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INFORMATION AND REQUIREMENTS FOR 2007-2009

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

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.
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 lifelong, 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.
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 not only provide regular curriculum courses in an alternate schedule but also 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.

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.
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 90 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, 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 26 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 450 journals in paper and 24,000 electronic journals, over 50 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.

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.
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 students enrolling after fall 2007. Effective July 1, 2007 students may also apply to Augustana through The Common Application (www.commonapp.org).

2. One recommendation completed by a teacher or counselor who can address the candidate’s academic preparedness and character. 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.

3. 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 as well as the results of a standardized test (PSAT, ACT, 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.
2. Results of either the ACT or SAT.
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.

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 students enrolling after fall 2007.
ADMISSION

2. Official transcripts of all high school and post-secondary work.

3. One recommendation submitted by a 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.

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.

2. Final high school transcript, complete with graduation date, or official GED score report.

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. An official transcript of any coursework completed at another institution since you last attended Augustana is required. Contact the Office of Admission for more information.

Part-Time Students

Students enrolled for fewer than 10 credit hours in a regular semester are classified as part-time. Students who plan to attend Augustana on a part-time basis must apply for admission as a degree-seeking student. They should also secure an academic advisor to assist them in planning their academic program. Students may take up to 14 semester hours of credit before applying for admission. Students must then be offered admission or be granted waiver status before enrolling in additional classes.
International Students

Application forms for international students are available online at www.augie.edu/admission/app-intl.html or are provided by the Office of Admission and should be submitted by June 1 for the Fall Semester and by December 1 for the Spring Semester.

Following are directions for making an application for admission:

1. Submit a free, online application at www.augie.edu/admission/app-intl.html.
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.
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.

Veterans

Veterans should request that the transcript 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.)

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.
COURSE CREDIT

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.

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.

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.

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.
ACADEMIC PROGRAM/DEGREE REQUIREMENTS

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.

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 13 credit hours from any one discipline may count toward meeting the general education requirement.

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.

   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
GENERAL EDUCATION

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:
a) 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.
b) 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.

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:
a) Two years of high school varsity forensic participation (debate, extemporaneous speaking, oratory,
or interpretation).
b) Two high school courses in oral communication with a grade of B or better.
c) 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:
a) 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.
b) 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.

NOTE: Students may use a maximum of 2 courses from one department in fulfilling the Area 3 requirements.

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.

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.
GENERAL EDUCATION

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** General Physics I

**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.

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

- **COSC 250** Social, Legal and Ethical Issues (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  
- **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:

a) Complete both introductory courses of the same language (i.e., MDFL 120, 121).  
b) Complete the second semester of an introductory language course (i.e., MDFL 121).  
c) Complete a language course numbered 201 or higher with a grade of C- or better.  
d) Complete EDHH 226: American Sign Language I and one semester of another language.  
e) Demonstrate competence in a mother tongue other than English.  
f) 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 110** Elementary Latin I  
- **CLAS 111** Elementary Latin II  
- **CLAS 200** Elementary Greek I  
- **CLAS 201** Elementary Greek II
### General Education

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<thead>
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<tbody>
<tr>
<td>MDFL 120</td>
<td>Introduction to French I</td>
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<tr>
<td>MDFL 121</td>
<td>Introduction to French II</td>
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<td>MDFL 130</td>
<td>Introduction to German I</td>
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<td>MDFL 131</td>
<td>Introduction to German II</td>
</tr>
<tr>
<td>MDFL 180</td>
<td>Introduction to Spanish I</td>
</tr>
<tr>
<td>MDFL 181</td>
<td>Introduction to Spanish II</td>
</tr>
<tr>
<td>EDHH 226</td>
<td>American Sign Language I</td>
</tr>
</tbody>
</table>

**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)

- 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

**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  Music Theory I: Basic Concepts and Skills
- 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 100  International Cinema
- MDFL 200  Non-Western Cinema
- 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.

REL 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 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

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 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 should be 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.

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

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.
CIVITAS

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. Coordinated by the Civitas director, instruction in the course will be provided by relevant faculty, administrators, and students.

CIVT 202 PERTINENCE (3 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 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 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 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 would 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 would be discipline-specific, and would be guided by the 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 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.

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.

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)
ATHLETIC TRAINING
BIOLOGY
BUSINESS ADMINISTRATION
Entrepreneurship Emphasis
Finance Emphasis
Management Emphasis
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
ENGLISH (Literature, Education, & Writing Emphases)

MINORS: (Additional minors: COMPUTER SCIENCE, COMPUTER INFO SYSTEMS, FITNESS MGMT, HISTORY)
ACCOUNTING
ANTHROPOLOGY
ART
BIOLOGY
BUSINESS ADMINISTRATION
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
ECONOMICS
ENGLISH
FRENCH
GENDER STUDIES
GERMAN
GERONTOLOGY

ENDORSEMENTS:
CHEMISTRY SECONDARY EDUCATION
COACHING
HEALTH EDUCATION

PRE-PROFESSIONAL PROGRAMS:
ARCHITECTURE
CHIROPRACTIC
DENTISTRY
LAW
MEDICINE
MORTUARY SCIENCE
OCCUPATIONAL THERAPY

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
THEATRE

KINDERGARTEN EDUCATION
MIDDLE-SCHOOL EDUCATION

OPTOMETRY
PHARMACY
PHYSICAL THERAPY
PHYSICIANS ASSISTANT
THEOLOGY
VETERINARY MEDICINE
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 solid 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

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 210</td>
<td>Principles of Accounting I</td>
<td>4 cr</td>
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<tr>
<td>ACCT 211</td>
<td>Principles of Accounting II</td>
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</tr>
<tr>
<td>ACCT 322</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>ACCT 323</td>
<td>Intermediate Accounting II</td>
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<td>ACCT 344</td>
<td>Income Tax</td>
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<td>ACCT 345</td>
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<td>Cost Accounting</td>
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<td>ACCT 348</td>
<td>Advanced Accounting</td>
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<tr>
<td>ACCT 349</td>
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4 courses (13 credit hours) from the following options:

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<td>ACCT 300</td>
<td>Special Topics in Accounting</td>
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<td>ACCT 310</td>
<td>Not for Profit Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 382</td>
<td>Business Ethics</td>
<td>3 cr</td>
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<tr>
<td>ACCT 495</td>
<td>Accounting Internship (W)</td>
<td>4 cr</td>
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**Required Supportive Courses:** 38 credit hours

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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 270</td>
<td>Statistics</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 330</td>
<td>Principles of Finance</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 340</td>
<td>Business Law I</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 380</td>
<td>Business Law II</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 120</td>
<td>Principles of Economics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 121</td>
<td>Principles of Economics II</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

18 credit hours from the following options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD</td>
<td>Elective: at 300-level or higher</td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>Elective: at 300-level or higher</td>
<td></td>
</tr>
<tr>
<td>COMM</td>
<td>Elective: at 200-level or higher</td>
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</tr>
<tr>
<td>COSC</td>
<td>Elective: at 200-level or higher</td>
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</tr>
</tbody>
</table>

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) *(Repealable)*
- ACCT 310 Not for Profit Accounting (3 cr)
- ACCT 345 Organization 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A first course in accounting procedures and principles used by sole proprietorships and partnerships with an emphasis on the balance sheet accounts.</td>
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<td>NOTES: PREREQUISITE: SOPHOMORE STANDING</td>
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<td>OFFERED EVERY FALL SEMESTER</td>
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<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Accounting procedure and statements used by partnerships and corporations. Accounting for corporate activities and accounting for managerial control of operations and business decisions.</td>
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</tr>
<tr>
<td></td>
<td>NOTES: PREREQUISITE: ACCT 210</td>
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<td></td>
<td>OFFERED EVERY SPRING SEMESTER</td>
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<tr>
<td>ACCT 300</td>
<td>SPECIAL TOPICS IN ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>NOTES: PREREQUISITE: ACCT 211</td>
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</tr>
<tr>
<td></td>
<td>OFFERED OCCASIONALLY</td>
<td></td>
</tr>
<tr>
<td>ACCT 310</td>
<td>NOT FOR PROFIT ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<td>NOTES: PREREQUISITE: ACCT 211</td>
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<td></td>
<td>OFFERED FALL SEMESTER, EVEN YEARS</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
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</tr>
<tr>
<td>ACCT 322</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>ACCT 323</td>
<td>INTERMEDIATE ACCOUNTING II</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>ACCT 344</td>
<td>INCOME TAX</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 345</td>
<td>ORGANIZATIONAL TAX</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 347</td>
<td>COST ACCOUNTING</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 348</td>
<td>ADVANCED ACCOUNTING</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 349</td>
<td>AUDITING</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 382</td>
<td>BUSINESS ETHICS</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>ACCT 399</td>
<td>INDEPENDENT STUDY</td>
<td>(1-4 credits)</td>
</tr>
</tbody>
</table>
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 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, Linguistics, and Physical Anthropology. The Anthropology program is especially strong in ecologically-oriented archeology and most students will have an opportunity to work on archeological excavations or in the laboratory. An emphasis in the area of museum techniques is also available.

ANTHROPOLOGY MINOR: 18 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 270</td>
<td>Introduction to Archeology</td>
<td>3 cr</td>
</tr>
<tr>
<td>ANTH 271</td>
<td>Cultural Anthropology</td>
<td>3 cr</td>
</tr>
<tr>
<td>ANTH 273</td>
<td>Museum Methods I</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>Elective courses not listed above</td>
<td>3 cr (each)</td>
</tr>
<tr>
<td>NAST 320</td>
<td>Native American Social Systems</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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.
NOTE: OFFERED SPRING SEMESTER, ODD YEARS

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

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/ART

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I: Introduction to Drawing</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 112</td>
<td>Art History I: Prehistory to the Renaissance</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 113</td>
<td>Art History II: Renaissance Through the 20th Century</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 120</td>
<td>Design I: Two-Dimensional Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 150</td>
<td>Sculpture I: Introduction to Sculpture</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 220</td>
<td>Design II: Intermediate Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Western Civilization I</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Western Civilization II</td>
<td>3 cr</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>4 cr</td>
</tr>
<tr>
<td>ART 140</td>
<td>Painting I: Introduction to Painting</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>ART 342</td>
<td>Painting V: Watercolor</td>
<td>3 cr</td>
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</tbody>
</table>

ART
Chair: J. Brown
Professors: A. Hannus, S. Thomas
Associate Professor: T. Shields
Assistant Professors: S. Parsons, G. Punt, L. Twa
Artist in Residence: Robert 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 present an exhibition of studio work as a group.

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 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 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 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 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 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 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 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 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
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: 69 credit hours

**Required Courses:** 42 credit hours

- AT 101 Athletic Training Experience I 1 cr
- AT 201 Athletic Training Experience II 1 cr
- AT 301 Athletic Training Experience III 1 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 Sports 3 cr
- AT 371 Rehabilitation Techniques in Sports Medicine 3 cr
- AT 395 Athletic Training Internship 2-3 cr
- AT 401 Athletic Training Experience IV 1 cr
- AT 451 Athletic Training Experience V 1 cr
- HLTH 222 Nutrition and Exercise 2 cr
- HLTH 242 Personal Health 2 cr
- HLTH 365 Medical Aspects of Sport 2 cr
- PE 100 Weight Training 1 cr
- PE 218 Responding to Emergencies 2 cr
- PE 230 First Aid and CPR 2 cr
- PE 280 Prevention and Care of Athletic Injuries 3 cr
- PE 320 Physiology of Exercise: Lecture & Lab 3 cr
- PE 322 Structural Kinesiology: Lecture & Lab 2 cr
- PE 323 Biomechanics: Lecture & Lab 2 cr

**Required Supportive Courses:** 27 credit hours

- 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
- CHEM 201 Organic Chemistry I 4 cr
- PSYC 110 Self and Others: Psychological Perspectives 3 cr
- PSYC 125 Life-Span Human Development 3 cr
- PSYC 270 Statistics 4 cr

Students who choose this major are also encouraged to take additional courses in EMT, Biology, Mathematics, and Physics. To obtain the clinical skills required of the curriculum, athletic training students will participate in a three year clinical rotation under the direct supervision of an approved clinical instructor (ACI).
ATHLETIC TRAINING COURSES:

AT 101 ATHLETIC TRAINING EXPERIENCE I (1 credit)
An entry level skills and knowledge course for students majoring in athletic training. Athletic training administration, organization, and prevention skills and knowledge will be assessed. Students must demonstrate competency in these skills and knowledge areas.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER

AT 201 ATHLETIC TRAINING EXPERIENCE II (1 credit)
This course is designed for the athletic training major to demonstrate competency in the skills of taping and wrapping. Students must demonstrate proper technique in employing various taping and wrapping procedures to prevent or assist with the treatment of injuries to the upper and lower extremities.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER

AT 301 ATHLETIC TRAINING EXPERIENCE III (1 credit)
An advanced course for students majoring in athletic training. Knowledge and skills of therapeutic modality use and rehabilitation techniques are emphasized. Students must demonstrate competency in designing and implementing rehabilitation programs for various athletic injuries. Students will also demonstrate competency in recognizing diseases and illnesses associated with athletes.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER

AT 315 ADMINISTRATION IN ATHLETIC TRAINING (2 credits)
This course examines the administrative tasks required of the athletic trainer for successful operation of the program including: facility design, policies and procedures. Budget, administration of physical examinations, record keeping, insurance requirements, and legal considerations will also be studied.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY SPRING SEMESTER

AT 350 ASSESSMENT OF ATHLETIC INJURIES (4 credits)
This course is designed to prepare Athletic Training students in the advanced assessment of athletic related injuries. Each student will be required to perform advanced assessment skill on selected subjects, as well as to demonstrate competency in spine, upper and lower body assessment skills.
NOTES: PREREQUISITE: MUST BE ACCEPTED IN THE ATEP
OFFERED EVERY FALL SEMESTER

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 also 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 SPORTS MEDICINE (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 SPORTS MEDICINE (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
ATHLETIC TRAINING

AT 395 ATHLETIC TRAINING INTERNSHIP (2-3 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 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 (1 credit)
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

HLTH and PE courses required for the Athletic Training major:

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

PE 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

PE 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

PE 323 BIOMECHANICS: LECTURE AND LAB (2 credits)
This course will focus on the application of mechanical principles of human motion. Within this focus, the human body and external forces will be examined with regard to how they create movement. Systematic approaches to analyzing motor skill activities and exercise programs also will be examined.
NOTE: OFFERED EVERY SPRING SEMESTER

BIOLOGY
Professors: M. Diggins-Hutcheson, C. Spencer
Associate Professors: S. Matzner (Chair), V. Olness, M. Wanous
Assistant Professors: L. Beaster-Jones, P. Egland, M. Larson, A. Vogelmann

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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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
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<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
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<tr>
<td>BIOL 233</td>
<td>Genetics</td>
<td>4 cr</td>
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<tr>
<td>BIOL 234</td>
<td>Cell Biology</td>
<td>4 cr</td>
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<tr>
<td>BIOL 490</td>
<td>Senior Seminar</td>
<td>1 cr</td>
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Electives chosen in consultation with advisor (19-20 credit hours)
BIOLOGY

One course from the Ecology Group:
- BIOL 348 Principles of Ecology
- BIOL 350 Aquatic Ecology
- BIOL 352 Terrestrial Plant Ecology (W)

One course from the Experimental/Laboratory Group:
- BIOL 342 Plant Function and Structure (W)
- BIOL 344 General Microbiology
- BIOL 346 Developmental Biology
- BIOL 354 Biological Chemistry
- BIOL 358 Molecular Biology

Two additional Biology electives at the 300-level
One additional Biology elective course
Not more than four hours of Independent Study may be used to satisfy the major.

Required Supportive Courses: 12 credit hours
- CHEM 120 Introduction to Chemistry 4 cr
- CHEM 145 Survey of Organic and Biochemistry 4 cr
  - OR –
  - CHEM 201 Organic Chemistry I 4 cr
- 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:
- 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 (4 credits) (Area 3.2)
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 3 hours of laboratory work each week.
NOTE: OFFERED SPRING SEMESTER, EVEN YEARS

BIOL 200 LIFE SCIENCE (W - Area 2.1B) (Area 3.2 for teacher certification students only) (4 credits)
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
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

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

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

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

DEVELOPMENTAL BIOLOGY (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

PRINCIPLES OF ECOLOGY (4 credits)
Study of the interrelations of plants, animals, and the abiotic environment. Environmental factors, populations, communities and ecosystems are studied. Laboratory time includes field trips involving intensive study of a variety of local ecosystems.
NOTES: PREREQUISITE: BIOL 121 OFFERED EVERY FALL SEMESTER

AQUATIC ECOLOGY (4 credits)
A detailed examination of freshwater organisms in relation to their physical, chemical, and biological environments. Rivers, lakes, streams, and wetlands will be studied as interdependent ecosystems, with the effects of man’s use and manipulation investigated where appropriate. The laboratory emphasizes field work on regional aquatic ecosystems.
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 SPRING SEMESTER

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 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
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.

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

- **ACCT 210** Principles of Accounting I 4 cr
- **ACCT 211** Principles of Accounting II 4 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
- **COSC 205** Business Technology and Communication 3 cr

One of the following courses:

- **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

- **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

- **BSAD 425** Small Business Management 3 cr
- **BSAD 428** Strategic Management 3 cr
- **BSAD 437** Entrepreneurial Finance 3 cr
Any two of the following elective courses: 6 credit hours

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 300</td>
<td>Managerial Accounting</td>
<td>3 cr</td>
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<tr>
<td>ACCT 345</td>
<td>Organizational Tax</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 347</td>
<td>Cost Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 380</td>
<td>Business Law II</td>
<td>3 cr</td>
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<tr>
<td>BSAD 410*</td>
<td>Special Topics in Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 413</td>
<td>Marketing Promotions</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 420*</td>
<td>Special Topics in Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 430*</td>
<td>Special Topics in Finance</td>
<td>3 cr</td>
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<tr>
<td>COMM 350</td>
<td>Organizational Communications</td>
<td>3 cr</td>
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<tr>
<td>ECON 301</td>
<td>Money and Banking</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Intermediate Microeconomics</td>
<td>3 cr</td>
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*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits

FINANCE EMPHASIS: 15 credit hours

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<tr>
<td>BSAD 380</td>
<td>Fundamentals of Investing</td>
<td>3 cr</td>
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<tr>
<td>BSAD 431</td>
<td>Advanced Finance</td>
<td>3 cr</td>
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<tr>
<td>BSAD 433</td>
<td>International Finance</td>
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Any two of the following elective courses: 6 credit hours

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<td>BSAD 420*</td>
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<td>BSAD 430*</td>
<td>Special Topics in Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 341</td>
<td>Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 342</td>
<td>Project Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Money and Banking</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Intermediate Microeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 321</td>
<td>Intermediate Macroeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 397</td>
<td>Econometrics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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

MANAGEMENT EMPHASIS: 15 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BSAD 380</td>
<td>Business Law II</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 427</td>
<td>Production and Operations Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 428</td>
<td>Strategic Management</td>
<td>3 cr</td>
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Any two of the following elective courses: 6 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 300</td>
<td>Managerial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 345</td>
<td>Organizational Tax</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 347</td>
<td>Cost Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 410*</td>
<td>Special Topics in Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 420*</td>
<td>Special Topics in Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 430*</td>
<td>Special Topics in Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Organizational Communications</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 341</td>
<td>Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 342</td>
<td>Project Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Money and Banking</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Intermediate Microeconomics</td>
<td>3 cr</td>
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<tr>
<td>ECON 321</td>
<td>Intermediate Macroeconomics</td>
<td>3 cr</td>
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<tr>
<td>PSYC 330</td>
<td>Cognitive Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>SOCI 300</td>
<td>Social Psychology</td>
<td>3 cr</td>
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*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits
### BUSINESS ADMINISTRATION

#### MARKETING EMPHASIS: 15 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>BSAD 411</td>
<td>Market Research and Consumer Behavior</td>
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<tr>
<td>– OR –</td>
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<td></td>
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<tr>
<td>SOCI 350</td>
<td>Social Science Research Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 413</td>
<td>Marketing Promotions</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 415</td>
<td>Personal Selling and Sales Management</td>
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*Any two of the following elective courses: 6 credit hours*

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 320</td>
<td>Graphic Design I</td>
<td>3 cr</td>
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<tr>
<td>BSAD 380</td>
<td>Business Law II</td>
<td>3 cr</td>
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<td>BSAD 410*</td>
<td>Special Topics in Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 420*</td>
<td>Special Topics in Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 430*</td>
<td>Special Topics in Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 260</td>
<td>Persuasion</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Broadcasting In America</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Persuasive Campaigns</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Public Relations</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Intermediate Microeconomics</td>
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*Only one BSAD Special Topics course may be used to satisfy the 6 elective credits*

#### NON-PROFIT MANAGEMENT EMPHASIS: 15 credit hours

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACCT 310</td>
<td>Not For Profit Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 423</td>
<td>Management and Leadership for Non-Profits</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 426</td>
<td>Organizational Development</td>
<td>3 cr</td>
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*Any two of the following elective courses: 6 credit hours*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 300</td>
<td>Managerial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 347</td>
<td>Cost Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 410*</td>
<td>Special Topics in Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 413</td>
<td>Marketing Promotions</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 420*</td>
<td>Special Topics in Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 430*</td>
<td>Special Topics in Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Organizational Communications</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Persuasive Campaigns</td>
<td>3 cr</td>
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<tr>
<td>COMM 365</td>
<td>Public Relations</td>
<td>3 cr</td>
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<tr>
<td>COSC 341</td>
<td>Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 342</td>
<td>Project Management</td>
<td>3 cr</td>
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<tr>
<td>GOVT 300</td>
<td>Public Administration</td>
<td>3 cr</td>
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</table>

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

#### BUSINESS ADMINISTRATION MINOR: 23-24 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>Principles of Accounting I</td>
<td>4 cr</td>
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<tr>
<td>ACCT 211</td>
<td>Principles of Accounting II</td>
<td>4 cr</td>
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</table>

*Four of the following courses:*

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BSAD 270</td>
<td>Statistics</td>
<td>4 cr</td>
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<tr>
<td>BSAD 310</td>
<td>Principles of Marketing</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 320</td>
<td>Principles of Management</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 330</td>
<td>Principles of Finance</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 340</td>
<td>Business Law I</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION COURSES:

**BSAD 220  PERSONAL FINANCIAL STEWARDSHIP  (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

**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: PREREQUISITES: COSC 205; 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 370  INTERMEDIATE STATISTICS  (3 credits)**
Designed to introduce the student to multiple regression, experimental design, sampling techniques, and methods and resources of research.
NOTES: CROSS-LISTED WITH ECON 370
PREREQUISITE: BSAD/ECON 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
BUSINESS ADMINISTRATION

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: 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

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 nonprofit 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 STRATEGIC MANAGEMENT (3 credits)
An in-depth examination of the development and role of strategy in organizations and the importance of strategic alignment. Topics may include, but are not limited to, the following: 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

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
**BUSINESS ADMINISTRATION**

**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

**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

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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

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

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CHEMICAL PHYSICS/CHEMISTRY

<table>
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<td>PHYS 373</td>
<td>Quantum Mechanics</td>
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<tr>
<td>PHYS 399</td>
<td>Independent Study: Research*</td>
<td>2 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Analysis</td>
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<td>CHEM 301</td>
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</tr>
<tr>
<td>CHEM 302</td>
<td>Physical Chemistry II</td>
<td>4 cr</td>
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*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.

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CHEMISTRY

Professors: G. Earl, D. Weisshaar (Chair)
Assistant Professors: J. Duffy-Matzner, B. Moore

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 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

<table>
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<tr>
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<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
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<td>CHEM 201</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Analysis</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Physical Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Physical Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Advanced Analytical Chemistry (W)</td>
<td>4 cr</td>
</tr>
</tbody>
</table>
- OR –
| CHEM 341 | Advanced Inorganic Chemistry         | 4 cr    |

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52
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. Development of skill in oral and written communication is built into the major.

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
CHEM Elective course 4 cr

CHEM 145 may be used as the CHEM Elective course only if taken prior to CHEM 201.

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

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

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

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

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**CHIROPRACTIC**
(Pre-Professional Program)
Coordinator: M. Diggins

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 135</td>
<td>Inorganic Qualitative Analysis</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>First-Year Composition</td>
<td>4 cr</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>The Literary Experience (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Physics for Life Sciences I</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Physics for Life Sciences II</td>
<td>4 cr</td>
</tr>
<tr>
<td>PSYC</td>
<td>Elective course</td>
<td>3 cr</td>
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</tbody>
</table>

*Additional courses may include (but are not limited to):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Human Physiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

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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.

A minor in Classical Studies is 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 STUDIES MINOR: 15 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLAS 110</td>
<td>Elementary Latin I</td>
<td>3 cr</td>
</tr>
<tr>
<td>CLAS 111</td>
<td>Elementary Latin II</td>
<td>3 cr</td>
</tr>
<tr>
<td>CLAS 200</td>
<td>Elementary Greek I</td>
<td>3 cr</td>
</tr>
<tr>
<td>CLAS 201</td>
<td>Elementary Greek II</td>
<td>3 cr</td>
</tr>
<tr>
<td>CLAS</td>
<td>Elective course</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### CLASSICAL STUDIES COURSES:

**CLAS 110** 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 111** 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 110 OR APPROPRIATE PLACEMENT EXAM SCORE

OFFERED MOST SPRING SEMESTERS

**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 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 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 FALL 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 PREREQUISITE: CLAS 220
OFFERED OCCASIONALLY

CLAS 312  GREEK DRAMA  (3 credits)
An introduction to Greek drama with attention paid to the original. Tragedies by Sophocles, Aeschylus, and
Euripides and comedies by Aristophanes are read. A review of forms and syntax and a study of the
conventions of ancient drama are an integral part of the course.
RECOMMENDED PREREQUISITE: ENGL 225
OFFERED OCCASIONALLY

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

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

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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:
CLINICAL LAB SCIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
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<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Human Physiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 233</td>
<td>Genetics</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>General Microbiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
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<td>CHEM 202</td>
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<tr>
<td>ENGL 110</td>
<td>First Year Composition</td>
<td>4 cr</td>
</tr>
<tr>
<td>PSYC 270</td>
<td>Statistics</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Quantitative Reasoning</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
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<td>– OR –</td>
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</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 354</td>
<td>Biological Chemistry</td>
<td>4 cr</td>
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<td>– AND/OR –</td>
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</tr>
<tr>
<td>CHEM 242</td>
<td>Analysis</td>
<td>4 cr</td>
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</tbody>
</table>

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

Courses that are strongly recommended include:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 234</td>
<td>Cell Biology</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 358</td>
<td>Molecular Biology (W)</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Advanced Analytical Chemistry (W)</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Communication Studies (Required by some programs)</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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.
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) and the South Dakota Department of Education and Cultural Affairs.

**COMUNICATION 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMDS 170</td>
<td>Introduction to Communication Disorders</td>
<td>2 cr</td>
</tr>
<tr>
<td>CMDS 201</td>
<td>Language Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 221</td>
<td>Introduction to Audiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 222</td>
<td>Phonetics</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 224</td>
<td>Introduction to Aural Rehabilitation</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 228</td>
<td>Anatomy and Physiology of Speech Processes</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 272</td>
<td>Articulation and Phonological Processing Disorder</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 274</td>
<td>Speech Science I</td>
<td>2 cr</td>
</tr>
<tr>
<td>CMDS 275</td>
<td>Speech Science II</td>
<td>2 cr</td>
</tr>
<tr>
<td>CMDS 284</td>
<td>Clinical Methodologies for Communication Disorders</td>
<td>2 cr</td>
</tr>
<tr>
<td>CMDS 288</td>
<td>Practicum – Communication Disorders</td>
<td>1 cr</td>
</tr>
<tr>
<td>CMDS 372</td>
<td>Voice and Fluency Disorders (W)</td>
<td>2 cr</td>
</tr>
<tr>
<td>CMDS 376</td>
<td>Language Disorders</td>
<td>3 cr</td>
</tr>
<tr>
<td>CMDS 488</td>
<td>Advanced Clinical Practicum – Communication Disorders</td>
<td>TBD</td>
</tr>
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**Teacher Education Additional Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 355</td>
<td>Human Relations in Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>NAST 320</td>
<td>Native American Social Systems</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
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<tr>
<td>EDHH 226</td>
<td>American Sign Language I</td>
<td>3 cr</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Quantitative Reasoning</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Biology and Human Concerns</td>
<td>4 cr</td>
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<tr>
<td>– OR –</td>
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</tr>
<tr>
<td>BIOL 120</td>
<td>Biological Principles</td>
<td>4 cr</td>
</tr>
<tr>
<td>EDUC 110</td>
<td>Foundations of American Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Self and Others: Psychological Perspectives</td>
<td>3 cr</td>
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<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 110</td>
<td>Contemporary Society</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
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

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, assistive listening devices, 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

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
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.

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

COMMUNICATION STUDIES MAJOR: 43 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:** 43 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 210</td>
<td>Rhetorical Criticism (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 250</td>
<td>Interpersonal Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 260</td>
<td>Persuasion</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 270</td>
<td>Advocacy and Argumentation</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Broadcasting in America</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 290</td>
<td>Communication Research</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Communication Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Organizational Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Persuasive Campaigns</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 380</td>
<td>Mass Media Effects</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 115</td>
<td>News Reporting and Writing (W)</td>
<td>3 cr</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 095</td>
<td>KAUR-FM Radio Participation</td>
<td>1 cr</td>
</tr>
<tr>
<td>COMM 395</td>
<td>Internship</td>
<td>2-4 cr</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 210</td>
<td>Rhetorical Criticism (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 250</td>
<td>Interpersonal Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 260</td>
<td>Persuasion</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 270</td>
<td>Advocacy and Argumentation</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 310</td>
<td>Communication Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 115</td>
<td>Introduction to Theatre</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 230</td>
<td>Oral Interpretation</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

*One of the following courses:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 280</td>
<td>Broadcasting in America</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Organizational Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Public Relations</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
COMMUNICATION STUDIES

One of the following courses:
- COMM 360 Persuasive Campaigns 4 cr
- COMM 380 Mass Media Effects 3 cr

A minimum of two credit hours from one of the following options:
- COMM 095 KAUR-FM Radio Participation 1 cr Repeatable
- COMM 395 Internship 2-4 cr

Teacher Certification courses (See Education) 38 cr

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 (4 credits)
An introduction to the theory and practice of persuasion. The major emphasis of this course will be coactive persuasion. In this area, motivational and attitude theories and message, source, and receiver strategies and techniques will be examined in depth. In addition, the course will introduce alternative scenarios for persuasion, including: combative, non-violent, and coercive stratagems.
NOTES: PREREQUISITE: COMM 110
OFFERED EVERY SPRING SEMESTER
COMMUNICATION STUDIES

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 (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 JOUR 280
PREREQUISITE: COMM 110
OFFERED EVERY OTHER YEAR

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 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 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

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 (4 credits)
A study of the application of the theory and techniques of coactive 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
COMMUNICATION STUDIES/BUSINESS

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

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 197, 297, 397 TOPICS IN COMMUNICATION  (2-4 credits)
The Department of Communication 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:  48 credit hours
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
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<td>Persuasion</td>
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<td>COMM 290</td>
<td>Communication Research</td>
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<td>COMM 310</td>
<td>Communication Theory</td>
<td>3 cr</td>
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<td>COMM 350</td>
<td>Organizational Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 360</td>
<td>Persuasive Campaigns</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 365</td>
<td>Public Relations</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>Principles of Accounting I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 270</td>
<td>Statistics</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 310</td>
<td>Principles of Marketing</td>
<td>4 cr</td>
</tr>
</tbody>
</table>
COMMUNICATIONS STUDIES/BUSINESS/COMPUTER SCIENCE

- 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
Chair: J. Smith
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 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 250 Social, Legal and Ethical Issues (W) 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
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
- 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 341 and COSC 342.*

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**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 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 250 Social, Legal and Ethical Issues (W) 3 cr
- COSC 341 Information Systems Analysis and Design 3 cr
- COSC 342 Project Management (W) 2 cr
- COSC Elective courses (COSC 150 or higher) 5 cr
- ACCT 210 Principles of Accounting I 4 cr
- ECON 120 Principles of Economics I 3 cr
- ECON 270 Statistics 4 cr

**One of the following courses:**

- BSAD 310 Principles of Marketing 4 cr
- BSAD 320 Principles of Management 4 cr
- BSAD 330 Principles of Finance 4 cr
**COMPUTER SCIENCE**

**Recommended Courses:**
For students considering careers in software development, the following courses are strongly recommended.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 235</td>
<td>Computer Organization</td>
<td>4 cr</td>
</tr>
<tr>
<td>COSC 260</td>
<td>Computer Science III</td>
<td>3 cr</td>
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**COMPUTER INFORMATION SYSTEMS MINOR:** 18 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COSC 210</td>
<td>Computer Science I</td>
<td>4 cr</td>
</tr>
<tr>
<td>COSC 215</td>
<td>Fundamentals of Database Processing</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC 341</td>
<td>Information Systems Analysis and Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 320</td>
<td>Principles of Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>COSC</td>
<td>Elective courses</td>
<td>5 cr</td>
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**COMPUTER SCIENCE COURSES:**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COSC 100</td>
<td>WORD PROCESSING</td>
<td>(1 credit)</td>
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<tr>
<td></td>
<td>NOTE: OFFERED OCCASIONALLY</td>
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<tr>
<td>COSC 101</td>
<td>SPREADSHEET APPLICATION SOFTWARE</td>
<td>(1 credit)</td>
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<td></td>
<td>NOTE: OFFERED MOST SEMesters</td>
<td></td>
</tr>
<tr>
<td>COSC 102</td>
<td>DATABASE APPLICATION SOFTWARE</td>
<td>(1 credit)</td>
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<td></td>
<td>NOTE: OFFERED MOST SEMesters</td>
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<tr>
<td>COSC 103</td>
<td>PRESENTATION SOFTWARE</td>
<td>(1 credit)</td>
</tr>
<tr>
<td></td>
<td>NOTE: OFFERED MOST FALL SEMESTERS</td>
<td></td>
</tr>
<tr>
<td>COSC 120</td>
<td>WEB PAGE DESIGN</td>
<td>(1 credit)</td>
</tr>
</tbody>
</table>
|             | 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                |         |
| COSC 170    | VISUAL BASIC PROGRAMMING                         | (2 credits) |
|             | 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                       |         |
| COSC 205    | BUSINESS TECHNOLOGY AND COMMUNICATION            | (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 communications style.  
|             | NOTE: OFFERED EVERY SEMESTER                     |         |
| 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 FALL SEMESTER

COSC 250  SOCIAL, LEGAL, AND ETHICAL ISSUES (W - Area 2.1B and Area 3.3)  (3 credits)
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

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 341  INFORMATION SYSTEMS ANALYSIS AND DESIGN  (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.
NOTE: OFFERED MOST FALL SEMESTERS

COSC 342  PROJECT MANAGEMENT (W - Area 2.1B)  (2 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: COSC 215 AND COSC 341
OFFERED MOST SPRING SEMESTERS

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. Egland

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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
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<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
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<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4 cr</td>
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<tr>
<td>CHEM 135</td>
<td>Inorganic Qualitative Analysis</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Analysis</td>
<td>4 cr</td>
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<tr>
<td>PHYS 201</td>
<td>Physics for Life Sciences I</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Physics for Life Sciences II</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 222</td>
<td>General Physics II</td>
<td>4 cr</td>
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<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
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<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
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<tr>
<td>ENGL 110</td>
<td>First-Year Composition</td>
<td>4 cr</td>
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<tr>
<td>ENGL 304</td>
<td>Creative Writing: Fiction (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Creative Writing: Poetry (W)</td>
<td>3 cr</td>
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<tr>
<td>ENGL 306</td>
<td>Creative Writing: Drama (W)</td>
<td>3 cr</td>
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<tr>
<td>ENGL 311</td>
<td>Advanced Composition (W)</td>
<td>3 cr</td>
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<tr>
<td>ENGL 312</td>
<td>Writing for Magazines (W)</td>
<td>3 cr</td>
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<tr>
<td>ENGL 315</td>
<td>Newspaper Writing: Critical/Editorial (W)</td>
<td>3 cr</td>
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</table>

**One of the following additional composition courses:**

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<tr>
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<tr>
<td>BIOL 233</td>
<td>Genetics</td>
<td>4 cr</td>
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<tr>
<td>BIOL 234</td>
<td>Cell Biology</td>
<td>4 cr</td>
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<td>BIOL</td>
<td>Elective courses at the 300-level</td>
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<tr>
<td>CHEM</td>
<td>Elective courses at the 300-level</td>
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<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>4 cr</td>
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<tr>
<td>PSYC 110</td>
<td>Self and Others: Psychological Perspectives</td>
<td>3 cr</td>
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<tr>
<td>PSYC 125</td>
<td>Life-Span Human Development</td>
<td>3 cr</td>
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<tr>
<td>PSYC 270</td>
<td>Statistics</td>
<td>4 cr</td>
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**ECONOMICS**

Associate Professors: B. Eggleston (Chair), 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

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<tr>
<td>ECON 120</td>
<td>Principles of Economics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 121</td>
<td>Principles of Economics II</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 270</td>
<td>Statistics</td>
<td>4 cr</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Intermediate Microeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 321</td>
<td>Intermediate Macroeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 337</td>
<td>History of Economic Thought and Methodology</td>
<td>3 cr</td>
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</table>

**ECONOMICS MINOR: 15 credit hours**

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<td>ECON 321</td>
<td>Intermediate Macroeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Elective course</td>
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<td>3 cr</td>
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**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.

**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.

**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:** CROSSED-LISTED WITH BSAD 270 AND PSYC 270

**RECOMMENDED PREREQUISITE:** INTRODUCTORY COURSE IN MATHEMATICS

**OFFERED EVERY SEMESTER**
ECONOMICS

ECON 301  MONEY, BANKING, AND FINANCIAL INSTITUTIONS  (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

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
ECONOMICS/EDUCATION OF THE DEAF & HARD OF HEARING

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
Assistant Professors: P. Hanavan, M. Soukup
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: 38 credit hours
Required Courses:
EDHH 201  Language Development  3 cr
EDHH 220  Foundations in Deafness  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 327  Media and Instruction Technology for Deaf & HH  3 cr
EDHH 331  American Sign Language III  3 cr
EDHH 332  American Sign Language IV  3 cr
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
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  Language Proficiency I  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 DEAFNESS  (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

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 THE DEAF AND HARD OF HEARING  (3 credits)
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 THE DEAF AND HARD OF HEARING  (3 credits)
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

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 327  MEDIA AND INSTRUCTIONAL TECHNOLOGY FOR THE DEAF AND HARD OF HEARING  (3 credits)
This course is a study of the materials and mechanical and technological resources used in all aspects of instructing deaf and hard of hearing persons. The course includes the design, production and use of such materials and equipment in the teaching and learning processes. This course is designed for students who are majoring in Education of the Deaf and Hard of Hearing.
NOTE: 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
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
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.
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
- 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
- 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 Initial Level Portfolio 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 Communication Proficiency Interview/SCPI 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.

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 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 exam scores are received.
Candidates MUST provide proof of registration for the PRAXIS II PLT exam PRIOR to the start of the student teaching experience. Candidates will not be allowed to begin the student teaching experience until this documentation has been submitted to the Education Department.
• Successful Intermediate Level Portfolio 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 Showcase Portfolio the semester PRIOR to the semester of student teaching. Student Teaching Showcase Portfolios should be completed by October 1 or February 1 of the appropriate semester. Information regarding the Student Teaching Showcase Portfolio is available from the Education Department Homepage: http://www.augie.edu/dept/educ/ed/home.htm.

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 Final Level Portfolio Review, successful completion of the Teacher Impact Upon Student Learning Project and required student teaching artifacts
• PRAXIS II PLT Exam Scores must be received by the Education Department by the end of student teaching or candidates will receive an INCOMPLETE for student teaching. A grade of incomplete for student teaching may delay program completion, graduation, and certification.

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 PRAXIS scores have been received and the official transcripts reflect program completion and graduation from the College. In addition, candidates who have not passed the PRAXIS exams according to the Administrative Rules of SD cannot be recommended for certification in SD or any other state. 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

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 110</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Working with Families</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 245</td>
<td>Educational Psychology and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275</td>
<td>Generic Methods in Education</td>
<td>3</td>
</tr>
</tbody>
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EDUCATION

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 350  Teaching of Social Studies in Elem & Midd Sch (W)  3 cr
EDUC 355  Human Relations in Education  3 cr
EDUC 472  Student Teaching: Elementary  TBD
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 120  Introduction to Human Geography  3 cr
   GOVT 200  American Government  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 Mathematics  3 cr
   MATH 140  Quantitative Reasoning  3 cr
   MATH  Additional Math content courses  6 cr
   MUSI 230  Music for the Elementary Classroom Teacher  2 cr
   NAST 320  Native American Social Systems  3 cr
   PE 265  Health and Physical Education in the Elem School  2 cr
   PSYC 125  Life-Span Human Development  3 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 are encouraged to declare Secondary Education 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.

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  Generic Methods in Education  3 cr
EDUC 310  Secondary School Methods  3 cr
  310 D  English – Augustana (Offered Spring semester, even years)  3 cr
  310 E  Foreign Language – Augustana (Offered Fall semester, even years)  3 cr
  310 F  Mathematics – USF (Offered Fall semester, even years)  3 cr
  310 G  Physical Education – Augustana (Offered Fall semester, even years)  3 cr
  310 H  Science – Augustana (Offered Spring semesters)  3 cr
  310 I  Social Science – Augustana (Offered Fall semesters)  3 cr
  310 J  Speech, Communication, Drama – Augustana
        (Offered as Independent Scholarship) – OR –
        USF (Offered Fall semesters)  3 cr
  310 K  Art – Augustana (Offered as Independent Scholarship) – OR –
        USF (Offered Spring semesters)  3 cr
  310  (MUSI) Music Methods – Instrumental – Augustana (Offered Fall semesters)  3 cr
  311  (MUSI 311) Music Methods – Vocal – Augustana (Offered Fall semesters)  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  TBD
EDUC 474  Student Teaching: Secondary  TBD
SPED 240  Teaching in Inclusive Schools  3 cr
COMM 110  Introduction to Communication  3 cr
MATH 140  Quantitative Reasoning  3 cr
NAST 320  Native American Social Systems  3 cr

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 Endorsement: Teacher candidates may obtain a coaching endorsement by completing required
coursework. See Physical Education section in this catalog.

A Social Studies Teaching major for Minnesota certification may be completed at Augustana. See Social Studies
Major in this catalog.

Other Education Department Majors: (see those majors for information)
  Communication Disorders
  Education for Deaf and Hard of Hearing
  Special 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 - GENERIC METHODS IN EDUCATION (3 credits)
This course in observation skills and generic methods is required of all majors seeking teacher certification. The basic content of the course includes instruction in observational skills, multiple assessment strategies, lesson planning, and delivery and classroom environment skills. Students will be assigned to a 40 hour practicum in an area school.
NOTE: OFFERED EVERY SEMESTER

EDUC 290 - THEORY OF READING IN THE ELEMENTARY SCHOOL (2 credits)
This course will compare and contrast past and present theories of learning to read and write. Current trends in comprehensive literacy will be studied as well as the psychology of reading and reading development. Introduction to literary assessment and the knowledge of language structure and demonstrations of these applications will be the focus of the course. Students will have the opportunity to master observational skills and gain knowledge of the comprehensive literacy elements of K-8 classrooms.
NOTE: OFFERED EVERY SPRING SEMESTER, AND EVERY INTERIM

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

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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
<th>Notes</th>
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| EDUC 310    | SECONDARY SCHOOL METHODS                                                    | 3       | 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       | 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       | 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       | 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       | 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 for SEED/All-Grades majors only)          | 3       | 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 ELEMENTAL AND MIDDLE SCHOOL (W – Area 2.1B) | 3       | 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                                                                                                                                             |
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 classroom 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, 350, 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.
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 carry out intelligently 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>4 cr</td>
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<tr>
<td>PHYS 222</td>
<td>General Physics II</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 281</td>
<td>Intermediate Laboratory</td>
<td>2 cr</td>
</tr>
<tr>
<td>PHYS 321</td>
<td>Computational Physics</td>
<td>4 cr</td>
</tr>
<tr>
<td>PHYS 371</td>
<td>Modern Physics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHYS 381</td>
<td>Advanced Laboratory (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHYS</td>
<td>Elective coursework</td>
<td>15 cr</td>
</tr>
</tbody>
</table>

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

Required Supportive Courses: 11 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Differential Equations</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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, Agricultural, Biomedical, 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.
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:** 16 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

Complete the coursework for one of the following emphasis areas:

**Literature Emphasis:** 24 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
- ENGL 361  Shakespeare (W) 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

**Required supportive courses:** 41-43 credit hours
See Education Major – Secondary Certification
**ENGLISH**

**Writing Emphasis:** 24 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 361</td>
<td>Shakespeare (W)</td>
<td>3 cr</td>
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*Four of the following courses:*

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 115</td>
<td>News Reporting and Writing (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 215</td>
<td>Newspaper Writing: Sports (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 239</td>
<td>Advanced Journalism (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 304</td>
<td>Creative Writing: Fiction (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Creative Writing: Poetry (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 306</td>
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<td>3 cr</td>
</tr>
<tr>
<td>ENGL 312</td>
<td>Writing for Magazines (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 315</td>
<td>Newspaper Writing: Critical/Editorial (W)</td>
<td>3 cr</td>
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</table>

*Two of the following courses:*

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 300</td>
<td>Seminar in Earlier British Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 310</td>
<td>Seminar in Later British Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Seminar in Earlier American Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>Seminar in Later American Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Seminar in Non-Western Literature</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

*One of the following courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 301</td>
<td>English Grammar</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 370</td>
<td>History of the English Language</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Seminar in Literary Criticism and Theory</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**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, or the study of literature.

The minor may emphasize the study of writing as well as literature.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 230</td>
<td>Intro to British Literary History</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>Intro to American Literary History</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL</td>
<td>Electives at the 200 or 300 level</td>
<td>12 cr</td>
</tr>
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</table>

*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)*

The theory and practice of reporting and writing news and feature stories for print media.

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
(W – Area 2.1B and Area 3.5A)  (3 credits)
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/issues through basic and in-depth coverage of areas such as government, science and health, the economy, the legal system, the environment, entertainment and religion. In addition, students will develop their philosophy of freedom of the press by studying various philosophical orientations.
NOTES: CROSS-LISTED WITH JOUR 239
PREREQUISITE: ENGL 115
OFFERED EVERY OTHER FALL SEMESTER

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, 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 THIRD 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

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
ENGLISH

ENGL 312  WRITING FOR MAGAZINES (W – Area 2.1B) (3 credits)
Conducted as a workshop, this course considers a step-by-step approach to the business of freelance writing. Students learn how to select a topic and then market story ideas and ultimately articles to editors. Learning to write well will be the emphasis of the class. Students will read, analyze and study a wide range of articles 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, and Civil War Literature.
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, and African-American Fiction and Film Noir.
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 by focusing on Native American literature or Islamic literature. 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

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

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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 criticism and
theory written since the 1960s. 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 THIRD 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 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 Professors: S. Barkley, K. Sudbeck
Instructors: M. Aldrich, S. Busse-Remme, T. Hellman

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 MAJOR: 44 credit hours.
Required HPER Courses: 24 credit hours

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>HLTH 216</td>
<td>Stress Management</td>
<td>2 cr</td>
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<tr>
<td>HLTH 222</td>
<td>Nutrition and Exercise</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 214</td>
<td>History and Principles of PE/Fitness (W)</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 230</td>
<td>First Aid and CPR</td>
<td>2 cr</td>
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<tr>
<td>PE 277</td>
<td>Motor Development</td>
<td>2 cr</td>
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<tr>
<td>PE 320</td>
<td>Physiology of Exercise</td>
<td>3 cr</td>
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<tr>
<td>PE 322</td>
<td>Structural Kinesiology</td>
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<td>PE 323</td>
<td>Biomechanics</td>
<td>2 cr</td>
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<tr>
<td>PE 360</td>
<td>Fitness Measurement and Exercise Prescription</td>
<td>2 cr</td>
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<tr>
<td>PE 361</td>
<td>Fitness Prescription and Programs Administration</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 395</td>
<td>Fitness Internship</td>
<td>2-4 cr</td>
</tr>
<tr>
<td>PE 490</td>
<td>Fitness Seminar</td>
<td>1 cr</td>
</tr>
</tbody>
</table>
EXERCISE SCIENCE/FITNESS MANAGEMENT

Required Supportive Courses: 20 credit hours
A grade of C- or higher is required for each of these required supportive courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Human Physiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 145</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

FITNESS MANAGEMENT

Assistant Professors: S. Barkley, K. Sudbeck
Instructors: M. Aldrich, S. Busse-Remme, T. Hellman

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: 45 credit hours

Required HPER Courses: 22 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 216</td>
<td>Stress Management</td>
<td>2 cr</td>
</tr>
<tr>
<td>HLTH 222</td>
<td>Nutrition and Exercise</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 214</td>
<td>History and Principles of PE/Fitness (W)</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 230</td>
<td>First Aid and CPR</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 320</td>
<td>Physiology of Exercise</td>
<td>3 cr</td>
</tr>
<tr>
<td>PE 322</td>
<td>Structural Kinesiology</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 323</td>
<td>Biomechanics</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 360</td>
<td>Fitness Measurement and Exercise Prescription</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 361</td>
<td>Fitness Prescription and Programs Administration</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 395</td>
<td>Fitness Internship</td>
<td>2-4 cr</td>
</tr>
<tr>
<td>PE 490</td>
<td>Fitness Seminar</td>
<td>1 cr</td>
</tr>
</tbody>
</table>

Required Supportive Courses: 23 credit hours
A grade of C- or higher is required for each of these required supportive courses.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 210</td>
<td>Principles of Accounting I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Biology and Human Concerns</td>
<td>4 cr</td>
</tr>
<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>ECON 120</td>
<td>Principles of Economics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Two of the following courses:</td>
<td></td>
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<tr>
<td>BSAD 310</td>
<td>Principles of Marketing</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 320</td>
<td>Principles of Management</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 330</td>
<td>Principles of Finance</td>
<td>4 cr</td>
</tr>
<tr>
<td>BSAD 340</td>
<td>Business Law I</td>
<td>4 cr</td>
</tr>
</tbody>
</table>
**FITNESS MANAGEMENT MINOR:** 22 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:** 18 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 216</td>
<td>Stress Management</td>
<td>2 cr</td>
</tr>
<tr>
<td>HLTH 222</td>
<td>Nutrition and Exercise</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 214</td>
<td>History and Principles of PE/Fitness (W)</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 280</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>3 cr</td>
</tr>
<tr>
<td>PE 320</td>
<td>Physiology of Exercise</td>
<td>3 cr</td>
</tr>
<tr>
<td>PE 360</td>
<td>Fitness Measurement and Exercise Prescription</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 361</td>
<td>Fitness Prescription and Programs Administration</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 395</td>
<td>Fitness Internship</td>
<td>2-4 cr</td>
</tr>
</tbody>
</table>

**Required Supportive Course:** 4 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**HLTH and PE courses required for the Exercise Science or Fitness Management major:**

**HLTH 216**  
**STRESS MANAGEMENT**  
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**  
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 (W - Area 2.1B)**  
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**  
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 277**  
**MOTOR DEVELOPMENT**  
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 280**  
**PREVENTION AND CARE OF ATHLETIC INJURIES**  
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 320**  
**PHYSIOLOGY OF EXERCISE: LECTURE AND LAB**  
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
FITNESS MANAGEMENT/FRENCH

PE 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

PE 323  BIOMECHANICS: LECTURE AND LAB  (2 credits)
This course will focus on the application of mechanical principles of human motion. Within this focus, the human body and external forces will be examined with regard to how they create movement. Systematic approaches to analyzing motor skill activities and exercise programs also will be examined.
NOTE: OFFERED EVERY SPRING SEMESTER

PE 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

PE 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

PE 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

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
Associate Professor: S. Fish
Assistant Professor: B. Nedelsky

For complete information on the French major and minor, see MODERN FOREIGN LANGUAGES (Page 130).

FRENCH MAJOR: 32 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDFL 120</td>
<td>Introduction to French I</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 121</td>
<td>Introduction to French II</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 220</td>
<td>Intermediate French I</td>
<td>4 cr</td>
</tr>
<tr>
<td>MDFL 221</td>
<td>Intermediate French II</td>
<td>4 cr</td>
</tr>
</tbody>
</table>
MDFL 321 French Conversation and Composition I (W) 4 cr
– OR –
MDFL 322 French Conversation and Composition II (W) 4 cr
MDFL 100 International Cinema 3 cr
– OR –
MDFL 200 Non-Western Cinema 3 cr
MDFL 400 Senior Project 1 cr
MDFL Electives in French 10 cr
(Including at least one Literature course)

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 100 International Cinema 3 cr
– OR –
MDFL 200 Non-Western Cinema 3 cr
MDFL Electives in French 4 cr

COURSES THAT SATISFY A MAJOR AND MINOR IN FRENCH:
MDFL 100 INTERNATIONAL CINEMA (Area 3.6) (3 credits)
This course covers forty years of international cinema (1949-1988) and examines such significant movements as Italian neorealism, French nouvelle vague, Czech new wave, Brazilian cinema novo as well as Spanish, German, Swedish, Dutch, Russian, Yugoslav, Indian and Japanese films. There is an even division between Western and Non-Western countries with a comparative-contrastive approach to analysis. Conducted in English.
NOTE: OFFERED OCCASIONALLY

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

MDFL 200 NON-WESTERN CINEMA (Area 3.6) (3 credits)
Non-Western films will be divided into three geographical areas: Eastern Europe (Russia, Poland, Hungary, Bulgaria, Rumania, Estonia, the former Czechoslovakia, the former Yugoslavia); Middle and Far East (Israel, India, China, Japan); Latin America (Mexico, Colombia, Peru, Argentina, Brazil). The unifying element in the course is cultural change, but the perspectives of that theme are varied and multidimensional, including economic, political, sociological, ecological, psychological and attitudinal change. Conducted in English.
NOTE: 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, and 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. The second will concentrate on the nineteenth and twentieth centuries. 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, and 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. The second 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 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 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

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**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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENS 115</td>
<td>Introduction to Gender Studies</td>
<td>3 cr</td>
</tr>
<tr>
<td>GENS 260</td>
<td>Sociology of Gender</td>
<td>3 cr</td>
</tr>
<tr>
<td>GENS 390</td>
<td>Research Seminar</td>
<td>1-2 cr</td>
</tr>
</tbody>
</table>

*Gender studies elective courses from the following:*

*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

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 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 27 credit hours, is designed to facilitate a successful transition to college. Grading System: S/U only.
NOTE: OFFERED EVERY SEMESTER
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

GENL 125  THE DISTINGUISHED SCHOLARS INTERNATIONAL TRAVEL EXPERIENCE  (1 credit)
This 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 programs 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

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 155 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); Writing Seminar (4); Internship, Field Work, and Integration Seminar (8).
NOTE: OFFERED EVERY FALL SEMESTER

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
Assistant Professor: B. Nedelsky

For complete information on the German major and minor, see MODERN FOREIGN LANGUAGES (Page 130).

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) 4 cr
MDFL 100 International Cinema 3 cr
– OR –
MDFL 200 Non-Western Cinema 3 cr
MDFL 400 Senior Project 1 cr
MDFL Electives in German 10 cr
(Including at least one Literature course)

GERMAN MINOR: 25 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) 4 cr
MDFL 100 International Cinema 3 cr
– OR –
MDFL 200 Non-Western Cinema 3 cr
MDFL Electives in German 4 cr
COURSES THAT SATISFY A MAJOR AND MINOR IN GERMAN:

MDFL 100  INTERNATIONAL CINEMA (Area 3.6)  (3 credits)
This course covers forty years of international cinema (1949-1988) and examines such significant movements as Italian neorealism, French nouvelle vague, Czech new wave, Brazilian cinema novo as well as Spanish, German, Swedish, Dutch, Russian, Yugoslav, Indian and Japanese films. There is an even division between Western and Non-Western countries with a comparative-contrastive approach to analysis. Conducted in English.
NOTE: OFFERED OCCASIONALLY

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 200  NON-WESTERN CINEMA (Area 3.6)  (3 credits)
Non-Western films will be divided into three geographical areas: Eastern Europe (Russia, Poland, Hungary, Bulgaria, Rumania, Estonia, the former Czechoslovakia, the former Yugoslavia); Middle and Far East (Israel, India, China, Japan); Latin America (Mexico, Colombia, Peru, Argentina, Brazil). The unifying element in the course is cultural change, but the perspectives of that theme are varied and multidimensional, including economic, political, sociological, ecological, psychological and attitudinal change. Conducted in English.
NOTE: 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. Students will also gain a basic knowledge of German geography and an initial awareness 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. Students will also gain a basic knowledge of German geography and an initial awareness 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

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
GERMAN/GERONTOLOGY

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 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
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

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

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

Nine credit hours from the following electives:

- CMDS 170 Introduction to Communication Disorders 2 cr
- GER 289 Medical Terminology 1 cr
- GER 299 Independent Study in GER 2-4 cr
- GER 385 Issues in Gerontology 3 cr
- GER 395 Internship in Gerontology I 3 cr
- GER 399 Independent Study in GER 2-4 cr
- NURS 322 Theory and Research Foundations for Nursing 2 cr
- NURS 354 Public Health Science 2 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:

GER 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

GER 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

GER 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

GER 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

GER 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

GER 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
GOVERNMENT AND INTERNATIONAL AFFAIRS

Professors: J. Dondelinger (Chair), P. Schotten
Assistant Professors: J. Johnson, 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 employment in the areas of government, law, journalism and business and required for advanced graduate study; 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 110</td>
<td>Introduction to Government</td>
<td>3 cr</td>
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<tr>
<td>GOVT 200</td>
<td>American Government</td>
<td>3 cr</td>
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One course from each of the following areas:

**Law:**
- GOVT 290, Criminal Law: 3 cr
- GOVT 360, Constitutional Law: Government Powers: 3 cr
- GOVT 370, Constitutional Law: Civil Liberties: 3 cr

**American:**
- GOVT 210, Congress: 3 cr
- GOVT 220, The American Presidency: 3 cr
- GOVT 300, Public Administration (W): 3 cr
- GOVT 335, Public Opinion, the Media, and Voting Behavior: 3 cr

**International Relations:**
- GOVT 235, American Foreign Policy: 3 cr
- GOVT 325, International Law: 3 cr
- GOVT 385, International Politics: 3 cr

**Political Theory:**
- GOVT 305, Theories of American Democracy: 3 cr
- GOVT 320, Political Philosophy: 3 cr

**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

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.
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.
NOTE: OFFERED EVERY SEMESTER

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 LEGAL RESPONSIBILITY (Area 1.2) (3 credits)
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 EVERY SEMESTER

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 of 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

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 its foremost critics.  
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 (4 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  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 COMM 335
OFFERED EVERY OTHER YEAR

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

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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

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

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

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GREEK  
(See Classics)
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HEALTH, PHYSICAL EDUCATION, AND RECREATION
Assistant Professors: S. Barkley (Chair), T. Billeter, B. Gerry, B. Gross, D. Krauth, K. Sudbeck
Instructors: M. Aldrich, B. Barkus, C. Bradford, S. Busse-Remme, T. Hellman, R. Larsen, G. Melsted, S. Olinger,
D. Pierson, J. Reitmeier, D. Richards, B. Salem, T. Traphagen

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 (Page 36), Exercise Science (Page 95), Fitness
Management (Page 96), Physical Education (Page 158), and Sport Management (Page 195). The department also
offers a Fitness Management minor (Page 96) and endorsements in Health Education and Coaching (Page 158).

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 216</td>
<td>Stress Management</td>
<td>2 cr</td>
</tr>
<tr>
<td>HLT 222</td>
<td>Nutrition and Exercise</td>
<td>2 cr</td>
</tr>
<tr>
<td>HLT 240</td>
<td>School Health Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>HLT 242</td>
<td>Personal Health</td>
<td>2 cr</td>
</tr>
<tr>
<td>HLT 243</td>
<td>Community Health</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 230</td>
<td>First Aid and CPR</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 277</td>
<td>Motor Development</td>
<td>2 cr</td>
</tr>
<tr>
<td>PE 280</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
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, ODD 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)

HISTORY
Professor: M. Mullin
Associate Professor: G. Dipple (Chair), M. Preston
Assistant Professors: J. Johnson

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110/114</td>
<td>Western Civilization I (114-Honors section)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 111/115</td>
<td>Western Civilization II (115-Honors section)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 120</td>
<td>The American Experience to 1877</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The American Experience since 1877</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 251</td>
<td>Methods and Philosophies of History (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Senior Seminar (W)</td>
<td>3 cr</td>
</tr>
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*One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>Revolutionary America (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 303</td>
<td>History of the American West (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 305</td>
<td>The Era of the American Civil War</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Recent U.S. History</td>
<td>3 cr</td>
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</table>

*One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 201</td>
<td>Dreaming the Middle Ages</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 324</td>
<td>The Reformation (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 325</td>
<td>History of Modern Europe</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 345</td>
<td>Ireland North and South</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 355</td>
<td>Hitler and the Holocaust</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

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

**HISTORY MINOR:** 18 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110/114</td>
<td>Western Civilization I (114-Honors section)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 111/115</td>
<td>Western Civilization II (115-Honors section)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 120</td>
<td>The American Experience to 1877</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The American Experience since 1877</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST</td>
<td>Electives numbered 180 or above</td>
<td>6 cr</td>
</tr>
</tbody>
</table>

**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 first year 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

HIST 180 RED, WHITE, and BLACK: THE PEOPLE OF EARLY AMERICA (W – Area 2.1B and Area 3.6) (3 credits)
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.
NOTE: 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.
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 OTHER 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

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 OTHER FALL 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  HISTORY OF MODERN EUROPE (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

## 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 260 and 381. 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

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**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 Associate Academic Dean.

**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.

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**INTERNATIONAL STUDIES**

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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 100</td>
<td>Introduction to International Studies</td>
<td>1 cr</td>
</tr>
<tr>
<td>GEOG 120</td>
<td>Introduction to Human Geography</td>
<td>3 cr</td>
</tr>
<tr>
<td>GOVT 120</td>
<td>Politics in a Diverse World</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Western Civilization I</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Western Civilization II</td>
<td>3 cr</td>
</tr>
<tr>
<td>*MDFL 321/331/381 Conversation and Composition</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td>INST 200</td>
<td>Living and Learning Abroad</td>
<td>1 cr</td>
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<tr>
<td></td>
<td>Approved semester length study abroad program</td>
<td>10 cr (or more)</td>
</tr>
<tr>
<td>INST 390</td>
<td>Senior Research Project</td>
<td>1 cr</td>
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</tbody>
</table>
**Electives chosen from the following courses:**

(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.)

**Cultural Survey:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112</td>
<td>Art History I: Prehistory to the Renaissance</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 113</td>
<td>Art History II: Renaissance Through the 20th Century</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 225</td>
<td>World Literature I</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 226</td>
<td>World Literature II</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 100</td>
<td>International Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 200</td>
<td>Non-Western Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 325</td>
<td>Civilization and Culture of France</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 326</td>
<td>Francophone Cultures and Literatures</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 336</td>
<td>German Civilization and Culture</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 388</td>
<td>Spanish Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 389</td>
<td>Latin American Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>MUSI 210</td>
<td>Music History and Literature to 1750</td>
<td>3 cr</td>
</tr>
<tr>
<td>MUSI 212</td>
<td>Music History and Literature 1750 to Present</td>
<td>3 cr</td>
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<tr>
<td>MUSI 214</td>
<td>Music History &amp; Literature of the Non-Western World (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Our Philosophical Heritage I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Our Philosophical Heritage II</td>
<td>3 cr</td>
</tr>
<tr>
<td>RELI 251</td>
<td>Judaism, Islam and the Christian Faith</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 215</td>
<td>Theatre History and Literature I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 216</td>
<td>Theatre History and Literature II</td>
<td>3 cr</td>
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**Literature:**

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 340</td>
<td>Seminar in Non-Western Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 323</td>
<td>History of the Literature of France I</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 324</td>
<td>History of the Literature of France II</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 333</td>
<td>History of German Literature I</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 334</td>
<td>History of German Literature II</td>
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<tr>
<td>MDFL 383</td>
<td>History of the Literature of Spain I</td>
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</tr>
<tr>
<td>MDFL 384</td>
<td>History of the Literature of Spain II</td>
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<tr>
<td>MDFL 385</td>
<td>Modern Latin American Novel</td>
<td>3 cr</td>
</tr>
<tr>
<td>MDFL 386</td>
<td>History of the Literature of Latin America</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Government and History:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 325</td>
<td>International Law and Organization</td>
<td>3 cr</td>
</tr>
<tr>
<td>GOVT 345</td>
<td>Identity Conflict and World Politics (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>GOVT 385</td>
<td>International Politics</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 324</td>
<td>The Reformation (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 325</td>
<td>History of Modern Europe</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**International Business and Economics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 410</td>
<td>Special Topics in Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BSAD 420</td>
<td>Special Topics in Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 333</td>
<td>International Political Economy</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Global Environment:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 180</td>
<td>Introduction to Environmental Science</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

*Depending on a student’s language ability, 14 credit hours of prerequisites may be necessary before this course can be taken.*
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

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**JOURNALISM**  
Associate Professors: J. Blank-Libra (Director), 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>First Year Composition</td>
<td>4 cr</td>
</tr>
<tr>
<td>JOUR 115</td>
<td>News Reporting and Writing (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 239</td>
<td>Advanced Journalism</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 242</td>
<td>Editorial Skills I: Copy Editing</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 243</td>
<td>Editorial Skills II: Newspaper Layout and Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 245</td>
<td>Photojournalism</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 302</td>
<td>Ethics and Law of the Press</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 395</td>
<td>Internship</td>
<td>3-4 cr</td>
</tr>
<tr>
<td>JOUR 095</td>
<td>Journalism Participation (two semesters required)</td>
<td>1 cr each</td>
</tr>
</tbody>
</table>
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)
  The theory and practice of news writing, reporting and the preparation of copy, primarily for print.
  NOTES: CROSS-LISTED WITH ENGL 115
  PREREQUISITE: ENGL 110
  OFFERED EVERY SEMESTER

- 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
ADVANCED JOURNALISM (W - Area 2.1B) (3 credits)
In this course the student will consider public affairs/issues through basic and in-depth coverage of areas such as government, science and health, the economy, the legal system, the environment, entertainment and religion. In addition, students will develop their philosophy of freedom of the press by studying various philosophical orientations.
NOTES: CROSS-LISTED WITH ENGL 239
PREREQUISITE: JOUR 115
OFFERED EVERY OTHER FALL SEMESTER

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

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

PHOTOJOURNALISM (3 credits)
Instruction will focus on what a journalist needs to know to perform well as a photojournalist - one who seeks to illuminate truth through the use of the visual. The course will include the study of how to use a digital/SLR camera, how to select and arrange subject matter, how to work with photos in Photoshop, and how to identify and take good news/feature photos. Requirement: a digital/SLR camera with automatic and manual features.
NOTE: OFFERED EVERY OTHER FALL SEMESTER

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

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

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

WRITING FOR MAGAZINES (W - Area 2.1B) (3 credits)
Conducted as a workshop, this course considers a step-by-step approach to the business of freelance writing. Students learn how to select a topic and then market story ideas and ultimately articles to editors. Learning to write well will be the emphasis of the class. Students will read, analyze and study a wide range of articles 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)
Work in a professional setting in the journalistic area of the student’s choice, usually involving full- or part-time employment by 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
(See Classical Studies)

______________________________
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.
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 MINOR:** 18 credit hours

- **MATH 152** Calculus II 4 cr
- **MATH 200-level Elective (or higher)** 3 cr
- **MATH Elective courses** 11 cr

*One Computer Science course allowed as a substitute.

**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** METHODS OF TEACHING ELEMENTARY MATHEMATICS (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.

NOTES: RECOMMENDED PREREQUISITE: MATH 110
OFFERED EVERY SEMESTER
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>Mathematics, Science, and Technology</td>
<td>4</td>
<td>A course for Elementary and Middle School Education majors in their junior and senior year. Meets SD certification requirements for 1 credit in natural science and 3 credits in mathematics. Space and earth science is the context for learning math concepts. The science starts with our universe and works down to our moon and planet Earth. Among the math topics are measurement, data collection, curve fitting, spatial sense, and geometry. NOTES: PREREQUISITE: BIOL 200 OFFERED MOST INTERIMS</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Quantitative Reasoning (Area 2.3)</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Pre-Calculus (Area 2.3)</td>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I (Area 2.3)</td>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>MATH 153</td>
<td>Calculus III</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Foundations of Mathematics</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Linear Algebra</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Differential Equations</td>
<td>3</td>
<td>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</td>
</tr>
</tbody>
</table>
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

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. Egland

While outstanding undergraduate students may be admitted to a medical school without completing college, most matriculating medical students have at least a Bachelor’s degree. 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 135</td>
<td>Inorganic Qualitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>- OR -</td>
<td>CHEM 242 Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Physics for Life Sciences I</td>
<td>4</td>
</tr>
<tr>
<td>– AND –</td>
<td>PHYS 202 Physics for Life Sciences II</td>
<td>4</td>
</tr>
<tr>
<td>– OR –</td>
<td>PHYS 221 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>– AND –</td>
<td>PHYS 222 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>First-Year Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>The Literary Experience (W)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 311</td>
<td>Advanced Composition (W)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 270</td>
<td>Statistics</td>
<td>4</td>
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</tbody>
</table>
Additional courses may include (but are not limited to):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 233</td>
<td>Genetics</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 234</td>
<td>Cell Biology</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

Additional advanced courses in BIOL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>4 cr</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Self and Others: Psychological Perspectives</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSYC 125</td>
<td>Life-Span Human Development</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

MODERN FOREIGN LANGUAGES

Professor: S. Lhotzky (Chair)  
Associate Professor: S. Fish  
Assistant Professors: B. Nedelsky, 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.

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, moreover, in Potsdam, Germany and throughout France. 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 (Page 98), German (Page 106) or Spanish (Page 188).
MODERN FOREIGN LANGUAGES MAJOR: 37 credit hours
The Modern Foreign Languages major combines the study of two languages.

- MDFL 100 International Cinema 3 cr
- OR -
- MDFL 200 Non-Western Cinema 3 cr

Primary Language (22 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 (W) 4 cr
- Elective in primary language 4 cr

Secondary Language (12 credit hours)
- 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.

- MDFL 100 International Cinema or 3 cr
- OR -
- MDFL 200 Non-Western Cinema 3 cr

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 100 INTERNATIONAL CINEMA (Area 3.6) (3 credits)
This course covers forty years of international cinema (1949-1988) and examines such significant movements as Italian neorealism, French nouvelle vague, Czech new wave, Brazilian cinema novo as well as Spanish, German, Swedish, Dutch, Russian, Yugoslav, Indian and Japanese films. There is an even division between Western and Non-Western countries with a comparative-contrastive approach to analysis. Conducted in English.
NOTE: OFFERED OCCASIONALLY

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
MODERN FOREIGN LANGUAGES

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

MDFL 200  NON-WESTERN CINEMA (Area 3.6)  (3 credits)
Non-Western films will be divided into three geographical areas: Eastern Europe (Russia, Poland, Hungary, Bulgaria, Rumania, Estonia, the former Czechoslovakia, the former Yugoslavia); Middle and Far East (Israel, India, China, Japan); Latin America (Mexico, Colombia, Peru, Argentina, Brazil). The unifying element in the course is cultural change, but the perspectives of that theme are varied and multidimensional, including economic, political, sociological, ecological, psychological and attitudinal change. Conducted in English.
NOTE: 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 FALL 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

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, and 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. The second will concentrate on the nineteenth and twentieth centuries. 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, and 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. The second will concentrate on the nineteenth and twentieth centuries. Conducted in French.  
NOTES: PREREQUISITE: MDFL 221  
OFFERED OCCASIONALLY
MODERN FOREIGN LANGUAGES

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

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

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 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

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

MORTURARY SCIENCE
(Pre-Professional Program)
Coordinator: M. Diggins

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.

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
S OCI 110  Contemporary Society  3 cr

BSAD 382 or another course in ethics is suggested.

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MUSIC
J. Brown (Chair)
Professors: B. Ammann, R. Andrews, M. Barnard, J. Johnson
Associate Professors: L. Grevlos, S. Johnson
Assistant Professor: P. Schilf
Instructors: C. Harbaugh, R. Joyce, V. Shoemaker, C. Spangler

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 should be enrolled in a major ensemble each semester in residence.
6. 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.
7. 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 MAJOR – LIBERAL ARTS: 45 credit hours

Theory:
- MUSI 120 Music Theory I 3 cr
- MUSI 121 Music Theory II 3 cr
- MUSI 220 Music Theory III 3 cr
- MUSI 221 Music Theory IV 3 cr
- MUSI 320 Music Theory V 3 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 (lesson fees are additional to tuition)
- MUSI 161-167 Strings, Woodwinds, Brass Winds, Percussion, Piano, Organ or Voice 3 cr

Ensemble: Four terms for credit
- MUSI 095 A, B, D for vocal
- MUSI 095 E, F, K for winds/percussion
- MUSI 095 G, L for strings

Conducting:
- MUSI 300 Fundamentals of Conducting 3 cr

Required Electives 6 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 3 cr
- MUSI 121 Music Theory II 3 cr
- MUSI 220 Music Theory III 3 cr
- MUSI 221 Music Theory IV 3 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 281 Music and Worship I 3 cr
- MUSI 282 Music and Worship II 3 cr

Applied Music: (Private lesson) Eight terms for credit
- lesson fees are additional to tuition
- MUSI 161-167 Strings, Woodwinds, Brass Winds, Percussion, Piano, Organ or Voice 8 cr

Ensemble: Eight terms - Four terms for credit
- MUSI 095 A, B, D for vocal;
- MUSI 095 E, F, K for winds/percussion;
- MUSI 095 G, L for strings 4 cr

Conducting:
- MUSI 300 Fundamentals of Conducting 3 cr

Religion:
- RELI 110 Exploring the Christian Faith 3 cr
- RELI 257 The Music of Creation 3 cr
- RELI 253 Theology, Praxis and Ministry 3 cr
- RELI 395 Internship 3 cr

Six credit hours from the following electives:
- MUSI 214 Music History and Lit of the Non-Western World (W) 3 cr
- 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 Methodology 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 3 cr
- MUSI 121 Music Theory II 3 cr
- MUSI 220 Music Theory III 3 cr
- MUSI 221 Music Theory IV 3 cr
- MUSI 320 Music Theory V 3 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
MUSIC

*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

*Instrumental Emphasis: 56 credit hours*

*Theory:*

- MUSI 120 Music Theory I 3 cr
- MUSI 121 Music Theory II 3 cr
- MUSI 220 Music Theory III 3 cr
- MUSI 221 Music Theory IV 3 cr
- MUSI 320 Music Theory V 3 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 E, F, K for winds/percussion; G, L for strings 6 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

*Teacher Certification Courses: 39-40 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
- NAST 320 Native American Social Systems 3 cr
- MATH 140 Quantitative Reasoning (or higher) 3-4 cr
MUSIC MINOR: 27 credit hours

Theory:

- MUSI 120 Music Theory I 3 cr
- MUSI 121 Music Theory II 3 cr
- MUSI 220 Music Theory III 3 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

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 (0-1 credit)
  Additional Robe fee will apply.
- MUSI 095B COLLEGIATE CHORALE (0-1 credit)
  Additional Robe fee will apply.
- MUSI 095C CHAMBER CHOIR (0-1 credit)
- MUSI 095D WOMEN’S CHOIR (0-1 credit)
  Additional Robe fee will apply.

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 095H BRASS CHOIR (0-1 credit)
- MUSI 095I NORTHLANDERS JAZZ BAND (0-1 credit)
- MUSI 095K SYMPHONIC BAND (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 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. Weekly aural skills classes develop conceptual listening skills through sight-singing and aural dictation activities.
NOTE: OFFERED EVERY FALL SEMESTER

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. Weekly aural skills classes develop conceptual listening skills through sight-singing and aural dictation activities.
NOTES: PREREQUISITE: MUSI 120
OFFERED EVERY SPRING SEMESTER

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
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)
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. Weekly aural skills classes
develop conceptual listening skills through sight-singing and aural dictation activities.
NOTES: PREREQUISITE: MUSI 121
OFFERED EVERY FALL SEMESTER
MUSI 221  MUSIC THEORY IV: EXTENDED CHROMATICISM AND CONTRAPUNTAL GENRES  (3 credits)
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. Weekly aural skills classes develop conceptual listening skills through sight-singing and aural dictation activities.
NOTES: PREREQUISITE: MUSI 220
OFFERED EVERY SPRING SEMESTER

MUSI 230  MUSIC FOR THE ELEMENTARY CLASSROOM TEACHER  (2 credits)
A study of music, its elements, notation and historical development and methods for integrating music 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 SPRING 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

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

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

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

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

NURSING

Professors: M. Nelson (Chair), K. Younger  
Assistant Professors: K. Fritz, M. Isaacson, D. Josephson, N. Reding, V. Reiff, P. Schroeder, L. White

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
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

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>NURS 320</td>
<td>Introduction to Professional Nursing</td>
<td>2 cr</td>
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<tr>
<td>NURS 322</td>
<td>Theory and Research Foundations for Nursing</td>
<td>2 cr</td>
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<tr>
<td>NURS 324</td>
<td>Health Pattern Recognition/Nutrition</td>
<td>3 cr</td>
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<tr>
<td>NURS 326</td>
<td>Nursing Therapeutics</td>
<td>4 cr</td>
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<td>NURS 328</td>
<td>Pathophysiology</td>
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<td>NURS 340</td>
<td>Adult Health Nursing I</td>
<td>5 cr</td>
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<td>NURS 352</td>
<td>Child Health Nursing</td>
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<td>NURS 354</td>
<td>Public Health Science</td>
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<td>NURS 410</td>
<td>Maternal and Reproductive Health Nursing</td>
<td>3 cr</td>
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<td>NURS 420</td>
<td>Behavioral Health Nursing I</td>
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<td>NURS 421</td>
<td>Behavioral Health Nursing II</td>
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<td>NURS 430</td>
<td>Community Health Nursing I</td>
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<td>NURS 431</td>
<td>Community Health Nursing II</td>
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<td>NURS 441</td>
<td>Adult Health Nursing II</td>
<td>4 cr</td>
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<td>NURS 450</td>
<td>Perspectives in Professional Nursing I (W)</td>
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<tr>
<td>NURS 451</td>
<td>Perspectives in Professional Nursing II (W)</td>
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Required Supportive Courses: 30 credit hours

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<th>Credits</th>
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<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
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<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
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<tr>
<td>BIOL 225</td>
<td>Human Physiology</td>
<td>4 cr</td>
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<tr>
<td>BIOL 250</td>
<td>Introductory Microbiology</td>
<td>4 cr</td>
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<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
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<tr>
<td>CHEM 145</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4 cr</td>
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<tr>
<td>PSYC 125</td>
<td>Life-Span Human Development</td>
<td>3 cr</td>
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<tr>
<td>SOCI 110</td>
<td>Contemporary Society</td>
<td>3 cr</td>
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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; and 4) evidence of personal qualifications essential for success in professional nursing.

A student in the Nursing major must receive a minimum of a C- in both the theory and clinical portions of all Nursing courses in order to continue or complete the Nursing major. Department faculty may meet to consider special circumstances related to progression.

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 320 INTRODUCTION TO PROFESSIONAL NURSING (2 credits)

This course is designed to provide the foundation for development of professional therapeutic presence. Theoretical perspectives on ways of knowing are addressed and basic concepts and models of communication in nursing and other disciplines are emphasized. Also emphasized are the essentials for practicing the art and science of professional nursing. Issues concerning the health experience of older persons in community are incorporated throughout the course. The course will introduce nursing theory and experiential activities, providing the opportunity for students to begin developing skills in communication in community.

NOTE: OFFERED EVERY FALL SEMESTER
NURS 322 THEORY AND RESEARCH FOUNDATIONS FOR NURSING (2 credits)
This course provides an overview of selected nursing theories and a historical perspective in understanding the development of nursing as a discipline. Models for professional nursing practice in emerging health systems are examined. Theoretical perspectives on ways of knowing are addressed, as well as ethical decision making, the process of nursing inquiry and nursing research.
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 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. Pharmacology is introduced with an emphasis on pharmacological principles and the nursing process.
NOTE: OFFERED EVERY FALL SEMESTER

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.
NOTE: OFFERED EVERY FALL SEMESTER

NURS 340 ADULT HEALTH NURSING I (5 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 320-328; COREQUISITE: NURS 352
OFFERED EVERY SPRING SEMESTER

NURS 352 CHILD HEALTH NURSING (4 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. Pharmacology is integrated throughout the course with emphasis on the nursing process.
NOTES: PREREQUISITE: NURS 320-328; COREQUISITE: NURS 340
OFFERED EVERY SPRING SEMESTER
NURSING

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. Emphasis is on understanding health experiences of children with changing patterns of health. Developmental theory and quality of life issues in relation to health care are examined in acute care and community settings.
NOTES: PREREQUISITE: NURS 320-328
OFFERED EVERY SPRING SEMESTER

NURS 420  BEHAVIORAL HEALTH NURSING I  (3 credits)
The prime focus of this course is in 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. Clinical experiences are provided in the community, including acute care behavioral health settings.
NOTES: PREREQUISITES: NURS 340 AND 352
OFFERED EVERY FALL SEMESTER

NURS 421  BEHAVIORAL HEALTH NURSING II  (3 credits)
This course is a continuation of NURS 420. The prime focus of this course is in 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. Clinical experiences are provided in the community, including acute care behavioral health settings.
NOTES: PREREQUISITE: NURS 420
OFFERED EVERY SPRING SEMESTER

NURS 430  COMMUNITY HEALTH NURSING I  (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 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 AND 352
OFFERED EVERY FALL SEMESTER

NURS 431  COMMUNITY HEALTH NURSING II  (3 credits)
This course is a continuation of NURS 430. 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 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: PREREQUISITE: NURS 430
OFFERED EVERY SPRING SEMESTER
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 441</td>
<td>ADULT HEALTH NURSING II (W - Area 2.1B)</td>
<td>4</td>
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<tr>
<td>NURS 450</td>
<td>PERSPECTIVES IN PROFESSIONAL NURSING I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 451</td>
<td>PERSPECTIVES IN PROFESSIONAL NURSING II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 468</td>
<td>NCLEX REVIEW</td>
<td>1</td>
</tr>
<tr>
<td>NURS 395, 495</td>
<td>INTERNSHIP</td>
<td>2-4</td>
</tr>
<tr>
<td>NURS 197, 297, 397, 497</td>
<td>TOPICS IN NURSING</td>
<td>2-4</td>
</tr>
<tr>
<td>NURS 299, 399, 499</td>
<td>INDEPENDENT STUDY</td>
<td>2-4</td>
</tr>
</tbody>
</table>
OCCUPATIONAL THERAPY/OPTOMETRY

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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Human Physiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>First-Year Composition</td>
<td>4 cr</td>
</tr>
<tr>
<td>PSYC 115</td>
<td>General Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSYC 125</td>
<td>Life-Span Human Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>Abnormal Psychology</td>
<td>3 cr</td>
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</tbody>
</table>

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
- 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
- CHEM 145 Introduction to Organic and Biochemistry 4 cr
- CHEM 201 Organic Chemistry I 4 cr
- PHYS 201 Physics for Life Sciences I 4 cr
- PHYS 202 Physics for Life Sciences II 4 cr
- PHYS 221 General Physics I 4 cr
- 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.*

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**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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>Human Anatomy</td>
<td>4 cr</td>
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<td>– OR –</td>
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</tr>
<tr>
<td>BIOL 334</td>
<td>Comparative Anatomy and Embryology</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Introductory Microbiology</td>
<td>4 cr</td>
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<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 344</td>
<td>General Microbiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Analysis</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 120</td>
<td>Principles of Economics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 270</td>
<td>Statistics</td>
<td>4 cr</td>
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<tr>
<td>ENGL 110</td>
<td>First-Year Composition</td>
<td>4 cr</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>The Literary Experience (W)</td>
<td>3 cr</td>
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</table>

Additional courses may include (but are not limited to):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 354</td>
<td>Biological Chemistry</td>
<td>3-4 cr</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Physics for Life Sciences I</td>
<td>4 cr</td>
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<tr>
<td>– AND –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Physics for Life Sciences II</td>
<td>4 cr</td>
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<tr>
<td>– OR –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>4 cr</td>
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<td>– AND –</td>
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</tr>
<tr>
<td>PHYS 222</td>
<td>General Physics II</td>
<td>4 cr</td>
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</tbody>
</table>

Physics coursework is required by most Pharmacy schools.
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 MAJOR:** 24 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHIL 120</td>
<td>Critical Thinking</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Reason, Faith and the Search for Meaning</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Our Philosophical Heritage I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Our Philosophical Heritage I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 300</td>
<td>Contemporary Moral Issues (W)</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHIL 332</td>
<td>Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>*PHIL</td>
<td>Elective courses (2 courses)</td>
<td>6 cr</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL</td>
<td>Elective courses (5 courses)</td>
<td>15 cr</td>
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</tbody>
</table>

**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

**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
PHILOSOPHY

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 FALL SEMESTER, ODD YEARS

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 SPRING SEMESTER, EVEN YEARS

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  FEMINIST/WOMANIST THOUGHT (Area 4.2)  (3 credits)
This course is devoted to concentrated study in feminist theology and philosophy. Specific attention will be
given to understanding the differences between feminist, womanist, and mujerista 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 234
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY

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.
NOTE: 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
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:** 37 credit hours

*Required Courses:*
- PE 214 History and Principles of PE/Fitness (W) 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 277 Motor Development 2 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 320 Physiology of Exercise: Lecture and Lab 3 cr
- PE 322 Structural Kinesiology: Lecture and Lab 2 cr
- PE 340 Adapted Physical Education 2 cr

*Required Supportive Courses:*
- 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 ENDORSEMENT**

The Coaching Endorsement is designed to give students a comprehensive understanding of many aspects of coaching. Students will be well-prepared to meet the requirements of coaching.

**COACHING ENDORSEMENT:** 18 credit hours

*Required Courses:*
- PE 225 Psychology of Coaching 2 cr
- PE 280 Prevention and Care of Athletic Injuries 3 cr
- *PE 320 Physiology of Exercise: Lecture and Lab 3 cr
- PE 395 Coaching Internship 2 cr

*Choose two Coaching Theory courses from:*
- PE 231 Theory of Coaching Volleyball 2 cr
- PE 232 Theory of Coaching Basketball 2 cr
PHYSICAL EDUCATION COURSES:

PE 095   INTERCOLLEGIATE ATHLETICS PARTICIPATION  (1 credit)
Participation in intercollegiate athletics but does not include club sports.
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 (W - Area 2.1B)  (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

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

*Students who are not Physical Education majors are encouraged to register for PE 359: Exercise Physiology for Coaching Workshop (1 credit) instead of PE 320.
**PHYSICAL EDUCATION**

**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**  
NOTE: OFFERED INTERIM, EVEN YEARS

**PE 232**  
**THEORY OF COACHING BASKETBALL**  
NOTE: OFFERED EVERY FALL SEMESTER

**PE 233**  
**THEORY OF COACHING BASEBALL**  
NOTE: OFFERED SPRING SEMESTERS, ODD YEARS

**PE 234**  
**THEORY OF COACHING SOFTBALL**  
NOTE: OFFERED FALL SEMESTERS, ODD YEARS

**PE 235**  
**THEORY OF COACHING WRESTLING**  
NOTE: OFFERED INTERIM, ODD YEARS

**PE 236**  
**THEORY OF COACHING TRACK AND FIELD**  
NOTE: OFFERED SPRING SEMESTER, ODD YEARS

**PE 237**  
**THEORY OF COACHING FOOTBALL**  
NOTE: OFFERED EVERY FALL SEMESTER

**PE 238**  
**THEORY OF COACHING SOCCER**  
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 AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**  
(2 credits)  
This course is designed to prepare Elementary Education majors to teach health, physical education skills and activities, in grade K-6. Emphasis is placed upon curriculum, methodology (including safety issues for supervision), and teaching aids in health and physical education at the elementary school level.  
NOTE: PE MAJORS NEED TO TAKE PE 266, NOT PE 265  
OFFERED EVERY SEMESTER

**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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 270</td>
<td>AQUATICS</td>
<td>1 credit</td>
<td>A course designed to teach basic fundamental swim strokes and teaching methodology of swimming.</td>
<td>SPRING SEMESTER, EVEN YEARS</td>
</tr>
<tr>
<td>PE 277</td>
<td>MOTOR DEVELOPMENT</td>
<td>2 credits</td>
<td>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.</td>
<td>EVERY FALL SEMESTER</td>
</tr>
<tr>
<td>PE 280</td>
<td>PREVENTION AND CARE OF ATHLETIC INJURIES</td>
<td>3 credits</td>
<td>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.</td>
<td>EVERY SEMESTER</td>
</tr>
<tr>
<td>PE 290</td>
<td>TEACHING OF DANCE</td>
<td>1 credit</td>
<td>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.</td>
<td>SPRING SEMESTER, EVEN YEARS</td>
</tr>
<tr>
<td>PE 291</td>
<td>GYMNASTICS</td>
<td>1 credit</td>
<td>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.</td>
<td>FALL SEMESTERS, ODD YEARS</td>
</tr>
<tr>
<td>PE 312</td>
<td>MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND EXERCISE SCIENCE</td>
<td>2 credits</td>
<td>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.</td>
<td>SPRING SEMESTER, EVEN YEARS</td>
</tr>
<tr>
<td>PE 313</td>
<td>ORGANIZATION OF PHYSICAL EDUCATION AND SPORT</td>
<td>2 credits</td>
<td>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.</td>
<td>SPRING SEMESTER, ODD YEARS</td>
</tr>
<tr>
<td>PE 320</td>
<td>PHYSIOLOGY OF EXERCISE: LECTURE AND LAB</td>
<td>3 credits</td>
<td>This course will examine the physiological responses and adaptations to exercise and training.</td>
<td>EVERY SPRING SEMESTER, FALL SEMESTER, ODD YEARS</td>
</tr>
<tr>
<td>PE 322</td>
<td>STRUCTURAL KINESIOLOGY: LECTURE AND LAB</td>
<td>2 credits</td>
<td>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.</td>
<td>EVERY FALL SEMESTER</td>
</tr>
<tr>
<td>PE 323</td>
<td>BIOMECHANICS: LECTURE AND LAB</td>
<td>2 credits</td>
<td>This course will focus on the application of mechanical principles of human motion. Within this focus, the human body and external forces will be examined with regard to how they create movement. Systematic approaches to analyzing motor skill activities and exercise programs also will be examined.</td>
<td>EVERY SPRING SEMESTER</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION/PHYSICAL THERAPY

PE 340  ADAPTED PHYSICAL EDUCATION  
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 360  FITNESS MEASUREMENT AND EXERCISE PRESCRIPTION:  
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 OR COREQUISITE: HLTH 216, HLTH 222, PE 320 AND PE 322  
OFFERED EVERY FALL SEMESTER

PE 361  FITNESS PRESCRIPTION AND PROGRAMS ADMINISTRATION  
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 OR COREQUISITE: PE 360  
OFFERED EVERY SPRING SEMESTER

PE 490  FITNESS SEMINAR  
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

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)

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PHYSICAL THERAPY
(Pre-Professional Program)
Coordinator: M. Diggins

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 
observeration 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:
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.
**PHYSICIAN ASSISTANT/PHYSICS**

*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 135** Inorganic Qualitative Analysis 4 cr
  - OR –
- **CHEM 145** Introduction 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
- **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

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**PHYSICS**

*Assistant Professors: D. Alton, E. Wells (Chair)*

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.

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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 is secondary education, only 6 of the 9 credit hours of electives need be at the 300-level.

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
PHYSICS

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

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 202
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 SPRING SEMESTER

PHYS 222  GENERAL PHYSICS II (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 FALL SEMESTER

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**  (3 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

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**  (3 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
PHYSICS/PSYCHOLOGY

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

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 (Chair), M. Nedelsky
Assistant Professor: M. Dennis, C. VanDeWetering, 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 faculty is concerned with the difficult problem of relating the modern psychological approach to the traditional Christian one, attempting to determine where they are complementary.

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

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)

*May not include PSYC 192, 292, 392 and 398.
PSYC 110, 115 & 125 should be completed early in the student’s program.
Transfer students must take a minimum of 12 credits at Augustana approved in consultation with the department.

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. Several perspectives are considered, such as psychoanalysis, behaviorism and humanistic psychology.
NOTE: OFFERED MOST SEMESTERS

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 throughout the life span (conception through death), physical, cognitive and psychosocial; developmental processes and the factors that shape individual development including social and cultural forces.
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 220 CHILD PSYCHOLOGY (3 credits)
Study of various aspects of child development (biological, social, emotional, language, cognitive), their interrelationships and the factors influencing development.
NOTE: OFFERED MOST FALL SEMESTERS
PSYC 270 STATISTICS
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
An introduction to the research methods used in psychology and related fields. Students will learn to read critically original research reports in a variety of areas dealing with important questions about human behavior.
NOTES: PREREQUISITE: PSYC 115; PREREQUISITE OR COREQUISITE: PSYC 270
OFFERED EVERY YEAR

PSYC 272 EXPERIMENTAL PSYCHOLOGY (W - Area 2.1B)
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.
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

PSYC 290 PHYSIOLOGICAL PSYCHOLOGY
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
Supervised empirical research experience on a project currently being conducted by a faculty member.
NOTES: PREREQUISITE: CONSENT OF SUPERVISING FACULTY MEMBER
OFFERED AS NEEDED

PSYC 300 SOCIAL PSYCHOLOGY
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
An examination of the relationship between psychology and Christianity including areas of agreement and conflict and attempts to integrate the two. Topics include basic assumptions, methods of inquiry, human nature, values, morality, guilt, responsibility, change, Christian counseling and the question: Is there a Christian psychology?
NOTES: PREREQUISITES: PSYC 110 AND RELI 110
OFFERED MOST FALL 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; RECOMMENDED: PSYC 125
OFFERED EVERY FALL SEMESTER

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 psychodynamic, behavioral, humanistic, cognitive-behavioral, 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
OFFERED EVERY FALL SEMESTER

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 EVERY SPRING SEMESTER

PSYC 330  COGNITIVE PSYCHOLOGY ( W - Area 2.1B)  (3 credits)
An overview of theories and laboratory phenomena in human cognitive functions such as attention, memory, concepts, language, reasoning, problem solving, and judgment and decision-making. Topics are explored within information-processing and representational frameworks. Findings from cognitive neuroscience, neuropsychology, comparative psychology, and machine learning are incorporated in the class where appropriate.
NOTES: PREREQUISITE: PSYC 115
OFFERED MOST SPRING 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 EVERY SPRING SEMESTER

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
PSYCHOLOGY/RELIGION

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 (Chair), A. Pederson, R. Swanson
Assistant Professors: C. Croghan, A. Madsen

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.

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### RELIGION MAJOR: 33 credit hours

**Required Courses:** 30 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RELI 110</td>
<td>Exploring the Christian Faith</td>
<td>3 cr</td>
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<tr>
<td>RELI 330</td>
<td>Judaism and the Jewish People (W)</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>RELI 341</td>
<td>World Religions: Hinduism and Buddhism</td>
<td>3 cr</td>
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<td>RELI 300</td>
<td>Seminar in Theological and Hermeneutical Methods</td>
<td>3 cr</td>
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<tr>
<td>RELI 320</td>
<td>Seminar in Biblical Studies (W)</td>
<td>3 cr</td>
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<tr>
<td>RELI 332</td>
<td>Seminar in Contemporary Theology</td>
<td>3 cr</td>
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<tr>
<td>RELI 400</td>
<td>Senior Thesis</td>
<td>3 cr</td>
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**One Text and Context course:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>RELI 211</td>
<td>Story and Theology</td>
<td>3 cr</td>
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<tr>
<td>RELI 212</td>
<td>Lessons in Living: Biblical and Contemporary Reflections on Wisdom</td>
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<td>RELI 213</td>
<td>Power, Politics, and the Biblical Prophets</td>
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<td>RELI 214</td>
<td>The Life and Teachings of Jesus</td>
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<td>RELI 215</td>
<td>The Life and Letters of Paul</td>
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<td>RELI 218</td>
<td>Hope and the Future</td>
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<td>RELI 229</td>
<td>Reading for Meaning and Truth</td>
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<tr>
<td>RELI 247</td>
<td>From Plato to Genesis to Job: The Quest for Justice</td>
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**One Tradition and Culture course:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RELI 200</td>
<td>Reason, Faith and the Search for Meaning</td>
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<tr>
<td>RELI 210</td>
<td>Ethical Perspectives</td>
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<td>RELI 216</td>
<td>The Problem and Promise of God for the 21st Cent.</td>
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<tr>
<td>RELI 223</td>
<td>Religion and American Culture</td>
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<tr>
<td>RELI 224</td>
<td>The Lutheran Reformation</td>
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<tr>
<td>RELI 225</td>
<td>The Church in Global Perspective</td>
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<tr>
<td>RELI 232</td>
<td>Christian Ethics</td>
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<td>RELI 241</td>
<td>Theology and Philosophy in Dialog</td>
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<td>RELI 244</td>
<td>Christology</td>
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<td>RELI 245</td>
<td>After Auschwitz: The Shoah and Christian Faith</td>
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<td>RELI 251</td>
<td>Judaism, Islam and the Christian Faith</td>
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<td>RELI 255</td>
<td>Religion and Violence</td>
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<tr>
<td>RELI 310</td>
<td>Death, Dying, and Beyond</td>
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**One Contemporary Issues course:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RELI 219</td>
<td>God, Suffering, and Evil</td>
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<tr>
<td>RELI 235</td>
<td>Issues in Theological Ethics</td>
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<tr>
<td>RELI 242</td>
<td>Feminist/Womanist Thought</td>
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<td>RELI 243</td>
<td>Creation and Cosmology</td>
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<tr>
<td>RELI 252</td>
<td>Theology, Community, and Discernment</td>
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<tr>
<td>RELI 253</td>
<td>Theology, Praxis, and Ministry</td>
<td></td>
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<tr>
<td>RELI 254</td>
<td>Theology and Medicine</td>
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<tr>
<td>RELI 305</td>
<td>Bioethics</td>
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**One additional course from one of the above areas:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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**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.
RELIGION

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
  - OR -
- RELI 300 Seminar in Theology and Hermeneutical Methods 3 cr

One Text and Context course 3 cr
One Tradition and Culture course 3 cr
One Contemporary Issues course 3 cr

RELIGION COURSES:

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 EVERY SEMESTER

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
PREREQUISITE: RELI 110
OFFERED OCCASIONALLY

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

RELI 212 LESSONS IN LIVING: BIBLICAL AND CONTEMPORARY REFLECTIONS (Area 4.2) (3 credits)
ON WISDOM
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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
<th>Offered</th>
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<tbody>
<tr>
<td>RELI 213</td>
<td>POWER, POLITICS, AND THE BIBLICAL PROPHETS (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TEXT AND CONTEXT COURSE</td>
<td>EVERY OTHER INTERIM</td>
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<tr>
<td>RELI 214</td>
<td>THE LIFE AND TEACHINGS OF JESUS (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TEXT AND CONTEXT COURSE</td>
<td>EVERY FALL SEMESTER</td>
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<tr>
<td>RELI 215</td>
<td>THE LIFE AND LETTERS OF PAUL (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TEXT AND CONTEXT COURSE</td>
<td>EVERY OTHER SPRING SEMESTER</td>
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<tr>
<td>RELI 216</td>
<td>THE PROBLEM AND PROMISE OF GOD FOR THE 21st CENTURY (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TRADITION AND CULTURE COURSE</td>
<td>EVERY OTHER SPRING SEMESTER</td>
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<tr>
<td>RELI 218</td>
<td>HOPE AND THE FUTURE (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TEXT AND CONTEXT COURSE</td>
<td>EVERY OTHER SPRING SEMESTER</td>
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<tr>
<td>RELI 219</td>
<td>GOD, SUFFERING, AND EVIL (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>CONTEMPORARY ISSUES COURSE</td>
<td>OCCASIONALLY</td>
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<tr>
<td>RELI 223</td>
<td>RELIGION AND AMERICAN CULTURE (Area 4.2)</td>
<td>3</td>
<td>RELI 110</td>
<td>TRADITION AND CULTURE COURSE</td>
<td>OCCASIONALLY</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>RELI 224</td>
<td>THE LUTHERAN REFORMATION (Area 4.2)</td>
<td>3</td>
<td>A study of the Lutheran Church as an historical entity with reference to doctrine, organization, practice, location, and ecumenical context.</td>
<td>NOTES: TRADITION AND CULTURE COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 225</td>
<td>THE CHURCH IN GLOBAL PERSPECTIVE (Area 4.2)</td>
<td>3</td>
<td>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.</td>
<td>NOTES: TRADITION AND CULTURE COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 229</td>
<td>READING FOR MEANING AND TRUTH WITH HERMES, GOD OF THIEVES AND INTERPRETERS (Area 4.2)</td>
<td>3</td>
<td>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.</td>
<td>NOTES: TEXT AND CONTEXT COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 232</td>
<td>CHRISTIAN ETHICS (Area 4.2)</td>
<td>3</td>
<td>An exploration of the biblical vision of life and its meaning for human conduct. Attention will be given to Christian responses to selected contemporary moral issues.</td>
<td>NOTES: TRADITION AND CULTURE COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 235</td>
<td>ISSUES IN THEOLOGICAL ETHICS (Area 4.2)</td>
<td>3</td>
<td>This course will examine major issues in theological ethics by focusing on a particular theological tradition and a representative theologian or ethicist and will examine particular doctrines and ethical dilemmas in philosophical, theological, and historical contexts.</td>
<td>NOTES: CONTEMPORARY ISSUES COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 241</td>
<td>THEOLOGY AND PHILOSOPHY IN DIALOG (Area 4.2)</td>
<td>3</td>
<td>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.</td>
<td>NOTES: TRADITION AND CULTURE COURSE</td>
<td>RELI 110</td>
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<tr>
<td>RELI 242</td>
<td>FEMINIST/WOMANIST THOUGHT (Area 4.2)</td>
<td>3</td>
<td>This course is devoted to concentrated study in feminist theology and philosophy. Specific attention will be given to understanding the differences between feminist, womanist, and mujerista thought.</td>
<td>NOTES: CONTEMPORARY ISSUES COURSE</td>
<td>RELI 110</td>
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</tbody>
</table>
REL 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 EVERY OTHER FALL SEMESTER

REL 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

REL 245 AFTER AUSCHWITZ: THE SHOAH 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

REL 247 FROM PLATO TO GENESIS TO JOB: THE QUEST FOR 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

REL 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

REL 252 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

REL 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
RELIGION

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: PREREQUISITE: RELI 110
OFFERED EVERY OTHER SPRING SEMESTER

RELI 255   RELIGION 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

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: PREREQUISITES: 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 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

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

Four of the following courses: 12 cr
PHIL/RELI 210 Ethical Perspectives
REL 211 Story and Theology
REL 216 The Problem and Promise of God for the 21st Century
REL 219 God, Suffering, and Evil
REL 229 Reading for Meaning and Truth
REL 232 Christian Ethics
REL 235 Issues in Theological Ethics
PHIL/RELI 242 Feminist/Womanist Thought
PHIL/RELI 243 Creation and Cosmology:
REL 244 Christology
PHIL 300 Contemporary Moral Issues (W)
PHIL/RELI 305 Bioethics
PHIL/RELI 310 Death, Dying, and Beyond
PHIL 332 Seminar
REL 332 Seminar in Contemporary Theology

SIGN LANGUAGE INTERPRETING
Assistant Professors: M. Soukup

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: 43 credit hours
Required Courses:

INTR 110 Visual/Gestural Communication 2 cr
INTR 201 Introduction to Interpreting 2 cr
INTR 301 Building Translation Skills 3 cr
INTR 334 Language Proficiency I 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
EDHH 220 Foundations of Deafness and 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

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 220 Acting II 3 cr

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 and oral language to a visual language. Students learn to describe objects, ask for and give directions, discuss limited 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.
NOTE: 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 LANGUAGE PROFICIENCY I** (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
SIGN LANGUAGE INTERPRETING

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

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
SIGN LANGUAGE INTERPRETING/SOCIAL STUDIES

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 credits)

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

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 120</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 120</td>
<td>Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 200</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 120</td>
<td>The American Experience to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The American Experience since 1877</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 115</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 110</td>
<td>Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH</td>
<td>Elective course</td>
<td>3</td>
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Elective Area of Concentration: A minimum of four additional courses in one area

Government: (four courses)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GOVT 110</td>
<td>Introduction to Government</td>
<td>3</td>
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<tr>
<td>GOVT 290</td>
<td>Criminal Law</td>
<td>3</td>
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<td>GOVT 320</td>
<td>Political Philosophy</td>
<td>3</td>
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One of the following courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GOVT 120</td>
<td>Politics in a Diverse World</td>
<td>3</td>
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<tr>
<td>GOVT 235</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 345</td>
<td>Identity Conflict and World Politics (W)</td>
<td>3</td>
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</table>
**SOCIAL STUDIES TEACHING/SOCIOLOGY**

*History: (four courses)*

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HIST 251</td>
<td>Methods and Philosophies of History (W)</td>
<td>3 cr</td>
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<tr>
<td>HIST 300</td>
<td>Revolutionary America (W)</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>HIST 303</td>
<td>History of the American West (W)</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>HIST 315</td>
<td>Recent US History</td>
<td>3 cr</td>
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<tr>
<td>HIST 325</td>
<td>History of Modern Europe</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>HIST 345</td>
<td>Ireland North and South</td>
<td>3 cr</td>
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<td>– OR –</td>
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<tr>
<td>HIST 355</td>
<td>Hitler and the Holocaust</td>
<td>3 cr</td>
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<tr>
<td>HIST</td>
<td>Elective course</td>
<td>3 cr</td>
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*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.

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**SOCIOPY**

*Associate Professors: S. Schrader, G. Sehested, W. Swart (Chair)*

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.

**SOCIOPY MAJOR: 31 credit hours**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SOCI 110</td>
<td>Contemporary Society</td>
<td>3 cr</td>
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<tr>
<td>SOCI 340</td>
<td>Social Inequality</td>
<td>4 cr</td>
</tr>
<tr>
<td>SOCI 350</td>
<td>Social Science Research Methods (W)</td>
<td>4 cr</td>
</tr>
<tr>
<td>SOCI 360</td>
<td>Sociological Theory</td>
<td>4 cr</td>
</tr>
<tr>
<td>ECON 270</td>
<td>Statistics</td>
<td>4 cr</td>
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<tr>
<td>SOCI</td>
<td>Elective courses</td>
<td>12 cr</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCI 240</td>
<td>Deviance and Social Control</td>
<td>3 cr</td>
</tr>
<tr>
<td>SOCI 250</td>
<td>Delinquency and Crime</td>
<td>3 cr</td>
</tr>
<tr>
<td>GOVT 290</td>
<td>Criminal Law</td>
<td>3 cr</td>
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</tbody>
</table>
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 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 SPRING SEMESTER, ODD 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, EVEN 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 SOCIOMETRY 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

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 SOCIOMETRY 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, evangelicism, 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

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 COURSES 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 Professor: 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) 4 cr
- MDFL 100 International Cinema 3 cr
  – OR –
- MDFL 200 Non-Western Cinema 3 cr
- MDFL 400 Senior Project 1 cr
- MDFL Electives in Spanish 10 cr
  (Including at least one Literature course)

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 381 Spanish Conversation and Composition I (W) 4 cr
  – OR –
- MDFL 382 Spanish Conversation and Composition II (W) 4 cr
- MDFL 100 International Cinema 3 cr
  – OR –
- MDFL 200 Non-Western Cinema 3 cr
- MDFL Electives in Spanish 4 cr

COURSES THAT SATISFY A MAJOR AND MINOR IN SPANISH:
- MDFL 100 INTERNATIONAL CINEMA (Area 3.6) (3 credits)
  This course covers forty years of international cinema (1949-1988) and examines such significant
  movements as Italian neorealism, French *nouvelle vague*, Czech new wave, Brazilian *cinema novo* as well
  as Spanish, German, Swedish, Dutch, Russian, Yugoslav, Indian and Japanese films. There is an even
  division between Western and Non-Western countries with a comparative-contrastive approach to analysis.
  Conducted in English.
  NOTE: OFFERED OCCASIONALLY

- 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
SPANISH

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 200  NON-WESTERN CINEMA (Area 3.6)  (3 credits)
Non-Western films will be divided into three geographical areas: Eastern Europe (Russia, Poland, Hungary,
Bulgaria, Rumania, Estonia, the former Czechoslovakia, the former Yugoslavia); Middle and Far East (Israel,
India, China, Japan); Latin America (Mexico, Colombia, Peru, Argentina, Brazil). The unifying element in
the course is cultural change, but the perspectives of that theme are varied and multidimensional, including
economic, political, sociological, ecological, psychological and attitudinal change. Conducted in English.
NOTE: 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

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

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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

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 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

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 are strongly advised to combine a Special Education major with other areas of study through careful planning with an academic advisor.

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: 22-25 credit hours (in addition to the major)
It is recommended that students seeking special education teacher certification also major in elementary or secondary education.
SPED 301   Curriculum and Inst. For Children w/ Disabilities 3 cr
SPED 306   Secondary Programs in Special Education 2 cr
EDUC 355   Human Relations in Education 3 cr
NAST 320   Native American Social Systems 3 cr
One of the following Student Teaching courses: TBD:
SPED 480   Special Education – Emotional/Behavior Problems
SPED 481   Special Education – Cognitive Impairments
SPED 484   Special Education – Physical Disabilities
SPED 486   Special Education – Learning Disabilities
Elementary certification candidates are also required to take:
EDUC 290   Theory of Reading in the Elementary School 3 cr
EDUC 325   Teaching of Reading in the Elem and Middle School 3 cr
Secondary certification candidates are also required to take:
EDUC 335   Literacy in the Content Area 3 cr
EDUC 345   Adolescent Development 3 cr
SPECIAL EDUCATION

**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.

**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 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

One to Two Courses from the following electives:
- CMDS 201 Language Development 3 cr
- SPED 210 Working with Families 2 cr
- EDHH 220 Foundations in Deafness 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

192
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 210</td>
<td>WORKING WITH FAMILIES</td>
<td>(2 credits)</td>
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<td>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.</td>
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<td>NOTES: CROSS-LISTED WITH EDUC 210</td>
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<td>OFFERED EVERY SEMESTER</td>
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<tr>
<td>SPED 230</td>
<td>INTRODUCTION TO DEVELOPMENTAL AND COGNITIVE IMPAIRMENTS</td>
<td>(3 credits)</td>
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<td>This course introduces the field of Cognitive Impairments and discusses how the disability impacts the physical, educational, social and psychological development of individuals. Students will learn about related developmental disabilities including autism, fetal alcohol syndrome and cerebral palsy. It will also include medical aspects of the disabilities and an array of services needed across the life span of the individual to promote inclusion in schools and society. A field experience practicum is required.</td>
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<td>NOTE: OFFERED EVERY FALL SEMESTER</td>
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<tr>
<td>SPED 240</td>
<td>TEACHING IN INCLUSIVE SCHOOLS</td>
<td>(3 credits)</td>
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<td>This course is required for all elementary and secondary 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 delivery models and making adaptations that support inclusion of students with disabilities in education settings. A 20-25 hour field experience is required.</td>
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<td>NOTE: OFFERED EVERY SEMESTER</td>
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<tr>
<td>SPED 250</td>
<td>INTRODUCTION TO TROUBLED CHILDREN AND YOUTH</td>
<td>(3 credits)</td>
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<td>This course will discuss the social, behavioral, emotional and educational characteristics of children and adolescents who are experiencing conflict in home, school or community.</td>
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<td>NOTE: OFFERED EVERY FALL SEMESTER</td>
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<tr>
<td>SPED 260</td>
<td>INTRODUCTION TO LEARNING AND LANGUAGE DISABILITIES</td>
<td>(3 credits)</td>
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<td>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 electronic practicum.</td>
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<td>NOTE: OFFERED EVERY SEMESTER</td>
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<tr>
<td>SPED 280</td>
<td>PRACTICUM-CHILDREN AND YOUTH WITH DISABILITIES</td>
<td>(3 credits)</td>
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<td>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 experience through journals, case studies and artifacts. The practicum is supervised and requires pre-registration clearance. Grading System: S/U only.</td>
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<td>NOTE: OFFERED EVERY INTERIM</td>
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<tr>
<td>SPED 301</td>
<td>CURRICULUM AND INSTRUCTION FOR CHILDREN WITH DISABILITIES</td>
<td>(3 credits)</td>
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<td>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. Emphasis will be given to Individual Educational Program (IEP) development and implementation. It is suggested that this course be taken after at least one course in methodology.</td>
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<td>NOTE: OFFERED EVERY SPRING SEMESTER</td>
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<tr>
<td>SPED 306</td>
<td>SECONDARY PROGRAMS IN SPECIAL EDUCATION</td>
<td>(2 credits)</td>
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<td>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.</td>
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<td>NOTE: OFFERED EVERY FALL SEMESTER</td>
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</tbody>
</table>
SPECIAL EDUCATION

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 test scores and statistical analysis; evaluating, selecting, administering, scoring and interpreting appropriate assessment instruments; and understanding legal and ethical standards of assessment. Students will focus on special procedures and requirements for complying with adaptations of standardized academic competency tests for students with disabilities.
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

SPED 320  CONSULTATION, COLLABORATION AND COMMUNICATION  (3 credits)
This course focuses on the teacher’s role as a consultant/collaborator that provides both direct and indirect service to students with disabilities. Major course topics will include consultation models, teaming the roles of administrators, related service providers and other adults. Also included will be topics such as supervising paraprofessionals, working with general education teachers in program evaluation and working within the school environment.
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 LEARNING AND LANGUAGE DISABILITIES  (3 credits)
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)
For students completing the major in an area of Special Education. Practical experience in the educational and other settings with children with disabilities representing the specialization of the student under the direction and supervision of qualified classroom teachers. Students also will participate in the Education Symposium Day. Students must be admitted to Teacher Education and have senior class standing in the major area. 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 484  STUDENT TEACHING: SPECIAL EDUCATION (TBD)
Physical Disabilities
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
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: 42 credit hours

Required Courses:
- ACCT 210 Principles of Accounting I 4 cr
- BSAD 310 Principles of Marketing 4 cr
- BSAD 320 Principles of Management 4 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
- BSAD 440 Sport Management and Marketing 3 cr

Required Supportive Courses:
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 355 Human Relations 3 cr
- SOCI 300 Social Psychology 3 cr
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 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THEA 095</td>
<td>Backstage Practicum</td>
<td>1 cr</td>
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<tr>
<td>THEA 121</td>
<td>Acting I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 125</td>
<td>Script Analysis</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 136</td>
<td>Stagecraft</td>
<td>3 cr</td>
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<tr>
<td>THEA 137</td>
<td>Costume and Make-up</td>
<td>3 cr</td>
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<tr>
<td>THEA 215</td>
<td>Theatre History and Literature I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 216</td>
<td>Theatre History and Literature II</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 220</td>
<td>Acting II</td>
<td>3 cr</td>
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<tr>
<td>THEA 225</td>
<td>Directing I (W)</td>
<td>3 cr</td>
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<tr>
<td>THEA 350</td>
<td>Senior Seminar</td>
<td>1 cr</td>
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<tr>
<td>THEA</td>
<td>Elective coursework</td>
<td>10 cr</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td>Introduction to Communication</td>
<td>3 cr</td>
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<tr>
<td>EDUC 110</td>
<td>Foundations of American Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDUC 245</td>
<td>Educational Psychology and Measurement</td>
<td>3 cr</td>
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<tr>
<td>EDUC 275</td>
<td>Generic Methods in Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Secondary School Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDUC 335</td>
<td>Literacy in the Content Area</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDUC 345</td>
<td>Adolescent Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDUC 355</td>
<td>Human Relations in Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Quantitative Reasoning</td>
<td>3 cr</td>
</tr>
<tr>
<td>NAST 320</td>
<td>Native American Social Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 230</td>
<td>Oral Interpretation</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 470</td>
<td>Student Teaching: All Grades</td>
<td>12 cr</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Student Teaching: Secondary</td>
<td>12 cr</td>
</tr>
</tbody>
</table>

THEATRE MINOR: 20 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA</td>
<td>Elective coursework</td>
<td>20 cr</td>
</tr>
</tbody>
</table>
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

THEA 115 INTRODUCTION TO THEATRE (Area 3.5B) (3 credits)
An introduction to the art of theatre including the history of the art form, terminology, basic theatrical styles, acting, directing, and technical aspects of theatre. The emphasis will be on theatre as it affects and reflects the society in which we live.
NOTE: OFFERED MOST SEMESTERS

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
THEATRE

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

THEA 230 ORAL INTERPRETATION (3 credits)
A basic course in the understanding and interpretation of texts; emphasis on techniques or 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, including Theatre of the Oppressed, Playback, Theatrical Freestyle, Improvisations and Fictional Autobiography.
NOTE: OFFERED SOME INTERIMS

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 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

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 investigating 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 addition to departmental offerings and does not take the place of required 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.

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

While outstanding undergraduate students may be admitted to a school of veterinary medicine without completing college, most successful applicants have at least a Bachelor’s degree. 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 medical school, and consult with their academic advisor and the Coordinator.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Biological Principles I</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 121</td>
<td>Biological Principles II</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 233</td>
<td>Genetics</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>Microbiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>BIOL 354</td>
<td>Biological Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Introduction to Chemistry</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 135</td>
<td>Inorganic Qualitative Analysis</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Organic Chemistry I</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Organic Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>PHYS 201</td>
<td>Physics for Life Sciences I</td>
<td>4 cr</td>
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<td>– AND –</td>
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</tr>
<tr>
<td>PHYS 202</td>
<td>Physics for Life Sciences II</td>
<td>4 cr</td>
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<tr>
<td>– OR –</td>
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</tr>
<tr>
<td>PHYS 221</td>
<td>General Physics I</td>
<td>4 cr</td>
</tr>
<tr>
<td>– AND –</td>
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<td></td>
</tr>
<tr>
<td>PHYS 222</td>
<td>General Physics II</td>
<td>4 cr</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Pre-Calculus</td>
<td>4 cr</td>
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<tr>
<td>– OR –</td>
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<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>4 cr</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Social Science courses</td>
<td>6-9 cr</td>
</tr>
<tr>
<td>Humanities courses</td>
<td>6-9 cr</td>
</tr>
</tbody>
</table>
INDEPENDENT LEARNING PROGRAMS/INTERNSHIPS

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

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.

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.
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 in the Edith Mortenson Center.

**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
- 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
- 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
- Nansenskolen, Lillehammer, Norway
- 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
STUDY ABROAD, OFF-CAMPUS AND GRADUATE PROGRAMS

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 in the Higher Education Consortium for Urban Affairs (HECUA) which offers off-campus educational experiences focused on social justice issues. 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 invite interaction with leaders, citizens, and groups involved in social change. All semester-long programs include an internship (between 10 and 30 hours per week). 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 Dr. Reynold Nesiba (Augustana’s representative to the HECUA Board) or Donn Grinager (Director of International Programs).

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, Special Education, Bioethics, 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 wishing to take students off-campus for field trips, conferences, tours, athletic competitions, etc., must submit a roster to the Student Services 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:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-27.99</td>
</tr>
<tr>
<td>Sophomore</td>
<td>28-57.99</td>
</tr>
<tr>
<td>Junior</td>
<td>58-89.99</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and higher</td>
</tr>
</tbody>
</table>

Academic Integrity Policy

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

It is the joint responsibility of students and faculty to report academic dishonesty.

Students: Academic dishonesty undermines the efforts of honest students, the value of an Augustana degree and the integrity of the College. With this in mind, the student’s rights and responsibilities are:

1. To be honest and to act fairly toward others.
2. To make every effort to notify the professor when a student observes a violation of the Academic Integrity Policy.
3. To understand the College’s policy on academic integrity, as well as each professor’s policy on what acceptable collaboration is and what is cheating. When unsure, it is the student’s responsibility to clarify the issue with his/her professor.
4. To seek credit only for his/her own legitimate work.

Faculty responsibilities are:
1. To incorporate in the syllabus of each course exactly what is expected of the student in terms of group work, proper citation methods, examination procedures, possible ambiguities, and the consequences of violating the Academic Integrity Policy.
2. To confront the student if there is a suspicion of student academic misconduct.
3. To consult with the Dean of Students Office to determine if the student has previously engaged in academic dishonesty.
4. To exact a consequence such as giving a grade of zero or failure for the assignment in question, or a failing grade on the exam or the entire course, provided this is the student’s first incident of academic dishonesty.
5. To report the consequence with appropriate documentation to the Dean of Students Office in order to establish the student’s record of academic dishonesty.

In cases of extreme severity, or if the student has previously engaged in academic dishonesty, the College reserves the right to suspend or dismiss the student, in which case the Dean of Students and/or the Dean of the College, in consultation with the faculty member(s) shall make the determination.

Academic Probation/Dismissal Procedures

Probation/Dismissal/Eligibility: Students are placed on academic probation or dismissed from the College at the end of any fall or spring semester based on the following criteria:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>GPA which results in dismissal/probation</th>
<th>GPA which results in probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 27.99</td>
<td>0 – 1.49</td>
<td>1.50 – 1.65</td>
</tr>
<tr>
<td>28 – 57.99</td>
<td>0 – 1.59</td>
<td>1.60 – 1.75</td>
</tr>
<tr>
<td>58 – 89.99</td>
<td>0 – 1.69</td>
<td>1.70 – 1.90</td>
</tr>
<tr>
<td>90 and higher</td>
<td>0 – 1.84</td>
<td>1.85 – 1.95</td>
</tr>
</tbody>
</table>

1. Students whose cumulative grade point average falls within the probation range for two consecutive semesters may be dismissed from the College. Students whose semester grade point average falls within the probation or dismissal range may be placed on academic probation or dismissed even though their cumulative grade point average is above the probation or dismissal range.

2. The academic probation/dismissal status of students shall be in effect the first day of the semester following the decision. For example, actions taken at the end of Fall Semester 2007 go into effect on the first day of Spring Semester 2008. Actions taken at the end of Spring Semester 2008 go into effect the first day of Fall Semester 2008.

3. A student on academic probation 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 Fall or Spring semester 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 the student has completed at least one academically successful term at Augustana.
2. A student may petition to the Academic Status Petition Committee to be allowed to participate in the activities listed above in section 3 while on academic probation.

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. Each petition must contain:
   a. A statement about the circumstances that led to the dismissal/probation decision.
   b. 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.
   c. The student may request an appearance before the Academic Status Petition Committee.

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.

Grading System

The following grades are used in the evaluation of academic achievement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</th>
<th>Grade</th>
<th>Quality Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>D-</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
GENERAL ACADEMIC POLICIES

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.

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.
GENERAL ACADEMIC POLICIES/ACADEMIC HONORS

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.

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.

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, author and teacher 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. 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, and former Vice President Al Gore.
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.

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**SERVICES FOR STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS**

Augustana strives to assure accessibility to activities and programs for students with known disabilities. In attempting to offer the same opportunities for all students, the College takes care not to isolate or segregate students with disabilities wherever integration is feasible. In providing reasonable accommodations to students with disabilities, it is Augustana’s desire to offer the following:

- alternative ways to fulfill course requirements
- use of innovative teaching techniques
- tailoring requirements to individual needs
- adapting tests to assure measurement of a student’s knowledge, not the disability

Augustana maintains that it is the student’s responsibility to disclose disabilities and to request accommodations prior to the start of an academic term. All identified special needs are to be supported with written verification of the disability and submitted to the Dean of Students Office. Staff and student together will finalize arrangements for special support services. This partnership (i.e., student, staff and faculty) creates an environment that promotes equal access to learning.

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.

**Points of Clarification**

- Students with disabilities should, as early as possible, contact the Student Academic Support Services Office (Edith Mortenson Center, 274-5503) to request accommodations.
- Augustana may request appropriate documentation of the disability. In relation to a learning disability, a specific assessment with recommendations within the past three years may be required. Costs of such assessments are the responsibility of the student. Referrals to diagnosticians can be provided by the Dean of Students Office.
- Once documentation is received, the materials will be reviewed to clarify the nature and the extent of the disability by the Associate Dean of Students. Typically, the student, the Associate Dean and others as appropriate will meet to discuss what accommodation might be reasonable. If academic work is an issue, faculty may become involved in these discussions.

**STUDENT ACADEMIC SUPPORT SERVICES**

This office manages the advising system and the Testing Assessment Center (including CLEP). It also coordinates auxiliary services and aids 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

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 learning travel.

Eleven 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. A liturgical dance troop, Choros, both teaches and performs dance in worship and youth 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 be permitted to 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 three-year residency requirement affects all students enrolling for the first time during the 2006-2007 academic year and later. 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 adjacent residence halls. Upper-class students have housing options that include traditional residence halls, service oriented theme houses, and apartments. The residence halls are co-educational by floors and wings. All of the College’s housing communities; residence halls, houses and apartments are supervised by professional staff members 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 cable television service.

Fall semester housing assignments for first-year students are made by the Housing Office, usually in early July. After the first year, students reserve housing during the preceding Spring semester by choosing available 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 request permission by contacting the Housing Office. 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 a board plan. Meals are available seven days a week during the academic year when College housing is open. Limited dining services are available during many of the 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. Dining Services also operates the Viking Huddle, a retail dining facility and convenience store. In addition to accessing to prepaid meals from their meal plans, students also may use prepaid cash value credits for purchases in the Ordal Dining Room, the Viking Huddle, and local pizza delivery service.

The Dining Services staff will work with students with special dietary needs in order to design a dining program that will meet their nutritional needs. Nutritional information about dining room menu items is available at each meal.

The 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 the first and final weekends of the academic year, Viking Days (homecoming), Christmas Vespers, and Family Weekend.
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 readily accessible on-line from Augustana’s website.

The College has adopted 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 designed to follow 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 they wish to park on campus, the vehicle must display a current Augustana parking permit by the second week of classes in each term or when operation of the vehicle on campus begins. Parking is limited in lots adjacent to residence halls and city ordinances restrict long-term parking on neighborhood streets. However, residential students do have access to other parking availability on the campus that is lighted and patrolled. Parking permits for residential students are distributed on a seniority basis to juniors and seniors, and by lottery to freshmen and sophomores. Students wishing to receive a parking permit must present a copy of the motor vehicle registration.

HEALTH AND COUNSELING SERVICES

Augustana’s Health and Counseling Services are provided by a staff of physicians, registered nurses, licensed counselors, and support staff. Services are available in a combination of 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 Service:* 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. Physicians will see students at a local clinic in the afternoons.

All 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) and vaccination for bacterial meningitis.

Augustana expects that all full-time students have access to medical care as they participate in College sponsored programs, on- or off-campus. Minimum 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 and sign a waiver at the start of their first term of the academic year.

*Counseling Service:* Counseling, evaluation and support in a confidential setting is available to full-time students. Counselors are available by appointment and there is also availability for walk-in appointments during weekday hours. Referral to off-campus mental health professionals is also provided.

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
STUDENT SERVICES/STUDENT ORGANIZATIONS

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 are encouraged to utilize the Center throughout their college experience and beyond graduation.

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 Director of International Programs facilitates the orientation of the 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 International Student Office advises the International Student Organization and is the facilitator of the Host Family Program. This office also coordinates the College’s study abroad programs.

INTERCOLLEGIATE ATHLETICS

Augustana holds membership in the National Collegiate Athletic Association-Division II. Varsity teams for women compete in eight intercollegiate sports. These sports are: Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track and Field, and Volleyball. Varsity men’s teams complete in eight intercollegiate sports. These sports are: Baseball, Basketball, Cross Country Football, Golf, Tennis, Track and Field, and Wrestling.

The athletic policy of the College is determined by the faculty. Athletics at Augustana are regarded as a part of the educational program of the College. Scholarships and financial aid are awarded to students on the basis of need and of ability or achievement.

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. ASA works with the College’s Board of Trustees, administration and faculty on behalf of the student body to tackle wide ranging issues from institutional accreditation, strategic planning, and policy development to buildings and grounds topics. ASA manages a substantial annual budget that supports programming and funding for recognized 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 both the College and the surrounding area.
STUDENT ORGANIZATIONS/STUDENT RECORDS

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. Theatre at Augustana is both a learning and an enjoyable experience. Each year the Theatre program presents several 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 offer unusual opportunity for development in music.

- The Augustana Choir*
- The Augustana College and Community Orchestra
- The Augustana College Band*
- Collegiate Chorale
- Chamber Choir*
- Women’s Choir
- College/Community Concert Band
- Northlanders Jazz Band
- The Augustana College Brass Choir

*These ensembles tour regularly and require auditions.

VETERAN AFFAIRS

The Office of Veteran Affairs, associated with the Financial Aid 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

Augustana believes that the education records of current and former students shall be kept confidential according to provisions of the Family Educational Rights and Privacy Act of 1974 as amended hereafter referred to as FERPA.

The College will not disclose information contained in education records to anyone outside of the institution without the student’s consent except to officials of another school in which the student seeks or intends to enroll, and to federal, state and local agencies and authorities as permitted under 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 (note: the College may disclose financial records to parents of a dependent student under the age of 21 as permitted under FERPA). These records may be disclosed to College personnel with legitimate educational interest without prior consent. Listed below is information not considered a part of a student’s education record and therefore are not subject to FERPA provisions:

- personal records kept by a member of the College staff which are not revealed to others and are kept in the sole possession of the staff member
- student employment records that relate exclusively to the student in the capacity of an employee
- records of the College’s Campus Safety Department which are maintained solely for law enforcement purposes
- medical records maintained by Health and Counseling Services and other recognized professional and paraprofessional offices, if those records are used solely for treatment and made available only to those persons providing treatment
STUDENT RECORDS

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.

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.
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 2007-2008 year. Students should anticipate that charges will change on a yearly basis.

### 2007-2008 FEE SCHEDULE

#### FULL-TIME UNDERGRADUATE STUDENTS

**TUITION** (per academic year) .......................... $20,932
- 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) .......................... $250

**OVERLOAD FEES** (per credit hour) .......................... $305

**ROOM** (per academic year-double occupancy) .......................... $2780

**BOARD** (per academic year) .......................... $2860 (estimated)

#### PART-TIME UNDERGRADUATE STUDENTS

**Tuition:**
- for 1 credit hour .......................... $305
- for 2 credit hours .......................... $610
- for 3 credit hours .......................... $915
- for 4 credit hours .......................... $1,220
- for 5 credit hours .......................... $1,525
- for 6 credit hours .......................... $1,830
- for 7 credit hours .......................... $3,140
- for 8 credit hours .......................... $4,450
- for 9 credit hours .......................... $5,760

**INTERIM ONLY TUITION** (per credit hour) .......................... $305

**SENIOR CITIZENS** (age 65 and over)

- **TUITION** (per credit hour) .......................... $110
- **NON-CREDIT TUITION** (per course on space-available basis) .......................... $30

#### OTHER FEES

- **TRANSCRIPTED AUDIT FEE** (per credit hour) .......................... $153
- **NON-TRANSCRIPTED AUDIT FEE** (per credit hour) .......................... $76
- **CREDIT BY DEPARTMENT TEST-OUT FEE** (per course) .......................... $75
- **CAMPUS PARKING** (per academic year) .......................... $120

- **INTERNATIONAL STUDENT MATRICULATION** .......................... $150
- **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** .......................... $385
  - (Hepatitis B immunization, lab manuals, professional liability insurance, name tag)
- **For Seniors** .......................... $254
  - (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.)
FINANCIAL INFORMATION

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.

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 $70. 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 midpoint 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 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.
FINANCIAL INFORMATION

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 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. Top 25% of the high school graduating class
   c. Cumulative high school GPA of 3.5 or above
   d. Submission of the Distinguished Scholar Application by February 1

   Candidates 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 3.0 or higher. 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, English, Theatre and Minority Scholarships.

9. **Federal Pell Grants**: A federally-funded program with awards ranging from $400 to $4,050. 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 $4,000 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.

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 $3,300 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 6.8%.

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.
FINANCIAL INFORMATION/ENDOWED AND ANNUAL SCHOLARSHIPS

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.

Abraham Family Scholarship
ABC (Augustana Breakfast Club) Scholarship
Ahlers Memorial Music Scholarship
Howard J. and Selma G. Ahrendt Endowed Scholarship
Dora Aker Fellows Honor Award
Melvin and Helen Allen Endowed Scholarship
Alpha Olson Ambur Music Scholarship
American Association of University Women-Sioux Falls Branch Scholarship
L.A. and Barbara Amundson Scholarship
Arthur and Walter Anderson Scholarship
Delores Wennblom Anderson Scholarship
Floyd and Harriet Anderson Scholarship
Gust, Mary, John and Harry Anderson Scholarship
Miriam Anderson Scholarship
Ruth Appelthun Special Education Scholarship
Augustana Academy Scholarship
Augustana College Alumni Council Scholarship
Augustana Women Scholarship
Albert G. and Viola W. Bachman Memorial Scholarship
Charles and Elizabeth Balcer Scholarship
Elizabeth Balcer Scholarship
Bale Business/Economics Scholarship
Band Scholarship
Dr. Jeffrey J. Behrens Sports Medicine Scholarship
Dr. Jeffrey J. Behrens Student Athletic Training Scholarship
Florence and Effie Benson Scholarship
Charles and Judy (Schanck) Berdahl Scholarship
Agnes (Holm) Berg Scholarship for Elementary Education
Nellie E. and Verner G. Berg Scholarship
Oliver and Ida Bergeland Social Work Scholarship
Orville and Phyllis Berkland College Scholarship
Marlin W. Berkland Scholarship
Rosalie Bessler Music Scholarship
Virgil F. Bjerke Family Scholarship

Eric P. Black Memorial Scholarship
Rev. Howard M. Blegen Scholarship
Nestor and Gladys Blegen Scholarship
Pastor and Mrs. J.A. Billie Memorial Scholarship
Katharina Billie Memorial Scholarship
Blue Key National Honor Fraternity Scholarship
James H. Bly Memorial Scholarship
Earl D and Helen Bohlen Family Scholarship in Memory of Daughter Jenica Bohlen
Richard (Rich) Bohlen Memorial Scholarship
George Boom Funeral Home Scholarship
Boyens Family Scholarship
James and Adeline Brandt Scholarship
Anton and Inga Brendsel-Amdahl Scholarship
Allen Breesee Memorial Scholarship
Douglas Brown Memorial Award
Alice Skalland Brue Scholarship
Everett and Esther Brue Family Endowed Scholarship
Eleanor (Bergquist) and Kenneth M. Bue Scholarship
Seth Burgers Scholarship
Bob Burns Football Scholarship
Business Administration and Accounting Scholarship
Don and Janelle Carlson Scholarship Fund
Paul E. Carlson Scholarship
Emma Carter Award
Lillian Carter Memorial Award
Margaret Cashman Scholarship
Richard A. Cattoen Memorial Scholarship
Chemistry Department Endowed Scholarship
Herman P. Chilson Scholarship
Julia Chilson Memorial Award
Mary Chilton Chapter DAR Scholarship
Dorann Christenson Nursing Scholarship
Fred C. and J. Marie Christopherson Scholarship
Citibank (South Dakota) NA Endowed Scholarship
Class of 1952 Scholarship
Class of 1960 Scholarship
Class of 1962 Scholarship
ENDOWED AND ANNUAL SCHOLARSHIPS

Class of 1967 Scholarship
Class of 1971 Scholarship
Lucille I. Claussen Education Scholarship
Virgil Compton Endowed Scholarship
Crazy Horse Memorial Scholarship
Richard K. and Patricia A. Culbert Special Education Scholarship
Dahl-Hong Scholarship
Dale Family Endowed Scholarship
Ogden Dalrymple Scholarship
Deaf Awareness Club Scholarship
Delman Theatre
Danae Smith Delman Deaf Education Scholarship
Eric Delman Business Scholarship
Delta Sigma Tau Scholarship
J. Stanley and Eileen L. Devick Memorial Keyboard Scholarship
Dickmann Family Scholarship
Myron and Altie Domtsiz Grant
Wayne A. Donahue Memorial Scholarship
Margaret Douglas Pre-Seminary Scholarship
Margaret Douglas Special Education Scholarship
Jonas Duea Scholarship
W. John Duohon Scholarship
Edwin and Cora Dybvig Scholarship
Henry N. and Agnes Sundal Dybvig Scholarship
Roy and Lucille Dybvig Leadership Award
Roy and Lucille Dybvig Scholarship
Egger Steel Company Scholarship
CF & Mary Eggers, Delbert & Erna Eggers, Richard & Lena Schneider, Doris Huseboe Scholarship
Paul and Lois Eggers Scholarship
Iver Eide Memorial Scholarship
Palmer Eide Art Endowed Scholarship
Dr. Palmer and Esther Eide Scholarship
Harry O. Eidsness and Ruth C. Eidsness Scholarship
Norman and Clarice Eitrheim Family Scholarship
Clare and Aline Ekeland Athletic Scholarship
Norman and Muriel Ekeland Scholarship
Elmen Family Business Scholarship
James W. Elmen History Scholarship
Del Emmel Memorial Scholarship
Gerald L. Endahl Memorial Scholarship
L. Pierre and Violet C. Engen Scholarship
Arthur Edvin Erickson Scholarship
Hilda Dahl Ericsson Memorial Award
Rev. Emil Erpestad Memorial Scholarship
Selma L. Eveson Music Scholarship
Faculty Scholarship
Fellows Scholarship
Metta Fick Scholarship
First Lutheran (SF) Native American Scholarship
First Lutheran Church Women Pre-Seminary Scholarship
Leif and Ruth Fjellestad Memorial Scholarship
Myron Floren Scholarship
Joseph H. and Elaine I. Floyd Opportunity Fund
Phillip Kent Fodness Scholarship
John G. and Emma Fosmoe Memorial Award
Frances Leraas Fossum Scholarship
Thea Freed Memorial Scholarship
Nancy M. and Joseph A. Freeman Nursing Scholarship
Friends Scholarship
Sven G. Froiland Scholarship in Biology
Fryxell Scholarship
Fylling Family Scholarship
Dr. Arie Gaalswyk Scholarship in Mathematics
Gary E. Garrett Memorial Scholarship
Everett O. and Olivia Gilbertson Scholarship
Merle I. Sater Gill Scholarship
Stan and Doris Gjervik Endowed Scholarship
Dr. and Mrs. H.J. Glenn Scholarship
The Harriet D. Glenn Scholarship for Voice
Gloria Dei Lutheran Church Seminary Scholarship
Sherry and Vance Goldammer Scholarship
Great Plains Education Foundation Scholarship
Thomas Russell Greenfield Memorial Scholarship
Frank Griffin Scholarship
Charles and Inga Grimm Scholarship
Vincent Roger Gronseth Memorial Scholarship
Richard J. Guderyahn Memorial Scholarship
Gerald Gunderson Estate
Jack and Luella Gustafson Nursing Scholarship
Eric Hage Scholarship
Bill Hall Scholarship
Bill Hall General Endowment
Phoebe B. Hellwege Memorial Scholarship
Arndt, Richard A. Halverson and Karen Halverson Hedland Scholarship
Bruce and Nancy Halverson Theatre Scholarship
Ron and Stephany Halverson Scholarship
Agnes and L.A. Halvorson Memorial Scholarship
Edwin and Cora Hanse Scholarship
Hansen Family Foundation Native American Scholarship
Jon E. Hansen Memorial Scholarship
Hanson Family Scholarship
Orvis Hanson Religion Scholarship
Harman Family Scholarship
Ervin and Sylvia Swenson Harrum Memorial Scholarship
Emma Blanche Harstad Scholarship
Onealee Hartz Scholarship
Clara and Milt Harvey Scholarship
Ruth Levorson Hasvold Scholarship
Lisa Marie Hattlestad Memorial Scholarship
Hatterscheidt Scholarship
Dr. I.B. Hauge Scholarship
Haugo Memorial Scholarship
Melvin C. and Laura C. Haugse Scholarship
William Randolph Hearst Scholarship
Adrian Helgeson Scholarship
Alfred and Gladys Herne Scholarship
Sadie M. Herr Scholarship
William B. Herreman Regents Scholarship
Leisle Hersrud Scholarship
Joseph Hexamer and Clara Lommen Hexamer Scholarship
ENDOWED AND ANNUAL SCHOLARSHIPS

Dean and Phyllis Hofstad Scholarship
Mervin Hokenstad Scholarship
Mervin and Dorothy Hokenstad Family Scholarship
E. Marcia and Edwin Holland Scholarship
Mabel Holtan Memorial Award
Kenneth Holum, Sr. Memorial Scholarship
Solveig Myrwang Holum Scholarship
Douglas A. Horsted Memorial Scholarship
Alfred and Peggy Hotz Political Science Scholarship
Alfred and Peggy Hotz Pre-Law Scholarship
James Houske Scholarship
Joanne and Alden Hovda Music and Ministry Scholarship
Eunice and Howard Hovland Special Education Scholarship
Howell Nursing Scholarship
Carl and Lillian Auby Huseboe Memorial Scholarship
Henry and Mathilda Hybertson Memorial Scholarship
Evelyn M. Iverson Scholarship
Julius A. and Dorothy L. Jacobsen Memorial Scholarship
Evelyn M. Iverson Scholarship
Jeld-Wen Scholarship
Alvin R. Jensen Memorial Scholarship
Gertrude Rogness Jensen Scholarship
Julian H. Jensen Scholarship
Pastor Mark A. Jerstad Memorial Scholarship
Bernice M. Johnson/Priscilla B. Ageton Memorial Scholarship
Clarence and Esther Johnson Memorial Scholarship
Conrad and Ruth Johnson Scholarship
Curtis and Berniece (Olson) Johnson Scholarship
Dina Johnson Scholarship
Eleanor D. and Leon G. Johnson Scholarship
Judeen and Marian Johnson Scholarship
Signie Johnson Endowed Education Scholarship
Wilferd Johnson Pre-Seminary Scholarship
Y.T. Johnson Pre-Medical School Scholarship
Y.T. Johnson Science Day Scholarship
Millie and Elias Johnstad Memorial Award
Leonard Karli Memorial Scholarship
George and Alice Kelly Scholarship
Kessinger Baseball Scholarship
Dr. Martin Luther King, Jr. Memorial Award
Ruth Kingsbury and J.D. Moore Scholarship
Blanche and J.A., and J.R. Kittelson Scholarship
Klutman Scholarship
Knights of Pythian Scholarship
Clara Knudson Memorial Scholarship
Gilmore and Dorothy Koepsell Family Scholarship
Dr. Harold E. Krueger Brass Choir Scholarship
Dr. Harold E. Krueger Vespers Scholarship
Esther M. Kruse Scholarship
Sue (Thompson) Kruse Memorial Scholarship
Kraushaar-Thompson Scholarship
Ernst Kuhn Memorial Scholarship
Wayne and Janet Kurvink Scholarship
Susan D. Lankford Elementary Education Scholarship
Hazel Larson Larrabee Scholarship
Anna Larson Scholarship
L. Dale Larson Memorial Scholarship
Mr. and Mrs. Gustave W. Larson Scholarship
Reuben L. Larson Scholarship
William O. and Mary K. Larson Memorial Scholarship
Edwin and Hattie Lee Scholarship
J. Earl Lee Scholarship
Karl Lee Scholarship
Carol and Herman Lerdal Scholarship
Jill Lerdal Memorial Business/Economics Scholarship
Rev. and Mrs. Peder (Olga) Lerseth Memorial Scholarship
Hartwick N. and Gudrun B. Leverson Memorial Scholarship
Carol Anderson Levinger Memorial Scholarship
Leland and Ardis (Scheel) Lillehaug Band Scholarship
Lillehaug/Scheel Memorial Scholarship
Stanley W. Limburg Brass Performance Scholarship
Edward G. and Estella Lindell Scholarship
Mrs. Bessie Sletto Lintvedt Scholarship
Chester and Harriet Lokken Scholarship
Enok M. Lommen Scholarship
Paul and Thelma Lommen Scholarship
Jerry J. Looney Scholarship
Scott D. Lovald Communication Scholarship
Joan Warkenthien Lundering Elementary Education Scholarship
Lutheran Normal School Alumni Award
C. Gerald Lygre Scholarship
Hans A. and Ella G. Lyso Scholarship
Dr. Melford B. Lyso Memorial Scholarship
Pamela G. Madsen Scholarship
Mahoney-Hill Charitable Fund Trust Scholarship
Lisa Malmin Memorial Choir Scholarship
Francis Malone Scholarship
Clifford and Virginia Manderscheid Scholarship
Dorothy Wetteland Martin Scholarship for Excellence in Elementary Education
Matthies and Dean Families Scholarship
Mayfield-Skartvedt Chemistry/Music Scholarship
Bessie Balcer McHale Scholarship
Kathryn H. Meader Scholarship
Harold K. Melemseter Memorial Scholarship
Joe K. Menn Scholarship
Meyer Family Scholarship
D. Wayne Meyer Memorial Scholarship
Herbert and Dorothy Mikkelson Scholarship
Sam Milanovich, Jr. Scholarship
Ralph Miller Memorial Endowed Scholarship
Mitchell Outstanding Voice Scholarship
Mortenson-Delman Theatre Scholarship
Lois Ulrickson Morton Memorial Award
Mortvedt Nursing Scholarship
G.L. Moseson Scholarship
Earl Mundt Scholarship
Lauretta A. Mundt Scholarship
David E. Munson Memorial Scholarship
Music Department Scholarship
Arthur S. and Agnes Myklebust Memorial Scholarship
Carl and Janet Naessig Endowed Scholarship
Ellen Cameron Nelsen Music Scholarship
Doug R. Nelson Scholarship
John T. Nelson, Jr. Athletic Scholarship
Nelson-Ellsworth Scholarship
Clarence and Eileen Neprud Scholarship
Orville K. Nereim Scholarship
Rev. Edward W. Nervig Seminary Scholarship
Bank of New York Scholarship
C.B. Newcomb Family Scholarship
Henry and Venetta Niedringhaus Scholarship
Allan S. Norlin Memorial Scholarship
Chaplain Norris and Carolyn Einertson Choral Scholarship
Nursing Department Scholarship
Marvin T. Nystrom Endowed Scholarship
Carlin B. Oberling Memorial Scholarship
Ode-Mayeske Scholarship
Paul and Sally (Pearson) Ode Music Scholarship
Carl J. Odegaard Scholarship
Donald M. and Mary M. Oland Scholarship
Erick and Martha Oland Scholarship
Eugene H. Oland Memorial Scholarship
Ole and Marie Odne Scholarship
Newell Odson Memorial Scholarship
Dorothea Eitreim Oien Nursing Scholarship
Dr. Oscar A. and Elsie M. Oksol Scholarship
Dr. Stanley Olsen Scholarship
Alice B. Olson Nursing Scholarship
Clara Lea Olson Scholarship
Clifford J. Olson Scholarship
L.A. "Lefty" and Sally Olson Scholarship
Raymond A. Olson Endowed Scholarship
Selma Olson Nursing Scholarship
Sissel Olson Nursing Scholarship
Lynwood and Bedia Oyos History Scholarship
Barbara Jean Lines Parta Harpist Endowed Scholarship
Lois A. Patnoe Scholarship
Dottie Paulson Nursing Scholarship
Dr. Min Paulson Scholarship
Walter A. and Irma Person Memorial Scholarship
Patty Jarratt Peters Scholarship for Nursing
Delilah and Charles Petersen Scholarship
Carrol Collins Peterson Scholarship
Christine Elster Peterson Endowed Scholarship
Dr. Glen E. and Irene Peterson Scholarship
Peterson, Jenson, Freed Memorial Scholarship
Roger and Elise Peterson Scholarship
Sherry Paulson Peterson Memorial Scholarship
Merle R. Pflueger Music Scholarship
Pearl Pierce Elementary Education Scholarship
Edith Branstad Pierson Scholarship
Dr. Lester A. Pierson Memorial Scholarship
Hymen Pitts Scholarship
Isadore and Dorothy Pitts Scholarship
Philip and Gladys Pitts Memorial Scholarship
Pre-Seminary Scholarship
Presidential Athletic Scholarship
Harry and Lulu Prestbo Scholarship
David Profilet Scholarship
Ida Stordahl Quiggle Endowed Scholarship
Avis Bekke Raschke Scholarship
Dr. Kenneth E. Raschke Scholarship
Donald Reaves Memorial Scholarship
Gary E. Reed Memorial Scholarship
K. P. Rehwaldt Scholarship
Reimann Scholarship
Hoseck Reinertson Scholarship
Cora Mitchell Riveland Music Scholarship
Rogen-Trooien Family Scholarship
Dilwyn Rogers Ecology Scholarship
Rogness Family Scholarship
Gilbert A. Rogness Endowed Business Scholarship
Paul Rogness Memorial Award
Alma M. Roisum Scholarship
Maurus and Anna Ronken Scholarship
Slate Ronning International Studies Scholarship
Osmund and Mari Rortvedt Scholarship
Will Rosine Memorial Scholarship
Jane Stone Rost Creative Writing Award
Dr. Arnold Running Memorial Scholarship
Frederick A. Rusch Endowed Scholarship
Robert L. Ruzicka Endowed Scholarship
John Saetveit Memorial Scholarship
Paula Ann Sagan Scholarship
Dorothy Marie Sampson Scholarship
Janet Sandvig Memorial Scholarship
Wes and Betty Sandvig Endowed Scholarship
Alva W. Scarbrough Scholarship
Verona (Rogness) and Bruno Schiller Scholarship
Marcella Gomsrude Schlicht Scholarship
Richard W. Schlicht Scholarship
Walter and Helen Schmidt Keyboard Scholarship
Gerhard and Marilyn Schmutterer Scholarship
Dr. Peter Schott Scholarship
Sertoma Club Scholarship
Al and Mary Severson Scholarship
Sigmund Severtson Scholarship
Eleanor Lee Shanley Scholarship Fund
W.E. and Ethel Shoberg Scholarship
Sigurdson Family Endowed Mathematic Scholarship
Rev. Dale J. Simons Memorial Scholarship
Milton R. Simons Scholarship
Sioux Empire Gem and Mineral Scholarship
Sioux Falls Jazz and Blues Society Scholarship
J.W. and Agnes C. Siverson Scholarship
Fred Skylar Memorial Scholarship
J.R. Smith Memorial Scholarship
Marilyrne Bachman Smith Memorial Scholarship
Ruby Jean Soberg Scholarship
ENDOWED AND ANNUAL SCHOLARSHIPS

TrACY Sonstegard Scholarship
LoyoD and Mildred Sorenson Skalland Memorial Scholarship
Walter L. Sorenson Memorial Scholarship
South Dakota Native American Award
Norman Soylund Drama Scholarship
Marjorie Spalding Music Scholarship
Harold Spitznagel Memorial Scholarship
Cora Hjertaas Stavig Scholarship
Julius and Clara Stavig Scholarship
Lawrence and Cora Stavig Scholarship
Magnus L. and Bertha Thorson Stavig Memorial Award
Stegen Family Student Loan Fund
David and Shirley Stenseth Scholarship
Ruth Sorlie Stenseth Memorial Award
Bien-Stevermer Endowed Scholarship
Jennie Stoker-Helwig Scholarship in Athletics
Mabel and Michael Stolz Scholarship
Mabel Thompson Stordahl Memorial Scholarship
Storm Family Scholarship
Sudanese Opportunity Scholarship
Judith Sundre Endowed Scholarship for Outdoor Ministry
John Sutton Scholarship
Svanoe-Simonson Scholarship
Lloyd and Annelotte Svendsbye Scholarship
Ernest Svensen, M.D. Scholarship
Oliver and Emma Swanson Memorial Scholarship
Swark Circle K Scholarship
Theatre Department Scholarship
Agnes R. Thompson Music Scholarship
Dr. Jorgen and Rita Thompson Scholarship
Marion Thompson Memorial Scholarship
Elliot Thorson Scholarship
Linda Throndson Scholarship
Hans and Frida Thorson Scholarship
Edith Thorstenson Scholarship
Thrivent Financial For Lutherans Athletic Scholarship
Thrivent Financial For Lutherans Endowed Scholarship
Thrivent Financial Services-Lutheran Campus Scholarship Program
Elmer M. and Mabel A. Toft Scholarship
Professor Tollevs and Gwen Miller Scholarship
Ruth and Alfred Torvik Scholarship
Trustees Fellows Scholarship
Alvin E. and Jean C. Tuohino Scholarship
Curt Twedt Memorial and Raven Industries Scholarship
Twin City Alumni Scholarship
UPS Foundation Scholarship
Catherine Mary Van Bockern Scholarship
Van Demark Scholarship
Dr. Karel and Mrs. Joyce Vander Lugt Scholarship
Van Hove Family Scholarship
Diane Van Patten Music Scholarship
Vatne Scholarship
Margaret Vegge Scholarship

Viste Chemistry Scholarship
Arlen E. Viste Endowed Scholarship
Elizabeth A. Viste Endowed Scholarship
Christa Vollstedt Scholarship
Dwight Vondra Family Scholarship
John T. Vucurevich Scholarship
Sirkka Vuoti Scholarship
Russell F. and Irene R. Wagner Music Scholarship
Eva Star Wahlstrom Scholarship
Benjamin Waldner Scholarship for Music Camp
Wells Fargo Financial Bank Scholarship
Harriet Westwick Special Education Scholarship
Mildred White Unrestricted Scholarship
Nels and Lillian Wika Memorial Scholarship
Randy Williams Scholarship
Winge Choir Scholarship
Lois Johnson Wiswall Scholarship in Education
Women’s Walk Athletic Scholarship
Gordon and Hedwig Yock Scholarship
Carl and Hilma Youngdahl Memorial Award
Helen and Bob Zener Memorial Scholarship
Zeta Zeta Chapter Nursing Scholarship (Sigma Theta Tau)
Tom and Lynne Zimmer Nursing Scholarship
Josephine Zweifel-Wade Scholarship
DIRECTORIES

VOCACTION AND EDUCATION PROGRAM COMMITTEE MEMBERS AND ADVISORY MEMBERS
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Carolyn Wright ................................................................. Fargo, ND
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Bishop Allan Bjornberg, Advisor ........................................... Denver, CO
Wendy Black, Advisor ........................................................ Harshaw, WI
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Rev. Wayne Harrison, Advisor ............................................ Appleton, WI
Maren Hulden, Advisor ...................................................... Chicago, IL
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Lance Masters, President .................................................... Greenville, PA
Mary Ann Pollock, Advisor ................................................. Pasadena, MD
Myrna J. Sheie, Advisor ..................................................... Chicago, IL
Bishop Harold L. Usgaard, Advisor ...................................... Rochester, MN

BOARD OF TRUSTEES
THE AUGUSTANA COLLEGE ASSOCIATION

Terms Expire 2007

Carole Bland ........................................................................ Plymouth, MN
Rob Broin .............................................................................. Sioux Falls, SD
Jerry Knudson ....................................................................... Kirkland, WA
Gayle Reardon ..................................................................... Alexandria, VA
Rita Robison ......................................................................... Edina, MN
Lowell Stortz ......................................................................... Eden Prairie, MN
John Thomas ......................................................................... Sioux Falls, SD
John VanderWoude ............................................................. Sioux Falls, SD
Jane Zaloudek ....................................................................... Berkeley, CA

Terms Expire 2008

Dennis Anderson .................................................................... Sioux Falls, SD
Becky Blue .............................................................................. Sioux Falls, SD
Danae Delman ....................................................................... Alexandria, VA
Vance Goldammer .................................................................. Sioux Falls, SD
Wilford Johnson ................................................................... Saint Paul, MN
DIRECTORIES

George Kapplinger .............................................. Frisco, TX
Bill Lindquist ...................................................... SiouxFalls, SD
Pamela Madsen ...................................................... SiouxFalls, SD
Karen Pfeifer ...................................................... Worthington, MN
Don Randolph ..................................................... Lake Suzy, FL

Terms Expire 2009

Micah Aberson ...................................................... SiouxFalls, SD
Lyle Bien ............................................................. Encinitas, CA
Kirk Dean ............................................................ Fargo, ND
Janine Rew-Werling ............................................. Milbank, SD
Gregory Schultz ..................................................... SiouxFalls, SD

Ex Officio Member

Robert C. Oliver ................................................... College President

Advisory Members

Arne Selbyg .......................................................... Executive Director, ELCA Division for Education and Vocation, Chicago, IL
Andrea DeGroot-Nesdahl ...................................... 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
Sheryn Eskstrum .................................................... President, South Dakota Synod of the Women of the ELCA, Kimball, SD
Ruth Ann Anderson .............................................. President Southwestern Minnesota Synod of the Women of the ELCA, Lamberton, MN
Judy Lang ............................................................. Western Iowa Synod of the Women of the ELCA, Sioux City, IA
Beth Meyer .......................................................... President, Nebraska Synod of the Women of the ELCA, Osceola, NE
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

Term: 2004-2007
Beth Saxvik Boyens ’90
James Bradley ’79
Dan Fouberg ’95
Robert Fouberg ’92
Shari Feldman Rhode ’76

Term: 2005-2008
Sandy Dethelfs Albertsen ’69
Sonja Dean ’99
Ron Halverson ’62
Matt Jensen ’00
Jennifer Peterson Larson ’90
Suzanne Hunstad Olson ’85
Darcy Valentine ’87

Term: 2006-2009
Charles Berdahl ’59
Page Duroe Kern ’78
Deanna VanDyke Hershberger ’96
Deb McConahie ’93
Stacey Vanden Heuvel ’88

Mary Toso ’90, Director of Alumni Relations

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

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.
ORGANIZATIONS OF FACULTY/ADMINISTRATION

ORGANIZATION OF FACULTY 2007-2008

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. Divisional chairpersons and departmental chairpersons are appointed by the President of the College.

THE HUMANITIES: Richard Bowman
   ENGLISH AND JOURNALISM: Jeffrey Miller
   MODERN FOREIGN LANGUAGES: Stephan Lhotzky
   RELIGION, PHILOSOPHY, AND CLASSICS: Murray Haar
   COMMUNICATION STUDIES: Heather Bart

THE SOCIAL SCIENCES: Peter Schotten
   BUSINESS ADMINISTRATION AND ACCOUNTING: Craig Anderson
   ECONOMICS: Brian Eggleston
   EDUCATION: Sharon Andrews
   GOVERNMENT AND INTERNATIONAL AFFAIRS: Joseph Dondelinger
   HISTORY: Geoffrey Dipple
   PERFORMING AND VISUAL ARTS: Janet Brown
   PSYCHOLOGY: Christina DeVita
   SOCIOLOGY: William Swart

THE NATURAL SCIENCES: Mike Wanous
   BIOLOGY: Steven Matzner
   CHEMISTRY: Duane Weisshaar
   COMPUTER SCIENCE: Jay Smith
   HEALTH, PHYSICAL EDUCATION, AND RECREATION: Sherry Barkley
   MATHEMATICS: Jay Smith
   NURSING: Margot Nelson
   PHYSICS: Eric Wells

ADMINISTRATION 2007-2008

Office of the President
Rob Oliver ................................................................. .President
Paul Rohde ............................................................... .Campus Pastor

Academic Affairs

TBA ................................................................. .Senior Vice President for Academic Affairs and Dean of the College
Rick Davis ............................................................. .Associate Dean of Academic Affairs
Ray Christensen ...................................................... .Director of Continuing Education
Joni Krueger ............................................................. .Registrar
Sharon Neish ............................................................. .Associate Registrar
Dianne Hammrich ..................................................... .Administrative Assistant to Vice President for Academic Affairs
Susan Bies ............................................................... .Director of Student Academic Support Services
Becky Fiala ............................................................. .Coordinator of Field Experiences/Student Teaching Supervisor
Julie Simko ............................................................. .Certification Officer/Student Teaching Supervisor
Ronelle Thompson .................................................... .Director of Mikkelsen Library
Lisa Brunick ........................................................... .Reference Librarian/Instruction Coordinator
ADMINISTRATION

Kathleen Christensen .................................................. Cataloger/Government Documents Librarian
Deborah Hagemeyer .................................................... Technical Services Librarian
Jan Brue Enright .......................................................... Circulation/Reference Librarian
Judith Howard ............................................................. Media Librarian
Richard Reding ............................................................ Chemical Hygiene Technician
Ron Andersh ............................................................... Science Equipment Repair Technician
Michael Chapman .......................................................... Research Associate, Biology
R.J. Fitzsimmons ........................................................... Technical Director and Scenic Designer

Admission

Nancy Davidson ............................................................ Vice President for Enrollment
Adam Heinitz ............................................................... Associate Dean of Admission
Angie Larson ............................................................... Associate Director of Admission
John Peterson .............................................................. Assistant Director of Admission
Ben Iverson ................................................................. Assistant Director of Admission
Justin Mootz ............................................................... Assistant Director of Admission
Nicki Boogaard .......................................................... Admission Counselor
Donn Grinager ............................................................ Director of International Programs

Development

Jonathan Henkes .......................................................... Vice President for Development
Nathan Daily ............................................................... Director of Development
Jon Eng ................................................................. Director of Athletic Development
Dawn Krumvieda ........................................................ Coordinator of Development Activities
Pam Miller ................................................................. Director of Development
Jon Oien ................................................................. Director of Major and Planned Gifts
Christina Post-Salem .................................................. Director of Grants
Mary Toso ............................................................... Director of Alumni Relations
Stephen Williamson .................................................. Director of Current Giving
Mel Klein ............................................................... Director of Development

Marketing and Communications

Bob Preloger ............................................................. Vice President for Marketing and Communications
Bruce Conley .......................................................... Director of News Information
Brad Heegel .......................................................... Director of College Relations
Emily Drommerhausen .................................................. Associate Director of College Relations
Kate Campbell ........................................................ Director of Congregational Outreach and Liturgical Arts
Brian Rieger ............................................................. Logistics Coordinator
Stan Eitreim .......................................................... Technical Assistant in Public Events and Music

Financial Affairs

Loren Koepsell .......................................................... Vice President for Finance and Administration
Carol Spillum .......................................................... Associate Vice President for Finance
Sharon Heap .......................................................... Accounting Manager
Brenda Murtha .......................................................... Director of Financial Aid
Larry Borgum .......................................................... Associate Director of Financial Aid
Emily Studenski .......................................................... Assistant Director of Financial Aid
Carol Eller .......................................................... Director of Central Services
Eugene Marko .......................................................... Director of Physical Plant
Elmer Smolinsky ........................................................... Supervisor, Maintenance
Jim Connelly ........................................................... Supervisor of Housekeeping
ADMINISTRATION

Human Resources

Jane Kuper ........................................Vice President for Human Resources
Amy Meyers ........................................Employee Health Educator

Information Technology Services

Dan Drenkow .........................Associate Vice President for Administration/Chief Information Officer
Debra Frederick ....................Director of Management Information Systems
Glenn Wika ....................Senior Programmer Analyst
Denita Pesicka .....................Senior Programmer Analyst
Gerry Van Loh .................Network Administrator
Donovan DeJong ........WEB System Administrator
Cheryl Swanson ................Network Analyst/Microcomputer Specialist
Justin Nelson .....................Help Desk Coordinator
Paul Marshall ........................Programmer Analyst I

Student Services

James Bies ........................................Vice President for Student Services and Dean of Students
Tracy Riddle ........................Associate Dean of Students
Richard Tupper .......................Campus Life Director
Sandra Vietor ................................Director, Career Center
Donn Grinager ................International Student Programs Director
Ann Hoschler ........................Health and Counseling Services Director
Susie Wagoner .....................Health and Counseling Services Counselor
Mark Hecht ....................Recreational Services Director
Carmen Hecht .........................Recreational Services Coordinator
Jeff Venekamp ....................Student Activities Director
Judy Knadel .......................Campus Learning Center for Children Director
Billie Streufert .................Career Counselor and Residence Hall Director
Karina Stander ....................Volunteer Services Coordinator and Residence Hall Director
Adam Roshman .....................Recreational Services Coordinator and Residence Hall Director
Andrew Van Zanten ................Housing Coordinator and Residence Hall Director
Kari Lund ....................Residence Life Programming Coordinator and Residence Hall Director
Janine Haslach ....................Bookstore Manager
Steve Johnson .........................Dining Services Manager

Athletics

Bill Gross ........................................Director of Athletics
Karen Madsen .....................Senior Women’s Administrator and Compliance Coordinator
Jeff Holm ............................Assistant Director of Athletics
Kevin Ludwig ..........................Sports Information Director

ANCILLARY AGENCIES

Archeology Laboratory

L. Adrien Hannus ..........................Director

The Center for Western Studies

Arthur Huseboe ......................Executive Director
Paul Krueger .........................Director of Development
Harry Thompson .....................Director of Research Collections and Publications
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

CHARLES L. BALCER, President Emeritus and Distinguished Professor Emeritus of Speech, Communication, and Drama, 1965-1986
B.S., Winona State Teachers College, 1942; M.A., State University of Iowa, 1949; Ph.D., State University of Iowa, 1954

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

MARTIN BROKENLEG, Professor Emeritus of Native American Studies, 1974-2004

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

LESLEY A. CARSON, Professor Emeritus of Business Administration and Economics, 1958-1997
B.S., University of Iowa, 1958; M.S., University of Colorado, 1963

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

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

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; M.A., 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

Harrriet Huybertson, Professor Emerita of Education, 1956-1987
B.A., University of Northern Colorado, 1954; M.A., University of Northern Colorado, 1957

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
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Leland G. Johnson, Professor Emeritus of Biology, 1964-2006

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B.A., University of Sioux Falls, 1966; M.A., University of South Dakota, 1971; Ed.D., University of South Dakota, 1987

B.S., Iowa State University, 1953; Ph.D., University of Washington, 1957

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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

B.A., Coe College, 1938; M.A., State University of Iowa, 1951; Ph.D., State University of Iowa, 1954

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B.S., B.S.Ed., Diploma in Organ, Southwest Missouri State College, 1951; Deuxième Médaille d’Harmonie, Conservatoire National Supérieur de Musique, Paris, France, 1953; D.Mus., University of Toronto, 1966

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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

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B.A., University of Northern Iowa, 1959; M.A., University of Northern Iowa, 1963; Ed.D., University of South Dakota, 1967

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LYNWOOD E. OYOS, Professor Emeritus of History, 1957-1994

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GLEN E. PETERSON, Fellows Executive Secretary Emeritus, 1963-1990
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B.A. and B.S.M., Capital University, 1943; M.A., Columbia University, 1947; Ed.D., Columbia University, 1964

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FACULTY

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SCOTT FISH, Associate Professor of Modern Foreign Languages - French, 1995-
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KAREN FRITZ, Assistant Professor of Nursing, 1996-
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INTERNSHIP OPPORTUNITIES

IVAN W. FULLER, Associate Professor of Theatre, 1989-
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MURRAY J. HAAR, Professor of Religion, 1978-

MARK HALLENBECK, Associate Professor of Education, 1997-

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B.A., Wichita State University, 1965; M.A., Wichita State University, 1972; Ph.D., University of Utah, 1984

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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

TRACY J. HELLMAN, Instructor of Health, Physical Education and Recreation and Head Cross Country and Track and Field Coach, 2000-  
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PATRICK J. 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

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

CHERYL E. JACKSON, 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

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B.A., Gustavus Adolphus College, 1996; M.A., Harvard University, 1998; Ph.D., Harvard University, 2002

SCOTT R. JOHNSON, Associate Professor of Music, 1994-  
B.A., Macalester College, 1971; M.M., Illinois State University, 1980; Ph.D., Northwestern University, 1990

DIANE JOSEPHSON, Assistant Professor of Nursing, 2002-  

ROB JOYCE, Instructor of Music, 1997-  

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-  
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DAVID P. KRAUTH, Assistant Professor of Health, Physical Education and Recreation and Head Women’s Basketball Coach, 1989-  
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RYAN L. LARSEN, Instructor of Health, Physical Education and Recreation and Assistant Men’s Basketball Coach, 2004-  
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MARK K. LARSON, Assistant Professor of Biology, 2006-  
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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

STEPHAN LHOSTZKY, Professor of Modern Foreign Languages-German, 1987-  
B.A., Luther College, 1980; M.A., University of Colorado, 1982; Ph.D., University of Colorado, 1986

SANDRA LOONEY, Professor of English, 1964-  

ANNA M. MADSEN, Assistant Professor of Religion, 2004-  
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B.S., University of South Dakota, 1990; M.A., University of South Dakota, 1991

STEVEN L. MATZNER, Associate Professor of Biology, 1999-  
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STEPHEN MINISTER, Assistant Professor of Philosophy, 2007-
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BRIAN G. MOORE, Assistant Professor of Chemistry, 2002-
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SCOTT PARSONS, Assistant Professor of Art, 2005-

ANN PEDERSON, Professor of Religion, 1990-

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GERRY PUNT, Assistant Professor of Art and Artist in Residence, 1983-
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NOREEN REDING, Assistant Professor of Nursing, 2003-

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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

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   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
LYNN WHITE, Assistant Professor of Nursing, 2006-
   B.S.N., South Dakota State University, 1991; M.S.N., University of Nebraska Medical Center, 2006
KAREN YOUNGER, 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
ANNE ZELL, Assistant Professor of Psychology, 2007-
   B.A., Gordon College, 2001; M.A., Case Western Reserve University, 2003

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
JANET L. BROWN, Assistant Professor and Chair of Performing and Visual Arts, 2004-
   B.F.A., University of South Dakota, 1973; M.P.A., University of South Dakota, 2004
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
NANCY DAVIDSON, Vice President for Enrollment, 2004-
   B.S., Southwest State University, 1989
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
SHARON GRAY, Instructor of Computer Science and Instructional Technologist, 1999-
   B.S., University of South Dakota, 1983; M.S.S., University of South Dakota, 1994
BILL D. GROSS, Assistant Professor of Health, Physical Education & Recreation, & Director of Athletics, 1979-
   B.A., Augustana College, 1973; M.A., University of South Dakota, 1979
DEBORAH HAGEMEIER, Technical Services Librarian, 1985-
   B.A., Northwestern College, 1976; M.A., University of Iowa, 1978
JONATHAN HENKES, Vice President for Development, 2006-
   B.A., University of Wisconsin - Eau Claire, 1979; M.A., University of Wisconsin - Madison, 1999
JUDITH HOWARD, Media Service Librarian, 1997-
   B.A., South Dakota State University, 1972; M.L.S., Emporia State University, 1996
ARTHUR R. HUSEBOE, Executive Director of the Center for Western Studies, 1989-,
   Professor of English, 1956-1957, 1961-
   M.A., University of South Dakota, 1956; Ph.D., Indiana University, 1963; L.H.D., Dana College, 1984
LOREN KOEPSELL, Vice President for Finance and Administration, 1988-
   B.S., National College, 1981; B.A., Augustana College, 1998; M.B.A., University of South Dakota, 1984; Ed.D. University
   of South Dakota, 1998
JANE KUPER, Vice President for Human Resources, 1990-
   A.A., Chesapeake College, 1969
BRENDA MURTHA, Director of Financial Aid, 1990-
   B.S., Northern State University, 1978
SHARON A. NEISH, Associate Registrar, 1962-
   B.S., University of Oregon, 1960
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
BOB PRELOGER, Vice President for Marketing and Communications, 1993-2004, 2006-
   B.A., Concordia University Chicago, 1974; M.A., Concordia University Chicago, 1979;

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FACULTY/STATISTICAL SUMMARY

TRACY RIDDLE, Associate Dean of Students, 1990-
B.A., University of the Pacific, 1979; M.A., Azusa Pacific University, 1984

PAUL ROHDE, Campus Pastor, 2001-
The Loken Endowed Chair for the Campus Pastor, 2001-present. B.A., South Dakota State University, 1977; M.A., South Dakota State University, 1978; M.Div., Luther Theological Seminary, 1982

HARRY F. THOMPSON, Director of Research Collections and Publications, 1984-
B.A., Houghton College, 1975; M.A., Baylor University, 1977; M.A.T., Colgate University, 1979; M.A., University of Rochester, 1981; Ph.D., University of South Dakota, 2000

RONELLE THOMPSON, Director of Mikkelsen Library, 1983-
B.A., Houghton College, 1976; M.L.S., Syracuse University, 1976

STATISTICAL SUMMARY

### Fall 2006 Enrollment

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<tr>
<th></th>
<th>Men</th>
<th>Women</th>
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Full-time Equivalent: 1684

### Church Affiliation (Full-Time only)

- **Lutheran**
  - ELCA: 638
  - Missouri Synod: 88
  - Wisconsin Synod: 13
  - Other Lutheran: 22
  - **TOTAL**: 761

- Other Churches
  - Catholic: 350
  - United Methodist: 107
  - Reformed: 82
  - Presbyterian: 37
  - Baptist: 45
  - United Church of Christ: 21
  - Episcopal: 10
  - Others: 119
  - No Affiliation: 118
  - **TOTAL**: 1650

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</tbody>
</table>
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 Admissions 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 opened in 1954 and then more than doubled in size in 1980. It is named for Amund Mikkelsen, first principal of the Lutheran Normal School. A computer lab and College’s media services are located on the lower level.

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 Arts, 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 Augustana 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.

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 hall for 50 upper class students. Each room is wired for voice, data and cable access and the building includes a kitchen, large reception room and staff apartment.

CLEMENS GRANSKOU and LAWRENCE STAVIG HALLS opened in 1969 and are named for the 14th and 15th Presidents 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, lounge, storage space, practice rooms and laundry facilities.

TUVE HALL opened in 1950 and is named for Anthony Tuve, the 8th President of the College. It provides a Senior Living Experience for 100 senior students. Each room is wired for voice, data and cable access and the building includes lounges, storage space, kitchen, and laundry facilities.

The SUMMIT APARTMENT complex opened in 2007 and contains eight apartments, six of which are townhouse style, and 32 beds. This contemporary student residence houses juniors and seniors and is handicapped accessible.

THEME HOUSES: Starting in 1999, the College has purchased a total of 10 houses on the periphery of the campus and renovated them to provide unique living experiences for upper class students. Groups of students apply to live in these houses based on common academic or professional “theme”. They are also expected to be involved in community service activities.

COSTELLO HALL opened in 1976 and is named for Hilma Costello. It contains 29 family housing units with one and two bedroom apartments available.

NORSE INN opened in 1953. It contains six one and two bedroom apartments used for special College related activities.

The MAINTENANCE SERVICE CENTER 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.
2007-2008 ACADEMIC CALENDAR

First Semester

Sept. 2, Sunday ........................................First-Year Students Arrive
Sept. 5, Wednesday .......................................Classes Begin
Oct. 5-6 Friday-Saturday ...................................Homecoming
Oct. 27, Saturday .........................................Midterm
Oct. 29-30, Monday-Tuesday .............................Fall Break
Nov. 9, Friday ..............................................Last Day to drop a class with a W grade and to request an S/U grade
Nov. 21-23, Wednesday-Friday ...........................Thanksgiving Break
Dec. 13, Thursday ..........................................Last Day to drop a class with a W grade and to request an S/U grade
Dec. 14, Friday .............................................Last Day of Classes
Dec. 15, 17-19, Saturday, Monday-Wednesday ...........Final Exams

January Interim

Jan. 7, Monday .............................................Classes Begin
Jan. 18, Friday ............................................Last Day to drop a class with a W grade and to request an S/U grade
Jan. 30, Wednesday .......................................Last Day of Interim

Second Semester

Feb. 7, Thursday ...........................................Classes Begin
Mar. 22, Saturday ..........................................Midterm
Mar. 15-24, Saturday-Monday ............................Spring/Easter Break
Apr. 4, Friday ..............................................Last day to drop a class with a W grade and to request an S/U grade
May 16, Friday ...........................................Last Day of Classes
May 19-20, 22-23, Monday-Tuesday, Thursday-Friday ..................................................Final Exams
May 21, Wednesday ........................................Reading Day
May 25, Sunday ..............................................Baccalaureate & Commencement

Summer College

June 9, Monday .............................................Classes Begin
Aug. 1, Friday .............................................Last Day of Summer College
ACADEMIC CALENDAR

2008-2009 ACADEMIC CALENDAR

First Semester
Aug. 31, Sunday ........................................ First Year Students Arrive
Sept. 3, Wednesday ........................................ Classes Begin
Oct. 25, Saturday ........................................... Midterm
Oct. 27-28, Monday-Tuesday ...................... Last Day to drop a class with a W grade and to request an S/U grade
Nov. 7, Friday ........................................... Fall Break
Nov. 26-28, Wednesday-Friday .......................... Thanksgiving Break
Dec. 11, Thursday ....................................... Last Day of Classes
Dec. 12, Friday ........................................... Reading Day
Dec. 13, 15-17, Saturday, Monday-Wednesday ........................................... Final Exams

January Interim
Jan. 5, Monday  Classes Begin
Jan. 16, Friday  Last Day to drop a class with a W grade and to request an S/U grade
Jan. 28, Wednesday ........................................... Last Day of Interim

Second Semester
Feb. 5, Thursday ........................................... Classes Begin
Mar. 21, Saturday .......................................... Midterm
Mar. 16-20, Monday-Friday ............................... Spring Break
Apr. 3, Friday ........................................... Last day to drop a class with a W grade and to request an S/U grade
Apr. 10-13, Friday-Monday ............................... Easter Break
May 15, Friday ........................................... Last Day of Classes
May 18-19, 21-22, Monday-Tuesday, Thursday-Friday ............................... Final Exams
May 20, Wednesday ........................................... Reading Day
May 24, Sunday ........................................... Baccalaureate & Commencement

Summer College
June 8, Monday ........................................... Classes Begin
July 31, Friday ........................................... Last Day of Summer College
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