, economic, and educational needs of older persons in the twenty-first century.

GERONTOLOGY MINOR: 18 credit hours including the following required courses:

| | | |
|----------|-----------------------------|------|
| GERO 120 | Aging and Society | 3 cr |
| GERO 220 | Social Gerontology | 3 cr |
| GERO 395 | Internship in Gerontology I | 3 cr |

Nine credit hours from the following electives:

| | | |
|---------------|---|--------|
| CMD5 170 | Introduction to Communication Disorders | 2 cr |
| GERO 289 | Medical Terminology | 1 cr |
| GERO 299 | Independent Study in GERO | 2-4 cr |
| GERO 385 | Issues in Gerontology | 3 cr |
| GERO 395 | Internship in Gerontology I | 3 cr |
| GERO 399 | Independent Study in GERO | 2-4 cr |
| PSYC 125 | Life-span Human Development | 3 cr |
| PSYC 335 | Human Relations | 3 cr |
| PHIL/RELI 305 | Bioethics | 3 cr |
| PHIL/RELI 310 | Death, Dying, and Beyond | 3 cr |
| SOCI 230 | Medical Sociology | 3 cr |

Other Interim and/or semester courses with a GERO designation may also be applied to the minor.

GERONTOLOGY COURSES:

- GERO 120** **AGING AND SOCIETY (Area 1.2)** **(3 credits)**
Introduction to the study of aging (gerontology) within a multidisciplinary perspective. The significance of individual aging, the interaction among age cohorts, and the effects of aging on social institutions will be examined in the national and global context. Readings, lectures, and experiential learning will be utilized.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- GERO 220** **SOCIAL GERONTOLOGY** **(3 credits)**
This course is designed to build upon learning gained in Aging and Society (120). In addition to a thorough examination of theoretical perspectives on aging, the course will also address other social dimensions of the aging experience. Special emphasis will be devoted to social roles and life events while exploring the interrelatedness of aging and social institutions (health, politics, economics, religion, and family). Readings, lectures, and experiential learning will be used.
NOTES: CROSS-LISTED WITH SOCI 220
OFFERED SPRING SEMESTER, ODD YEARS
- GERO 289** **MEDICAL TERMINOLOGY** **(1 credit)**
Study of the common abbreviations, combining forms and prefixes of the terminology of health care. Also uses case studies to demonstrate the usefulness of understanding medical terminology in applied studies.
NOTE: OFFERED EVERY SPRING SEMESTER
- GERO 385** **ISSUES IN GERONTOLOGY** **(3 credits)**
With student input, this course will be tailored to key areas of inquiry: ethics, disease states affecting the elderly, public policy considerations, family issues, health care utilization, and health-full aging. The interface among theory, research, and practice will be examined.
NOTE: OFFERED INFREQUENTLY

GERONTOLOGY/GOVERNMENT AND INTERNATIONAL AFFAIRS

- GERO 395** **INTERNSHIP IN GERONTOLOGY I** **(3 credits)**
Supervised field experience specifically chosen to meet student interests, and to develop competency in applied gerontology. Students will be challenged to see how concepts and theories learned in the classroom are applied in practice. Upon consultation, may be combined with internship experience in the student's major.
NOTE: OFFERED EVERY SEMESTER
- GERO 396** **INTERNSHIP IN GERONTOLOGY II** **(2-4 credits)**
Similar to the Internship in Gerontology I, this field experience provides additional opportunity for a student to garner new insights into gerontology and the aging network that serves older adults and society. However, it is optional and credit hours may vary depending on student needs.
NOTE: OFFERED EVERY SEMESTER
- GERO 197, 297, 397 TOPICS IN GERONTOLOGY** **(1-4 credits)**
- GERO 199, 299, 399 INDEPENDENT STUDY IN GERONTOLOGY** **(2-4 credits)**

GOVERNMENT AND INTERNATIONAL AFFAIRS

Professors: J. Dondelinger, P. Schotten

Associate Professor: J. Johnson

Assistant Professor: B. Lerseth

The department of Government and International Affairs offers courses covering the key fields in the discipline of political science, including American Politics, Political Philosophy, Methodology, Public Administration, Law, Comparative Politics, and International Relations. Courses in Government and International Affairs are designed to: 1) provide students with a deeper understanding of political life in the United States, within different countries and among countries; 2) develop the intellectual tools of inquiry, analysis and critical judgment necessary for advanced graduate study and employment in the areas of government, law, journalism and business; and 3) broaden the students' perspective of civil society and of the rights and obligations of responsible citizenship. The major combines classes taught in the liberal arts tradition with opportunities for practical internship experiences. The department emphasizes advising regarding post-graduate and professional opportunities in the major.

GOVERNMENT AND INTERNATIONAL AFFAIRS MAJOR: 35 Credit Hours

| | | |
|---|--|------|
| GOVT 110 | Introduction to Government | 3 cr |
| GOVT 200 | American Government | 3 cr |
| <i>One course from each of the following areas:</i> | | |
| <i>Law:</i> | | |
| GOVT 290 | Criminal Law | 3 cr |
| GOVT 360 | Constitutional Law: Government Powers | 4 cr |
| GOVT 370 | Constitutional Law: Civil Liberties | 4 cr |
| <i>American:</i> | | |
| GOVT 210 | Congress | 3 cr |
| GOVT 220 | The American Presidency | 3 cr |
| GOVT 300 | Public Administration (W) | 4 cr |
| GOVT 335 | Public Opinion, the Media, and Voting Behavior | 3 cr |
| <i>International Relations:</i> | | |
| GOVT 235 | American Foreign Policy | 3 cr |
| GOVT 325 | International Law | 3 cr |
| GOVT 385 | International Politics | 3 cr |
| <i>Political Theory:</i> | | |
| GOVT 305 | Theories of American Democracy | 3 cr |
| GOVT 320 | Political Philosophy | 3 cr |

GOVERNMENT AND INTERNATIONAL AFFAIRS

Comparative:

| | | |
|----------|--|------|
| GOVT 120 | Politics in a Diverse World | 3 cr |
| GOVT 215 | Asian Politics | 3 cr |
| GOVT 345 | Identity Conflict and World Politics (W) | 3 cr |

Government elective courses 14 cr

No more than 3 credit hours of GOVT 395 or 396 may be used toward the electives.

GOVERNMENT AND INTERNATIONAL AFFAIRS MINOR: 18 credit hours

Courses should include one course from four of the five broad areas of American government, comparative government, international relations, political theory, and law.

POLITICAL PHILOSOPHY MINOR: 18 credit hours

These courses emphasize classic writings that focus upon the meaning and importance of justice and the relationship between a fulfilling, ethical human life and the political state. This minor normally can be fulfilled in one of two ways:

Track 1: Classical Political Philosophy (18 credit hours)

| | | |
|----------|-------------------------------|------|
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| GOVT 285 | The Quest for Justice | 3 cr |
| GOVT 320 | Political Philosophy | 3 cr |
| CLAS 200 | Elementary Greek I | 3 cr |
| CLAS 201 | Elementary Greek II | 3 cr |

Track 2: Political Philosophy (18 credit hours)

| | | |
|----------|--------------------------------|------|
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| GOVT 285 | The Quest for Justice | 3 cr |
| GOVT 320 | Political Philosophy | 3 cr |
| PHIL 300 | Contemporary Moral Issues | 3 cr |
| GOVT 305 | Theories of American Democracy | 3 cr |

HONORS IN GOVERNMENT AND INTERNATIONAL AFFAIRS:

A student may graduate with Honors in Government and International Affairs by: 1) possessing a college cumulative grade point average of 3.5; 2) maintaining a department grade point average of 3.5; 3) receiving a B or higher in one course from each of the content areas at the 300 level; and 4) earning an A grade in GOVT 390 and 391 (research seminar and honors seminar). Students should apply for admission to the honors program and must complete 39 credit hours in the discipline.

GOVERNMENT AND INTERNATIONAL AFFAIRS COURSES:

| | | |
|-----------------|---|-------------------|
| GOVT 100 | CURRENT EVENTS | (1 credit) |
| | This course is taught by the entire Government Department faculty. Its purpose is to help students to become better informed about current events both domestic and international. The course presupposes no prior knowledge and promotes appreciation of different perspectives by encouraging discussion and debate among the faculty and the students. Does not count for government major credit. Grading system: S/U grade only. | |
| | NOTES: OFFERED EVERY SEMESTER | |
| | THIS COURSE IS ALLOWED TO COUNT FOR SOUTH DAKOTA OPPORTUNITY SCHOLARS, EVEN THOUGH IT IS GRADED S/U. | |

GOVERNMENT AND INTERNATIONAL AFFAIRS

- GOVT 110** **INTRODUCTION TO GOVERNMENT (Area 3.3)** **(3 credits)**
An introduction to the major concepts, theories, ideas and fields of study relating to government and politics. The course focuses on the exploration of pertinent value questions which confront, and frequently confound, voters and decision- makers alike. These questions are associated with certain recurrent themes in the study of politics: citizenship and political participation, leadership and public policy, the quest for the ideal society, the requirements of constitutional government, the nature and causes of political tyranny, the causes and consequences of revolution, the roots of wars, the principles of world politics, and the prospects for world peace through international law and organization.
NOTE: OFFERED EVERY SEMESTER
- GOVT 120** **POLITICS IN A DIVERSE WORLD (Area 3.6)** **(3 credits)**
An introductory survey of the politics and of contemporary social, economic, and cultural issues in a diverse set of countries. Particular emphasis is placed on non-Western and non-democratic political systems. Designed to further a cross-cultural liberal arts understanding, the course highlights similarities and differences in the domestic politics of countries around the world.
NOTE: OFFERED EVERY SEMESTER
- GOVT 190** **HUMANS IN CONFLICT: INDIVIDUAL CONSCIENCE AND** **(3 credits)**
LEGAL RESPONSIBILITY (Area 1.2)
An inquiry into individual moral perspectives and subsequent interpersonal relationships that both shape and are shaped by (often) conflicting personal, social, and transcendent values. Conflicts between individual conscience and social and legal responsibility to others are examined in detail.
NOTE: OFFERED MOST SEMESTERS
- GOVT 200** **AMERICAN GOVERNMENT** **(3 credits)**
An analysis of the theory underlying American democracy and its relationship to the major political questions of the day, such as the role played by citizens in influencing public policy and the responsiveness (or lack of responsiveness) of governmental institutions. Emphasized are the court's protection of civil liberties, the president's ability to lead the nation, and the rationality of the public's voting behavior. The advantages and disadvantages of proposed reforms of the American system of government are also examined.
NOTE: OFFERED EVERY SEMESTER
- GOVT 210** **CONGRESS** **(3 credits)**
This course will examine the purpose, structure and effectiveness of Congress. The main question for the course is: does Congress work? Special attention will be given to the way in which Congress has responded to the various crises in American history.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 215** **ASIAN POLITICS (Area 3.6)** **(3 credits)**
This course serves as an introduction to the politics of East Asia, in particular China, Japan, the Koreas, and Taiwan. Topics include the current functioning of political institutions, with an emphasis on each nation's economic, political, and cultural development.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 220** **THE AMERICAN PRESIDENCY** **(3 credits)**
A critical examination of the American Presidency, with emphasis on recent revisionist approaches. Topics include the constitutional basis of presidential power, presidential personality and style of leadership, as well as considerations of executive staffing and presidential-congressional relations.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 235** **AMERICAN FOREIGN POLICY** **(3 credits)**
A survey of the key issues, ideas, events, actors, and institutions in American foreign policy, national security, and international economic relations. The course combines a focus on current issues with an overview of American foreign policy since World War II.
NOTE: OFFERED EVERY OTHER YEAR

GOVERNMENT AND INTERNATIONAL AFFAIRS

- GOVT 275** **POLITICS AND LITERATURE** **(3 credits)**
This course explores the way in which political issues have been presented in literature. A variety of novels, short stories, poems, and essays will be analyzed for the insights into politics that they offer.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 285** **THE QUEST FOR JUSTICE** **(3 credits)**
What is justice? Does it exist? This course undertakes a critical examination of major theories of justice, drawn from political philosophy, theatre and literature. Typical authors studied include Rawls, Aristotle, Kant, Mill, Sophocles, Hawthorne and Nietzsche.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 290** **CRIMINAL LAW** **(3 credits)**
A study of the rationale for the criminal law and punishment as well as an examination of the effectiveness of the American justice system. Issues examined include capital punishment, the law of search and seizure, society's response to dangerous drugs, individual versus societal responsibility for crime, and the proper response of a democratic people to crime and criminals.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 300** **PUBLIC ADMINISTRATION (W - Area 2.1B)** **(4 credits)**
A review of the formal and informal theories which underlie current thinking in the area of public administration. In addition, there will be an examination of the role of administration in the American political system. Key functions such as budgeting, personnel management and decision-making are covered as well. The role the bureaucracy plays both in implementing public policy and in the policy formulation process itself will be examined.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 305** **THEORIES OF AMERICAN DEMOCRACY** **(3 credits)**
An examination of the theory underlying the American Constitution and nation, as interpreted by its Founders as well as by subsequent critics and supporters.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 320** **POLITICAL PHILOSOPHY** **(3 credits)**
An examination of classical and modern political theory, concentrating on selected works from each period. Emphasis will be placed on differing interpretations of human nature, power, justice, and the best political order.
NOTES: CROSS-LISTED WITH PHIL 320
OFFERED EVERY OTHER YEAR
- GOVT 325** **INTERNATIONAL LAW** **(3 credits)**
A survey of the basic principles, issues, actors, processes, and institutions in the field of international law. Emphasis is placed on the way in which international law affects or fails to affect the policies of states and the behavior of governments, non-governmental organizations, and individuals. International law is analyzed both from the vantage point of nation-state centered power politics and of nation-state challenging global trends.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 335** **ELECTIONS, PUBLIC OPINION, AND THE MEDIA** **(3 credits)**
A study of American elections and of how the American electorate votes and why they vote and the way they do. Included are examinations of attitude formation, attitude change, and the impact of public opinion on public policy. The course also analyzes the media's influence on the political opinions of the United States citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. In addition, each presidential election since 1952 will be covered in detail.
NOTES: CROSS-LISTED WITH COMM 335
OFFERED EVERY OTHER YEAR

GOVERNMENT AND INTERNATIONAL AFFAIRS

- GOVT 345** **IDENTITY CONFLICT AND WORLD POLITICS** **(3 credits)**
(W - Area 2.1B and Area 3.6)
A wide-ranging analysis and diagnosis of the causes and consequences of racial, ethnic, religious, nationalist and cultural conflicts around the world. The role of Islam in contemporary identity conflict is emphasized. Coverage includes gender related aspects of such conflicts and indigenous peoples' rights issues. Policy dilemmas raised by these conflicts and policy options are addressed. Attention is paid to such closely related issues as genocide, "ethnic" and "religious" cleansing, crimes against humanity, terrorism and consequent considerations of "humanitarian" and other forms of intervention.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 350** **SOCIAL SCIENCE RESEARCH METHODS (W - Area 2.1B)** **(4 credits)**
A course in basic social science research methods using an interdisciplinary approach. The course is designed to introduce students to the several research methodologies and procedures frequently used within the social sciences. Students will have an opportunity to participate in various stages of a research project including the formulation of the research design, instrument construction, collecting data, analysis of data and reporting the findings.
NOTE: NOTES: CROSS-LISTED WITH ECON 350, PSYC 350 AND SOCI 350
OFFERED EVERY SEMESTER
- GOVT 360** **CONSTITUTIONAL LAW: GOVERNMENT POWERS** **(4 credits)**
A study of the functioning and purpose of the Supreme Court in the American system of government. Special emphasis will be placed on Supreme Court decisions dealing with federalism, the separation of powers and the powers granted to the national government.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 370** **CONSTITUTIONAL LAW: CIVIL LIBERTIES** **(4 credits)**
An analysis of selected Supreme Court decisions interpreting the Constitution's provisions guaranteeing political and civil rights.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 385** **INTERNATIONAL POLITICS** **(3 credits)**
An advanced survey providing an overview of the major issues in world politics and of the key factors and forces shaping the international scene. The course highlights the contending approaches, conceptual frameworks and methods of analysis employed in attempts to understand international relations and world politics past, present, and future.
NOTE: OFFERED EVERY OTHER YEAR
- GOVT 390** **RESEARCH SEMINAR (W - Area 2.1B)** **(2 credits)**
This course is designed to offer juniors and seniors the opportunity to address an important political issue in depth by writing an extended paper under close supervision and defending it before the Department. This class, while generally useful, is essential for students planning to attend graduate school.
NOTES: PREREQUISITE: JUNIOR OR SENIOR STATUS
OFFERED EVERY SEMESTER
- GOVT 391** **HONORS SEMINAR (W - Area 2.1B)** **(2 credits)**
This course is intended to be an extension of GOVT 390 for students desiring departmental Honors designation.
NOTES: PREREQUISITE: GOVT 390
OFFERED EVERY SEMESTER
- GOVT 395, 396** **GOVERNMENT INTERNSHIP** **(2-4 credits)**
Students may take internships in governmental agencies or political organizations in partial fulfillment of the requirements for the major in Government and International Affairs. Specific arrangements pertaining to course number, title, and amount of credit will be determined according to the individual merits of each proposed intern project. No more than 3 credit hours will be counted toward the major. Grading System: S/U Only
NOTE: OFFERED EVERY SEMESTER

GOVERNMENT AND INTERNATIONAL AFFAIRS/GREEK/HPER

GOVT 197, 297, 397 TOPICS IN GOVERNMENT AND INTERNATIONAL AFFAIRS (2-4 credits)

GOVT 199, 299, 399 INDEPENDENT STUDY (2-4 credits)

GREEK

(See Classics)

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Assistant Professors: S. Barkley, T. Billeter, B. Gerry, B. Gross, D. Krauth

Instructors: M. Aldrich, B. Barkus, C. Bradford, A. Buckley, T. Hellman,

T. Huber, A. Hummel, G. Melsted, S. Olinger, J. Reitmeier, B. Salem

Health, Physical Education, and Recreation is a multidimensional discipline that focuses on the study of human movement as it relates to enhanced motor performance and improved health and fitness. A primary objective is for individuals to develop a lifespan involvement in physical activity and health-related behaviors.

The curriculum is designed to ensure that students have the disciplinary knowledge and professional skills necessary for the development of strategies and programs that promote healthy lifestyles. Students majoring in one of the health, physical education, or recreation fields are prepared for graduate study as well as a wide variety of professional opportunities which include, but are not limited to teaching, coaching, fitness and exercise programming, sport management, and athletic training.

Specifically, the department offers five majors: Athletic Training, Exercise Science, Fitness Management, Physical Education, and Sport Management. The department also offers a Fitness Management minor a Health Education endorsement, and Coaching Preparation coursework.

HEALTH EDUCATION ENDORSEMENT: 18 credit hours

The Health Education Endorsement is designed for students who wish to be prepared to teach health in grades K-12. This endorsement can be used to supplement another teaching major, such as Physical Education.

Required Courses: 18 credit hours

| | | |
|----------|--|------|
| EXSC 277 | Motor Development | 2 cr |
| HLTH 216 | Stress Management | 2 cr |
| HLTH 222 | Nutrition and Exercise | 2 cr |
| HLTH 240 | School Health Education | 3 cr |
| HLTH 242 | Personal Health | 2 cr |
| HLTH 243 | Community Health | 2 cr |
| PE 230 | First Aid and CPR | 2 cr |
| PE 280 | Prevention and Care of Athletic Injuries | 3 cr |

HEALTH COURSES:

HLTH 216 STRESS MANAGEMENT (2 credits)

This course will define stress and its relationship to health in modern society. Stress-related disease and personality profiles will be examined. Exercise, diet and relaxation techniques will be discussed in relation to stress control.

NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS

- HLTH 222 NUTRITION AND EXERCISE (2 credits)**
This course will provide the student with information concerning nutrients in food, optimum nutrition for exercise and sport, and energy values of food in physical activity. It emphasizes the evaluation of body composition, weight control through exercise and diet and modification of eating and exercise disorders.
NOTE: OFFERED EVERY SEMESTER, INCLUDING SOME INTERIMS
- HLTH 240 SCHOOL HEALTH EDUCATION (3 credits)**
A comprehensive evaluation of health problems with special emphasis on instructional methodology and school health programs for elementary and special education. Students will also complete a health observation experience in local schools as part of this course.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- HLTH 242 PERSONAL HEALTH (2 credits)**
A study of the personal health issues that will acquaint the student with essential positive health behaviors. Included are areas of emotional maturity, fitness, nutrition, and weight management. Life style decisions related to alcohol, tobacco, and psychoactive drugs will be explored. The course will also examine the health areas of cardiovascular disease and cancer, as well as communicable and chronic diseases.
NOTE: OFFERED EVERY SPRING SEMESTER
- HLTH 243 COMMUNITY HEALTH (2 credits)**
A study of health on a local, national, and global level. The students will acquaint themselves with health issues in relation to their community. Included are areas of infectious disease and its prevention, human sexuality, violence and abuse, environmental health, aging, death and dying, and health in the new millennium.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- HLTH 365 MEDICAL ASPECTS OF SPORT (2 credits)**
This course is required for students majoring in athletic training, but may also serve as an elective course for those in pre-professional training. Students will be introduced to pharmacologic applications, including awareness of the indications, contraindications, precautions, and interactions of medications, and of the governing regulations relevant to the treatment of injuries and illnesses of athletes and others involved in physical activity. The course will also cover the necessary knowledge and skills that athletic trainers must possess to recognize, treat, and refer (when appropriate) the general medical conditions and disabilities of athletes and others involved in physical activity.
NOTE: OFFERED EVERY FALL SEMESTER
- HLTH 199, 299, 399 INDEPENDENT STUDY (1-4 credits)**
- EXSC and PE courses required for the Health Education Endorsement:**
- EXSC 277 MOTOR DEVELOPMENT (2 credits)**
Major concepts and principles fundamental to development of motor behavior will be explored. Factors such as aging, maturation, socialization, and growth will be examined in the context of their contribution to motor skill development.
NOTE: OFFERED EVERY FALL SEMESTER
- PE 230 FIRST AID AND CPR (2 credits)**
This course is designed to provide people with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.
NOTE: OFFERED EVERY SEMESTER
- PE 280 PREVENTION AND CARE OF ATHLETIC INJURIES (3 credits)**
The integrated study of the prevention and treatment of athletic injuries, and first aid techniques emphasizing the practical application of treating athletic injuries in their initial phase. Taping, wrapping and basic assessment skills are emphasized.
NOTE: OFFERED EVERY SEMESTER

HISTORY

HISTORY

Professors: G. Dipple, M. Mullin

Associate Professor: M. Preston

Assistant Professor: J. Johnson

Visiting Assistant Professor: C. Conover

History, the written record of the past, serves as the memory of humanity, and provides society with a common frame of reference. The study of history presents a panoramic view of human behavior, enhancing our understanding of self and others. This is true whether one studies the Western or the non-Western world.

Introductory courses supply both intellectual enrichment and a foundation for not only other history courses, but also for other fields of study such as religion, philosophy, science, politics, literature, music, and the fine arts. Embedded in our History curriculum are practices designed to enhance a student's ability to conceptualize, analyze, research, write and speak well.

Students majoring in history develop a unique historical mentality, including an understanding of an interpretive approach to their sources. By an open-minded yet critical examination of evidence, they progress to self-directed research and writing, mindful of pertinent methodologies and philosophies of history. Majors may apply historical skills and perspectives by participating in various internship and study-abroad opportunities.

Some History majors continue their education for careers in college teaching, library science, law, public administration and the ministry. Many of our majors graduate into careers in secondary education, working in archival or museum settings, others gain employment in community service enterprises, the government or business. Whichever choice a student makes, the study of history allows a student to engage in a variety of occupations, whether at home or abroad. And remember, history does not judge the past, historians do.

HISTORY MAJOR: 36 credit hours

Required Courses: 36 credit hours

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| HIST 110/114 | Western Civilization I (114-Honors section) | 3 cr |
| HIST 111/115 | Western Civilization II (115-Honors section) | 3 cr |
| HIST 120 | The American Experience to 1877 | 3 cr |
| HIST 121 | The American Experience since 1877 | 3 cr |
| HIST 251 | Methods and Philosophies of History (W) | 3 cr |
| HIST 490 | Senior Seminar (W) | 3 cr |
| HIST | History Elective Courses | 12 cr |

One of the following courses:

| | | |
|----------|-----------------------------------|------|
| HIST 300 | Revolutionary America (W) | 3 cr |
| HIST 303 | History of the American West (W) | 3 cr |
| HIST 305 | The Era of the American Civil War | 3 cr |
| HIST 315 | Recent U.S. History | 3 cr |
| HIST 318 | Radicals, Reformers and Romantics | 3 cr |

One of the following courses:

| | | |
|----------|--------------------------|------|
| HIST 201 | Dreaming the Middle Ages | 3 cr |
| HIST 324 | The Reformation (W) | 3 cr |
| HIST 325 | History of Modern Europe | 3 cr |
| HIST 345 | Ireland North and South | 3 cr |
| HIST 355 | Hitler and the Holocaust | 3 cr |

**Where appropriate, and with departmental approval, a student may substitute an Interim course and/or another listed history course for the major.*

HISTORY

HISTORY MINOR: 18 credit hours

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|--------------|--|------|
| HIST 110/114 | Western Civilization I (114-Honors section) | 3 cr |
| HIST 111/115 | Western Civilization II (115-Honors section) | 3 cr |
| HIST 120 | The American Experience to 1877 | 3 cr |
| HIST 121 | The American Experience since 1877 | 3 cr |
| HIST | Electives numbered 180 or above | 6 cr |

HISTORY COURSES:

- HIST 110 WESTERN CIVILIZATION I (Area 3.1A) (3 credits)**
An introductory survey emphasizing the major economic, social, political, intellectual, and cultural developments of the Western world from the rise of civilization in the Near East to the end of the Reformation.
NOTE: OFFERED EVERY SEMESTER
- HIST 111 WESTERN CIVILIZATION II (Area 3.1B) (3 credits)**
An introductory survey emphasizing the major political, social, economic, intellectual, and cultural developments of European Civilization from the seventeenth century to the present.
NOTE: OFFERED EVERY SEMESTER
- HIST 112 ART HISTORY I: PREHISTORY TO THE RENAISSANCE (Area 3.1A) (3 credits)**
An introductory survey of artistic creations and their relationship to historical developments from the cave paintings through the Middle Ages.
NOTES: CROSS-LISTED WITH ART 112
OFFERED EVERY FALL SEMESTER
- HIST 113 ART HISTORY II: RENAISSANCE THROUGH THE 20th CENTURY (Area 3.1B) (3 credits)**
An introductory survey of painting, sculpture, and architecture and their relationship to modern history from the Italian Renaissance through the twentieth century in the United States.
NOTES: CROSS-LISTED WITH ART 113
OFFERED EVERY SPRING SEMESTER
- HIST 114 WESTERN CIVILIZATION I (Honors) (Area 3.1A) (3 credits)**
Reserved for first year students with ACT composite scores of 28 or higher and strong secondary school academic records, the course examines the political, social, and intellectual accomplishments of Western society from the urban revolution in Mesopotamia to the end of the 16th century. Special emphasis is placed on historical sources, discussion, oral presentations, and analytical essays.
NOTE: OFFERED EVERY FALL SEMESTER
- HIST 115 WESTERN CIVILIZATION II (Honors) (Area 3.1B) (3 credits)**
Reserved for students with ACT composite scores of 28 or higher, or superior performance in HIST 110. This course examines the political, social, and intellectual accomplishments of Western society since 1600. Special emphasis is placed on historical sources, discussion, oral presentations, and analytical essays.
NOTE: OFFERED EVERY SPRING SEMESTER
- HIST 120 THE AMERICAN EXPERIENCE TO 1877 (Area 3.1B – ELED majors only) (3 credits)**
An interpretive survey of the events, ideas, and personalities that shaped the United States prior to 1877. Emphasis is placed on colonial beginnings, the War for Independence, the evolution of national institutions and a uniquely American culture, the conflict between nationalism and sectionalism, territorial expansion, the Civil War, and Reconstruction. Only students seeking Elementary Education certification may apply this course toward Area 3.1B.
NOTE: OFFERED EVERY FALL SEMESTER
- HIST 121 THE AMERICAN EXPERIENCE SINCE 1877 (Area 3.1B – ELED majors only) (3 credits)**
An interpretive survey of the events, ideas, and personalities which have shaped the United States since 1877. Emphasis is placed on the rise of big business, immigration, the closing of the frontier, American expansionism, the 1920s, the New Deal, World War II, and post-1945 diplomatic and social problems. Only students seeking Elementary Education certification may apply this course toward Area 3.1B.
NOTE: OFFERED EVERY SPRING SEMESTER

HISTORY

- HIST 180** **RED, WHITE, and BLACK: THE PEOPLE OF EARLY AMERICA** **(3 credits)**
(W – Area 2.1B and Area 3.6)
This course focuses on how Native Americans, Europeans, and Africans created a unique society along the Atlantic coast of North America during the colonial period of American history. Specific attention is given to how certain events such as Bacon’s Rebellion, Metacom’s War, the Great Awakening, and the 1760s impacted the various groups comprising colonial America.
NOTES: CROSS-LISTED WITH NAST 180
OFFERED EVERY THIRD INTERIM
- HIST 201** **DREAMING THE MIDDLE AGES** **(3 credits)**
This course is an examination of popular perceptions and constructions of the Middle Ages and their relationship to the reality of medieval life and history. Through film and literature we will examine common assumptions held in the modern world about the nature of central features of medieval life, culture and institutions. These assumptions will then be compared with the corresponding reality of existence in the Middle Ages, at least insofar as this can be recovered by historians. This will be, then, not only a course about the history of the Middle Ages, but also about how we read the past through lenses of our own age and how, sometimes, we reinvent the past to fit our own preconceptions.
NOTES: PREREQUISITE: HIST 110
OFFERED EVERY THIRD SPRING SEMESTER
- HIST 251** **METHODS AND PHILOSOPHIES OF HISTORY (W – Area 2.1B)** **(3 credits)**
A foundational course for students majoring in history, it examines various intellectual approaches applied to the study of the past, the history of the discipline, and the methods of historical research and writing. It is designed to enhance student effectiveness in subsequent history courses. Students are encouraged to take it during the sophomore year. Open to majors only.
NOTE: OFFERED EVERY SPRING SEMESTER
- HIST 290** **A HISTORY OF THE AMERICAN PRESS (W – Area 2.1B)** **(3 credits)**
An examination of the development of American journalism from colonial times to the present. Using primary source readings and films, in addition to textbooks, the course will examine changes within the journalism industry itself, the response of that industry to changes in American society and culture, and the effects journalism has had on American life.
NOTES: CROSS-LISTED WITH JOUR 290
OFFERED EVERY OTHER SPRING SEMESTER
- HIST 300** **REVOLUTIONARY AMERICA (W - Area 2.1B)** **(3 credits)**
Religious revivals, reasoned discourses, and cultural change characterize America in the 18th century. These phenomena shaped colonial demand for independence. This course explores the issues, events, ideas, and people that changed Englishmen into Americans and English colonies into an independent American Republic.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- HIST 303** **HISTORY OF THE AMERICAN WEST (W - Area 2.1B)** **(3 credits)**
This course traces the rise of the “American West” in American consciousness from the early 19th century until today. Understanding that American western expansion looks different for the indigenous cultures of the trans-Mississippi West, the course asks students to re-think the “myth of the West” with the reality of western development. Specific topics include: Euro-American explorations of the West, American settlement of the region, the “cowboy,” and the Indian wars of the late 19th century. In the 20th century, water issues, conservation, immigration, and demographic change take center stage.
NOTE: OFFERED EVERY THIRD FALL SEMESTER
- HIST 305** **THE ERA OF THE AMERICAN CIVIL WAR** **(3 credits)**
A detailed, interpretive study of the developments that fostered both nationalism and sectionalism in the young American Republic and of the resolution of those divergent views through civil war, constitutional amendment, and reconstruction.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER

HISTORY

- HIST 315 RECENT U.S. HISTORY (3 credits)**
Using the New Deal as its starting point, this course examines the changes America underwent from 1932 to the present. Specific topics will include FDR's America, World War II, the Cold War, race and gender relations, the "mass culture" and "consensus culture" movements of the 1950's, the civil rights movement, 1960's counterculture, the Vietnam era, Watergate and America's "confidence crisis" during the 1970's, the Reagan Revolution, and the American economy since 1945.
NOTE: OFFERED EVERY THIRD FALL SEMESTER
- HIST 318 RADICALS, REFORMERS AND ROMANTICS (3 credits)**
"Radicals, Reformers, and Romantics" is an upper-division examination of American radicalism, spanning from Early America to present. Radicalism, broadly conceived, can include political, social, intellectual, and cultural trends, from both the left and the right. This course, then, will explore the individuals, groups, and the ideas that challenged main currents in American thought. Radical history, as students will discover, provides a valuable lens to understanding broader themes in American history.
NOTE: OFFERED EVERY THIRD FALLS SEMESTER
- HIST 324 THE REFORMATION (W - Area 2.1B) (3 credits)**
This course is a study of the history and theology of the Protestant Reformation. The primary focus is on the first generation of the Reformation, that is, the reform movements associated with Martin Luther and his contemporaries. Luther's "theological revolution" will be examined within the traditions of late Medieval scholasticism and Renaissance humanism. We will then move out of the ivory towers of the professional theologians to investigate how the Reformation unfolded within the social and political context of sixteenth-century Europe.
NOTE: OFFERED EVERY THIRD SPRING SEMESTER
- HIST 325 A REVOLUTIONARY TIME: EUROPE DURING THE MODERN ERA (3 credits)**
This course particularly focuses upon the social, economic and cultural developments in Europe from the eighteenth century to the present. It begins by examining how the Age of Enlightenment led to the revolutions of the late eighteenth century that then brought dramatic change to the peoples of Europe. While the course spends time on such major changes as the industrial revolution, Imperialism, and nation building, it will seek to bring students a better understanding of the twentieth century through discussion of two world wars, the cold war, end of empire and the collapse of communism.
NOTE: OFFERED EVERY OTHER FALL SEMESTER
- HIST 337 HISTORY OF ECONOMIC THOUGHT AND METHODOLOGY (3 credits)**
The study of economic concepts and doctrines within the social context of the past and their impact on the development of economic theory and methodology.
NOTES: CROSS-LISTED WITH ECON 337
PREREQUISITE: ECON 120 AND ECON 121
OFFERED EVERY OTHER YEAR
- HIST 345 IRELAND NORTH AND SOUTH: FROM REVOLUTIONARY ERA TO TROUBLED TIMES: 1798-1998 (3 credits)**
This course examines the political, social and cultural history of modern Ireland. It begins with the 1798 Revolution which must be contextualized with late eighteenth century revolutions, including the American and French. We will move through the nineteenth century which is characterized by the worst famine in recorded history and ultimately culminate with Europe's most deadly guerilla war. Throughout we will pay special attention to the role of gender in Irish history.
NOTES: CROSS-LISTED WITH GENS 345
OFFERED EVERY OTHER FALL SEMESTER

HISTORY/INTERDEPARTMENTAL

- HIST 352** **HISTORY OF THE LAKOTA/DAKOTA (Area 3.6)** **(3 credits)**
This course presents an historical analysis of Lakota/Dakota history from pre-European contact to the present. It explores the continuity and discontinuity of the Lakota/Dakota experience from our earliest records of them until the late 20th century. By exploring the political, economic, familial, gender and educational transformations over the course of three centuries, students can discover an awareness and understanding of another group of people outside the majority culture. Students will discover that 'history' is not nearly as single-dimensional as often encountered in a traditional American history class. When finished, a student will understand how traditional Lakota society was organized, and recognize the continuity of Lakota culture over the course of time.
NOTES: CROSS-LISTED WITH NAST 352
OFFERED EVERY FALL SEMESTER
- HIST 355** **HITLER AND THE HOLOCAUST** **(3 credits)**
This course focuses on two central aspects of the Nazi era in German history: the person of Adolf Hitler and the Holocaust. We will investigate Hitler's rise to power and the nature of Nazi rule and policies, especially the "final solution" or extermination of Europe's Jews. All of this will be set against the backdrop of the history of Western anti-Semitism. The course will conclude with an investigation of the phenomenon of Holocaust denial and the place of the Holocaust in the history of modern genocide.
NOTE: OFFERED EVERY THIRD SPRING SEMESTER
- HIST 395, 396 INTERNSHIP** **(2-4 credits)**
- HIST 197, 297, 397 TOPICS IN HISTORY** **(2-4 credits)**
- HIST 398** **HONORS IN HISTORY** **(3-4 credits)**
See major advisor. Candidates must have completed exceptional Senior Seminar research project.
NOTE: PREREQUISITES: COLLEGE GPA 3.3 OR ABOVE; MAJOR GPA 3.5 OR ABOVE;
PERMISSION OF DEPARTMENT FACULTY
- HIST 199, 299, 399 INDEPENDENT STUDY** **(2-4 credits)**
- HIST 490** **SENIOR SEMINAR (W - Area 2.1B)** **(3 credits)**
All history majors, normally in their senior year, will produce a research essay which demonstrates a mastery of historical techniques and writing skill. The history department sees this course as the culmination course of the student's major. The student chooses a topic based upon the courses previously taken that are numbered between 201 and 397. The student's topic must be approved by the faculty member running the course. If the final product is of exceptional quality, it may be submitted to the department for a possible degree with honors.
NOTE: OFFERED EVERY SEMESTER

INTERDEPARTMENTAL MAJOR

The Interdepartmental Major offers the student the option of designing, in consultation with an advisor, a program uniquely suited to the student's educational objectives. Students interested in exploring the possibilities of this major should consult with the Registrar.

Major Requirements: 36-48 credit hours to be taken in four courses in each of three different disciplines, or six courses in each of two different disciplines. A grade of C- or better is required in all courses in the major. All courses in the disciplines must be numbered 200 or above.

INTERNATIONAL STUDIES

INTERNATIONAL STUDIES

Coordinator: M. Nitz

The International Studies major provides students with a broad view of the world, an important piece of an Augustana education. This interdisciplinary major includes a number of courses from a range of academic fields. The International Studies major is designed to be complementary to other majors, and can be earned only as a second major; it may not be the student's sole major.

The International Studies major stresses a core background in aspects of world cultures, foreign language proficiency, study abroad, as well as a broader set of elective coursework. Students wishing to pursue careers in the Foreign Service, the Peace Corps, intelligence agencies, international organizations, multinational corporations, non-governmental "think tanks" or foundations, religious organizations with international programs, and university teaching should strongly consider majoring in International Studies.

INTERNATIONAL STUDIES MAJOR: 38 to 52 credit hours

NOTE: Students desiring to study in a country whose native language is not taught at Augustana at the Conversation and Composition level should make arrangements with the Director of the International Studies major.

TRACK A: 38-52 credit hours

This track is designed for students who plan to study abroad in a country whose primary language is not English.

INST 100, 200 and MDFL 321, 331, or 381 must be completed prior to studying abroad.

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|----------------|---|--------------------------|
| INST 100 | Introduction to International Studies | 1 cr |
| INST 200 | Living and Learning Abroad | 1 cr |
| INST 390 | Senior Research Project | 1 cr |
| GEOG 120 | Introduction to Human Geography | 3 cr |
| GOVT 120 | Politics in a Diverse World | 3 cr |
| HIST 110 (114) | Western Civilization I | 3 cr |
| HIST 111 (115) | Western Civilization II | 3 cr |
| | Approved semester length study abroad program | 10 cr (<i>or more</i>) |
| | *MDFL 321/322/331/332/381/382 | 4 cr |

One of the Composition and Conversation courses must be completed.

Electives chosen from the following courses: 9 cr

(No more than two courses may be taken from one category; the courses chosen may not be used to satisfy another major; some of the courses may require prerequisites. Courses taken abroad may also fulfill this requirement.):

World Cultural Survey:

| | | |
|----------|--|------|
| ART 112 | Art History I: Prehistory to the Renaissance | 3 cr |
| ART 113 | Art History II: Renaissance Through the 20th Century | 3 cr |
| ENGL 225 | World Literature I | 3 cr |
| ENGL 226 | World Literature II | 3 cr |
| MDFL 191 | Central and West African Cinema | 3 cr |
| MDFL 325 | Civilization and Culture of France | 3 cr |
| MDFL 326 | Francophone Cultures and Literatures | 3 cr |
| MDFL 336 | German Civilization and Culture | 3 cr |
| MDFL 388 | Spanish Cinema | 3 cr |
| MDFL 389 | Latin American Cinema | 3 cr |
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature 1750 to Present | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| RELI 251 | Judaism, Islam and the Christian Faith | 3 cr |
| THEA 215 | Theatre History and Literature I | 3 cr |
| THEA 216 | Theatre History and Literature II | 3 cr |

INTERNATIONAL STUDIES

World Literature:

| | | |
|----------|--|------|
| ENGL 340 | Seminar in Non-Western Literature | 3 cr |
| MDFL 323 | History of the Literature of France I | 3 cr |
| MDFL 324 | History of the Literature of France II | 3 cr |
| MDFL 333 | History of German Literature I | 3 cr |
| MDFL 334 | History of German Literature II | 3 cr |
| MDFL 383 | History of the Literature of Spain I | 3 cr |
| MDFL 384 | History of the Literature of Spain II | 3 cr |
| MDFL 385 | Modern Latin American Novel | 3 cr |
| MDFL 386 | History of the Literature of Latin America | 3 cr |

World Government and Their Histories:

| | | |
|----------|--|------|
| GOVT 215 | Asian Politics | 3 cr |
| GOVT 325 | International Law and Organization | 3 cr |
| GOVT 345 | Identity Conflict and World Politics (W) | 3 cr |
| GOVT 385 | International Politics | 3 cr |
| HIST 324 | The Reformation (W) | 3 cr |
| HIST 325 | History of Modern Europe | 3 cr |
| HIST 345 | Ireland North & South: 1798-1998 | 3 cr |
| HIST 355 | Hitler and the Holocaust | 3 cr |

International Business and Economics:

| | | |
|-----------|---|------|
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 300 | International and Intercultural Communication | 3 cr |
| ECON 333 | International Political Economy | 3 cr |

**These topics courses may be chosen as electives when the courses have a primary international focus.*

Students must consult with the Director of International Studies for approval of one of these courses.

Global Environment:

| | | |
|----------|---------------------------------------|------|
| BIOL 180 | Introduction to Environmental Science | 4 cr |
|----------|---------------------------------------|------|

International Internship:

| | | |
|---------------|------------|--------|
| INST 395, 495 | Internship | 2-4 cr |
|---------------|------------|--------|

Special Topics in International Studies:

| | | |
|----------|--------|------|
| INST 397 | Topics | 3 cr |
|----------|--------|------|

TRACK B: 41-52 credit hours

This track is designed for students who plan to study abroad in a country whose primary language is English.

INST 100, 200 and MDFL 321, 331, or 381 must be completed prior to studying abroad.

| | | |
|---|---------------------------------------|-----------------|
| INST 100 | Introduction to International Studies | 1 cr |
| INST 200 | Living and Learning Abroad | 1 cr |
| INST 390 | Senior Research Project | 1 cr |
| GEOG 120 | Introduction to Human Geography | 3 cr |
| GOVT 120 | Politics in a Diverse World | 3 cr |
| HIST 110 (114) | Western Civilization I | 3 cr |
| HIST 111 (115) | Western Civilization II | 3 cr |
| Approved semester length study abroad program | | 10 cr (or more) |
| *MDFL 221/231/281 | | 3-4 cr |

One of the fourth semester courses of a Second Language courses must be completed.

Electives chosen from the following courses: 12 cr

(No more than two courses may be taken from one category; no more than 3 of the credit hours selected may be used to satisfy another major; some of the courses may require prerequisites. Courses taken abroad may also fulfill this requirement.):

INTERNATIONAL STUDIES

World Cultural Survey:

| | | |
|----------|--|------|
| ART 112 | Art History I: Prehistory to the Renaissance | 3 cr |
| ART 113 | Art History II: Renaissance Through the 20th Century | 3 cr |
| ENGL 225 | World Literature I | 3 cr |
| ENGL 226 | World Literature II | 3 cr |
| MDFL 191 | Central and West African Cinema | 3 cr |
| MDFL 325 | Civilization and Culture of France | 3 cr |
| MDFL 326 | Francophone Cultures and Literatures | 3 cr |
| MDFL 336 | German Civilization and Culture | 3 cr |
| MDFL 388 | Spanish Cinema | 3 cr |
| MDFL 389 | Latin American Cinema | 3 cr |
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature 1750 to Present | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| RELI 251 | Judaism, Islam and the Christian Faith | 3 cr |
| THEA 215 | Theatre History and Literature I | 3 cr |
| THEA 216 | Theatre History and Literature II | 3 cr |

World Literature:

| | | |
|----------|--|------|
| ENGL 340 | Seminar in Non-Western Literature | 3 cr |
| MDFL 323 | History of the Literature of France I | 3 cr |
| MDFL 324 | History of the Literature of France II | 3 cr |
| MDFL 333 | History of German Literature I | 3 cr |
| MDFL 334 | History of German Literature II | 3 cr |
| MDFL 383 | History of the Literature of Spain I | 3 cr |
| MDFL 384 | History of the Literature of Spain II | 3 cr |
| MDFL 385 | Modern Latin American Novel | 3 cr |
| MDFL 386 | History of the Literature of Latin America | 3 cr |

World Government and Their Histories:

| | | |
|----------|--|------|
| GOVT 215 | Asian Politics | 3 cr |
| GOVT 325 | International Law and Organization | 3 cr |
| GOVT 345 | Identity Conflict and World Politics (W) | 3 cr |
| GOVT 385 | International Politics | 3 cr |
| HIST 324 | The Reformation (W) | 3 cr |
| HIST 325 | History of Modern Europe | 3 cr |
| HIST 345 | Ireland North & South: 1798-1998 | 3 cr |

International Business and Economics:

| | | |
|-----------|---|------|
| BSAD 410* | Special Topics in Marketing | 3 cr |
| BSAD 420* | Special Topics in Management | 3 cr |
| BSAD 430* | Special Topics in Finance | 3 cr |
| COMM 300 | International and Intercultural Communication | 3 cr |
| ECON 333 | International Political Economy | 3 cr |

**These topics courses may be chosen as electives when the courses have a primary international focus. Students must consult with the Director of International Studies for approval of one of these courses.*

Global Environment:

| | | |
|----------|---------------------------------------|------|
| BIOL 180 | Introduction to Environmental Science | 4 cr |
|----------|---------------------------------------|------|

International Internship:

| | | |
|---------------|------------|--------|
| INST 395, 495 | Internship | 2-4 cr |
|---------------|------------|--------|

Special Topics in International Studies:

| | | |
|----------|--------|--|
| INST 397 | Topics | |
|----------|--------|--|

INTERNATIONAL STUDIES/JOURNALISM

INTERNATIONAL STUDIES COURSES:

INST 100 INTRODUCTION TO INTERNATIONAL STUDIES (1 credit)

This course is an introduction to the interdisciplinary field of International Studies. It is designed to provoke students to consider the international and intercultural dimensions of a wide range of disciplines, including both international perspectives on subjects of study, and the perspectives of individual disciplines on international issues. Introductory rather than comprehensive, INST 100 first presents students with basic concepts and tools for thinking and working in the field and then challenges them with detailed investigations of specific issues undertaken from a variety of disciplinary perspectives. Although the subjects of this latter part of the course will change from semester to semester, they will always represent the three divisions of the College and the particular strengths of the faculty.

NOTE: OFFERED EVERY SPRING SEMESTER

INST 200 LIVING AND LEARNING ABROAD (1 credit)

Students will register for this course once, but will complete the requirement over the course of three semesters, attending seven sessions in the semester before studying abroad, writing several short essays while abroad, and completing seven additional sessions upon returning to Augustana. During the latter sessions, returning students will overlap with outgoing students, allowing them to contribute their experiences and perspectives to a new "generation" of students going abroad. Grading will be deferred until a student has completed this final set of sessions.

NOTES: PREREQUISITE: INST 100

OFFERED EVERY SEMESTER

INST 390 SENIOR RESEARCH PROJECT (1 credit)

This is a research project conducted in conjunction with an existing course in the student's primary major, and that focuses upon a topic related to international study. The faculty member in whose course the student is enrolled will serve as the primary advisor for this course. An additional faculty member will serve as a secondary advisor. Both will read and mark the project.

NOTES: PREREQUISITE: SENIOR STANDING; CONSENT OF THE DIRECTOR OF THE INTERNATIONAL STUDIES PROGRAM

OFFERED MOST SEMESTERS

JOURNALISM

Associate Professors: J. Blank-Libra, J. Miller

Professional journalists and educators agree that the best preparation for a career in journalism is a program of specialized courses taken together with the liberal arts. The Journalism program combines strong offerings in journalistic skills, theories, and participation with a general education curriculum providing broad knowledge required of a reporter, writer, or editor. The skills and knowledge gained as a Journalism major can also be applied to other areas of academic interest, making journalism an ideal secondary major for students working in natural science, government and economics, and fine arts. Graduates of the Journalism program can expect to find careers not only in the fields of writing and editing but also in public relations, law, civil service, and education.

JOURNALISM MAJOR: 39 credit hours

Required Courses:

| | | |
|----------|---|------------------|
| ENGL 110 | First-Year Composition | 4 cr or test-out |
| JOUR 115 | News Reporting and Writing (W) | 3 cr |
| JOUR 239 | Advanced Journalism | 3 cr |
| JOUR 242 | Editorial Skills I: Copy Editing | 3 cr |
| JOUR 243 | Editorial Skills II: Newspaper Layout and Design | 3 cr |
| JOUR 245 | Photojournalism | 3 cr |
| JOUR 302 | Ethics and Law of the Press | 3 cr |
| JOUR 395 | Internship | 3-4 cr |
| JOUR 095 | Journalism Participation (two semesters required) | 1 cr each |

JOURNALISM

Three of the following courses:

| | | |
|----------|---|--------|
| COMM 280 | Broadcasting in America | 4 cr |
| COMM 365 | Public Relations | 3 cr |
| GOVT 335 | Public Opinion, the Media and Voting Behavior | 3 cr |
| JOUR 215 | Newspaper Writing: Sports (W) | 3 cr |
| JOUR 290 | History of the American Press (W) | 3 cr |
| JOUR 312 | Writing for Magazines (W) | 3 cr |
| JOUR 315 | Newspaper Writing: Critical/Editorial (W) | 3 cr |
| JOUR 397 | Topics in Journalism | 2-4 cr |

(JOUR 197 and 297 are also acceptable for this requirement)

One of the following courses:

| | | |
|----------|---|------|
| ENGL 225 | World Literature I | 3 cr |
| ENGL 226 | World Literature II | 3 cr |
| ENGL 230 | Introduction to British Literary History | 3 cr |
| ENGL 240 | Introduction to American Literary History | 3 cr |
| ENGL 301 | English Grammar | 3 cr |
| ENGL 304 | Creative Writing: Fiction (W) | 3 cr |
| ENGL 305 | Creative Writing: Poetry (W) | 3 cr |
| ENGL 306 | Creative Writing: Drama (W) | 3 cr |
| ENGL 311 | Advanced Composition (W) | 3 cr |

Recommended Supportive Courses:

| | | |
|----------|----------------------------|------|
| ART 320 | Graphic Design I | 3 cr |
| ART 321 | Graphic Design II | 3 cr |
| BSAD 310 | Principles of Marketing | 4 cr |
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 121 | Principles of Economics II | 3 cr |
| GOVT 110 | Introduction to Government | 3 cr |

JOURNALISM MINOR: 18 credit hours

| | | |
|----------|--|------|
| JOUR 115 | News Reporting and Writing (W) | 3 cr |
| JOUR 239 | Advanced Journalism | 3 cr |
| JOUR 242 | Editorial Skills I: Copy Editing | 3 cr |
| – OR – | | |
| JOUR 243 | Editorial Skills II: Newspaper Layout and Design | 3 cr |
| JOUR | Elective courses | 9 cr |

JOURNALISM COURSES:

| | | |
|-----------------|--|--------------------|
| JOUR 095 | JOURNALISM PARTICIPATION | (1 credit) |
| | Staff work or editing positions on student publications. NOTE: CROSS-LISTED WITH ENGL 095 OFFERED EVERY SEMESTER | |
| JOUR 115 | NEWS REPORTING AND WRITING (W - Area 2.1B) | (3 credits) |
| | Students will focus on the theory and practice of reporting and writing news and feature stories for print media. Additional emphasis will be placed on multi-media components, including but not limited to the production and/or use of videos, blogs, photo galleries, and various interactive on-line elements. NOTES: CROSS-LISTED WITH ENGL 115 PREREQUISITE: ENGL 110 OFFERED EVERY SEMESTER | |

JOURNALISM

- JOUR 215** **NEWSPAPER WRITING: SPORTS (W - Area 2.1B)** **(3 credits)**
Conducted as a workshop, this course considers the theory and practice of sports writing for print media. Students will learn how to write a variety of sports stories while studying and critiquing sports writing at a local and national level.
NOTES: CROSS-LISTED WITH ENGL 215
OFFERED EVERY OTHER SPRING SEMESTER
- JOUR 239** **ADVANCED JOURNALISM (W - Area 2.1B)** **(3 credits)**
In this course the student will consider public affairs through coverage of events such as school board and city council meetings. Additional emphasis will be placed on beat reporting, including but not limited to in-depth coverage of issues emerging from areas such as government, science and health, the economy, religion, entertainment, and the legal system. Emphasis will be given to creating and using multi-media components to deliver information. Students will advance their philosophy of freedom of the press through the study of various philosophical orientations.
NOTES: CROSS-LISTED WITH ENGL 239
PREREQUISITE: JOUR 115
OFFERED EVERY OTHER FALL SEMESTER
- JOUR 242** **EDITORIAL SKILLS I: COPY EDITING** **(3 credits)**
The focus of this section of Editorial Skills is on copy reading and editing for print and broadcast media. Students will also learn how to write and edit headlines, captions and other graphic material, and will consider ethical issues involving editorial decisions.
NOTES: PREREQUISITE: JOUR 115
OFFERED EVERY FALL SEMESTER
- JOUR 243** **EDITORIAL SKILLS II: NEWSPAPER LAYOUT AND DESIGN** **(3 credits)**
The focus of this section of Editorial Skills is on the theory and practice of newspaper design. Students will learn skills in typography, photo sizing and cropping, copy and issue fitting, and computer typesetting and layout using state of the art desktop publishing programs.
NOTES: PREREQUISITE: JOUR 115
OFFERED EVERY SPRING SEMESTER
- JOUR 245** **PHOTOJOURNALISM** **(3 credits)**
In this course students will seek to illuminate truth through use of the visual. Students will learn to shoot news and feature subjects with a digital SLR camera. Emphasis will be given to the study of photo composition and to photo editing through the use of Photoshop. In addition, students will study and discuss various ethical principles and explore the work of photographers of note.
NOTES: COURSE REQUIRES A dSLR CAMERA
OFFERED EVERY OTHER FALL SEMESTER
- JOUR 280** **BROADCASTING IN AMERICA** **(4 credits)**
An introductory lecture-laboratory course in electronic media. The history of broadcasting and its social effects will be emphasized, along with the techniques of programming, news casting, interviewing, and writing of commercials.
NOTES: CROSS-LISTED WITH COMM 280
PREREQUISITE: COMM 110
OFFERED EVERY OTHER YEAR
- JOUR 290** **HISTORY OF THE AMERICAN PRESS (W - Area 2.1B)** **(3 credits)**
An examination of the development of American journalism from colonial times to the present. Using primary source readings and films, in addition to textbooks, the course will examine changes within the journalism industry itself, the response of that industry to changes in American society and culture, and the effects journalism has had on American life.
NOTE: CROSS-LISTED WITH HIST 290
OFFERED EVERY OTHER SPRING SEMESTER

JOURNALISM

- JOUR 302 ETHICS AND LAW OF THE PRESS (3 credits)**
Students in this course will study freedom of the press through the examination of significant court cases, particularly those that have come before the U.S. Supreme Court. Issues to be studied include libel, privacy, prior restraint and free press v. fair trial. In addition, students will study ethical issues, most of which are inseparable from the legal matters to be considered.
NOTE: OFFERED EVERY OTHER FALL SEMESTER
- JOUR 312 WRITING FOR MAGAZINES (W - Area 2.1B) (3 credits)**
Conducted as a workshop, this course emphasizes a step-by-step approach to the business of freelance writing. Students will select topics and study potential markets in an effort to sell research articles and first-person essays. Students will read, analyze and study a wide range of articles and writers as they develop their writing style.
NOTES: CROSS-LISTED WITH ENGL 312
OFFERED EVERY SPRING SEMESTER
- JOUR 315 NEWSPAPER WRITING: CRITICAL/EDITORIAL (W - Area 2.1B) (3 credits)**
Conducted as a workshop, this course considers the theory and practice of writing reviews and opinion pieces. Students will review a variety of popular art forms, and will develop skills in writing editorial and opinion pieces. The study and critique of local and national reviewers and opinion writers will also be included.
NOTES: CROSS-LISTED WITH ENGL 315
OFFERED EVERY OTHER FALL SEMESTER
- JOUR 335 PUBLIC OPINION, THE MEDIA, AND VOTING BEHAVIOR (3 credits)**
A study of attitude formation, attitude change and the impact of public opinion on public policy and an examination of how the American electorate votes and why they vote the way they do. Included is an analysis of the media's influence on the political opinions of the United States citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. In addition, each presidential election since 1952 will be covered in detail.
NOTES: CROSS-LISTED WITH GOVT 335
OFFERED EVERY OTHER YEAR
- JOUR 365 PUBLIC RELATIONS (3 credits)**
The principles and practice of public relations. Lectures, reading, and discussion will introduce students to the theories, techniques, and application of public relations. In addition, case studies and group and individual projects will be used to refine and apply course concepts.
NOTES: CROSS-LISTED WITH COMM 365
OFFERED EVERY FALL SEMESTER
- JOUR 395, 495 INTERNSHIP (3-4 credits)**
Students will work in a professional setting in the journalistic area of the student's choice, usually involving full- or part-time employment with a cooperating newspaper or magazine, radio or television station, advertising agency or public relations office. Arranged on an individual basis. Open only to majors and minors.
NOTE: OFFERED EVERY SEMESTER
- JOUR 197, 297, 397 TOPICS IN JOURNALISM (2-4 credits)**
- JOUR 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**

LATIN/LAW/MATHEMATICS

LATIN

(See Classics)

LAW

(Pre-Professional Program)
Coordinator: P. Schotten

Law schools are primarily concerned with the quality of character and the competency of intellect which students entering upon the study of law have developed as a result of their undergraduate experiences.

Professional law schools do not ordinarily establish any specific academic course requirements for admission. Thus, a Business major or a Liberal Arts major in any one of the several social sciences and in the humanities, if selected electives are included, would provide appropriate pre-legal training. The pre-law adviser is in the Government and International Affairs department.

MATHEMATICS

Professor: E. Knapp
Assistant Professors: M. Gregg, J. Smith, T. Sorenson

The Mathematics curriculum is designed to provide for the educational needs of many students. For general education there are courses which develop basic competence in mathematical reasoning. More advanced courses furnish necessary mathematical background for a variety of majors. A major in Mathematics suits students intending to become mathematics teachers, planning to enter certain professions in business or industry, preparing for graduate study in mathematics or related areas, or simply wishing to support another major.

MATHEMATICS MAJOR: 41 credit hours

Required Courses: 33 credit hours

| | | |
|-----------------|------------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 152 | Calculus II | 4 cr |
| MATH 153 | Calculus III | 3 cr |
| MATH 200 | Foundations of Mathematics | 3 cr |
| MATH 220 | Linear Algebra | 3 cr |
| MATH 490 | Senior Seminar | 1 cr |
| *MATH 300-level | Elective courses (3 courses) | 9 cr |

Two of the following courses:

| | | |
|----------|------------------|------|
| MATH 340 | Abstract Algebra | 3 cr |
| MATH 345 | Topology | 3 cr |
| MATH 350 | Real Analysis | 3 cr |
| MATH 355 | Complex Analysis | 3 cr |

*May use the two courses not used for the elective area above.

Required Supportive Courses: 8 credit hours

| | | |
|----------|--------------------|------|
| COSC 210 | Computer Science I | 4 cr |
| PHYS 221 | General Physics I | 4 cr |

MATHEMATICS

MATHEMATICS MINOR: 18 credit hours

| | | |
|-------------------------------------|---|-------|
| MATH 152 | Calculus II | 4 cr |
| MATH 200-level Elective (or higher) | | 3 cr |
| *MATH | Elective courses (<i>One COSC course allowed as a substitute</i>) | 11 cr |

MATHEMATICS COURSES:

- MATH 110** **STRUCTURE OF MATHEMATICS** **(3 credits)**
Recommended for Elementary Education majors as a preliminary to MATH 113. An introduction to basic mathematical ideas including counting and measuring, calculation, symbol manipulation, algebra and logic. Topics are matched to the elementary school curriculum. The emphasis is on developing understanding, intuition, and imagination rather than rigidly following prescribed methods.
NOTE: OFFERED EVERY SEMESTER
- MATH 113** **TEACHING MATHEMATICS IN ELEMENTARY AND MIDDLE SCHOOL** **(3 credits)**
The structure of arithmetic based on the properties of the natural number system is presented. Samples of concrete materials for different grade levels are demonstrated. Alternate approaches to solving problems and performing basic operations are proposed. Visualization of concepts is stressed. Emphasis throughout the course is on teaching mathematics for understanding of theory and application. This course focuses on learning theories and teaching strategies for elementary and middle school mathematics. It is based on the ideas, goals, and recommendations of the NCTM. Namely that all children can and do enjoy mathematics, that children learn best by actively exploring and investigating math and that problem-solving, reasoning and communication are important goals of mathematics teaching and learning.
NOTE: OFFERED EVERY SEMESTER
- MATH 140** **QUANTITATIVE REASONING (Area 2.3)** **(3 credits)**
For students with one or two years of high school algebra. This course is at the level of college algebra but is not focused on algebra. It stresses application of mathematics in careers of non-scientists and in the everyday lives of educated citizens, covering basic mathematics, logic, and problem solving in the context of real-world applications. Topics that often arise in the course include numerical literacy, probability, statistics, financial management, modeling, and mathematics in arts, science, and government.
NOTE: OFFERED EVERY SEMESTER
- MATH 150** **PRE-CALCULUS (Area 2.3)** **(4 credits)**
Algebra review, functions and graphs, logarithmic and exponential functions, analytic geometry, trigonometric functions, trigonometric identities and equations, mathematical induction, complex numbers. Students completing this course are prepared to enter calculus.
NOTE: OFFERED EVERY SEMESTER
- MATH 151** **CALCULUS I (Area 2.3)** **(4 credits)**
Limits and continuity for functions of one real variable. Derivatives and integrals of algebraic, trigonometric, exponential, and logarithmic functions. Applications of the derivative. Introduction to related numerical methods.
NOTE: OFFERED EVERY SEMESTER
- MATH 152** **CALCULUS II** **(4 credits)**
Techniques of integration, numerical integration, and applications of integrals. Infinite series including Taylor series. Introduction to differential equations. Calculus in polar coordinates.
NOTE: OFFERED EVERY SEMESTER
- MATH 153** **CALCULUS III** **(3 credits)**
The calculus of vector-valued functions, functions of several variables, and vector fields. Includes vector operations, equations of curves and surfaces in space, partial derivatives, multiple integrals, line integrals, surface integrals, and applications.
NOTE: OFFERED EVERY SPRING SEMESTER

MATHEMATICS

- MATH 200** **FOUNDATIONS OF MATHEMATICS** **(3 credits)**
Bridges the gap between computational , algorithmic mathematics courses and more abstract, theoretical courses. Emphasizes the structure of modern mathematics: axioms, postulates, definitions, examples conjectures, counterexamples, theorems, and proofs. Builds skill in reading and writing proofs. Includes careful treatment of sets, functions, relations, cardinality, and construction of the integers, and the rational, real, and complex number systems.
NOTES: PREREQUISITE: MATH 152
OFFERED EVERY FALL SEMESTER
- MATH 220** **LINEAR ALGEBRA** **(3 credits)**
Vector spaces, linear independence, basis and dimension, linear mappings, matrices, linear equations, determinants, Eigen values, and quadratic forms.
NOTES: PREREQUISITE: MATH 152
OFFERED EVERY SPRING SEMESTER
- MATH 310** **DIFFERENTIAL EQUATIONS** **(3 credits)**
Methods of solving first and second order differential equations, applications, systems of equations, series solutions, existence theorems, numerical methods, and partial differential equations.
NOTES: PREREQUISITE: MATH 152
OFFERED EVERY FALL SEMESTER
- MATH 315** **PROBABILITY AND STATISTICS** **(3 credits)**
Probability as a mathematical system, random variables and their distributions, limit theorems, statistical inference, estimation, decision theory and testing hypotheses.
NOTES: PREREQUISITE: MATH 152
OFFERED OCCASIONALLY
- MATH 320** **DISCRETE STRUCTURES** **(3 credits)**
Topics to be selected from counting techniques, mathematical logic, set theory, data structures, graph theory, trees, directed graphs, algebraic structures, Boolean algebra, lattices, and optimization of discrete processes.
NOTES: PREREQUISITES: MATH 151 AND COSC 210
OFFERED EVERY SPRING SEMESTER
- MATH 330** **HISTORY OF MATHEMATICS (W - Area 2.1B)** **(3 credits)**
The history of mathematics from ancient to modern times. The mathematicians, their times, their problems, and their tools. Major emphasis on the development of geometry, algebra, and calculus.
NOTES: PREREQUISITE: MATH 200
OFFERED INTERIM, ODD YEARS
- MATH 335** **MODERN GEOMETRY** **(3 credits)**
A review of Euclidean geometry, an examination of deficiencies in Euclidean geometry, and an introduction to non-Euclidean geometrics. Axiomatic structure and methods of proof are emphasized.
NOTES: PREREQUISITE: MATH 200
OFFERED INTERIM, EVEN YEARS
- MATH 340** **ABSTRACT ALGEBRA** **(3 credits)**
A survey of the classical algebraic structures taking an axiomatic approach. Deals with the theory of groups and rings and associated structures, including subgroups, factor groups, direct sums of groups or rings, quotient rings, polynomial rings, ideals, and fields.
NOTES: PREREQUISITE: MATH 200 AND MATH 220
OFFERED FALL SEMESTER, EVEN YEARS
- MATH 345** **TOPOLOGY** **(3 credits)**
An introduction to topological structures from point-set, differential, algebraic, and combinatorial points of view. Topics include continuity, connectedness, compactness, separation, dimension, homeomorphism, homology, homotopy, and classification of surfaces.
NOTES: PREREQUISITE: MATH 200 AND MATH 220
OFFERED SPRING SEMESTER, ODD YEARS

MATHEMATICS/MEDICINE

- MATH 350 REAL ANALYSIS (3 credits)**
This course develops the logical foundations underlying the calculus of real-valued functions of a single real variable. Topics include limits, continuity, uniform continuity, derivatives and integrals, sequences and series of numbers and functions, convergence, and uniform convergence.
NOTES: PREREQUISITE: MATH 200 AND MATH 220
OFFERED FALL SEMESTER, ODD YEARS
- MATH 355 COMPLEX ANALYSIS (3 credits)**
A study of the concepts of calculus for functions with domain and range in the complex numbers. The concepts are limits, continuity, derivatives, integrals, sequences, and series. Topics include Cauchy-Riemann equations, analytic functions, contour integrals, Cauchy integral formulas, Taylor and Laurent series, and special functions.
NOTES: PREREQUISITE: MATH 200 AND MATH 220
OFFERED SPRING SEMESTER, EVEN YEARS
- MATH 197, 297, 397 TOPICS IN MATHEMATICS (2-4 credits)**
- MATH 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
- MATH 490 SENIOR SEMINAR (1 credit)**
This course reviews and correlates the courses in the mathematics major. Each student is responsible for preparing the review of one area. Students also read papers from contemporary mathematics journals and present them to the class. The course uses the ETS mathematics major exam.
NOTES: PREREQUISITE: MATH 200, MATH 220, AND SENIOR STANDING
OFFERED EVERY SPRING SEMESTER

MEDICINE (Pre-Professional Program) Coordinator: P. Eglund

Most pre-medical students choose a major in Biology or Chemistry, but a student may choose to major in any discipline. While medical schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Medical schools expect that applicants have an understanding of and commitment to the profession. Students are encouraged to learn about medicine and patient care through internships, volunteer experiences and employment.

Admission requirements vary among medical schools, therefore a student interested in a career in medicine should identify the medical schools in which he or she is interested as early as possible. Pre-medical students should consult with their advisors and the coordinator on a regular basis to discuss course selection and medical school application procedures.

Medical schools select students on the basis of 1) undergraduate academic performance; 2) MCAT (Medical College Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview. Admission to medical school is competitive.

Suggested Pre-Medicine Program of Study: These are minimal general admission requirements. Students should refer to specific admissions guidelines for each medical school, and consult with their academic advisor and the Coordinator.

| | | |
|----------|---------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |

MEDICINE/MODERN FOREIGN LANGUAGES

| | | |
|---|---|------|
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
| – OR – | | |
| CHEM 242 | Analysis | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |
| MATH 151 | Calculus I | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| –OR– | | |
| ENGL 311 | Advanced Composition (W) | 3 cr |
| PSYC 270 | Statistics | 4 cr |
| <i>Additional courses may include (but are not limited to):</i> | | |
| BIOL 233 | Genetics | 4 cr |
| BIOL 234 | Cell Biology | 4 cr |
| <i>Additional advanced courses in BIOL</i> | | |
| MATH 152 | Calculus II | 4 cr |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |

MODERN FOREIGN LANGUAGES

Professor: S. Lhotzky

Associate Professor: S. Fish

Assistant Professors: E. Herman, T. Vivancos

Instructor: S. Ogdie

An essential part of a liberal arts education is the study of world languages, cultures, and literatures. In addition to preparing students for careers in teaching or for advanced language study at the graduate level, knowledge of a world language is a strong asset and an increasingly essential skill in many career fields. Proficiency in one or more world languages can provide students with a significant competitive edge in the global job market. The Department therefore encourages students to combine their major in Business Administration, Economics, Education, English, Government, History, Journalism, Nursing, Psychology, or Sociology, for example, with a second major or minor in French, German or Spanish. Students who took French, German or Spanish in high school are strongly encouraged to continue studying that language during their first semester so that they strengthen their language proficiency and avoid losing knowledge previously attained.

MODERN FOREIGN LANGUAGES

Advanced Placement (AP), CLEP, and Placement Exams

The Department accepts Advanced Placement (AP) and CLEP credits. See the Department website for additional information. New students who do not have AP, CLEP or transfer credit, who have a background in French, German or Spanish take a free language placement exam that specifies at which level they should continue their language study. Students who have taken at least three years of one language in high school have the option to waive the placement exam if they enroll in and complete Intermediate Language I during their first semester.

Study, Work and Teaching Abroad

Residence in a foreign country allows students to achieve higher levels of proficiency and to gain insights into a country's rich culture and customs. Dozens of exciting opportunities to study and to work abroad are available to Augustana students and the majority of language majors spend at least one Interim or semester abroad. Post-graduate assistantships are available to teach English in France and Germany. Augustana faculty have also lead service-learning opportunities in many non-English speaking countries.

Certification

Students who plan to teach with a major or minor concentration in a world language should be aware that the minimum number of credit hours necessary for certification in South Dakota is 18. Since minimum requirements in most other states are higher, students who plan to teach are strongly advised to obtain a language major.

Assessment

The Department of Modern Foreign Languages has set student learning outcomes for its language majors based on proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The department continually reviews the applicability of those guidelines and assesses how well its majors are achieving the intended outcomes. Additional information can be obtained by visiting the department's website. For information on single language majors or minors, see French, German or Spanish.

MODERN FOREIGN LANGUAGES MAJOR: 37 credit hours

The Modern Foreign Languages major combines the study of two languages.

| | |
|---|---------------|
| <i>Choose one course from</i> | <i>3-4 cr</i> |
| MDFL 191 Central and West-African Cinema | |
| MDFL 194, 294, 394 Topics in Modern Foreign Languages | |
| <i>Primary Language (22 credit hours)</i> | |
| Introduction to Language I | 3 cr |
| Introduction to Language II | 3 cr |
| Intermediate Language I | 4 cr |
| Intermediate Language II | 4 cr |
| Conversation and Composition I or II (W) | 4 cr |
| Elective in primary language | 4 cr |
| <i>Secondary Language (12 credit hours)</i> | |
| Introduction to Language I | 3 cr |
| Introduction to Language II | 3 cr |
| Intermediate Language I | 4 cr |
| Intermediate Language II | 4 cr |

MODERN FOREIGN LANGUAGES MINOR: 27 credit hours

The Modern Foreign Languages minor combines the study of two languages.

| | |
|---|---------------|
| <i>Choose one course from</i> | <i>3-4 cr</i> |
| MDFL 191 Central and West-African Cinema | |
| MDFL 194, 294, 394 Topics in Modern Foreign Languages | |

MODERN FOREIGN LANGUAGES

Primary Language (18 credit hours)

| | |
|--------------------------------------|------|
| Introduction to Language I | 3 cr |
| Introduction to Language II | 3 cr |
| Intermediate Language I | 4 cr |
| Intermediate Language II | 4 cr |
| Conversation and Composition I or II | 4 cr |

Secondary Language (6 credit hours)

| | |
|-----------------------------|------|
| Introduction to Language I | 3 cr |
| Introduction to Language II | 3 cr |

MODERN FOREIGN LANGUAGES COURSES:

MDFL 120 INTRODUCTION TO FRENCH I (Area 3.4) (3 credits)

This first course in a two-semester sequence is designed to help students develop beginning language proficiency in French through listening, speaking, reading, and writing. Students will also gain a basic knowledge of French geography and an initial awareness of French and Francophone cultures.

NOTE: OFFERED EVERY FALL SEMESTER, AND SOME INTERIMS

MDFL 121 INTRODUCTION TO FRENCH II (Area 3.4) (3 credits)

This second course in a two-semester sequence is designed to help students develop beginning language proficiency in French through listening, speaking, reading, and writing. Students will also gain a basic knowledge of French geography and an initial awareness of French and Francophone cultures.

NOTES: PREREQUISITE: MDFL 120 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

MDFL 130 INTRODUCTION TO GERMAN I (Area 3.4) (3 credits)

This two-semester sequence is designed to help students develop beginning language proficiency in German through listening, speaking, reading, and writing. Students will also gain a basic knowledge of German geography and an initial awareness of German culture.

NOTE: OFFERED EVERY FALL SEMESTER, AND SOME INTERIMS

MDFL 131 INTRODUCTION TO GERMAN II (Area 3.4) (3 credits)

This two-semester sequence is designed to help students develop beginning language proficiency in German through listening, speaking, reading, and writing. Students will also gain a basic knowledge of German geography and an initial awareness of German culture.

NOTES: PREREQUISITE: MDFL 130 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

MDFL 180 INTRODUCTION TO SPANISH I (Area 3.4) (3 credits)

The first in a two-semester sequence designed to help students develop beginning language proficiency in Spanish through listening, speaking, reading, and writing. Students will also gain a basic knowledge of Spanish geography and an initial awareness of Spanish and Latin American culture.

NOTE: OFFERED EVERY FALL SEMESTER

MDFL 181 INTRODUCTION TO SPANISH II (Area 3.4) (3 credits)

The second in a two-semester sequence designed to help students develop beginning language proficiency in Spanish through listening, speaking, reading, and writing. Students will also gain a basic knowledge of Spanish geography and an initial awareness of Spanish and Latin American culture.

NOTES: PREREQUISITE: MDFL 180 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER AND SOME INTERIMS

MODERN FOREIGN LANGUAGES

- MDFL 191** **CENTRAL AND WEST-AFRICAN CINEMA (Area 3.6)** **(3 credits)**
This course will survey Central and West African film from the 1960's to the present. Although African filmmakers are among the most innovative and provocative cinematographic artists, their work remains mostly unknown in the United States. Visually and artistically singular, Central and West African cinema assimilates and challenges Western conventions of cinematographic narrative, imagery and structure. Class discussion and analysis will center around key social and political issues: confronting (post)colonialism, corruption and violence in post-colonial societies, the positive and negative effects of traditions, identity formation and coming of age, and changing women's roles in modern Africa. All films are subtitled in English; no previous training in French or film studies is required.
NOTES: OFFERED OCCASIONALLY
- MDFL 220** **INTERMEDIATE FRENCH I** **(4 credits)**
The first course in a sequence designed to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and francophone cultures. Conducted in French.
NOTES: PREREQUISITE: MDFL 121 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY FALL SEMESTER
- MDFL 221** **INTERMEDIATE FRENCH II** **(4 credits)**
The second course in a sequence designed to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and francophone cultures. Conducted in French.
NOTES: PREREQUISITE: MDFL 220 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER
- MDFL 230** **INTERMEDIATE GERMAN I** **(4 credits)**
This sequence is designed to develop further students' proficiency in German through speaking, listening, reading, and writing, and to expand students' knowledge of German culture. Conducted in German.
NOTES: PREREQUISITE: MDFL 131 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY FALL SEMESTER
- MDFL 231** **INTERMEDIATE GERMAN II** **(4 credits)**
This sequence is designed to develop further students' proficiency in German through speaking, listening, reading, and writing, and to expand students' knowledge of German culture. Conducted in German.
NOTES: PREREQUISITE: MDFL 230 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER
- MDFL 280** **INTERMEDIATE SPANISH I** **(4 credits)**
The first in a two-course sequence designed to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Latin American cultures. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 181 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY FALL SEMESTER
- MDFL 281** **INTERMEDIATE SPANISH II** **(4 credits)**
The second in a two-course sequence designed to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Latin American cultures. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 280 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER
- MDFL 321** **FRENCH CONVERSATION AND COMPOSITION I (W - Area 2.1B)** **(4 credits)**
This course, along with MDFL 322 is designed to help students increase the accuracy and proficiency of their oral and written expression. A wide variety of topics (short stories, plays, newspaper and magazine articles, films, etc.) and activities (individual research topics, varying styles of compositions, individual and group presentations, radio drama, etc.) help students to master strategies for improved oral and written communication. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY

MODERN FOREIGN LANGUAGES

- MDFL 322 FRENCH CONVERSATION AND COMPOSITION II (W - Area 2.1B) (4 credits)**
This course, along with MDFL 321 is designed to help students increase the accuracy and proficiency of their oral and written expression. A wide variety of topics (short stories, plays, newspaper and magazine articles, films, etc.) and activities (individual research topics, varying styles of compositions, individual and group presentations, pod-casts, etc.) help students to master strategies for improved oral and written communication. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 323 HISTORY OF THE LITERATURE OF FRANCE I (Area 3.5A) (3 credits)**
Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. This course will cover French literature from *le moyen âge* to 1789. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 324 HISTORY OF THE LITERATURE OF FRANCE II (Area 3.5A) (3 credits)**
Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. The first course will cover French literature from *le moyen âge* to 1789. This course will concentrate on the nineteenth and twentieth centuries. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 325 CIVILIZATION AND CULTURE OF FRANCE (3 credits)**
An examination of the artistic, economic, intellectual, political, and social influences that have helped to shape the framework of contemporary civilization and culture in France. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 326 FRANCOPHONE CULTURES AND LITERATURES (3 credits)**
Discussion of selected literary contributions from African, Asian, Québécois, Caribbean and Polynesian Francophone authors, and analysis of important cultural, historical, political and social issues. Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 327 FRENCH SEMINAR (3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of French language, and Francophone literature and cultures. Course content will vary. Possible areas include, but are not restricted to, the following: French Autobiography; French Classicism; Modern French Novel; French Painting and Literature; Francophone Poetry; French Film; Individual Authors (Corneille, Molière, Diderot, Balzac, Gide, Guibert, Duras, etc.). Conducted in French.
NOTES: PREREQUISITE: MDFL 221
OFFERED OCCASIONALLY
- MDFL 331 GERMAN CONVERSATION AND COMPOSITION I (W - Area 2.1B) (4 credits)**
Developing fluency in the use of German as a means of oral and written expression. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 332 GERMAN CONVERSATION AND COMPOSITION II (W - Area 2.1B) (4 credits)**
Developing fluency in the use of German as a means of oral and written expression. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 333 HISTORY OF GERMAN LITERATURE I (Area 3.5A) (3 credits)**
A historical survey of literature and readings from the various periods. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY

MODERN FOREIGN LANGUAGES

- MDFL 334** **HISTORY OF GERMAN LITERATURE II (Area 3.5A)** **(3 credits)**
A historical survey of literature and readings from the various periods. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 336** **GERMAN CIVILIZATION AND CULTURE** **(3 credits)**
A study of the social, cultural, and political influences that have shaped present-day Germany. Includes geography and a survey of German history. Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 337** **GERMAN SEMINAR** **(3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of German language, culture, literary genres or authors. Course content will vary. Possible areas include, but are not restricted to, the following: The German Song in History; Germany and the New Europe; History of the German Language; History of German Drama; Medieval German Literature; The German Novel; Business German; The Third Reich; Specific Authors (Goethe, Schiller, Mann, Kafka, etc.). Conducted in German.
NOTES: PREREQUISITE: MDFL 231
OFFERED OCCASIONALLY
- MDFL 380** **MODERN SPANISH GRAMMAR** **(3 credits)**
An in-depth explanation of the structure of Spanish grammar, emphasizing problematic areas and proficiency in verb tenses. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 381** **SPANISH CONVERSATION AND COMPOSITION I (W - Area 2.1B)** **(4 credits)**
The purpose of this course is to improve the use of oral and written Spanish by classroom discussion, individual research topics for oral presentations and written compositions. Concentration will focus on Spanish history and civilization as a basis for conversation and composition. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 382** **SPANISH CONVERSATION AND COMPOSITION II (W - Area 2.1B)** **(4 credits)**
The purpose of this course is to improve the use of oral and written Spanish by classroom discussion, individual research topics for oral presentations and written compositions. This course will consider Latin American history and civilization. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 383** **HISTORY OF THE LITERATURE OF SPAIN I (Area 3.5A)** **(3 credits)**
A survey of the literary movements of Spain. This course will cover Spanish literature from the *Poema del Cid* through the Golden Age drama. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 384** **HISTORY OF THE LITERATURE OF SPAIN II (Area 3.5A)** **(3 credits)**
A survey of the literary movements of Spain. This course will concentrate on the nineteenth century and contemporary Spanish writers. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 385** **MODERN LATIN AMERICAN NOVEL** **(3 credits)**
A study of important novelists of the twentieth century from a number of Latin American countries. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY

MODERN FOREIGN LANGUAGES

- MDFL 386 HISTORY OF THE LITERATURE OF LATIN AMERICA (3 credits)**
Background material on the literary movements of the colonial period. Special emphasis on the modernists of the late nineteenth century and contemporary South America writers. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 387 SPANISH SEMINAR (3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of Spanish language, culture and literary genres. Course content will vary. Possible areas include, but are not restricted to, the following: Medical Spanish; Spanish Phonetics; Spanish Civil War; Medieval Spanish Literature; Golden Age Comedia; Picaresque Novel; Spanish Short Story; Modern Spanish Novel; Modern Spanish Drama; Spanish Realism and Naturalism. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 388 SPANISH CINEMA (3 credits)**
This course surveys the evolution of Spanish cinema from the silent era to the contemporary scene (1928-1992) within the framework of the complex political history of the country: the Primo de Rivera dictatorship; the Second Republic; the civil war; the Franco era; the restoration of a constitutional monarchy. Special emphasis will be placed on the films of the three directors who have gained international reputations: Luis Buñuel; Carlos Saura; Pedro Almodóvar. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 389 LATIN AMERICAN CINEMA (3 credits)**
The first half of the course will be devoted to the evolution of the cinema in the four Latin American countries that gained international recognition by studying the films of the directors responsible for this achievement: Luis Buñuel (Mexico); Nelson Pereira dos Santos (Brazil); Tomas Gutiérrez Alea (Cuba); Leopoldo Torre Nilsson (Argentina). The second half will examine contemporary films from those four countries and the newly emerging national cinema in Colombia, Chile, Peru, and Venezuela. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 194, 294, 394 TOPICS IN MODERN FOREIGN LANGUAGES, CULTURES AND LITERATURES (3-4 credits)**
Intra- and interdepartmental courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.
NOTES: OFFERED OCCASIONALLY
- MDFL 395, 495 INTERNSHIP (2-4 credits)**
Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 197, 297, 397 TOPICS IN FRENCH (2-4 credits)**
- MDFL 197, 297, 397 TOPICS IN GERMAN (2-4 credits)**
- MDFL 197, 297, 397 TOPICS IN SPANISH (2-4 credits)**
- MDFL 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Opportunity for students to study a particular subject under the direction of a faculty member.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR

MODERN FOREIGN LANGUAGES/MORTUARY SCIENCE

MDFL 400 SENIOR PROJECT (1 credit)

Designed with and approved by a supervising MDFL faculty member, the senior project allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual faculty member. A public presentation in the target language is required. Typically completed during the last semester of MDFL coursework. Grading System: S/U only. Conducted in the target language.

NOTE: PREREQUISITES: A 300-LEVEL MDFL COURSE AND THE CONSENT OF THE SUPERVISING FACULTY MEMBER

MORTUARY SCIENCE

(Pre-Professional Program)

Coordinator: P. Eglund

There are two ways to become qualified in mortuary science. A student may take 60 semester hours of prerequisite courses and then transfer to an accredited program in mortuary science. Other students choose to complete a Bachelor's degree (with Business Administration as a common, but not necessary, major) and then go on to school or program in mortuary science. Mortuary science programs expect applicants to take courses in several disciplines, be broadly educated and have an understanding of and commitment to the profession. Students are encouraged to learn about mortuary science and customer service through internships, volunteer activities and employment.

Application requirements vary among schools, therefore a student interested in a career in mortuary science should identify the schools in which he or she is interested as early as possible. The student should then consult with his or her advisor and coordinator on a regular basis to discuss course selection and application procedures.

Mortuary science programs select students on the basis of 1) undergraduate academic performance; 2) letters of evaluation from professors and other professional people; and 3) a personal interview (most programs). Admission to mortuary science programs is fairly competitive, and licensure requires an apprenticeship in an approved funeral home.

Suggested Pre-Mortuary Science Program of Study: These are typical admission requirements for mortuary science programs in the upper Midwest. Students should refer to specific admission guidelines for each mortuary science program and consult with their academic advisor and the Coordinator.

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|----------|---|------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| BSAD 320 | Principles of Management | 4 cr |
| BSAD 340 | Business Law I | 4 cr |
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| BIOL 250 | Introductory Microbiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 145 | Introduction to Organic and Biochemistry | 4 cr |
| COMM 110 | Introduction to Communication | 3 cr |
| COSC 210 | Computer Science I | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| GERO 289 | Medical Terminology | 1 cr |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| ECON 270 | Statistics | 4 cr |
| SOCI 110 | Contemporary Society | 3 cr |

BSAD 382 or another course in ethics is suggested.

MUSIC

MUSIC

Professors: B. Ammann, R. Andrews, J. Johnson, J. Pennington

Associate Professors: L. Grevlos, S. Johnson

Assistant Professors: P. Schilf, C. Stanichar

Instructors: C. Harbaugh, R. Joyce, V. Shoemaker

Inspired by the Lutheran liberal arts tradition of excellence in music, the Music Department provides a comprehensive education that challenges and prepares music majors for professional careers and graduate study. All students are offered the opportunity to study and perform in a nurturing environment that fosters integrity and integrates faith and learning in a diverse world. In addition to the full-time faculty listed above, the department employs over 20 part-time faculty members, most of whom are applied music specialists.

Opportunities for student participation are made possible in such diverse instrumental groups as the Augustana Band, College/Community Concert Band, College and Community Orchestra, Chamber Orchestra, Pep Band, Brass Choir, and Northlanders Jazz Band, Jazz Lab; and vocally in the Augustana Choir, Chamber Choir, Collegiate Chorale, Women's Choir, and Opera Theatre Workshop. Students also participate in a variety of chamber music ensembles coached by members of the music staff. Aside from the campus setting, the city of Sioux Falls is a music center for a wide area. A number of Augustana students each year audition and perform in the South Dakota Symphony Orchestra, the South Dakota Symphony Orchestra Chorus, and the Sioux Falls Municipal Band. These groups provide student members valuable professional performing experience and also provide remuneration. The Symphony, the Community Concert Association, the Sioux Falls Jazz and Blues Society and the Washington Pavilion of Arts and Science bring national and international guest artists and performing groups to capacity audiences. Many of these artists take the time to work with Augustana Music students.

General Information for All Music Degrees and Programs:

1. Students should declare their intention to major in Music immediately following their acceptance by the College. Students majoring in Music Education should contact the Music Department Chair for specific entrance requirements to the Music major program. Currently enrolled students electing to change their major to Music should make this declaration as soon as this decision is made, and contact the Music Department Chair. While music courses are open to any student who has the requisite interest and ability, only those students who have been admitted to the Music major and who have been in good standing for one calendar year prior to finishing the major will be allowed to graduate from the College as a Music major.
2. All Music majors and minors should have a current copy of the Manual for Music Students (available on the Department's website), and be aware of regulations in the Department of Music which may affect them.
3. All Music majors must attend a specific number of recitals and concerts each year. Details are included in the Manual.
4. All Music majors must complete the requirement in piano proficiency. Specific details are included in the Manual.
5. All Music Education majors must be enrolled in a major ensemble each semester in residence.
6. All instrumental Music majors must be enrolled in a small instrumental ensemble (MUSI 096 or 097) for a minimum of two semesters.
7. All Music majors should schedule no classes or laboratories for three o'clock on Thursdays since Departmental recitals and workshops are scheduled for that hour.
8. Students wishing to prepare themselves to teach in both the instrumental and vocal music education areas should consult the Music Department Chair for curriculum advising

DEGREE PROGRAMS

All liberal arts music, liberal arts music (sacred music) and music education majors must complete each required course in the music department with a grade of C- or better. Any student receiving a grade of D+ or lower must repeat the course.

MUSIC

MUSIC MAJOR – LIBERAL ARTS: 45 credit hours

Theory:

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|-----------|------------------|------|
| MUSI 120 | Music Theory I | 2 cr |
| MUSI 120L | Aural Skills I | 1 cr |
| MUSI 121 | Music Theory II | 2 cr |
| MUSI 121L | Aural Skills II | 1 cr |
| MUSI 220 | Music Theory III | 2 cr |
| MUSI 220L | Aural Skills III | 1 cr |
| MUSI 221 | Music Theory IV | 2 cr |
| MUSI 221L | Aural Skills IV | 1 cr |

History and Literature:

| | | |
|----------|--|------|
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature: 1750-Present | 3 cr |
| MUSI 214 | Music History and Lit of the Non-Western World (W) | 3 cr |

Applied Music: (Private lesson) Eight terms for credit 8 cr
(lesson fees are additional to tuition)

MUSI 161-167 Strings, Woodwinds, Brass Winds, Percussion,
Piano, Organ or Voice

Ensemble: Four terms for credit 4 cr

MUSI 095 A, B, D for vocal;
MUSI 095 E, F for winds/percussion/keyboards;
MUSI 095 G, L for strings

Conducting:

MUSI 300 Fundamentals of Conducting 3 cr

Required Electives: 9 credit hours (preferably at the 300 level)

MUSIC MAJOR - LIBERAL ARTS - SACRED MUSIC EMPHASIS: 57 hours (45 Music/12 Religion)

Theory:

| | | |
|-----------|------------------|------|
| MUSI 120 | Music Theory I | 2 cr |
| MUSI 120L | Aural Skills I | 1 cr |
| MUSI 121 | Music Theory II | 2 cr |
| MUSI 121L | Aural Skills II | 1 cr |
| MUSI 220 | Music Theory III | 2 cr |
| MUSI 220L | Aural Skills III | 1 cr |
| MUSI 221 | Music Theory IV | 2 cr |
| MUSI 221L | Aural Skills IV | 1 cr |

History and Literature:

| | | |
|----------|---|------|
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature: 1750-Present | 3 cr |
| MUSI 214 | Music History and Lit of the Non-West World (W) | 3 cr |
| MUSI 281 | Music and Worship I | 3 cr |

Applied Music: (Private lesson) Eight terms for credit 8 cr
(lesson fees are additional to tuition)

MUSI 161-167 Strings, Woodwinds, Brass Winds, Percussion,
Piano, Organ or Voice

Ensemble: Eight terms - Four terms for credit 4 cr

MUSI 095 A, B, D for vocal;
MUSI 095 E, F for winds/percussion/keyboards;
MUSI 095 G, L for strings

Conducting:

MUSI 300 Fundamentals of Conducting 3 cr

Religion:

| | | |
|----------|-------------------------------|------|
| RELI 110 | Exploring the Christian Faith | 3 cr |
| RELI 253 | Theology, Praxis and Ministry | 3 cr |
| RELI 257 | The Music of Creation | 3 cr |
| RELI 395 | Internship | 3 cr |

MUSIC

Three credit hours from the following electives:

| | | |
|----------|--------------------------------------|------|
| MUSI 236 | Singer's Diction | 2 cr |
| MUSI 301 | Advanced Instrumental Conducting | 3 cr |
| MUSI 303 | Advanced Choral Conducting | 3 cr |
| MUSI 311 | Secondary Choral Methods | 3 cr |
| MUSI 320 | Music Theory V | 3 cr |
| MUSI 331 | Elem and Middle School Music Methods | 3 cr |
| MUSI 336 | Vocal Pedagogy | 3 cr |

MUSIC EDUCATION MAJOR: 94-96 credit hours

Music Education majors must complete both the required music courses and the teacher certification courses.

Complete All Coursework in One Emphasis Area:

Vocal Emphasis: 55 credit hours

Theory:

| | | |
|-----------|------------------|------|
| MUSI 120 | Music Theory I | 2 cr |
| MUSI 120L | Aural Skills I | 1 cr |
| MUSI 121 | Music Theory II | 2 cr |
| MUSI 121L | Aural Skills II | 1 cr |
| MUSI 220 | Music Theory III | 2 cr |
| MUSI 220L | Aural Skills III | 1 cr |
| MUSI 221 | Music Theory IV | 2 cr |
| MUSI 221L | Aural Skills IV | 1 cr |

History and Literature:

| | | |
|----------|--|------|
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature: 1750-Present | 3 cr |
| MUSI 214 | Music History and Lit of the Non-Western World (W) | 3 cr |

Ensemble: six terms for credit (students are required to be in major ensemble each semester in residence)

| | | |
|----------|---------|------|
| MUSI 095 | A, B, D | 6 cr |
|----------|---------|------|

Applied Music: (Private lessons) Seven terms for credit (lesson fees are additional to tuition)

| | | |
|----------|-------|------|
| MUSI 167 | Voice | 7 cr |
|----------|-------|------|

Conducting:

| | | |
|----------|----------------------------|------|
| MUSI 300 | Fundamentals of Conducting | 3 cr |
| MUSI 303 | Advanced Choral Conducting | 3 cr |

Music Education:

| | | |
|----------|--|------|
| MUSI 236 | Singer's Diction | 2 cr |
| MUSI 311 | Secondary Choral Methods | 3 cr |
| MUSI 331 | Elementary and Middle School Music Methods | 3 cr |
| MUSI 336 | Vocal Pedagogy | 3 cr |

Electronic Music:

| | | |
|----------|-------------------------------------|------|
| MUSI 191 | Introduction to Notational Software | 1 cr |
|----------|-------------------------------------|------|

Required Electives: 3 credit hours (preferably at the 300-level)

Instrumental Emphasis: 57 credit hours

Theory:

| | | |
|-----------|------------------|------|
| MUSI 120 | Music Theory I | 2 cr |
| MUSI 120L | Aural Skills I | 1 cr |
| MUSI 121 | Music Theory II | 2 cr |
| MUSI 121L | Aural Skills II | 1 cr |
| MUSI 220 | Music Theory III | 2 cr |
| MUSI 220L | Aural Skills III | 1 cr |
| MUSI 221 | Music Theory IV | 2 cr |
| MUSI 221L | Aural Skills IV | 1 cr |

MUSIC

History and Literature:

| | | |
|----------|--|------|
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature: 1750-Present | 3 cr |
| MUSI 214 | Music History and Lit of the Non-Western World (W) | 3 cr |

Ensemble: six terms for credit (Students are required to be in major ensemble each semester in residence)

| | | |
|-----------|---|------|
| MUSI 095 | E, F for winds/percussion/keyboards; G, L for strings | 6 cr |
| MUSI 096P | Vocal Lab for Instrumental Education Majors | 1 cr |

Applied Music: (Private lessons) seven terms for credit (lesson fees are additional to tuition)

| | | |
|--------------|---|------|
| MUSI 161-166 | Strings, Woodwinds, Brass Winds, Percussion, Piano, or Organ | 7 cr |
|--------------|---|------|

Conducting:

| | | |
|----------|----------------------------------|------|
| MUSI 300 | Fundamentals of Conducting | 3 cr |
| MUSI 301 | Advanced Instrumental Conducting | 3 cr |

Instrumental Pedagogy and Literature:

| | | |
|----------|-------------------------------------|------|
| MUSI 250 | Bass Pedagogy and Performance | 3 cr |
| MUSI 251 | String Pedagogy and Performance | 2 cr |
| MUSI 252 | Woodwind Pedagogy and Performance | 3 cr |
| MUSI 253 | Percussion Pedagogy and Performance | 1 cr |

Music Education:

| | | |
|----------|--------------------------------|------|
| MUSI 310 | Secondary Instrumental Methods | 3 cr |
|----------|--------------------------------|------|

Electronic Music:

| | | |
|----------|-------------------------------------|------|
| MUSI 191 | Introduction to Notational Software | 1 cr |
|----------|-------------------------------------|------|

Required Electives: 3 credit hours (preferably at the 300-level)

Teacher Certification Courses: 39 credit hours

| | | |
|----------|--|-------|
| EDUC 110 | Foundations of American Education | 3 cr |
| EDUC 245 | Educational Psychology and Measurement | 3 cr |
| EDUC 275 | Generic Methods in Education | 3 cr |
| EDUC 335 | Literacy in the Content Area | 3 cr |
| EDUC 345 | Adolescent Development | 3 cr |
| EDUC 355 | Human Relations in Education | 3 cr |
| EDUC 470 | Student Teaching: All Grades | 12 cr |
| COMM 110 | Introduction to Communication | 3 cr |

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|----------|--------------------------------|------|
| NAST 320 | Native American Social Systems | 3 cr |
|----------|--------------------------------|------|

– OR –

| | | |
|----------|------------------------------|--|
| NAST 352 | History of the Lakota/Dakota | |
|----------|------------------------------|--|

| | | |
|----------|-------------------------------|------|
| SPED 240 | Teaching in Inclusive Schools | 3 cr |
|----------|-------------------------------|------|

MUSIC MINOR: 24 credit hours

Theory:

| | | |
|-----------|-----------------|------|
| MUSI 120 | Music Theory I | 2 cr |
| MUSI 120L | Aural Skills I | 1 cr |
| MUSI 121 | Music Theory II | 2 cr |
| MUSI 121L | Aural Skills II | 1 cr |

History and Literature:

| | | |
|----------|--|------|
| MUSI 210 | Music History and Literature to 1750 | 3 cr |
| MUSI 212 | Music History and Literature: 1750-Present | 3 cr |

Applied Music: (Private lessons) four terms for credit (lesson fees are additional to tuition)

| | | |
|--------------|---|------|
| MUSI 161-167 | Strings, Woodwinds, Brass Winds, Percussion, Piano, Organ or Voice | 4 cr |
|--------------|---|------|

Ensemble: Two consecutive terms chosen from MUSI 095 (A, B, D, E, F, G) 2 cr

MUSIC

Six semester hours of upper-division courses chosen preferably from:

| | | |
|----------|----------------------------------|------|
| MUSI 300 | Fundamentals of Conducting | 3 cr |
| MUSI 301 | Advanced Instrumental Conducting | 3 cr |
| MUSI 303 | Advanced Choral Conducting | 3 cr |
| MUSI 321 | Instrumentation and Arranging | 2 cr |

Majors and Minors must normally complete their Applied Music requirement in the same performance area. Music Education - Vocal Emphasis majors whose major applied area is piano or organ must take a minimum of four terms in voice. If the major applied area is voice, seven terms of voice are required. Music Education - Instrumental Emphasis majors must normally take the seven applied terms on one instrument or in one instrumental area (woodwinds, brass, strings, and percussion). If the major applied area is piano or organ, four terms must be on one other approved instrument. Exceptions are permitted only upon petition to the Department of Music. A recital performance of at least thirty minutes duration is required during the junior or senior year for music majors. No recital is required for Music minors. Music Education majors whose performing medium is piano or organ must receive credit for at least four terms of voice lessons or instrumental lessons corresponding to the emphasis chosen.

MUSIC COURSES:

MUSI 095 A-D: Choral Ensembles. By audition only.

| | | |
|------------------|--|---------------------|
| MUSI 095A | AUGUSTANA CHOIR Additional Robe fee will apply. | (0-1 credit) |
| MUSI 095B | COLLEGIATE CHORALE Additional Robe fee will apply. | (0-1 credit) |
| MUSI 095D | ANGELUS Additional Robe fee will apply. | (0-1 credit) |

MUSI 095 E-L: Instrumental Ensembles. By audition only.

| | | |
|------------------|--|---------------------|
| MUSI 095E | AUGUSTANA BAND | (0-1 credit) |
| MUSI 095F | COLLEGE/COMMUNITY BAND | (0-1 credit) |
| MUSI 095G | AUGUSTANA COLLEGE & COMMUNITY ORCHESTRA | (0-1 credit) |
| MUSI 095L | CHAMBER ORCHESTRA | (0-1 credit) |

MUSI 096 A-L: The literature and performance of chamber music. Ensembles will be formed taking into account the performance ability of the students involved. By audition only.

| | | |
|------------------|--|---------------------|
| MUSI 096A | OPERA THEATRE WORKSHOP | (0-1 credit) |
| MUSI 096B | BRASS QUINTET | (0-1 credit) |
| MUSI 096C | SAXOPHONE QUARTET | (0-1 credit) |
| MUSI 096D | CHAMBER STRING ENSEMBLE | (0-1 credit) |
| MUSI 096E | CLARINET CHOIR | (0-1 credit) |
| MUSI 096F | FLUTE CHOIR | (0-1 credit) |
| MUSI 096H | WOODWIND QUINTET | (0-1 credit) |
| MUSI 096I | PERCUSSION ENSEMBLE | (0-1 credit) |
| MUSI 096K | TROMBONE CHOIR | (0-1 credit) |
| MUSI 096L | STRING QUARTET | (0-1 credit) |
| MUSI 096M | JAZZ LAB | (0-1 credit) |
| MUSI 096N | NORTHLANDER JAZZ COMBO | (0-1 credit) |
| MUSI 096O | ACCOMPANYING LAB | (0-1 credit) |
| MUSI 096P | VOCAL LAB FOR INSTRUMENTAL EDUCATION MAJORS | (0-1 credit) |

MUSIC

MUSI 097 A-C: Small group ensembles. By audition only.

| | | |
|------------------|--------------------------------|---------------------|
| MUSI 097A | AUGUSTANA CHAMBER CHOIR | (0-1 credit) |
| MUSI 097B | BRASS CHOIR | (0-1 credit) |
| MUSI 097C | NORTHLANDERS JAZZ BAND | (0-1 credit) |

MUSI 110 **THE UNDERSTANDING OF MUSIC (Area 3.5B)** **(3 credits)**
Recommended for general college students who wish to gain knowledge and the understanding of music as a part of their cultural heritage.
NOTE: OFFERED EVERY SEMESTER

MUSI 111 **THE HISTORY OF JAZZ (Area 3.5B)** **(3 credits)**
A survey course to acquaint the student with the historical background and development of jazz in the United States. Emphasis will be placed on the meaning, origins and trends of jazz as a relatively new art form and its place in the social and musical life of America. Areas to be covered are the blues, Ragtime, New Orleans, Dixieland, Chicago Dixieland, Swing, Bop, Cool, Funky, and the new eclectic innovations.
NOTE: OFFERED MOST SEMESTERS

MUSI 120 **MUSIC THEORY I: BASIC CONCEPTS AND SKILLS (Area 3.5B)** **(3 credits)**
An intensive review of music fundamentals is followed by basic elements, including introduction to the tonal framework, scales and modes, intervals, basic chords, and chords in tonal context. Functional harmony is introduced at the basic level to include tonic, subdominant, and dominant harmonies. Emphasis is placed on melodic writing and two-voice textures from first through fourth species counterpoint.
NOTES: CONCURRENT REQUIREMENT: MUSI 120
OFFERED EVERY FALL SEMESTER

MUSI 120L **AURAL SKILLS I** **(3 credits)**
This course develops aural and rhythmic skills toward the goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises, and class lectures.
NOTE: MUST BE TAKEN CONCURRENTLY WITH MUSI 120.

MUSI 121 **MUSIC THEORY II: MELODIC STRUCTURES AND DIATONIC HARMONY** **(3 credits)**
Melodic organization, thematic development, and phrase structure are followed by non-chordal decorative pitches. Harmonic structures include the study of all diatonic triads, seventh chords, and their inversions in a functional harmonic context. Emphasis is placed on part writing in four-voice textures and analysis of diatonic harmonies and melody.
NOTES: PREREQUISITE: MUSI 120
OFFERED EVERY SPRING SEMESTER

MUSI 121L **AURAL SKILLS II** **(3 credits)**
This course develops aural and rhythmic skills toward the goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises, and class lectures.
NOTE: MUST BE TAKEN CONCURRENTLY WITH MUSI 121.

MUSI 152-153: Applied Music (Class Instruction)

MUSI 152 **BEGINNING CLASS PIANO FOR MUSIC MAJORS** **(1 credit)**
This course is the first semester of instruction for music majors (non-pianist) preparing for the departmental Piano Proficiency Requirements. Keyboard reading and technique are developed and theoretical principle of harmony and scalar materials are applied to the keyboard. Ensemble and solo literature is presented along with improvisational activities. Additional fees may apply.
NOTE: OFFERED EVERY FALL SEMESTER

MUSIC

MUSI 153 **INTERMEDIATE CLASS PIANO FOR MUSIC MAJORS** **(1 credit)**
This course provides the second semester of instruction for music majors (non-pianists) preparing for the departmental Piano Proficiency Requirements. Keyboard reading and technique are further developed and harmonization is realized throughout major and minor tonalities. Scalar and arpeggio techniques are covered as well as preparation for further requirements in the vocal/choral or instrumental area. Ensemble and solo literature are further explored. Additional fees may apply.
NOTE: OFFERED EVERY SPRING SEMESTER

MUSI 161-MUSI 167: Applied Music (Private Instruction)

Private lessons in music. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fee. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 161 **STRINGS**

MUSI 162 **WOODWINDS**

MUSI 163 **BRASS WINDS**

MUSI 164 **PERCUSSION**

MUSI 165 **PIANO**

MUSI 166 **ORGAN**

MUSI 167 **VOICE**

MUSI 191 **INTRODUCTION TO NOTATIONAL SOFTWARE** **(1 credit)**
This course will provide an overview of electronic music as it relates to music education, computers, software, MIDI keyboards and hardware. Music Education majors are required to take this course concurrently with MUSI 120.
NOTE: OFFERED EVERY FALL SEMESTER

MUSI 210 **MUSIC HISTORY AND LITERATURE TO 1750 (Area 3.1A)** **(3 credits)**
A general survey of the great movements in the development of music as an art form from the ancient times through the Baroque period. Emphasis is placed on score reading and analysis. The ability to read music notation is assumed for a student taking this class.
NOTE: OFFERED EVERY FALL SEMESTER

MUSI 212 **MUSIC HISTORY AND LITERATURE 1750 TO PRESENT (Area 3.1B)** **(3 credits)**
A general survey of the development of music during Viennese Classical and nineteenth century Romantic periods to the present. Emphasis is placed on score reading and analysis. The ability to read music notation is assumed for a student taking this class.
NOTE: OFFERED EVERY SPRING SEMESTER

MUSI 214 **MUSIC HISTORY AND LITERATURE OF THE NON-WESTERN WORLD** **(3 credits)**
(W - Area 2.1B, Area 3.6)
Explores the music history and literature of nine major cultural areas: India, the Middle East, China, Japan, Indonesia, Sub-Saharan Africa, Latin America, ethnic North American, and Native American music. The compositional makeup, theoretical practices, genre specific style characteristics, function and sound quality of musical instruments will be explored. Each musical system will be examined in a selective manner as to how it functions in the lives of the culture, how it is viewed and what the definition of music is for that culture.
NOTE: OFFERED EVERY FALL SEMESTER

MUSI 220 **MUSIC THEORY III: CHROMATICISM AND FORMAL PRACTICES** **(3 credits)**
Chromaticism is approached through the study of secondary function harmonies, including secondary dominants and secondary leading-tone chords and how they function in modulations to closely-related keys. Basic formal practices are covered including binary, ternary, and variation forms. Larger formal units such as sonata and rondo forms are also introduced. Emphasis is placed on writing modulations to closely-related keys through the use of secondary function chords in a formal context.
NOTES: PREREQUISITE: MUSI 121
CONCURRENT REQUIREMENT: MUSI 220L
OFFERED EVERY FALL SEMESTER

MUSIC

- MUSI 220L** **AURAL SKILLS III** **(3 credits)**
This course develops aural and rhythmic skills toward the goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises, and class lectures.
NOTE: MUST BE TAKEN CONCURRENTLY WITH MUSI 220
- MUSI 221** **MUSIC THEORY IV: EXTENDED CHROMATICISM AND** **(3 credits)**
CONTRAPUNTAL GENRES
This course begins with contrapuntal genres including the chorale prelude, the two-voice invention, and fugal processes. Expanded chromatic harmonies such as Neapolitan and augmented sixth chords are followed by modulation to distantly related keys. Increased chromaticism and tonal ambiguity are explored by expanded tertian structures, enharmonic usages of chromatic harmonies, and chromatic third relationships.
NOTES: PREREQUISITE: MUSI 220
CONCURRENT REQUIREMENT: MUSI 221L
OFFERED EVERY SPRING SEMESTER
- MUSI 221L** **AURAL SKILLS IV** **(3 credits)**
This course develops aural and rhythmic skills toward the goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises, and class lectures.
NOTE: MUST BE TAKEN CONCURRENTLY WITH MUSI 221.
- MUSI 230** **MUSIC, THEATRE, AND DANCE FOR THE** **(2 credits)**
ELEMENTARY CLASSROOM TEACHER
A study of the historical development methods for integrating music, theatre, and dance into the elementary classroom. Students seeking a major or minor in Music should register for MUSI 331.
NOTES: Open to first year students by petition only.
OFFERED EVERY SEMESTER
- MUSI 236** **SINGER'S DICTION** **(2 credits)**
This course is designed to increase the singer's awareness of the structure and characteristics of diction in English and foreign language song texts. The International Phonetic Alphabet will be used extensively. The student will develop the ability to transliterate Italian, German, French, and English song texts into IPA symbols. He/she will also learn to read IPA transliterations of those languages with stylistic accuracy. The anatomy of consonant and vowel formation in the various languages will be studied.
NOTES: PREREQUISITES: TWO SEMESTERS OF COLLEGE LEVEL VOICE
OFFERED EVERY FALL SEMESTER
- MUSI 250-MUSI 253: Each meet from 2-4 hours per week for 1-3 credit hour(s).
See specifics below. Class instruction in elementary performance with special emphasis on problems peculiar to the instruments. Study of literature and methods. Music 250-253 are taught in rotation.*
- MUSI 250** **BRASS PEDAGOGY AND PERFORMANCE** **(3 credits)**
General instructional content, performance practices, and discovering problems relating to all brass instruments are explained. History, fingerings, acoustics, mouthpieces, mutes, transpositions, literature, pedagogical resources, listening, and instructional techniques are among the materials covered in this course.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- MUSI 251** **STRING PEDAGOGY AND PERFORMANCE** **(2 credits)**
Elementary class instruction in violin, viola, violoncello, and contrabass. This class is designed to introduce undergraduate music education students to the elementary playing techniques of orchestral stringed instruments through demonstration and explanation of such fundamentals as correct position, correct holding, tuning, LH and RH techniques, intonation, tone production, and various bowing articulations.
NOTE: COREQUISITE: MUSI 253
OFFERED SPRING SEMESTER, ODD YEARS

MUSIC

- MUSI 252** **WOODWIND PEDAGOGY AND PERFORMANCE** **(3 credits)**
A pedagogical study of clarinet, saxophone, flute, oboe and bassoon designed for the student who is preparing to be an instrumental teacher. Students who successfully complete the requirements of this course will be able to provide instruction on woodwind instruments and have basic performing skills necessary for demonstration purposes in teaching.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- MUSI 253** **PERCUSSION PEDAGOGY AND PERFORMANCE** **(1 credit)**
This course prepares future music educators for the task of teaching percussionists. Emphasis is on identifying basic techniques for the development of good percussionists and appropriate literature to achieve this goal. Students will experience percussion instruments first-hand through performance.
NOTE: COREQUISITE: MUSI 251
OFFERED SPRING SEMESTER, ODD YEARS
- MUSI 281** **MUSIC AND WORSHIP I (Area 3.5B)** **(3 credits)**
An opportunity to focus on the historical and practical aspects of music in congregational worship. The course will examine the origins of chant, hymnody and liturgy and the development of church music from the early Christian Church to the contemporary proclamation of the Gospel.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- MUSI 282** **MUSIC AND WORSHIP II** **(3 credits)**
Practical training in hymns, anthems, liturgy and accompaniments for free and fixed-liturgical services. Discussion and study of the church musician's work: selection and rehearsal preparations of music for the church service, varied accompaniments, improvisation, and score-reading.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- MUSI 291** **NOTATIONAL SOFTWARE AND DIGITAL RECORDING** **(3 credits)**
The course trains students in the new technologies in music. It includes score input and parts extraction, the use of MIDI in sound generation and music notation and the use of electronic music instruments in performance.
NOTES: REQUIRES SOME MUSICAL BACKGROUND OR CONSENT OF THE INSTRUCTOR
OFFERED OCCASIONALLY
- MUSI 300** **FUNDAMENTALS OF CONDUCTING** **(3 credits)**
An introduction to the art of conducting. Includes study of conducting techniques, rehearsal procedures and score reading utilizing representative band, orchestral and choral compositions suitable for various levels of public school music.
NOTES: PREREQUISITE: MUSI 121
OFFERED EVERY FALL SEMESTER
- MUSI 301** **ADVANCED INSTRUMENTAL CONDUCTING** **(3 credits)**
Advanced study of band and orchestra scores. Particular emphasis is placed on developing competence in techniques of conducting instrumental ensembles.
NOTES: PREREQUISITE: MUSI 300
OFFERED EVERY SPRING SEMESTER
- MUSI 303** **ADVANCED CHORAL CONDUCTING** **(3 credits)**
A detailed study of choral and orchestral scores, designed to give students a chance to develop greater facility in choral conducting through advanced conducting experience in and out of class. Selection and training of choral voices, techniques for developing vocal ensembles, the choosing of music and further experience in choral conducting are emphasized.
NOTES: PREREQUISITE: MUSI 300
OFFERED EVERY SPRING SEMESTER

MUSIC

- MUSI 310** **SECONDARY INSTRUMENTAL METHODS** **(3 credits)**
Principles of planning, curriculum development, teaching methods, philosophy and media for secondary instrumental music education. Provides an introduction to group instrumental pedagogy and jazz pedagogy. Includes adaptations for exceptional students and those from varying cultural backgrounds.
NOTES: PREREQUISITES OR COREQUISITE: ADMISSION TO TEACHER EDUCATION AND EDUC 275
OFFERED FALL SEMESTER, EVEN YEARS
- MUSI 311** **SECONDARY CHORAL METHODS** **(3 credits)**
Principles of planning, curriculum development, teaching methods and media for secondary choral music education. Emphasizes working with voices in ensemble formats, auditioning and rehearsing. Literature selection and programming are also components. Includes adaptations for exceptional students and those from varying cultural backgrounds.
NOTES: PREREQUISITES OR COREQUISITE: ADMISSION TO TEACHER EDUCATION AND EDUC 275
OFFERED FALL SEMESTER, EVEN YEARS
- MUSI 320** **MUSIC THEORY V: 20TH CENTURY COMPOSITIONAL PRACTICES** **(3 credits)**
This course explores the multiple stylistic practices of the twentieth century, beginning with the extension of tonality to a point of tonal ambiguity. First, chromatic elements in a tonal context are explored, including exotic scalar materials and exceptions to tertian structures. Analysis of atonal music is approached with two primary foci: non-serial atonality and serial atonality. Emphasis is placed on the analysis of non-serial atonal music through pitch-class set analytical procedures. Study of formal practices of twentieth-century music emphasizes the resurgence of contrapuntal techniques and processes.
NOTES: PREREQUISITE: MUSI 221
OFFERED EVERY FALL SEMESTER
- MUSI 321** **INSTRUMENTATION AND ARRANGING** **(2 credits)**
A study of orchestral and band instruments, scoring for small instrumental ensembles, full orchestra, band, with special reference to problems in public school ensembles.
NOTES: PREREQUISITE: MUSI 221
OFFERED OCCASIONAL FALL SEMESTERS
- MUSI 322** **SPECIAL PROBLEMS IN MUSIC THEORY** **(3 credits)**
An in-depth study of a special topic in the area of music theory.
NOTES: PREREQUISITE: MUSI 320; CONSENT OF DEPARTMENT CHAIR
OFFERED AS INDEPENDENT STUDY
- MUSI 331** **ELEMENTARY AND MIDDLE SCHOOL MUSIC METHODS** **(3 credits)**
This course is designed for music majors and minors and includes study of methods of teaching music to children pre-school through middle school, learning and motivational theories, lesson planning and curriculum design, assessment and evaluation, music technology, integrated and multicultural music, and inclusion of the exceptional child into the music classroom. All students will additionally be assigned and complete a 20 hour practicum in a K-5 or Middle School music classroom.
NOTES: PREREQUISITE: MUSI 120
OFFERED SPRING SEMESTER, EVEN YEARS
- MUSI 334** **PIANO PEDAGOGY** **(3 credits)**
Designed to develop the student's ability to teach others how to play the piano. A detailed study of literature, methods and teaching techniques is made with special emphasis on the problems of the elementary and intermediate pianist.
NOTES: PREREQUISITE: FOUR TERMS OF COLLEGE-LEVEL PIANO
OFFERED FALL SEMESTER, EVEN YEARS

MUSIC/NATIVE AMERICAN STUDIES

- MUSI 336** **VOCAL PEDAGOGY** **(3 credits)**
This course is designed to develop the student's ability to teach others how to sing. Emphasis is placed on diagnosis of vocal problems and proper methods of dealing with these problems. An extensive survey is made of solo vocal literature that is suitable for the junior high and high school student.
NOTES: PREREQUISITE: FOUR TERMS OF COLLEGE-LEVEL VOICE LESSONS AND JUNIOR STANDING
OFFERED MOST INTERIMS
- MUSI 391** **ADVANCED MIDI** **(3 credits)**
Designed to teach the student the advanced applications of the Macintosh and PC computers, MIDI sequencing, music publishing and digital recording. Other topics will include SMPTE Time Code and MIDI Time Code and digital sampling. Tours to area recording studio facilities will also be scheduled.
NOTES: PREREQUISITE: MUSI 191
OFFERED INFREQUENTLY
- MUSI 395, 495 INTERNSHIP** **(2-4 credits)**
- MUSI 197, 297, 397 TOPICS IN MUSIC** **(2-4 credits)**
- MUSI 199, 299, 399 INDEPENDENT STUDY** **(2-4 credits)**

NATIVE AMERICAN STUDIES

Native American Studies offers courses in the general education core, courses that satisfy South Dakota teacher certification requirements, and elective courses in Native American studies.

NATIVE AMERICAN STUDIES COURSES:

- NAST 180** **RED, WHITE, and BLACK: THE PEOPLE OF EARLY AMERICA** **(3 credits)**
(W – Area 2.1B and Area 3.6)
This course focuses on how Native Americans, Europeans, and Africans created a unique society along the Atlantic coast of North America during the colonial period of American history. Specific attention is given to how certain events such as Bacon's Rebellion, Metacom's War, the Great Awakening, and the 1760's impacted the various groups comprising colonial America.
NOTES: CROSS-LISTED WITH HIST 180
OFFERED EVERY THIRD INTERIM
- NAST 320** **NATIVE AMERICAN SOCIAL SYSTEMS (Area 3.6)** **(3 credits)**
This course presents an "institutional" approach to Native American (specifically Lakota) society from pre-European contact to the present. It explores Lakota social institutions (political, economic, family, religious, and educational systems) prior to European contact, and examines the impact of non-Indian structures on the historical development of Lakota social institutions. This course fulfills the State of South Dakota's teacher certification requirement.
NOTES: CROSS-LISTED WITH SOCI 320
OFFERED EVERY SEMESTER

NATIVE AMERICAN STUDIES/NORTHERN PLAINS STUDIES

NAST 352 HISTORY OF THE LAKOTA/DAKOTA (Area 3.6) (3 credits)

This course presents an historical analysis of Lakota/Dakota history from pre-European contact to the present. It explores the continuity and discontinuity of the Lakota/Dakota experience from our earliest records of them until the late 20th century. By exploring the political, economic, familial, gender and educational transformations over the course of three centuries, students can discover an awareness and understanding of another group of people outside the majority culture. Students will discover that 'history' is not nearly as single-dimensional as often encountered in a traditional American history class. When finished, a student will understand how traditional Lakota society was organized, and recognize the continuity of Lakota culture over the course of time.

NOTES: CROSS-LISTED WITH HIST 352
OFFERED EVERY FALL SEMESTER

NAST 197, 297, 397 TOPICS IN NATIVE AMERICAN STUDIES

NAST 199, 299, 399 INDEPENDENT STUDY

NORTHERN PLAINS STUDIES MINOR:

NAST 202

NORTHERN PLAINS STUDIES

Coordinator: M. Mullin

Envisioned as a minor, not a stand-alone major, the goal of a Northern Plains program is to enhance currently offered programs, entice foreign students to Augustana, and, where possible, to utilize the resources of the Center for Western Studies. Using the pedagogy of regional studies, and focusing its attention on the Northern Plains, students in this program explore the complex communities—both human and non-human—who inhabit(ed) the region. Students completing a Northern Plains Minor will not only be able to articulate what makes the Northern Plains unique, but use the tools they have learned for evaluating the Northern Plains region for examining other regions around the world.

NORTHERN PLAINS STUDIES MINOR: 18-19 credit hours

Required Course: 3 credit hours

| | | |
|----------|----------------------------|------|
| NPST 202 | South Dakota and the World | 3 cr |
|----------|----------------------------|------|

Elective courses: 15 credit hours

| | | |
|---------------|--------------------------------|------|
| ANTH 270 | Introduction to Archaeology | 3 cr |
| ANTH/SOCI 271 | Cultural Anthropology | 3 cr |
| BIOL 180 | Environmental Science | 3 cr |
| ENGL 340 | Native American Authors | 3 cr |
| HIST 303 | History of the American West | 3 cr |
| HIST/NAST 352 | History of the Lakota/Dakota | 3 cr |
| NAST/SOCI 320 | Native American Social Systems | 3 cr |

Recommended Courses:

| | | |
|----------|-----------------------------|------|
| HIST 120 | American History to 1877 | 3 cr |
| HIST 121 | American History since 1877 | 3 cr |

NURSING

NURSING

Professor: M. Nelson

Assistant Professors: K. Fritz, M. Isaacson, L. Rainboth, N. Reding, V. Reiff, P. Schroeder, L. White

Instructors: K. Abbott, J. Herrmann, M. Nelson, P. Waltman

The mission of the professional Nursing program is to prepare students to apply knowledge and Christian values in the understanding and fostering of health, wholeness, and human potential in a changing world. The curriculum is grounded in nursing science as well as the biological and social sciences and the humanities. The guiding values of the program are congruent with the mission of Augustana: teaching/learning from a liberal arts perspective, living in community, cultivating excellence, developing servant leadership and living faith in vocation. Graduates are prepared to address complex issues in health through experiences that facilitate both their personal and professional growth. The Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible to take the National Council of State Boards of Nursing Licensing Examination (NCLEX) for licensure as registered nurses. They are prepared for entry level positions anywhere in the health care system, and they have a strong foundation for graduate study.

NURSING MAJOR: 78 credit hours

Required Courses: 48 credit hours

| | | |
|----------|--|------|
| NURS 200 | Introduction to Professional Nursing | 3 cr |
| NURS 230 | Pharmacotherapeutics | 3 cr |
| NURS 324 | Health Pattern Recognition/Nutrition | 3 cr |
| NURS 326 | Nursing Therapeutics | 4 cr |
| NURS 328 | Pathophysiology | 3 cr |
| NURS 340 | Adult Health Nursing I | 4 cr |
| NURS 352 | Child Health Nursing | 3 cr |
| NURS 354 | Public Health Science | 2 cr |
| NURS 410 | Maternal and Reproductive Health Nursing | 3 cr |
| NURS 420 | Behavioral Health Nursing | 3 cr |
| NURS 425 | Behavioral Health Nursing Lab | 2 cr |
| NURS 430 | Community Health Nursing | 3 cr |
| NURS 435 | Community Health Nursing Lab | 2 cr |
| NURS 441 | Adult Health Nursing II | 4 cr |
| NURS 450 | Perspectives in Professional Nursing (W) | 3 cr |
| NURS 451 | Leadership in Professional Nursing | 3 cr |

Required Supportive Courses: 30 credit hours

| | | |
|----------|--|------|
| BIOL 120 | Biological Principles I (<i>pre-requisite to BIOL 150</i>) | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| BIOL 250 | Introductory Microbiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 145 | Introduction to Organic and Biochemistry | 4 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| SOCI 110 | Contemporary Society | 3 cr |

Related information: The major in Nursing has the following provisions and requirements: 1) a criminal background check conducted prior to a student's enrollment in clinical nursing courses; 2) a minimum grade point average of 2.7 for the entire college program of study preceding enrollment in nursing courses; 3) achievement of a grade of C- or higher in required support courses (A student is allowed to repeat a maximum of two required prerequisite courses one time.); and 4) evidence of personal qualifications essential for success in professional nursing.

Progression into subsequent nursing courses or to graduation is contingent upon attaining a "C" or better (minimum of 74%) in both the theory and clinical portions of all preceding nursing courses. Unsatisfactory completion of a nursing course requires that the student request readmission to the nursing major and permission to re-enroll in the failed course the next time the course is offered. Readmission is contingent on space availability, recommendations from the student's advisor and course professor of the failed course, and the professional judgment of the Nursing Admission/Progression Committee. A student is allowed to repeat a maximum of one nursing course one time.

Nursing majors enrolled in clinical nursing courses are provided with a current copy of the Department of Nursing Student Handbook, which delineates policies and procedures affecting students in the nursing program. *Baccalaureate degree for Registered Nurses:* For information contact the chair of the Nursing department.

NURSING COURSES:

- NURS 200 INTRODUCTION TO PROFESSIONAL NURSING (3 credits)**
This course will provide an introduction to the profession and discipline of nursing, the relationship of nursing to liberal arts, and the nursing scope of practice in the United States health care system. Ethics, confidentiality, and communication skills will be emphasized as pillars of the art and science of professional nursing. Selected nursing theories and a framework for translating nursing research into practice will be introduced. Perspectives of practicing nurses in various roles will be highlighted. Students will be introduced to essential elements of the nurse-patient relationship and professional nursing through experiential, meaningful learning activities, including but not limited to, small group dialogue, group projects, and class discussion. This course is a prerequisite or corequisite for NURS 326.
NOTE: OFFERED EVERY FALL SEMESTER
- NURS 230 PHARMACOTHERAPEUTICS (3 credits)**
This course introduces the theoretical basis and application of nursing therapeutics with emphasis on pharmacology. Content areas include pharmacological concepts related to life span considerations, cultural, legal, ethical, and safety considerations. Attention is given to major drug groups, drug actions, adverse reactions and nursing implications. There will also be an emphasis on the role of the professional nurse as patient educator and advocate. Students will be introduced to essential elements of pharmacology and the nursing process through experiential, meaningful learning activities, including but not limited to, in class case studies, NCLEX questions, and class discussions. This course is a prerequisite to NURS 326.
NOTE: OFFERED EVERY SPRING SEMESTER
- NURS 324 HEALTH PATTERN RECOGNITION/NUTRITION (3 credits)**
This course focuses on health assessment through the life span. Content areas include functional, physical, nutritional, wellness, health and risk assessment. Selected developmental assessment with emphasis on the older adult is included. Health patterns of individuals and groups are identified and examined in relation to definitions of health, cultural perspectives, national normative data, and quality of life issues. The nurse-person process includes health teaching of individuals, groups, and/or communities. Concepts of health pattern profiling are introduced and examined in relationship to health care delivery systems. Clinical experiences are scheduled in campus lab and community agencies.
NOTE: OFFERED EVERY FALL SEMESTER
- NURS 326 NURSING THERAPEUTICS (4 credits)**
This course focuses on the theoretical basis of the nurse-person process in understanding human health patterns and supporting changing health patterns. Opportunities for application of critical thinking, nursing process, communication, nursing therapeutics, as well as the development of beginning clinical reasoning skills are provided in campus and clinical laboratory experiences. Selected readings from nursing science are examined in relation to nursing therapeutics and quality of life issues. Models of health care delivery and nursing informatics are introduced.
NOTE: OFFERED EVERY FALL SEMESTER

NURSING

- NURS 328** **PATHOPHYSIOLOGY** **(3 credits)**
This course focuses on the pathophysiologic basis of changing health patterns. Emphasis is placed on relating normal physiologic function to changes that occur in the expression of disease and contribute to altered health patterns in humans. Aspects of cellular, organ, and body system alterations are examined in relation to the pattern of the whole as humans experience changing patterns of health. Emphasis is also placed on relating the manifestations of disease, diagnostic tests and collaborative therapeutic interventions to underlying pathophysiologic processes. This course is a prerequisite to NURS 326.
NOTE: OFFERED EVERY FALL SEMESTER
- NURS 340** **ADULT HEALTH NURSING I** **(4 credits)**
The focus of this course is on understanding changing patterns of health experienced by adults with acute and chronic health conditions. Nursing practice in acute care settings is grounded in nursing science with emphasis on being, knowing and acting with compassion and caring in evolving relationships and fostering health, wholeness and human potential of adults, their families and communities from which they come. Opportunities are provided for students to integrate key processes and concepts to include knowledge of acute and chronic health conditions, pathophysiology, pharmacology, nursing process, the aging process, nursing care management across the health care continuum, interdisciplinary collaboration, ethical reasoning, levels of prevention, and teaching-learning theory.
NOTES: PREREQUISITE: NURS 200, 230, 324, 326 AND 328; COREQUISITE: NURS 352
OFFERED EVERY SPRING SEMESTER
- NURS 352** **CHILD HEALTH NURSING** **(3 credits)**
The focus of this course is on the nurse-person process in the care of children and families across the health care continuum. Emphasis is on understanding health experiences of children with changing patterns of health. Developmental theory and quality of life issues from the child's and family's perspective are emphasized. Child and family health issues in relation to health care are examined in acute care and community settings. This includes five weeks of clinical (acute care) experience with children, as well as exposure to a variety of pediatric community settings; exploring their contribution to children's health and well-being.
NOTES: PREREQUISITE: NURS 200, 230, 324, 326 AND 328; COREQUISITE: NURS 340
OFFERED EVERY SPRING SEMESTER
- NURS 354** **PUBLIC HEALTH SCIENCE** **(2 credits)**
This course focuses on beginning knowledge of assessment, policy development, planning, and assurance of health for populations and communities. Skills and knowledge relevant to nursing science and public health are integrated to inform understanding of community health nursing. Epidemiology, population demographics, vital statistics, health care delivery models, advocacy resources, and levels of prevention are emphasized. The interconnectedness of health, culture, environment, economics, technology and societal values within diverse communities are explored from the local and global perspective.
NOTE: OFFERED EVERY SPRING SEMESTER
- NURS 410** **MATERNAL AND REPRODUCTIVE HEALTH NURSING** **(3 credits)**
The focus of this course is on the nurse-person process in the care of the childbearing family across the health care continuum. Students will explore physiological, psychological, and developmental stressors experienced by childbearing families. Students will also evaluate social, cultural and societal issues that affect reproductive health care with women and men. Clinical experiences are in acute care and community settings.
NOTES: PREREQUISITE: NURS 200, 230, 324, 326, 328, 340, 352
OFFERED EVERY SPRING SEMESTER

NURSING

- NURS 420** **BEHAVIORAL HEALTH NURSING** **(3 credits)**
The prime focus of this course is on the nurse-person process in the care of persons experiencing changing health patterns. Being with persons/groups/communities as they experience changes in health patterns provides the foundation for the student to examine concepts from nursing theory, mental health literature and crisis theory. Human behavior is studied across the life span with a special emphasis on understanding changing patterns of health from the person's perspective. Special emphasis is placed on the students' own understanding of self and personal patterns of health as these relate to professional nursing practice. The arts and humanities are incorporated to assist students to delineate what it means to be human, live authentically, and share with others while preserving the variety and uniqueness of the person. Clinical experiences are provided in the community, including acute care behavioral health settings. Relevant pharmacology content is included.
NOTES: PREREQUISITES: NURS 340, 352 AND 354;
MUST BE TAKEN CONCURRENTLY WITH NURS 425
OFFERED EVERY SEMESTER
- NURS 425** **BEHAVIORAL HEALTH NURSING LAB** **(2 credits)**
NOTES: MUST BE TAKEN CONCURRENTLY WITH NURS 420
OFFERED EVERY SEMESTER
- NURS 430** **COMMUNITY HEALTH NURSING** **(3 credits)**
The focus of this course is on the nurse-community process in care of families, groups, and communities. Community health nursing practice is guided by nursing science and informed by community health science, public health, environmental health and health promotion/disease prevention principles. Cultural diversity and socially relevant issues interconnected with health are explored in relation to quality of life from the community perspective. Clinical opportunities are provided in community settings.
NOTES: PREREQUISITES: NURS 340, 352 AND 354;
MUST BE TAKEN CONCURRENTLY WITH NURS 435
OFFERED EVERY SEMESTER
- NURS 435** **COMMUNITY HEALTH NURSING LAB** **(2 credits)**
NOTE: MUST BE TAKEN CONCURRENTLY WITH NURS 430
- NURS 441** **ADULT HEALTH NURSING II** **(4 credits)**
This course builds on the junior level adult health nursing course with increased complexity of nursing care situations and expectations for clinical judgment. The focus of this course is on understanding changing patterns of health experienced by adults with acute and chronic health conditions. Students are challenged to think critically and develop skill in priority setting in complex care situations through interactive learning experiences in class, clinical, and hands on laboratory experiences including critical care and emergency care situations. Opportunities are provided for students to integrate key processes and concepts to include knowledge of acute and chronic health conditions, pathophysiology, pharmacology, nursing process, the aging process, nursing care management across the health care continuum, interdisciplinary collaboration, ethical reasoning, levels of prevention, teaching-learning theory evidence-based practice.
NOTES: PREREQUISITE: NURS 340
OFFERED EVERY FALL SEMESTER
- NURS 450** **PERSPECTIVES IN PROFESSIONAL NURSING (W - Area 2.1B)** **(3 credits)**
This course focuses on nursing research as it relates to evidence based or evidence informed practice. Opportunities are provided for students to gain increased understanding of the research process and research utilization (evidence-based practice) in practice. The relationship between nursing research and the development of nursing science is emphasized. Individually and in groups, students explore and write their own philosophies of nursing, a professional resume, and a paper evaluating the relevance of nursing research to practice settings.
NOTE: OFFERED EVERY FALL SEMESTER

NURSING/OCCUPATIONAL THERAPY

- NURS 451 LEADERSHIP IN PROFESSIONAL NURSING (3 credits)**
This course focuses on professional role development, nursing leadership, and contemporary issues in nursing. Students will gain increased understanding of the staff nurse's role in leadership, with opportunities for practical experience in the areas of delegation, priority setting, critical thinking, decision making, quality improvement, evidence based nursing practice, information management and safety. Students will examine leadership and management theories. Students will explore legal, ethical and political issues in nursing. The clinical component includes an 80-hour clinical practicum with a nurse preceptor. The clinical experience provides an opportunity for students to integrate nursing theory, research, leadership, management, and ethics into their nursing practice. Students will participate in delegation, priority setting, decision making, evidence based nursing, information management and interdisciplinary experiences in an approved health care setting.
NOTE: OFFERED EVERY INTERIM
- NURS 468 NCLEX REVIEW (1 credit)**
This course is designed to prepare the student for success on the NCLEX exam. The student will learn how to use strategies for answering application and analysis questions and to cope with the stresses related to taking the licensing exam. The full scope of content in the licensing examination will be covered. Grading System: S/U Only.
NOTE: OFFERED EVERY SPRING SEMESTER
- NURS 395, 495 INTERNSHIP (2-4 credits)**
Internship study experiences will be conducted in a clinical setting. Internships include a writing assignment that records the learning process (journal, log, observation report, etc.) as well as a summary paper that helps the intern reflect on the total internship experience in terms of anticipated and unanticipated learning outcomes.
- NURS 197, 297, 397, 497 TOPICS IN NURSING (2-4 credits)**
- NURS 299, 399, 499 INDEPENDENT STUDY (2-4 credits)**

OCCUPATIONAL THERAPY

(Pre-Professional Program)

Coordinator: M. Larson

Occupational therapy is a health profession that uses a variety of rehabilitative, educational, social and vocational activities to help individuals in adapting or improving performance in areas of work, school, independent living or play. Services are provided to people of all ages whose lives have been disrupted by illness, injury, developmental problems, social or psychological dysfunction or the aging process. The goal is to aid people in attaining their maximum functioning potential.

An excellent pre-professional program is available which prepares the student for subsequent professional education. One option students have is to take a two or three year pre-professional program at Augustana followed by transfer to another college/university with a Bachelor's level professional Occupational Therapy program. Alternatively, the student may complete a Bachelor of Arts degree at Augustana and then apply for admission to an occupational therapy program at either a Baccalaureate or Master's level. Occupational Therapy program requirements vary, therefore students should consult the appropriate catalogues for the requirements of the particular schools they are interested in attending. Certification as an occupational therapist is based upon graduation from an approved occupational therapy program and acceptable performance on the American Occupational Therapy examination. Appropriate majors for students desiring a career in Occupational Therapy include Biology, Nursing, Psychology, Special Education, or an Interdepartmental major consisting of a combination of two or three of these areas.

OCCUPATIONAL THERAPY/OPTOMETRY

Pre-Occupational Therapy Program of Study: These are general admission requirements. Students should refer to specific admissions guidelines for each Occupational Therapy school and consult with their academic advisor and the Coordinator.

| | | |
|----------|-----------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| PSYC 115 | General Psychology | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| PSYC 311 | Abnormal Psychology | 3 cr |

Additional requirements include other introductory science courses, humanities courses and other courses that vary from program to program.

OPTOMETRY (Pre-Professional Program)

Coordinator: S. Matzner

While several optometry schools admit students after their junior year, many require that applicants obtain their Bachelor's degrees prior to admission. Most pre-optometry students choose to major in biology, but a student may choose to major in any discipline. While optometry schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Optometry schools expect that applicants have a thorough understanding of and commitment to the profession. Students are encouraged to learn about the optometry profession and patient care through internships, volunteer experiences and employment.

Most optometry schools have specific admission requirements. A student interested in a career in optometry should identify the schools in which he or she is interested as early as possible. Pre-optometry students should then consult with their advisors and the coordinator on a regular basis to discuss course selection and optometry school application procedures.

Optometry schools select students on the basis of 1) undergraduate academic performance; 2) OAT (Optometry Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview (most programs). Admission to optometry school is competitive.

Suggested Pre-Optometry Program of Study: These are general admission requirements. Students should refer to specific admissions guidelines for each optometry school and consult with their academic advisor and the Coordinator.

| | | |
|----------|--------------------------------|--------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| BIOL 250 | Introductory Microbiology | 4 cr |
| – OR – | | |
| BIOL 344 | General Microbiology | 4 cr |
| BIOL 354 | Biological Chemistry | 3-4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |

OPTOMETRY/PHARMACY

| | | |
|----------|--|------|
| CHEM 145 | Introduction to Organic and Biochemistry | 4 cr |
| – OR – | | |
| CHEM 201 | Organic Chemistry I* | 4 cr |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |
| MATH 151 | Calculus I | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| PSYC 115 | General Psychology | 3 cr |
| PSYC 270 | Statistics | 4 cr |

Other recommended courses for some schools include work in Business/Accounting, Computer Science, Communication Studies, Sociology, as well as additional Psychology courses.

*NOTE: Organic Chemistry requirement depends on the Optometry School. About half require just one semester (CHEM 145 is sufficient). The other half require two semesters (CHEM 201 AND 202).

PHARMACY

(Pre-Professional Program)

Coordinator: J. Duffy-Matzner

Some pre-pharmacy students complete their Bachelor's degree, while others transfer to pharmacy programs after one to three years at Augustana. While transferring allows the student to complete the pharmacy degree more quickly, the lack of a Bachelor's degree may limit future career opportunities. Most students who complete their Bachelor's degree major in biology or chemistry, but a student may choose to major in any discipline. While pharmacy schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Pharmacy schools expect that applicants have a thorough understanding of and commitment to the profession. Students are encouraged to learn about the pharmacy profession through internships, volunteer experiences and employment.

A student interested in a career in pharmacy should identify the schools in which he or she is interested in attending as early as possible in his or her career at Augustana. Pre-pharmacy students should consult with their advisors and the coordinator on a regular basis to discuss course selection and pharmacy school application procedures.

Pharmacy schools select students on the basis of 1) undergraduate academic performance; 2) PCAT (Pharmacy College Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview (most programs). Admission to pharmacy school is competitive. Most pharmacy schools require one year of physics, one year of inorganic chemistry, one semester of organic chemistry, one semester of biochemistry, two years of biology and courses in mathematics, communication and social sciences. Most schools have additional course requirements.

Suggested Pre-Pharmacy Program of Study: These are general admission requirements. Since admission requirements are highly variable, students should refer to specific admissions guidelines for each pharmacy school and consult with their academic advisor and the Coordinator.

PHARMACY/PHILOSOPHY

| | | |
|---|------------------------------------|--------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| – OR – | | |
| BIOL 334 | Comparative Anatomy and Embryology | 4 cr |
| BIOL 250 | Introductory Microbiology | 4 cr |
| – OR – | | |
| BIOL 344 | General Microbiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| CHEM 242 | Analysis | 4 cr |
| MATH 150 | Pre-Calculus | 4 cr |
| MATH 151 | Calculus I | 4 cr |
| COMM 110 | Introduction to Communication | 3 cr |
| ECON 120 | Principles of Economics I | 3 cr |
| ECON 270 | Statistics | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| <i>Additional courses may include (but are not limited to):</i> | | |
| BIOL 354 | Biological Chemistry | 3-4 cr |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |

Physics coursework is required by most Pharmacy schools.

PHILOSOPHY

Assistant Professors: S. Minister, D. O'Hara

The Philosophy major has two tracks: a Philosophy track and Religion/Philosophy track. The major is designed to give students a broad introduction to the philosophical enterprise, to relate that enterprise to the student's total educational experience, and to encourage creative reflection on life's deepest questions. The major is designed to acquaint students with the discipline of philosophy in both its historic and contemporary expressions. It aims to broaden students' intellectual horizons while heightening their moral sensitivity and to develop their thinking and speaking skills while encouraging the integration of learning.

While the study of philosophy is particularly important for students planning to enter the professions, the skills and attitudes acquired through philosophical inquiry will benefit anyone who wants to think more clearly, critically, flexibly, and comprehensively, no matter what one's major or vocational goals may be. We are therefore eager to work with students who want to combine their study of philosophy with other majors or areas of study.

PHILOSOPHY

PHILOSOPHY MAJOR: 24 credit hours

| | | |
|----------|--|------|
| PHIL 120 | Critical Thinking | 3 cr |
| PHIL 200 | Reason, Faith and the Search for Meaning | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| PHIL 300 | Contemporary Moral Issues (W) | 3 cr |
| PHIL 332 | Seminar | 3 cr |
| *PHIL | Elective courses (2 courses) | 6 cr |

**With the approval of the program coordinator, students may apply toward the philosophy major one course with philosophical content from another discipline.*

RELIGION/PHILOSOPHY MAJOR TRACK: (See Religion/Philosophy Major – Page 180)

PHILOSOPHY MINOR: 15 credit hours

| | | |
|------|------------------------------|-------|
| PHIL | Elective courses (5 courses) | 15 cr |
|------|------------------------------|-------|

POLITICAL PHILOSOPHY MINOR: 18 credit hours

These courses emphasize classic writings that focus upon the meaning and importance of justice and the relationship between a fulfilling, ethical human life and the political state. This minor normally can be fulfilled in one of two ways:

Track 1: Classical Political Philosophy (18 credit hours)

| | | |
|----------|-------------------------------|------|
| CLAS 200 | Elementary Greek I | 3 cr |
| CLAS 201 | Elementary Greek II | 3 cr |
| GOVT 285 | The Quest for Justice | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| PHIL 320 | Political Philosophy | 3 cr |

Track 2: Political Philosophy (18 credit hours)

| | | |
|----------|--------------------------------|------|
| GOVT 285 | The Quest for Justice | 3 cr |
| GOVT 305 | Theories of American Democracy | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| PHIL 300 | Contemporary Moral Issues | 3 cr |
| PHIL 320 | Political Philosophy | 3 cr |

Related information: Students preparing for graduate study in philosophy need careful advising in their choice of courses. Majors are encouraged to broaden themselves by taking courses in the natural and social sciences as well as in the humanities. A study of one or more foreign languages is recommended.

NOTE: Consult the Interim catalog for courses not listed here which may be applied to a Philosophy major.

PHILOSOPHY COURSES:

| | | |
|-----------------|---|--------------------|
| PHIL 110 | DIMENSIONS OF THE SELF (Area 1.2) | (3 credits) |
| | An inquiry into the nature and conditions of selfhood. Issues explored include: the self in relation to education, vocation, maturation, morality, rationality, rights and responsibilities; the self in relation to its projects and possibilities and values, its capacity for transcendence, meaning, and interpersonal relationships. | |
| | NOTE: OFFERED EVERY SEMESTER | |

PHILOSOPHY

- PHIL 120** **CRITICAL THINKING (Area 2.2)** **(3 credits)**
A broad introduction to the art of reasoning. Topics include: the basic concepts of logic, with techniques for detecting, classifying, and evaluating arguments; mistakes in reasoning committed in everyday life; deductive and inductive logic; problem solving skills. Designed to make the student a more careful thinker and a better judge of evidence and arguments.
NOTE: OFFERED MOST SEMESTERS
- PHIL 200** **REASON, FAITH AND THE SEARCH FOR MEANING (Area 4.2)** **(3 credits)**
A study of those issues which are of common concern to philosophy and religion. Topics focused upon include: the nature and function of religion; the existence and attributes of God; the claims of reason and the claims of faith; God and the problem of evil; the meaning of religious statements; religious experience and the inexpressible; religion and morality; human freedom and the meaning of life.
NOTES: CROSS-LISTED WITH RELI 200
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- PHIL 210** **ETHICAL PERSPECTIVES (Area 4.2)** **(3 credits)**
An introductory exploration of basic ethical issues from different philosophical perspectives as well as from the vantage point of the Christian faith. This course is designed to encourage a thoughtful appraisal of the deep questions of life within the broadest possible context. Topics to be discussed will be selected from: the good, the true and the beautiful; freedom and moral action; virtue, justice and vocation; God, happiness, and the meaning of life.
NOTES: CROSS-LISTED WITH RELI 210
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- PHIL 220** **OUR PHILOSOPHICAL HERITAGE I (Area 3.1A)** **(3 credits)**
A survey of the history of Western philosophy from the pre-Socratics through the scholastics, concentrating upon the main thinkers, ideas, and cultural developments of the period.
NOTES: CROSS-LISTED WITH CLAS 220
OFFERED EVERY SEMESTER
- PHIL 230** **OUR PHILOSOPHICAL HERITAGE II (Area 3.1B)** **(3 credits)**
A survey of the history of Western philosophy from the 17th Century through the 20th Century, concentrating upon the main thinkers, ideas and cultural developments which have shaped the modern mind.
NOTE: OFFERED EVERY SPRING SEMESTER
- PHIL 241** **THEOLOGY AND PHILOSOPHY IN DIALOG (Area 4.2)** **(3 credits)**
This course is a survey of Western philosophical thought with the purpose of introducing students of theology to the philosophical ideas which have had a significant influence on the development of Christian theology.
NOTES: CROSS-LISTED WITH RELI 241
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- PHIL 242** **LIBERATION THOUGHT (Area 4.2)** **(3 credits)**
This course is devoted to concentrated study in liberation theologies and philosophies. Specific attention will be given to understanding the differences between a variety of schools of liberation thought.
NOTES: CROSS-LISTED WITH RELI 242
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- PHIL 243** **CREATION AND COSMOLOGY; CONVERSATIONS BETWEEN
SCIENCE AND RELIGION (Area 4.2)** **(3 credits)**
This course will develop the theological implications of the Christian doctrine of creation in light of current conversations between religion and science. The major topics of the course are: 1) a survey of the doctrine of creation; 2) theories, models, metaphors, and paradigms; 3) epistemological issues; and 4) spiritual dimensions of the doctrine of creation.
NOTES: CROSS-LISTED WITH RELI 243
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY

PHILOSOPHY

- PHIL 300** **CONTEMPORARY MORAL ISSUES (W - Area 2.1B)** **(3 credits)**
This course explores a variety of ethical theories, both classical and contemporary, acquaints students with a number of contemporary moral issues (abortion, euthanasia, world hunger, animal rights, civil disobedience, sexual morality, etc.), and examines the different ways in which these issues can be addressed.
NOTES: PREREQUISITE: PHIL 110, 120 OR 200
OFFERED EVERY OTHER YEAR
- PHIL 305** **BIOETHICS** **(3 credits)**
This course will study the ethical implications of contemporary developments in the medical treatment of human life. The course will seek to develop a philosophical and theological perspective on decision-making as it relates to such issues as human experimentation, abortion, euthanasia, genetics and the control of human development, and the availability of medical care.
NOTES: CROSS-LISTED WITH RELI 305
OFFERED EVERY YEAR
- PHIL 310** **DEATH, DYING, AND BEYOND (Area 1.2)** **(3 credits)**
This course will focus on such topics as: dealing with one's own death; biblical, theological, and philosophical perspectives relating to death, suffering, self, and afterlife; care of the dying person, components of grief and loss, funerals, wills, suicide, and euthanasia.
NOTES: CROSS-LISTED WITH RELI 310
OFFERED MOST INTERIMS
- PHIL 311** **READINGS IN PLATO AND ARISTOTLE** **(3 credits)**
An introduction to the writings of Plato and Aristotle with attention to the original Greek. A dialogue of Plato and representative selections of Aristotle's thought are read, with emphasis on content and style of expression.
NOTES: CROSS-LISTED WITH CLAS 311
RECOMMENDED PREREQUISITE: CLAS 220
OFFERED OCCASIONALLY
- PHIL 320** **POLITICAL PHILOSOPHY** **(3 credits)**
An examination of classical and modern political theory, concentrating on selected works from each period. Emphasis will be placed on differing interpretations of human nature, power, justice, and the best political order.
NOTES: CROSS-LISTED WITH GOVT 320
OFFERED EVERY OTHER YEAR
- PHIL 332** **SEMINAR** **(3 credits)**
A concentrated study of one or more philosophers or a period of philosophy or a particular branch of philosophy.
NOTES: PREREQUISITES: PHIL 220 AND PHIL 230
OFFERED EVERY YEAR
- PHIL 395** **INTERNSHIP** **(2-4 credits)**
- PHIL 197, 297, 397 TOPICS IN PHILOSOPHY** **(1-4 credits)**
- PHIL 199, 299, 399 INDEPENDENT STUDY** **(1-4 credits)**
- PHIL 400** **SENIOR THESIS** **(3 credits)**
In consultation with a faculty member, a second semester senior will select a research topic. With supervision from the faculty member, the student will research and write a paper during the semester. At a final senior thesis forum, the student will present his/her paper to fellow seniors as well as the faculty of the department.
NOTES: PREREQUISITE: SENIOR STATUS
OFFERED AS NEEDED

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Assistant Professor: S. Barkely

*Instructors: M. Aldrich, B. Barkus, T. Hellman, L. Kunkel, G. Melsted,
J. Reitmeier, D. Richards*

The Physical Education major is designed for students interested in teaching K-12 physical education. In addition to their coursework, students gain hands-on experience in area schools as they work to become certified teachers. Augustana's education department is endorsed by the SD Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

PHYSICAL EDUCATION MAJOR: 38 credit hours

***Required Courses:* 27 credit hours**

| | | |
|----------|---|------|
| EXSC 277 | Motor Development | 2 cr |
| EXSC 320 | Physiology of Exercise: Lecture and Lab | 3 cr |
| EXSC 325 | Kinesiology/Biomechanics: Lecture and Lab | 3 cr |
| PE 214 | History and Principles of PE/Fitness | 2 cr |
| PE 220 | Individual and Team Sports | 2 cr |
| PE 252 | Outdoor Education | 1 cr |
| PE 266 | Physical Education in the Elementary School | 2 cr |
| PE 270 | Aquatics | 1 cr |
| PE 280 | Prevention and Care of Athletic Injuries | 3 cr |
| PE 290 | Teaching of Dance | 1 cr |
| PE 291 | Gymnastics | 1 cr |
| PE 312 | Measurement & Evaluation in PE & Exercise Science | 2 cr |
| PE 313 | Organization of Physical Education and Sport | 2 cr |
| PE 340 | Adapted Physical Education | 2 cr |

***Required Supportive Courses:* 11 credit hours**

| | | |
|----------|----------------------------|------|
| BIOL 110 | Biology and Human Concerns | 4 cr |
| – OR – | | |
| BIOL 120 | Biological Principles | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| SOCI 110 | Contemporary Society | 3 cr |

It is recommended that Physical Education majors also complete the additional course work required for endorsements in Health Education and Coaching.

COACHING PREPARATION COURSEWORK

Requirements for coaching certification vary from state to state and sometimes from district to district within a state. At a minimum, students interested in coaching should take the following coursework:

| | | |
|------------|---|------|
| PE 225 | Psychology of Coaching | 2 cr |
| PE 280 | Prevention and Care of Athletic Injuries | 3 cr |
| PE 231-238 | Theory of Coaching | 2 cr |
| | <i>(choose one course from the sport one wishes to coach)</i> | |
| | 231 – Volleyball | |
| | 232 – Basketball | |
| | 233 – Baseball | |
| | 234 – Softball | |

PHYSICAL EDUCATION

235 – Wrestling
236 – Track and Field
237 – Football
238 – Soccer

Other recommended coursework includes:

| | | |
|----------|------------------------|--------|
| EXSC 277 | Motor Development | 2 cr |
| EXSC 320 | Physiology of Exercise | 3 cr |
| HLTH 222 | Nutrition and Exercise | 2 cr |
| PE 230 | First Aid and CPR | 2 cr |
| PE 395B | Coaching Internship | 2-4 cr |

**Students who are not Physical Education majors are encouraged to register for PE 359: Exercise Physiology for Coaching Workshop (1 credit) instead of EXSC 320.*

PHYSICAL EDUCATION COURSES:

- PE 095** **INTERCOLLEGIATE ATHLETICS PARTICIPATION** **(1 credit)**
Participation in the following intercollegiate athletics: Baseball, Basketball, Cheer/Dance, Cross-country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball, Wrestling.
Grading System: S/U only.
NOTE: OFFERED EVERY SEMESTER
- PE 100** **PHYSICAL EDUCATION ACTIVITIES (Area 1.3)** **(1 credit) each**
A requirement of all students that is specifically designed to improve physiological fitness through individual or team activity, and to develop skills in lifetime activities that may be utilized throughout the remainder of the student's lifetime. Two of these courses are required to satisfy Area 1.3. No activities course may be repeated to fulfill this requirement.
NOTE: A VARIETY OF OPTIONS ARE OFFERED EVERY SEMESTER
- PE 210** **INTRODUCTION TO SPORT MANAGEMENT** **(3 credits)**
This course is designed to introduce the student to the field of sport management through a review of the history, overview of the skill sets needed for success in the field, and discussion of possible careers in the field.
NOTE: OFFERED EVERY FALL SEMESTER
- PE 214** **HISTORY AND PRINCIPLES OF PE/FITNESS** **(2 credits)**
An introduction to health, physical education, recreation, and fitness as it relates to history, current philosophies, career opportunities, and principles, with emphasis on the objectives of the above areas.
NOTES: PREREQUISITE: ENGL 110
OFFERED EVERY SPRING AND SOME FALL SEMESTERS
- PE 215** **SPORT IN SOCIETY** **(3 credits)**
This course will examine a variety of issues relating to sport in today's society. The course is intended to provide an introduction to the sociology of sport and designed to raise questions to promote systematic, issue-related thinking about sport. Issues that relate to athletes today such as sports gambling, violence in sports, and substance abuse will be discussed to better understand the complex problems that pertain to sport.
NOTE: OFFERED EVERY INTERIM
- PE 218** **RESPONDING TO EMERGENCIES** **(2 credits)**
This course is for persons who are responsible for giving emergency care to the sick and injured. Emergency care instruction will include airway management, fracture and dislocation splinting, cervical spine immobilization, extrication techniques, emergency treatment for asthma, diabetes, epilepsy, heat illness, and various forms of shock.
NOTES: PREREQUISITE: PE 230
OFFERED EVERY SPRING SEMESTER

PHYSICAL EDUCATION

- PE 220** **INDIVIDUAL AND TEAM SPORTS** **(2 credits)**
Basic course in the fundamental motor skills, playing strategy and basic teaching methodology of individual and team sports activities.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- PE 225** **PSYCHOLOGY OF COACHING** **(2 credits)**
The focus of this course will be the psychological principles related to coaching and athletic performance. Factors such as motivation, anxiety, goal setting, and imaging as they relate to athletic performance will be examined. The course format will include lectures, presentations, and discussions. This course is open to sophomores, juniors, and seniors.
NOTE: OFFERED EVERY INTERIM
- PE 230** **FIRST AID AND CPR** **(2 credits)**
This course is designed to provide people with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.
NOTE: OFFERED EVERY SEMESTER
- PE 231-238** **COACHING THEORY** **(2 credits) each**
The following courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.
- PE 231** **THEORY OF COACHING VOLLEYBALL** **(2 credits)**
NOTE: OFFERED INTERIM, EVEN YEARS
- PE 232** **THEORY OF COACHING BASKETBALL** **(2 credits)**
NOTE: OFFERED EVERY FALL SEMESTER
- PE 233** **THEORY OF COACHING BASEBALL** **(2 credits)**
NOTE: OFFERED SPRING SEMESTERS, ODD YEARS
- PE 234** **THEORY OF COACHING SOFTBALL** **(2 credits)**
NOTE: OFFERED FALL SEMESTERS, ODD YEARS
- PE 235** **THEORY OF COACHING WRESTLING** **(2 credits)**
NOTE: OFFERED INTERIM, ODD YEARS
- PE 236** **THEORY OF COACHING TRACK AND FIELD** **(2 credits)**
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- PE 237** **THEORY OF COACHING FOOTBALL** **(2 credits)**
NOTE: OFFERED EVERY FALL SEMESTER
- PE 238** **THEORY OF COACHING SOCCER** **(2 credits)**
NOTE: OFFERED FALL SEMESTER, EVEN YEARS
- PE 252** **OUTDOOR EDUCATION** **(1 credit)**
An overview of the natural resources used for leisure, an analysis of leisure activities dependent upon natural resources, a presentation of the problems of recreational land use and an introduction to environmental awareness and outdoor safety.
NOTE: OFFERED FALL SEMESTERS, EVEN YEARS
- PE 265** **HEALTH, PE AND MOVEMENT IN THE ELEMENTARY AND MIDDLE SCHOOL CLASSROOM** **(2 credits)**
This course is designed to prepare elementary education majors to teach health, physical education skills and activities and movement integration in regular education classrooms grades K-8. Emphasis is placed upon curriculum, methodology, and teaching aids in health and physical education at the elementary school level, while also providing a safe education environment for all learners.
NOTES: PE MAJORS NEED TO TAKE PE 266, NOT PE 265
OFFERED EVERY SEMESTER

PHYSICAL EDUCATION

- PE 266** **PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL** **(2 credits)**
A course designed to prepare physical education majors to teach physical education skills and activities in the elementary grades K-6.
NOTE: ELED MAJORS NEED TO TAKE PE 265, NOT PE 266
OFFERED FALL SEMESTER, ODD YEARS
- PE 270** **AQUATICS** **(1 credit)**
A course designed to teach basic fundamental swim strokes and teaching methodology of swimming.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- PE 280** **PREVENTION AND CARE OF ATHLETIC INJURIES** **(3 credits)**
The integrated study of the prevention and treatment of athletic injuries, and first aid techniques emphasizing the practical application of treating athletic injuries in their initial phase. Taping, wrapping and basic assessment skills are emphasized.
NOTE: OFFERED EVERY SEMESTER
- PE 290** **TEACHING OF DANCE** **(1 credit)**
This course will include folk, square and social dance with emphasis placed on skills techniques as well as methodology in teaching rhythm activities for grades K-12.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- PE 291** **GYMNASTICS** **(1 credit)**
This course will prepare students for instruction of gymnastics activities. Emphasis will be placed on the fundamentals of tumbling and selected apparatus activities, including spotting.
NOTE: OFFERED FALL SEMESTERS, ODD YEARS
- PE 312** **MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND EXERCISE SCIENCE** **(2 credits)**
The measurement and evaluation of motor behavior and fitness in school and non-school settings will be the focus of this course. In addition, the basis for the evaluation of effective programs will be examined.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- PE 313** **ORGANIZATION OF PHYSICAL EDUCATION AND SPORT** **(2 credits)**
The focus of this course is on aspects of administration and organizations as they relate to physical education and athletics. The specific skills necessary to carry out leadership duties successfully will be emphasized.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- PE 340** **ADAPTED PHYSICAL EDUCATION** **(2 credits)**
A study of physical education, programs and activities for exceptional children, including conditioning, physical fitness, and activity skills.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- PE 395, 495** **INTERNSHIP** **(1-4 credits)**
PE 197, 297, 397 **TOPICS IN PHYSICAL EDUCATION** **(2-4 credits)**
- PE 199, 299, 399** **INDEPENDENT STUDY** **(1-4 credits)**
- EXSC Courses for the Physical Education major:*
- EXSC 277** **MOTOR DEVELOPMENT** **(2 credits)**
Major concepts and principles fundamental to development of motor behavior will be explored. Factors such as aging, maturation, socialization, and growth will be examined in the context of their contribution to motor skill development.
NOTE: OFFERED EVERY FALL SEMESTER

PHYSICAL EDUCATION/PHYSICAL THERAPY

EXSC 320 **PHYSIOLOGY OF EXERCISE: LECTURE AND LAB** (3 credits)
This course will examine the physiological responses and adaptations to exercise and training.
NOTES: PREREQUISITE: BIOL 150
OFFERED EVERY SPRING SEMESTER, AND FALL SEMESTER, ODD YEARS

EXSC 322 **STRUCTURAL KINESIOLOGY: LECTURE AND LAB** (2 credits)
This course will focus on the anatomical basis of human motion with primary focus on the skeletal, neural, and muscular systems. Within this focus, the human body will be examined with regard to how movement is created and maintained.
NOTE: OFFERED EVERY FALL SEMESTER

PHYSICAL THERAPY

(Pre-Professional Program)

Coordinator: M. Wanous

The professional program in physical therapy is a Doctorate degree in Physical Therapy (three years). A Bachelor's degree is normally required to enter the programs. Many students choose a major in Athletic Training, Biology, Exercise Science, or Psychology. Each Pre-Physical Therapy student, in consultation with his or her advisor, should select several physical therapy schools to which application will be made and be careful to take all of the undergraduate courses which are required by those programs. Students from Augustana typically gain admission to public university physical therapy programs and to a number of private universities as well.

Physical therapy schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) scores; 3) knowledge of the field of physical therapy gained during clinical observation; 4) letters of evaluation from professors and a physical therapist under whom one has observed; and 5) a personal interview. Admission to physical therapy school is competitive.

Pre-Physical Therapy Program of Study: Most programs in physical therapy require 50 hours or more of observation in a physical therapy setting. The student should arrange such an experience with his or her advisor. Typical courses required before entry into a graduate level program in physical therapy are:

| | | |
|----------|-----------------------------------|------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| | | |
| CHEM 145 | Intro to Organic and Biochemistry | 4 cr |
| - OR - | | |
| CHEM 201 | Organic Chemistry I | 4 cr |
| | | |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| | | |
| MATH 150 | Pre-Calculus | 4 cr |
| - OR - | | |
| MATH 151 | Calculus I | 4 cr |

PHYSICAL THERAPY/PHYSICIAN ASSISTANT

| | | |
|----------|---|------|
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| PSYC 270 | Statistics | 4 cr |
| PSYC 311 | Abnormal Psychology | 3 cr |

PHYSICIAN ASSISTANT

(Pre-Professional Program)

Coordinator: P. Egland

Most Pre-Physician Assistant students choose to major in Biology, but a student may choose to major in any discipline. While physician assistant programs look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Physician assistant programs expect that applicants have an understanding of and commitment to the profession. Students are encouraged to learn about the profession and patient care through internships, volunteer experiences and employment. Many programs require a significant patient contact experience. A career as a physician assistant is not a stepping-stone to medical school.

Most physician assistant programs have very specific admission requirements. A student interested in a career as a physician assistant should identify the physician assistant programs in which he or she is interested in attending as early as possible. Pre-physician assistant students should consult with their advisors and the coordinator on a regular basis to discuss course selection and application procedures.

Physician assistant schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) scores; 3) patient care experience; 4) letters of evaluation from professors and other professional people; and 5) a personal interview. Admission to physician assistant school is competitive.

Suggested Pre-Physician Assistant Program of Study: These are general admission requirements. Since admission requirements are highly variable, a student should refer to specific admissions guidelines for each physician assistant program and consult with his or her academic advisor and the Coordinator.

| | | |
|----------|---|--------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 150 | Human Anatomy | 4 cr |
| BIOL 225 | Human Physiology | 4 cr |
| BIOL 250 | Introductory Microbiology | 4 cr |
| – OR – | | |
| BIOL 344 | General Microbiology | 4 cr |
| BIOL 354 | Biological Chemistry | 3-4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| ENGL 200 | The Literary Experience (W) | 3 cr |
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |

PHYSICIAN ASSISTANT/PHYSICS

| | | |
|----------|-----------------------------|------|
| PSYC 125 | Life-Span Human Development | 3 cr |
| PSYC 270 | Statistics | 4 cr |
| PSYC 311 | Abnormal Psychology | 3 cr |

PHYSICS

Associate Professor: E. Wells

Assistant Professor: D. Alton

The Department of Physics provides outstanding scientific and technical instruction as well as undergraduate research opportunities, all within the context of a broad liberal arts education. Our goal is a program that prepares our students for lives of intellectual growth and service.

The Physics program is flexible and with the appropriate choice of courses can prepare students for work in industry, graduate study in physics or engineering, or teaching at the secondary level, among other options. In recent years, approximately 90% of our graduates have continued on to graduate or professional school.

The Department of Physics also supervises the dual degree program in engineering in which students attend Augustana for three or four years and then complete the program with two years at an engineering school. This enables the student to combine the advantages of a broad-based liberal arts education with their technical education. Students in this program receive a Bachelor of Arts from Augustana (in a major of their choice) and a Bachelor of Science in the chosen engineering specialty from the engineering school. Cooperative plans are in place with Columbia University (New York), Washington University (St. Louis), and the University of Minnesota (Minneapolis). Students in the program are guaranteed admission to the engineering school when recommended by Augustana. The particular preparatory courses that must be completed at Augustana depend upon which engineering school and which specific engineering program students wish to enter. Students are encouraged to work with the Coordinator of the Dual Degree program in selecting their coursework. See Engineering Physics for more information.

PHYSICS MAJOR: 40 credit hours

Required Courses: 29 credit hours

| | | |
|----------|-------------------------------------|------|
| PHYS 221 | General Physics I | 4 cr |
| PHYS 222 | General Physics II | 4 cr |
| PHYS 281 | Intermediate Laboratory | 2 cr |
| PHYS 321 | Computational Physics | 4 cr |
| PHYS 371 | Modern Physics I | 3 cr |
| PHYS 381 | Advanced Laboratory (W) | 3 cr |
| PHYS | Elective courses 300-level or above | 9 cr |

Required Supportive Courses: 11 credit hours

| | | |
|----------|-----------------------------|------|
| MATH 151 | Calculus I | 4 cr |
| MATH 152 | Calculus II | 4 cr |
| MATH 310 | Differential Equations | 3 cr |
| MATH 153 | Calculus III is recommended | 3 cr |

TEACHER CERTIFICATION – PHYSICS:

The requirement for teaching physics at the secondary level is a physics major that also includes:

| | | |
|----------|-------------------|------|
| PHYS 190 | Astronomy | 3 cr |
| PHYS 372 | Modern Physics II | 3 cr |

These may be used as two of the three elective courses. For students intending a career in secondary education, only 6 of the 9 credit hours of electives need be at the 300-level.

PHYSICS

PHYSICS MINOR: 19 credit hours

| | | |
|----------|---|------|
| PHYS 221 | General Physics I | 4 cr |
| PHYS 222 | General Physics II | 4 cr |
| PHYS 321 | Computational Physics | 4 cr |
| PHYS 371 | Modern Physics I | 3 cr |
| MATH 151 | Calculus I | 4 cr |
| PHYS 190 | Astronomy is required for a Physics teaching minor. | 3 cr |

DISTINCTION IN PHYSICS:

A student may graduate with Distinction in Physics by: 1) Completing the physics major, including PHYS 341, 351, 361, 371 and 373. A major with distinction shall include completion of 24 credit hours in the department at the 300-level; 2) Maintaining a department grade point average of 3.0; 3) Completing two research credits, one of which will be PHYS 391; 4) Completing the Graduate Record Exam in Physics and 5) Completing and defending a senior thesis (PHYS 391) based on the student's research, as described in the PHYS 391 course description.

Applications for Distinction in Physics must be received by the department chair and accepted by the third class day of the student's last semester. Application forms are available from the department chair.

PHYSICS COURSES:

- PHYS 110 FROM ATOMS TO STARS (Area 3.2) (3 credits)**
A study, designed for non-science majors, of developments in scientific thinking from Aristotle to Einstein. The focus of the course is on the transition from Aristotelian, to Newtonian, to Modern Physics. This course does not have a lab component.
NOTE: OFFERED EVERY YEAR
- PHYS 115 PHYSICAL SCIENCE (Area 3.2) (4 credits)**
This survey course explores physics, chemistry, geology and astronomy, with major emphasis on the first two areas. Lecture explores the scientific method, develops problem-solving skills and encourages connection of physical science concepts to everyday life. Lab work includes written reports and some use of the computer for data analysis. Three hours of lecture and two hours of lab per week. Students are encouraged to enroll as first or second year students. Does not fulfill a major requirement in Chemistry or Physics.
NOTES: CROSS-LISTED WITH CHEM 115
OFFERED EVERY YEAR
- PHYS 160 PHYSICS FOR LIFE SCIENCES I (Algebra based) (Area 3.2) (4 credits)**
The first of a two semester sequence in general college physics, with laboratory. Emphasis is on applications of physics in the health and life sciences. Topics in measurement, mechanics, sound, and heat.
NOTE: OFFERED AS NEEDED
- PHYS 170 PHYSICS FOR LIFE SCIENCES II (Algebra based) (Area 3.2) (4 credits)**
The second of a two semester sequence in general college physics, with laboratory. Emphasis is on applications of physics in the health and life sciences. Topics in optics, electricity, electronics, and modern physics.
NOTES: PREREQUISITE: PHYS 160
OFFERED AS NEEDED
- PHYS 190 ASTRONOMY (Area 3.2) (3 credits)**
A survey of our current knowledge about the physical universe. Designed for the student interested in such topics as the solar system, nova, comets, stars, nebulae, galaxies, black holes, extraterrestrial life and who wants to increase his or her knowledge of our place in the cosmos. Includes observations of the night sky. This course does not have a lab component.
NOTE: OFFERED EVERY YEAR
- PHYS 201 PHYSICS FOR LIFE SCIENCES I (Area 3.2) (4 credits)**
This is an introductory physics course with an emphasis on life science applications. Calculus will be used primarily for motivation of concepts and will be introduced as necessary. Topics include motion, dynamics, and force laws, conservation of momentum and energy, fluids, and thermodynamics.
NOTE: OFFERED EVERY FALL SEMESTER

PHYSICS

- PHYS 202** **PHYSICS FOR LIFE SCIENCES II (Area 3.2)** **(4 credits)**
This is an introductory physics course with an emphasis on life science applications. Calculus will be used primarily for motivation of concepts and be developed in the course as necessary. Topics include electricity, magnetism, waves, optics, light, imaging, special relativity, atomic and nuclear physics.
NOTES: PREREQUISITE: PHYS 201
OFFERED EVERY SPRING SEMESTER
- PHYS 221** **GENERAL PHYSICS I (Area 3.2)** **(4 credits)**
Major topics include mechanics and thermodynamics. Vectors and calculus are used. Laboratory work is mainly an introduction to experimental techniques including the use of a computer.
NOTES: COREQUISITE: MATH 151
OFFERED EVERY YEAR
- PHYS 222** **GENERAL PHYSICS II (Area 3.2)** **(4 credits)**
Major topics include electricity, magnetism, optics and introductory atomic and nuclear physics. Extensive use of vectors and calculus. Laboratory work mainly emphasizes concepts and techniques.
NOTES: PREREQUISITES: MATH 151 AND PHYS 221
OFFERED EVERY YEAR
- PHYS 235** **COMPUTER ORGANIZATION** **(4 credits)**
This course is designed to provide students with an introduction to the organization and architecture of digital computer systems. Topics include number systems, binary arithmetic, Boolean algebra, combinatorial and sequential logic circuits, and computer system components and their interrelationships. This course consists of both a lecture and a lab portion of hands-on hardware manipulation.
NOTES: CROSS-LISTED WITH COSC 235
PREREQUISITES: COSC 211
OFFERED EVERY FALL SEMESTER
- PHYS 281** **INTERMEDIATE LABORATORY** **(2 credits)**
Students gain experience with basic laboratory instrumentation and techniques, written and oral technical communication, and literature searching.
NOTES: PREREQUISITE: PHYS 222; RECOMMENDED TO BE TAKEN CONCURRENTLY WITH PHYS 371
OFFERED EVERY YEAR
- PHYS 321** **COMPUTATIONAL PHYSICS** **(4 credits)**
Designed to prepare the student for upper-level physics courses by studying such topics as vector analysis, Fourier series, Laplace and Fourier transforms, and ordinary and partial differential equations of physical systems. Emphasis is placed on the development of computer-based computation skills. Recommended as a prerequisite for all courses numbered above 340.
NOTES: PREREQUISITES: PHYS 222 AND MATH 152
OFFERED EVERY SPRING SEMESTER
- PHYS 331** **ELECTRONICS FOR SCIENCE AND ENGINEERING** **(4 credits)**
Theory and applications of DC and AC circuits. Theory of solid state devices such as diodes and transistors. Applications of these devices to power supplies, amplifiers, operational amplifiers, integrated circuits, analog to digital and digital to analog converters and other instrumentation.
NOTES: PREREQUISITE: PHYS 222 AND PHYS 321
OFFERED INTERIM, EVEN YEARS
- PHYS 341** **ANALYTICAL MECHANICS** **(3 credits)**
Detailed study of kinematics, Newtonian dynamics and rigid bodies. Introduction to Lagrangian and Hamiltonian formulations.
PREREQUISITES: PHYS 222 AND PHYS 321
OFFERED FALL SEMESTER, ODD YEARS

PHYSICS

- PHYS 351 STATISTICAL PHYSICS AND THERMODYNAMICS (3 credits)**
Equations of state, ideal and real gases, laws of thermodynamics, introduction to statistical mechanics. Topics developed from both macroscopic and microscopic points of view.
NOTES: PREREQUISITE: PHYS 222 AND PHYS 321
OFFERED SPRING SEMESTER, ODD YEARS
- PHYS 361 ELECTROMAGNETIC THEORY (3 credits)**
Electrostatics, dielectrics, magnetostatics, Faraday's induction laws, and Maxwell's equations. Working knowledge of vector calculus is assumed.
NOTES: PREREQUISITES: PHYS 222 AND PHYS 321
OFFERED FALL SEMESTER, EVEN YEARS
- PHYS 363 OPTICS (4 credits)**
This course includes: 1) an introduction to modern concepts in optics including electromagnetic waves, propagation of light through media, geometrical optics of lenses and mirrors, interference, coherence, Fraunhofer and Fresnel diffractions; and 2) a brief introduction to modern optical applications, including Fourier optics, holography, light scattering, interferometry and laser technology.
NOTES: PREREQUISITE: PHYS 321 or DEMONSTRATED SUITABLE MATHEMATICAL ABILITY;
RECOMMENDED: PHYS 361
OFFERED INTERIM, ODD YEARS
- PHYS 371 MODERN PHYSICS I (3 credits)**
Historical development of the transition from classical to quantum physics, Bohr's atomic theory, Schrödinger's Equation and applications to atomic, nuclear, and solid state systems. Introduction to relativity and to elementary particles.
NOTES: PREREQUISITES: PHYS 222 AND PHYS 321
OFFERED EVERY FALL SEMESTER
- PHYS 372 MODERN PHYSICS II (3 credits)**
Applications of modern physics to atomic, nuclear, and solid state systems. Introduction to general relativity, elementary particles, and cosmology.
NOTES: PREREQUISITES: PHYS 371
OFFERED AS NEEDED
- PHYS 373 QUANTUM MECHANICS (3 credits)**
This course will cover the general structure and formalism of quantum mechanics. Topics will include: Schrödinger's Equation and solutions for one-dimensional problems; Dirac notation and matrix mechanics; the harmonic oscillator; the hydrogen atom; angular momentum and spin; and approximation methods.
NOTES: PREREQUISITES: PHYS 371 OR CHEM 302; PHYS 321 OR DEMONSTRATED SUITABLE MATHEMATICAL ABILITY
OFFERED SPRING SEMESTER, EVEN YEARS
- PHYS 381 ADVANCED LABORATORY (W - Area 2.1B) (3 credits)**
Continuation of PHYS 281. Includes an emphasis on technical writing. Taken senior year.
NOTES: PREREQUISITE: PHYS 281
OFFERED EVERY YEAR
- PHYS 391 SENIOR THESIS (3 credits)**
Directed investigations in theoretical or experimental physics for physics majors. Satisfies a requirement for graduation with distinction in physics. Students will propose, carry out, write, and defend a thesis project.
NOTES: PREREQUISITE: CONSENT OF DEPARTMENT CHAIR
OFFERED EVERY YEAR
- PHYS 395, 396 INTERNSHIP IN PHYSICS (2-4 credits)**
NOTE: SEE PHYSICS ADVISOR

PHYSICS/PSYCHOLOGY

PHYS 197, 297, 397 TOPICS IN PHYSICS

(2-4 credits)

Selected topics offered on sufficient demand. Topics include particle physics, atomic and molecular physics, acoustics, biophysics, and solid state physics.

PHYS 199, 299, 399 INDEPENDENT STUDY

(2-4 credits)

Independent study of topics approved by department.

PSYCHOLOGY

Associate Professors: C. DeVita, M. Nedelsky
Assistant Professors: E. Babcock, O. Lima, A. Zell

The curriculum in the Department of Psychology is designed to introduce the student to the theories and methods modern psychologists have developed in their attempt to understand human nature. Both the scientific approach to psychology and the approach based on personal experiences, intuition and reflection are presented. The Department also relates the modern psychological approach to the traditional Christian one.

A psychology major can lead to many different careers. Psychology advisors will assist students in choosing the specific courses that meet individual student's needs. As a major with some flexibility, Psychology works well to support another program of study. It is also a strong stand-alone major. Students who intend to pursue careers in psychology should take up to 43 credit hours in psychology. The department advises individuals who wish to attend graduate school and receive letters of recommendation from department faculty to become involved in research projects with department faculty.

PSYCHOLOGY MAJOR: 32 credit hours

| | | |
|----------|---|--------------|
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 115 | General Psychology | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| PSYC 270 | Statistics | 4 cr |
| PSYC 271 | Research Methods | 4 cr |
| *PSYC | Elective courses (5 courses) | 15 (or more) |

**Only three credits from PSYC 192, 292, 392 and 398 may count toward the minimum requirements for the major. PSYC 110, 115 & 125 should be completed early in the student's program.*

PSYCHOLOGY MINOR: 15 credit hours

| | | |
|----------|---|----------------|
| PSYC 110 | Self and Others: Psychological Perspectives | 3 cr |
| PSYC 115 | General Psychology | 3 cr |
| PSYC 125 | Life-Span Human Development | 3 cr |
| *PSYC | Elective courses | 6 cr (or more) |

**May not include PSYC 192, 270, 271, 292, 350, 392 or 398*

PSYCHOLOGY COURSES:

| | | |
|----------|---|--------------------|
| PSYC 110 | SELF AND OTHERS: PSYCHOLOGICAL PERSPECTIVES (Area 3.3) | (3 credits) |
| | An introductory course dealing with the attempts of modern psychologists and psychiatrists to understand human nature and the problems involved in helping people lead better lives. The course is concerned with those issues that are of direct relevance to the way we lead our lives and understand ourselves and is taught with a concern for the Christian perspective, and various psychological perspectives. | |
| | NOTE: OFFERED MOST SEMESTERS | |

PSYCHOLOGY

- PSYC 115** **GENERAL PSYCHOLOGY (Area 3.3)** **(3 credits)**
An introduction to the scientific study of human thinking, feeling, and behaving. Research from a variety of major areas is surveyed, including topics in biological, cognitive, and social psychology. The course emphasizes the strengths of scientific psychology, as well as the difficulties inherent in humans studying humans.
NOTE: OFFERED MOST SEMESTERS
- PSYC 125** **LIFE-SPAN HUMAN DEVELOPMENT (Area 1.2)** **(3 credits)**
An examination of human development across the life span, investigating the physical, cognitive, and social changes that occur as we both age and reach cultural milestones (marriage, retirement, etc.). Genetic, cultural and other influences on development will be discussed, along with the research methods psychologists use to separate and understand these influences. Students will learn how to optimize healthy development, and acquire new understanding of the developmental stage of others.
NOTE: OFFERED EVERY SEMESTER
- PSYC 200** **DRUGS AND MENTAL HEALTH** **(3 credits)**
A detailed, critical, scientific analysis of the effects of the major categories of psychiatric drugs, for the treatment of depression, mania, anxiety, schizophrenia, borderline personality disorder and attention deficit/hyperactivity disorders. The course first focuses on understanding the research strategies that are used in the evaluation of the effectiveness of psychiatric drugs. Then it uses this understanding to critically evaluate the research that has actually been carried out. Research comparing drug treatment to psychological treatment is also reviewed.
NOTES: PREREQUISITE: ONE PSYC OR BIOL COURSE
OFFERED MOST INTERIMS
- PSYC 270** **STATISTICS** **(4 credits)**
The basic course in statistical inference oriented toward the elements of description, estimation, and the testing of hypotheses. Topics include probability distributions, confidence intervals, tests of means, proportions, and differences, correlation and regression, analysis of variance, and chi-square tests of qualitative data. Principles are applicable to both social and physical sciences.
NOTES: CROSS-LISTED WITH BSAD 270 AND ECON 270
RECOMMENDED PREREQUISITE: INTRODUCTORY COURSE IN MATHEMATICS
OFFERED EVERY SEMESTER
- PSYC 271** **RESEARCH METHODS** **(4 credits)**
A beginning study of experimental and research methodology in contemporary psychology. Specific examples from different areas of psychology are used to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, interpretation and generalization. Laboratory projects provide hands-on experience with an emphasis on experiments.
NOTES: PREREQUISITE: PSYC 115; PREREQUISITE OR COREQUISITE: PSYC 270
OFFERED MOST SPRING SEMESTERS
- PSYC 272** **EXPERIMENTAL PSYCHOLOGY (W - Area 2.1B)** **(4 credits)**
A laboratory course designed to give students experience in designing, carrying out, and analyzing the data from their own experiments. Most experiments will involve the study of human sensing, perceiving, and thinking.
NOTES: PREREQUISITES: PSYC 115, PSYC 270, AND PSYC 271
OFFERED OCCASIONALLY
- PSYC 280** **PSYCHOLOGICAL MEASUREMENT AND DIAGNOSIS.** **(4 credits)**
A consideration of fundamental conceptual and technical issues in psychological measurement. These issues include scaling, classification, reliability, validity, and utility. The DSM diagnostic system will be evaluated critically, along with a general discussion of issues of diagnosis and assessment in applied settings. A number of measures commonly used in applied and research settings will be surveyed.
NOTES: PREREQUISITE: PSYC 110 OR PSYC 115; RECOMMENDED: PSYC 270
OFFERED OCCASIONALLY

PSYCHOLOGY

- PSYC 290 PHYSIOLOGICAL PSYCHOLOGY (4 credits)**
The functioning of the neuron and nervous system tissue will be explored, particularly as related to human behavior. Anatomical and physiological considerations regarding selected functions, including vision, audition, sleep, emotion, stress, memory, learning, and various disorders will be examined.
NOTES: PREREQUISITES: PSYC 115; BIOL 110 OR BIOL 120
OFFERED OCCASIONALLY
- PSYC 192, 292 DIRECTED RESEARCH (1-3 credits)**
Students in this course will be involved in carrying out one or more empirical research projects currently being conducted by the supervising faculty member. Students will meet regularly with the faculty member, read relevant research articles, and collect data. Students may also participate in entering, coding, or analyzing data. Enrollment in this course is subject to approval of the supervising faculty member. Required application and recommendation forms for this course are available from the supervising faculty member or on the Psychology Department's website at: www.augie.edu/dept/psych/research.html .
NOTES: PREREQUISITES: AT LEAST SOPHOMORE STANDING. PREFERENCE WILL BE GIVEN TO STUDENTS WHO HAVE COMPLETED PSYC 271, AND WHO PLAN TO APPLY TO GRADUATE SCHOOL.
OFFERED MOST SEMESTERS
- PSYC 300 SOCIAL PSYCHOLOGY (3 credits)**
A study of the dialectical relationship between the human individual and society. The course will focus on the ways in which humans are inescapably social creatures. It will examine the social influences on human perception, self-conception, cognition, and behavior and also the way in which human individuals construct, maintain and transform the social structures within which they live.
NOTES: CROSS-LISTED WITH SOCI 300
OFFERED EVERY FALL SEMESTER
- PSYC 305 PSYCHOLOGY AND CHRISTIANITY (3 credits)**
An examination of the relationship between psychology and Christianity, including basic assumptions, methods of inquiry, and areas of possible agreement and conflict. This course will compare psychological and Christian perspectives on topics such as guilt, self-worth, values, morality, self-change, counseling, human nature, evil, and sex. It will evaluate how psychology can influence Christianity, how Christianity can influence psychology, and how people have attempted to integrate psychology and Christianity.
NOTE: PREREQUISITES: PSYC 110 OR PSYC 115 AND RELI 110
OFFERED MOST FALL SEMESTERS
- PSYC 310 CHILD PSYCHOLOGY (3 credits)**
This course will explore the cognitive, emotional, and social lives of children, as they interact with their multiple environments (family, peer groups, school, and community networks). Students will learn research and theory that informs our understanding of children, and will also investigate practical ways of applying this knowledge to improve children's lives, through in-class activities, visits from local professionals, and a weekly service-learning commitment.
NOTES: PREREQUISITE: PSYC 125
OFFERED MOST SPRING SEMESTERS
- PSYC 311 ABNORMAL PSYCHOLOGY (4 credits)**
A study of the various ways in which persons' lives can be warped or crippled by psychological problems. The origin, nature and diagnosis of mental disorders will be studied.
NOTES: PREREQUISITE: PSYC 110 OR PSYC 115
OFFERED MOST FALL SEMESTERS
- PSYC 321 COUNSELING AND PSYCHOTHERAPY (4 credits)**
An introduction to the concepts and assumptions of several approaches to psychotherapy, counseling and behavior change including such theories as cognitive-behavioral, existential-humanistic, psychodynamic, multicultural and Christian counseling perspectives. The course objectives are to provide students with knowledge of basic counseling skills and an understanding of the strengths and weaknesses of the various therapeutic approaches.
NOTES: PREREQUISITE: PSYC 110 OR PSYC 115
OFFERED MOST FALL SEMESTERS

PSYCHOLOGY

- PSYC 325 BEHAVIOR MODIFICATION AND ASSESSMENT (4 credits)**
An in-depth study of behavior modification and assessment, its major assumption and issues, basic principles and methods, and applications. In addition, the student is required to design and carry out behavior modification projects under direct supervision of the instructor.
NOTES: PREREQUISITE: PSYC 110
OFFERED OCCASIONALLY
- PSYC 330 COGNITIVE PSYCHOLOGY (W - Area 2.1B) (3 credits)**
Focuses on basic human cognitive functions such as attention, perception, memory, problem solving, reasoning, decision-making, and language comprehension and production. Students will study foundational theories and historical experimental findings in the field of cognitive psychology, explore recent research trends (including findings from neuroscience and neuropsychology) and relate their understanding of cognitive psychology to their own personal experiences.
NOTES: PREREQUISITE: PSYC 115
OFFERED MOST FALL SEMESTERS
- PSYC 335 HUMAN RELATIONS (Area 1.2) (3 credits)**
This course will focus on the theory and techniques of developing and maintaining authentic interpersonal relationships from the viewpoints of humanistic psychology, communication skills training, and family systems theory. Topics include communication barriers, effective listening, self-disclosure, assertiveness skills, conflict resolution, family systems, and interpersonal patterns. Functional and dysfunctional aspects of intimate relationships will be studied. Students will participate in experiential lab sessions and self-analytic work.
NOTE: OFFERED MOST SPRING SEMESTERS
- PSYC 350 SOCIAL SCIENCE RESEARCH METHODS (W - Area 2.1B) (4 credits)**
An interdisciplinary approach to basic social science research methods. The course introduces students to the several research methodologies used within the social sciences. Students participate in all stages of a research project.
NOTES: CROSS-LISTED WITH ECON 350, GOVT 350, AND SOCI 350
OFFERED EVERY SEMESTER
- PSYC 391 PRACTICUM (2-4 credits)**
Supervised field experience in settings where psychology is practiced or applied.
NOTES: PREREQUISITES: JUNIOR OR SENIOR STANDING; CONSENT OF THE SUPERVISING FACULTY MEMBER
- PSYC 392 SENIOR DIRECTED RESEARCH (3-4 credits)**
Psychology majors may complete an independent research project under the supervision of a Psychology faculty member. Preliminary aspects of the scholarly project are normally done through directed research within the department. See PSYC 192, 292.
NOTE: PREREQUISITE: CONSENT OF THE SUPERVISING FACULTY MEMBER
- PSYC 197, 297, 397 TOPICS IN PSYCHOLOGY (2-4 credits)**
- PSYC 398 HONORS IN PSYCHOLOGY (3-4 credits)**
Psychology majors may independently develop and complete a research project under the supervision of a Psychology faculty member.
NOTES: PREREQUISITES: PSYC 270, PSYC 271; COLLEGE GPA 3.0 OR ABOVE; PSYC GPA 3.5 OR ABOVE; CONSENT OF THE SUPERVISING FACULTY MEMBER AND THE DEPARTMENT CHAIR
- PSYC 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Individual study and research under direction of department faculty.
NOTE: PREREQUISITE: CONSENT OF THE SUPERVISING FACULTY MEMBER AND THE DEPARTMENT CHAIR

RELIGION

Professors: R. Bowman, M. Haar, A. Pederson, R. Swanson

Assistant Professors: C. Croghan, L. Jungling

Instructor: J. Storm

The Religion major urges students to study and wrestle with the diversity and richness of texts, ideas and communities within Christianity and within other religious traditions. The major has two tracks: a Religion track and a Religion/Philosophy track. The major is intended to give students a broad introduction to critical theological reflection, to relate that reflection to the students' total educational experience, and to respond creatively to the world in which they live in terms of their own religious and theological heritage. The major aims to broaden students' moral responsibility, to develop their critical thinking, speaking, and writing skills while encouraging them to consider faith and ethical commitments as preparation for a life of responsible service in church and society. Most importantly, the Religion major encourages students to engage enduring questions about the meaning of life in a context of liberal arts learning.

The Religion track is designed to acquaint students with the discipline of theology in both its historic and contemporary expressions and to see the connection between theology and various religious and philosophical traditions. The Religion/Philosophy track is designed to explore how the methods and concepts of philosophy can assist us in the examination and clarification of theological ideas.

Students may choose a Religion major as a viable liberal arts major which encourages them to think more clearly, critically, and comprehensively about questions that matter. It is also a major that may be chosen as preparation for seminary and graduate study and church-oriented vocations. As a reflection of the holistic and integrative orientation of a liberal education, courses are offered in the areas of Text and Context, Tradition and Culture, Contemporary Issues, and Seminar and Thesis Courses.

Text and Context:

Courses in this area stress the interpretation and analysis of primary texts as they evolved in their own historical and cultural context and as they are interpreted and appropriated in other cultural and historical contexts.

Tradition and Culture:

Courses in this area discuss and analyze theological traditions as they developed within their own historical culture and as they evolved in response to historical and cultural changes.

Contemporary Issues:

Courses in this area discuss and analyze topical issues from biblical, theological, or ethical perspectives.

Seminar and Thesis:

Courses in this area offer advanced work for Religion majors and other students interested in more in depth discussions of selected topics within the theological and textual traditions.

RELIGION MAJOR: 33 credit hours

Required Courses: 30 credit hours

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| RELI 110 | Exploring the Christian Faith | 3 cr |
| RELI 330 | Judaism and the Jewish People (W) | 3 cr |
| – OR – | | |
| RELI 341 | World Religions: Hinduism and Buddhism | 3 cr |
| RELI 300 | Seminar in Theological and Hermeneutical Methods | 3 cr |
| RELI 320 | Seminar in Biblical Studies (W) | 3 cr |
| RELI 332 | Seminar in Contemporary Theology | 3 cr |
| RELI 400 | Senior Thesis | 3 cr |

RELIGION

| | | |
|-------------------------------------|--|------|
| <i>One Text and Context course:</i> | | 3 cr |
| RELI 211 | Story and Theology | |
| RELI 212 | Lessons in Living: Biblical and Contemporary Reflections on Wisdom | |
| RELI 213 | Power, Politics, and the Biblical Prophets | |
| RELI 214 | Gospels and the Drama of Human Life | |
| RELI 215 | Paul and Christian Origins | |
| RELI 218 | Hope and the Future | |
| RELI 229 | Reading for Meaning and Truth | |
| RELI 247 | From Plato to Genesis to Job: The Question of Justice | |

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| <i>One Tradition and Culture course:</i> | | 3 cr |
| RELI 200 | Reason, Faith and the Search for Meaning | |
| RELI 210 | Ethical Perspectives | |
| RELI 216 | The Problem and Promise of God for the 21st Cent. | |
| RELI 223 | Religion and American Culture | |
| RELI 224 | The Lutheran Reformation | |
| RELI 225 | The Church in Global Perspective | |
| RELI 232 | Christian Ethics | |
| RELI 241 | Theology and Philosophy in Dialog | |
| RELI 244 | Christology | |
| RELI 245 | After Auschwitz: The Holocaust and Christian Faith | |
| RELI 251 | Judaism, Islam and the Christian Faith | |
| RELI 255 | Religion, Politics and Violence | |
| RELI 310 | Death, Dying, and Beyond | |

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|--|--------------------------------------|------|
| <i>One Contemporary Issues course:</i> | | 3 cr |
| RELI 219 | God, Suffering, and Evil | |
| RELI 235 | Issues in Theological Ethics | |
| RELI 236 | Theology, Community, and Discernment | |
| RELI 242 | Liberation Thought | |
| RELI 243 | Creation and Cosmology | |
| RELI 253 | Theology, Praxis, and Ministry | |
| RELI 254 | Theology and Medicine | |
| RELI 257 | Composing Worlds, Composing Lives | |
| RELI 305 | Bioethics | |

One additional course from one of the above areas: 3 cr

Required Supportive Course: 3 credit hours

Take one of the following:

| | | |
|-----------|--------------------------|------|
| HIST 324 | The Reformation (W) | 3 cr |
| *RELI 224 | The Lutheran Reformation | |

**This cannot count as both the Tradition and Culture course and the supportive course.*

Additional courses in Philosophy, History, and Foreign Languages are highly recommended. The department especially recommends study of Latin, Greek and Hebrew.

RELIGION MINOR: 18 credit hours

| | | |
|----------|--|------|
| RELI 110 | Exploring the Christian Faith | 3 cr |
| RELI 330 | Judaism and the Jewish People (W) | 3 cr |
| – OR – | | |
| RELI 341 | World Religions: Hinduism and Buddhism | |

RELIGION

| | | |
|----------|---|------|
| RELI 300 | Seminar in Theology and Hermeneutical Methods | 3 cr |
| | <i>One Text and Context course</i> | 3 cr |
| | <i>One Tradition and Culture course</i> | 3 cr |
| | <i>One Contemporary Issues course</i> | 3 cr |

RELIGION COURSES:

- RELI 101** **BEGINNING HEBREW I** **(3 credits)**
Students will improve their general reading knowledge of Biblical Hebrew with a more detailed study of Hebrew grammar, the further development of basic Hebrew vocabulary, and an introduction to the syntax of Hebrew prose. Course also introduces students to a number of textual matters pertaining to the critical study of the Hebrew Bible.
NOTE: OFFERED MOST FALL SEMESTERS
- RELI 102** **BEGINNING HEBREW II** **(3 credits)**
This course introduces the Hebrew alphabet, vocabulary, and grammar in a systematic manner using textbook and workbook assignments, text readings from the Hebrew Bible and weekly quizzes. Students will gain the skills necessary for reading and translating the Hebrew Bible and begin to develop exegetical competence.
NOTE: OFFERED MOST SPRING SEMESTERS
- RELI 110** **EXPLORING THE CHRISTIAN FAITH (Area 4.1)** **(3 credits)**
An introduction to the academic study of the Judeo-Christian tradition which acquaints the student with scholarly methods of study as well as central biblical/theological concepts and vocabulary as they relate to, and are in dialogue with, philosophical, historical and theological questions of value and commitment.
NOTE: OFFERED EVERY SEMESTER
- RELI 200** **REASON, FAITH, AND THE SEARCH FOR MEANING (Area 4.2)** **(3 credits)**
A study of those issues which are of common concern to philosophy and religion. Topics focused upon include: the nature and function of religion; the existence and attributes of God; the claims of reason and the claims of faith; God and the problem of evil; the meaning of religious statements; religious experience and the inexpressible; religion and morality; human freedom and the meaning of life.
NOTES: TRADITION AND CULTURE COURSE
CROSS-LISTED WITH PHIL 200
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- RELI 210** **ETHICAL PERSPECTIVES (Area 4.2)** **(3 credits)**
An introductory exploration of basic ethical issues from different philosophical perspectives as well as from the vantage point of the Christian faith. This course is designed to encourage a thoughtful appraisal of the deep questions of life within the broadest possible context. Topics to be discussed will be selected from: the good, the true and the beautiful; freedom and moral action; virtue, justice and vocation; God, happiness, and the meaning of life.
NOTES: TRADITION AND CULTURE COURSE
CROSS-LISTED WITH PHIL 210
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- RELI 211** **STORY AND THEOLOGY (Area 4.2)** **(3 credits)**
An exploration of biblical and secular narrative with particular attention to their compositional conventions, theological convictions, and literary connections.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY YEAR

RELIGION

- RELI 212** **LESSONS IN LIVING: BIBLICAL AND CONTEMPORARY REFLECTIONS ON WISDOM (Area 4.2)** **(3 credits)**
An exploration of the biblical wisdom books of Proverbs, Ecclesiastes, Job, and Song of Songs in conjunction with contemporary reflections on wisdom.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER INTERIM
- RELI 213** **POWER, POLITICS, AND THE BIBLICAL PROPHETS (Area 4.2)** **(3 credits)**
An exploration of the prophetic biblical literature with particular attention to the historical situation of the prophets as well as the contemporary relevance and importance of their message.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER INTERIM
- RELI 214** **GOSPELS AND THE DRAMA OF HUMAN LIFE (Area 4.2)** **(3 credits)**
The stories of the Christ are painted out of the events of the life of Jesus. In this course we will explore the ways this single human life was (and is) told and understood as a drama of cosmic transformation.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY FALL SEMESTER
- RELI 215** **PAUL AND CHRISTIAN ORIGINS: TORAH, MESISIAH AND EMPIRE (Area 4.2)** **(3 credits)**
Paul was an observant Jew who came to understand Jesus as God's messiah. As a consequence, he corresponded with messianic communities all around the Mediterranean basin. His letters became Scripture for Christians (a development that would have amazed Paul) and shaped the developing Christian movement. In this course we will explore Paul's role in the origins of Christianity, and consider how this movement developed in the context of Jewish faith and Roman imperial power.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER
- RELI 216** **THE PROBLEM AND PROMISE OF GOD FOR THE 21st CENTURY (Area 4.2)** **(3 credits)**
An exploration of various biblical and theological, historical and contemporary images used to portray and characterize God, including a discussion of the advantages and limitations of these conceptions for an intelligible and credible understanding of God.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER
- RELI 218** **HOPE AND THE FUTURE (Area 4.2)** **(3 credits)**
Does the future hold the good that has not happened yet or the bad? This course studies the ways Jewish and Christian scripture uses the future as a threat and as a hopeful sign. Close attention will be paid to the literary shape and function of resurrection narratives, especially as they draw on apocalyptic and eschatological texts.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER
- RELI 219** **GOD, SUFFERING, AND EVIL (Area 4.2)** **(3 credits)**
This course will analyze various theological and Biblical texts which seek to reconcile a suffering world to a moral God. The course will also examine the traditional problem of evil.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY

RELIGION

- RELI 223** **RELIGION AND AMERICAN CULTURE (Area 4.2)** **(3 credits)**
This course examines the intersection of religion and culture in American society and how that intersection has influenced both religion and the culture. Attention will be given to questions of how culture and religion have influenced each other throughout American history as well as how religion and culture intersect in today's America. This intersection will be viewed through a variety of mediums including film, music, television, internet, and literature among others.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 224** **THE LUTHERAN REFORMATION (Area 4.2)** **(3 credits)**
A study of the Lutheran Church as an historical entity with reference to doctrine, organization, practice, location, and ecumenical context.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY FALL SEMESTER
- RELI 225** **THE CHURCH IN GLOBAL PERSPECTIVE (Area 4.2)** **(3 credits)**
This course aims at introducing the student to Christian theology as it is being developed in a global context in Africa, Latin America and Southeast Asia. This will be done through readings in theology, videos, guest appearances and individual and group activities.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 229** **READING FOR MEANING AND TRUTH WITH HERMES, GOD OF THIEVES AND INTERPRETERS (Area 4.2)** **(3 credits)**
Do readers find truth or steal it? Create it or deconstruct it? This course explores how interpreters and texts dance with each other to discover and create meaning and truth. Interpretive theories will be explored, and literary, philosophical, and theological implications will be examined.
NOTES: TEXT AND CONTEXT COURSE
PREREQUISITE: RELI 110
OFFERED SOME INTERIMS
- RELI 232** **CHRISTIAN ETHICS (Area 4.2)** **(3 credits)**
This course is an exploration of what it means to live a Christian way of life in the contemporary world. Attention will be given to the central methods and sources of Christian ethics and their theoretical and practical use in understanding how the Christian faith has historically structured the lives of its followers and how that faith ought (or ought not) guide how Christians and non-Christians live in their communities today.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY SPRING SEMESTER
- RELI 235** **ISSUES IN THEOLOGICAL ETHICS (Area 4.2)** **(3 credits)**
This course will examine central theological and practical issues in Christian ethics that influence the church and the world today. The focus will be on one or more primary issues of theological ethics (e.g., justice, sexuality, love, economics, gender, etc.) which will be examined in their historical, theological, social, and philosophical contexts. Attention will be given to the practice of constructing helpful approaches to difficult contemporary ethical dilemmas.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED INFREQUENTLY

RELIGION

- RELI 236 THEOLOGY, COMMUNITY, AND DISCERNMENT (Area 4.2) (3 credits)**
In Christian theological ethics, perennial discussion turns to how Christians know what they are to do. This course will take up that question with particular attention to the role of community in Christian discernment.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 241 THEOLOGY AND PHILOSOPHY IN DIALOG (Area 4.2) (3 credits)**
This course is a survey of Western philosophical thought with the purpose of introducing students of theology to the philosophical ideas which have had a significant influence on the development of Christian theology.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED MOST SEMESTERS
- RELI 242 LIBERATION THOUGHT (Area 4.2) (3 credits)**
This course is devoted to concentrated study in liberation theologies and philosophies. Specific attention will be given to understanding the differences between a variety of schools of liberation thought.
NOTES: CONTEMPORARY ISSUES COURSE
CROSS-LISTED WITH PHIL 242
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 243 CREATION AND COSMOLOGY: CONVERSATIONS BETWEEN SCIENCE AND RELIGION (Area 4.2) (3 credits)**
This course will develop the theological implications of the Christian doctrine of creation in light of current conversations between religion and science. The major topics of the course are: 1) a survey of the doctrine of creation, 2) theories, models, metaphors, and paradigms, 3) epistemological issues, and 4) spiritual dimensions of the doctrine of creation.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 244 CHRISTOLOGY (Area 4.2) (3 credits)**
This course examines how the Christian movements witness of faith has understood the person of Jesus the Christ from both his relationship to God and how his person is expressed as fully human.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY SPRING SEMESTER
- RELI 245 AFTER AUSCHWITZ: THE HOLOCAUST AND CHRISTIAN FAITH (Area 4.2) (3 credits)**
The word "Shoah" means desolation of cosmic proportions. Auschwitz and the killing of six million Jews from 1939-1945 was a "Shoah." This course examines how the "holocaust" has and should affect Christian faith and life.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER FALL SEMESTER
- RELI 247 FROM PLATO TO GENESIS TO JOB: THE QUESTION OF JUSTICE (Area 4.2) (3 credits)**
This course addresses the great issues of justice, both human and divine. What is justice? Does God act Justly? Can human beings act justly? This course will focus on a close and careful reading of three important primary texts: the Republic of Plato, the book of Genesis, and the book of Job. Each text provides a different perspective on the problems of justice and its relevance for forgiveness, community, religion, punishment, and natural inquiry.
NOTES: TEXT AND CONTEXT COURSE
OFFERED EVERY OTHER YEAR

RELIGION

- RELI 251** **JUDAISM, ISLAM AND THE CHRISTIAN FAITH (Area 4.2)** **(3 credits)**
This course works to ask how “the three religions of the book” can live together in the same world with respect and integrity. It examines the similarities and differences between the beliefs rituals, cultural contexts and history of the three religions. It examines how the religions are intimately related and intricately different from each other. Specifically, we will examine the risks, dangers, and benefits to be encountered when Christian faith engages the other two religions with empathy and understanding. We will examine what it means for each of these religions to determine its identity within American culture. Most importantly, the course examines how difficult it is for each tradition to listen to the other without having its own identity threatened.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY FALL SEMESTER
- RELI 253** **THEOLOGY, PRAXIS, AND MINISTRY (Area 4.2)** **(3 credits)**
Through examination of actual situations of explicit Christian ministry, both in the church and beyond the church, students will evaluate the degree to which theology is made manifest in actual human experience.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY
- RELI 254** **THEOLOGY AND MEDICINE (Area 4.2)** **(3 credits)**
This course is a study of theological perspectives on issues in contemporary medicine. Rigorous intellectual attention will be given to the ways in which religious practices, beliefs, and institutions form and are formed by experiences of illness, health, and medical sciences.
NOTES: CONTEMPORARY ISSUES COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER
- RELI 255** **RELIGION, POLITICS AND VIOLENCE (Area 4.2)** **(3 credits)**
“Why are people willing to kill in the name of their religion?” In this course we will examine the concept of “Holy War.” Specifically, the relationship between religion, violence and the Christian Faith will be explored. From the pacifism of Jesus and the early Church to scriptural stories about God commanding and using violence to the Crusades to the Just War Theory to World War II to Vietnam to Iraq, we will discover the varied ways that Christians have come to understand their use of or refusal to use violence. The specific case of religious martyrdom will be examined. More importantly we will try to understand how and why Christians historically conducted holy wars to kill Jews and Muslims. The nature of contemporary Holy War and terrorism as it has occurred within the Jewish, Christian and Islamic faiths will also be the subject of the class.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY YEAR
- RELI 257** **THE MUSIC OF CREATION: COMPOSING WORLDS, COMPOSING LIVES (Area 4.2)** **(3 credits)**
This course offers a lens into the discipline of constructive theology by utilizing the metaphor of music to interpret the practice and formation of the Christian faith. There are significant and important parallels between key features of learning, practicing, and composing musical compositions to the formation of Christian community and spirituality. It is the aim of this course to show how the metaphor of music and the experience of it can enrich, inform, and stimulate our imagination and intuition about how we live together and celebrate the rituals and traditions that form who we are as Christian communities.
NOTES: PREREQUISITE: RELI 110
OFFERED EVERY FALL SEMESTER
- RELI 300** **SEMINAR IN THEOLOGICAL AND HERMENEUTICAL METHODS** **(3 credits)**
Theological perspectives and interpretive strategies are not static; they change as a result of the historical, philosophical, and cultural, influences of the era in which they are formulated. This course explores the various theological traditions and hermeneutical perspectives of selected historical eras.
NOTES: PREREQUISITE: TWO 200-LEVEL RELI COURSES AND JUNIOR STATUS
OFFERED EVERY FALL SEMESTER

RELIGION

- RELI 305** **BIOETHICS** **(3 credits)**
This course will study the ethical implications of contemporary developments in the medical treatment of human life. The course will seek to develop a philosophical and theological perspective on decision-making as it relates to such issues as human experimentation, abortion, euthanasia, genetics and the control of human development, and the availability of medical care.
NOTES: CONTEMPORARY ISSUES COURSE
OFFERED EVERY YEAR
- RELI 310** **DEATH, DYING, AND BEYOND (Area 1.2)** **(3 credits)**
This course will focus on such topics as: dealing with one's own death; biblical, theological, and philosophical perspectives relating to death, suffering, self, and afterlife; care of the dying person, components of grief and loss, funerals, wills, suicide, and euthanasia.
NOTES: TRADITION AND CULTURE COURSE
CROSS-LISTED WITH PHIL 310
OFFERED MOST INTERIMS
- RELI 320** **SEMINAR IN BIBLICAL STUDIES (W - Area 2.1B)** **(3 credits)**
A concentrated study of a particular topic in biblical studies. Possible topics include studies in: the Pentateuch; the Dead Sea Scrolls; the Fourth Gospel; and Apocalyptic writings.
NOTES: PREREQUISITE: RELI 300
OFFERED EVERY SPRING SEMESTER
- RELI 330** **JUDAISM AND THE JEWISH PEOPLE (W - Area 2.1B)** **(3 credits)**
This course will seek to understand and examine the religion of Judaism and the history of the Jewish people. The history of Judaism will be given major emphasis along with the basic beliefs and rituals. The Jewish philosophical and mystical traditions will be discussed. Judaism in America and the State of Israel will be a central concern. Attention will also be given to why so much hatred has been directed historically toward the Jewish people.
NOTES: TRADITION AND CULTURE COURSE
PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER
- RELI 332** **SEMINAR IN CONTEMPORARY THEOLOGY** **(3 credits)**
A seminar devoted to reading 20th Century theologians.
NOTES: PREREQUISITES: RELI 300
OFFERED EVERY FALL SEMESTER
- RELI 335** **CONFESSING LIKE A LUTHERAN** **(3 credits)**
What did it mean to say you were a "Lutheran" during Luther's time? What does it mean today? Are they the same? What Lutherans have understood as normative for Lutheran teachings was not static from the outset. "Confessing Like a Lutheran" traces the historical development and content of the Lutheran Confessions through a thorough analysis of the agreements, disagreements and settlements that shaped Lutheranism for generations to come.
NOTES: PREREQUISITE: RELI 110
OFFERED INFREQUENTLY
- RELI 341** **WORLD RELIGIONS: HINDUISM AND BUDDHISM (Area 3.6)** **(3 credits)**
This course examines and works to understand the scriptures, philosophical/mystical traditions, rituals, holy days and holy places that are central to the religions of Hinduism and Buddhism. We will also explore the historical and geographical diversity of each tradition. We will observe and understand why there are so many different ways of being Hindu and Buddhist. A significant part of the course will be an examination of the many ways the two traditions have interacted with each other. In this regard we will become aware of the varying ways that the believers in each tradition have defined themselves over against each other. Throughout the course students will explore how Hinduism and Buddhism differ from the monotheistic religions.
NOTES: TRADITION AND CULTURE COURSE
OFFERED EVERY OTHER SPRING SEMESTER

RELIGION

- RELI 395 INTERNSHIP (3 credits)**
An internship provides work experience under an ordained supervisor with a department member as advisor. Limited to students who are pre-seminary or considering seminary.
- RELI 197, 297, 397 TOPICS IN RELIGION (3 credits)**
- RELI 199, 299, 399 INDEPENDENT STUDY (3 credits)**
Research in a special area, supervised by an instructor.
NOTE: PREREQUISITES: RELI 110 AND CONSENT OF THE DEPARTMENT CHAIR
- RELI 400 SENIOR THESIS (3 credits)**
In consultation with a faculty member, a second semester senior will select a research topic. With supervision from the faculty member, the student will research and write a paper during the semester. At a final senior thesis forum, the student will present his/her paper to fellow seniors as well as the faculty of the Religion and Philosophy Department.
NOTES: PREREQUISITE: RELI 300, RELI 320, RELI 332 AND SENIOR STATUS
OFFERED EVERY SPRING SEMESTER

RELIGION/PHILOSOPHY MAJOR

Coordinator: M. Haar

RELIGION/PHILOSOPHY MAJOR : 30 credit hours

| | | |
|---------------------------------------|---|-------|
| PHIL 110 | Dimensions of the Self | 3 cr |
| PHIL/RELI 200 | Reason, Faith and the Search for Meaning | 3 cr |
| PHIL/RELI 241 | Theology and Philosophy in Dialog | 3 cr |
| PHIL 220 | Our Philosophical Heritage I | 3 cr |
| PHIL 230 | Our Philosophical Heritage II | 3 cr |
| PHIL/RELI 400 | Senior Thesis | 3 cr |
| <i>Four of the following courses:</i> | | 12 cr |
| PHIL/RELI 210 | Ethical Perspectives | |
| RELI 211 | Story and Theology | |
| RELI 216 | The Problem and Promise of God for the 21st Century | |
| RELI 219 | God, Suffering, and Evil | |
| RELI 229 | Reading for Meaning and Truth | |
| RELI 232 | Christian Ethics | |
| RELI 235 | Issues in Theological Ethics | |
| PHIL/RELI 242 | Feminist/Womanist Thought | |
| PHIL/RELI 243 | Creation and Cosmology: | |
| RELI 244 | Christology | |
| PHIL 300 | Contemporary Moral Issues (W) | |
| PHIL/RELI 305 | Bioethics | |
| PHIL/RELI 310 | Death, Dying, and Beyond | |
| PHIL 332 | Seminar | |
| RELI 332 | Seminar in Contemporary Theology | |

SIGN LANGUAGE INTERPRETING

SIGN LANGUAGE INTERPRETING

Associate Professor: M. Soukup

Assistant Professor: M. Dyce

The Sign Language Interpreting Program prepares students to interpret in a variety of settings. The program has been developed in accordance with the Conference of Interpreter Trainers (CIT) recommended course of study and is based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. Students must pass the Intermediate level of the SCPI (Sign Communication Proficiency Interview) to be admitted into the Sign Language Interpreting Program.

SIGN LANGUAGE INTERPRETING MAJOR: 46 credit hours

Required Courses:

| | | |
|----------|--------------------------------------|------|
| EDHH 220 | Foundations in American Deaf Culture | 3 cr |
| EDHH 226 | American Sign Language I | 3 cr |
| EDHH 227 | American Sign Language II | 3 cr |
| EDHH 331 | American Sign Language III | 3 cr |
| EDHH 332 | American Sign Language IV | 3 cr |
| INTR 110 | Visual/Gestural Communication | 2 cr |
| INTR 201 | Introduction to Interpreting | 2 cr |
| INTR 301 | Building Translation Skills | 3 cr |
| INTR 334 | American Sign Language V | 3 cr |
| INTR 340 | Interpretation I | 3 cr |
| INTR 342 | American Sign Language to English I | 3 cr |
| INTR 343 | English to American Sign Language I | 3 cr |
| INTR 344 | American Sign Language to English II | 3 cr |
| INTR 345 | English to American Sign Language II | 3 cr |
| INTR 350 | Specialized Interpreting | 3 cr |
| INTR 360 | ASL Linguistics and Sociolinguistics | 3 cr |

Courses Required for Certification: 15 credit hours

| | | |
|----------|--------------------------|------|
| INTR 350 | Specialized Interpreting | 3 cr |
| INTR 355 | Interpreting Practicum | 3 cr |
| INTR 495 | Internship | 9 cr |

Supportive Courses Required for Certification: 22 credit hours

| | | |
|-----------|-----------------------------------|------|
| COMM 110 | Introduction to Communication | 3 cr |
| EDUC 355 | Human Relations in Education | 3 cr |
| ENGL 110 | First-Year Composition | 4 cr |
| GENL 492 | Capstone | 3 cr |
| GOVT 110 | Introduction to Government | 3 cr |
| NAST | Elective Course (NAST 320 or 352) | 3 cr |
| THEA 115 | Introduction to Theatre | 3 cr |
| - OR - | | |
| *THEA 121 | Acting I | 3 cr |
| -OR- | | |
| THEA 220 | Acting II | 3 cr |

*Note: THEA 121 does not satisfy general education requirements.

SIGN LANGUAGE INTERPRETING

SIGN LANGUAGE INTERPRETING COURSES:

- INTR 110 VISUAL/GESTURAL COMMUNICATION (2 credits)**
This course provides an introduction with visual-gestural mode of communication assisting students move from an aural/language to a visual language. Students learn to describe objects, ask for and give directions, discuss hypothetical issues, describe 2- and 3-D visual images, and translate from written English to visual gestural communication. The instructor uses gesture throughout the course.
NOTES: PREREQUISITE: EDHH 226
OFFERED EVERY SPRING SEMESTER
- INTR 201 INTRODUCTION TO INTERPRETING (2 credits)**
This course provides a survey of the field of ASL/English interpreting including roles and responsibilities, professional practices, and certificate/licensure. An introduction to the ethical practices of the interpreting profession, interpreting process models, and Demand/Control theory will be included.
NOTES: PREREQUISITES: EDHH 220 AND 227
OFFERED EVERY FALL SEMESTER
- INTR 301 BUILDING TRANSLATION SKILLS (3 credits)**
This course provides students with an introduction to cognitive processing, theory of translation, and models of interpretation. Students will engage in a variety of lab activities designed to isolate various cognitive processes in order to increase student's ability to focus, concentrate, and analyze. Components of translation will be discussed and practiced in both English and ASL. Students will learn various models of interpretation and their application to prepare them for Interpretation I. Students will apply for admission into the Sign Language Interpreting Program.
NOTES: PREREQUISITES: EDHH 331 AND INTR 201
OFFERED EVERY SPRING SEMESTER
- INTR 334 AMERICAN SIGN LANGUAGE V (3 credits)**
This course further refines students' communication skills in American Sign Language through storytelling, debating, and lecture presentations. Language features emphasized in this course includes vocabulary and use of classifiers. In addition, students will analyze multiple meaning English words and English idioms for expressing concepts in American Sign Language.
NOTES: PREREQUISITES: EDHH 220 AND 332; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY FALL SEMESTER
- INTR 340 INTERPRETATION I (3 credits)**
This course focuses on the interpretation skills from ASL to spoken English and from spoken English to ASL. This course focuses on consecutive interpretation theory and practice. Expansion/Compression strategies and interpreting management strategies will also be introduced. Students will interpret both rehearsed and unrehearsed texts.
NOTES: PREREQUISITES: INTR 301; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY FALL SEMESTER
- INTR 342 AMERICAN SIGN LANGUAGE TO ENGLISH I (3 credits)**
This course focuses on simultaneous interpretation skills from ASL to English. The course introduces team interpretation, one-on-one interaction, small group interactive settings and narrative discourse. Incorporating effective compression strategies will be emphasized in this course. Live and videotaped scenarios will be used.
NOTES: PREREQUISITES: INTR 340; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY SPRING SEMESTER
- INTR 343 ENGLISH TO AMERICAN SIGN LANGUAGE I (3 credits)**
This course focuses on simultaneous interpretation skills from English to ASL. The course introduces team interpretation, one-on-one interaction, small group interactive settings and narrative discourse. Incorporating effective compression strategies will be emphasized in this course. Live and videotaped scenarios will be used.
NOTES: PREREQUISITES: INTR 342; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY SPRING SEMESTER

SIGN LANGUAGE INTERPRETING

- INTR 344 AMERICAN SIGN LANGUAGE TO ENGLISH II (3 credits)**
This course focuses on advanced ASL to English interpretation skills. The course also focuses on monologue work, team interpretation, large group interactive settings, and formal platform interpretation. This course will address students' ability to modify their interpretation based on consumer preferences. Live and videotaped scenarios will be used.
NOTES: PREREQUISITES: INTR 342; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY FALL SEMESTER
- INTR 345 ENGLISH TO AMERICAN SIGN LANGUAGE II (3 credits)**
This course focuses on advanced English to ASL interpretation skills. The course also focuses on monologue work, team interpretation, large group interactive settings, and formal platform interpretation. This course will address students' ability to modify their interpretation based on consumer preferences. Live and videotaped scenarios will be used.
NOTES: PREREQUISITES: INTR 343; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY FALL SEMESTER
- INTR 350 SPECIALIZED INTERPRETING (3 credits)**
This course is designed to expose students to a variety of settings in which an interpreter may function. The Demand-Control theory will be the foundational approach to setting analysis including the principles and protocols associated with each setting. "Hands-on" experiences will be provided through various mock situations for the purpose of demonstrating appropriate placement and skill application in each of these settings. This course includes both observations and in-class discussions.
NOTES: PREREQUISITES: INTR 340; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY SPRING SEMESTER
- INTR 355 INTERPRETING PRACTICUM (3 credits)**
This practicum provides on-site observation of working interpreters in educational, community, service agency or other settings. Classroom work includes discussion of a decision-making model that guides students in ethical decision-making. Practicum students will meet together weekly to share observations and experiences gained from the practicum placement. Class discussions will focus on linguistic issues in interpretation, ethical dilemmas, situational concerns and problem solving. Students are required to have 45 hours of observation experience and a weekly two hour seminar.
NOTES: PREREQUISITES: INTR 343; ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY FALL SEMESTER
- INTR 360 ASL LINGUISTICS AND SOCIOLINGUISTICS (3 credits)**
This course is an introduction to the linguistics study of American Sign Language, including phonology, morphology, syntax, and the basics of sociolinguistics. The discussion addresses the major features of languages and the structure, use, and variation in American Sign Language.
NOTES: PREREQUISITES: EDHH 332
OFFERED EVERY SPRING SEMESTER
- INTR 495 INTERPRETING INTERNSHIP (9 credits)**
Internship provides students with extensive exploration of the interpreting profession under the guidance of a qualified professional interpreter in settings that may include one or several of the following: education, medical, business, and government. The internship will be ten weeks in length, requiring approximately 35 hours per week.
NOTES: PREREQUISITES: EDHH 220, 332, INTR 345, 350, AND 355;
ADMISSION TO INTERPRETING PROGRAM
OFFERED EVERY SPRING SEMESTER
- INTR 197, 297, 397 TOPICS IN SIGN LANGUAGE INTERPRETING (1-4 credits)**
- INTR 199, 299, 399 INDEPENDENT STUDY (1-4 credit)**

SOCIAL STUDIES TEACHING

SOCIAL STUDIES TEACHING

Coordinator: Michael J. Mullin

The Social Studies Teaching (SST) major is available for those students who wish to become certified in this area for the state of Minnesota only. Completion of this program will not lead to teacher certification in the state of South Dakota in this area.

SOCIAL STUDIES TEACHING MAJOR:

Certification Requirements for Minnesota: 74 credit hours, (consisting of three components)

Required Courses: 28 credit hours

| | | |
|----------|------------------------------------|------|
| ECON 120 | Principles of Economics I | 3 cr |
| GEOG 120 | Introduction to Human Geography | 3 cr |
| GOVT 200 | American Government | 3 cr |
| HIST 111 | Western Civilization II | 3 cr |
| HIST 120 | The American Experience to 1877 | 3 cr |
| HIST 121 | The American Experience since 1877 | 3 cr |
| PSYC 115 | General Psychology | 3 cr |
| SOCI 110 | Contemporary Society | 3 cr |
| ANTH | Elective course | 3 cr |

Elective Area of Concentration: A minimum of four additional courses in one area

Government: (four courses)

| | | |
|----------|----------------------------|------|
| GOVT 110 | Introduction to Government | 3 cr |
| GOVT 290 | Criminal Law | 3 cr |
| GOVT 320 | Political Philosophy | 3 cr |

One of the following courses:

| | | |
|----------|--|------|
| GOVT 120 | Politics in a Diverse World | 3 cr |
| GOVT 235 | American Foreign Policy | 3 cr |
| GOVT 345 | Identity Conflict and World Politics (W) | 3 cr |

History: (four courses)

| | | |
|----------|---|------|
| HIST 251 | Methods and Philosophies of History (W) | 3 cr |
| HIST 300 | Revolutionary America (W) | 3 cr |
| - OR - | | |
| HIST 303 | History of the American West (W) | 3 cr |
| - OR - | | |
| HIST 315 | Recent US History | 3 cr |
| HIST 325 | History of Modern Europe | 3 cr |
| - OR - | | |
| HIST 345 | Ireland North and South | 3 cr |
| - OR - | | |
| HIST 355 | Hitler and the Holocaust | 3 cr |
| HIST | Elective course | 3 cr |

Teacher certification courses: 34 credit hours

With careful planning (and perhaps additional time) a student may complete these requirements and finish with a major in one of the elective areas of concentration.

SOCIOLOGY

SOCIOLOGY

Associate Professors: S. Schrader, G. Sehested, W. Swart

Instructor: S. Bunger

In an increasingly complex society, it is vital for students to understand how society operates and to recognize the social connections between daily lives and experiences and larger societal forces. The Sociology department curriculum enables students to identify, understand, and critically explore these connections. Students may draw from a broad range of topical areas including family, religion, medical sociology, deviance, gender, gerontology and social inequality.

Because students of sociology grapple with a wide variety of contemporary social issues, a Sociology major or minor will equip students with basic tools for diverse career paths including graduate school preparation, administration, community development, human services, law, criminology, health-related fields, ministry, etc. A sociology faculty advisor will work with each student to identify career interests and to make appropriate course selections.

SOCIOLOGY MAJOR: 31 credit hours

| | | |
|----------|-------------------------------------|-------|
| SOCI 110 | Contemporary Society | 3 cr |
| SOCI 340 | Social Inequality | 4 cr |
| SOCI 350 | Social Science Research Methods (W) | 4 cr |
| SOCI 360 | Sociological Theory | 4 cr |
| ECON 270 | Statistics | 4 cr |
| SOCI | Elective courses | 12 cr |

Since several emphases are available in sociology, it is recommended that selection of courses be done in consultation with an advisor. The following guidelines will be helpful for those with specific career goals:

Law Enforcement Professions:

In addition to the required courses for the major add:

| | | |
|----------|-----------------------------|------|
| SOCI 240 | Deviance and Social Control | 3 cr |
| SOCI 250 | Delinquency and Crime | 3 cr |
| GOVT 290 | Criminal Law | 3 cr |

Human Service Professions:

Consider adding the Gender Studies or Gerontology Minor and/or take:

| | | |
|----------|----------------------------|------|
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 320 | Principles of Management | 4 cr |
| ACCT 210 | Principles of Accounting I | 4 cr |

Graduate Study:

In addition to the required courses for the major add:

| | | |
|----------|-----------------------|--------|
| SOCI 210 | Sociology of Families | 3 cr |
| SOCI 260 | Sociology of Gender | 3 cr |
| SOCI 300 | Social Psychology | 3 cr |
| SOCI 398 | Honors in Sociology | 3-4 cr |

SOCIOLOGY MINOR: 18 credit hours

| | | |
|----------|-------------------------------------|------|
| SOCI 110 | Contemporary Society | 3 cr |
| SOCI 350 | Social Science Research Methods (W) | 4 cr |
| SOCI 360 | Sociological Theory | 4 cr |
| SOCI | Elective courses | 6 cr |

SOCIOLOGY

SOCIOLOGY COURSES:

- SOCI 110** **CONTEMPORARY SOCIETY (Area 3.3)** **(3 credits)**
Students will understand their personal life in relation to broader social structures and change. This awareness is accomplished through the application of the sociological perspective to human interactions, relationships, groups, and social institutions.
NOTE: OFFERED EVERY SEMESTER
- SOCI 210** **SOCIOLOGY OF FAMILIES** **(3 credits)**
A sociological examination of family dynamics with emphasis upon the development of the self, interaction patterns in mate selection, marriage and parenthood; and the effects of social class and ethnicity upon the family. The focus is upon contemporary American society with attention to historical and cross-cultural comparisons.
NOTE: OFFERED EVERY FALL SEMESTER
- SOCI 220** **SOCIAL GERONTOLOGY** **(3 credits)**
This course is designed to build upon learning gained in Aging and Society (GERO 120). In addition to a thorough examination of theoretical perspectives on aging, the course will also address other social dimensions of the aging experience. Special emphasis will be devoted to social roles and life events while exploring the interrelatedness of aging and social institutions (health, politics, economics, religion, and family). Readings, lectures, and experiential learning will be used.
NOTES: CROSS-LISTED WITH GERO 220
OFFERED FALL SEMESTER, EVEN YEARS
- SOCI 230** **MEDICAL SOCIOLOGY** **(3 credits)**
A survey of the relationship between social cultural backgrounds and medical and health practices. Topics include the socio-cultural context of illness; role of medical specialists in modern society; and the hospital as a social organization. Applies toward Gerontology minor.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- SOCI 240** **DEVIANCE AND SOCIAL CONTROL** **(3 credits)**
An examination of the social processes and structures related to deviation from the norms of society. Attention will be focused on the following kinds of questions: How and why do certain persons and kinds of behavior come to be designated as deviant? What are the consequences of these processes? What methods are used to prevent and/or control deviance and what are the consequences of these methods?
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- SOCI 250** **DELINQUENCY AND CRIME** **(3 credits)**
Introduces student to the problems of crime and delinquency, especially the nature and extent of crime, theories of criminal behavior and social response to crime.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS
- SOCI 260** **SOCIOLOGY OF GENDER** **(3 credits)**
Examines the various ways in which gender is a basic component of social organization in contemporary and traditional societies (with an emphasis on American society) and the ways in which this aspect of society is currently undergoing change. The course will address a number of questions, including: What is the relationship between sex (biological maleness or femaleness) and gender (social definitions of masculinity and femininity)? What are the impacts of social construction of gender on the lives of individual women and men? In what ways are basic social institutions (the economy, polity, religion, education, etc.) "gendered?" How and why are the gender arrangements of societies changing?
NOTES: CROSS-LISTED WITH GENS 260
OFFERED SPRING SEMESTER, ODD YEARS
- SOCI 270** **INTRODUCTION TO ARCHEOLOGY** **(3 credits)**
The course is organized around the broadest possible definition of archeology: the study of artifacts in relation to human behavior at any time and place. Tracing the immense journey of humankind across two million years of evolution from crude chopping tools to high-speed computers that can simulate the rise and fall of our own civilization, archeology provides a framework for reading the stories of change from the material evidence. SOCI 270 or 271 may be counted toward the Sociology major, but not both courses.
NOTES: CROSS-LISTED WITH ANTH 270
OFFERED FALL SEMESTER, EVEN YEARS

SOCIOLOGY

- SOCI 271** **CULTURAL ANTHROPOLOGY (Area 3.6)** **(3 credits)**
An anthropological study of diverse cultures, past and present, focusing upon technologies and structure, kinship and family patterns, political relations, religious concepts, and artistic forms. SOCI 270 OR 271 may be counted toward the Sociology major, but not both courses.
NOTES: CROSS-LISTED WITH ANTH 271
OFFERED SPRING SEMESTER, ODD YEARS
- SOCI 280** **RACE, ETHNICITY AND MULTICULTURALISM** **(3 credits)**
This course explores the dynamics of multicultural society. It takes a dual focus – one detailing the subjective processes of identity construction among diverse racial and ethnic groups and the other examining the experiences and consequences of discrimination and oppression. Particular attention will be paid to contemporary issues of multiculturalism. In other words, what are the benefits and challenges of social diversity and what does it mean to be a “citizen” in a society comprised of diverse and often competing racial, ethnic, and gendered identities?
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS
- SOCI 291** **SOCIOLOGY OF RELIGION** **(3 credits)**
This course sociologically explores American religion as a social institution which influences and is influenced by other social institutions. Students will develop an understanding of sociological theories, methods, and concepts associated with the scientific study of religion. Students will also explore current religious issues and demographics and come to appreciate the “face” of the contemporary religious landscape. Potential topics include religious change (the decline of mainline religions, the rise of fundamentalism, evangelicalism, and alternative religions); the role of the media in constructing a religious cult; religion and politics; connections between religion and violence; race, class, gender and religious behavior.
NOTE: OFFERED FALL SEMESTER, EVEN YEARS
- SOCI 300** **SOCIAL PSYCHOLOGY** **(3 credits)**
A study of the dialectical relationship between the human individual and society. The course will focus on the ways in which humans are inescapably social creatures. It will examine the social influences on human perception, self-conception, cognition, and behavior and also the way in which human individuals construct, maintain and transform the social structures within which they live.
NOTES: CROSS-LISTED WITH PSYC 300
OFFERED EVERY FALL SEMESTER
- SOCI 320** **NATIVE AMERICAN SOCIAL SYSTEMS (Area 3.6)** **(3 credits)**
This course presents an “institutional” approach to Native American (specifically Lakota) society from pre-European contact to the present. It explores Lakota social institutions (political, economic, family, religious, and educational systems) prior to European contact, and examines the impact of non-Indian structures on the historical development of Lakota social institutions. This course fulfills the State of South Dakota’s teacher certification requirement.
NOTES: CROSS-LISTED WITH NAST 320
OFFERED EVERY SEMESTER
- SOCI 340** **SOCIAL INEQUALITY** **(4 credits)**
An examination of social stratification which primarily explores the intersection of social class, race-ethnicity, and gender. Primary emphasis is on the system of stratification within the United States. Students will understand how these inequalities interact by exploring historical and contemporary realities of these inequalities from the voices of marginalized groups. Students will also examine classical and contemporary theoretical explanations and current solutions offered for these social inequalities.
NOTE: OFFERED EVERY SPRING SEMESTER
- SOCI 350** **SOCIAL SCIENCE RESEARCH METHODS (W - Area 2.1B)** **(4 credits)**
An interdisciplinary approach to basic social science research methods. The course introduces students to the several research methodologies used within the social sciences. Students participate in all stages of a research project.
NOTES: CROSS-LISTED WITH ECON 350, GOVT 350, AND PSYC 350
OFFERED EVERY SEMESTER

SOCIOLOGY/SPANISH

| | | |
|---------------------------|--|----------------------|
| SOCI 360 | SOCIOLOGICAL THEORY | (4 credits) |
| | This course presents a survey of the major European and American social theorists and theories of the late 19th and 20th centuries. Theories are tools that help sociologists understand their lives, communities, and place in history. The goal is to help students develop both an appreciation for the ideas of specific “great thinkers” and develop their skills in thinking theoretically. The course emphasizes the theoretical knowledge, application, and development. | |
| | NOTE: OFFERED EVERY FALL SEMESTER | |
| SOCI 390 | APPLIED SOCIOLOGY | (3 credits) |
| | What is the utility of sociology? This course offers a hands-on examination of the concepts and skills developed within sociology, ways to engage in seeking solutions to issues of structure, process, and social change within organizations, and application of a sociological perspective in potential career-related settings. Students will couple field experiences with a weekly class seminar to address these topics. Note: Student must meet with a sociology faculty member one month prior to the beginning of the term to identify an appropriate placement based on individual interests. | |
| | NOTES: PREREQUISITE: 9 CREDITS OF SOCI OR CONSENT OF THE DEPARTMENT CHAIR OFFERED EVERY SEMESTER | |
| SOCI 395, 495 | INTERNSHIP | (2-4 credits) |
| SOCI 197, 297, 397 | TOPICS IN SOCIOLOGY | (2-4 credits) |
| | Examples of possible topics courses: Rural Studies; Human Communities; Social Change. | |
| SOCI 398 | HONORS IN SOCIOLOGY | (3-4 credits) |
| SOCI 199, 299, 399 | INDEPENDENT STUDY | (2-4 credits) |

SPANISH

Assistant Professors: E. Herman, T. Vivancos
Instructor: S. Ogdie

For complete information on the Spanish major and minor, see MODERN FOREIGN LANGUAGES (Page 130).

SPANISH MAJOR: 32 credit hours

| | | |
|----------|---|-------|
| MDFL 180 | Introduction to Spanish I | 3 cr |
| MDFL 181 | Introduction to Spanish II | 3 cr |
| MDFL 280 | Intermediate Spanish I | 4 cr |
| MDFL 281 | Intermediate Spanish II | 4 cr |
| MDFL 381 | Spanish Conversation and Composition I (W) | 4 cr |
| -OR- | | |
| MDFL 382 | Spanish Conversation and Composition II (W) | |
| MDFL 400 | Senior Project | 1 cr |
| MDFL | Electives in Spanish | 10 cr |
| | (Including at least one Literature course) | 10 cr |

Choose one course from: 3-4 cr

- MDFL 191 Central and West-African Cinema
- MDFL 194, 294, 394 Topics in Modern Foreign Languages

SPANISH

SPANISH MINOR: 25 credit hours

| | | |
|----------|----------------------------|------|
| MDFL 180 | Introduction to Spanish I | 3 cr |
| MDFL 181 | Introduction to Spanish II | 3 cr |
| MDFL 280 | Intermediate Spanish I | 4 cr |
| MDFL 281 | Intermediate Spanish II | 4 cr |

| | | |
|----------|---|------|
| MDFL 331 | Spanish Conversation and Composition I (W) | 4 cr |
| -OR- | | |
| MDFL 332 | Spanish Conversation and Composition II (W) | |

| | | |
|------|----------------------|------|
| MDFL | Electives in Spanish | 4 cr |
|------|----------------------|------|

Choose one course from: 3-4 cr

| | | |
|--------------------|------------------------------------|--|
| MDFL 191 | Central and West-African Cinema | |
| MDFL 194, 294, 394 | Topics in Modern Foreign Languages | |

COURSES THAT SATISFY A MAJOR AND MINOR IN SPANISH:

MDFL 180 INTRODUCTION TO SPANISH I (Area 3.4) (3 credits)

The first in a two-semester sequence designed to help students develop beginning language proficiency in Spanish through listening, speaking, reading, and writing. Students will also gain a basic knowledge of Spanish geography and an initial awareness of Spanish and Latin American culture.

NOTE: OFFERED EVERY FALL SEMESTER

MDFL 181 INTRODUCTION TO SPANISH II (Area 3.4) (3 credits)

The second in a two-semester sequence designed to help students develop beginning language proficiency in Spanish through listening, speaking, reading, and writing. Students will also gain a basic knowledge of Spanish geography and an initial awareness of Spanish and Latin American culture.

NOTES: PREREQUISITE: MDFL 180 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER, SOME FALL SEMESTERS AND INTERIMS.

MDFL 191 CENTRAL AND WEST-AFRICAN CINEMA (Area 3.6) (3 credits)

This course will survey Central and West African film from the 1960's to the present. Although African filmmakers are among the most innovative and provocative cinematographic artists, their work remains mostly unknown in the United States. Visually and artistically singular, Central and West African cinema assimilates and challenges Western conventions of cinematographic narrative, imagery and structure. Class discussion and analysis will center around key social and political issues: confronting (post)colonialism, corruption and violence in post-colonial societies, the positive and negative effects of traditions, identity formation and coming of age, and changing women's roles in modern Africa. All films are subtitled in English; no previous training in French or film studies is required.

NOTES: OFFERED OCCASIONALLY

MDFL 280 INTERMEDIATE SPANISH I (4 credits)

The first in a two-course sequence designed to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Latin American cultures. Conducted in Spanish.

NOTES: PREREQUISITE: MDFL 181 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY FALL SEMESTER

MDFL 281 INTERMEDIATE SPANISH II (4 credits)

The second in a two-course sequence designed to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Latin American cultures. Conducted in Spanish.

NOTES: PREREQUISITE: MDFL 280 OR APPROPRIATE SCORE ON PLACEMENT EXAM
OFFERED EVERY SPRING SEMESTER

SPANISH

- MDFL 380 MODERN SPANISH GRAMMAR (3 credits)**
An in-depth explanation of the structure of Spanish grammar, emphasizing problematic areas and proficiency in verb tenses. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 381 SPANISH CONVERSATION AND COMPOSITION I (W - Area 2.1B) (4 credits)**
The purpose of this course is to improve the use of oral and written Spanish by classroom discussion, individual research topics for oral presentations and written compositions. Concentration will focus on Spanish history and civilization as a basis for conversation and composition. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 382 SPANISH CONVERSATION AND COMPOSITION II (W - Area 2.1B) (4 credits)**
The purpose of this course is to improve the use of oral and written Spanish by classroom discussion, individual research topics for oral presentations and written compositions. This course will consider Latin American history and civilization. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 383 HISTORY OF THE LITERATURE OF SPAIN I (Area 3.5A) (3 credits)**
A survey of the literary movements of Spain. This course will cover Spanish literature from the *Poema del Cid* through the Golden Age drama. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 384 HISTORY OF THE LITERATURE OF SPAIN II (Area 3.5A) (3 credits)**
A survey of the literary movements of Spain. This course will concentrate on the nineteenth century and contemporary Spanish writers. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 385 MODERN LATIN AMERICAN NOVEL (3 credits)**
A study of important novelists of the twentieth and twenty-first centuries from a number of Latin American countries. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 386 HISTORY OF THE LITERATURE OF LATIN AMERICA (3 credits)**
Background material on the literary movements of the colonial period. Special emphasis on the modernists of the late nineteenth century and contemporary South America writers. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 387 SPANISH SEMINAR (3-4 credits)**
Individual courses designed for advanced students to concentrate on specific areas of Spanish language, culture and literary genres. Course content will vary. Possible areas include, but are not restricted to, the following: Medical Spanish; Spanish Phonetics; Spanish Civil War; Medieval Spanish Literature; Golden Age Comedia; Picaresque Novel; Spanish Short Story; Modern Spanish Novel; Modern Spanish Drama; Spanish Realism and Naturalism. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY

SPANISH

- MDFL 388 SPANISH CINEMA (3 credits)**
This course surveys the evolution of Spanish cinema from the silent era to the contemporary scene (1928-1992) within the framework of the complex political history of the country: the Primo de Rivera dictatorship; the Second Republic; the civil war; the Franco era; the restoration of a constitutional monarchy. Special emphasis will be placed on the films of the three directors who have gained international reputations: Luis Buñuel; Carlos Saura; Pedro Almodóvar. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 389 LATIN AMERICAN CINEMA (3 credits)**
The first half of the course will be devoted to the evolution of the cinema in the four Latin American countries that gained international recognition by studying the films of the directors responsible for this achievement: Luis Buñuel (Mexico); Nelson Pereira dos Santos (Brazil); Tomas Gutiérrez Alea (Cuba); Leopoldo Torre Nilsson (Argentina). The second half will examine contemporary films from those four countries and the newly emerging national cinema in Colombia, Chile, Peru, and Venezuela. Conducted in Spanish.
NOTES: PREREQUISITE: MDFL 281
OFFERED OCCASIONALLY
- MDFL 194, 294, 394 TOPICS IN MODERN FOREIGN LANGUAGES, CULTURES AND LITERATURES (3-4 credits)**
Intra- and interdepartmental courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.
NOTES: OFFERED OCCASIONALLY
- MDFL 395, 495 INTERNSHIP (2-4 credits)**
Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 197, 297, 397 TOPICS IN SPANISH (2-4 credits)**
- MDFL 199, 299, 399 INDEPENDENT STUDY (2-4 credits)**
Opportunity for students to study a particular subject under the direction of a faculty member.
NOTE: PREREQUISITES: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR
- MDFL 400 SENIOR PROJECT (1 credit)**
Designed with and approved by a supervising MDFL faculty member, the senior project allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual faculty member. A public presentation in the target language is required. Typically completed during the last semester of MDFL coursework. Grading System: S/U only. Conducted in the target language.
NOTE: PREREQUISITES: A 300-LEVEL MDFL COURSE AND THE CONSENT OF THE SUPERVISING FACULTY MEMBER
OFFERED EVERY SEMESTER, INCLUDING INTERIM

SPECIAL EDUCATION

SPECIAL EDUCATION

Through the Education Department, the Special Education major offers programs to prepare professionals for work in the areas of learning disabilities, cognitive impairments and behavior disorders. Students planning to seek SPED teacher certification must complete a double major with Elementary, Secondary, or All-Grades education.

SPECIAL EDUCATION MAJOR: 28 credit hours

| | | |
|----------|--|------|
| SPED 110 | Foundations of American Education | 3 cr |
| SPED 210 | Working with Families | 2 cr |
| SPED 230 | Intro to Developmental and Cognitive Impairments | 3 cr |
| SPED 250 | Intro to Troubled Children and Youth | 3 cr |
| SPED 260 | Intro to Learning and Language Disabilities | 3 cr |
| SPED 280 | Practicum-Children and Youth with Disabilities | 3 cr |
| SPED 310 | Assessment of Children and Youth with Disabilities | 3 cr |
| SPED 315 | Classroom Behavior and Group Management | 2 cr |
| SPED 320 | Consultation, Collaboration, and Communication | 3 cr |

One of the following courses:

| | | |
|----------|---|------|
| SPED 330 | Educ Children and Youth with Cognitive Impairments | 3 cr |
| SPED 350 | Reclaiming Troubled Children and Youth | 3 cr |
| SPED 360 | Educ Children and Youth w/ Learning and Lang Disabilities | 3 cr |

Special Education Teacher Certification:

Students seeking special education teacher certification must complete the following courses in addition to the courses required for the Elementary, Secondary, or All-Grades education major.

| | | |
|----------|---|------|
| SPED 301 | Curriculum and Inst. For Children w/ Disabilities | 3 cr |
| SPED 306 | Secondary Programs in Special Education | 2 cr |

One of the following Student Teaching courses:

| | | |
|----------|---|-----|
| | | TBD |
| SPED 480 | Special Education – Emotional/Behavior Problems | |
| SPED 481 | Special Education – Cognitive Impairments | |
| SPED 486 | Special Education – Learning Disabilities | |

Educateur-Youth Worker Track: 32 credit hours

A Special Education major with an Educateur-Youth Worker concentration is designed for students preparing for work with youth with disabilities or at risk in residential child care settings, therapeutic camps, recreational programs, and community youth agencies and does not lead to certification.

SPED MAJOR REQUIREMENTS, PLUS:

| | | |
|----------|---|---------|
| SPED 350 | Reclaiming Troubled Children and Youth | 3 cr |
| SPED 395 | Internship | 3 cr |
| EDUC 345 | Adolescent Development | 3 cr |
| | Electives from ART, HLTH, NAST, PE, PSYC, or SOCI | 9-15 cr |

**To be selected in consultation with the department.*

SPECIAL EDUCATION

SPECIAL EDUCATION MINOR: 18-19 credit hours

This minor is intended as a support area for those teaching at the elementary or secondary level or in deaf/hard of hearing settings or working in communication disorders or other human service professions.

| | | |
|---|--|------|
| SPED 110 | Foundations of American Education | 3 cr |
| SPED 230 | Intro to Developmental and Cognitive Impairments | 3 cr |
| SPED 250 | Intro to Troubled Children and Youth | 3 cr |
| SPED 260 | Intro to Learning and Language Disabilities | 3 cr |
| SPED 280 | Practicum-Children and Youth with Disabilities | 3 cr |
| <i>One to Two Courses from the following electives:</i> | | |
| CMDS 201 | Language Development | 3 cr |
| SPED 210 | Working with Families | 2 cr |
| EDHH 220 | Foundations in American Deaf Culture | 3 cr |
| EDHH 226 | American Sign Language I | 3 cr |
| SPED 306 | Secondary Programs in Special Education | 2 cr |
| SPED 315 | Classroom Behavior and Group Management | 2 cr |
| SPED 320 | Consultation, Collaboration, and Communication | 3 cr |
| SPED 330 | Educ Children and Youth with Cognitive Impairment | 3 cr |
| SPED 350 | Reclaiming Troubled Children and Youth | 3 cr |
| SPED 360 | Educ Children and Youth w/ Learning and Lang Disab | 3 cr |

NOTE: For Deaf/Hard of Hearing or Communication Disorders candidates, required courses are the same for a Special Education minor, but the electives selected for the minor cannot include courses already required in their majors.

SPECIAL EDUCATION ENDORSEMENT: An endorsement in Special Education is available for those individuals who possess a current teaching license. Individuals interested should consult with the Education Department to determine the appropriate course of study.

SPECIAL EDUCATION COURSES:

- SPED 110 FOUNDATIONS OF AMERICAN EDUCATION (Area 3.3) (3 credits)**
This introductory foundations course in education will examine the quest for equality of educational opportunity in today's society. The school is seen as a social system, which transmits culture, encounters external forces, and fosters social change. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society. This course, intended for pre-service teachers, will explore the knowledge, skills and dispositions that effective teachers have while providing a comprehensive, foundational background of the education field and teaching as a profession. It will provide a knowledge base and begin the process of professional development for pre-service teachers. Course includes an early field experience.
NOTES: CROSS-LISTED WITH EDUC 110
OFFERED EVERY SEMESTER
- SPED 210 WORKING WITH FAMILIES (2 credits)**
This course reviews the literature and practice related to building partnerships with families and schools. Topics include: conferencing, parent education, special needs of families with children with disabilities, parental roles in ISFP and IEP planning, and school-home collaboration.
NOTES: CROSS-LISTED WITH EDUC 210
OFFERED EVERY SEMESTER
- SPED 230 INTRODUCTION TO DEVELOPMENTAL AND COGNITIVE IMPAIRMENTS (3 credits)**
This course introduces the field of Cognitive Impairments and how the disability impacts physical, educational, psychological, and spiritual development. Students will learn about related developmental disabilities including autism, fetal alcohol syndrome and cerebral palsy; medical aspects of disabilities; and the array of services needed across the life span to promote inclusion in schools and society. A 15 hour field experience is required.
NOTE: OFFERED EVERY FALL SEMESTER

SPECIAL EDUCATION

- SPED 240** **TEACHING IN INCLUSIVE SCHOOLS** **(3 credits)**
This course is required for all elementary, secondary and K-12 education majors who do not have a major or minor in Special Education or Education of the Deaf/Hard of Hearing. It provides information about the characteristics of students with disabilities, special and general education service delivery models and making adaptations that support inclusion of students with disabilities in education settings. A 25 hour field experience is required.
NOTES: PREREQUISITE: EDUC 275
OFFERED EVERY SEMESTER
- SPED 250** **INTRODUCTION TO TROUBLED CHILDREN AND YOUTH** **(3 credits)**
This course will discuss the social, behavioral, emotional and educational characteristics of children and adolescents who are experiencing conflict in home, school or community.
NOTE: OFFERED EVERY FALL SEMESTER
- SPED 260** **INTRODUCTION TO LEARNING AND LANGUAGE DISABILITIES** **(3 credits)**
Students will study the cognitive, linguistic, social and educational characteristics of children and adolescents with specific learning disabilities. Included is an orientation to research-based teaching strategies and an electronic practicum.
NOTE: OFFERED EVERY SEMESTER
- SPED 280** **PRACTICUM-CHILDREN AND YOUTH WITH DISABILITIES** **(3 credits)**
This field experience requires 75 hours of observation and direct participation in a school or agency setting that serves children, adolescents or adults with disabilities. Students are required to reflect upon and document their experiences through journals, case studies and artifacts. The practicum is supervised and requires pre-registration clearance. Grading System: S/U only.
NOTE: OFFERED EVERY INTERIM
- SPED 301** **CURRICULUM AND INSTRUCTION FOR CHILDREN WITH DISABILITIES** **(3 credits)**
Included in this course is a major study of planning and implementing instruction for students with mild and moderate disabilities. Techniques of instruction will be demonstrated and appropriate materials will be examined within the context of organizing instruction in a special education setting. Emphasis will be given to Individual Educational Program (IEP) development and implementation. It is suggested that this course be taken after at least one special education methodology course.
NOTE: OFFERED EVERY SPRING SEMESTER
- SPED 306** **SECONDARY PROGRAMS IN SPECIAL EDUCATION** **(2 credits)**
This course addresses the unique needs of secondary school students across the spectrum of disabilities and the special educator's role in helping students make transition to independent adult living. Major course topics will include career/vocational assessment and curriculum, instructional models and best practices in transition planning and the coordination of school, community, family, and agency planning resources in developing IEP transition plans.
NOTE: OFFERED EVERY FALL SEMESTER
- SPED 310** **ASSESSMENT OF CHILDREN AND YOUTH WITH DISABILITIES** **(3 credits)**
This course acquaints the special educator with the instruments and procedures used when identifying and evaluating students with disabilities. Topics will include basic test and measurement concepts; evaluating, selecting, administering, scoring and interpreting appropriate assessment instruments; and understanding legal and ethical standards of assessment. Students will participate in approximately four testing labs across the semester, for a total of 8-10 hours.
NOTES: PREREQUISITE: ADMISSION TO THE TEACHER EDUCATION PROGRAM
OFFERED EVERY FALL SEMESTER
- SPED 315** **CLASSROOM BEHAVIOR AND GROUP MANAGEMENT** **(2 credits)**
This course is a survey of the state of current knowledge about the creation and management of classroom environments to optimize achievement, responsibility and pro-social behavior. Included will be a study of the classroom as an interpersonal environment and available strategies for addressing individual and group behavior problems.
NOTE: OFFERED EVERY SPRING SEMESTER

SPECIAL EDUCATION

- SPED 320** **CONSULTATION, COLLABORATION AND COMMUNICATION** **(3 credits)**
This course focuses on the teacher's role as a consultant/collaborator who provides both direct and indirect service to students with disabilities. Major course topics will include consultation models, teaming, co-teaching, supervising paraprofessionals, conducting program evaluation, and working with a variety of professionals.
NOTE: OFFERED EVERY SPRING SEMESTER
- SPED 330** **EDUCATING CHILDREN AND YOUTH WITH COGNITIVE IMPAIRMENTS** **(3 credits)**
This course will emphasize the instructional methods and techniques for managing challenging behaviors, specialized assessment tools and procedures, and collaboration used when teaching students with cognitive impairments in self-contained and inclusive settings. Major course topics will include autism, functional curriculum, assistive technology and development of IEP's for students with cognitive impairments.
NOTE: OFFERED FALL SEMESTER, ODD YEARS
- SPED 350** **RECLAIMING TROUBLED CHILDREN AND YOUTH** **(3 credits)**
Principles and procedures for educating and treating children and adolescents with social, emotional, and behavioral problems. A comprehensive psycho educational approach to behavior management, crisis intervention and creating relationships and environments that foster the development of competent, caring individuals.
NOTE: OFFERED EVERY SPRING SEMESTER
- SPED 360** **EDUCATING CHILDREN AND YOUTH WITH** **(3 credits)**
LEARNING AND LANGUAGE DISABILITIES
Emphasis will be given to diagnosis, intervention strategies, methods and management within educational programs for serving children and adolescents identified as having learning disabilities. Review of current research, literature and practices will be pursued to provide a perspective of the field for classroom teachers and special education personnel. Significant practice with research-based teaching strategies. Includes practicum.
NOTE: OFFERED EVERY FALL SEMESTER
- SPED 480-486** **STUDENT TEACHING: SPECIAL EDUCATION** **(TBD)**
Students seeking K-12 special education teacher certification will participate in advanced field experiences in their areas of specialization while under the supervision of qualified teachers. Students must meet all of the requirements set forth in the Teacher Education Handbook. Grading System: S/U only.
- SPED 480** **STUDENT TEACHING: SPECIAL EDUCATION** **(TBD)**
Emotional/Behavior Problems
NOTE: OFFERED EVERY SEMESTER
- SPED 481** **STUDENT TEACHING: SPECIAL EDUCATION** **(TBD)**
Cognitive Impairments
NOTE: OFFERED EVERY SEMESTER
- SPED 486** **STUDENT TEACHING: SPECIAL EDUCATION** **(TBD)**
Learning Disabilities
NOTE: OFFERED EVERY SEMESTER
- SPED 395, 495** **INTERNSHIP** **(3-6 credits)**
- SPED 199, 299, 399** **INDEPENDENT STUDY** **(1-4 credits)**
Special topics in all aspects of special education. Individual work in an on-campus or an off-campus project.
NOTES: PREREQUISITE: SUFFICIENT BACKGROUND IN SPED AND CONSENT OF THE DEPARTMENT CHAIR

SPORT MANAGEMENT/THEATRE

SPORT MANAGEMENT

Coordinator: S. Barkley

The Sport Management major is an interdisciplinary program designed to provide students with a solid foundation for work in this multi-faceted field. The curriculum includes coursework that covers concepts in communication, business, writing, and sports administration. Students will also gain valuable practical experience through on-campus and off-campus internships.

SPORT MANAGEMENT MAJOR: 41-43 credit hours

Required Courses: 35-37 credit hours

| | | |
|----------|---------------------------------------|--------|
| ACCT 210 | Principles of Accounting I | 4 cr |
| BSAD 310 | Principles of Marketing | 4 cr |
| BSAD 320 | Principles of Management | 3 cr |
| COMM 350 | Organizational Communication | 3 cr |
| COMM 365 | Public Relations | 3 cr |
| JOUR 215 | Newspaper Writing: Sports (W) | 3 cr |
| PE 210 | Intro to Sport Management | 3 cr |
| PE 215 | Sport in Society | 3 cr |
| PE 313 | Organization of PE and Sport | 2 cr |
| PE 395 | Sport Management Internship I | 1-2 cr |
| PE 495 | Sport Management Internship II | 3-4 cr |
| BSAD 415 | Personal Selling and Sales Management | 3 cr |
| – OR – | | |
| BSAD 440 | Sport Management and Marketing | 3 cr |

Required Supportive Courses: 6 credit hours

A grade of C- or higher is required for each of these required supportive courses.

Choose at least six credit hours from the following electives:

| | | |
|----------|--|------|
| BSAD 330 | Principles of Finance | 4 cr |
| COMM 250 | Interpersonal Communication | 3 cr |
| COMM 260 | Persuasion | 3 cr |
| JOUR 115 | News Reporting and Writing (W) | 3 cr |
| JOUR 243 | Editorial Skills II: Layout and Design | 3 cr |
| PE 225 | Psychology of Coaching | 2 cr |
| PE 280 | Prevention and Care of Athletic Injuries | 3 cr |
| PSYC 335 | Human Relations | 3 cr |
| SOCI 300 | Social Psychology | 3 cr |

THEATRE

Professor: I. Fuller

Associate Professor: J. Pachoud Bennett

Administrator: R. Fitzsimmons, Technical Director and Scenic Design

Study in Theatre concerns a wide array of important life skills that reach far beyond the stage. Theatre is a reflection of society through which its audience is both entertained and educated. Through work with Augustana's Theatre Company, students acquire competence in all facets of theatrical production in addition to developing skills in communication, leadership, cooperation and commitment.

The Theatre department explores the values of community, service and excellence within the Lutheran tradition through production and the academic study of theatre arts. The program prepares students for graduate studies and professional work in the areas of acting, directing and design.

THEATRE

THEATRE MAJOR: 37 credit hours

Intended to serve as a liberal arts major which might be used in preparation for a professional school, graduate school, or one of many varied careers in the performing arts. The Theatre major seeks to provide a generalist background in all facets of theatre practice.

| | | | |
|----------|-----------------------------------|-------|-----------------------|
| THEA 095 | Backstage Practicum | 1 cr | <i>(Two required)</i> |
| THEA 121 | Acting I | 3 cr | |
| THEA 125 | Script Analysis | 3 cr | |
| THEA 136 | Stagecraft | 3 cr | |
| THEA 137 | Costume and Make-up | 3 cr | |
| THEA 215 | Theatre History and Literature I | 3 cr | |
| THEA 216 | Theatre History and Literature II | 3 cr | |
| THEA 220 | Acting II | 3 cr | |
| THEA 225 | Directing I (W) | 3 cr | |
| THEA 350 | Senior Seminar | 1 cr | |
| THEA | Elective coursework | 10 cr | |

A senior performance, directing or design project is required of majors in conjunction with THEA 350.

TEACHER CERTIFICATION – THEATRE:

Students desiring to teach theatre should add a Secondary Education major to the Theatre major. In addition to completing requirements for the Theatre major, such students must complete the following courses:

| | | | |
|----------|--|------|--|
| COMM 110 | Introduction to Communication | 3 cr | |
| EDUC 110 | Foundations of American Education | 3 cr | |
| EDUC 245 | Educational Psychology and Measurement | 3 cr | |
| EDUC 275 | Generic Methods in Education | 3 cr | |
| EDUC 310 | Secondary School Methods | 3 cr | |
| EDUC 335 | Literacy in the Content Area | 3 cr | |
| EDUC 345 | Adolescent Development | 3 cr | |
| EDUC 355 | Human Relations in Education | 3 cr | |
| MATH 140 | Quantitative Reasoning | 3 cr | |
| NAST 320 | Native American Social Systems | 3 cr | |
| -OR- | | | |
| NAST 352 | History of the Lakota/Dakota | | |

| | | | |
|----------|---------------------|------|--|
| THEA 230 | Oral Interpretation | 3 cr | |
|----------|---------------------|------|--|

One of the following courses:

| | | | |
|----------|------------------------------|-------|--|
| EDUC 470 | Student Teaching: All Grades | 12 cr | |
| EDUC 474 | Student Teaching: Secondary | 12 cr | |

THEATRE MINOR: 20 credit hours

| | | | |
|------|---------------------|-------|--|
| THEA | Elective coursework | 20 cr | |
|------|---------------------|-------|--|

THEATRE COURSES:

THEA 095 BACKSTAGE PRACTICUM (1 credit)

Credit for this course will be granted to students for regular, weekly, supervised work on the technical crews for an Augustana theatrical production. Students must register for this practicum at the beginning of the semester and report to the instructor for work responsibilities. May be repeated to a maximum of 4 credit hours. Grading System: S/U only.

NOTE: OFFERED EVERY SEMESTER

THEA 096 PERFORMANCE PRACTICUM (1 credit)

Credit for this course will be granted upon being cast in a role in an Augustana main stage production, or for carrying out the duties of assistant director or stage manager (at the discretion of the director). May be repeated to a maximum of 4 credit hours. Grading System: S/U only.

NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR
OFFERED EVERY SEMESTER

THEATRE

- THEA 115 THE THEATRE EXPERIENCE (Area 3.5B) (3 credits)**
An introduction to the art of theatre through direct exposure to theatre productions as audience, critic and participant. The goal is greater appreciation and understanding of the diverse styles and artists which make up the world of theatre.
NOTE: OFFERED ONE SEMESTER EACH YEAR
- THEA 121 ACTING I (3 credits)**
This class focuses on developing the actor's awareness of the voice and body as tools for performance. Content includes: anatomy, breath awareness, energy work, movement analysis, neutral mask, and assessment of physical and vocal risk. Also covers basic foundations of hand-to-hand combat. Content approaches will include: Laban, Feldenkrais, Linklater and others.
NOTE: OFFERED EVERY FALL SEMESTER
- THEA 125 SCRIPT ANALYSIS (3 credits)**
This course is designed to teach the student how to analyze scripts in terms of and in preparation for performance and production, regardless of theatrical specialization. The student will learn basic concepts and terminology associated with dramatic literature, examine several genres and their traits, and discover means of presenting the playwrights' ideas on the stage.
NOTE: OFFERED EVERY SPRING SEMESTER
- THEA 136 STAGECRAFT (3 credits)**
This course introduces the student to basic stage production, scenic painting, props, construction, basic electricity, lighting, and sound. Some introduction to the organization of technical areas as they relate to the total production will also be included. Students will directly apply coursework through Augustana theatre productions.
NOTE: OFFERED EVERY FALL SEMESTER
- THEA 137 COSTUMING AND MAKE-UP FUNDAMENTALS (3 credits)**
This course introduces the student to basic costume design, selection and building and make-up design and application. Students directly apply coursework through Augustana theatre productions.
NOTE: OFFERED EVERY SPRING SEMESTER
- THEA 215 THEATRE HISTORY AND LITERATURE I (Area 3.1A) (3 credits)**
A historical study of theatrical history from its origins through the Renaissance. The course will examine how theatre reflects the society of the time through its dramatic literature, performance styles, technological developments and practitioners.
NOTE: OFFERED EVERY OTHER FALL SEMESTER
- THEA 216 THEATRE HISTORY AND LITERATURE II (Area 3.1B) (3 credits)**
A historical study of theatrical history from the Restoration to the present day. The course will examine how theatre reflects the society of the time through its dramatic literature, performance styles, technological developments and practitioners.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- THEA 220 ACTING II (Area 3.5B) (3 credits)**
This course focuses on the process and techniques of acting, including: script analysis, character analysis, techniques used in building character for performance. Class will include lectures, activities, discussion, and student performances of scenes from plays.
NOTE: OFFERED EVERY SPRING SEMESTER
- THEA 225 DIRECTING I (W - Area 2.1B) (3 credits)**
A course examining the role of the director in the creation of theatrical productions. Includes lab work, discussion and written work explaining the theories and techniques of directing.
NOTES: PREREQUISITE: THEA 125
OFFERED EVERY OTHER FALL SEMESTER

THEATRE

- THEA 230** **ORAL INTERPRETATION** **(3 credits)**
A basic course in the understanding and interpretation of texts; emphasis on techniques for presentation. Practice in the interpretation of poetry, dramatic literature and narrative included.
NOTE: OFFERED INFREQUENTLY
- THEA 234** **THEATRE AND COMMUNITY** **(3 credits)**
Students explore how theatre can move beyond the stage to successfully interact with community. Students articulate their own values and learn how these can be applied theatrically within various contexts. Students gain background, techniques and applications of various performance forms.
NOTE: OFFERED OCCASIONALLY
- THEA 236** **DRAFTING AND RENDERING FOR THE THEATRE** **(3 credits)**
This course focuses on concepts and application of drafting and rendering for the theatre. The goal of this course is to develop a student's competency in the specializations of hand drafting and computer aided drafting and rendering.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- THEA 312** **GREEK DRAMA** **(3 credits)**
An introduction to Greek drama. Plays by the major tragedians, Aeschylus, Sophocles, and Euripides, and the comic playwright, Aristophanes are read. History of drama and poetics will also be studied. In addition to reading, projects in performance, staging, and set design will be assigned.
NOTES: RECOMMENDED PREREQUISITE: ENGL 225
CROSS-LISTED WITH CLAS 312
OFFERED OCCASIONALLY
- THEA 320** **ACTING III** **(3 credits)**
This course is an extension of Acting II and will vary to meet the individual needs of the student. To achieve this goal, a variety of actor-training techniques may be studied, including: script analysis, improvisation, acting theories, and specific acting styles.
NOTES: PREREQUISITE: THEA 220
OFFERED EVERY FALL SEMESTER
- THEA 322** **ACTING IV** **(3 credits)**
This course focuses on cultivating tools and strategies for the professional development of the actor. Material covered includes: Auditioning, actor's portfolio development, resume, monologue scores, voice over recordings, alternative employment opportunities (artist-in-residence). Students will learn how to investigate opportunity, develop a network, and prepare for professional auditions and interviews.
NOTES: PREREQUISITE: THEA 320
OFFERED EVERY SPRING SEMESTER
- THEA 325** **DIRECTING II** **(3 credits)**
An advanced course in stage directing that relies on discussion of advanced directing ideas, experimentation with various directing theories, and culminates in the staging of a production.
NOTES: PREREQUISITE: THEA 225
OFFERED EVERY OTHER FALL SEMESTER
- THEA 336** **SCENOGRAPHY** **(3 credits)**
This is an advanced course in the theory and practice of scenography. Students will become familiar with terms, concepts, and the application of design principles for scenery, costume, and lighting design. The course has a strong visual component and students will be expected to work on developing traditional and computer aided visual representation skills. In-class drawing exercises are incorporated throughout the semester.
NOTE: OFFERED EVERY OTHER SPRING SEMESTER
- THEA 340** **STAGE MANAGEMENT** **(3 credits)**
This course provides the student with practical information and knowledge of methods to professionally stage manage theatre productions including straight plays, musicals, theatre for young audiences and cabarets. The course will include completing a production book and prompt script.
NOTE: OFFERED SOME INTERIMS

THEATRE/THEOLOGY/UNDECLARED

THEA 350 SENIOR SEMINAR (1 credit)
This course gives senior Theatre majors the opportunity to finalize their portfolio, resume and senior showcase event. Theatre majors from all areas in the major will gather weekly with the Theater faculty to discuss their individual work, as well as to investigate professional, “real world” parallels to that work.
NOTES: PREREQUISITE: SENIOR THEATRE MAJORS ONLY
OFFERED EVERY FALL SEMESTER

THEA 395, 495 INTERNSHIP (2-4 credits)

THEA 197, 297, 397 TOPICS IN THEATRE (2-4 credits)
The Department of Theatre will occasionally offer special seminars on timely subjects of interest to Theatre majors.

THEA 199, 299, 399 INDEPENDENT STUDY (2-4 credits)
Individual work under the direction of departmental faculty. This option is designed for Theatre majors who seek an opportunity for in-depth study beyond the scope of departmental course offerings. This option is considered in addition to departmental offerings and does not take the place of required course work.
NOTES: PREREQUISITE: CONSENT OF THE INSTRUCTOR AND DEPARTMENT CHAIR

THEOLOGY (Pre-Seminary)

Coordinator: A. Pederson

The best pre-theological training is a broad liberal arts Christian education. With careful advising, students may graduate from Augustana prepared to meet the requirements for entrance to theological seminaries. The ministry demands thoroughly trained and competent men and women. Students are advised to check carefully through the requirements for the seminary they plan to attend with the help of an advisor in the Religion Department.

In general, the seminaries of the Evangelical Lutheran Church in America; e.g., Luther Seminary, St. Paul, MN; Wartburg Seminary, Dubuque, IA; Trinity Seminary, Columbus, OH; and Lutheran School of Theology-Chicago, Chicago, IL, will require two years of English (including a basic course in communication), one year of Bible, two years of Greek, one year of Philosophy, one year of the history of Western civilization, and two years of a modern foreign language or Hebrew or Latin.

UNDECLARED

Twenty-five percent of incoming Augustana students are undecided about their major area of study and choose Undeclared as their major. The Liberal Arts at Augustana allows students the time and freedom to explore a variety of areas and the opportunity to learn more about their interests and abilities. In fact, it may be more accurate to say students are Exploratory rather than Undeclared.

Augustana assists students who are exploring their options. Undeclared students are assigned a faculty advisor who helps the student select classes from the General Education Curriculum exposing the student to different areas of study. The advisor helps the student discover a major while attempting to keep the student on pace to graduate on time. The faculty and staff also work with students to establish career goals, determine career expectations and to develop potential to succeed in many areas. Students who are Undeclared are in a process of discovery, and the College is eager to assist with that process.

UNDECLARED/VETERINARY MEDICINE

Courses such as GENL 097 New Student Seminar (taken by all students during the first semester at Augustana) and GENL 100 Career and Life Planning (offered every Interim) along with their General Education courses have been helpful to students in the process of discovery. The Career Center is available to assist students discover the program that is the best fit for their unique abilities and interests.

VETERINARY MEDICINE

(Pre-Professional Program)

Coordinator: M. Wanous

Most pre-veterinary students choose to major in Biology, but a student may choose to major in any discipline. While veterinary schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Veterinary schools expect that applicants have an understanding of and commitment to the profession, which goes beyond a love of animals. Students are encouraged to learn about veterinary medicine through internships, volunteer experiences and employment.

The admission requirements vary considerably among veterinary schools. A student interested in a career in veterinary medicine should identify the veterinary schools in which he or she is interested as early as possible. Pre-veterinary students should consult with their advisors and the coordinator on a regular basis to discuss course selection and application procedures.

Veterinary schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) score; 3) letters of evaluation from professors and other professional people; and 4) a personal interview. Admission to veterinary school is competitive.

Suggested Pre-Veterinary Program of Study: These are general admission requirements. Students should refer to specific admissions guidelines for each school, and consult with their academic advisor and the Coordinator.

| | | |
|------------------------|--------------------------------|--------|
| BIOL 120 | Biological Principles I | 4 cr |
| BIOL 121 | Biological Principles II | 4 cr |
| BIOL 233 | Genetics | 4 cr |
| BIOL 344 | Microbiology | 4 cr |
| BIOL 354 | Biological Chemistry | 4 cr |
| CHEM 120 | Introduction to Chemistry | 4 cr |
| CHEM 135 | Inorganic Qualitative Analysis | 4 cr |
| CHEM 201 | Organic Chemistry I | 4 cr |
| CHEM 202 | Organic Chemistry II | 4 cr |
| PHYS 201 | Physics for Life Sciences I | 4 cr |
| – AND – | | |
| PHYS 202 | Physics for Life Sciences II | 4 cr |
| – OR – | | |
| PHYS 221 | General Physics I | 4 cr |
| – AND – | | |
| PHYS 222 | General Physics II | 4 cr |
| MATH 150 | Pre-Calculus | 4 cr |
| – OR – | | |
| MATH 151 | Calculus I | 4 cr |
| Social Science courses | | 6-9 cr |
| Humanities courses | | 6-9 cr |

ROTC/INDEPENDENT LEARNING

ROTC

AIR FORCE ROTC

Qualified Augustana students may participate in the Air Force ROTC program offered on the campus of South Dakota State University in Brookings. They will be granted appropriate academic credit applicable toward graduation from Augustana for the successful completion of courses offered by the Department of Aerospace Studies at SDSU. Qualified Augustana students can compete for Air Force ROTC scholarships and financial assistance. For additional information, students should contact the Augustana Registrar or the Department of Aerospace Studies at (605) 688-6106. For course descriptions for AIR 101-402: Aerospace Studies please go to <http://www.augie.edu/admin/registrar/catalog.html>.

ARMY ROTC

Qualified Augustana nursing students may participate in the Army ROTC program offered through South Dakota State University. They will be granted appropriate academic credit applicable toward graduation from Augustana for the successful completion of courses offered by the Military Science Leadership program at SDSU. For additional information please contact the Nursing Department at Augustana.

INDEPENDENT LEARNING PROGRAMS

Students may take up to 18 credit hours through the Independent Learning Program:

1. Independent Scholarship

With the permission of the department involved, a student may take any regularly offered course through independent scholarship.

2. Independent Study

In cooperation with a faculty member, a student may create an independent study course on any academic topic. The student and faculty member will design the course objectives, reading assignments, course requirements, and means of evaluation.

General Requirements

1. At the time of registration (in the spring for the following fall and in the winter for the following spring) the student must file a Declaration of Intent with the Registrar's Office to engage in independent learning. This proposal must bear the approval of the academic advisor, the faculty project advisor, and the chairperson of the department in which the project will be carried out.
2. The student must file an approved Course Proposal for Independent Learning with the Registrar's Office no later than three weeks (4 days for Interim and Summer term projects) after the beginning of term during which the independent learning project is to begin. This proposal must bear the approval of the academic advisor, the faculty advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the instructor who is to direct the independent learning project are responsible for the academic soundness of the proposal.
4. With departmental approval, independent learning may be counted toward the major.
5. Students planning to complete an independent learning project over more than one semester must enroll for the course at the time they receive formal approval for it. This enrollment may be considered as a part of the regular load or as an overload. If added as an overload, there will be an additional charge. Students who find that it is impossible to complete an independent learning project may withdraw from the course without grade penalty, but without refund of tuition.

INTERNSHIPS

INTERNSHIPS

Students may take up to eight credit hours through internship study to count toward graduation requirements. Internship study experiences in most instances will be conducted in work settings off-campus, and in all cases they will relate to the academic major or career objectives of the student involved. The exceptions to the usual off-campus setting are the College Administration Internship Program and the Center for Western Studies Internship Program, which are available on campus (see below for more information). All internships must conform to the following general requirements:

1. In contrast to independent learning, internships are centered around practical experiences; the action component is generally at least as important as reading and writing components. Since internships are designed to meet genuine needs in both public and private sectors of society, the projects must first earn the support of the sponsoring agency or individual before the registration process may be completed. An intern must normally have an on-site supervisor in addition to a faculty supervisor. The on-site supervisor will, almost without exception, be a permanent, full-time employee of the host organization.
2. Under normal conditions, the student must file with the Registrar an approved Course Proposal for Internship Study (forms are available at the Registrar's Office) no later than two weeks after the beginning of the semester during which the internship project is to begin (or 4 days for Interim or Summer term projects). This proposal must bear the approval of the academic advisor, the faculty project advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the project advisor are responsible for the academic soundness of the proposal. All internship proposals will conform to the following guidelines:
 - a. Internships should be available though not necessarily required in every department.
 - b. Normally, only students with junior, senior, post-college or graduate standing will be eligible to take an internship.
 - c. An internship involves a minimum of 40 hours of field experience for each credit hour earned.
 - d. Internships require a minimum of two conferences with the faculty project director pre- and post-conferences. Ideally there should be an additional conference for every credit hour more than one during the internship. The faculty project director must visit the internship site at least once (preferably twice) during the internship. If the internship is too distant from the campus to allow this, an adjunct professor near the site must be contracted to provide this site visitation and evaluation.
 - e. Internships include a reading assignment that bears upon the internship experience undertaken.
 - f. Internships include a writing assignment that records the learning process (journal, log, observation report, etc.) as well as a summary paper that helps the intern reflect on the total internship experience in terms of anticipated and unanticipated learning outcomes.
 - g. Grading for internships should be based on a written evaluative report from the field supervisor, faculty observations and/or conferences with the intern, and the quality of the written work submitted by the intern.
 - h. S/U grading is permissible for internship experiences.

These guidelines are also intended to make sure that a student has acquired a sufficient background in knowledge and theory related to the internship experience to gain maximum benefit from it.

4. Although students may receive pay during an internship experience (dependent upon departmental policy), an internship should be a new experience based on a definite educational goal. Thus, students should not obtain internship credit for what is a regular job, whether part- or full-time, that they have been in previous to the start of the internship. An exception might be made if students assume a new position or new responsibilities as part of the internship experience in their normal place of work.
5. Some departments may charge fees for internships in addition to tuition.
6. Although students may plan to complete an internship study project over more than one semester, they must enroll for the course at the time they received formal approval for it. This enrollment may be considered as one of their regularly required courses or as an overload. If added as an overload, they must pay the regular tuition charges for an additional course. If students find that it is impossible to complete an internship study project, they may withdraw from the course without penalty, but without refund of tuition.

INTERNSHIPS/STUDY ABROAD AND OFF-CAMPUS PROGRAMS

The Center for Western Studies Internship Program

Students have a unique opportunity to participate in alternative learning experiences through the programs of the Center for Western Studies. Through these programs, students develop sensitivity to the history and cultural diversity of the prairie-plains region and learn about the practical aspects of managing a research agency. There are four major internship areas: archives and museum management; book editing and publishing; fund raising and marketing; and conference and special event administration. Combinations of these emphases are also possible and are encouraged. Interested students should contact the Center for Western Studies.

The College Administration Internship Program

The College Administration Program is designed to provide a junior or senior student an opportunity to observe and participate in a college administrative experience. College Administration Internships will normally take one of the following forms:

1. A structured practical learning experience designed to familiarize a student with the critical elements of the administrator's position in relation to the development of the College.
2. A research oriented project that the college administrator or student has proposed. Possible areas include grant writing, marketing research, student development programs, financial analysis, planning of workshops, etc.
3. A combination of the above.

The College Administration Internship Program will conform to general internship requirements. Further information is available from Nancy Davidson, Vice President for Enrollment, in the Admission Office.

STUDY ABROAD AND OFF-CAMPUS PROGRAMS

Augustana offers an educational program which is both international and intercultural in scope. Believing that interpersonal, intercultural, and international relations are a vital aspect of a student's education, the College regards the whole world as its classroom.

Study Abroad and Off-Campus Programs are open to all students who are in good academic standing and sufficiently mature to benefit from such study. Application forms and more detailed information about the programs listed in this section may be obtained from the Director of International Programs.

Study Abroad Programs

American Institute for Foreign Studies (AIFS):

Programs in Argentina, Australia, Austria, China, Czech Republic, England, France, Ireland, Italy, Russia, South Africa, and Spain

AustraLearn Programs in Australia and New Zealand

Center for Bilingual Multicultural Studies, Cuernavaca, Mexico

Central College Study Abroad Program

Programs in Austria, China, England, France, Mexico, The Netherlands, Spain, and Wales

Center for Medieval and Renaissance Studies at Oxford University, England

CIEE: Council on International Education Exchange, Rennes, France

Danish International Study (DIS), Copenhagen, Denmark

Evangelical Lutheran Church in America: International Education and the Developing World Program

Global Issues and World Churches, Geneva, Switzerland

STUDY ABROAD AND OFF-CAMPUS PROGRAMS

Higher Education Consortium for Urban Affairs (HECUA):

Democracy and Social Change, Northern Ireland
Sustainable Development, Environment, and Culture in Bangladesh
Community Internships in Latin America, Ecuador
Scandinavian Urban Studies Term
Divided States of Europe: Globalization and Inequalities in the New Europe, Scandinavia
City Arts, Twin Cities, Minnesota
Environmental Sustainability: Science Public Policy and Community Action, Twin Cities, Minnesota
Metro Urban Studies Term, Twin Cities, Minnesota
Writing for Social Change, Twin Cities, Minnesota
Civil Rights Movement: History and Consequences, Twin Cities, Minnesota and the South
Development and Community in Bangladesh
Intensive Intermediate Spanish II, Ecuador
Globalization and Resistance in Latin America, Ecuador and Bolivia

The Institute of European Studies (IES):

Programs in Austria, England, France, Germany, Italy, Japan, Mexico, Singapore, and Spain

International Studies Abroad Programs

Lancaster University, England

Study Australia/Study New Zealand

University College of Bodo, Norway

University College of Hedmark, Norway

University College of Telemark, Norway

University College of Sogn og Fjordane, Norway

University College of South Trondelag, Norway

University College of Stord/Haugesund, Norway

University of Bourgogne, Dijon, France

University of Oslo, Norway

University of Quebec at Chicoutimi, Quebec, Canada

University of Potsdam, Germany

University of Regensburg, Germany

University of Stavanger, Norway

Upper Midwest Association for Intercultural Education (UMAIE)

January Interim courses taught in Europe, Canada, Africa, Asia, Middle East, and Central America

USAC – Universities Study Abroad Consortium Programs

Higher Education Consortium for Urban Affairs (HECUA)

Augustana is an active participant and member of the Higher Education Consortium for Urban Affairs (HECUA) which offers off-campus educational experiences focused on social justice issues. Programs are based in Bangladesh, Ecuador, Northern Ireland, Norway, and the Twin Cities of Minneapolis/St. Paul, MN.

HECUA provides experiential learning opportunities that link academic study with hands-on work for social change. All programs include seminars, lectures, discussions, group projects and field experiences that involve interaction with leaders, citizens, and groups involved in social change. All semester-long programs include an internship (between 10 and 30 hours per week) at an organization working for social change. Students earn 16 credit hours in the semester-long programs and 4 credit hours in the January term programs. Students may be able to apply some of these credits towards major and minor requirements with the approval of the appropriate department chair. See the names and descriptions of the various HECUA programs under the listings for General courses. For enrollment information, contact Scott Parsons in the Art Department (Augustana's representative to the HECUA Board), Donn Grinager (Director of International Programs), or see www.hecua.org.

Study Australia/The Education Abroad Network

Study Australia/The Education Abroad Network is the premier full-service study-abroad program for students wishing to acquire a unique academic and cultural experience by living and studying in the South Pacific and Asia. Students are supported with extensive application guidance and pre-departure consultation, qualified and experienced on-site resident directors, a range of program add-ons and offerings, and our quality

STUDY ABROAD/GRADUATE PROGRAMS/GENERAL ACADEMIC

accommodation. Students are able to undertake short-term (summer/winter), semester, or full-year studies in locations such as Australia, New Zealand, China, Thailand, India, and South Africa. Ten years of running programs in the South Pacific with our partner universities has given Study Australia/The Education Abroad Network extensive experience in the design, delivery, and servicing of educational opportunities. For more information on Study Australia/The Education Abroad Network, contact Reynold Nesiba in the Economics Department at 274-5310 or reynold.nesiba@augie.edu; or visit www.study-australia.com or www.educationabroadnetwork.org

Washington Semester Programs

The Lutheran College Washington Consortium is a cooperative program among several four-year Lutheran-affiliated liberal arts institutions. The theme of the semester is Ethical Issues and Public Affairs. Students register for two 4 credit hour seminars, a 6 credit hour internship, and 2 credit hour directed reading. Internships are chosen to meet the student's academic and personal interests and could be with a member of Congress, government agency, non-profit organization, lobbying firm, public interest group, Washington office of a religious denomination, museum, or theater. For further information contact Dr. Brent Lerseth in the Government and International Affairs Department.

The Washington Semester Program of The American University in Washington, D.C. was established in 1947 and is a cooperative venture of some 200 member colleges and universities. It is an intensive educational/internship/research experience in several fields of study including American politics, U.S. foreign policy, law, peace and conflict resolution studies, economics, journalism, and art and architecture. The program prides itself on providing access to key institutions and decision-makers. The semester program of study includes a two course seminar, a one course internship, and a one course research or elective component. Students must be nominated by Dr. Joe Dondelinger, in the Government and International Affairs Department.

GRADUATE PROGRAMS

The Graduate Programs reflect the church-related liberal arts character of Augustana by including courses especially designed to help students explore the central ideas and methodologies of different disciplines, and wrestle with questions of meaning and value. The mission of the Graduate Program is to stimulate the intellectual capacities of students in order to make their lives more satisfying and rewarding. More specifically, it seeks, through advanced study, to expand students' knowledge, and to strengthen skills important to career, personal fulfillment, and community service.

Graduate education provides advanced training and research experience at the Master's degree level. Our distinguished faculty of teachers and researchers genuinely care about the intellectual development of students at all levels. Degrees are offered from the Graduate Program in the areas of Education, and Nursing. The programs are designed primarily for part-time study.

Details of the above graduate programs, including admission requirements and procedures and degree requirements, are contained in the **Graduate Catalog**, which is available from the Office of Graduate Education (605-274-4043; graduate@augie.edu).

GENERAL ACADEMIC POLICIES

Class Attendance

Class attendance is expected of all students. Instructors will outline their specific attendance policies during the opening meeting of the class. These attendance expectations are also to be included in the course syllabus. Students who find it necessary to be absent because of illness or other reasons, should notify the instructor before the class period. Students missing class or arriving late assume responsibility for communicating with the instructor. Instructors may require students to provide verification of reasons for absence. Faculty and staff

GENERAL ACADEMIC POLICIES

wishing to take students off-campus for field trips, conferences, tours, athletic competitions, etc., must submit a roster to the Dean of Students Office at least one week in advance. Instructors are encouraged to make arrangements to accept course work, administer examinations ahead of time or allow make-up work, but reserve the right not to do so.

Academic Classification

Classifications are based on the attainment of the following number of credit hours earned;

| | |
|-----------|---------------|
| Freshman | 0-27.99 |
| Sophomore | 28-57.99 |
| Junior | 58-89.99 |
| Senior | 90 and higher |

Honor Code

As a community of scholars, the students and faculty at Augustana College commit to the highest standards of excellence by mutually embracing an Honor Code. As a College of the Evangelical Lutheran Church of America, we understand the individual and collective responsibility we have in fostering integrity. Ultimately, our purpose is to be an engaged body of academically excellent, highly articulate, and morally centered persons who learn about and examine the world together. We believe that only when we are honest with ourselves and each other can we begin to contribute to the world in a meaningful manner. Augustana's Honor Code consists of inter-related elements that guide scholarship and learning; the Honor Pledge, the Honor Board, and a set of judicial procedures that guide the College's response adjudication of academic integrity violations.

Academic Integrity

Academic Integrity is vital to the academic environment at Augustana because it involves the search for and acquisition of knowledge and understanding. Evaluation of each student's level of knowledge, understanding, and ability to synthesize and integrate materials requires tangible assessment via reports, examinations, and homework. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. The following is a partial list of examples:

- Plagiarism
 - > Using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
 - > Rearranging another's ideas or material and presenting them as though they are one's original work without giving appropriate acknowledgment
 - > Submitting a document written by someone else as one's own work
- Paying for or obtaining another's work and submitting it as one's own
- Giving or receiving answers to an exam
- Copying, with or without another person's knowledge, during an exam
- Doing class assignments for someone else
- Submitting a paper that has been purchased from a commercial research firm or the web
- Fabricating items on a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an exam
- Collaborating with other students on assignments when it is not permitted
- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering records in a grade book
- Stealing class assignments from other students and submitting them as one's own
- Fabricating laboratory or research data
- Destroying, stealing or sabotaging the work of other students
- Resubmitting a previously graded assignment for a different course

GENERAL ACADEMIC POLICIES

Honor Pledge

The Honor Code states the principles that guide our work together. Students will sign an honor pledge on every examination and other assignments deemed appropriate by the faculty member. The Honor Pledge is as follows;

“On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.”

Honor Board

The Honor Board has the responsibility for administering the Honor Code by developing the rules of procedure and educating the campus community about academic integrity. The ten-member Honor Board is composed of six students, four faculty members, and the Associate Academic Dean who serves as the Chair of the Board. All have voting privileges except for the Chair of the Board.

Honor Code Rights and Responsibilities

We aim in all our work to foster integrity as an abiding characteristic of the Augustana community. To that end, the Honor System is rooted in a shared covenant between faculty and students. The responsibilities of every faculty member and student as vital participants in the Honor System are defined as follows:

Faculty Rights and Responsibilities:

1. Faculty autonomy is to be safeguarded, as the work of the classroom is primarily the responsibility of faculty members.
2. Faculty will choose whether or not to proctor examinations.
3. All faculty members will include statements that affirm the Honor System in their syllabi. These statements will include descriptions of likely penalties. Uniform language will be provided for faculty members to use.
4. The faculty members will include the Honor Pledge on every examination and on other assignments as deemed appropriate by the faculty member.
5. The faculty member will contact in a timely manner any student who does not sign the Honor Pledge.
6. The faculty member who brings forward evidence of instances of academic dishonesty will be responsible to testify if the case is forwarded to the Honor Board.

Student Rights and Responsibilities:

1. Students shall have a right to due process. This shall include the right:
 - a. to be informed of the nature of the violation,
 - b. to a fair hearing of the evidence leading to a decision in the case, either by the professor involved or (at the discretion of the professor involved) by the Honor Board,
 - c. to be accompanied to any hearing before the Honor Board by an advisor from the Augustana campus community,
 - d. to request an appeal.
2. Students will be expected to sign the Honor Pledge after each examination and on other assignments deemed appropriate by the faculty member.
3. Students who do not sign the pledge will be contacted by the instructor in regard to the reason. Students who do not sign the Honor Pledge because they have observed dishonest behavior by other students will need to provide written testimony in the event that the case goes to a hearing before the Honor Board, but will not be obligated to testify in person and will also remain anonymous.

GENERAL ACADEMIC POLICIES

At a minimum, a student found to have violated the Honor Code will be placed on disciplinary warning.

- a. A disciplinary warning is a written notice that the student has violated the Honor Code.
- b. If a disciplinary warning is issued, further violations will likely lead to disciplinary probation, suspension, or expulsion.

Other consequences include, but are not limited to:

- c. Failure of the assignment or examination.
- d. Failure of the course.
- e. Disciplinary probation; a written reprimand for violation of the Honor Code. The probation specifies the period and conditions of the consequence. The written conditions shall also give the student notice of any consequences related to further violation of the Honor Code during the probationary period. If disciplinary probation is issued, further violations will likely lead to a suspension, or expulsion.
- f. Recommendation to the Academic Dean to suspend from the College. A suspension is a separation of the student from Augustana for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- g. Recommendation to the Academic Dean to expel from the College. An expulsion is a permanent separation of the student from Augustana College.

Note: Any student who receives disciplinary action becomes ineligible to run for or continue in any elected office or appointed position for at least one year with any of the following organizations including but not limited to: ASA Student Senate, Union Board of Governors, the Mirror and New Student Orientation.

Academic Probation/Dismissal Procedures

Probation/Dismissal/Eligibility: Students are placed on or removed from academic probation at the end of any term (fall, interim, spring or summer), and students are dismissed from the College at the end of any fall or spring semester based on the following criteria:

| Credit Hours | GPA which results in dismissal/probation | GPA which results in probation |
|---------------|--|--------------------------------|
| 0 – 27.99 | 0 – 1.49 | 1.50 – 1.70 |
| 28 – 57.99 | 0 – 1.59 | 1.60 – 1.80 |
| 58 – 89.99 | 0 – 1.69 | 1.70 – 1.90 |
| 90 and higher | 0 – 1.84 | 1.85 – 1.99 |

1. Students who have been on probation for a semester, and do not raise their **cumulative grade point average** above the probation range may be dismissed from the College.
2. The academic probation/dismissal status of students shall be in effect the first day of the term following the decision. For example, actions taken at the end of **Fall Semester 2009** go into effect on the first day of **Interim 2010**. Actions taken at the end of **Spring Semester 2010** go into effect the first day of **Summer term 2010**, or **Fall Semester 2010** if the student is not enrolled in courses for summer.
3. A student on continued academic probation, or on academic probation for the second time **is not eligible to participate** in the following activities: (a) intercollegiate athletics; (b) cheer teams and Dance Express; (c) campus publications (Mirror, EDDA, Venture); (d) music ensembles; (e) theatre productions; and (f) KAUR-FM radio. This list of affected activities shall be reviewed annually by the Co-Curriculum Council. Ineligibility to participate means that the student shall not participate in organized practices, rehearsals, games, contests, or performances. The student shall not travel with the team or organization.
4. Students are restored to good standing at the end of any term (fall, interim, spring or summer) their cumulative grade point average exceeds the grade point average listed above.

Petition Processes:

1. A student may petition a dismissal decision to the Academic Status Petition Committee. The Committee will normally consider such a request only after the student has been out of college for one semester. No courses earned at another institution by a student who has been dismissed for academic reasons may be transferred to Augustana until after a student has completed at least one academically successful semester (fall or spring) at Augustana.

GENERAL ACADEMIC POLICIES

2. A student may petition to the Academic Status Petition Committee to be allowed to participate in the activities listed in the previous section 3 while on academic probation only under extraordinary circumstances.
3. The student petition shall be submitted to the Associate Academic Dean no later than 14 days prior to the beginning of the affected semester. The Committee will convene if petitions are submitted within 21 days after the status decisions are made. Each petition must contain:
 - A statement about the circumstances that lead to the dismissal/probation decision.
 - A verifiable plan that details efforts to be taken that will prevent a reoccurrence of the problem. This plan will be written in conjunction with the student's academic advisor.The student may request an appearance before the Academic Status Petition Committee.

Academic Grievance Procedure

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, cheating, or unprofessional conduct.

Step 1

The student shall take a complaint to the instructor within two weeks of the occurrence. If the grievance concerns a final semester grade the complaint must be made within three weeks of the distribution of term grades. If the student feels unable to approach the instructor, the grievance may be taken to the chair of the department in which the instructor is a member (if the instructor is the department chair, the grievance should be taken to the division chair). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the department/division chair, the matter is settled.

Step 2

If the student feels dissatisfied with the instructor's response to the grievance the student may take the grievance to the chair of the department in which the instructor involved is a member or to the division chair if the instructor is the chair of the department. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The department (or the division) chair shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the department (or division) chair shall judge pertinent, the chair shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the chair and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3

If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the department (or division) chair, either may appeal the decision to the Academic Dean within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Academic Dean shall ask the department (or division) chair for the written record of the grievance procedure to that point. Through consultation with the Dean of Students, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Academic Renewal

A student who has not been enrolled at Augustana for four consecutive years may petition to have the previous grade point average earned prior to the four year period not be included in the student's cumulative grade point average. The courses will appear on the transcript, but will not be used in computing the grade point average. Any credit hours earned will count toward the graduation requirement. The statement, "Academic Renewal Declared on (date)", will appear on the transcript. Once academic renewal has been declared, it is final and irreversible. Academic renewal may be used only once in a student's academic career. The petition for exception to a published academic regulation shall be the form used to make this request, and can be obtained from the Registrar's Office.

GENERAL ACADEMIC POLICIES

Grading System

The following grades are used in the evaluation of academic achievement:

| Grade | Quality Point | Grade | Quality Point |
|-------|---------------|-------|---------------|
| A+ | 4.0 | C+ | 2.3 |
| A | 4.0 | C | 2.0 |
| A- | 3.7 | C- | 1.7 |
| B+ | 3.3 | D+ | 1.3 |
| B | 3.0 | D | 1.0 |
| B- | 2.7 | D- | .07 |
| | | F | 0 |

S/U: Satisfactory (C- and above)

Unsatisfactory (D+ and below); no quality points (not used in calculation of GPA)

I: Incomplete

IP: Course in progress

VS: Indicated on the transcript for a successfully completed audit

VU: Indicated on the transcript for an unsuccessful audit

The grades of F, U, VS, and VU earn neither credit hours nor quality points

All repeated courses remain on the transcript with only the highest grade used in calculating the grade point average.

*New Student Seminar (GENL 097), CEEL, Student Teaching, and Practicum courses are always graded S/U, as are the departmental courses so designated in this catalog. Other participation courses (typically numbered 095-098), some Internships, and some Interim courses may be graded S/U. Students may also elect to have S/U grading applied to a maximum of two courses (8 credit hours) that are regularly graded A-F. Students choosing this option must notify the Registrar's Office in writing by no later than the last day to drop a course with a W (see the academic calendar published in the Class Schedule each semester).

NOTE: An I grade is changed to an F if not removed by the middle of the following semester. An IP grade is changed to an F one year after the beginning of the term in which the course was begun. IP grades are given only for courses taken under the Independent Learning Program or special project courses requiring more than one semester to complete.

Non-transcript Audit

A non-transcript audit permits a person to attend class; it implies neither that the class was attended on a regular basis nor does it suggest that any work for the course was undertaken or completed. The experience is not recorded on a transcript by the Registrar's Office. It is available to part-time students only. A fee will be charged. Students can participate in the audit only when space is available in the course. Contact the Registrar's Office for more information.

Transcript Audit

A transcript audit allows the student to attend class. It also implies that at a minimum, class was attended on a regular basis and whatever additional requirements agreed upon between the class instructor and student were successfully completed. The Registrar's Office shall record this experience on an official transcript with a grade of successful audit (VS) or unsuccessful audit (VU). A fee will be charged. Students can participate in an audit only when space is available in the course. Contact the Registrar's Office for more information.

Late Registration

While full-time sophomores, juniors, and seniors normally register for the Fall Semester in the preceding spring and for the Spring Semester in the preceding fall, late registration is possible through 5:00 p.m., the third day after the beginning of classes. Only in exceptional cases will a student be allowed to register after this time.

GENERAL ACADEMIC POLICIES

Withdrawal, Academic Leave of Absence and Readmission

Students who believe they should withdraw from Augustana must confer with the Dean of Students Office relative to 1) the implications and advisability of leaving the College; 2) the procedures to be followed; and 3) returning to the College at some future time if appropriate. A student who exits the College and bypasses the procedures listed above will receive grades of F, and will be ineligible for the customary adjustment on education fees.

For information about the College's refund policy, see the Financial Information section of this catalog. An academic leave of absence provides students with a one semester opportunity (two semesters in special cases) to pursue an academic or non-academic experience that is not available at Augustana. Re-enrollment at the College after a leave of absence assumes a successful performance at another college if the leave was for the purpose of academic study. The academic leave of absence entitles the student to register for classes as a current student and to reserve housing and financial aid for the academic term immediately following the leave. Details relative to an academic leave of absence are available from the Dean of Students Office.

An individual who has previously attended Augustana and desires readmission may contact the Office of Admission for information.

Non-Augustana Courses

Students seeking to earn credit toward a degree by taking a course from an accredited college or university must secure the written permission from the chair of the department concerned and have this approved and filed in the Registrar's Office before beginning the proposed course work. This is for students taking courses during the semester, as well as during the summer. Students are responsible for having an official transcript mailed to the Registrar's Office upon completion of the coursework. The GPA will transfer in to count toward the student's cumulative GPA at Augustana.

Credit by Examination-Proficiency Examinations

Students who have mastered through their own efforts an area of knowledge corresponding to a course at Augustana can earn credit directly by taking a comprehensive examination covering the course providing the chair of the department agrees. Credit and a grade will be recorded on the permanent record. Students interested in this option should contact Student Academic Support Services.

Course Prerequisites

When a course has a prerequisite, the student must either fulfill these requirements or have the permission of the instructor to enter the course.

Course Cancellation

The College reserves the right to cancel any class with an enrollment of fewer than 10 students.

Repeating Courses

Any course can be repeated to raise a grade. The higher grade is used in figuring the grade point average, but both grades will remain on the student's permanent record. Course credits for a repeated course will only be counted once towards graduation.

Transcripts

Student records are confidential and information is released only at the request of the student. All transcript requests must be submitted in writing and personally signed. There is no charge for transcripts. No transcript will be released until all accounts, including loan funds administered by the College, are paid in full or are current according to established repayment schedules.

GENERAL ACADEMIC POLICIES/ACADEMIC HONORS

Exceptions to Academic Regulations

A student who desires that an exception be made to an academic regulation must submit a petition containing a rationale for the exception to the Registrar. The form to be used in submitting this request may be secured from the Registrar's Office.

ACADEMIC HONORS

Dean's List

At the end of each semester a "Dean's List" is compiled to give recognition to those full-time students whose grade point averages are 3.5 or above. To be eligible a student must have a minimum of 10 credit hours of letter grades (A-F). When incomplete grades are recorded on a student's grade report, that individual is not included on the "Dean's List."

The Office of Marketing and Communications sends releases on these accomplishments to the newspapers in the student's home community.

Sophomore Honors

The College promotes outstanding student achievement. The conferring of "Sophomore Honors" recognizes students who have demonstrated outstanding achievement at an early stage of their college career. These honors are conferred on four representatives of the preceding sophomore class who have been selected by the faculty on the basis of scholarship, character, personal traits, and other evidences of achievement. Sophomore honors are conferred at the convocation which opens the academic year. Each awardee receives a modest cash scholarship.

Graduation Honors

Special honors are awarded at the time of graduation in recognition of superior scholarship in work leading to a Bachelor's degree. In order to be eligible for graduation honors, the student must have taken a minimum of 65 credit hours at Augustana with a minimum of 51 credit hours having a letter grade (A-F). Graduation honors are designated Cum Laude, Magna Cum Laude, and Summa Cum Laude. The degree is conferred Cum Laude on those who have maintained a grade point average of 3.50 to 3.69. The degree is conferred Magna Cum Laude on those who have maintained a grade point average of 3.70 to 3.89. The degree is conferred Summa Cum Laude on those who have maintained a grade point average of 3.90 or higher. First semester seniors who have earned a cumulative average of 3.7 will be eligible for the Augustana Honor Society.

Departmental Honors

Each department may award "Departmental Honors" to graduating majors at commencement who have fulfilled the criteria for such distinction. A student's demonstrated capacity to produce independent scholarly or artistic work of the highest measure consonant with his or her training and experience is the primary criterion for awarding departmental honors.

Students may enter this program by the invitation of a department or by application to and acceptance by a department. Departments shall make available to interested students their specific criteria for honors. Normally, students must have a grade point average of 3.5 or greater in their major department as well as an overall grade point average of 3.0 or greater. Interested students should apply for admittance to the program through the chair of their major department no later than one year prior to their expected date of graduation. Departmental honors may be taken for either 3 or 4 credit hours, and only be taken once during a student's college career.

Upon approval of a student's application by the department faculty, the student's advisor shall be responsible for forming a committee to approve the honors project, evaluate it upon completion, and determine if the work deserves honors distinction. The committee shall consist of a minimum of three faculty members including the advisor and one member from outside the department. Honors projects, though supervised, are to be done independently by the student.

ACADEMIC HONORS/WESTERN STUDIES/SUPPORT SERVICES

Departmental honors shall be awarded only to those students who complete written works or creative projects that demonstrate high levels of competence in the use of specific skills central to the discipline and in general exhibit the highest standards of scholarly excellence. Students will not automatically receive honors distinction for completing an honors project.

Departments may determine the specific occasion or forum, but the project, thesis, or report must be presented and defended at an open meeting attended by the committee as well as a member or members of the student's major department, or at a meeting of a professional society not later than one month prior to graduation. The grade for an honors project and whether it merits honors distinction shall be determined by the committee and reported to the registrar by the faculty advisor.

THE CENTER FOR WESTERN STUDIES

The part of the American West that concerns the Center for Western Studies is the Great Plains, specifically the northern section of the Great Plains. We define this area as South Dakota and its contiguous states of North Dakota, Minnesota, Iowa, Nebraska, Wyoming, and Montana. The Center's founder, Augustana's writer-in-residence Herbert Krause, conceived of this region as the center of the expansive American West.

The Center, located in the Fantle Building, is an archival, research and publishing agency of the College, housing an extensive library of Western Americana and providing to our students and visitors three galleries of art and three professionally designed displays that highlight the way of life led here by farmers and ranchers, by the Plains Indians, and by the Scandinavian immigrants who settled our part of the West. The archives of the Center include the records of Augustana College, the Episcopal Diocese of South Dakota, the South Dakota Conference of the United Church of Christ, the American Indian Cultural Research Center, and others. As a sponsor of programs in Northern Plains Studies the Center is a resource to the College, other educational organizations, and the community.

Among its ongoing programs are the Artists of the Plains Art Show and Sale each February, designed to feature local and regional artists; and the Dakota Conference on Northern Plains History, Literature, Art and Archaeology, bringing together each spring scholars, amateur historians, and Augustana students who present papers and discuss their writing about the people of the region. Since 1995 the Center has sponsored annually the Boe Forum on Public Affairs, a series of world-renowned speakers. Among them have been Presidents George Bush and Mikhail Gorbachev, Archbishop Desmond Tutu, Jordan's Queen Noor, New York Mayor Rudy Giuliani, Vice President Al Gore, and Mexico President Vicente and Marta Fox.

As South Dakota's only academic press, the Center for Western Studies is committed to making available books of distinction about the Northern Plains. *A New South Dakota History*, published in 2005, is now the standard history of the state and winner of the American Association of State and Local History 2006 Award of Merit. The Center is continually collecting and preserving materials that are useful for study in the culture of this region. A primary mission is to identify ways in which the Center can be helpful in improving the quality of life of the region. Thus, it works with individuals and groups on and off campus to achieve better understanding of the region, its heritage, and its resources.

SERVICES FOR STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS

Augustana strives to ensure accessibility to programs and activities for all eligible students who have disclosed disabilities to the Student Academic Support Services, and have provided appropriate documentation establishing the need for reasonable accommodations. The College complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 in determining accommodations. A *disability* is defined as a

SUPPORT SERVICES/ADULT LEARNER

physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. Accommodations are determined by the *current impact* of the disability(ies). Our services and the reasonable accommodations are intended to provide equal educational opportunity for students and to inform them of other resources available at Augustana. Examples of accommodations include the following:

- Exam accommodations -
 - Extended time/Distracted-reduced testing environment
 - Readers/ Scribes
- Communication accommodations
 - Interpreters/Assistive listening devices
 - Note takers
- Adaptive accommodations/auxiliary aids
 - Alternative text formats such as books on CD
 - Adaptive computer access

Students and staff will work collaboratively to address individual needs and promote building self-advocacy skills, independence and to create a network of support. Other campus resources available to all Augustana students include the Augustana Writing Center, self-help work shops (time management, test taking strategies, general study skills) and any tutoring services offered by individual majors or departments.

Students with disabilities should contact Student Academic Support Services (Career Center Suite, room 100 or by calling 605-274-5503) as early as possible to inquire about the process of determining possible accommodations. It is the student's responsibility to provide all necessary documentation for evaluation in a timely manner before accommodations can be determined. Students may disclose the need for services at any time during the academic cycle however accommodations will not be retroactive. All documentation is kept confidential and only shared with other professional staff or faculty on a "need to know" basis.

STUDENT ACADEMIC SUPPORT SERVICES

This office manages the advising system and the Testing Assessment Center (including CLEP and LSAT administration). It also facilitates the coordination of services for students with disabilities.

WRITING CENTER

The Writing Center, an internationally certified tutor program, promotes writing excellence across the curriculum. Students are welcome to drop in at The Writing Center at any stage of their composing process or to make an appointment for regular tutorial sessions. Faculty members are encouraged to refer students to the Center. The Writing Center regularly presents writing-related workshops, including the W-Component faculty workshop. Staff is also available for short classroom presentations.

ADULT LEARNER SERVICES

Students at Augustana 23 years of age or older, are married, or have children are considered adult learners. To assist with the transition to college life, the College offers several services for adult learners including non-traditional sections of New Student Seminar, a student organization to support the needs of the adult learner, ANTSA (Augustana Non-Traditional Student Association), and an administrative advisor.

Whether enrolled to earn a college degree, to make a career change, or merely to take an interesting course or two, the adult learner is a welcome member of the Augustana community. The College accepts transfer credits from other accredited colleges, and provides the opportunity to earn credits through proficiency exams or through CLEP (College Level Examination Program). A number of services specifically directed toward adult learners are coordinated by the Career Center. Students interested in pursuing a degree should contact the Office of Admission for an application.

CAMPUS MINISTRY/STUDENT SERVICES

CAMPUS MINISTRY

From its center in the Chapel of Reconciliation, campus ministry reaches out to Augustana students and the campus community by providing regular opportunities for worship, discussion, support and service.

Worship

The community worships at 10:00 a.m. during the week and at 11:00 a.m. on Sundays. Mondays are ecumenical prayer led by faculty, area pastors and the campus pastor. Holy Communion is celebrated on Wednesdays. Senior students speak on Fridays. Tuesdays include a combination of ministry support, contemplative prayer and Roman Catholic mass. Thursdays are reserved for New Student Seminar and convocations throughout the year.

The student congregation worships on Sundays at 11:00 a.m. The congregation serves student leadership and learning both in preparing and leading worship and receiving the leadership of others.

Support, Service, and Outreach Ministries

The campus pastor is available for counseling, spiritual direction, and vocational discernment. Campus ministry supports all students and staff in discovering their vocations to support and serve one another. Koinonia is a monthly meeting of students considering church vocations or seminary study. Campus ministry offers continual opportunities each year for service, both locally and through service travel.

Outreach teams travel throughout the region to lead worship and youth retreats in congregations. Worship teams prepare and lead Sunday morning worship. Youth teams lead retreats, lock-ins and confirmation events.

STUDENT SERVICES

STUDENT LIFE

Augustana College provides a unique opportunity to integrate scholarship with faith and social life. Information provided in this section describes a rich variety of services, activities, and programs that support the development of students throughout their college experience. A Student Handbook is published annually and provides more detailed information regarding governance, student rights and responsibilities, and opportunities for co-curricular involvement.

RESIDENCE LIFE

Living in college-owned housing is central to campus life at Augustana. The residence life experience offers an intentional living-learning environment that encourages and supports personal and community development. As a residential college, Augustana affirms the value of living in community together and we therefore require students to live in College housing. The College has a three year residency requirement.* Students are also required to participate in one of the College's approved meal plan programs during their first two years. With approval from the Housing Office, a student may live off-campus provided that they meet one or more of the following criteria.

- Enrolled as a part-time student (fewer than 10 credits per semester)
- Married or have parent/guardian status for a dependent child
- Lives with a parent or legal guardian in the local area
- Graduated from high school at least four years before enrolling at the College

* NOTE: *This requirement is based upon the number of years a student has attended college or experienced other post high school experiences.*

The College offers a variety of housing accommodations. All first-year students live in two residence halls adjacent to each other. Upper-class students have housing options that include traditional residence halls, service-oriented theme houses, and apartments. Residence halls are co-educational by floors and wings. All of

STUDENT SERVICES

the College's housing facilities; residence halls, houses and apartments are supervised by professional staff with assistance from upper-class student staff members.

Residence hall rooms, theme houses, and apartments (with the exception of designated family apartments) are furnished with beds, dressers, study tables, and chairs. Access to the College's computer network, kitchen and food preparation areas, and laundry facilities are available in all student housing units. Apartments and theme houses are also furnished with dining and living room furniture. Students may subscribe to an optional telephone and cable television service.

Housing assignments for first-year students are made by the Housing Office, usually in early July. Returning students reserve housing during the spring semester by selecting housing accommodations through either a lottery or an application process.

College-owned housing will typically close during extended vacation periods during the academic year. Students who require housing arrangements during vacations must contact the Housing Office to make special arrangements. College housing will re-open at noon at least one day before each new academic term begins.

DINING SERVICES

All first- and second-year students living in college housing are required to participate in an approved board plan. Meals are available seven days a week during the academic year when College housing is open. Limited dining services are available during vacation periods.

Augustana offers a variety of flexible meal plan options to meet the needs of students. Meals in the Ordal Dining Room offer unlimited seconds in a full-service, continuous dining format. The College also offers a retail dining facility, a short order – coffee shop format. Students also have the flexibility of prepaid cash value credits for purchases in the Ordal Dining Room, the Viking Huddle, and an off-campus retail delivery service.

Dining Services personnel work with students who have special dietary needs. Nutritional information about dining room menu items is available. Parents of students who have full residential meal plans may dine free of charge with their student in the Ordal Dining Room during the academic year except during designated special event weekends.

STUDENT CONDUCT

Members of the student body are an especially privileged group who are expected to lead in the setting of high standards. The Student Handbook is an annual publication designed to acquaint students with standards, rules, policies, values, and responsibilities that characterize student life at Augustana. This publication is accessible on-line.

The College has procedures and regulations to provide for a community free from violence, threats, and intimidations, protective of free inquiry, respectful of the rights of others, open to change, supportive of democratic and lawful procedures, and dedicated to a rational and orderly approach to the resolution of human problems. Augustana students are expected to obey public laws and to respect College policies and regulations.

The College's standards of conduct and system for responding to misconduct is not designed to replicate local, state and federal laws, nor are Augustana's procedures for responding to misconduct guided by legal procedures as in a court of law. As a community of learning, the College's judicial system responds to inappropriate conduct by seeking resolution by discussion, respect, and responsibility.

SAFETY AND SECURITY

The Campus Safety Department is committed to providing safety, protection and service to students, staff, and visitors. Campus Safety personnel are available 24 hours a day year round, including weekends and holidays.

Automobile and other motor vehicle parking is administered by the Campus Safety Department. Student owned vehicles must be registered, and if parked on campus, the vehicle must display a college issued parking permit. Parking for residential students is somewhat limited in lots adjacent to residence halls. However, the College maintains parking access in other areas of the campus that are lighted and patrolled. City ordinances restrict long-term parking on neighborhood streets. Parking permits for residential students are distributed on a seniority basis to juniors and seniors, and by lottery to freshmen and sophomores.

STUDENT SERVICES

HEALTH AND COUNSELING SERVICES

Augustana's Health and Counseling Services are provided by a staff of physicians, registered nurses, and licensed counselors. Services are available in a combination of on-campus and off-campus settings. Augustana's program for health and counseling support emphasizes the unity of the whole person; mind, body, and spirit. The College encourages each student to take responsibility for his/her own well being in terms of physical, intellectual, emotional, and social development, and to recognize that personal wholeness is connected to other people and the world around us.

Health Services: Services include routine outpatient medical care, diagnosis and treatment of illness, immunizations, travel consultation and limited diagnostic testing. A registered nurse is available on-campus on weekday mornings when classes are in session. Students are seen by a local physician group at an off-campus clinic in the afternoons.

Full-time students are required to submit a health record verifying a recent physical examination and a record of required immunizations. Augustana requires all incoming students to show provider documented immunization status for measles-mumps-rubella (MMR), tuberculosis, and vaccination for bacterial meningitis.

Augustana expects full-time students to have access to medical care as they participate in College sponsored programs, on- and off-campus. Health insurance coverage is required. Students will be automatically enrolled in a low cost, college-sponsored insurance plan unless they provide proof of comparable insurance coverage at the beginning of their first term of every academic year.

Counseling Services: Counseling, evaluation and support in a confidential setting is provided by a comprehensive and multidisciplinary group of mental health professionals. Personal and group therapy supports students with confidential, short-term individual counseling for a variety of personal issues such as adjustment to college, self-esteem, anxiety, depression, and loss.

There is no cost associated with counseling when students are seen for short-term counseling. Students who require extended or long term therapy may be referred to other counseling services in the area. Counselors are available to provide assistance and advice with insurance and sliding scales.

CAREER CENTER

The Career Center serves students and alumni by providing resources and support necessary to select an academic major and make decisions regarding post-college employment and education planning. Services include interest assessments, resume writing, career counseling, mock interviews, networking and job search techniques, and internship placement. Career-related events, annual job fairs, and strong relationships with local, regional and national employers are just a few ways in which we assist students and graduates. Students and alumni are encouraged to utilize Career Center services throughout their college experience and beyond.

INTERNATIONAL STUDENT PROGRAMS

International students from over a dozen different countries are represented in the student body and have given Augustana an international attitude and atmosphere. The International Education Office facilitates the orientation of international students to our campus and country, as well as the orientation of our American students to the international students and the customs and countries they represent.

The College also provides host family program for added opportunities for international students to experience the culture of the United States. This office also coordinates the College's study abroad programs.

INTERCOLLEGIATE ATHLETICS

Augustana College strives to provide the best possible experience for its student-athletes. The athletic staff's goal is to develop student-athletes who are not only the best athletes they can be, but also the best students they can be. There is a firm belief that athletics must fit within the framework of the academic setting at the college.

STUDENT SERVICES/STUDENT ORGANIZATIONS

Augustana holds membership in the National Collegiate Athletic Association-Division II and the Northern Sun Intercollegiate Conference. Varsity teams for women compete in eight intercollegiate sports; basketball, cross country, golf, soccer, softball, tennis, track and field (indoor and outdoor), and volleyball. Varsity men's teams also compete in eight intercollegiate sports; baseball, basketball, cross country, football, golf, tennis, track and field (indoor and outdoor), and wrestling.

RECREATIONAL SERVICES

Augustana's campus recreation program provides students, faculty, and staff with the opportunity to participate in a variety of formal and informal activities. Activities encompass team and individual sports, fitness classes, competitive and noncompetitive activities, and club sports.

The Elmen Center is the hub of most recreational programming. This facility includes a multipurpose forum with courts and running track, swimming pool, racquetball courts and weight room.

STUDENT ORGANIZATIONS

Augustana students have the opportunity to enjoy and hold membership in a variety of student associations, organizations and clubs. There are more than forty student organizations currently on the campus. New clubs and honorary societies are chartered every year so the list of actual organizations changes frequently.

The Augustana Student Association (ASA) is the College's official student government organization. Students elect representatives to serve on the ASA Senate. The ASA Senate works with the College's Board of Trustees, administration and faculty to tackle wide ranging issues from institutional accreditation, strategic planning, and policy development to student life programming and campus media. ASA manages a substantial annual budget that supports programming and funding for chartered student clubs.

STUDENT PUBLICATIONS AND MEDIA

The Mirror: Weekly college newspaper, published by the Augustana College Publications Board. It furnishes current news and feature material, and serves as the voice of the students. *The Mirror* is a member of the Associated Collegiate Press and the Intercollegiate Press.

The EDDA: College yearbook, reviews the activities of the school year. The staff is composed entirely of students, who acquire varied journalistic experience.

Venture: Literary magazine, is published annually, and contains original poems, fiction, and illustrations by students.

KAUR: Broadcasting in stereo, KAUR-FM (89.1 megahertz), serves the College and the surrounding area with a community calendar, entertainment, news, music, sports, and features. The radio station offers a wealth of opportunity for the career-oriented broadcaster as well as an additional venue for student participation.

THEATRE

The Theatre Department offers the opportunity to train in the various aspects of theatre and welcomes non-majors who want to participate. Each year the Theatre program presents major productions with types of plays varying from classical to contemporary and from children's plays to musicals.

MUSIC

In addition to a number of small and informal vocal and instrumental groups on the campus, the following Organizations/ensembles offer unusual opportunity for development in music.

- Angelus
- Augustana Chamber Choir*
- Augustana Choir*
- Augustana College and Community Orchestra

STUDENT SERVICES/STUDENT RECORDS

Augustana College Band*
Brass Choir
College/Community Band
Collegiate Chorale
Northlanders Jazz Band

**These ensembles tour regularly and require auditions.*

VETERAN AFFAIRS

Veteran affairs services are associated with the Financial Aid Office. This office provides services to eligible students including financial counseling related to veterans' educational benefits, liaison work with the Veterans Administration and enrollment certification.

STUDENT RECORDS

The education records of current and former students are protected under the Family Educational Rights and Privacy Act (FERPA). Education records are documents that relate directly to a student and include academic transcripts and supporting documents, student judicial records, financial aid records, and career placement records. Listed below are records not considered a part of a student's education record and are therefore not subject to FERPA provisions:

- personal records kept by a member of the college staff that are not revealed to others and are kept in the sole possession of the staff member; and
- student employment records that relate exclusively to the student in the capacity of an employee; and
- records from the Campus Safety Department which are maintained solely for law enforcement purposes; and
- health records maintained by the Health and Counseling Services and other recognized professional and paraprofessional, if those records are used solely for treatment and made available only to those persons providing treatment.

Items of directory information contained in education records may be released at the discretion of college officials without the student's prior consent. Directory information includes: name, place and date of birth, names of parents and home address, college address, telephone number, email address, photograph in college directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

The College reserves the right to disclose financial records to parents or guardians of a dependent student as defined by the Internal Revenue Code of 1964. Parents or guardians of students under the age of 21 may also be notified if their son/daughter violates the College's alcohol and drug policies per the Higher Education Act Amendments of 1998.

FERPA affords students with certain rights with respect to their education records that include:

1. The right to inspect and review their education records within 45 days of the day the College receives a request for access. Students should submit a written request to the registrar, dean of students, or other appropriate official. The request should identify the record(s) the student wishes to inspect.

There are some limitations on the rights of students to review their records. Students do not have a right to inspect or review confidential letters and recommendations associated with admission, employment, or job placement if the student has signed a waiver. Also, some records contain information about more than one student, in which case Augustana will permit access only to that part of the record pertaining to the inquiring student.

STUDENT RECORDS

2. The right to request that an education record(s) be amended if it is believed that information is inaccurate, misleading, or otherwise in violation of a student's privacy rights under FERPA.

A request to amend a record should be submitted in writing to the appropriate college official responsible for the record. Clearly identify the part of the record the student wants changed, and specify why it should be changed. If Augustana College determines that the record will not be amended as requested, the College will notify the student of the decision and of the student's right to a hearing regarding the request for amendment.

3. The right to provide written consent before Augustana College discloses personally identifiable information from education records, except to the extent that FERPA regulations authorize disclosure without consent.

Augustana discloses education records without a student's prior written consent to college personnel with legitimate educational interests – those persons whose professional responsibilities with the College require that they have access to educational records. Such an individual is a member of the College's administrative staff, support staff, or faculty (including law enforcement personnel and health and counseling staff); a person or company with whom Augustana has contracted for services such as an attorney, or auditor, or Board of Trustees member; or a student serving on an official college committee, or a student who is assisting another a college official in performing their tasks. Also, the College may disclose information if it is deemed necessary to protect the health or safety of the student or other individuals.

Upon request, Augustana College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Students may request that the College not disclose certain education records including items of public or directory information (e.g. address, telephone, e-mail) without prior consent by contacting the Dean of Students Office, preferably within ten days of the student's first academic term of the current academic year. A written request to not disclose information will remain in effect until the student or former student rescinds the original disclosure request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Request for Review

Students have a right to review their education records as provided by the provisions of FERPA. Items requested for review shall be made available no later than 45 calendar days following receipt of the written request.

NOTE: No official academic transcript will be released until all accounts, including loan funds administered by the College, are paid in full or are current according to established repayment schedules.

Limitations on Student Rights

There are some limitations on the rights of students to review their records. Students shall have no right to inspect or review:

- confidential letters and recommendations associated with admission, employment, or job placement if a student has signed a waiver, or the receipt of an honorary recognition
- education records containing information about more than one student, in which case the College will permit access only to that part of the record pertaining to the inquiring student
- financial records of the student's parents or guardians

Directory Information

Items of public or directory information contained in education records may be released at the discretion of College officials without the student's prior consent. This public information includes: name, place and date of birth, names of parents and home address, college address, photograph in college directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

STUDENT RECORDS/FINANCIAL INFORMATION

Request to Withhold Disclosure

A student may choose to refuse disclosure of education records including items of public or directory information without prior consent by contacting the Dean of Students Office within 10 days of the student's first academic term of the current academic year. The request to withhold information will remain in effect as long as the student continues to be enrolled or until the student files a written request to discontinue the withholding.

Challenge to Contents of Education Records

Any student who believes their education record contains information that is inaccurate or misleading or otherwise in violation of their privacy is encouraged to informally discuss this concern with a college administrator responsible for the department or area in which the record is located. If the College decides to not amend the record as requested, the student may contact the Dean of Students Office relative to an appeal hearing.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

FINANCIAL INFORMATION

Students may apply for and, if eligible, receive assistance through financial aid programs offered by the college. Financial aid packages are tailored to recognize individual or family financial circumstances, merit, and special talents. Students are encouraged to discuss their educational financial planning with an admission or financial aid counselor.

The fees listed below are those established for the 2009-2010 year. Students should anticipate that charges will change on a yearly basis.

2009-2010 FEE SCHEDULE

FULL-TIME UNDERGRADUATE STUDENTS

TUITION (per academic year)\$23,276

This charge covers a normal load of 10 to 16 credit hours per semester.

Any student who registers for more than 16 credit hours in the Fall or Spring semesters will be charged an overload fee.

Any student who is full-time in the Fall and/or in the Spring may take up to four credit hours for Interim at no additional cost.

ACTIVITY FEE (per academic year, mandatory)\$274

OVERLOAD FEES (per credit hour)\$352

ROOM (per academic year-double occupancy)\$2,976

BOARD (per academic year)*estimated* \$3,212

PART-TIME UNDERGRADUATE STUDENTS

Tuition: for 1 credit hour\$352

for 2 credit hours\$704

for 3 credit hours\$1,056

for 4 credit hours\$1,408

for 5 credit hours\$1,760

for 6 credit hours\$2,112

for 7 credit hours\$3,525

for 8 credit hours\$4,995

for 9 credit hours\$6,465

INTERIM ONLY TUITION (per credit hour)\$352

SENIOR CITIZENS (age 65 and over) TUITION (per credit hour)\$120

SENIOR CITIZENS (age 65 and over) NON-CREDIT TUITION
(per course on space-available basis)\$35

FINANCIAL INFORMATION

OTHER FEES

| | |
|---|-------|
| TRANSCRIPTED AUDIT FEE (per credit hour) | \$175 |
| NON-TRANSCRIPTED AUDIT FEE (per credit hour) | \$88 |
| CREDIT BY DEPARTMENT TEST-OUT FEE (per course) | \$75 |
| CAMPUS PARKING (per academic year) | \$136 |
| <i>Required for all vehicles parked on campus property</i> | |
| STUDENT HEALTH AND ACCIDENT INSURANCE (per academic year) | TBA |

DEPARTMENT OF MUSIC FEES

| | |
|---|-------|
| PRIVATE LESSONS (per semester) 13 lessons at 30 minutes or 45 minutes | \$340 |
| (Music Majors are required to take 45 minute lessons.) | |

DEPARTMENT OF NURSING FEES

| | |
|--|-------|
| For Juniors | \$469 |
| (Hepatitis B immunization, lab manuals, professional liability insurance, name tag) | |
| For Seniors | \$316 |
| (Lab manuals, professional liability insurance, Assess Test fee, graduation pin) | |
| (Uniforms, immunization, physical examination, and travel to and from clinical sites are expenses borne by the student.) | |

GRADUATION FEES

| | |
|-----------------------------------|---------|
| UNDERGRADUATE | |
| (Cap, Gown rental, Diploma) | No Fee |
| GRADUATE | |
| (Cap, Gown and Hood rental) | \$50.00 |
| Diploma | No Fee |

DEPOSITS

| | |
|--------------------------|-------|
| ENROLLMENT DEPOSIT | \$250 |
| HOUSING DEPOSIT | \$100 |

This deposit confirms your on-campus college housing. It is held in reserve to be applied against loss of or damage to College property and/or outstanding College bills. Upon separation from the College and after any assessments the balance remaining will be refunded to the student.

See Housing Contract for specific circumstances under which this deposit may not be refundable.

(The College reserves the right to make changes to published rates.)

PAYMENT AND REFUND POLICIES

Payment of Account

A statement of account detailing 1) classes registered; 2) applicable charges for the semester; and 3) anticipated financial aid will be mailed to the student's permanent address on file approximately four weeks prior to the start of each semester for all pre-registered students.

Students may not register for or begin a new term of study unless their account is in good standing. Also, grades and transcripts may be withheld if a student's account is not in good standing. Payments may be made by cash, check, money order, direct debit, VISA, MasterCard, or Discover. A finance charge of 1.25% per month is assessed on all balances carried forward.

College Payment Plan

A student may pay a semester charge in three monthly payments by remitting one-third of the total balance due at the start of the semester and paying the remainder in two equal payments in the following two months. A finance charge of 1.25% per month is assessed on all balances carried forward.

FINANCIAL INFORMATION

College ACH Payment Plan

A student may pay a semester charge with nine monthly debits to a checking/savings account for an annual fee of \$75. The plan begins in September with no interest being charged on the plan amount. Information and authorization forms may be obtained from the Business Office.

Withholding of Academic Transcripts

The College reserves the right to withhold academic transcripts and other college services until all accounts, including loan funds administered by the College, are paid in full or are current according to established repayment schedules.

Refund/Repayment Policy

The federal government has developed specific regulations and policies which must be followed in calculating refunds. These rules apply both to students who withdraw from the College officially and to students who withdraw from the College unofficially. All refunds will be based on the official date of withdrawal or the mid-point of the term if no notice of withdrawal is initiated by the student.

Tuition, room, and board refunds will be calculated based on College policy. The refund policy applies whether a student is a full-time or a part-time student.

Institutional Refund Policy

For students who withdraw from the institution, the amount of a student's tuition and fees will be refunded 100% during the first calendar week of the term. Beginning with the eighth calendar day of the term, tuition and fees will be recalculated on a prorated basis. The pro-ration is determined by dividing the number of calendar days completed in the term by the total number of calendar days in the term. Room and board charges will be refunded on a prorated basis beginning with the first day of the term. No refund is made after 60% of the term has passed.

Federal Aid Refund Policy

For students who withdraw or stop attending classes before completing 60% of the term, a portion of the total federal aid received, excluding work study, will need to be returned. The amount which must be returned is determined by the Federal Formula for Return of Title IV Funds (Section 484B of the Higher Education Act). The amount to be returned is determined by dividing the number of calendar days completed in the term by the total number of calendar days in the term. This law also specifies the order in which funds are to be returned to the financial aid programs from which they were awarded.

The responsibility of returning unearned Title IV aid is shared between the College and the student. Federal aid which has been disbursed to a student's account may need to be returned to the federal programs. In addition, a student who receives a cash disbursement of federal aid may need to repay all or a portion of that aid, as specified by law. If the amount of federal aid disbursed is less than the amount of federal aid which could have been disbursed, the student may be entitled to a late disbursement of federal aid.

Contact the Office of Financial Aid for term-specific information or for any further details.

Repayments

If a student received student financial aid funds as a cash disbursement to cover non-institutional living expenses, such as off-campus room and board, books, supplies, transportation, and child care expenses, the student may owe a repayment to the school (or to the lender for a student loan), if the cash disbursement was greater than the student's living expenses up to the time of withdrawal.

According to the federal regulations, any student who owes a repayment on a federal grant or who is in default on a student loan is ineligible to receive additional federal financial aid at any institution of higher learning, until such grant repayment has been made, or until arrangements are made to repay a defaulted student loan.

FINANCIAL INFORMATION

FINANCIAL AID

Augustana provides financial assistance to promising and qualified students through scholarships, grants, campus work opportunities and off-campus job listings. The College cooperates with federal, state, church, and private agencies in providing various forms of loan, work, scholarship, and grant assistance.

The primary responsibility for financing a college education naturally rests upon the student and the student's family. Financial aid from the College, or from College administered funds, is intended to supplement student and family resources.

To determine the need of students applying for financial assistance, Augustana uses the Free Application for Federal Student Aid (FAFSA). The type and amount of financial assistance (which may include grants, scholarships, loans, and/or employment) is determined after the need analysis report has been received and reviewed.

Procedure in Seeking Financial Aid

Only after a student has been offered admission will the Financial Aid Office review the application, academic background, and need analysis report. If qualified, the student will be offered a program of financial aid including one or more awards from funds which are available and for which the student may be eligible. The student will be notified of any additional forms which must be completed, and the student may accept the aid package in total or in part.

Students may be awarded Federal aid only if they maintain satisfactory progress in their course of study at Augustana, are not in default on a federal student loan or have made arrangements to repay the defaulted loan, and do not owe a refund on a Federal Pell Grant or FSEOG. Students receiving financial assistance have certain rights and responsibilities. Contact the Financial Aid Office for information. A copy of *The Student Guide* published by the U.S. Department of Education may be obtained from the Financial Aid Office.

Policy for the Awarding and Renewal of Augustana Scholarships

The College reserves the right to limit the amount and number of major scholarships awarded to an individual student. Additionally, the College reserves the right to renew its scholarship commitment(s) from any college-funded award source. If a student changes enrollment status from full-time to part-time or residence status from on-campus to off-campus, the student's financial aid award will be reduced.

Scholarships and other forms of assistance are awarded on a year by year basis and are based on need, academic achievement, talent, and available funds. Awards may be continued, increased or decreased according to conditions existing at the time applications for renewal are processed.

Satisfactory Academic Progress Standards Relating to Financial Aid

At the conclusion of each semester the academic status of each student is monitored to measure student progress, both quantitatively and qualitatively, to make sure the student is making progress toward degree completion. Students receiving financial aid (federal or institutional) are subject to financial aid probation should their rate of completion or grade point average fall below College standards. During the probationary period, the student is allowed to receive financial aid. At the end of the probationary period, the student's progress will again be reviewed. As a result, the student may 1) be removed from financial aid probation, 2) continued on financial aid probation, or 3) placed on financial aid suspension. During a period of financial aid suspension, the student is not eligible for any financial aid (federal or institutional).

Quantitative standards include a maximum number of attempted hours, which is 150% of the number of credit hours required to complete a degree at Augustana. A student must also successfully complete at least 66% of the cumulative credit hours attempted.

The **Qualitative** standard relating to financial aid eligibility is measured in grade point averages, which are the same as those outlined under the section of Academic Policies in this catalog.

Students who are re-admitted to the College after a period of academic suspension are required to appeal for reconsideration of financial aid once re-admitted.

FINANCIAL INFORMATION

Financial Assistance Available

GIFT ASSISTANCE which need not be repaid

1. *Trustees Scholarship*: A four-year scholarship awarded to outstanding incoming first-year students. All students offered admission are eligible to compete if they meet the following criteria:
 - a. ACT composite score of 27 or higher or SAT of 1220 or higher
 - b. Cumulative high school GPA of 3.5 or above
 - c. Submission of the Distinguished Scholar Application by February 1Candidates must attend a Distinguished Scholar Competition Day to interview with a faculty committee, write an essay, and interact with Augustana students and staff. Renewal of the scholarship for each year requires attending as a full-time on-campus resident for eight consecutive semesters and the maintenance of a cumulative grade-point average of 3.0 or higher.
2. *Presidential Scholarship*: A four-year scholarship awarded to selected students who participate in the Distinguished Scholar competition. Renewal of the scholarship for each year requires attending as a full-time on-campus resident for eight consecutive semesters and the maintenance of a cumulative grade-point average of 3.0 or higher.
3. *Heritage Scholarship*: This scholarship is offered to students who rank in the top one-quarter of the high school graduating class and who achieve an ACT composite score of 22 or higher. Renewal of the scholarship requires the maintenance of a cumulative grade-point average of 2.5 or higher after the first year and 2.8 or higher after the second year. Students who receive another major scholarship such as a Trustees or Presidential Scholarship are not eligible for this award.
4. *Augustana Scholarships*: Eligibility determined on a year by year basis.
5. *Augustana Transfer Scholarships*: A two-year scholarship awarded to outstanding transfer students. All transfer students accepted for admission by March 1 will be considered if they have a cumulative grade-point average of 3.00 or higher. Renewal of the scholarship shall require the maintenance of a cumulative grade-point average of 3.00 or higher as a full-time student. Recipients must attend consecutive terms.
6. *Augustana Fellows Scholarships*: All students offered admission prior to February 15 are eligible for consideration for this scholarship. Funds are provided by the Augustana Fellows.
7. *PACT Grants*: The Parish and College Together program provides up to \$500 per year per student as a match to grants given by congregations to their members attending Augustana.
8. *Scholarship Awards* are made on the basis of exceptional scholastic achievement, financial need, character, and leadership. These awards are available to new as well as to continuing students. In addition to the numerous annual and endowed scholarships awarded by Augustana, other special scholarships are awarded, including Pro Musica, Pro Artis, English, Theatre and Minority Scholarships.
9. *Federal Pell Grants*: A federally-funded program with awards ranging from \$900 to \$5,300. The amount of the award is determined by the federal government.
10. *Federal Supplemental Educational Opportunity Grants (FSEOG)*: This is a federal program administered by the College, established to assist exceptionally needy students.
11. *Academic Competitiveness Grants (ACG)*: This is a federal program for students who qualify for a Federal Pell Grant and have taken a rigorous high school curriculum. Grants are up to \$750 for first year students, and up to \$1,300 for second year students.
12. *National SMART Grants*: This is a federal program for students who qualify for a Federal Pell Grant, and are in their third or fourth year of study in a program of national need. Such programs include science, mathematics, computer science, and certain foreign languages. Grants are up to \$4,000 per year.
13. *Outside Scholarships and Grants*: If students expect to receive scholarship or grant assistance not included on their award letters, students are obligated to report the awards to the Office of Financial Aid.

LOAN ASSISTANCE which must be repaid

1. *Federal Perkins Loans*: For students who demonstrate exceptional financial need. The amounts vary, but cannot exceed \$5,500 per year for undergraduate study. No interest is charged nor is repayment required while the borrower is enrolled as at least a half-time student. Simple interest of 5% and repayment begin nine months after the borrower graduates, leaves school, or drops below half-time status. Repayment must be completed within 10 years. Portions of the loan may be eligible for cancellation for certain types of teaching, military, law enforcement or corrections officer, social and nursing service.

FINANCIAL INFORMATION/ENDOWED & ANNUAL SCHOLARSHIPS

2. *Nursing Student Loans*: Provisions are similar to those of the Perkins Loan, except that applicants must be accepted or enrolled in the program leading to the baccalaureate degree in Nursing. Students must usually demonstrate exceptional financial need. The maximum loan is \$2,500 per year for freshmen and sophomores; the maximum is \$4,000 for juniors and seniors. If a student changes from a nursing major to another major, the NSL becomes repayable immediately. There are no cancellation provisions for the NSL program.
3. *Federal Stafford Loans*: Many students qualify for a Federal Stafford Loan which can provide up to \$3,500 per year for first-year students, \$4,500 for second-year students, and up to \$5,500 for third- and fourth-year students. Eligibility for a subsidized loan is based on financial need and the federal government pays interest on the loan until the borrower begins repayment. An unsubsidized loan is not awarded on the basis of need, and interest will be charged from the time the loan is disbursed until it is paid in full. A student may borrow up to \$23,000 in Federal Stafford Loans as an undergraduate. Repayment of Stafford Loans is normally completed within 10 years of graduation. The interest rate is fixed at 5.6% for subsidized loans and 6.8% for unsubsidized loans.
4. *Federal PLUS Loans (for Parents)*: This federal loan program is open to the parents of all dependent Augustana students. Applications can be obtained from participating lenders or from the Augustana Office of Financial Aid. Parents may borrow up to the cost of education, minus financial aid received. The interest rate is fixed at 8.5%. Repayment on PLUS loans begins 60 days after receipt of loan proceeds and can be extended over 10 years. Parents may opt to defer repayment while the dependent student is enrolled in school.

Work Assistance

Many work opportunities are available to Augustana students. Campus employment is often part of a financial aid award package. It offers the student a chance to pay for living expenses as they are incurred. For students not eligible for campus-based forms of financial assistance, the College provides assistance in locating part-time work off campus through its Job Location and Development Program. Part-time work, either on-campus or off-campus, can enhance the student's educational experience and can be a valuable asset when employment is sought after graduation.

ENDOWED AND ANNUAL SCHOLARSHIPS

Augustana students are assisted in paying for their educational costs by the endowed and annual restricted scholarships of the College. Many of these special awards have been established as memorial gifts to assist Augustana students. The principal of each endowed gift is invested, and the interest from the endowment is available to award to eligible students. Selection of the recipients is made by the Faculty Scholarship and Awards Committee, the academic departments and the Financial Aid and Admission Offices using criteria established by the donors. Approximately 700 students are honored and assisted through these awards. New scholarships may be established by contacting the Development Office.



DIRECTORIES

**VOCATION AND EDUCATION PROGRAM COMMITTEE MEMBERS AND ADVISORY MEMBERS
THE EVANGELICAL LUTHERAN CHURCH IN AMERICA**

Members

| | |
|---------------------------|------------------|
| Carolyn J. Butts | Evansville, WI |
| Robert N. Corley III | Montgomery, AL |
| Rev. John F. Hoffmeyer | Philadelphia, PA |
| Kathryn L. Johnson | Louisville, KY |
| Rev. Megan J. Jones | Atlanta, GA |
| Rev. Donald C. Jukam | Poulsbo, WA |
| Rev. Kathryn A. Kleinhans | Waverly, IA |
| Jordan Krey | Weymouth, MA |
| Rev. Heidi M. Murken | Grafton, WI |
| Paul J. Rassmussen | Atlanta, GA |
| Robert S. Schroeder | Shawnee, KS |
| Susan M. Stover | Wayne, NE |
| Rev. Nelson T. Strobert | Gettysburg, PA |
| Kai S. Swanson | Rock Island, IL |
| Carolyn Wright | Fargo, ND |

Advisors

| | |
|------------------------------|------------------|
| Rev. David P. Anderson | Strongsville, OH |
| Rev. Michael L. Cooper-White | Gettysburg, PA |
| Rev. Darin N. Johnson | Fargo, ND |
| Rev. Gerald L. Mansholt | Kansas City, MO |
| Jo Mueller | Minneapolis, MN |
| Mary Ann Pollock | Pasadena, MD |
| Wayne B. Powell | Hickory, NC |
| Rev. Jose David Rodriguez | Chicago, IL |
| Andrea Scofield | West Linn, OR |
| Myrna J. Sheie | Chicago, IL |
| Nathaniel Viets-VanLear | Chicago, IL |

**BOARD OF TRUSTEES
THE AUGUSTANA COLLEGE ASSOCIATION**

Terms Expire 2009

| | |
|--------------------|---------------------------|
| Lyle Bien | Encinitas, California |
| Janine Rew-Werling | Milbank, South Dakota |
| Gregory Schultz | Sioux Falls, South Dakota |
| Micah Aberson | Sioux Falls, South Dakota |
| Kirk Dean | Fargo, North Dakota |

DIRECTORIES

Terms Expire 2010

| | |
|------------------|---------------------------|
| Rob Broin | Sioux Falls, South Dakota |
| Bill Dannehl | York, Pennsylvania |
| Don Jacobs | Worthing, South Dakota |
| Jerry Knudson | Kirkland, Washington |
| John Lust | Lincoln, Nebraska |
| Tanya Oyos | Edina, Minnesota |
| Gayle Reardon | Sioux Falls, South Dakota |
| Rita Robison | Alexandria, Virginia |
| Lowell Stortz | Edina, Minnesota |
| John Thomas | Eden Prairie, Minnesota |
| John VanderWoude | Sioux Falls, South Dakota |

Terms Expire 2011

| | |
|-------------------|---------------------------|
| Dennis Anderson | Sioux Falls, South Dakota |
| Becky Blue | Sioux Falls, South Dakota |
| Danae Delman | Alexandria, Virginia |
| George Kapplinger | Frisco, Texas |
| Bill Lindquist | Sioux Falls, South Dakota |
| Karen Pfeifer | Worthington, Minnesota |
| Lois Martin | Little Canada, Minnesota |
| Jim Odland | Apple Valley, Minnesota |
| Laurel Prieb | Scottsdale, Arizona |
| Mike Olson | Sioux Falls, South Dakota |
| Brad Twedt | Warrenville, Illinois |
| Tom Davis | Sioux Falls, South Dakota |

Ex Officio Member

| | |
|----------------------|-------------------|
| Mr. Robert C. Oliver | College President |
|----------------------|-------------------|

Advisory Members

| | |
|----------------------|---|
| Marilyn Olson | Assistant Director for Colleges and Universities, ELCA Division for Education and Vocation, Chicago, Illinois |
| David B. Zellmer | Bishop, South Dakota Synod of the Evangelical Lutheran Church in America |
| Jon Anderson | Bishop, Southwestern Minnesota Synod of the Evangelical Lutheran Church in America |
| Michael A. Last | Bishop, Western Iowa Synod of the Evangelical Lutheran Church in America |
| David deFreese | Bishop, Nebraska Synod of the Evangelical Lutheran Church in America |
| Verdelle F. Anderson | President, South Dakota Synod of the Women of the ELCA, Lake Norden, South Dakota |
| Ruth Ann Anderson | President Southwestern Minnesota Synod of the Women of the ELCA, Echo, Minnesota |
| Judy Lang | Western Iowa Synod of the Women of the ELCA, Fort Dodge, Iowa |
| Beth Meyer | President, Nebraska Synod of the Women of the ELCA, Fremont, Nebraska |

ALUMNI ASSOCIATION/FELLOWS

AUGUSTANA ALUMNI ASSOCIATION

All graduates and former students who have attended Augustana for at least one year and faculty members who have served at the College for three years or more are members of the Augustana Alumni Association. The association currently has a membership of more than 20,000. Its purpose is to establish more effective relations between the College and its alumni; to cooperate with the College in promoting its progress and welfare; and to advance the interests, influence and usefulness of Augustana.

AUGUSTANA COLLEGE ALUMNI COUNCIL

| | |
|---------------------------------|-----------------|
| Sonja Dethlefs Anderson '69 | Sioux Falls, SD |
| Charles Berdahl '59 | Aurora, CO |
| Megan Colon '01 | Washington, DC |
| Lacey Horkey Dixon '06 | Sioux Falls, SD |
| Robert Fouberg '92 | Aberdeen, SD |
| Shannon Loveland Gustafson '04 | Harrisburg, SD |
| Dustin Haber '05 | Sioux Falls, SD |
| Corey Halstenson '96 | Sioux Falls, SD |
| Maria Harman '99 | Denton, TX |
| Crystal Petersen Johnson '02 | Gretna, NE |
| Page Duroe Kern '78 | Windom, MN |
| Becky Meerdink Kruse '78 | Jackson, MN |
| David Lerseth '64 | Gurnee, IL |
| Deb McConahie '93 | Storm Lake, IA |
| Courtland Nelson '72 | Forest Lake, MN |
| Suzie O'Meara Hernes '97 | Sioux Falls, SD |
| Shari Feldman Rhode '76 | Edina, MN |
| William Rossing '56 | Sioux Falls, SD |
| Dorothy Hoogestraat Salberg '57 | Sioux Falls, SD |

President

Stacey Vanden Heuvel '88 Rochester, MN

Vice President

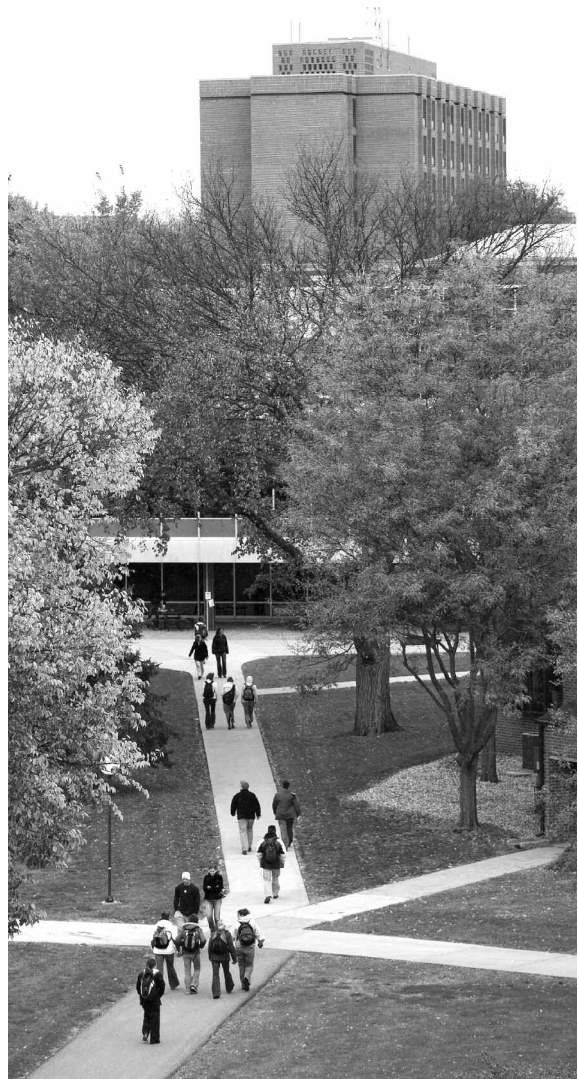
Matthew Jensen '00 Sioux Falls, SD

Secretary

Dianne Williams Mueller '72 Bloomington, MN

Director of Alumni Relations

Mary Toso '90



THE FELLOWS OF AUGUSTANA

The Fellows of Augustana are a group of dedicated leaders (primarily alumni) in business, civic, church and cultural life who are bound together in the common purpose of the building of Augustana as an institution of pre-eminence and stature in the central United States. Fellows serve by giving major gifts of money, time, and talents to Augustana.

PARENT ADVISORY COUNCIL/ORGANIZATION OF FACULTY

PARENT ADVISORY COUNCIL

The Parent Advisory Council serves the College by promoting relationships and enhancing communication between Augustana and parents/guardians, parents/guardians and students, and students and the College. The council's membership includes parents and guardians from the current student body.

ORGANIZATION OF FACULTY 2009-2010

For the purpose of correlation of the work of the various fields of instruction, a divisional organization of the faculty is maintained. Within each of the three divisions, the faculty is organized into departments.

THE HUMANITIES: Richard Swanson
COMMUNICATION STUDIES
ENGLISH AND JOURNALISM
MODERN FOREIGN LANGUAGES
PERFORMING AND VISUAL ARTS
RELIGION, PHILOSOPHY, AND CLASSICS

THE SOCIAL SCIENCES: Peter Schotten
BUSINESS ADMINISTRATION AND ACCOUNTING
ECONOMICS
EDUCATION
GOVERNMENT AND INTERNATIONAL AFFAIRS
HISTORY
PSYCHOLOGY
SOCIOLOGY

THE NATURAL SCIENCES: Mike Wanous
BIOLOGY
CHEMISTRY
COMPUTER SCIENCE
HEALTH, PHYSICAL EDUCATION, AND RECREATION
MATHEMATICS
NURSING
PHYSICS

ADMINISTRATION 2009-2010

Office of the President

Rob OliverPresident
Paul RohdeCampus Pastor

Academic Affairs

Mark BraunSenior Vice President for Academic Affairs and Dean of the College
Rick DavisAssociate Dean of Academic Affairs
Ray ChristensenDirector of Continuing Education
Joni KruegerRegistrar
Sharon NeishAssociate Registrar
Dianne HammrichAdministrative Assistant to Senior Vice President for Academic Affairs
Susan BiesDirector of Student Academic Support Services
Becky FialaCoordinator of Field Experiences/Student Teaching Supervisor
Julie SimkoCertification Officer/Student Teaching Supervisor
Ronelle ThompsonDirector of Mikkelsen Library
Lisa BrunickReference Librarian/Instruction Coordinator
Kathleen ChristensenCataloger/Government Documents Librarian
Deborah HagemeierAssistant Director of Mikkelsen Library
Jan Brue EnrightCirculation/Reference Librarian
Judith HowardMedia Librarian
Richard RedingChemical Hygiene Technician
Ron AndershScience Equipment Repair Technician
Michael ChapmanResearch Associate, Biology
Stan EitreimTechnical Assitant in Public Events and Music
R.J. FitzsimmonsTechnical Director and Scenic Designer
L. Adrien HannusDirector of the Archeology Laboratory
TBAExecutive Director, Center for Western Studies
Timothy HoheiselDirector of Outreach & Communication, Center for Western Studies
Harry ThompsonDirector of Research Collections and Publications, Center for Western Studies

Admission

Nancy DavidsonVice President for Enrollment
Adam HeinitzDirector of Admission
Ben IversonAssociate Director of Admission
Angie LarsonAssociate Director of Admission
Tresse EvensonAssistant Director of Admission
Libby FrostAdmission Counselor
Alison OvendenAdmission Counselor
Carley RoachAdmission Counselor
Donn GrinagerDirector of International Programs

ADMINISTRATION

Development

Jonathan Henkes Vice President for Development
Nathan Dally Senior Director of Development
Mel Klein Director of Development
Paul Krueger Director of Development
Dawn Krumvieda Director of Development Operations
Pam Miller Director of Development
Christina Post-Salem Director of Development Communications and Grants
Mary Toso Director of Alumni Relations
Stephen Williamson Director of Current Giving

Marketing and Communications

Bob Preloger Vice President for Marketing & Communications
Kate Campbell Director of Congregational Outreach and Liturgical Arts
Bruce Conley Director of News Information
Emily Drommerhausen Director of College Events
Peggy Duenwald Web Editor
Brad Heegel Director of Special Projects
Brian Rieger Logistics Coordinator

Financial Affairs

Tom Meyer Vice President for Finance & Administration
Carol Spillum Associate Vice President for Finance
Sharon Heap Accounting Manager
Brenda Murtha Director of Financial Aid
Greg Binstock Assistant Director of Financial Aid
Emily Studenski Assistant Director of Financial Aid
Carol Eller Director of Central Services
Frank Hughes Director of Facilities
Lonnie Hoefert Director of Facility Operation
John Schuety Supervisor of Housekeeping

Human Resources

Jane Kuper Vice President for Human Resources
Amy Meyers Employee Health Educator

Information Technology Services

Dan Drenkow Director of Information Services
Donovan DeJong WEB System Administrator
Debra Frederick Director of Management Information Systems
Alex McCoy Programmer Analyst
Justin Nelson Network Administrator
Denita Pesicka Senior Programmer Analyst
Cheryl Swanson Help Desk Coordinator
Osama Salamen Help Desk Specialist
TBA Network Specialist
Glenn Wika Senior Programmer Analyst

ADMINISTRATION

Student Services

| | |
|----------------|---|
| James Bies | Vice President for Student Services and Dean of Students |
| Tracy Riddle | Associate Dean of Students |
| Mark Blackburn | Student Services Advisor |
| Richard Tupper | Director of Campus Safety |
| Sandra Vietor | Director of Career Center |
| Donn Grinager | Director of International Programs |
| Mark Hecht | Director of Recreational Services |
| Carmen Hecht | Coordinator of Recreational Services |
| Jeff Venekamp | Director of Student Activities |
| Judy Knadel | Director of Campus Learning Center for Children |
| Corey Kopp | Director of Housing |
| Kevin Gleason | Career Counselor and Residence Hall Director |
| Chrissy Klesh | First Year Residential Programs Coordinator and Residence Hall Director |
| Adam Rosman | Residence Life Programming Coordinator and Residence Hall Director |
| Billy Thomas | Volunteer Services Coordinator and Residence Hall Director |
| Janine Haslach | Bookstore Manager |
| TBA | Dining Services Manager |

Athletics

| | |
|---------------|---|
| Bill Gross | Director of Athletics |
| Jeff Holm | Assistant Director of Athletics |
| Ann Traphagen | Senior Women's Administrator & Compliance Coordinator |
| Kevin Ludwig | Sports Information Director |
| Jon Eng | Director of Athletic Development |
| Bryan Miller | Athletic Fundraising & Promotions Assistant |



FACULTY

PRESIDENT

ROBERT C. OLIVER, President, 2006-

B.S., University of South Dakota, 1975; M.B.A., University of South Dakota, 1977

FACULTY EMERITI

DUANE ADDISON, Professor Emeritus of Religion, 1967-1993

B.A., University of Minnesota, 1953; B.D., Luther Theological Seminary, 1960; M.A., Yale University, 1962; Ph.D., Yale University, 1965

EVELYN ALBRITTON, Professor of Emerita Special Education and Coordinator of Communicative Disorders, 1987-1993

B.A., Northeastern Louisiana State University, 1953; M.Ed., Northeastern Louisiana State University, 1960; Ph.D., University of Southern Mississippi, 1975

ROBERT J. ALDERN, Professor Emeritus of Art, 1980-1992

F.A., Hartford Art School of the University of Hartford, 1957

MIRIAM ANDERSON, Professor Emerita of Education, 1966-1986

B.S., Northern State College, 1950; M.S., Northern State College, 1958

MARY AUTERMAN, Professor Emerita of Nursing, 1970-2001

Diploma, Mercy Medical Center School of Nursing, 1959; B.S.N., University of Colorado, 1969; M.A., University of Iowa, 1971; D.N.S., Indiana University, 1988

MONTY J. BARNARD, Professor of Music, 1969-2008

B.M., American Conservatory of Music, 1961; M.M., American Conservatory of Music, 1965; Mus.D., Northwestern University, 1974

KENNETH L. BAUGE, Professor Emeritus of Economics, 1958-1995

A.S., Waldorf College, 1951; B.S., Iowa State University, 1955; M.S., Iowa State University, 1958; Ph.D., Michigan State University, 1967

GILBERT W. BLANKESPOOR, Professor Emeritus of Biology, 1970-2002

A.B., Calvin College, 1961; M.A., Washington University, 1964; Ph.D., Kansas State University, 1970

ROBERT L. BLEDSOE, Associate Professor Emeritus of Modern Foreign Languages, 1972-2004

B.A., Furman University, 1959; M.A., University of Wisconsin, 1960; Ph.D., University of Wisconsin, 1971

LARRY K. BRENDTRO, Professor Emeritus of Special Education, 1981- 1999

B.A., Augustana College, 1962; M.S., South Dakota State University, 1962; Ph.D., University of Michigan, 1966

MARY BRENDTRO, Professor Emeritus of Nursing, 1966-2005, Director of Graduate Education, 1998-2005

B.S., Augustana College, 1962; M.S., South Dakota State University, 1982; Ed.D., University of South Dakota, 1991

MARTIN BROKENLEG, Professor Emeritus of Native American Studies, 1974-2004

The Orin M. Lofthus Distinguished Professorship, 1998-2001. B.A., South Dakota State University, 1968; M.Div., Episcopal Theological School, 1971; Ed.D., University of South Dakota, 1983

JOHN R. BYLSMA, Professor Emeritus of History, Registrar and Associate Academic Dean, 1969-2000

B.A., Central College, 1959; M.A., University of Iowa, 1962; Ph.D., University of Iowa, 1968

LESLIE O. CARSON, Professor Emeritus of Business Administration and Economics, 1958-1997

B.S., University of Iowa, 1958; M.S., University of Colorado, 1963

MAUREEN DIGGINS-HUTCHESON, Professor of Biology, 1979-2008

The Orin M. Lofthus Distinguished Professorship, 2004-2007. B.A., Mount Marty College, 1967; M.S., Northwestern University, 1968; Ph.D., Northwestern University, 1970

GARY EARL, Professor Emeritus of Chemistry, 1994-2009

The Orin M. Lofthus Distinguished Professorship, 2001-2004; Niebuhr Faculty Excellence Award, 2008. B.A., Augustana College, 1962; Ph.D., Purdue University, 1968

RICHARD D. ENGLISH, C.P.A., Associate Professor of Business Administration/Accounting, 1974-2009

B.S., Creighton University, 1966; M.B.A., Washington University, 1968

RICHARD W. FORMAN, Professor Emeritus of Mathematics, 1957-2007

B.S., University of South Dakota, 1952; M.A., University of South Dakota, 1955; Ph.D., University of Kansas, 1968

HAROLD FOSS, Professor Emeritus of Natural Sciences, 1958-1987

B.A., Montana State University, 1950; M.A., California State Polytechnic College, 1958; D.Sci.Ed., Indiana University, 1968

ARIE GAALSWYK, Professor Emeritus of Mathematics, 1960-1983

B.A., Luther College, 1942; M.S., University of Wisconsin, 1947; Ph.D., University of Minnesota, 1963

ENDRE GASTONY, Professor Emeritus of History, 1966-1997

B.S., Northern State College, 1961; M.A., University of Oregon, 1963; Ph.D., University of Oregon, 1970

CAROLYN GEYER, Professor Emerita of English, 1963-1999

B.A., Augustana College, 1958; M.A., Auburn University, 1960; Ph.D. University of Nebraska, 1985

FACULTY

C. WILLIAM GEYER, Professor Emeritus of English, 1960-1996

B.A., Augustana College, 1958; M.A., Auburn University, 1960; Ph.D., Auburn University, 1967

CARL A. GRUPP, Professor Emeritus of Art, 1969- 2004

B.F.A., Minneapolis School of Art, 1964; M.F.A., Indiana University, 1969

BRUCE R. HALVERSON, Professor Emeritus of Theatre and President, 2000-2006

B.A., Augustana College, 1966; Ph.D., University of Washington, 1971

JERRY L. HANSON, Professor Emeritus of Computer Science and Physics, 1976-1997

B.A., St. Olaf College, 1954; M.S., University of Illinois, 1962; Ph.D., University of Illinois, 1970

MILTON P. HANSON, Professor Emeritus of Chemistry, 1964-2004

B.A., Augustana College, 1960; Ph.D., Rice University, 1964

DENISE HINDERS, Professor Emerita of Special Education, 1972-1996

B.S., University of Nebraska, 1960; MA.T., Augustana College, 1970; Ed.D., University of South Dakota, 1980

THOMAS D. HOULE, Professor Emeritus of Social Work, 1972-1996

B.A., University of Minnesota, 1957; M.S.W., University of Nebraska, 1965; Ed.D., University of South Dakota, 1983

JACQUELYN K. HOWELL, Associate Professor Emerita of Nursing, 1967-2002

Diploma, Abbot Hospital School of Nursing, 1960; B.S., University of Minnesota, 1963; M.N., University of Washington, 1967; Ph.D., University of Texas, 1984

HARRIET HYBERTSON, Professor Emerita of Education, 1956-1987

B.A., University of Northern Colorado, 1954; M.A., University of Northern Colorado, 1957

IRENE JENKS, Professor Emerita of Education, 1967-1981

B.S., Northern State College, 1959; M.A., State University of Iowa, 1964

SANDRA I. JERSTAD, Associate Professor Emerita of Health, Physical Education and Recreation, Head Softball Coach and Senior Women's Athletic Administrator, 1979-2004

B.A., St. Olaf College, 1966; B.A., Augustana College, 1979; M.S., South Dakota State University, 1981; Ed.D., University of South Dakota, 1994

LELAND G. JOHNSON, Professor Emeritus of Biology, 1964-2006

The Orin M. Lofthus Distinguished Professorship, 1995-1998. The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 2002-2004. B.A., Augustana College, 1959; M.S., Northwestern University, 1961; Ph.D., Northwestern University, 1965

DIANE JOSEPHSON, Assistant Professor of Nursing, 2002-2008

B.A., Augustana College, 1977; M.A., University of Northern Colorado, 1970; M.A., Augustana College, 2000

KENNETH KESSINGER, Professor Emeritus of Health, Physical Education and Recreation, 1954-1992

B.A., Augustana College, 1949; M.E., South Dakota State University, 1959; Ed.D., University of South Dakota, 1974

ROBERT W. KINER, Professor Emeritus of Education, 2001-2007

B.A., University of Sioux Falls, 1966; M.A., University of South Dakota, 1971; Ed.D., University of South Dakota, 1987

R. ROY KINTNER, Professor Emeritus of Chemistry, 1957-1994

B.S., Iowa State University, 1953; Ph.D., University of Washington, 1957

HAROLD E. KRUEGER, Professor Emeritus of Music, 1965-1994

B.A., Luther College, 1950; M.A., Colorado State College, 1955; Ed.E., University of Northern Colorado, 1964

DENNIS S. LARSON, Professor Emeritus of Psychology, 1970-2007

B.A., University of Minnesota-Duluth, 1964; M.A., Southern Illinois University, 1967; Ph.D., University of South Dakota, 1970

LEROY LARSON, Professor Emeritus of Education, 1966-1981

B.A., Coe College, 1938; M.A., State University of Iowa, 1951; Ph.D., State University of Iowa, 1954

MURIEL LARSON, Professor Emerita of Nursing, 2001-2007

R.N., St. Luke's Hospital School of Nursing, 1964; B.A., Augustana College, 1989; M.A., Augustana College, 1999; M.A., Augustana College, 2000

CHERYL LEUNING, Professor Emerita of Nursing, 1980-1995, 1996-2002

B.A., Augustana College, 1972; M.S., University of Minnesota, 1976; Ph.D., University of Utah, 1992

LELAND A. LILLEHAUG, Professor Emeritus of Music, 1956-1992

B.A., Augustana College, 1951; M.M., Eastman School of Music of the University of Rochester, 1953; Ph.D., Eastman School of Music of the University of Rochester, 1962

VERLYN L. LINDELL, Professor Emeritus of Mathematics, 1967-2004

B.S., Bethany College, 1955; M.A., University of Denver, 1958; Ph.D., University of Denver, 1962

DUANE A. MATZ, Professor Emeritus of History, 1968-1998

The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 1994-1996. B.A., Wartburg College, 1959; M.Div., Wartburg Seminary, 1963; M.A., University of Iowa, 1968; D.A., Illinois State University, 1988

BARBARA NEDELSKY, Assistant Professor of Modern Foreign Languages-German, 1990-2008

M.A., University of Chicago, 1970; M.A., Middlebury College, 1997

JOYCE I. STUELPNAGEL NELSON, Professor Emerita of Nursing, 1967-1996

Diploma, Sioux Valley Hospital, 1956; B.S., South Dakota State University, 1958; M.S., University of Minnesota, 1964; M.A., University of South Dakota, 1973; Ph.D., South Dakota State University, 1985

FACULTY

V. RONALD NELSON, Professor Emeritus of Physics, 1946-1992

B.A., Augustana College, 1944; M.A., University of Colorado, 1951; D.Sci.Ed., University of Colorado, 1953

GENE NICHOLS, Professor Emeritus of Secondary Education, 1967-1999

B.A., University of Northern Iowa, 1959; M.A., University of Northern Iowa, 1963; Ed.D., University of South Dakota, 1967

ARTHUR OLSEN, Professor Emeritus of Philosophy and Religion, 1956-1957, 1960-1996

B.A., St. Olaf, 1951; B.Th., Luther Theological Seminary, 1956; Th.D., Harvard University, 1966

GARY OLSON, Professor Emeritus of History, 1968-2005

B.A., Luther College, 1961; M.A., University of Nebraska, 1965; Ph.D., University of Nebraska, 1968

LYNWOOD E. OYOS, Professor Emeritus of History, 1957-1994

The Orin M. Lofthus Distinguished Professorship, 1992-1995. B.A., Jamestown College, 1950; M.A., University of South Dakota, 1951; Ph.D., University of Nebraska, 1958

LAMOYNE L. PEDERSON, Professor Emeritus of Philosophy, 1966-2007

The Our Savior's Lutheran Church Chair in Religion, 2002-2005; B.A., Augustana College, 1963; Ph.D., University of Southern California, 1970

A. RICHARD PETERSEN, Professor Emeritus of Health, Physical Education and Recreation, 1960-1991

B.A., Augsburg College, 1951; B.Th., Luther Theological Seminary, 1955, University of Denver, 1967-68

GLEN E. PETERSON, Fellows Executive Secretary Emeritus, 1963-1990

B.A., Augustana College, 1954; B.D., Luther Seminary, 1959; M.A., University of Minnesota, 1959; Ph.D., Michigan State University, 1968

LANSING M. PRESCOTT, Professor Emeritus of Biology, 1969-1999

B.A., Rice University, 1963; M.A., Rice University, 1964; Ph.D., Brandeis University, 1969

RONALD L. ROBINSON, Professor Emeritus of English and Journalism, 1962-1997

B.A., Augustana College, 1957; M.A., University of Minnesota, 1962

CURTIS D. RUUD, Professor Emeritus of English, 1965-1995

B.A., Augustana College, 1961; M.A., University of Minnesota, 1963; Ph.D., University of Nebraska-Lincoln, 1977

VIRGIL G. SANDVIG, Professor Emeritus of Geography, 1960-1990

B.A., Augustana College, 1949; M.Ed., University of Minnesota, 1957; M.S., South Dakota State University, 1974

MARY HELEN SCHMIDT, Professor Emerita of Music, 1965-1994

B.M., MacPhail School of Music, 1960; B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1963; M.M., Manhattan School of Music, 1964; D.M.A., University of Washington, 1975; Associateship Certificate (AAGO), American Guild of Organists, 1962; Master Teacher Certificate in Piano, Music Teachers National Association, 1989

FLORENCE M. SCHUBERT, Professor Emerita of Nursing, 1980-1986

B.S.N.E., University of Minnesota, 1954; M.N., University of Washington, 1960; Ed.D., Teachers College, Columbia University, 1972

HARRIET E. SCOTT, Associate Professor Emerita of Social Work and Director of Social Work, 1972-2004

B.A., Augustana College, 1959; M.S.W., University of Chicago, 1962; Ph.D., South Dakota State University, 1993

ESTHER SMITH, Professor Emerita of English, 1959-1981

B.A., Hillsdale College, 1938; M.A., University of Michigan, 1939

DONALD J. SNEEN, Professor Emeritus of Religion, 1962-1995

B.A., St. Olaf College, 1952; B.Th., Luther Theological Seminary, 1956; M.Th., Luther Theological Seminary, 1960; Ph.D., Princeton Theological Seminary, 1968

LLOYD SVENDSBY, President Emeritus, 1987-1992

B.A., Concordia College, Moorhead, 1951; B.Th., Luther Theological Seminary, St. Paul, 1954; Th.D., Union Theological Seminary, New York, 1966

JORGEN S. THOMPSON, Professor Emeritus of Psychology, 1947-1986

B.A., St. Olaf College, 1947; M.P.S., University of Colorado, 1950; Ph.D., University of Minnesota, 1956

J. DARREL THOMPSON, Professor Emeritus of Physics, 1957-1999

B.A., Augustana College, 1955; M.S., Iowa State University, 1962; Ph.D., University of Wisconsin, 1967

LARRY L. TIESZEN, Professor Emeritus of Biology, 1966 -1999

B.A., Augustana College, 1961; Ph.D., University of Colorado, 1965

KAREL L. VANDER LUGT, Professor Emeritus of Physics, 1968-2006

B.A., Hope College, 1962; Ph.D., Wayne State University, 1967

ARLEN VISTE, Professor Emeritus of Chemistry, 1964-2002

The Orin M. Lofthus Distinguished Professorship, 1989-1992. The Stanley L. Olsen Chair of Moral Values, 1999-2002. The Vernon and Mildred Niebuhr Faculty Excellence Award, 1999-2000. B.A., St. Olaf College, 1958; Ph.D., University of Chicago, 1962

RALPH WAGONER, Professor Emeritus of Education and President, 1993-2000

A.B., Gettysburg College, 1960; M.S., Westminster College, 1963; Ph.D., Kent State University, 1967

CHESTER WHITNEY, Professor Emeritus of Physics, 1960-1996

B.A., Augustana College, 1957; B.S., University of Kansas, 1959; M.S., University of Kansas, 1959; Ph.D., University of Kansas, 1965

FACULTY

- MICHAEL J. ALDRICH, Instructor of Health, Physical Education and Recreation, and Assistant Football Coach, 2005-**
B.A., St. Olaf College, 1995; M.Ed., University of Minnesota-Minneapolis, 1999
- DREW ALTON, Assistant Professor of Physics, 2006-**
B.S., University of Iowa, 1992; M.S., Ball State University, 1996; Ph.D., Kansas State University, 2000
- BRUCE T. AMMANN, Professor of Music, 1989-**
The Vernon and Mildred Niebuhr Faculty Excellence Award, 2001-2002. B.Mus., University of Arizona, 1975; M.M., University of Arizona, 1980; D.M.A., Arizona State University, 1989
- RICKEY G. ANDREWS, Professor of Music, 1994-**
B.M., Southern Methodist University, 1979; M.M., Southern Methodist University, 1981; D.M.A., University of Colorado, 1985
- SHARON JOHNSON ANDREWS, Associate Professor of Education, 1989-**
B.S., University of South Dakota, 1981; M.A., University of South Dakota, 1987; Ed.D., University of South Dakota, 1989
- JENNIFER ARENS-GUBBELS, Assistant Professor of Biology, 2009-**
B.S., Loras College, 2004; Ph.D. University of Wisconsin, Madison, 2009
- JULIE ASHWORTH, Assistant Professor of Education, 2002-**
B.A., Augustana College, 1975; M.A., Augustana College, 1997; Ed.D., University of South Dakota, 2008
- ELIZABETH H. BABCOCK, Assistant Professor of Psychology, 2008-**
B.A., Hope College, 2002; M.A., Michigan State University, 2005; Ph.D., Michigan State University, 2008
- JOAN BACON, Associate Professor of Education, 1989-**
B.A., Augustana College, 1974; M.A.T., Augustana College, 1982, Ed.D., University of South Dakota, 1993
- SHERRY A. BARKLEY, Assistant Professor of Health, Physical Education and Recreation, 1995-**
B.S., South Dakota State University, 1979; M.S., University of Arizona, 1983; Ph.D., South Dakota State University, 2008
- BRANDON BARKUS, Instructor of Health, Physical Education and Recreation, and Head Women's Soccer Coach, 2006-**
B.A., Benedictine College, 1995
- HEATHER ALDRIDGE BART, Associate Professor of Communication Studies, 1994-**
B.A., Augustana College, 1991; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 1995
- JOHN A. BART, Associate Professor of Communication Studies, 1986-**
B.A., Augustana College, Rock Island, 1980; M.A., Wayne State University, 1982; Ph.D., University of Kansas, 1990
- JULIA PACHOUD BENNETT, Associate Professor of Theatre, 1989-**
B.A., University of Kentucky, 1982; M.F.A., Southern Illinois University, 1984; Ph.D., Southern Illinois University, 1994
- THOMAS M. BILLETER, Assistant Professor of Health, Physical Education and Recreation and Head Men's Basketball Coach, 2003-**
B.S., University of Illinois-Champaign, 1983; M.S., University of Arizona, 1986
- JANET D. BLANK-LIBRA, Associate Professor of English and Journalism, 1988-, Director of Journalism, 1996-**
The Vernon and Mildred Niebuhr Faculty Excellence Award, 2004-2005; B.A., South Dakota State University, 1981; M.A., University of Montana, 1988; Ph.D., Southern Illinois University at Carbondale, 2000
- DENNIS BOLEN, C.P.A., C.M.A., Assistant Professor of Business Administration/Accounting, 1988-**
B.M.E., Dakota Wesleyan University, 1974; M.B.A., University of South Dakota, 1984; Ph.D., University of North Dakota, 2000
- RICHARD G. BOWMAN, Professor of Religion, 1981-**
B.A., Augustana College, 1971; M.Div., Luther Theological Seminary, 1976; Ph.D., Union Theological Seminary (Virginia), 1981
- CHRISTOPHER BRADFORD, Instructor of Health, Physical Education and Recreation, and Assistant Cross Country and Track and Field Coach, 2005-**
B.A., Elmhurst College, 2002
- E. KEVIN BUELL, C.P.A., Assistant Professor of Business Administration/Accounting, 2006-**
B.S., South Dakota State University, 1978; M.B.A., University of South Dakota, 1986
- SUSAN CLAUSSEN BUNGER, Adjunct Professor of Sociology, 2004-**
B.A., Augustana College, 2001; M.S., South Dakota State University, 2005
- CORNELIUS CONOVER, Visiting Assistant Professor of History, 2008-2010**
B.A., Grinnell College, 1995; M.A., Stanford University, 1999; Ph.D., University of Texas at Austin, 2008
- CHRISTOPHER M. CROGHAN, Assistant Professor of Religion, 2004-, Director of Luther House of Study, 2006-**
B.A., Augustana College, 1991; M.Div., Luther Seminary, 1995; Ph.D., Luther Seminary, 2007
- CHRISTINA DEVITA, Associate Professor of Psychology, 1980-**
B.S., Fordham University, 1968; M.S., Fordham University, 1969; Ph.D., Fordham University, 1973
- BIJOY KRISHNA DEY, Assistant Professor, Chemistry, 2008-**
B.S., Vidyasagar University, West Bengal, India, 1988; M.S., Burdwan University, West Bengal, India, 1990; Ph.D., Panjab University, India, 1997

FACULTY

NANCY DICKINSON, Instructor of English, 1986-; Director of the Writing Center, 1986-

B.S., University of Wisconsin, 1967; M.A.T., Augustana College, 1979; Ed.S., Appalachian State University, 1991

GEOFFREY L. DIPPLE, Professor of History, 1998-, Co-Director of the Civitas Program, 2007-

The Stanley L. Olsen Chair of Moral Values, 2005-2007. B.A., Valparaiso University, 1982; M.A., Queen's University, 1986; Ph.D., Queen's University, 1991

JOSEPH M. DONDELINGER, Professor of Government and International Affairs, 1984-

The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 2006-2008. B.A., Miami University, 1974; M.A., Pennsylvania State University, 1977; Ph.D., Pennsylvania State University, 1983

JETTY L. DUFFY-MATZNER, Assistant Professor of Chemistry, 1999-

B.S., Boise State University, 1987; Ph.D., University of California, Davis, 1993

BRIAN D. EGGLESTON, Associate Professor of Economics, 1988-

B.A., University of North Dakota, 1974; M.A., University of North Dakota, 1977; Ph.D., Washington State University, 1991

PAUL G. EGLAND, Assistant Professor of Biology, 2004-

B.A., Luther College, 1991; Ph.D., University of Iowa, 1997

BARRETT E. EICHLER, Associate Professor of Chemistry, 2008-

B.A. University of Minnesota-Morris, 1993; Ph.D., University of Wisconsin-Madison, 1998

MARCIA SEIVERT ENTWISTLE, Associate Professor of Computer Science and Business Administration, 1990-

B.A., Augustana College, 1983; M.B.A., University of South Dakota, 1989; Ph.D., University of South Dakota, 2005

SHERYL G. FEINSTEIN, Associate Professor of Education, 1999-

B.A., University of Northern Iowa, 1975; M.A., Northern State University, 1985; Ed.D., University of South Dakota, 1995

RAYBECCA FIALA, Instructor of Education and Field Placement Coordinator and Supervisor, 2003-

B.A., Augustana College, 1983; B.A., Augustana College, 1988; M.A., Southwest State University, 2002

SCOTT FISH, Associate Professor of Modern Foreign Languages - French, 1995-

B.A., University of Wisconsin at Whitewater, 1987; M.A., University of Minnesota, 1989; Ph.D., University of Wisconsin, 1999

KAREN FRITZ, Assistant Professor of Nursing, 1996-

B.A., Sioux Falls College, 1970; M.S., University of Minnesota, 1981; D.N.Sc., University of San Diego, 1995

IVAN W. FULLER, Professor of Theatre, 1989-

B.A., Butler University, 1985; M.A., Bowling Green State University, 1986; Ph.D., Bowling Green State University, 1990

SHELLY GARDNER, Assistant Professor of Business Administration/Accounting, 2002-

B.S., University of South Dakota, 1982; M.B.A., University of South Dakota, 1987; Diploma, Graduate School of Banking, University of Colorado, Boulder, 1994

BRIAN GERRY, Assistant Professor of Health, Physical Education and Recreation, Athletic Training Program Director, and Head Athletic Trainer, 1996-

B.S., Southwest State University, 1985; M.S., A.T.C., Indiana State University, 1987

MARTHA GREGG, Assistant Professor of Mathematics, 2008-

B.A., University of Michigan-Ann Arbor, 1985; M.S. University of Arizona, 1992; Ph.D., University of Nebraska-Lincoln, 2008

LISA A. GREVLOS, Associate Professor of Music, 1993-

B.A., Augustana College, 1987; M.M., Northwestern University, 1991; D.A., University of Northern Colorado, 2005

BILL D. GROSS, Assistant Professor of Health, Physical Education and Recreation and Director of Athletics, 1979-

B.A., Augustana College, 1973; M.A., University of South Dakota, 1979

MURRAY J. HAAR, Professor of Religion, 1978-

The Stanley L. Olsen Chair of Moral Values, 1990-1993. The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 2000-2002. The Our Savior's Lutheran Church Chair in Religion, 1999-2002. The Vernon and Mildred Niebuhr Faculty Excellence Award. 2005-2006. B.A., North Dakota State University, 1972; M.Div., Luther Theological Seminary, 1976; Ph.D., Union Theological Seminary, 1985

MARK HALLENBECK, Associate Professor of Education, 1997-

B.A., Michigan State University, 1970; M.A., Webster College, 1976; M.A.T., Augustana College, 1980; Ph.D., Michigan State University, 1997

PERRY C. HANAVAN, Assistant Professor of Education, 1975-

B.A., University of Northern Colorado, 1973; M.A., University of Northern Colorado, 1974; Au.D., Central Michigan University, 2004

L. ADRIEN HANNUS, Professor of Art/Anthropology and Director of Archaeological Laboratories, 1982-

B.A., Wichita State University, 1965; M.A., Wichita State University, 1972; Ph.D., University of Utah, 1984

DEBBIE A. HANSON, Professor of English, 1989-

B.A., College of St. Scholastica, 1983; M.A., University of Illinois at Urbana, 1985; Ph.D., University of Illinois at Urbana, 1989

CHRISTINA HARBAUGH, Instructor of Music and Director of the Piano Prep Program, 2000-

B.M., Emporia State University, 1997; M.M., Wichita State University, 2000

FACULTY

MITCHELL M. HARRIS, Assistant Professor of English, 2008-

B.A., Gustavus Adolphus College, 2000; M.A., University of Texas at Austin, 2002; Ph.D., University of Texas at Austin, 2008

TRACY J. HELLMAN, Instructor of Health, Physical Education and Recreation and Head Cross Country and Track and Field Coach, 2000-

B.A., University of Sioux Falls, 1998; M.S., Humboldt State University, 2000

JEAN C. HERRMANN, Instructor of Nursing, 2008-

B.A. Augustana College, 1974; MSN in Leadership and Education, Regis University (Colorado) 2008

PATRICK HICKS, Associate Professor of English, 2002-

B.A., Saint John's University, 1992; M.A., DePaul University, 1994; M.A., Queen's University of Belfast, Northern Ireland, 1995; Ph.D., University of Sussex, England, 2000

TIM HUBER, Head Baseball Coach and Athletic Services Assistant, 2008-

B.S., Minnesota State University, Mankato, 2001; M.S., Southwest Minnesota State University, Marshall, MN, 2004; Bemidji State University, current

ANGELA HUMMEL, Assistant Volleyball Coach and HPER Instructor, 2008-

B.A., Augustana College, 2006

MARY ISAACSON, Assistant Professor of Nursing, 2002-

Diploma, St. Luke's School of Nursing, 1982; B.S., South Dakota State University, 1998; M.A., Augustana College, 2002; Ph.D., Indiana University, 2009

CHERYL E. JACKSON NELSON, Instructor of English, 1993-

B.A., Sioux Falls College, 1975; M.S., Sioux Falls College, 1994

JAMES R. JOHNSON, Professor of Music, 1992-

B.A., Luther College, 1975; M.M., University of Tennessee, 1981; Ph.D., University of Illinois, 1986

JEFFREY A. JOHNSON, Assistant Professor of History, 2005-

B.A., Carroll College, 1998; M.A., Washington State University, 2000; Ph.D., Washington State University, 2004

JOEL A. JOHNSON, Associate Professor of Government and International Affairs, 2003-

B.A., Gustavus Adolphus College, 1996; M.A., Harvard University, 1998; Ph.D., Harvard University, 2002

MATTHEW JOHNSON, Assistant Professor of Education, 2006-

B.A. Augustana College, 1993; M.A. Augustana College, 1997

SCOTT R. JOHNSON, Associate Professor of Music, 1994-

B.A., Macalester College, 1971; M.M., Illinois State University, 1980; Ph.D., Northwestern University, 1990

ROB JOYCE, Instructor of Music, 1997-

B.A., Augustana College, 1985; M.A., Augustana College, 1997

LAURIE JUNGLING, Assistant Professor of Religion and Ethics, 2008-

B.A., Montana State University, 1989; M.Div., Luther Seminary, 1996; M.Th., Luther Seminary, 2001; Ph.D., Graduate Theological Union, 2007

JACIEL KELTGEN, Assistant Professor of Business Administration, 1997-

B.A., South Dakota State University, 1978; M.S., South Dakota State University, 1990

EMIL F. KNAPP, Professor of Mathematics, 1972-

B.A., Concordia College-Moorhead, 1964; M.A., University of Missouri, 1966; Ph.D., University of Minnesota, 1972

DAVID P. KRAUTH, Assistant Professor of Health, Physical Education and Recreation and Head Women's Basketball Coach, 1989-

B.A., Sioux Falls College, 1974; M.S., South Dakota State University, 1983

LAURA KUNKEL, Instructor of Health, Physical Education and Recreation, Assistant Athletic Trainer 2008-

B.A., Augustana College, 2004; M.S., University of Florida, 2006

MARK K. LARSON, Assistant Professor of Biology, 2006-

B.A., Concordia College - Moorhead, 1998; Ph.D., University of North Carolina – Chapel Hill, 2003

BRENT LERSETH, Assistant Professor of Government and International Affairs, 2003-

B.A., Augustana College, 1992; M.A., Northern Illinois University, 1994; M.A., University of California at Riverside, 2001; Ph.D., University of California at Riverside, 2001

AMY R. LEWIS, Visiting Assistant Professor of Biology, 2004-

A.B. Bowdoin College, 1992; M.S. The Pennsylvania State University, 1996; Ph.D. South Dakota State University 2004

STEPHAN LHOTZKY, Professor of Modern Foreign Languages-German, 1987-

B.A., Luther College, 1980; M.A., University of Colorado, 1982; Ph.D., University of Colorado, 1986

OLIVIA K. LIMA, Assistant Professor of Psychology, 2008-

B.A., Goucher College, 1998; M.A., University of Virginia, 2006; Ph.D., University of Virginia, 2008

SANDRA LOONEY, Professor of English, 1964-

The Stanley L. Olsen Chair of Moral Values, 1993-1996. The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 1996-1998. The Vernon and Mildred Niebuhr Faculty Excellence Award, 2003-2004. A.A., Worthington State Community College, 1960; B.A., Augustana College, 1962; M.A., University of Arkansas, 1964; Ph.A., University of Arkansas, 1972

FACULTY

KAREN L. MAHAN, Assistant Professor of Education, 1993-

B.S., University of South Dakota, 1990; M.A., University of South Dakota, 1991

STEVEN L. MATZNER, Associate Professor of Biology, 1999-

B.A., Augustana College, 1990; M.S., University of California-Davis, 1994; Ph.D., University of California-Davis, 1999

JARED R. MAYS, Assistant Professor, Chemistry, 2009-

B.A., Gustavus Adolphus College, 2003; Ph.D., University of Wisconsin, 2007

MARGRETTA L. MELSTED, Instructor of Health, Physical Education and Recreation, and Head Women's Softball Coach, 2006-

B.A., Carleton College, 1998; M.Ed., William Woods University, 2003

JEFFREY S. MILLER, Associate Professor of English and Journalism, 1997-

B.A., Grinnell College, 1976; M.A., University of Iowa, 1983; Ph.D., Michigan State University, 1997

STEPHEN MINISTER, Assistant Professor of Philosophy, 2007-

B.A., Seattle Pacific University, 1999; M.A. Fordham University, 2004; Ph.D. Fordham University, 2006

MICHAEL J. MULLIN, Professor of History, 1988-, Co-Director of the Civitas Program, 2007-

The Vernon and Mildred Niebuhr Faculty Excellence Award, 1998-1999. B.A., University of California-Santa Barbara, 1982; M.A., University of California-Santa Barbara, 1984; Ph.D., University of California-Santa Barbara, 1989

MICHAEL NEDELSKY, Associate Professor of Psychology, 1970-

B.A., University of Chicago, 1965; Ph.D., University of Chicago, 1971

MARGOT NELSON, Professor of Nursing, 1968-

The Vernon and Mildred Niebuhr Faculty Excellence Award, 2000-2001. B.S., Augustana College, 1967; M.A., University of South Dakota, 1976; M.S., Texas Women's University, 1978; Ph.D., University of Minnesota, 1992

MARY NELSON, Instructor of Nursing 2007-

BSN, South Dakota State University, 1993

REYNOLD F. NESIBA, Associate Professor of Economics, 1995-

The Vernon and Mildred Niebuhr Faculty Excellence Award, 2006-2007. B.A., University of Denver, 1989; M.A., University of Notre Dame, 1991; Ph.D., University of Notre Dame, 1995

MICHAEL E. NITZ, Associate Professor of Communication Studies, 2005-, Coordinator of Norwegian Programs, 2005-

B.A., Augustana College, 1989; M.A., University of Arizona, 1991; Ph.D., University of Arizona, 1995

SAMUEL J. OGDIE, Instructor of Modern Foreign Languages-Spanish, 2004-

B.A., Augustana College, 1972; M.S.S., University of South Dakota, 1996

DAVID L. O'HARA, Assistant Professor of Philosophy and Classics, 2005-

A.B., Middlebury College, 1991; M.A., St. John's College, 2000; M.A. The Pennsylvania State University, 2005; Ph.D., The Pennsylvania State University, 2005

STEVE OLINGER, Instructor of Health, Physical Education and Recreation, and Assistant Football Coach, 2004-

B.A., Augustana College, 2003

VALERIE OLNESS, Associate Professor of Biology and Science Education, 1992-

B.A., University of Minnesota, 1982; Ph.D., University of Minnesota, 1995

ANNE M. OPPEGARD, C.P.A., Associate Professor of Business Administration/Accounting, 1988-

B.S., Mary College, 1982; M.Acc., University of North Dakota, 1983; Ph.D., University of Nebraska-Lincoln, 1997

SCOTT PARSONS, Assistant Professor of Art, 2005-

Latin American Studies (Bogota, Columbia), HECUA at Hamline University, 1986; B.A., Augustana College, 1987; M.F.A., University of Colorado-Boulder, 1990; Diploma, Platt College-Colorado, 1995

ANN PEDERSON, Professor of Religion, 1990-

The Stanley L. Olsen Chair of Moral Values, 2002-2005. The Vernon and Mildred Niebuhr Faculty Excellence Award, 2002-2003. B.A., Montana State University, 1979; M.Div., Lutheran School of Theology at Chicago, 1986; Th.D., Lutheran School of Theology at Chicago, 1990

JOHN C. PENNINGTON, Professor, Music, 2008-

B.M., University of Arizona, Tucson, 1986; M.M., University of Michigan, Ann Arbor, MI, 1988; D.M.A., Arizona State University, Tempe, AZ, 1996

DON PIERSON, Instructor of Health, Physical Education and Recreation and Assistant Football Coach, 1994-

B. A., Dakota Wesleyan University, 1987

MARGARET PRESTON, Associate Professor of History, 2001-

B.A., Loyola University New Orleans, 1990; M.A., University College Dublin, 1991; Ph.D., Boston College, 1999

GERRY PUNT, Assistant Professor of Art and Artist in Residence, 1983-

B.A., Sioux Falls College, 1978

MELYNDA RAINBOTH, Assistant Professor of Nursing, 2007-

BSN, South Dakota State University, 1997; MSN, Nebraska Wesleyan University, 2006

NOREEN REDING, Assistant Professor of Nursing, 2003-

B.S.N., Grandview College, 1991; M.A., Nursing, Augustana College, 2002

FACULTY

VICKIE L. REIFF, Assistant Professor of Nursing, 2005-

B.S.N., South Dakota State University, 1984; M.S.N., University of Colorado-Health Science Center, 1997; C.N.M., American College of Nurse-Midwives, 1997

JASON REITMEIER, Instructor of Health, Physical Education and Recreation, Athletic Services Assistant and Head Wrestling Coach, 1997-

B. A., Augustana College, 1997

DARCIE RIVES, Assistant Professor of English, 2007-

B.A., Grinnell College, 1996; M.A., University of Nebraska – Lincoln, 1999; Ph.D., University of Nebraska – Lincoln, 2006

BRAD L. SALEM, Instructor of Health, Physical Education and Recreation and Head Football Coach, 2003-

B.A., Augustana College, 1993; M.S., Michigan State University, 1997

PAUL SCHILF, Assistant Professor of Music, 2001-

B.M.E., Concordia University, 1983; M.A., University of Iowa, 1990; Ph.D., University of Iowa, 2001

PETER M. SCHOTTEN, Professor of Government and International Affairs, 1974-

The Stanley L. Olsen Chair of Moral Values, 1996-1999. The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 2004-2006. B.A., University of Washington, 1969; M.A., Claremont Graduate School, 1972; Ph.D., Claremont Graduate School, 1974

SUSAN L. SCHRADER, Professor of Sociology, 1995-

B.A., St. Olaf College, 1976; M.S., Indiana University, 1978; Ph.D., University of Minnesota, 1993

PAMELA A. SCHROEDER, Assistant Professor of Nursing, 2004-

B.S., South Dakota State University, 1973; M.Ed., South Dakota State University, 1977; M.S., South Dakota State University, 1982

GLENDA SEHESTED, Associate Professor of Sociology, 1974-

B.A., Baylor University, 1970; M.A., University of Iowa, 1972; Ph.D., University of Colorado, 1995

THOMAS G. SHIELDS, Associate Professor of Art, 1993-

B.S., LaMar University, 1973; M.F.A., Louisiana Tech University, 1976

VANCE SHOEMAKER, Instructor of Music, 1996-

B.S., Morningside College, 1974

STEPHEN M. SHUM, Associate Professor of Computer Science, 1986-

B.S., University of Oregon, 1980; M.S., Rice University, 1982; Ph.D., Oregon State University, 1992

JAY R. SMITH, Assistant Professor of Mathematics, 1985-

B.A., Augustana College, 1967; M.A., University of South Dakota, 1975

DAVID J. SORENSON, Associate Professor of Economics, 1997-

B.S., University of North Dakota, 1981; M.A., University of Iowa, 1985; Ph.D., West Virginia University, 1997

TIMOTHY SORENSON, Assistant Professor of Mathematics, 1990-

B.A., Gustavus Adolphus College, 1981; M.A., Kent State University, 1985; Ph.D., Kent State University, 1990

RYAN S. SOUGSTAD, Assistant Professor, Business Administration, 2009-

B.A., B.S., University of Kansas, 1996; M.B.A., University of Texas at Dallas, 2002; University of Minnesota, *expected May 2009*

MONICA I. SOUKUP, Associate Professor of Education, 1999-

B.A., Augustana College, 1976; M.A., Augustana College, 1992; Ed.D., University of South Dakota, 2005

CRAIG SPENCER, Professor of Biology, 1991-

B.A., Colby College, 1976; M.S., Michigan State University, 1981; Ph.D., Michigan State University, 1984

CHRISTOPHER STANICHAR, Assistant Professor, Music, 2008-

B.M., Central Washington University, 1991; M.M., Cincinnati College – Conservatory of Music, 1995; D.M.A., Cincinnati College – Conservatory of Music, 1997

MARK L. STAVENGER, Assistant Women's Basketball Coach and HPER Instructor, 2008-

B.A., Augustana College, 2006

JILL STORM, Instructor in Hebrew, 2008-

B.S., South Dakota State University, 1981; M.A., Augustana College, 1998

RICHARD SWANSON, Professor of Religion, 1990-

The Clara Lea Olson Professorship in Christian Values, 2001-2007; The Vernon and Mildred Niebuhr Faculty Excellence Award, 2008-2009. B.A., St. Olaf College, 1977; M.Div., Luther Northwestern, 1981; Ph.D., Luther Seminary, 1991

WILLIAM J. SWART, Associate Professor of Sociology, 1997-

B.A., Northwest College, 1988; M.A., Marquette University, 1990; Ph.D., University of Kansas, 1997

DANIEL L. SWETS, Associate Professor of Computer Science, 1995-

B.S., Calvin College, 1986; M.S., Michigan State University, 1991; Ph.D., Michigan State University, 1996

STEVE THOMAS, Professor of Art, 1988-

B.A., Augustana College, 1980; M.F.A., University of South Dakota, 1984

LINDSAY J. TWA, Assistant Professor of Art and Director of the Eide/Dalrymple Gallery, 2006-

B.A. Concordia College-Moorhead, 1998; M.A., University of North Carolina at Chapel Hill, 2001; Ph.D. University of North Carolina at Chapel Hill, 2006

FACULTY

STEVEN VAN BOCKERN, Professor of Education, 1979-80, 1983-

B.A., Augustana College, 1973; M.S., University of South Dakota, 1975; Ed.D., University of South Dakota, 1979

TOMAS VIVANCOS, Assistant Professor of Modern Foreign Languages-Spanish, 2003-

B.A., Northern Kentucky University, 1995; M.A., University of Cincinnati, 1997; Ph.D., University of Cincinnati, 2005

ANN F. VOGELMANN, Assistant Professor of Biology, 1996-

B.S., State University of New York, 1978; M.S., Texas A&M University, 1979; Ph.D., Indiana University, 1985

PATRICIA WALTMAN, Instructor of Nursing 2008-

And, Presentation College, 1988; BSN, Presentation College, 1993

MICHAEL K. WANOUS, Associate Professor of Biology, 1997-

B.S., University of Minnesota, 1986; M.S., Texas A&M University, 1989; Ph.D., University of Missouri, 1994

DUANE E. WEISSHAAR, Professor of Chemistry, 1984-

B.A., Western State College, 1972; M.S., Kansas University, 1975; Ph.D., North Dakota State University, 1983

ERIC WELLS, Associate Professor of Physics, 2003-

B.A., Hastings College, 1994; Ph.D., Kansas State University, 2000

VIRGINIA V. WEMPE, Instructor, Modern Foreign Languages-Spanish, 1997-

B.A., South Dakota State University, 1972

LAURIE M. WENGER, Assistant Professor of Education, 1993-

B.S., University of Lincoln, 1974; M.A., Webster College, 1976; M.S., University of Northern Colorado, 1980; Ed.D., University of North Dakota-Grand Forks, 1990

ROCKI WENTZEL, Assistant Professor of Classics, 2008-

B.A. University of California, San Diego, 1997; M.A. The Ohio State University, 2003; Ph.D. The Ohio State University, 2008

LYNN WHITE, Assistant Professor of Nursing, 2006-

B.S.N., South Dakota State University, 1991; M.S.N., University of Nebraska Medical Center, 2006

ANNE ZELL, Assistant Professor of Psychology, 2007-

B.A., Gordon College, 2001; M.A., Case Western Reserve University, 2003; Ph.D., Florida State University, 2007

ADMINISTRATION WITH FACULTY STATUS

JAMES BIES, Vice President for Student Services and Dean of Students, 1986-

B.A., Luther College, 1974; M.A., Pacific Lutheran University, 1981, Ed.D., University of South Dakota, 1998

MARK J. BRAUN, Sr. Vice President for Academic Affairs & Dean of the College, 2007-

B.S., Minnesota State University, Mankato, 1981; M.A., Minnesota State University, 1988; Ph.D., University of Minnesota, 1990

LISA BRUNICK, Reference Librarian/Instruction Coordinator, 1994-

B.A., South Dakota State University, 1994; M.L.S., Emporia State University, 1999

KATHLEEN CHRISTENSEN, Cataloger/Government Document Librarian, 1999-

B.S., University of South Dakota, 1973; M.L.S., Emporia State University, 1999

RICHARD H. DAVIS, Associate Academic Dean, 2005-

B.A., University of Vermont, 1979; M.A., Michigan State University, 1981; Ed.D., University of South Dakota, 1997

JAN BRUE ENRIGHT, Circulation/Reference Librarian, 1996-

B.A., St. Olaf College, 1982; M.L.S., University of Wisconsin-Milwaukee, 1995

DEBORAH HAGEMEIER, Assistant Director of Mikkelsen Library, 1985-

B.A., Northwestern College, 1976; M.A., University of Iowa, 1978

JUDITH HOWARD, Media Service Librarian, 1997-

B.A., South Dakota State University, 1972; M.L.S., Emporia State University, 1996

ARTHUR R. HUSEBOE, Director Emeritus of the Center for Western Studies, 1989-,

Professor of English, 1956-1957, 1961-

National Endowment for the Humanities Professor of Regional Heritage, 1989-2006. B.A., Augustana College, 1953; M.A., University of South Dakota, 1956; Ph.D., Indiana University, 1963; L.H.D., Dana College, 1984

ROBERT C. OLIVER, Associate Professor and Chair of Business Administration, 2004-2006; President, 2006-

B.S., University of South Dakota, 1975; M.B.A., University of South Dakota, 1977

RONELLE THOMPSON, Director of Mikkelsen Library, 1983-

B.A., Houghton College, 1976; M.L.S., Syracuse University, 1976

KAREN YOUNGER, Director of Assessment & Institutional Research, 2008-; Professor of Nursing, 1993-

B.A., Luther College, 1978; M.S.N., Medical College of Georgia-Augusta, 1987 ; Ph.D., Virginia Polytechnic Institute and State University, 1994

STATISTICAL SUMMARY

Fall 2008 Enrollment

| Full Time | Men | Women | Total |
|------------------------|------------|--------------|--------------|
| Freshmen | 154 | 306 | 460 |
| Sophomores | 137 | 231 | 376 |
| Juniors | 146 | 223 | 369 |
| Seniors | 143 | 278 | 421 |
| Post college | 3 | 8 | 11 |
| TOTAL FULL-TIME | 583 | 1054 | 1637 |
| Part Time | | | |
| Undergraduate | 42 | 54 | 96 |
| GRAND TOTAL | 625 | 1108 | 1733 |

Full-time Equivalent: 1671



CAMPUS FACILITIES

CAMPUS FACILITIES

The *ADMINISTRATION BUILDING*, opened in 1920, is listed on the National Register of Historic Places. It contains the offices of the President of the College, the Dean of the College, Registrar, Business Affairs, Development, Marketing and the Offices of Admission and Financial Aid.

The *CHAPEL OF RECONCILIATION* opened in 1981. It seats 500 and contains a 40-rank mechanical action organ. The building also includes the offices of the campus pastor, the Haugo Conference Room, the offices of the South Dakota Synod of the ELCA and of Lutheran Outdoors in South Dakota.

GILBERT SCIENCE CENTER opened in 1966. It was named for benefactor Gerhard A. Gilbert. It is home to the academic departments of biology, chemistry, physics, nursing, computer science and mathematics. The building contains a variety of classroom, seminar rooms and laboratories, plus the Alumni Auditorium, dioramas of South Dakota habitat groups, and a three environment greenhouse.

The *HUMANITIES CENTER* opened in 1971. It is home to the academic departments of English and journalism, modern foreign languages, communications, music, classics, philosophy and religion. It contains a variety of classrooms and seminar rooms and computer, foreign language and electronic music labs. It also includes the Presser Piano Lab, instrumental and choral rehearsal halls, student publication offices, a photo lab and the 350 seat Kresge Recital Hall.

The *MADSEN CENTER* opened in 1999 and is named for benefactors Helen and Lou Madsen. It is home to the academic departments of business administration and accounting, economics, education, government and international affairs, history, psychology and sociology. The building contains a variety of classrooms, seminar rooms and laboratories. In addition, the College's computer information systems office and two 30-station, 24-hour computer labs are located in the building's lower level.

MIKKELSEN LIBRARY was renovated in 2009 blending the original 1954 building with the 1980 addition in a seamless and functional whole. The many windows flood the building with natural light. Wireless throughout, highlights include group study rooms, a multimedia lab and studio, Ole's Oasis—a browsing collection, a fireplace, and plentiful comfortable seating. It is named for Amund Mikkelsen, first principal of the Lutheran Normal School.

The *FANTLE BUILDING* for the Center for Western Studies opened in 2001. It is named for benefactor Sally Fantle and her husband Ben. The building houses the College's Center for Western Studies, a gallery and research facility dedicated to the study of the American West with an emphasis on the Northern Plains region.

The *CENTER for VISUAL ARTS* was completed in 2006 and includes studio and lecture facilities for drawing, painting, sculpture, wood shop, ceramics, print-making, graphic design and a variety of art courses. A centerpiece in this new facility is the Eide-Dalrymple Gallery, named for distinguished art professors Palmer Eide and Ogden Dalrymple. The Center also houses the Hovland Center for Liturgical Art, named for benefactors Howard and Eunice Hovland. The facility contains a significant permanent collection of European and American original prints.

The *EDITH MORTENSON CENTER* opened in 1999 as a significant renovation of the Old Gym. It is named for Edith Mortenson Delman, a 1941 graduate and former member of the College's governing board. It is connected to Morrison Commons by the glass enclosed Wagoner Student Street (named for Ralph and Susie Wagoner, the 21st President and his spouse). Included in this building is the 274 seat theater plus an actor's studio, scene shop and the offices of theatre department faculty. The main level of the building houses Student Services offices, including the housing, international programs, the Career Center and Campus Safety.

MORRISON COMMONS opened in 1960 as the College's student center and was named for benefactors Charley and Newell Morrison. It contains the main dining room, which dramatically overlooks the center of the campus, plus smaller dining and conference rooms. The lower level includes "The Huddle" snack bar, bookstore, "Back Alley" meeting space, student post office, and the Siverson Lounge.

CAMPUS FACILITIES

The *ELMEN CENTER* opened in 1989 and expanded in 2004. It is named for the Elmen family, major benefactors for the building. In addition to the 4000 seat Hall Sports Forum, it includes the offices and classrooms for the Health and Physical Education department faculty as well as a swimming pool, locker rooms, multi-purpose wrestling room, weight room, and training room. It is designed as an athletic and recreation facility for all Augustana students.

The *HALL FOOTBALL COMPLEX* was completed in 2007 and is named for the family of Bill Hall and his son, Bob. It includes meeting rooms, staff offices, weight room, locker room and training room.

The *SANFORD GYMNASIUM* was also completed in 2007 and contains three practice courts for the Viking men's and women's basketball program.

KIRKEBY-OVER STADIUM was dedicated in 2009 and seats 7,000 for football. It is named after Percy Kirkeby, class of 1947, and his wife, Elizabeth Markley Over, class of 1944. They are the parents of Kari Over Hall, class of 1969. Kari and her husband, Bob Hall, provided the lead gift for the stadium.

BERGSAKER HALL opened in 1964 and is named for A. J. Bergsaker, a former Director of Stewardship for the Evangelical Lutheran Church. The four story residence hall houses 240 first year students. Each room is wired for voice, data and cable access and the building includes a computer lab, large recreation room, storage areas, laundry facilities and staff apartments.

SOLBERG HALL opened in 1955 and is named for Charles Orin Solberg, the 11th President of the College. It houses 200 first year students. Each room is wired for voice, data, and cable access the building contains a computer lab, large recreation room, kitchen, storage areas, laundry facilities and staff apartments.

EAST HALL opened in 1905 as Ladies Hall. It was built of Sioux quartzite and is listed on the National Register of Historic Places. It is currently a residence for 50 upper class students. Each room is wired for voice, data and cable access and the building includes a kitchen and lounges.

GRANSKOU and *STAVIG HALLS* opened in 1969 and are named for Clemens Granskou the 14th President and Lawrence Stavig the 15th President of the College. Each houses 300 upper-class students. Each room is wired for voice, data and cable access and each building includes a computer lab, lounges on every floor, storage space, and laundry facilities.

TUVE HALL opened in 1950 and is named for Anthony Tuve, the 8th President of the College. Each room in this upper-class facility is wired for voice, data and cable access and the building includes lounges, storage space, kitchen, and laundry facilities.

DULUTH PLACE APARTMENTS have provided upper-class students with an off-campus housing option since 2006. Located two blocks from campus, Duluth Place accommodates 40 students.

SCHOENMEN APARTMENTS have been managed by the College since 2007 and provide spaces for 15 upper-class students.

SUMMIT APARTMENTS opened in 2007 and houses 32 students in eight apartments. This contemporary student residence has handicapped accessible units on the ground level as well as 2-level townhouse style units.

THEME HOUSES: Since 1998, the College has offered students a unique living-learning experience in recently purchased and renovated houses (15 houses for 100 students, as of 2009) located on the periphery of the campus. Upper-class students living in the theme houses are selected on the basis of a competitive application process. Student groups that apply for a theme house develop a comprehensive proposal that guides their academic year experience together. All students living in the houses commit themselves to a year of service activities and other common learning experiences.

COSTELLO HALL opened in 1976 and is named for Hilma Costello. This apartment complex offers six one- and two-bedroom apartments, primarily for student families.

NORSE INN opened in 1953, this apartment-style housing facility has 22 one- and two-bedroom apartments for students.

CAMPUS FACILITIES

The *SERVICE CENTER ANNEX* opened in 1973 and remains the primary power plant for the campus, housing the central heating plant and energy management system.

The *NELSON SERVICE CENTER* opened in 1998 and named for Joyce and V. Ronald Nelson, long term College faculty and benefactors for the project. It contains the campus printing center, main post office and assorted maintenance operations.

OLD MAIN opened in 1889 as the original and only building for the Lutheran Normal School. The structure is on the National Register of Historic Places. It is currently not in use.



ACADEMIC CALENDAR

2009-2010 ACADEMIC CALENDAR

First Semester

Sept. 6, Sunday First-Year Students Arrive
Sept. 9, Wednesday Classes Begin
Oct. 24, Saturday Midterm
Oct. 26-27, Monday-Tuesday Fall Break
Nov. 25-27, Wednesday-Friday Thanksgiving Break
Dec. 10, Thursday Last Day of Classes
Dec. 11, Friday Reading Day
Dec. 12, 14-16, Saturday, Monday-Wednesday Final Exams

January Interim

Jan. 4, Monday Classes Begin
Jan. 27, Wednesday Last Day of Interim

Second Semester

Feb. 4, Thursday Classes Begin
Mar. 27, Saturday Midterm
Mar. 13-21, Saturday-Sunday Spring Break
Apr. 2-5, Friday-Monday Easter Break
May 14, Friday Last Day of Classes
May 17-18, 20-21, Monday-Tuesday, Thursday-Friday Final Exams
May 19, Wednesday Reading Day
May 23, Sunday Baccalaureate & Commencement

Summer College

June 7, Monday Classes Begin
July 30, Friday Last Day of Summer College



ACADEMIC CALENDAR

2010-2011 ACADEMIC CALENDAR

First Semester

Sept. 5, Sunday First Year Students Arrive
Sept. 8, Wednesday Classes Begin
Oct. 23, Saturday Midterm
Oct. 25-26, Monday-Tuesday Fall Break
Nov. 24-26, Wednesday-Friday Thanksgiving Break
Dec. 9, Thursday Last Day of Classes
Dec. 10, Friday Reading Day
Dec. 11, 13-15, Saturday, Monday-Wednesday Final Exams

January Interim

Jan. 3, Monday Classes Begin
Jan. 26, Wednesday Last Day of Interim

Second Semester

Feb. 3, Thursday Classes Begin
Mar. 26, Saturday Midterm
Mar. 19-27, Saturday-Sunday Spring Break
Apr. 22-26, Friday-Monday Easter Break
May 13, Friday Last Day of Classes
May 16-17, 19-20, Monday-Tuesday, Thursday-Friday Final Exams
May 18, Wednesday Reading Day
May 22, Sunday Baccalaureate & Commencement

Summer College

June 6, Monday Classes Begin
July 29, Friday Last Day of Summer College



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CAMPUS MAP

NORTH CAMPUS

1. Old Main
2. East Hall
3. Administration Building (Admission)
4. Sioux Falls Seminary
5. Edith Mortenson Center (Theatre)
6. Morrison Commons
7. Granskou Hall
8. Stavig Hall
9. Tuve Hall
10. Nelson Service Center
11. Archeology Lab
12. Archeology Lab Annex
13. Service Center Annex
14. Moses Statue
15. Ole Statue
16. Center for Visual Arts
(Eide/Dalrymple Gallery)
17. Humanities Center (Kresge Recital Hall)
18. Chapel of Reconciliation
SD Synod Office and
Lutherans Outdoors SD
19. Mikkelsen Library
20. Fantle Building
(Center for Western Studies)
21. Catholic Campus Ministry Center
22. Madsen Social Science Center
23. Gilbert Science Center
24. Bergsaker Hall
25. Solberg Hall
26. Tennis Courts

SOUTH CAMPUS

30. Elmen Center
Hall Football Complex
Sanford Gymnasium
31. Ronken Field (Baseball)
32. Bowden Field (Softball)
33. Bill Hall Baseball/Softball Complex
34. Fellows' Presidential Residence
35. Future Larson Track & Field Complex

36. Heritage Park
37. Campus Learning Center at
Our Savior's Lutheran Church
38. Kirkeby-Over Stadium
39. Soccer Field

PERIMETER RESIDENTIAL

50. Nobel House
51. Menlo Annex
52. Terner House
53. Olsen House
54. Valhalla House
55. Lookout House
56. Duluth Place Apartments
57. Odin House
58. Academy House
59. Summit
Apartments

60. Chrysalis House
61. Heritage House
62. Costello Hall
63. Norse Inn
64. Campus House
65. Nordland House
66. Schoeneman Apartments
67. Loki House
68. Hillsboro House

P Public Parking

