



Augustana College Catalog

2010 | 11

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Important Phone Numbers

Information in this catalog is primarily concerned with admission and academic procedures, departmental programs and course offerings at Augustana College.

For responses to additional questions and information about other important areas, please contact the appropriate office.

General College 794-7000
 Academic Affairs 794-7311
 Admissions 794-7341
 (toll-free 800-798-8100)
 Alumni Relations 794-7336
 Athletic Director 794-7521
 Business Office 794-7354
 Chaplain 794-7213
 Development 794-7347
 Financial Assistance 794-7207
 President 794-7208
 Student Services 794-7533

The area code for Augustana College is 309.

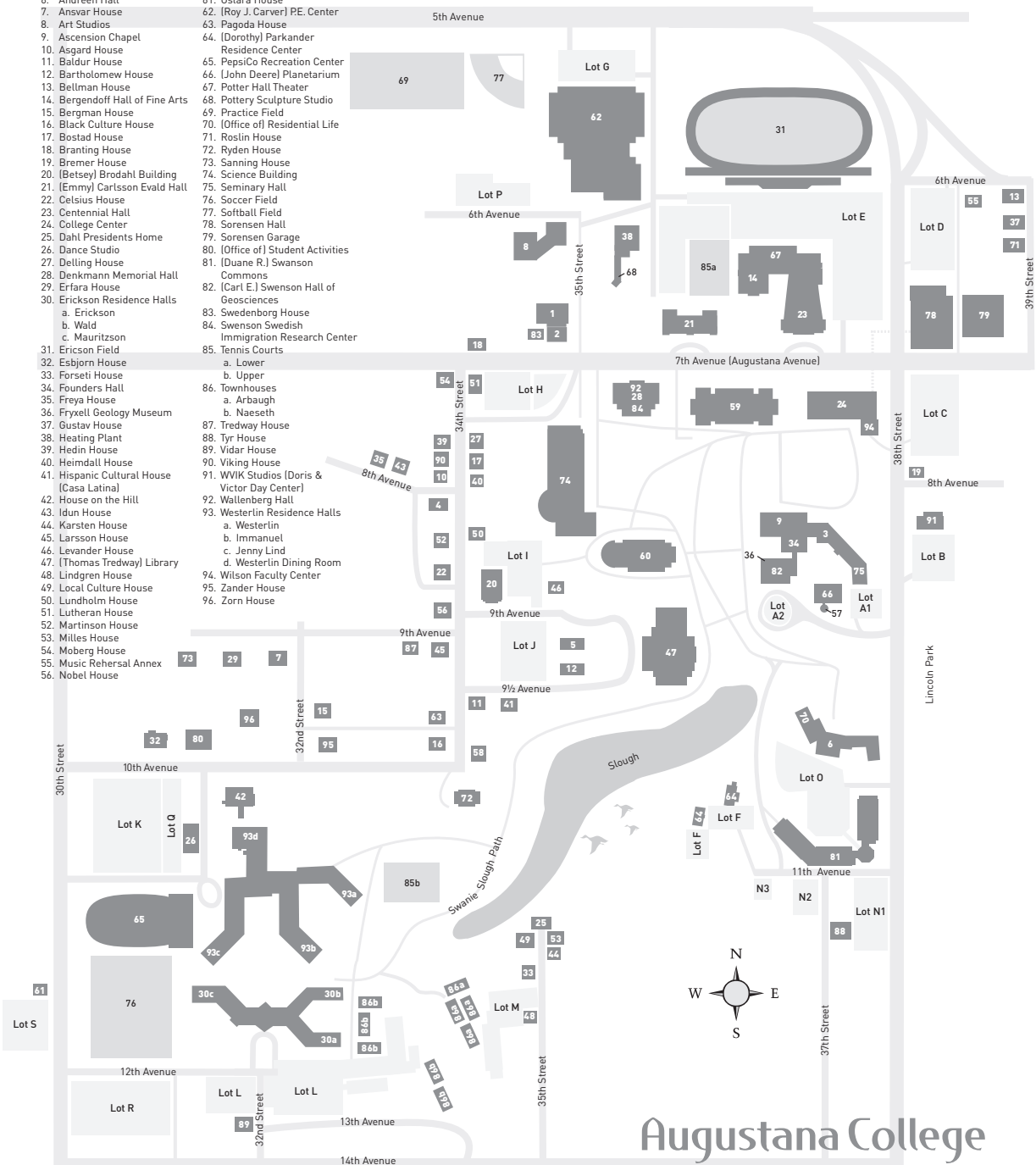
This catalog describes programs and regulations in effect at Augustana College as of August 2009. These are subject to change, and Augustana reserves the right to modify offerings and rules without prior notification. If an academic rule or program is changed while a student is continuously enrolled, that student has the option of graduating under requirements in effect at the time of initial enrollment or under the new requirements. If a catalog change is made that is effective for the current catalog year and is beyond editorial clarification, the Office of the Registrar shall notify students of the change by electronic notice. In such cases, the changes will be made to the online catalog found at www.augustana.edu/ catalog and the electronic version shall be considered the current and official catalog of the institution.

Augustana College is an equal opportunity employer, and is in compliance with the requirements of Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973, as amended. Augustana administers its education programs under its policy that all admissions criteria, services, programs, employment and housing shall be maintained at all times on a non-discriminatory basis with regard to age, sex, race, color, disability, sexual orientation, religion, national origin, ancestry, physical or mental handicap, military status or unfavorable discharge from military status in employment. Evidence of practices which are inconsistent with this policy should be reported to the Associate Dean, Founders Hall, 794-7328.

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Campus Map

1. Abbey Art Studios
2. Abbey House
3. Admissions Office
4. Andeberg House
5. Anderson House
6. Andreen Hall
7. Ansvar House
8. Art Studios
9. Ascension Chapel
10. Asgard House
11. Baldur House
12. Bartholomew House
13. Bellman House
14. Bergendoff Hall of Fine Arts
15. Bergman House
16. Black Culture House
17. Bostad House
18. Branting House
19. Bremer House
20. (Betsey) Brodahl Building
21. (Emmy) Carlsson Evald Hall
22. Celsius House
23. Centennial Hall
24. College Center
25. Dahl Presidents Home
26. Dance Studio
27. Delling House
28. Denkman Memorial Hall
29. Erfara House
30. Erickson Residence Halls
 - a. Erickson
 - b. Wald
 - c. Mauritzson
31. Ericson Field
32. Esbjorn House
33. Forseti Hall
34. Founders House
35. Freya House
36. Fryxell Geology Museum
37. Gustav House
38. Heating Plant
39. Hedin House
40. Heimdall House
41. Hispanic Cultural House (Casa Latina)
42. House on the Hill
43. Idun House
44. Karsten House
45. Larsson House
46. Levander House
47. (Thomas Tredway) Library
48. Lindgren House
49. Local Culture House
50. Lundholm House
51. Lutheran House
52. Martinson House
53. Milles House
54. Moberg House
55. Music Rehearsal Annex
56. Nobel House
57. (Carl Gamble) Observatory
58. Oden House
59. Old Main
60. (Franklin W.) Olin Center for Educational Technology
61. Ostara House
62. (Roy J. Carver) P.E. Center
63. Pagoda House
64. (Dorothy) Parkander Residence Center
65. PepsiCo Recreation Center
66. (John Deere) Planetarium
67. Potter Hall Theater
68. Pottery Sculpture Studio
69. Practice Field
70. (Office of) Residential Life
71. Roslin House
72. Ryden House
73. Sanning House
74. Science Building
75. Seminary Hall
76. Soccer Field
77. Softball Field
78. Sorensen Hall
79. Sorensen Garage
80. (Office of) Student Activities
81. (Duane R.) Swanson Commons
82. (Carl E.) Swenson Hall of Geosciences
83. Swedenborg House
84. Swenson Swedish Immigration Research Center
85. Tennis Courts
 - a. Lower
 - b. Upper
86. Townhouses
 - a. Arbaugh
 - b. Naeseth
87. Tredway House
88. Tyr House
89. Vidar House
90. Viking House
91. WVIK Studios (Doris & Victor Day Center)
92. Wastenberg Hall
93. Westerlin Residence Halls
 - a. Westerlin
 - b. Immanuel
 - c. Jenny Lind
 - d. Westerlin Dining Room
94. Wilson Faculty Center
95. Zander House
96. Zorn House



Augustana College

Academic Calendar

2010-11

Fall term 2010

Fall Connection	Thursday-Sunday, August 19-22
Classes begin	7:30 a.m. Monday, August 23
Registration ends	4:30 p.m. Tuesday, August 31
Family Weekend	Friday-Sunday, September 10-12
Homecoming	Friday-Sunday, October 8-10
Classes end	6 p.m. Friday, October 29
Final Exams	Monday-Thursday, November 1-4

Winter term 2010-11

New Student Registration	Monday, November 15
Classes begin	7:30 a.m. Monday, November 15
Registration ends	4:30 p.m. Monday, November 22
Christmas Recess begins	6 p.m. Friday, December 17
Christmas Recess ends	7:30 a.m. Monday, January 10
Classes end	6 p.m. Friday, February 11
Final Exams	Monday-Thursday, February 14-17

Spring term 2011

New Student Registration	Monday, March 7
Classes begin	7:30 a.m. Monday, March 7
Registration ends	4:30 p.m. Monday, March 14
Easter Recess begins	6 p.m. Thursday, April 21
Easter Recess ends	7:30 a.m. Tuesday, April 26
Classes end	6:00 p.m. Friday, May 13
Final Exams	Monday-Thursday, May 16-19
Baccalaureate Service	10 a.m. Sunday, May 22
151st Annual Convocation	3 p.m. Sunday, May 22



About Augustana

Augustana is a college of the liberal arts and sciences related to the Evangelical Lutheran Church in America. Founded in 1860 by Swedish university graduates who immigrated to the United States, Augustana now has an enrollment of approximately 2,500 men and women and a faculty of more than 250. The campus, located on 115 wooded and rolling acres in Rock Island, Illinois, attracts students from a wide variety of social and ethnic backgrounds.

Mission statement Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

To accomplish this mission, Augustana sets as its goals:

- To develop in each qualified student the characteristics of liberally educated people through a program of general studies.
- To develop in each student expertise in a major field of study.
- To encourage each student to confront the fundamental religious issues of human life through the academic study of religion and the campus ministry program.
- To supplement students' formal curricular programs with a full range of opportunities for personal growth through participation in co-curricular activities.
- To encourage the personal and social growth of students through residential life programs and extra-curricular activities.
- To offer its church and community the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

Curriculum Augustana's curriculum has been carefully developed over the years. Changes have been evolutionary rather than revolutionary, as the success of graduates continues to reflect a strong academic program. The college's ongoing commitment to the liberal arts is expressed in its general education requirements. Students study a broad range of fields,

including research and writing, foreign language and religion, and meet academic requirements in the fine arts, humanities, natural sciences and social sciences. Each student must complete study in at least one major field within the humanities, the natural or social sciences, or in one of the pre-professional categories. Finally, athletics are incorporated in the curriculum through courses in physical education.

Teachers and Students Augustana's size and environment foster close contact between students and faculty, allowing good working relationships to develop and prosper. Most faculty members are engaged in research, but their primary goal is teaching. All faculty teach students at all levels.

Students also are involved in the operation of the college. They are represented at meetings of the Board of Trustees and on committees which carry on the academic and administrative work of the college.

The Honor Code In the 2005-06 academic year, Augustana College students—"committed to the ideals of integrity, accountability, fairness and honesty"—researched and drafted an academic Honor Code for Augustana College. Approved by the student body and faculty in May 2006, the Honor Code "sets the foundation and boundaries to ensure academic excellence and stability in an evolving and dynamic world." The code cites the need for honor and integrity in carrying out the college mission of "offering a challenging education that develops mind, spirit and body," concluding that "the Honor Code holds each individual accountable to the community of Augustana College." To view the Honor Code in its entirety, including definitions of and statements on infractions, the Honor Pledge and composition of the Honor Council, go to www.augustana.edu/honorcode.

Academic Reputation

Augustana is classified by the Carnegie Foundation as an Arts and Sciences plus Professions institution, and ranks among the top 60 private undergraduate colleges in the country, based on the number of graduates who earn the Ph.D. Since 1950, Augustana has had a chapter of the prestigious Phi Beta Kappa honor society.

Admission is selective. Students accepted to Augustana typically rank in the top quarter of their high school classes and score well above national norms on the ACT and SAT. The middle 50 percent of enrolled students for the class of 2014 scored 24–29 on the ACT.

A third of Augustana’s graduates attend graduate school. Ninety-eight percent of graduates are employed full-time or enrolled in graduate school shortly after graduating.

Ninety-one percent of the 181 full-time faculty hold Ph.D.s or the terminal degrees in their fields. The 11-to-1 student-faculty ratio allows students to pursue their own academic careers on a personal level.

Augustana’s curriculum and faculty also are consistently recognized through grants for innovative projects by major foundations, including the Kresge Foundation, Mellon Foundation, National Endowment for the Humanities, National Science Foundation, the Pew Charitable Trusts, the Teagle Foundation, the Dow Chemical Company Foundation, W.M. Keck Foundation and the American Council of Learned Societies. A \$7.5 million grant from the F.W. Olin Foundation was based on academic excellence.

Augustana actively promotes, underwrites and administers research projects involving both professors and students. Research work has included major projects funded by the National Institutes of Health, the National Science Foundation, Argonne National Laboratories and the American Heart Association.

Accreditation

Augustana operates under a charter granted by the General Assembly of the State of Illinois, and is certified as a degree-granting institution by the state. The college has been accredited by the North Central Association of Colleges and Universities, 130 N. LaSalle, Suite 2400, Chicago, IL 60602 since the association began accreditation in 1912. Augustana also is accredited by the National Association of Schools of Music, the National Council for Accreditation of Teacher Education and the Illinois State Board of Education. Copies of the charter and the letters of accreditation are available for review in the Office of the President.

The college also is recognized by the American Chemical Society and the American Association of University Women. In 1950, Augustana established its chapter of the prestigious Phi Beta Kappa honor society, the Zeta Chapter of Illinois.

History

Augustana College traces its origin to the Swedish Universities of Uppsala and Lund, founded in 1477 and 1668 respectively. Graduates of these universities

founded Augustana in 1860 in Chicago’s near north side, providing leaders for the new churches being organized by Swedish immigrants and educating the youth of these new communities.

The school was the first of many educational and humanitarian institutions established by the former Augustana Lutheran Church. Augustana College and Theological Seminary, as it was first known, endured many hardships during its early years. The Civil War nearly depleted the roster of students and faculty. The college and seminary moved from Chicago to Paxton, Illinois in 1863, and finally to Rock Island in 1875. The seminary became a separate institution in 1948, and in 1967 returned to the Chicago area, while the college remained in Rock Island.

Augustana has grown from a small school serving Swedish immigrants into a nationally recognized college of the liberal arts and sciences. Students come from most states and many foreign countries and from a wide variety of social and cultural backgrounds.

The college has always maintained a close relationship with the church—first the Augustana Lutheran Church, and, after 1962, the Lutheran Church in America. In 1988 Augustana established ties to the Evangelical Lutheran Church in America, a body of 5.2 million American Lutherans formed in that year. The ELCA gives substantial support to the college and is represented on the Board of Trustees.

The name *Augustana* derives from the origin of the Lutheran Church. The Latin name for the Augsburg Confession, the Reformation document drawn up in 1530, is *Confessio Augustana*.

Eight presidents have served Augustana since its founding in 1860. Its current president, Steven C. Bahls, was elected in 2003.

Location

Augustana College has been located in Rock Island, Illinois, since 1875. This historic town is just off Interstate 80, almost midway between Chicago, 165 miles to the east, and Des Moines, 176 miles to the west. Airline and bus connections are within easy reach of the campus.

Rock Island was once the home of a Native American population estimated at 40,000: the Sac and Fox tribes under the leadership of Keokuk, Black Hawk and Wapella. In 1816, 13 years after the Louisiana Purchase, Fort Armstrong was built on the island of Rock Island in the Mississippi River. During the Civil War, the federal government established the Rock Island Arsenal on the island, and along with it, a major prison for Confederate soldiers. The first railroad bridge across the Mississippi was built at Rock Island in 1856.

Rock Island is one of several cities in the metropolitan area known as the Quad Cities. The other principal municipalities are Moline and East Moline, Illinois, and directly across the river, Davenport and Bettendorf, Iowa. The total population of the area is more than 375,000, making the Quad Cities the largest population center between Chicago, Illinois, and Des Moines, Iowa.

Many recreational, cultural and entertainment facilities are available in this metropolitan center. Augustana and the Quad-City community have a very cordial relationship, with cooperative programs in many areas. Centennial Hall on the Augustana campus is host to tens of thousands annually for concerts, lectures and art exhibitions. Excellent schools and social service agencies provide field experience for Augustana students, and businesses, churches and community organizations actively join in support of the college enterprise.

Campus

Augustana is situated on 115 acres of Mississippi River Valley hillside. Scenic walkways connect 26 buildings on the beautiful, landscaped campus, hidden but not far from the busy urban community.

The following major campus sites can be identified on the map on page iv of this catalog.

The Augustana College Art Museum The Augustana College Art Museum is located in the main foyer adjoining the Centennial Hall auditorium. The museum serves the college and community by displaying visual arts exhibitions and offering programs that complement the liberal arts curriculum. An important aspect of the museum's program is the opportunity it offers students to learn museum work and to prepare art for exhibition. Student and faculty work is periodically displayed, as well as exhibits organized in-house and from national tours. The exhibits regularly draw from the resources of the college's permanent art collection of approximately 3,000 pieces, which includes one of the pre-eminent collections of Swedish-American art and the Olson-Brandelle North American Indian Art Collection (mainly Southwest region ceramics). The Paul A. Anderson Chair in the Arts has assembled an art historical overview. More than 800 collection artworks are displayed in secure public areas across campus.

Bergendoff Hall of Fine Arts Bergendoff Hall, dedicated in 1955 and named in honor of the fifth Augustana College President, Dr. Conrad Bergendoff, features classrooms, music studios, the Freistat Piano Lab, computer/listening lab, band and orchestra rooms and private music practice rooms. Two auditoriums—Potter Hall (for dramatic productions) and Larson Hall (for choral rehearsals, recitals, lectures and classes)—are located here, along with

faculty offices for the departments of art history, music and theatre arts.

Betsey Brodahl Building The Betsey Brodahl Building, opened in 1996 and named in honor of Betsey Brodahl, former Associate Dean of Students, houses the communication sciences and disorders department and the Center for Communication Disorders, where students and faculty provide assessment and intervention services for the community.

Black Culture House Established in 1968, the Black Culture House offers students, staff and faculty a place to gather, relax and celebrate in an environment rich with cultural art and artifacts. It is intended to provide an affirming environment, particularly for students to discuss African-American culture in our modern context.

Casa Latina Established in 1993, the house serves as a center for Hispanic student activities, including tutoring, studying, small-group discussions and meetings. A mural on the wall of the meeting room depicts aspects of Hispanic culture and was painted by students from Augustana and volunteers from the community.

Centennial Hall The simultaneous centennial celebrations of Augustana College and the Augustana Lutheran Church in 1959-60 were conducted in the new Centennial Hall located next to Bergendoff Hall of Fine Arts. Seating more than 1,600, the auditorium is designed for concerts, lectures, convocations and conventions. It is equipped with a theatre-type screen and projection booth. The focal point of the large stage is the Crosell Memorial Pipe Organ. The Quad City Symphony Orchestra presents an annual series of concerts in Centennial Hall.

College Center The College Center is a hub for social, recreational and extracurricular activities. All members of the campus community use the center's facilities, which include lounges, the college mail room, snack bar, 600-seat cafeteria, meeting rooms, Runestone Bookstore and the information desk. Dining Services offices are located on the upper floor.

Denkmann Memorial Hall Originally the location of the library, this building on central campus was renovated in 1991 and now houses faculty offices and facilities for foreign languages, and a beautiful concert/lecture hall. On the lower level is the Denkmann Center for Foreign Language Study, with two modern language labs, individual viewing and listening stations and a multi-purpose classroom. The large reading room of the former library is now Wallenberg Hall, a concert/lecture hall seating approximately 320. An art installation within the hall features a diverse selection of multicultural pieces from the Augustana College Art Collection. Also located in Denkmann is the Swenson Swedish Immigration Research Center, a major research facility devoted to

the study of all aspects of Swedish immigration to the United States.

Doris and Victor Day Broadcast Center This location for WVIK-FM Augustana Public Radio was made possible by a gift from the Doris and Victor Day Foundation. Dedicated in 1996, the Center provides spacious, modern production and broadcast facilities for the college's National Public Radio affiliate station.

Environmental Field Stations The nationwide Organization of Biological Field Stations considers student exposure to teaching and research at ecological preserves to be one of the best ways to interest students in the environment and to instill a sense of stewardship for the natural world. In the 1990s, Augustana was fortunate to acquire three environmental stations in northern Illinois representing a microcosm of the ecosystems that once dominated the Prairie State. Two of these properties are within the Quad Cities. The Collinson Ecological Preserve is a high-quality remnant of upland forests and hill prairies located in the town of Milan. Beling Ecological Preserve, situated in southeast Rock Island, encompasses significant riparian forest habitat and a small island on the Rock River. Both sites are within convenient driving distance for day trips from campus. The large Green Wing Environmental Laboratory is located in Lee County, halfway between the Quad Cities and Chicago. Encompassing extensive forests, wetlands and a prairie restoration, this former ELCA Bible Camp contains renovated buildings in which summer classes are taught and research is conducted by students and professors.

Ericson Field The home of Viking football and track/cross country teams is Ericson Field. An all-weather composition nine-lane track was constructed in 1992, and other track and field facilities were renovated at the same time. The softball field is adjacent to Ericson Field and the Carver Physical Education Center. The soccer field is located on the upper campus, near the Erickson and Westerlin residence centers and the PepsiCo Recreation Center. The baseball team plays in the 300-seat Swanson Stadium/Brunner Field, which opened in 2004.

Emmy Carlsson Evald Hall The former Carlsson Hall residence was transformed into an academic facility and re-dedicated as Emmy Carlsson Evald Hall in fall 2008. The building houses offices and classrooms for six departments—accounting; business administration; economics; education; psychology; and sociology, anthropology and social welfare.

Founders Hall Connected by gothic archways to both the Swenson Hall of Geosciences and Seminary Hall, Founders Hall is the location of the chief administrative offices of the college. These include the offices of the President, Dean of the College, Dean of Students, the Registrar, College Chaplain and Director of Counseling Service. The offices of Communication and Marketing are on the upper floor of Founders

Hall, as is Ascension Chapel, the house of worship for the Augustana community.

Franklin W. Olin Center for Educational Technology Dedicated in 1998, this technology center was made possible by a \$7.5 million grant from the F.W. Olin Foundation. Facilities include student computer labs, a multimedia lab, classrooms equipped with presentation and communication technologies, special seminar and student project rooms, audio and video conferencing facilities and a 300-seat auditorium. Faculty offices and classrooms for the department of computer science and mathematics are located here, along with departmental project labs for students and faculty. The college's information technology services department also is based in the Franklin W. Olin Center.

House on the Hill This 25-room mansion was once the family home of the founders of the Weyerhaeuser Lumber Company. Given to Augustana by the family in 1954, its lower-level floor is used for entertaining college and community guests. Female students reside in its second- and third-floor apartments. It is maintained by an endowment created by friends of the college, with support from descendants of the donors. The building is listed on the National Register of Historic Places.

John Deere Planetarium On top of the hill where Founders, Seminary and Swenson halls reside stands the John Deere Planetarium. The planetarium seats 78 and is equipped with a Spitz A-3-P and auxiliary devices for projecting star patterns found in any portion of the sky and/or at any time in history. The Carl Gamble Observatory has a computer-driven 14-inch Celestron reflector telescope for direct viewing of celestial objects. Its dome and elliptical deck accommodate up to 40 persons. Adjacent to the planetarium is a large auditorium for lectures and meetings. Programs are planned for the general public, elementary and secondary students, college students and other interested groups.

Old Main A landmark on campus for more than 100 years and now listed on the National Register of Historic Places, this stately stone structure with its towering dome is the focus of central campus. Offices and classrooms for classics, English, philosophy, speech communication, religion and social sciences are located in Old Main. Cable Hall, used as a faculty meeting/reception room from the late 1880s through the early 1900s, is on the second floor of Old Main; in 1983 Cable Hall was restored to its original appearance and is now used as a classroom.

The Pagoda Since 1997, this house has served as a gathering place for students of Asian heritage and for others interested in Asian languages and cultures. The Pagoda also is the traditional location for programs which explore cultural diversity and support multicultural interests.

PepsiCo Recreation Center The PepsiCo Recreation Center opened in the fall of 1995 and is located next to the two largest residence centers on campus. It houses a 200-meter six-lane track; courts for basketball, racquetball, tennis and volleyball; and rooms with aerobic equipment, free weights and weight machines. The building is dedicated to intramural and recreational activities.

Residence Halls Westerlin Residence Center, comprising Immanuel, Jenny Lind and Westerlin wings, is a co-ed residence center for 450 students located in the southwest section of the campus. It features a large adjoining dining hall. Nearby stands the historic House on the Hill, a portion of which houses women. The Knut Erickson Residence Center is adjacent to Westerlin Center and also is co-ed, housing 350 students in three wings. Andreen Hall houses 210 women on the central campus. The Duane R. Swanson Commons opened its doors to 240 residents in August 2006. The building's east wing accommodates first-year students in two-room suites adjoined by a shared restroom. The southwest wing houses juniors in apartment-style units known as transitional living areas (TLAs), offering them an opportunity for a more independent living experience.

Other TLA apartments, suites and houses along the periphery of campus include Asgard, Andeberg, Anderson/Bartholomew, Andreen apartments, Baldur, Bellman, Bergman, Bostad, Branting, Bremer, Celsius, Delling, Delstat, Esbjorn, Forseti, Freya, Gustav, Hedin, Heimdall, House on the Hill, Idun, Karsten, Larsson, Levander, Lindgren, Local Culture, Lundholm, Martinson, Mills, Moberg, Nobel, Oden, Ostara, Roslin, Ryden, Sanning, Swedenborg, Tredway, Tyr, Vidar, Viking, Zander and Zorn houses. Two townhouse complexes, opened in 1996 and named in memory of Dr. George Arbaugh, former Dean of the College, and Dr. Henriette Naeseth, former professor of English, provide accommodations for 145 junior students. The Dorothy Parkander Residence Center, located next to Swanson Commons and completed in August 2007, houses 56 residents in two separate buildings. Some TLA houses are reserved for senior students.

Roy J. Carver Physical Education Center Physical education classes and intramurals are held in the Carver Physical Education Center, which also is used for intercollegiate basketball, volleyball, wrestling and swimming. The center also has excellent facilities for competition, dance/aerobics and weight-training programs, and holds offices for the physical education faculty, coaches and athletic directors.

Science Building Dedicated in 1998, the science building sits at the west edge of central campus and houses the highly advanced facilities for the departments of biology, chemistry and physics. Classrooms and lecture halls equipped with computer-supported teaching technology complement

the modern teaching laboratories, so that students learn science in an environment meeting the latest educational and safety standards. Special student/faculty research labs are reserved for student-assisted faculty research projects; the proximity of all three major science departments promotes many collaborative efforts. Faculty offices and conference rooms for the three departments are found in a three-story atrium topped by a skylight dome, located between the classroom wing and the research lab wing. Open lounge areas also provide for easy interaction between students and faculty.

Seminary Hall A few steps from Founders Hall is Seminary Hall, one section of which holds the offices of the vice president for enrollment and communication, as well as the directors of admissions, diversity, and financial assistance. In addition, a residence portion of the hall provides housing for 80 first-year women and men.

Sorensen Hall This building, named in honor of Dr. C.W. Sorensen, sixth president of Augustana College, is home for the Community Engagement Center. The CEC includes offices for off-campus programs, career development, internship services, the Center for Vocational Reflection, entrepreneurial development, service learners and volunteers. It also houses the business office, facilities services, the Office of Advancement and the Quad-Cities Graduate Center.

Studio Art Building A studio art facility adjacent to the existing studio art buildings was opened in 1997 to provide faculty offices, a modern darkroom and studio spaces for photography, design, sculpture, ceramics, printmaking, fibers and weaving.

Carl E. Swenson Hall of Geosciences Renovated in 2001, Swenson Hall of Geosciences is the location of the departments of geography and geology and home of the Fryxell Geology Museum and its valuable collections of rocks, minerals and fossils. Erected in the foyer of the museum is a fully cast skeleton of *Cryolophosaurus ellioti*, a carnivorous dinosaur discovered by Augustana paleontologist Dr. William Hammer in Antarctica in 1991. Also located here is the bulk of the David M. Loring Map Library (partially housed in the Tredway Library) and the geography department's GIS lab and weather station.

Thomas Tredway Library One of the most important resources of any college is its library; Augustana's Thomas Tredway Library has one of the finest collections among liberal arts colleges of the Midwest. The Tredway Library currently subscribes to more than 97 electronic databases and has a collection of nearly 480,000 items, including books, periodicals, audio-visual materials and maps. The rare book collection—which includes first editions of Milton and Spenser as well as hundreds of volumes of Mississippiana—is available for research and displayed in a special room. The 85,000-square-foot building also includes

meeting rooms, private study offices, computer labs, conference rooms, the Reading/Writing Center, the Augustana Center for Teaching and Learning, and a coffee shop. Networked computers are provided for student use, and a campus-wide network connects the library's electronic resources to all of the campus buildings. Also located in the building is a portion of the David M. Loring Map Library, including the most current U.S. Geological Survey Topographical maps.

The Wilson Faculty Center This addition to the College Center, completed in the summer of 1989, serves as a faculty dining and conference center. The facility features a custom-designed stained glass window depicting the college seal.

Other Facilities **The Augustana Research Foundation**, an affiliate of the college and not-for-profit corporation of Illinois, conducts scientific research for industry and supports scientific research by Augustana faculty and students. Augustana is a founding member of the **Quad-Cities Graduate Study Center**. Located in Sorensen Hall, the Graduate Center is a consortium of 10 colleges and universities from Illinois and Iowa, including seven state universities and three private institutions. More than 80 master's-degree and post-baccalaureate certificate programs are available.

Computer and Network Facilities

Augustana maintains state-of-the-art Information Technology (IT) facilities to support its academic program. Instructional technology labs enable students to complete class assignments, conduct research and develop a high level of computer expertise. ITS (Information Technology Services) maintains more than 1,000 computers for student and faculty use located throughout campus. These computers are connected by the campus network, providing maximum connectivity to common campus resources such as email, a wide variety of leading educational programs, commercial applications and the Internet.

The Franklin W. Olin Center is the main instructional technology center on campus. This center is sub-divided into smart classrooms and computer classrooms designed to enrich the learning experience, a general PC access area equipped with networked student computers running Windows XP, and a multi-media lab. Other resources include word-processing labs in the Augustana Library, technology clusters in each residence hall and several technology clusters administered by various academic departments. Students in the residence halls also may activate an Ethernet room jack to connect their personal computers to the campus network. Wireless network access is available in the library and most areas of

campus. Students may check out laptops at both the Tredway Library and the Olin Center. Digital cameras, camcorders and other equipment also are available for student checkout at the Olin Center.

Technology supports all areas of instruction at Augustana. Faculty use specially equipped computer classrooms to facilitate teaching. The Olin Center's 300-seat auditorium is equipped with presentation technology and may be used for audio or video recording of presentations. Olin Center classrooms equipped with large-screen VCR projection and DVD can be used by classes or student academic clubs for meetings.

Faculty and students have a variety of resources and services for accessing and analyzing information in electronic formats. Many library resources are available on the network, including the holdings of the Thomas Tredway Library and several other area libraries, nearly 100 specialized citation databases—many including the full text of the indexed articles—and hundreds of online journals. Faculty and students also can place interlibrary loan requests and ask reference questions via the network.

Beneficial Organizations

Several organizations make valuable contributions to the college and community. The **Augustana Endowment Society** has made significant gifts to the endowment fund and has aided financially in the general operation of the college. **The Augustana Historical Society** is concerned with the preservation of both literary and non-literary materials and the publication of materials relating to Swedish immigration, the history of Augustana College, its relation to the Lutheran Church, and cultural exchange between the campus and Sweden. **The American Scandinavian Association at Augustana College** stimulates and promotes interest in American-Scandinavian relations and Scandinavian culture, and preserves the Scandinavian heritage in the region.

Admission

Guidelines for Admission

Admission to Augustana College is open to men and women of all ethnic and religious affiliations. Each applicant is considered on the basis of probable success at Augustana, as indicated primarily by high school course selection and rigor of curriculum, high school grades, rank in high school class and ACT or SAT scores (unless applying test-optional). Letters of recommendation and a writing sample are considered, and an admissions interview is highly recommended for all applicants.

High school students should apply early in their senior year. Students are notified of admission beginning November 1. Acceptance for admission is made with the contingency that the applicant maintain a satisfactory record through the remainder of the high school year. Failure to do so may result in the withdrawal of acceptance for admission.

Campus visits also are helpful for any student considering Augustana and may be arranged through the Office of Admissions at (800) 798-8100.

Recommended Preparation

To gain admission, students are expected to have completed preparatory coursework in the academic subjects distributed as follows:

1. At least three years of English, preferably four.
2. At least one year of a foreign language, preferably two.
3. Three years of mathematics, preferably four.
4. Two years of lab science.
5. Two years of social studies, including history.

Students preparing for study in engineering, mathematics or the sciences should complete at least three years of mathematics in high school, distributed as follows:

1. One-and-a-half years of algebra.
2. One year of plane geometry.
3. One-half year of trigonometry.

How to Apply

High School Seniors

Augustana College is a member of the Common Application. The application is available at www.commonapp.org and at the Office of Admissions. The application may be submitted at any time; however, those who apply by February 1 of their senior year in high school have priority consideration for admission and academic merit-based scholarships.

To apply for admission:

1. Secure, complete and return the Common Application to the Office of Admissions. There is a non-refundable \$35 application fee.
 2. Arrange to have an official transcript of the high school record through the most recently completed semester and college transcripts, if any, sent to the Office of Admissions.
 3. Submit scores from the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). Applications for the ACT and SAT may be secured from high school counselors. A student may take either test on any one of the scheduled dates, but the Office of Admissions prefers that the prospective student take it no later than December of the senior year. Augustana gives students the option to not submit standardized test scores. Students choosing to apply test-optional should submit a copy of a graded paper and complete an admissions interview.
 4. Provide two letters of recommendation. One should be submitted by a guidance counselor while the other should come from a teacher, preferably one who has taught the student in either the junior or senior year of high school.
 5. Augustana requires a writing sample which could consist of any of the following: the Common Application essay, a personal statement or a graded paper.
- A \$350 tuition deposit is required to secure enrollment. This deposit will be credited to the first tuition bill and is due by May 1. All tuition deposits are non-refundable.
- An optional medical history form will be sent to residential students after the tuition deposit is paid.

IMMUNIZATION Illinois State Law requires proof of immunization prior to enrolling in four-year colleges and/or universities. Each student born on or after January 1, 1957 must submit the form to provide documented proof of immunity to specific vaccine-preventable diseases. Any individual born prior to 1957 must submit a copy of his or her birth certificate or valid driver's license as proof of age to be exempted from the immunization requirement. In either case, documentation must be completed before the student may register for a second term.

Transfer Students

An applicant for admission to Augustana as a transfer student is required to supply an official final high school transcript and an official transcript from each college attended, along with statements of good standing from each institution. Official transcripts must be sent institution to institution. Admission requirements and application procedures are the same as for high school seniors except as follows:

1. Secure, complete and return the Common Application to the Office of Admissions. There is a non-refundable \$35 application fee.
2. If the applicant has completed 12 semester credits or more of college work, the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Program test may not be required.
3. The college transcripts must indicate ability to do work consistent with the academic rigor of Augustana College.
4. The applicant must provide two letters of recommendation. In place of a high school guidance counselor letter, a recommendation could be submitted from a college counselor, advisor or professor. The second recommendation could come from a professor, employer, etc.
5. Transfer students must submit a personal statement indicating their reasons for choosing to apply to Augustana College.

When a transfer applicant is admitted, the Office of the Registrar will issue a statement of advanced standing showing the credit allowed. In general, credit will be allowed for work which is comparable to that offered by Augustana, done at regionally accredited institutions. The Academic Policies section of this catalog (pp. 19-30) is helpful in determining classification.

To be eligible to graduate a student must earn at least 60 credits (exclusive of physical education activities) at Augustana and the final 24 credits at Augustana.

No more than six credits from a two-year college may be applied to senior college requirements (upper-division credits) regardless of the degree of advancement of the subject.

International Students

International students applying for admission to Augustana must follow the admissions procedures for high school seniors and, if applicable, transfer students (see above). Additional requirements are:

1. Secure, complete and return the Common Application to the Office of Admissions. There is a non-refundable \$35 application fee.
2. International students whose native languages are not English must take the Test of English as a Foreign Language (TOEFL) for evaluation of their English proficiency. This test, available in virtually every country in the world, is currently offered as a paper-based, computer-based and/or Internet-based test. Official copies of the test scores must be sent directly to Augustana by the Educational Testing Service, Princeton, NJ 08541. (Augustana's institutional code is 1025.) Minimum acceptable scores are 550 on the paper-based test, 213 on the computer-based test or 79-80 on the Internet-based test. IELTS is also accepted (band 6.5 and higher).
3. Applicants must arrange for a complete set of official transcripts from each secondary and post-secondary institution attended, including a certified English translation of non-English transcripts. If evaluation of international credentials is required by a professional evaluation service, the student is responsible for the cost of that service.
4. To be considered for an International Merit Scholarship, the applicant must submit the Foreign Student Financial Aid Application and International Student Certification of Finances (available online at www.augustana.edu or from Augustana's Office of Admissions). The Certification of Finance Form is required for SEVIS entry and issuance of the I-20. The I-20 form (Certification of Eligibility for Nonimmigrant [F-1] Student Status for Academic and Language Students [Form I-20]) is required to obtain the F-1 student visa, necessary to enter and study in the U.S.
5. The I-20 is issued only after receipt of the \$350 non-refundable tuition deposit. Once the deposit has been paid, the immunization record (completed in its entirety by a physician) must be submitted. If it is incomplete, the student will have to undergo tests to be immunized again (at the student's expense) before being allowed to register for classes.
6. It is mandatory that international students have adequate health insurance coverage. Health insurance coverage will be provided by the college at the student's expense. If documentation of adequate coverage is presented, costs will be adjusted accordingly.
7. The \$350 non-refundable tuition deposit must be made in U.S. currency.

Previously Enrolled Students

Students who have interrupted attendance at Augustana for a term or more (excluding summer sessions) must reapply for admission. Previous admission is not a guarantee of readmission. The Special Student Application is available online at www.augustana.edu/apply or from the Dean of Students Office and the Office of the Registrar. The application fee is not required of former Augustana students seeking readmission. New requirements may be in effect for returning students. For more information, contact the Dean of Students Office at (309) 794-7533 or deanofstudentsoffice@augustana.edu.

Part-time Students

Students who wish to take seven or fewer credits per term toward a degree are registered as part-time students (see pp. 7-8). They must submit the Special Student Application, a transcript of their high school record, and transcripts from all colleges attended, along with the application fee of \$35. Students who do not plan to work toward a degree are required to submit only an official statement of good standing from the last school attended. College graduates need furnish only an official statement of degree.

Veterans

Augustana is approved by the State Approval Agency for Veterans' Benefits. Veterans should contact their local Veterans Administration office at least one month before they plan to enter college to obtain a certificate of eligibility.

Auditors

Students who wish to audit classes must complete the same process as high school seniors or transfer students. Auditors are not required to complete class assignments; no grade is given and no credit received. Normally, an audited course cannot serve as a prerequisite for other courses. Tuition for audit hours is the same as for normal credit hours. Registration is required for auditing a course. Students interested in auditing a class must complete the Special Student Application (see Previously Enrolled Students, above).

Assessment

As part of its efforts to improve teaching and foster greater student learning and growth, Augustana pursues an active assessment program. Administered by the Assessment Review Committee comprised of students, faculty and administrators, the assessment program complements other work to improve teaching and learning, including the Student Rating of Instruction form, department reviews, faculty merit and promotion hearings, faculty development sessions and other techniques.

Augustana students and alumni may be asked to contribute to assessment efforts by sharing copies of coursework, responding to surveys, taking locally developed or national tests, being interviewed, etc. Augustana and the Assessment Review Committee will use any student work or tests responsibly and ethically, respecting student, teacher and alumni anonymity and reporting results in the aggregate, not by individual.

All Augustana students should take any assessment work seriously, even when it does not contribute to a course grade. When students do their best work for assessment activities, Augustana can more accurately gauge their level of achievement and determine areas where the college can make improvements.

Non-Discriminatory Policy

Augustana College administers its educational programs under its policy that all admissions criteria, services, programs, employment and housing shall be maintained at all times on a non-discriminatory basis with regard to age, sex, race, color, disability, sexual orientation, religion, national origin, ancestry, physical or mental handicap, military status or unfavorable discharge from military status in employment. Evidence of practices which are inconsistent with the policy should be reported to the Academic Affairs Office, Founders Hall, phone (309) 794-7328.

Accommodations for Students with Special Needs

Campus visitors requiring special accommodations or assistance should contact the Office of Security at (309) 794-7279. Enrolled students who require special accommodations should meet with the Dean of Students (Room 104, Founders Hall), preferably prior to enrollment. The dean chairs the Committee for Students with Special Needs, which establishes accommodations on campus, including building modifications and curricular substitutions (i.e. foreign language and physical education substitution). The dean confers with students, faculty and staff to create appropriate and reasonable accommodations for students on a case-by-case basis.

A brochure titled *Augustana College Building Access* is available in the Dean of Students Office, residence halls and the College Center. This brochure identifies campus buildings with strobe-light fire alarms, hand-capped entrances and restrooms, Braille signage and fire refuges. The admissions office also has a wheelchair accessibility campus map available to the public. Students needing additional accommodations should confer with the Dean of Students regarding special needs and emergency evacuation procedures. When a student requiring accommodations makes a schedule change, he or she should contact the Dean of Students so the appropriate faculty can be notified.



Costs and Financial Assistance

College Costs

Augustana College publishes an annual Schedule of Student Charges as a supplement to this catalog. It is available on the Augustana College website at www.augustana.edu.

Tuition and Fees

Full-time tuition for only one term in an academic year covers enrollment in 8 to 11 credits of instruction. Full-time tuition for two terms in one academic year covers enrollment in up to 22 credits, an average of 11 credits per term with at least 8 credits each term (e.g. 10+12 will not result in an overload charge). Full-time tuition for the academic year covers enrollment in up to 33 credits (e.g. 12+9+12 will not result in an overload charge).

Classes dropped after the midpoint of each term will be included in determining overload charges. Tuition for fewer than 8 credits or for credits in addition to the maximum covered by full-time tuition (including audited courses) is charged on a per-credit basis.

Required fees, such as applied music fees, are charged as appropriate. All fees are detailed in the Schedule of Student Charges. Student Accident and Sickness Insurance is optional (though required for international students). Participants in intercollegiate athletics must either purchase the insurance or submit a signed waiver.

Room and Board in Residence Halls

All resident students are billed for room and board; charges for accommodations are detailed in the Schedule of Student Charges. The à la carte board charges cover typical food requirements for one term and are adequate for most students. Additional food credit may be purchased, if needed, and any unused credit is refunded at the end of the spring term.

Payments

Full-time students are billed prior to the start of each term for tuition and fees, and room and board. The college does not offer a deferred payment plan (see Monthly Payment Plan, this page). If payments

are not received by the beginning of classes, a late payment fee is assessed. Enrollment is not complete until these fees have been paid.

Overload charges will be assessed when the number of enrolled credits exceeds the number covered by full-time tuition (33 credits per year; 11 per term if the student is not enrolled the entire year).

Students new to the campus are affected by policies appearing in the Admission section (pp. 7-9) of this catalog.

All students new to the campus must pay a tuition deposit by May 1 for the ensuing year. This deposit is non-refundable.

All financial obligations to the college must be met and all borrowed college property returned before academic records (diplomas and transcripts of grades) can be released.

Monthly Payment Plan

For students and families who wish to pay the cost of a college education in equal monthly payments, Augustana College offers a monthly tuition plan provided by TuitionPay. Pamphlets describing the monthly tuition plan are available from the Business Office upon request.

Refunds—Tuition and Fees

For Registration Change from Full-time to Part-time

A refund is computed as of the date a completed drop slip is received in the Office of the Registrar. A student whose status changes from full-time to part-time during days 1 and 2 of the term is eligible for 100 percent of the difference between full-time and part-time tuition. Day 3 and beyond, no refund is given. Regardless of drop date, a student who never attended a dropped class will be considered a part-time student and will have his or her financial assistance adjusted based on part-time enrollment. (See Financial Assistance, p. 12.)

For Registration Change for Part-time Students

Students who are enrolled part-time are eligible for a 100 percent refund during days 1 and 2, with no refund given day 3 and beyond.

For Withdrawal For withdrawal from Augustana policies and refunds for withdrawal, see pp. 24-25.

Financial Assistance

Augustana College recognizes a responsibility to provide students with financial assistance when needed. Most students, regardless of their families' income levels, qualify for some form of financial assistance. Such assistance is available from a variety of sources, including federal and state programs and the college itself.

Most financial assistance is awarded based on financial need as determined by Augustana College. All students applying for financial assistance based on financial need must complete the Free Application for Federal Student Aid (FAFSA).

Financial need for assistance is determined by subtracting what parents and student are able to contribute to the student's education (as determined by the U.S. Department of Education and Augustana College) from the total expenses for one year.

Generally, need is met through a combination of scholarships, grants, campus employment or federal work study and loans. Scholarships and grants are gift assistance and do not require repayment. Loans will require repayment. Campus work wages are paid to the student bi-weekly.

Students applying for financial assistance based on need must submit the FAFSA and Office of Financial Assistance Information Form each year to continue receiving aid. The priority deadline for applying for aid is March 15 preceding the academic year, which begins in September. FAFSA packets may be secured from the Augustana College Financial Assistance Office.

New students also must complete the Office of Financial Assistance Information Form along with the common application and Augustana College application supplement.

If the student is applying for only an academic or talent scholarship from Augustana College, the FAFSA need not be filed.

Students taking fewer than 8 credits receive no institutional financial assistance. The only aid programs for which a student may be eligible while taking fewer than 8 hours are the Illinois State Monetary Award, Federal Pell Grant, Federal SEOG, Federal Stafford Loan, and Federal Work Study.

A student may be eligible for partial Illinois Monetary Award Program (MAP) award if enrolled in 3-8 credits. A student must be enrolled in 9 credit hours to receive a full MAP.

A student who is eligible for the Federal Pell Grant receives three-fourths the full-time grant if enrolled for 6-7 credits. Students enrolled for 4-5 credits

receive one-half the full-time grant. In some cases, a student enrolled for fewer than 4 credits may be eligible for a partial award. Students enrolled for fewer than 4 credits should contact the Office of Financial Assistance for determination of the grant amount.

No federal, state or institutional grant aid is available for students who have previously completed a four-year degree program. A Federal Stafford Loan may be available to these students.

Augustana requirements for awarding and maintaining grants are reviewed annually and are subject to change. Current information may be obtained by contacting the Office of Financial Assistance.

Non-attendance in Class Students who never attend a class will have their state, federal and institutional assistance adjusted if it is determined that the students' enrollment status is part-time rather than full-time.

Federal Funds

FEDERAL PELL GRANT Awards are determined by a standardized federal formula and range from \$659 to \$5,550. Application is made by completing the Free Application for Federal Student Aid (FAFSA). Each Pell Grant applicant receives a Student Aid Report (SAR) which is the official notification of eligibility for a Pell Grant.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG) The SEOG is for students who demonstrate financial need, with priority given to students who demonstrate a substantial need. Augustana selects the recipients based on the information provided on the FAFSA. No separate application is necessary. The maximum grant award is \$4,000.

FEDERAL PERKINS LOAN Funding for this loan is provided by both Augustana College and the federal government. The College acts as the lender and selects the recipients. Perkins Loan funds are limited and therefore reserved for students with substantial financial need as determined by the completion of the FAFSA. The Perkins Loan is interest free during the duration of the student's educational program and is repaid over a 10-year period at a 5 percent per annum interest rate, beginning nine months after the student leaves school.

FEDERAL WORK STUDY Students who need financial assistance are eligible to participate in the college's work study program. Students are paid per hour and can earn up to the amount approved on their financial aid award.

FEDERAL DIRECT STAFFORD LOAN (SUBSIDIZED AND UNSUBSIDIZED) Eligibility is determined by completion of the FAFSA. Loans can be secured directly from the federal government through the Office of Financial Assistance.

Maximum eligibility per year:

First-year:	\$5,500*
Sophomore Year:	\$6,500*
Junior and Senior Year:	\$7,500*

*A minimum of \$2,000 will be Unsubsidized Stafford Loan eligibility.

Subsidized Stafford Loan: The interest on this loan is paid by the federal government while the student is enrolled at least half-time. Payments are made over a 10-year period with a fixed interest rate of 4.5% for loans disbursed between July 1, 2010 and June 30, 2011.

Unsubsidized Stafford Loan: Payment of the principal is deferred; however, the federal government does not pay the interest while the student is in school. The student has the option to pay interest on the loan while in school; otherwise interest will be capitalized annually. Payments are made over a 10-year period with a fixed interest rate of 4.5% for loans disbursed between July 1, 2010 and June 30, 2011.

Repayment for both loan types begins 6 months after graduation or student ceases at least half-time enrollment.

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS) This loan may be secured directly from the federal government through the Office of Financial Assistance. Parents can borrow up to the cost of education minus other aid. PLUS Loan borrowers whose funds were first disbursed on or after July 1, 2008 have the option of delaying their payment on the PLUS Loan either 60 days after the loan is fully disbursed or six months after the dependent student is no longer enrolled at least half-time. During this time, interest may be paid by the parent or capitalized. The repayment period for the PLUS Loan may range from 10 to 25 years. The interest rate is fixed at 7.90 percent.

State Funds

ILLINOIS STATE MONETARY AWARD PROGRAM (MAP) Illinois resident students who demonstrate financial need can receive an award from the State of Illinois. Applicants should complete the FAFSA each year for consideration. The priority deadline is prior to March 1.

ILLINOIS FUTURE TEACHER CORPS (IFTC) PROGRAM The IFTC program encourages academically talented students to pursue teaching careers in Illinois. Selection criteria include cumulative grade-point average, expected family contribution, minority student status and renewal status. The amount of the award is determined by whether the applicant is studying in a teacher-shortage discipline and/or agrees to teach in a hard-to-staff school. Awards are from \$5,000 and up to \$10,000. For complete

program requirements, go to www.collegezone.com. The award is under the heading of "Gift Assistance Programs."

MINORITY TEACHERS OF ILLINOIS SCHOLARSHIP PROGRAM (MTI) The MTI program encourages academically talented minority students to pursue careers at nonprofit Illinois preschool, elementary and secondary schools. The scholarship awards up to \$5,000 per academic year. For complete program requirements, go to www.collegezone.com. The award is under the heading "Gift Assistance Programs."

Augustana Institutional Funds

Institutional funds are available to full-time (8 credits or more) students for up to 12 terms or upon completion of the degree. Students who never attend a class, resulting in part-time enrollment, will have their assistance recalculated based on part-time enrollment, with no institutional assistance for that term. Additional information regarding assistance may be obtained from the Office of Financial Assistance.

ALUMNI SCHOLARSHIP Students who have a parent who is an alumna or alumnus of Augustana College are eligible to receive \$1,000 per academic year.

ART SCHOLARSHIPS After review of their portfolios, students selected by the art department faculty are awarded art scholarships. Awards range up to \$2,500 per academic year and may be renewed with the recommendation of the Augustana College art department.

AUGUSTANA GRANT These grants are given by Augustana College to students who demonstrate financial need. Application is made by completing the FAFSA and the Office of Financial Assistance Information Form.

AUGUSTANA LUTHERAN BROTHERHOOD SCHOLARSHIPS Eligible Lutheran students will receive up to \$1,000 per academic year for four years. Students receiving \$1,000 or more in gift assistance from any other source (state, federal or Augustana aid programs) are ineligible for this award. To be considered for the scholarship, the student's pastor must send a letter to the Office of Financial Assistance prior to June 1 indicating the student is a member in good standing in the church.

CARVER SCHOLARSHIP Established with funds from the Roy J. Carver Charitable Trust, Muscatine, Iowa, these scholarships are awarded to students who have demonstrated commitments to excellence, quality and leadership, and who show capacity for college work at a high level of accomplishment. Preference is given to first-year students from western Illinois and eastern Iowa who demonstrate

financial need. The scholarship is renewable for four years based on maintaining a 3.00 grade-point average.

CARVER LOGOS SCHOLARSHIP Significant academic scholarships are available to first-year students accepted into the highly distinctive and rigorous Logos honors program. Developed in 1995 with a grant from the American Council of Learned Societies, the three-year honors program enables students to approach their liberal arts education through the sciences. The scholarship is renewable for all four years based on maintaining a 3.00 grade-point average and completion of the Logos honors program. Recipients of the award are designated as *Roy J. Carver Honors Scholars*.

DEAN'S SCHOLARSHIPS Scholarships ranging from \$14,000-\$15,500 are awarded to students with outstanding academic achievement. Scholarship renewal requires a 2.75 Augustana cumulative grade-point average.

DEBATE SCHOLARSHIPS Up to \$2,500 per year may be awarded to students on the basis of performance and proficiency in debate as recommended by Augustana's Department of Communication Studies.

FAMILY ALLOWANCE GRANT Students from families that have two or more children enrolled full-time at Augustana are given a \$3,000 family allowance in their financial assistance package. A student receiving \$3,000 or more in gift assistance from any other source (state, federal or Augustana aid programs) is not eligible for this award. This grant is not available for enrolled married couples or for a parent and child enrolled at the same time. Students who have completed a degree program or who have completed 12 terms of attendance also are not eligible for this grant.

FOUNDERS SCHOLARSHIPS Scholarships ranging from \$10,000-\$13,500 are awarded to qualified students based on previous academic performance. Scholarship renewal requires a 2.50 Augustana cumulative grade-point average.

GENERAL MUSIC SCHOLARSHIPS Scholarships up to \$4,000 are awarded to talented students—including non-majors—on the basis of auditions held on campus. Awards are renewable based on recommendations from the Department of Music. Scholarships are awarded in all applied areas of piano, organ, voice, and band and orchestral instruments

NAESETH WRITING AWARDS Up to \$1,000 per year is available to students who show promise as writers and intend to major in English. Applicants must submit three pieces of original writing to the Department of English.

PRESIDENTIAL SCHOLARSHIPS Scholarships of \$16,500 are awarded to students who demonstrate exceptional academic ability. Award determination is based on high school grade-point average, class rank, ACT or SAT scores, leadership qualities, community involvement, and extracurricular activities. Scholarship renewal requires a 3.00 Augustana cumulative grade-point average.

RISSING SCHOLARSHIP Established by Fred W. Rissing and Florence J. Rissing for the purpose of assisting students who are preparing for professional leadership in the Lutheran Church, these awards are made in an amount up to \$5,000. They are renewable annually by maintaining a 2.50 Augustana cumulative grade-point average.

Application information for the Rissing Scholarship may be obtained from the Augustana College Office of Admissions.

THEATRE SCHOLARSHIPS Exceptional individuals who are pursuing interests in performance or theatre design and technology are awarded up to \$2,500 per academic year in scholarships. An on-campus audition or portfolio presentation is required for consideration. Renewal of this award is based on involvement in theatre productions and recommendation of the theatre arts faculty.

Other Scholarships

In addition to applying for funds available from the federal and state governments and from Augustana College, students are urged to investigate the possibility of scholarships, grants and loans that may be available to them in their own communities. It can be worthwhile to consult churches, the company or business employing parents, high school counseling offices, fraternal organizations and service clubs for information about scholarships and other aid available to students who meet their requirements.

Veterans' Benefits

All veterans who wish to receive benefits under the Veterans Administration Education Program must complete a Veteran Application for Program of Education form, which is available from any VA office or the Augustana Office of the Registrar. Before each term begins, the veteran must inform the Office of the Registrar of the number of credits taken. G.I. Bill benefits provide monthly stipends to eligible veterans while they attend Augustana.

Spouses and children of veterans who died or became totally disabled as a result of military service are also eligible for monthly benefits while attending college. Eligible students should contact a VA office or the Augustana Office of the Registrar for more details.

Student Life

Augustana College enrolls approximately 2,500 full-time students from across the United States and around the world, with a little more than 10 percent from the Quad Cities. These students reflect a wide variety of economic, religious, ethnic, cultural and social backgrounds. Seventy-one percent live in college-operated residences while another 20 percent live off campus in private rental properties. Approximately eight percent commute from their homes.

While the academic progress of each student is most important, extra-curricular activity enhances the academic experience. Augustana offers a wide range of opportunities designed to meet the physical, emotional and spiritual needs of students during the college years.

As a private institution, Augustana exercises its right to require civil behavior of its employees and students, and to enforce community standards through judicial or administrative action. The college administration reserves the right to dismiss and/or to refuse further registration to any student whenever, in its judgment, the general welfare of the college community or the individual student seems to call for such action.

Internal regulations of the college pertaining to such matters as student conduct, parking, residential life and class attendance can be found online in the handbooks *Inside Augustana* at www.augustana.edu/insideaugustana and *Inside Our Halls and Houses* at www.augustana.edu/reslifehandbook.

Career Development

The Career Development office provides professional service to current students and alumni, and serves as a clearinghouse for information relating to exploration of majors, career paths, entry-level opportunities and graduate programs.

Career Development staff assist students in developing an understanding of themselves and the working world, and then integrating this information to make effective career decisions. The process includes interest inventories, online research, individual career counseling and workshops. Workshop topics include job search strategies, writing cover

letters and résumés, networking, interviewing and applying to graduate programs.

Through the Career Development website, students can learn about job openings, on-campus interviews, local and regional job fairs and workshops.

The Career Library holds information on a variety of career paths, graduate schools and prospective employers, including school districts, social service agencies, businesses and governmental organizations.

Students also may utilize Career Development to learn about off-campus part-time job openings, schedule a mock interview and obtain registration materials for standardized tests such as the GRE, GMAT and LSAT.

Center for Vocational Reflection

The Center for Vocational Reflection helps students, faculty and community members reflect on who they are called to be. Vocation is our call to live life with intention, integrity and generosity in the context of the world around us.

Through programs and individual appointments, the Center helps students explore such questions as: Who am I? Who do I want to be? How can my unique skills, gifts, talents and passions address community need? How should I choose a major? What is my story? In addition, the Center offers speakers and events to engage the Augustana community in deeper vocational reflection.

The Center helps students combine their academic instruction with community service. Each year, the Center offers paid Servant Leader Internships to students interested in exploring their vocations, especially in non-profit and church-related settings.

The Center for Vocational Reflection is located on the first floor of Sorensen Hall, in the Community Engagement Center. Students may stop by the Center to explore its resources and join in reflective conversations.

Internship Services

Located in Sorensen Hall, the Office of Internship Services (OIS) is a central location to help students, faculty and employers understand internships at Augustana College. Students may use the OIS as a place to talk about the benefits of having an internship, learn about opportunities to participate in the internship for credit and to develop an internship search strategy.

Faculty may use this office to develop guidelines for internships for credit through their department as well as obtain sample reflective assignments they may choose to use when supervising students. Employers often work with the OIS to advertise an internship or receive guidance as they develop a new program.

The Office of Internship Services works closely with Career Development and the Center for Vocational Reflection to help students see the value and importance of internships when exploring their own interests and passions as well as with future career and graduate school plans.

Extra- and Co-curricular Opportunities

Augustana College offers a wide variety of opportunities for achievement outside of the classroom. While some of these activities are offered for academic credit, most are not. Students can receive academic credit for regular participation in any of the following activities. For more information, please contact the appropriate academic department.

Athletics

Augustana sponsors intercollegiate athletics for 23 varsity programs. Women's teams compete in 11 sports: basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball. The men compete in 12 sports: baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track and field, and wrestling. Augustana is a charter member (1946) of the College Conference of Illinois & Wisconsin, a league that consists of eight liberal arts colleges of similar size. The college competes nationally within the guidelines of NCAA Division III.

Augustana also has eight club sports, each offering academic credit: cheerleading, crew, equestrian team, lacrosse, volleyball, rugby, dance and poms.

The extensive intramural program on campus is housed in the PepsiCo Recreation Center. The men's and women's intramural (IM) council is composed of fraternity and sorority intramural representatives, residence hall floor intramural representatives,

independent team captains and intramural student directors. In cooperation with the intramural director, they organize the year-round intramural competition.

The Augustana Equity in Athletics Report is available on the Augustana website in the online catalog under extra-curricular and co-curricular opportunities or by contacting the Director of Athletics' office. The public is informed annually by the college of its right to view this report.

Debate

Augustana has one of the greatest traditions in the history of academic debate. The debate program was established three days after the founding of the college itself, in 1860. Augustana has qualified 50 teams to the National Debate Tournament (NDT) since 1947, and 18 Augustana debaters have been recognized as among Top Ten speakers there. Augustana remains nationally and regionally competitive in NDT and Cross Examination Debate Association (CEDA) debate. The director of debate is an experienced competitor, coach and teacher. Academic credit and scholarships are available to team members, and the program is open to all students regardless of previous debate experience.

Music

Augustana's Department of Music sponsors numerous music ensembles of all varieties. Auditions for these groups are open to all students, regardless of major. Music ensembles include:

- Ascension Singers**
- Augustana Chamber Singers**
- Augustana Choir**
- Augustana Concert Band**
- Augustana Jazz Ensemble**
- Augustana Symphonic Band**
- Augustana Symphony Orchestra**
- Handel Oratorio Society**
- Jenny Lind Vocal Ensemble**
- Opera@Augustana**
- Wennerberg Men's Ensemble**
- Women's Ensemble**
- World Hand Drumming**
- Brass, String and Woodwind Chamber Ensembles**
- Jazz Combos**

Theatre

The Augustana College Theatre (ACT) presents a major mainstage production each term, an annual short play festival, directing class scenes and occasional studio productions each season. Plays are selected from a wide variety of periods and genres, including a musical production every other year. Participation is open to all Augustana students, and auditions are held at the beginning of each term.

Honorary Organizations

Aristeia, a Greek word meaning “a special display of excellence,” is an organization which recognizes excellent scholarship among first-year students at Augustana. Membership is granted to first-year students who have all A grades (A+, A or A-) during at least one term of their first year at Augustana.

Mortar Board is a national honor society of college seniors selected for high achievement in scholarship, leadership and service. Augustana’s Aglaia Society received its charter in April of 1965. Each spring, outstanding students in the junior class are chosen to constitute the chapter for the following year.

Omicron Delta Kappa. Augustana’s chapter of this national leadership honor society provides an informal setting for students and members of the faculty and administration to discuss significant campus issues.

The Sigma Beta Chapter of the **Order of Omega** is a Greek leadership honor society that recognizes students for a high standard of leadership in inter-Greek activities and encourages them to inspire others to strive for similar goals. Only the top three percent of Greek members are invited to apply.

Phi Beta Kappa is the oldest honorary society in the United States and among the most selective. Augustana’s chapter, Zeta of Illinois, was established in 1950. Members, elected by faculty, must be senior students who exhibit strong intellect, character, integrity and independence of mind. Election is less a reward for past success than a recognition of exceptional promise for future growth and achievement.

Student Activities

An integral part of the college’s educational program are the various student activities and the programs organized by these groups. The Augustana College Office of Student Activities is a resource center for student organizations on campus. Clubs and organizations should consult the Office of Student Activities as they develop and implement programming. For a complete list of student organizations, go to www.augustana.edu/studentgroups.

Greek Life

The following Greek organizations are recognized by Augustana College. For more information on the local Greek system, contact the Office of Student Activities.

Fraternities

Alpha Sigma Xi 1991
Beta Omega Sigma (BOS) 1927
Delta Omega Nu (DON) 1947
Gamma Alpha Beta (GAB) 1917
Omicron Sigma Omicron (OZO) 1920, 1983
Phi Omega Phi (POP) 1915

Sororities

Chi Alpha Pi (CAP) 1976
Chi Omega Gamma (COG) 1925
Delta Chi Theta (DELTA CHI) 1965
Phi Rho 1919
Sigma Kappa Tau (KT) 1909, 1985
Sigma Pi Delta (SPEED) 1909, 1981

Housing

Augustana’s residence hall system contributes to the overall educational program by providing experience in supervised group living. Resources to support students’ personal, social and academic growth make living on campus an important part of a liberal arts education.

This is the main reason why all full-time students are required to live in college residence halls or transitional living areas (TLA) for three years. Exceptions to this requirement include local commuters and students with special needs who cannot be accommodated. Students who choose to commute to Augustana from home are encouraged to consider one of the many campus living options as part of their college experience. For more information, please contact the Office of Residential Life.

Residence Halls and Transitional Living Areas (TLAs)

First- and second-year students are housed in coeducational residence halls, third-year students reside in transitional living areas (TLAs) and fourth-year students generally elect to live off-campus. Traditional residence halls located on the central campus are Andreen, Seminary and Swanson Commons. Erickson and Westerlin residence centers are located on the upper campus.

Residence halls are generally configured in double rooms with community restrooms, although some single, triple and quad rooms and suites with shared bathrooms also are available. Most buildings have recreation areas, computer labs, kitchens, TV viewing rooms, laundry facilities and storage areas. Free cable television and local telephone service/voice mail are provided; computer network hookups are available for a modest fee, and wireless service is available in common areas.

Residential security is a campus priority; a card-access and key system is used for the safety and well-being of students. In most halls, visiting privileges are limited on weekdays and open on weekends. Use of alcoholic beverages is restricted to TLA residents 21 years or older; alcoholic beverages are not permitted elsewhere in campus housing.

Specialized TLA housing for upperclass students is found on the campus periphery. TLA houses include Ansvar, Asgard, Baldur, Bellman, Bergman, Bostad, Branting, Bremer, Celsius, Delling, Erfara, Esbjorn, Forseti, Freya, Gustav, Hedin, House on the Hill, Idun, Karsten, Larsson, Levander, Lindgren, Local Culture, Lundholm, Martinson, Milles, Moberg, Nobel, Oden, Ostara, Roslin, Ryden, Sanning, Swedenborg, Tredway, Tyr, Vidar, Viking, Zander and Zorn. Audeberg, Anderson/Bartholomew, the Arbaugh/Naeseth Residence Centers, the Dorothy Parkander Residence Center and the south and west wings of the Duane R. Swanson Commons offer apartment-like accommodations for men and women.

Complete information and regulations are found in the Inside Our Halls and Houses handbook available on the web at www.augustana.edu/reslife.

Reservations

An information letter with instructions to submit an online housing preference survey is sent to committed students in late April or early May. Housing assignments for new students are based upon room/hall availability, roommate compatibility and special needs. Students already residing at Augustana select the next year's room assignments during the spring term.

Religious Life

As a college related to the Evangelical Lutheran Church in America, Augustana promotes the religious and spiritual life of its students.

The chaplaincy staff offers pastoral care for all students and leads a variety of worship services. Campus ministries programs include Bible study and discussion groups, service projects, mission trips, social occasions and spiritual retreats. These activities are open to all members of the college community.

In addition to Augustana Campus Ministries, there are several other student religious organizations on campus, including Catholic Student Group, Fellowship of Christian Athletes, InterVarsity Christian Fellowship, Jewish Student Group, Muslim Student Group and Young Life.

Ascension Chapel and the campus ministries offices are located in Founders Hall.

Student Counseling Service

Augustana College provides a counseling service to help students with short-term emotional and psychological problems. The service is free of charge and open to anyone who is a registered student.

Counseling services are confidential, and counselors are available during the normal working day or by appointment after hours. The counseling service offers a variety of self-help and growth groups for interested students.

Student Employment

The Federal Work Study program provides students the opportunity to work part-time on campus, earn money and learn valuable skills. Students are paid every two weeks through the payroll office located in the college's business office in Sorensen Hall. Most student positions at Augustana allow for a maximum of 8-9 hours per week and pay the minimum wage. It is the student's responsibility to find and apply for campus employment; students can view the student employment listings on Augustana's Campus Net, and for assistance may contact the student employment office within the Office of Financial Assistance, Seminary Hall, 794-7418. Although preference may be given to students who have a work study award, students who do not have the award can find employment on campus.

Off-campus employment listings are available through the Career Center, located in Founders Hall.

Student Health Care

Augustana College has established a relationship with the Trinity Medical Center and its subsidiary, the ExpressCare Clinic, located 1 mile from campus, to provide around-the-clock health care to its students. Students must provide proof of insurance or pay for services rendered with cash, check or credit card at the time they receive treatment. Student loans are available in the Dean of Students Office, if needed.

Any student who chooses not to use ExpressCare may seek to become a patient of a local physician. Augustana is conveniently located near major medical facilities which provide emergency, inpatient and outpatient services. A free shuttle is available from 8 a.m. until 6 p.m. Monday through Friday to transport students to the health care provider of their choice, anywhere within the Quad Cities. The shuttle also transports students between residence halls and classes when needed. When the shuttle is not available, a local taxi service transports students free of charge.

Augustana operates a Counseling Service for its students (see column at left). The Dean of Students can assist students in obtaining appropriate care.

An optional health insurance plan is available at a minimal annual premium. The plan is designed to supplement regular coverage. Information concerning the health insurance plan is available from the Dean of Students.

Academic Policies

Policy Oversight

Academic policies are set by the Augustana College faculty. The Committee on Advanced Standing and Degrees (AS&D) is responsible for overseeing academic policies and degree requirements set forth in the college catalog. The committee consists of a non-voting chair (Registrar), five faculty members elected every two years and three advisory positions: two students appointed by Student Government Association (SGA) and the Associate Dean. Waivers for degree requirements or academic policies must be made by the student in writing to the Office of the Registrar a minimum of two days prior to a scheduled AS&D meeting (contact the Registrar for the meeting schedule.) Students will be notified of the committee decision in writing within one week of the meeting. Written appeals may be made to the Dean of the College within 10 days of the date of the letter.

Summer Connection

During the summer prior to their first year at Augustana, students are invited to spend a day on campus, developing class schedules with the help of faculty advisors and student peer mentors, and registering for fall classes. To secure a registration date, students must take all recommended online placement tests.

Fall Connection

An orientation prior to the beginning of fall term helps new students adjust to college life and introduces them to Augustana's environment as a liberal arts college. Special activities and programs provide a comprehensive introduction to the faculty, campus and community. Small groups of new students are accompanied through many of the orientation events by upperclass students and faculty members, who introduce them to the many campus resources. Auditions for band, choir and orchestra also are held at this time.

First-Year Program

During their first three terms, students enroll in either the first-year liberal studies sequence or in one of two tracks in the honors program (Foundations or Logos). Students enrolled in the liberal studies sequence will enroll in Rhetoric and the Liberal Arts (LSFY 101) in the fall, LSFY 102 in the winter and LSFY 103 in the spring. (See Augustana General Education Studies, pp. 37-38.) For students in Foundations, college writing and rhetoric are built into the three-course, 12-credit sequence. (See Honors Program, p. 34.)

First-year students may also enroll in courses within the six Learning Perspectives: the arts, human values and existence, the individual and society, literature and texts, the past, and the natural world. Students may also choose courses which offer a global or human diversity perspective. Other choices include physical education activity classes and classes to complete the equivalent of at least one year of college-level foreign language study.

Academic Advising

The Director of Academic Advising assigns faculty and peer mentors to assist first-year students in arranging their class schedules and to advise them throughout the year with academic and other questions and issues. Students are invited to meet with their advisors at specific times each term, in groups or individually, to discuss academic matters. When a student declares a major (as early as spring term of the first year), an advisor is assigned from the appropriate department. Each student also has access to specialized advice from the international study advisor on study abroad; from the financial officer on scholarships, grants, loans and campus jobs; from the Director of Career Development and Director of the Center for Vocational Reflection on career choices and future employment; from the Registrar on credits, graduation requirements and permanent records; and from the Office of Academic Affairs on academic policies in general.

The student may obtain counseling on a wide range of needs and problems from the Dean or Associate Dean of Students, the campus chaplains and the Student Counseling Service. International students

obtain guidance and assistance from the Director of International and Off-Campus Programs. Students uncertain about where to turn for help can obtain referral to the appropriate counselor or office from the Dean or Associate Dean of Students.

Note: *The audit and reviews are provided only as planning aids. It is the student's responsibility to report any printed error to the Office of the Registrar. The responsibility to understand and meet degree requirements rests entirely with the student.*

Credits

The number of academic credits assigned to a course is based on the amount of work required in the course. Courses carry from 0 to 9 credits, but nearly all offer 3 credits. Once credit has been earned in a course, that course may not be repeated for credit unless specifically designated [see Repetition of Courses, p. 21].

Classification

A full-time student carries 8 or more credits per term. Audit hours do not count toward full-time status, but are included among tuition charges. A part-time student carries fewer than 8 credits per term. The following classifications apply to students working toward a degree either full-time or part-time: a sophomore has 28 credits, a junior has 60 credits, and a senior has 90 credits. Students not working toward a degree, such as post-baccalaureate students, are classified as special students.

Course Load

Full-time tuition for the academic year covers enrollment in 33 credits during the three terms. Full-time tuition for only one term covers enrollment in up to 11 credits of instruction. Full-time tuition for two terms in one academic year covers enrollment in up to 22 credits, an average of 11 credits per term. Tuition is charged on a per-credit basis for enrollment in fewer than 8 credits in any one term or in more credits than the maximum covered by full-time tuition (see Costs and Financial Assistance, pp. 11-14).

Normal Progress Toward Degree

Students are making normal progress toward the Bachelor of Arts degree if they earn at least 27 credits after three terms, 59 after six terms, 91 after nine terms, and 123 after 12 terms of enrollment. To maintain normal progress toward the degree, students must file a Declaration of Major form after earning 60 credits. These forms are available in the Office of the Registrar. Students who fail to meet this requirement will be restricted from registration at the point when they have earned 60 credits but have not declared a program of study.

Placement Examinations

Foreign Languages

Students who have studied a foreign language in high school are encouraged to use that knowledge at Augustana. They may apply it toward meeting the graduation requirement in foreign language and may qualify for enrollment in advanced courses. Foreign students for whom English is not the native language satisfy the requirement by successfully completing one 3-credit course in American or British literature.

Students with any previous experience in a language offered at Augustana (Chinese, French, German, Greek, Japanese, Latin, Spanish, Swedish)—whether in high school or in a non-academic context—must take a placement test before registering. The foreign language departments conduct online placement tests prior to registration. These departments and the students' faculty advisors then continue to provide academic advising in language study as needed.

Chemistry

First-year students who have had two years of chemistry in high school may be advised—based on a placement test—to enroll in chemistry 122, bypassing chemistry 121. The online chemistry placement test must be taken prior to registration during Summer Connection; results are used to determine appropriate course placement. For more information, contact the chair of the chemistry department.

Mathematics

Students who will be enrolling in a college mathematics course take a placement test to aid in selecting the appropriate first course. Students with fewer than four years of high school math are directed to pre-calculus mathematics. Students with four or more years of high school math are directed to pre-calculus mathematics or calculus I. Students with four years of high school math, including a full year of calculus with a B average or better are strongly encouraged to enroll in calculus II or discrete mathematics.

Advanced Standing

Transfer Credit

Upon admission of a transfer student, the Office of the Registrar will issue a statement of advanced standing delineating the number of credits transferred.

To be transferred, coursework taken at another institution need not be in the exact vein as courses offered at Augustana, but should be in an academic program and at an academic level comparable to

examples from the Augustana curriculum. Stricter criteria may be applied to a course for it to fulfill a general graduation requirement or a requirement for a major.

Only a summary of credits accepted from other institutions will be noted on a student's Augustana transcript. Specific information on transfer credit is recorded in the student's permanent file and included in degree audits. Coursework approved for transfer credit after a student enrolls at Augustana is treated in the same manner.

Regulations governing transfer credit upon admission to Augustana

1. Students seeking a degree at Augustana must submit for transfer evaluation an official transcript of all work attempted at other colleges and universities. Grade sheets and transcripts generally issued to students are not acceptable. Official transcripts should be sent to the Office of Admissions directly from the other institutions attended.
2. To be transferable, coursework must be completed at a regionally accredited institution. (Schools in Illinois and surrounding states should be accredited by the North Central Association of Colleges and Schools.) A directory of accredited institutions is available in the Office of the Registrar.
3. Only coursework from other colleges and universities awarded the grade of "C" (i.e., 2.00) or higher is evaluated for transfer credit.
4. **Semester credits:** Augustana credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] = $[(2/3) \times (\text{quarter credits})]$.
5. **Repetition of courses:** Once credit has been earned for a course at another institution, it cannot be earned again at Augustana. In granting credit for a course taken more than once at another school(s), credits are transferred so as to be consistent with the last institution's method of recording credits.
6. **Pass/No Credit:** A course graded Pass/No credit is not transferable if "D" is considered Pass under the other institution's grading system.
7. **Residence requirement:** At least 60 credits (exclusive of physical education activities) must be earned at Augustana. The last 24 credits applied to the degree must be earned at Augustana.
8. **Upper-division credits:** Not more than six credits from a two-year college may be counted as upper-division credits at Augustana.
9. **Credit by examination**, including Advanced Placement, credit for experience, and correspondence coursework are transferable to the extent that Augustana standards are met.
10. **Mathematics credit:** No credit is given for work in mathematics below the level of college algebra.

Regulations governing transfer credit after a student enrolls at Augustana

1. **Prior approval:** Transfer credit is not awarded without approval by the Committee on Advanced Standing and Degrees prior to a course being taken. Petition forms for this purpose may be obtained in the Office of the Registrar. Petitions must include the name of the institution in which the coursework is to be taken; titles and descriptions of courses; length of the session or term; statements of support from the student's advisor and from the chairs of the departments responsible for the degree requirement fulfilled by the course to be taken.
2. **Repetition of failed courses:** Students may not retake failed Augustana coursework at another college or university without prior approval of the Committee on Advanced Standing and Degrees. It is expected that courses retaken to fulfill general education requirements or requirements within a major or minor will be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the department of the student's major or minor, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.
3. **Concurrent registration:** Full-time students at Augustana may not concurrently carry coursework at any other institution without prior approval of the Committee on Advanced Standing and Degrees. The guidelines for prior approval of transfer credit once a student has enrolled at Augustana apply also to petitions for concurrent registration. Students who wish to petition for concurrent registration should continue to attend all classes during this period. The following guidelines also apply:
 - a. Only students who have earned 60 credits or more are eligible for concurrent registration.
 - b. Petitions for this privilege are approved only if the committee judges that the student's valid educational objectives can be met best through concurrent registration.
4. **Correspondence or distance coursework:** A maximum of nine semester credits earned through distance education offered by an accredited undergraduate institution may be applied toward the Bachelor of Arts degree. Distance education coursework may not be applied toward fulfillment of the foreign language requirement. Distance education includes, but is not limited to, the following: internet courses, stored media courses (e.g., videotape, CD ROM and DVD), interactive TV courses (2-way audio/2-way video), open broadcast TV courses, and correspondence courses.

Credit for Military Service

Augustana generally accepts the recommendations of the American Council on Education for accreditation of military service training and experience insofar as the credit is for coursework comparable with that offered by Augustana. One physical education credit is given for military experience of more than one year. This credit may be used to satisfy partially the physical education graduation requirement.

Advanced Placement Credit

First-year students who have taken the College Board Advanced Placement Examination may be eligible for as many as 18 credits (occasionally more when approved by the Dean of the College). Students who wish to have their scores considered should request that the College Board send them directly to Augustana College. Scores of 4 or 5 may result in credit. Academic departments determine which scores result in credit. For specific information on advanced placement credit, see p. 127.

International Baccalaureate

Students who have earned the International Baccalaureate Diploma may be awarded credit for Higher Level passes with scores of five (5) or higher. In some academic disciplines a score of four (4) may be considered, but is subject to individual evaluation and the discretion of the academic department. No credit is awarded for Subsidiary or Standard Level examinations. The specific amount of credit and course equivalencies awarded for each Higher Level pass are determined through evaluation by the appropriate academic department.

Once students have committed to Augustana College, they should arrange to have their official IB scores sent to the college.

Credit by Examination

Most examinations for advanced standing are intended only to permit the exceptionally qualified student to enter an advanced course without taking preliminary courses. Such examinations are administered at the discretion of the department involved and no fee is charged.

Private Study

In exceptional cases, a candidate for graduation who critically needs a course may take a desired course through private study with an instructor. The student must petition the Committee on Advanced Standing and Degrees. The student is responsible for all fees above and beyond regular tuition. For information, the student should consult his/her advisor, a faculty member and the Dean of the College.

International Study

Augustana regularly offers programs for both language study and multidisciplinary study in a variety of regions of the world. Recent, current and upcoming programs include Austria, Australia, Botswana, Brazil, China, Ecuador, France, Germany, Ghana, Great Britain, Ireland, Italy, Japan, Mexico, Peru, Senegal, Spain, Sweden, Taiwan and Vietnam. The quality of instruction on these sponsored and affiliated programs meets college standards and the curricula are consistent with on-campus academic programming (see pp. 31-32).

Students who wish to study abroad in other programs should consult with the Office of International Programs. The following policies apply:

1. Once students are selected/approved to participate on an Augustana international study program, they follow the normal college registration procedures.
2. Study abroad in non-Augustana programs should be planned for the junior or senior year. Prior to leaving campus, students interested in participating in these programs must work with the Office of International Programs in filling out appropriate petitions for transferring coursework back to Augustana. Petitions are available in the Office of the Registrar and in the Office of International Programs. (1) Courses that meet general education requirements should have the signature of the student's advisor. Courses that meet major or minor requirements need the signatures of the advisor and the appropriate department chair. (2) Submit completed application to the Office of International Programs for the signature of the Director of International Programs. (3) Petitions are forwarded to the Advanced Standing and Degrees Committee for a final decision. (4) Students returning to Augustana following a non-Augustana study abroad program should re-apply for admission with the Dean of Students Office (see Special Designations #2, next page).

Special Designations

Students who are away from the campus for special reasons are designated as follows:

1. **Augustana students in non-resident programs.** Students are registered at Augustana and have all the privileges and responsibilities of regular resident students including financial assistance, ID cards, insurance, etc. They are included in statistics reporting Augustana students, even though they may pay tuition at a different institution. Continuance at Augustana upon their return is contingent upon meeting academic standards comparable to those in effect at Augustana while away. Examples of non-resident programs are the Augustana international study programs, including summer language study, and Augustana internships.

2. Augustana students on leave. Students travel individually to study in a foreign country or engage in some special educational program. They take a leave of absence from Augustana and Illinois state financial aid programs, and are not entitled to any student benefits or privileges contingent upon enrollment. Students who return must complete a brief readmission application with the Dean of Students. Work submitted for advanced standing or transfer credit is subject to normal review procedures for transfer work. Examples are approved programs of foreign or domestic study and international exchange programs such as those in China and Germany.

Registration

Section Attendance Policy. Any individual who is attending a course section must be properly registered for the course by the 6th day of the term. Students needing to repeat a course for proficiency only (to improve grade for departmental requirements) must register as an auditor and pay for the course. Audited coursework does not appear on the record and does not factor in the grade point average. Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section attendance policy include college-approved guests, such as prospective students who are officially scheduled through the Office of Admissions, college employees approved in advance by the instructor, other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor and department chair.

New Students. New students register on designated days in early summer or just prior to Fall Connection. For students entering or returning mid-year, registration takes place at the beginning of the winter or spring term.

Continuing and Former Students. Continuing and former students register in the spring for the following year, in the eighth through tenth weeks of the fall term for winter term, and in the eighth through tenth weeks of the winter term for spring term.

Upper-Division Courses. Courses numbered at the 300- and 400-level are intended primarily for students who have earned junior or senior classification, though sophomores may enroll in upper-division courses with the approval of the academic advisor. First-year students may enroll in any sequential course(s) for which they have already established qualifications.

Overloads. A student taking more than the maximum number of credits covered by full-time tuition may be subject to additional tuition charges. See Schedule of Student Charges for overload fees.

Change of Registration. A change of registration may be made with the approval of the student's academic advisor and the instructor, and is valid only when filed and approved in the Office of the Registrar.

Adding a course is permitted only during the first six days of the term except in the case of a module course which has not yet commenced. Withdrawal from a course is permitted only during the first seven weeks (in the case of courses scheduled to last fewer than 10 weeks, until 70 percent of the course has been completed). Students receive a grade of "W" for classes dropped after the fifth week. Students may drop a class after the seven-week deadline only because of extended illness or other extraordinary circumstances beyond the student's control. Courses dropped with a "W" grade are not eligible for a tuition refund and those credits will be counted toward the total credit maximum with full-time tuition: 33 credits for three terms of enrollment (two terms=22 credits, one term=11 credits). Late drops or adds must be approved by the Associate Dean of Students. Students who wish to petition a change in registration from a previous term must petition the change within three terms. Petitions received after this deadline will not be accepted. Changes of registration after the second week of a term are subject to a \$50 fee per course.

NOTE: *A transcript with numerous "W" notations may be interpreted by employers and professional and graduate schools as an indication of inability to complete academic obligations. Students therefore should use the post five-week drop option sparingly. Courses dropped after the midpoint of the term are nevertheless included in calculating tuition charges.*

Anyone terminating attendance in a course without approval and without following specified procedures will receive an "F" grade in the course.

Students accused of academic dishonesty in a class will not be permitted to drop the course involved until they have either been cleared of the allegation or have the permission of both the instructor and the Dean of Students.

Student Schedule. Students will have academic advising assistance available to them in the weeks prior to registration. The college strongly recommends all students seek out their academic advisor prior to registration. Web Advisor is available 24 hours a day and displays the student schedule with a secure login. The responsibility for registering for appropriate classes for satisfactory progress toward the degree within all published enrollment deadlines and maintaining an accurate class schedule each term rests entirely with the student.

Class Attendance. Students are expected to attend classes for which they have registered, and any exceptions to this rule will be made explicit by the instructor at the first class meeting. Students not in attendance at the first class meeting are responsible for finding out on their own the instructor's policy on attendance.

Since courses may have waiting lists, an instructor may remove from the class roster any student who fails to confirm course registration by either attending a class session or contacting the instructor within 48 hours (excluding weekends) of the first scheduled class. In a case when a student is dropped from the roster, it remains the student's responsibility to drop the course from the schedule by filing a change in registration form in the Office of the Registrar.

Withdrawal from Augustana

When a student withdraws from all classes during a term, it is the college's responsibility to determine the student's withdrawal date for the return of federal Title IV financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal. To be officially withdrawn, a student must notify the college of his/her intent to withdraw by contacting the Office of Student Services, Founders Hall 104. The withdrawal date is the date the student notifies the Office of Student Services of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal. If a student ceases attendance without providing official notification to the college, the withdrawal date will be the midpoint of the term. However, the college may use as the withdrawal date the student's last date of attendance at an academically related activity, as documented by the college.

Requests for exceptions to the official withdrawal date and the unofficial withdrawal date must be made in writing to the Dean or Associate Dean of Students (Founders Hall 104). Exceptions may be granted for reasons such as illness, accident, grievous personal loss, or other such circumstances beyond the student's control. The Dean or Associate Dean of Students may determine a withdrawal date related to that circumstance.

Students who wish to return after withdrawal should contact the Dean of Students.

Refund of Charges

Tuition/Fees. A student who officially withdraws from Augustana may receive a full or partial refund (credit) for tuition and fees according to the following schedule of charges computed from the first official day of the academic term:

Days 1-2—No charge (100 percent refund).

Day 3 and Beyond —The calculation is based on the charges for the period of enrollment completed. The percentage is computed by dividing the total number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. If the

withdrawal occurs after 60 percent of the term is completed, no refund is given. (The three-term average is used for the total calendar days in the term.)

Room/Board. The refund calculation is based on a per diem usage. The percentage is computed by dividing the total number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. If the withdrawal occurs after 60 percent of the term is completed, no refund is given. (The three-term average is used for the total calendar days in the term.)

Resident students must vacate their assigned rooms within five days of initiating the withdrawal. A per diem room charge will be assessed directly to the student for each day the room is occupied beyond the official withdrawal date. Neither financial assistance nor the refund of charges will apply to these charges.

Unused meal points will be refunded in total.

Return of Title IV (Federal) Financial Assistance.

If a student receives federal financial assistance, a portion of these funds may be returned to the programs based on a pro-rata basis. This calculation is based on the period of enrollment completed. The percentage is computed by dividing the number of calendar days remaining in the term into the total number of calendar days in the term, as of the date of student withdrawal. The percentage of federal assistance to which the student is entitled (earned) is equal to the percentage of the term completed, up to 60 percent. If the withdrawal occurs after 60 percent of the term is completed, the student is considered to have "earned" 100 percent of the federal aid disbursed. (Federal Work Study funds are excluded from the Return of Title IV Funds requirements.) Please note the actual number of days in the term is used in this calculation.

When a student receives more Title IV assistance than the amount earned, the institution, student, or both are required to return the unearned funds as required in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan received on behalf of the student
5. Federal Pell Grants
6. Academic Competitive Grant
7. National SMART Grant
8. Federal SEOG funds
9. TEACH Grant
10. Other Title IV assistance

Refund of Illinois Monetary Award Program (MAP Grant). A student may receive MAP Grant payment for costs incurred up to the term award provided the college's tuition refund policy indicates the student has incurred charges in the amount of the claim.

Refund of Augustana Institutional Financial Assistance. Institutional assistance includes Augustana grants and scholarships. The refund/cancellation of institutional assistance follows the pro-rata policy (up to total tuition and fee charges) for the cancellation of institutional charges. If a student withdraws prior to the 60 percent period of the term, a pro-rated (total calendar days completed divided by total calendar days in the term) portion of his/her institutional aid will be returned to the program(s) from which the student received funds. If the withdrawal occurs after 60 percent of the term is completed, there is no cancellation of financial assistance.

Grading System

To be eligible for graduation, the final grade-point average must be at least 2.00 (a) in all Augustana coursework applicable to the degree and (b) in all Augustana coursework applicable to the major or minor exclusive of supporting courses. To ascertain a grade-point average, the number of quality points earned is divided by the sum of credits attempted in which quality points may be earned.

Faculty may assign grades on the following scale. Quality points are given for each credit as follows:

A+, A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D	1.000
F, FA	0.000

Grades used by Augustana are:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Fair
D	Poor

E Conditional failure with privilege of re-examination for a grade of D provided that the examination is taken within the first 30 days of the following term. Without re-examination, a grade of F is recorded after the 30 days.

F Below passing; failure without privilege of re-examination. Course may be repeated for credit. Subsequent grade does not replace prior grade of F. Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees. Courses retaken to fulfill general education requirements or requirements within a major or minor

should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.

FA Failure to Attend; given to a student who never attended any class meetings.

P Passing a Pass-No Credit course.

NC No credit where Pass-No Credit option was requested. See Pass-No Credit option, below. Course may be repeated for credit.

I Incomplete; passing, but with certain required work still unfinished, about which prior arrangement has been made. See Incomplete Grades, this page.

IP In Progress; a temporary grade used to indicate work in progress for a course or project approved to extend for more than one term. This grade is not computed in the student's grade-point average. See In-Progress Grades, p. 26.

W Authorized withdrawal after the fifth week of classes.

X Audit (no credit).

NR Not Recommended; see Education, pp. 67-68.

Pass-No Credit Grading

Pass-No Credit is available to students with permission of the advisor within the following guidelines:

1. A student may use the Pass-No Credit option to the point where it does not exceed 10 percent of the total credit hours completed or in progress. Courses which are mandatory Pass-No Credit will not be counted in the 10-percent figure.
2. A student may elect to register for more than one Pass-No Credit course in a given term.
3. Graduation requirements may not be taken Pass-No Credit, with the exception of one physical education activity course.
4. Courses required for a major or minor may be taken Pass-No Credit only by permission of the appropriate department chair.
5. Instructors will turn in letter grades for all students. In cases where students have elected the Pass-No Credit option, the grade will be converted for A, A-, B+, B, B-, C+ and C grades into P; and C-, D and F grades into NC. This rule will not apply to courses which are mandatory Pass-No Credit which will be graded by instructors as P or NC.
6. Neither P nor NC grades will be used in computing Augustana grade-point averages. Students should be aware that Augustana cannot control the use made by other colleges and graduate and professional schools of Pass (P) and No Credit (NC) grades that appear on the transcripts of Augustana students.

7. Students may exercise the Pass-No Credit option during the first four weeks of the term. The appropriate form is available in the Office of the Registrar.
8. For the complete policy and deadlines, please see the current academic calendar and the Pass/No Credit registration agreement available in the Office of the Registrar.

Incomplete Grades

An incomplete grade (I) may be given only for a valid reason and upon written agreement signed by both student and instructor. Students may not graduate with an I on their record.

The deadline for completion of all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. When the 30-day deadline falls during Christmas vacation, the deadline is the first day of classes following the Christmas recess. An extension beyond the 30-day period may be granted only by the Committee on Advanced Standing and Degrees with the approval of the instructor. This extension would normally be for at most an additional 30-day period, unless a longer period is granted by the committee because of some unusual circumstance such as serious illness.

Unless the student has petitioned the committee for such an extension, the instructor will assign a grade no later than one week following the 30-day period. If the Office of the Registrar does not receive a grade or a petition within 37 days from the date grades were due at the end of the term, a grade of F will be recorded for the incomplete.

In-Progress Grades

1. Students engaged in coursework that requires more than one term to complete may be given the temporary grade of IP. This use of the IP grade is subject to the following provisions:
 - a. The IP grade must be replaced by a final grade within two terms (excluding summer), but not later than the end of the term in which the student graduates. Extension of the two-term deadline must be approved by the instructor and the Committee on Advanced Standing and Degrees. Internship IP grades must be complete within 30 days of the end of the internship term.
 - b. The IP grade may be given only in courses for which prior approval has been granted by the Faculty Senate, and only with acceptable progress made toward the completion of the course.
 - c. Courses designed to meet the Senior Inquiry requirement may be assigned an IP grade at departmental and instructor discretion.
2. Students in LSFY 101 with writing deficiencies which, in the judgment of the instructor, prevent them from achieving C-level proficiency in writing despite

their best efforts, may be given a grade of IP rather than a D or an F. This use of the IP grade is subject to the following provisions:

- a. The IP grade is temporary. It must be replaced by a final grade within three terms (excluding summer), though an instructor may set a shorter deadline in some cases. The final grade must be C or F. If a final grade is not received within three terms (excluding summer), the Office of the Registrar will replace the IP grade with an F.
- b. Students who receive an IP grade in LSFY 101 are required to attend the Reading/Writing Center regularly until their writing problems have been sufficiently remedied to bring their work up to C level. Students who fail to attend the Reading/Writing Center will have the IP replaced by an F, and will need to re-enroll in LSFY 101.
- c. Students with an outstanding IP grade in LSFY 101 may register for at most 10 credits, and may not participate in Augustana international study programs and internships.

Repetition of Courses

A course may not be repeated for credit unless the course listing in the Courses and Programs of Study section of the Catalog is followed by the "+" symbol. [Example: 400 Independent Study (1+)]. Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees. Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.

Preliminary Reporting of Unsatisfactory Grades (Mid-term Reports)

During the fifth week of the term, faculty are asked to report to the Office of the Registrar each student whose classroom performance is less than satisfactory. Students and advisors are informed of reported difficulties during the sixth week. These reports are not part of the permanent record and are used only for advising and academic counseling. Students should consult their own PUG report electronically and work with their advisor to find appropriate campus resources for assistance.

Grade Reports

Grade reports are made available electronically to students at the end of each term. Students who suspect an error in reporting a grade, or who have a

question or complaint about a grade, should first contact the instructor. If it is necessary to carry the inquiry further, the department chair, the division chair, and then the Associate Dean of the College should be consulted. Grade appeals must be made within two terms (excluding summer term) of the grade posting to the student's record.

Satisfactory Progress Policy

Definitions

Completion of courses is defined as receiving one of the following grades: A, B, C, D, F, FA, NC, NR or P. Credit hours completed with audits (X), withdrawals (W), incompletes (I), work in progress (IP) grades and non-credit courses will not be considered as credits completed.

A student who receives financial assistance based on full-time enrollment must successfully earn a required number of credits each academic year (see table on page 28). The number will be prorated for half-time students. Credit accumulation will be checked at the end of each spring term.

Minimum Cumulative Grade-Point requirements will be measured at the end of each term.

Class repeats. Any class that can be repeated for credit will count toward full-time or half-time status. However, a failure in a repeated course may affect the student's ability to maintain satisfactory academic progress. Refer to the definition of completion of courses above and the chart on this page for minimum grade-point average.

Incomplete grades. Satisfactory progress decisions will be postponed until the incomplete grade is resolved and a letter grade has been issued. (See Incomplete Grades, p. 26.) If the student chooses to enroll the following term, financial assistance will be awarded until the time a satisfactory progress decision is made. Students not meeting the satisfactory progress policy based on a graded incomplete grade will be asked to withdraw from the institution at that time, with refunds based on the withdrawal policy. Students may not graduate with an I on their record.

In-Progress grades. Satisfactory progress decisions will be postponed until the in-progress grade is resolved and a letter grade has been issued. (See In-Progress Grades, p. 26.) If the student chooses to enroll the following term, financial assistance will be awarded until the time that a satisfactory progress decision is made. Students who do not meet the satisfactory progress policy after the in-progress grade has been changed to the actual letter grade will be asked to withdraw from the institution at that time, with refunds based on the institution's withdrawal policy.

Withdrawals. Course withdrawals are not used in calculating the grade-point average; they are, however, considered when calculating maximum time frame to complete a degree. They also apply toward the 33 credits allowed for the year. Repeated withdrawals may not allow a student to earn the required minimum number of credits (see table, p. 28).

Academic Progress

Any student enrolled at or admitted to Augustana College must meet the college's standards of satisfactory progress to continue enrollment and qualify for federal, state or institutional financial assistance.

The Office of Financial Assistance follows the decisions of the Faculty Senate in determining whether a student is meeting the college's satisfactory progress standards. Although a student may be placed on academic probation, if the student is not suspended for academic reasons or dismissed for poor scholarship, he/she may continue to receive financial assistance.

The C or 2.00 average is the mark of acceptable work and good standing.

The grade-point average is used to determine the student's academic standing at Augustana College. If the average is below 2.00 but at or above the minimum for his/her classification (see table below), the student will be placed on academic probation and will be allowed to continue. First-year students who move from good standing to suspension without having previously been on academic probation will be placed on deferred suspension and allowed to continue under conditions set forth by the Dean of Students Office. Students on probation or deferred suspension are eligible for financial aid. Students (excluding those on deferred suspension) having grade-point averages below the minimum allowed for their classification will be suspended for the next full term, and this notation will be placed on the student's official college permanent record: Suspended for Academic Reasons.

Minimum Grade-Point Average (GPA) to Maintain Academic Progress

The following table represents standing consistent with graduation requirements for degree-seeking students.

Credits completed	Minimum GPA to avoid suspension
0-9	1.000
10-19	1.500
20-29	1.600
30-39	1.700
40-49	1.800
50-59	1.900
60 +	2.000

An exception to these standards is made for first-term non-transfer students. These students must achieve a 1.00 GPA or better, no matter how many credits are completed. No first-year non-transfer student may be suspended for academic reasons without first being placed on academic probation. An exception also is made for certain transfer students completing their first term of enrollment. Transfer students with 59 credits or fewer must achieve a 1.50 in their first term of enrollment. Transfers with 60-89 credits completed must achieve a 1.80 GPA or better; transfer students with 90 or more credits completed must achieve a 1.90 GPA or better. After the first term at Augustana, transfer students are required to meet the minimum for all degree-seeking students (see table, p. 27).

Half-time students will be expected to maintain the appropriate cumulative GPA.

Students suspended for academic reasons who are permitted to re-enroll are not eligible for financial assistance for the first term of re-enrollment unless they have demonstrated "satisfactory progress" toward a degree during their separation from Augustana. Students may obtain a Petition to Regain Financial Assistance from the Dean of Students Office. The following criteria must be met in order to be eligible for financial assistance during the first term of re-enrollment at Augustana:

1. Submit a completed Petition to Regain Financial Assistance to the Office of the Registrar.
2. Successfully complete a minimum of 6 credits earning a 2.50 cumulative GPA or better for all courses attempted. One-credit courses will not count toward the 6-credit requirement. The 6 credits may be taken at Augustana (without financial assistance), or completed at another accredited college or university and transferred to Augustana. Students must obtain approval of proposed transfer courses from the Committee on Advanced Standing and Degrees prior to enrolling in courses at another institution.
3. Students may not enroll concurrently at another institution and Augustana. Transferred courses and grades must be completed and reported to Augustana College prior to re-enrollment and re-instatement of financial assistance.

Subsequently, financial assistance is available only if the student's GPA is higher than 2.00 for the previous term until such time as the student's overall GPA is at or above 2.00.

Students who re-enroll after being suspended for academic reasons are required to achieve a GPA higher than 2.00 each term they are enrolled until their overall GPA is at or above 2.00. Failure to achieve higher than 2.00 for any term prior to re-establishing a 2.00 overall average will result in the student being dismissed; this notation will be

placed on the student's official academic permanent record: Dismissed for Poor Scholarship.

Maximum Time Frame to Complete Degree

Augustana College has established a maximum time frame of five years for a student to earn a degree based on full-time enrollment status. Half-time students have a maximum of 10 years to earn a degree. The minimum number of credits a student must have earned to remain eligible for financial assistance is as follows:

Completion of regular terms	Minimum credits earned
3 terms	16
6 terms	40
9 terms	61
12 terms	88
15 terms	123

Student records will be evaluated on a yearly basis and the end of each spring term. Students who do not complete the required number of credits for satisfactory academic progress are able to attend summer school to bring the credit total to the needed level to allow maintenance of financial assistance.

Students who do not meet satisfactory progress requirements may have the Financial Aid Committee review individual and personal mitigating circumstances. Students wishing to appeal based on GPA must submit a letter to the Dean of Students; the completion rate for credits earned must be submitted to the Director of Financial Assistance. Supporting documents upholding the appeal must be submitted with the appeal letter.

NOTE: *This degree progression would not allow a student to graduate within four years. (See Normal Progress Toward Degree, p. 20.)*

Academic Records

Academic Permanent Record

The Office of the Registrar maintains each student's official academic record. Official records (including transcripts and diplomas) may be withheld if the student has any outstanding financial obligation to the college.

When students transfer coursework to Augustana, that work is evaluated and recorded on the academic permanent record. Copies of the academic record are made available via the web after the transfer courses are posted. The applicability of transfer credit to a major or minor is determined by the appropriate department or program chair in consultation with the student.

Degree Progress Form

The Office of the Registrar provides support and assistance in the degree audit. However, it is ultimately the responsibility of each student to meet degree requirements. Students and advisors may monitor their progress on an unofficial transcript or through the Program Evaluation on Web Advisor. Major advisors and the registrar will assist the student in this responsibility.

Certification of Major or Minor

Upon declaring a major or minor, a student may receive from the advisor a check sheet on which to keep track of progress toward completing requirements. During a student's final term at Augustana, the major department or program submits to the registrar certification for each major or minor declared, listing the required courses and certifying that upon satisfactory completion of that term's coursework the student will have completed the major/minor. However, it is the student's responsibility to check to see that the program of study and any additional majors and/or minors are listed correctly on their record, and report any concerns to the Office of the Registrar at least one term prior to graduation.

Application for Graduation

Students must apply for graduation at least one term in advance and will be restricted from graduation starting in the fall of their senior year if they have not done so. It is strongly recommended that rising senior students complete an Application to Graduate in the summer prior to their senior year. The graduation application should be completed online. Only students who apply to graduate will receive a report of outstanding degree requirements and information about commencement.

Scholastic Recognition

First-Year Student Honors

Aristeia, meaning "a special display of excellence," is the honor society for first-year students. Students earning a grade-point average of 3.75 or better during any term of their first year of study are eligible for membership.

Graduation Honors

Graduating seniors who have earned at least 60 credits at Augustana and whose overall and Augustana grade-point averages are at least 3.50 are eligible for graduation honors—*summa cum laude*, *magna cum laude* or *cum laude*. The grade-point requirements for *summa cum laude* and *magna*

cum laude are established each year by the Faculty Senate. Students qualify for honors on the basis of their grade-point averages when they graduate. Honors are withheld from students found guilty of violations of college policies regarding academic honesty, such as cheating or plagiarism. Graduation honors are recorded on the student's permanent academic record.

Class Honors

Recognition of class honors occurs during the annual Honors Convocation in May.

Phi Beta Kappa

Phi Beta Kappa, Zeta Chapter of Illinois, was established at Augustana in 1950. (See Honorary Organizations, p. 17.)

Dean's Honor List

Each term, students who earn a grade-point average of 3.50 or above are included on the Dean's Honor List, subject to the following criteria:

1. All work is completed by the end of the term (no incomplete grades on record).
2. Eight hours of credit are graded on the plus-minus grade scale during the term (see p. 25). Courses taken Pass-No Credit or Pass-Credit-Fail or Audit count neither toward the student's grade-point average nor toward inclusion on this list.

Academic Standards

A student whose grade-point average is lower than a C (2.00) may not continue the following term without approval by the Student Policy Committee. The minimum grade-point average with which a student will be allowed to continue varies depending on the number of credits earned. A student whose grade-point average is below 2.00 but who has been allowed to continue attendance is considered to be on academic probation. Specific academic standards are presented on pp. 27-28 of this catalog and in the student handbook, *Inside Augustana*.

Eligibility for Extra-curricular Activities

Participation in extracurricular activities at Augustana reflects two basic principles:

1. All extra-curricular activities in an educational institution should recognize the priority of academic work.
2. Although appropriate rules for eligibility have a proper place in the program of a college, these rules

should be designed to allow maximum opportunity for participants to structure every aspect of their college lives in as free and responsible a way as possible.

To be eligible for extra-curricular activities, a student must be enrolled in at least 8 credits unless he or she is a senior registered only for sufficient credits to graduate at the end of that term. (Students should keep in mind that registering for fewer than 8 credits can jeopardize financial aid and athletic eligibility.)

Students who are on academic probation are ineligible for the following:

Activities. Editorial and management positions for The Observer and WAUG; chair, co-chair and director of major all-campus events and organizations; Student Government Association officers, representatives and executive board members; participation in debate and drama.

Committee memberships. Committee on Advanced Standing and Degrees, Educational Policies Committee, Student Judiciary and Student Policy Committee.

Greek and social groups. Participation in the new member period and service fraternities and sororities. (Once a student is active, membership in these groups does not require a 2.00 grade-point average.)

There is no grade-point average requirement for participation in extra-curricular activities other than those listed above. However, individual organizations or groups may establish their own requirements for membership.

A student need not be enrolled full-time in order to be eligible for participation in credit activities such as band, choir, orchestra and theatre. However, because of policies created by the American Forensic Association which governs participation in academic debate, only full-time students may engage in debate.

Eligibility for Athletics

To participate in **intramural athletics**, a student must be registered for at least 8 credits unless he or she is a senior graduating at the end of the term. (Registering for fewer than 8 credits can jeopardize financial aid and athletic eligibility.) Students on academic probation may participate in intramural athletics.

To participate in **intercollegiate athletics** a student must be enrolled in 8 credits or more. Eligibility is retained during a student's twelfth term provided the number of credits carried will enable the student to graduate at the end of the term. (However, students who register for fewer than 8 credits may jeopardize their financial aid.) Except for first term, a first-year student must have passed 8 credits of the previous term's work in which he or she was enrolled as a full-

time student. In addition, to remain eligible, a first-year student must maintain a 1.50 cumulative grade-point average, a sophomore must maintain a 1.70 cumulative grade-point average, and a junior or senior, a 2.00 cumulative grade-point average. To compete in the next season of a sport an athlete must have completed 24 credits for the second season, 48 credits for the third season and 72 credits for the fourth season. **Athletes adding or dropping classes should be alert to the impact this might have on eligibility.**

Augustana College adheres to the philosophy of and is governed by the regulations of both the NCAA and the College Conference of Illinois and Wisconsin.

Special Academic Opportunities

Augustana offers a variety of off-campus learning experiences that enrich and expand the curriculum. Special academic opportunities include faculty-student research projects, international study, summer language programs, exchange programs with foreign universities, and internships. Many field work experiences and individual studies also are available through academic departments.

Augie Choice

The Augie Choice program gives individual junior or senior students up to \$2,000 to support a high-impact learning experience in an area such as research, service learning, internships, conference presentations and overseas study. Funding can apply to a wide variety of expenses related to these experiences, such as airfare and travel fees, a stipend for an otherwise unpaid summer internship or materials needed for a project.

The first recipients of Augie Choice funding are students from the Class of 2012 during their junior (2010-11) academic year. For more information, see the Augie Choice director in Sorensen Hall.

Faculty-Student Research

Augustana supports extensive opportunities for students to conduct research on campus and around the world each summer. These research projects are conducted with a faculty mentor and extend the work that students do in a major. A call for proposals is published on campus each November by the Office of Academic Affairs.

International Study

Augustana College offers an array of study-abroad opportunities to complement a student's academic program. These experiences are designed to be a part of a general liberal arts education not only for regional language or cultural specialists. Programs range from one to ten weeks in length in many different locations around the globe. The International and Off-Campus Programs Office (IOPO) provides

support and information about Augustana and non-Augustana study-abroad programs. Students should check with the financial assistance office regarding eligibility for financial assistance for these and other international study programs approved by Augustana. The IOPO also sponsors and supports international students at Augustana, visiting and exchange faculty scholars and other international education initiatives on campus.

Contact the International and Off-Campus Programs Office or go to www.augustana.edu/international for more detailed information on any of the international study programs.

Academic Spring or Fall Term Programs

Augustana offers several term-long (10- to 12-week) programs in which students earn 10 credits, with a possible option to earn 13, in courses taught by Augustana faculty members who travel with the groups, or by instructors from the host country. In addition to regularly scheduled classes, numerous opportunities are arranged for on-site cultural study through visits to points of interest. Recent, current and upcoming term-length programs include.

East Asia Term. Past locations include China, Japan and Taiwan.

Europe Term. Past locations have included London, Munich, Paris and Rome.

Ireland Term. Students spend a spring term program in several locations in Ireland.

Latin America Term. Past locations have included Brazil, Ecuador, Peru and Mexico.

London Term. Students spend a term in London with excursions throughout Great Britain.

Vienna Term. Students spend a spring term in Vienna, Austria, with excursions throughout Austria and central Europe.

West Africa Term. Students spend a spring term in Ghana and Senegal.

Wittenberg, Germany Term. Students spend a term in Wittenberg, Germany. For German majors only.

Winter Term Programs

Augustana's split winter term allows students to enroll in a program that includes five weeks of coursework on campus followed by a five- to seven-week international program. Students earn 10 credits, with a possible option for 13 credits, in courses taught by Augustana faculty both on campus and abroad. Coursework from the first five weeks continues abroad, with many opportunities for on-site cultural study through visits to points of interest. Recent, current and upcoming winter term programs include:

Australia Internship Program. Five-week internship seminar at Augustana followed by a seven-week internship experience in Sydney, Australia.

Brazil Term. Coursework in December continues as students spend five to six weeks in Brazil in January and February.

Vietnam Term. Coursework in December continues as students spend five weeks in Vietnam in January and February.

Short-term Programs

Short-term programs range from one to three weeks in length and can occur during a regular term or during break or in the summer following graduation.

Nicaragua. Students and biology faculty spend spring break or two weeks in the summer taking part in a medical service learning project, for which they may earn 1 academic credit.

Guatemala: Childhood in the Developing World is a 3-credit course offered during winter term, followed by a 10-day study-abroad component in Guatemala.

Rome: Faiths in Dialogue is a 3-credit course offered during the spring term, followed by a 10-day study-abroad component in Rome, Italy, in late May.

Summer Language Programs

France. Augustana conducts a six-week summer program in Dijon, France. The program includes four weeks of intensive study of the French language, literature and civilization at the Université de Bourgogne, and two weeks of travelling and sight-seeing in France. Students may earn credit in intermediate or advanced French. Students applying to the program must have completed one year of college French or the equivalent. The program is offered biennially or in response to student interest. Contact the chair of the French department for more information.

Germany. The Eichstätt Summer Program gives students the opportunity to study in Germany for four weeks during the summer break, from mid-July to mid-August. The program offers different levels of German depending on skill levels. Summer school participants are enrolled in courses with students from all over the world. Students take two courses

and receive 6 credits. Contact the chair of the German department for more information.

Ecuador. Augustana and the Centro de Estudios Interamericanos offer an annual summer-long Spanish program in Cuenca, Ecuador. Students receive 9 Augustana credits in Spanish. The program provides formal language instruction at beginning, intermediate and advanced levels; experience in the culture of Latin America; and the opportunity to live with and learn from Ecuadorian families. Planned field trips include visits to sites of geographical and cultural interest. Contact the chair of the Spanish department for more information.

Sweden. Augustana College and the Folkhögskola at Grebbestad on Sweden's West Coast offer six-week summer program in Swedish language and culture. Five weeks of intensive language study at the beginning, intermediate and advanced levels is followed by a one-week stay in Stockholm. Contact the chair of the Scandinavian department for more information.

International Exchange Programs

Augustana College has official international exchange programs with the University of Botswana, Botswana; the University of Regensburg, the Catholic University in Eichstätt, Passau University in Germany; Lingnan University in Hong Kong; Huazhong Normal University in Wuhan, China; and Karlstad and Växjö Universities in Sweden. See the International and Off-Campus Programs Office for more information.

Other International Programs

Opportunities for non-Augustana international programs are also available through the International and Off-Campus Programs Office.

Note: *Participation in international study programs is on a select basis, and is available to a limited number of students. By nature these programs must allow students a large degree of independence with less supervision than on campus. The college may therefore deny participation to students with a history of disciplinary issues or needs that cannot be adequately accommodated abroad.*

Off-Campus/Domestic Programs

Holden Term. Students take three winter term courses over five weeks on campus, and then spend seven weeks at Holden Village in the Cascade Mountains of Washington State.

Grand Teton History Field School. Students spend 12 days in Jackson, Wyoming and Yellowstone and Grand Teton National Parks, engaging in historical field work through the Jackson Hole Historical Society. The program offers 3 credits of history coursework.

Physical Geology of the Rocky Mountains. First-year students participate in a two-week field study

program in the Dakotas and Wyoming, earning 3 credits of geology coursework.

Internships

There are five types of internships: Senior Inquiry Internships (Sxx), Service Learning Internships (Lxx), Academic Internships (Axx), Experiential Internships (Exx) and Volunteer Internships (Vxx). All internships require a reflective component. All registered internships will appear on students' transcripts.

Senior Inquiry Internships

These internships explore students' abilities and interests, and emphasize the needs of a community. The sponsoring department will determine how "reflection" is demonstrated and how "community" is defined for the internship, as well as the type of evaluation (graded or pass/no-credit) and number of credit hours. These internships must meet the standards of Senior Inquiry as established by the academic department.

Service Learning Internships

These internships integrate community service with academic study and critical thinking. While they focus on addressing a community's needs, these internships occur within an academic context, require a significant academic component and are supervised and evaluated by faculty. The sponsoring department will determine how "reflection" is demonstrated and how "community" is defined for the internship. They may be taken for either a letter grade or the pass/no-credit option.

Academic Internships

These internships concentrate on the practical application of learning, exploring students' abilities and interests. They occur within an academic context and require a significant academic component. They are supervised and evaluated by faculty. The sponsoring department will determine how "reflection" is demonstrated for the internship. They may be taken for either a letter grade or the pass/no-credit option.

Experiential Internships

Experiential Internships allow students to explore career opportunities and do not require an academic component. These internships explore the student's abilities and interests, yet need not emphasize the needs of a community. They may be supervised by either a faculty member or qualified staff person (a member of Internship Services, Career Development or Center for Vocational Reflection, etc.). The sponsoring entity will determine how "reflection" is demonstrated for the internship. They may be taken for either the pass/no-credit option or the zero-credit

option. In either case a "grade" will be included on the transcript (i.e. a P or NC will appear for the pass/no-credit option, or an A through F for the zero-credit option).

Volunteer Internships

Volunteer internships are non-academic and focus primarily on meeting the needs of a community. They may be supervised by either a faculty member or qualified staff person (a member of the Office of Internship Services, Career Development or Center for Vocational Reflection). The sponsoring entity will determine how "reflection" is demonstrated and how "community" is defined for the internship. They may be taken for the pass/no-credit option or the zero-credit option. In either case a "grade" for the experience will be included on the transcript (i.e. a P or NC will appear for the pass/no-credit option, or an A through F for the zero-credit option).

Qualifications for Internships

Credit-bearing internships range from 1-9 credit hours. Credits are based on the number of hours spent on the internship. Hours must be completed during the term in which credit is received. Typically, one credit hour requires 35-40 hours spent on the internship site. The person supervising the internship at Augustana will determine the appropriate number of credit hours for the internship.

Credit-bearing internships may be taken either for a letter grade (A through F) or pass/no-credit. Only faculty members will assign letter grades for credit-bearing internships. The policy of the granting department concerning pass/no-credit grades will determine the status of these grades within the department's curriculum. An authorization for internship must be completed to register for a credit-bearing internship.

Internships may be taken for zero credits. Completion of a zero-credit internship requires a student to work a minimum of 40 hours. Zero-credit internships will not affect a student's grade-point average. These will be taken for a letter grade (A through F). Faculty and others approved by the internship committee may assign grades (A through F) for zero-credit internships. Students engaged in an internship that requires more than one term to complete (including during summer term) may be given the temporary grade of IP. (See In-progress Grades, p. 26.)

Internships for credit will be assessed the standard tuition fees. If students elect to take the internship for zero credit hours, they will be assessed a \$50 fee.

Internships and Credits toward the Major

Only work performed under the Senior Inquiry internships, service learning internships and academic internships may count toward credits in the major.

The academic department determines the maximum number of internship credits a student may count toward the major.

Internship credits of these three types (Sxx/Lxx/Axx) that do not become part of the credits toward a major will be listed as INTR-DEPT-Sxx (or Lxx; or Axx) and will be assessed with the pass/no-credit option or a letter grade at the discretion of the department. These additional hours will still count toward graduation requirements, but will not count toward the major or toward general education requirements. No more than a total of nine internship credits may apply toward graduation requirements. Experiential and volunteer internships taken through a non-academic department are limited to three credits.

Procedures for Registration

Students must register for all internships by the presentation of an appropriately signed internship registration form to the registrar's office during the time of registration. All internships must be registered for no later than the Friday of the week preceding the term of the internship.

Honors Program

Augustana offers two tracks in first-year honors studies, Foundations and Logos: Discourse and Discovery in Science. Interested high school students with exceptional potential are offered the opportunity to apply for these programs. Both programs involve a carefully planned year-long course of study taught by a team of teachers from a variety of academic fields. These first-year courses offer intensive writing instruction, an orientation to important books, art, music, history and ideas, and an opportunity to work with their professors as co-learners in a world of interconnected ideas.

Students who successfully complete one of the first-year programs are invited to continue honors study with two more courses. First, a sophomore course brings Foundations and Logos students together to consider bridges between different disciplines. Then to complete the honors cycle, students also may enroll in an independent study/tutorial course; this course offers students the chance to work under the guidance of a professor in a project of the student's own devising. By the time students complete this cycle of courses, they should be skillful at independent inquiry and expression.

Because the honors program cultivates these analytical and expressive skills, students who participate in it receive general education credit. Completion of first-year honors courses (Foundations or Logos) fulfills the requirement for the general education first-year liberal studies program; in addition, as long as one of the courses in the series is taught by

a professor of religion, these first-year programs also fulfill the Christian Traditions requirement. The completion of the second-year honors course fulfills the Learning Community requirement.

Finally, those who successfully complete the entire cycle earn recognition on their transcripts. Those who complete the program cycle may earn the following designations: Honors Program Completed with Distinction (for students who complete all required honors courses with a grade-point average of 3.33 or higher in those classes, and who earn an overall Augustana grade-point average of 3.50 or better) or Honors Program Completed (for students who pass all required honors courses, but whose grade-point average falls below a 3.33 average for the program or below 3.50 overall).

Foundations

The Foundations program is a challenging interdisciplinary curriculum offering an intensive examination of the basic questions that have perplexed humans for centuries. Foundations focuses on integrated learning and developing critical thinking and writing skills. The curriculum includes specially designed courses that center on intensive study of the cultural and intellectual traditions of the Western world.

Logos: Discourse and Discovery in Science

Logos is an integrated program of interdisciplinary first-year courses focusing on how science has developed through history, how science has been understood and practiced in particular historical moments, and how we are affected today by the achievements of science. The nurturing of writing and critical thinking skills is integral to all three courses. The Logos series consists of three 4-credit courses, including a section taught by a professor of religion. Like Foundations, completion of Logos fulfills both the First-Year Liberal Studies requirement and the Christian Traditions requirement.

Reading/Writing Center

The Reading/Writing Center offers students assistance with reading, writing and study skills. Faculty and peer tutors recommend reading strategies to increase comprehension, retention and vocabulary. Students can consult the Center staff on all stages of the writing process. Assistance is also available for writing personal statements and application letters, improving test-taking skills and preparing for graduate and professional school admissions tests. Additional assistance is offered to nontraditional students and those for whom English is not a native language. The Reading/Writing Center is located on the second floor of the Thomas Tredway Library.

Student Teaching

For more than 60 years Augustana's teacher education program has maintained rigorous standards for its students. The NCATE-approved program has earned a reputation for excellence which has resulted in an outstanding placement rate for graduates. Students completing the approved program student-teach in cooperating districts within the Quad-Cities metropolitan area. They are supervised by Augustana education department faculty and work with highly qualified classroom teachers from the local public and parochial schools. See Education in the Courses and Programs of Study section of this catalog.

Environmental Field Stations

Augustana College owns and manages nearly 600 acres of ecologically significant habitats divided among three field stations in northern Illinois. The mission of the college field stations is to promote the understanding and protection of Illinois native ecosystems through field-based education, research and other scholarly activities. Acquired in 1991 from the ELCA, the 420-acre Green Wing Environmental Laboratory south of Dixon in Lee County is a mosaic of forests, wetlands and grassland remnants, with permanent buildings to house students and faculty during summer classes and field research. Encompassing 67 acres of upland forests and two high quality hill prairies, the Collinson Ecological Preserve in Milan was purchased from The Nature Conservancy in 1992 with a gift from the Collinson Stone Company. In 2007, the hill prairies were formally dedicated as the Josua Lindahl Hill Prairies Nature Preserve by the Illinois Nature Preserves Commission. The 98-acre Beling Ecological Preserve was a gift to the College from the Earl Beling family in 1998. Located on the north shore of the Rock River at the junction of Rock Island and Moline, this wetlands preserve includes tiny William Carr Island. In the summer of 2010, the Milan beltway bicycle path crossing the west Rock River bridge was completed with a segment crossing the adjacent Beling Preserve, thus providing an alternative to motorized travel in the area.

Community Programs

Center for Speech, Language, and Hearing

Assessment and intervention services for people of all ages with communication disorders and variations are provided at the Center for Speech, Language, and Hearing. Operated by the communication sciences and disorders department, the center is staffed by professional speech-language pathologists as well as students majoring in communication sciences and disorders.

Kaleidoscope

An art program sponsored by the art studio department, Kaleidoscope teaches creative hands-on and one-day workshop art classes for children on Saturdays during the school year. A summer program provides daily art programming for children. Art experiences that teach skills and emphasize the joys of art-making are taught by professional artists and art educators. Classes are held in the Augustana art studios.

Individual Studies

Independent and Directed Study

Independent Study is advanced critical study or research on a specific topic under the guidance of a faculty member in a department. Students may register for course 400 in the related academic department with the permission of the faculty member and the department chair.

Directed Study is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor. No more than 6 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 credit of independent study and 1 credit of directed study may be earned in a given department.

Private Study

In exceptional cases, a student who is a graduation candidate and who critically needs a course may take a desired course through private study with an instructor. The student must petition the Committee on Advanced Standing and Degrees for final approval. The student is responsible for all fees above and beyond regular tuition. For information, students should consult their advisor, a faculty member and the Dean of the College.

Music Lessons

The music department offers lessons for college credit in all orchestral and band instruments, piano, harpsichord, organ, guitar, voice, drum set, world hand drumming, conducting, composing and improvisation. Lessons are scheduled individually with the instructor.



Degree Requirements

General Policies

Students are subject to all degree requirements in place at the time they first enrolled, including all major, minor and general education requirements for the degree. With some exceptions, if degree requirements are changed, students have the option of graduating under the requirements in effect when they first enrolled at Augustana or under a more recent, active catalog. Students should see their department chair to determine which set of major/minor requirements will apply to their degree based on changes to the major/minor during their time of enrollment with the college. Students who wish to adopt a new catalog will be subject to all major, minor and general education requirements of the new catalog and must sign a form in the Office of the Registrar at least one term prior to graduation. Exceptions to this option include changes made by the full faculty that may specify a student's requirements to adhere to a particular catalog, set of newly adopted college-wide requirements or if changes are made to accommodate changes in college resource.

However, students who interrupt their attendance for more than three consecutive terms (excluding the summer term) are subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement.

Changes in requirements for majors and minors are effective for the new catalog on the first day of classes in the fall term after the faculty adopts them.

Exceptions to degree requirements or policies are made by the Committee on Advanced Standing and Degrees when circumstances warrant. Students who wish to file a petition with this committee may obtain counsel and the proper form from the Office of the Registrar.

The major area advisor and the registrar provide assistance and information to students regarding requirements and progress toward the degree. An audit of progress toward the degree is called the program evaluation and is available on Web Advisor.

Note: *The senior audit, program evaluation as well as academic guidance from advisors are all provided to students only for use in planning. It is the responsibility of the student to report any printed error to the Office of the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

(The following exception applies to students who first enrolled at Augustana prior to fall term 2004-05 and who interrupted their attendance for more than three consecutive terms [excluding the summer term]):

Such students may complete at any time before the beginning of the 2008-09 academic year the general education requirements for the Bachelor of Arts degree in effect during the 2003-04 academic year. Any new major or minor requirements must, however, be fulfilled. If such students fail to complete the Bachelor of Arts degree before fall term 2008-09, they will be required to meet general education requirements effective fall term 2004-05 and thereafter. The one exception to this will be the first-year sequence. These students will be expected to complete one course in college writing; one course in the Christian Tradition that is designated within upper-level religion offerings, and 6 credits in learning perspective (LP) courses in addition to the 27 LP credits required for all students. The 6 credits in learning perspective courses replace 6 additional credits in first-year liberal studies (LSFY) courses.)

Augustana General Education Studies (AGES)

During their first three terms, students enroll in either the first-year liberal studies sequence or in the honors program (Foundations or Logos). Students in the liberal studies program will enroll in LSFY 101, 102 and 103. These courses are designed to help students develop as active, critical learners and to develop skills that provide the foundation for further study at Augustana. Although LSFY courses are taught by faculty from many different disciplines, all faculty frame their courses around a central question. The fall course asks students to consider what it means to be a liberally educated individual. In the winter, students ponder how our exploration of the past deepens our understanding of the human condition.

The spring course addresses how we can embrace the challenges of our diverse and changing world.

Honors students accepted into the Foundations or Logos program will have a specialized first-year curriculum prepared by the honors faculty and program directors. (See Honors Program, p. 34.)

Before completion of the sophomore year, students also will select one course from a menu of classes that examine an aspect of Christian traditions.

To assure that students receive a well-rounded education in the liberal arts, AGES also exposes students to perspectives on the past, the arts, individuals and society, literature and texts, the natural world, and human values and existence. These learning perspectives (LPs) introduce questions and possible answers each field explores, and examine how knowledge in a variety of areas is discovered or created. Many LP requirements also fulfill requirements in the major.

At some point students will be a member of a learning community (LC), consisting of two courses linked by a common focus or theme. LCs illustrate connections and contrasts between disciplines and encourage thinking about human problems and issues from different perspectives.

Students also will fulfill certain skills requirements. These include foreign language competency, completion of an investigative lab, two physical education activity courses, and courses that focus on quantitative reasoning, multicultural awareness and global diversity issues.

Bachelor of Arts

The college years develop the foundations of curiosity, analysis and communication which allow learning to take place. Augustana builds on this fundamental education by offering coursework in a wide variety of disciplines and encouraging thoughtful synthesis of information and new perspectives through careful study in these disciplines.

Graduation requirements for the Bachelor of Arts reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities.

No graduation requirements may be taken as Pass/No Credit.

Requirements for the Bachelor of Arts degree include:

1. **Credits.** At least 123 credits of college work as defined by Augustana, subject to the following conditions:

- a. At least 60 credits (excluding physical education activities) must be earned at Augustana College. The last 24 credits applied to the degree must be earned at Augustana.
 - b. At least 40 credits must be in 300- or 400-level courses.
 - c. No more than 40 credits may have the same subject code designation. Courses listed under more than one course code are counted toward the limit under each code.
 - d. No more than 3 credits may be from physical education activities.
 - e. No more than 8 credits may be from participation in music ensembles.
 - f. No more than 9 credits may be from participation in internships.
2. **Grade-point Average.** The final grade-point average must be at least 2.000:
- a. for all Augustana coursework.
 - b. for all Augustana coursework in a major.
3. **Major.** A major of at least 24 credits must be completed, including at least 9 credits in 300- and 400-level courses taken at Augustana. Major requirements are given in the Courses and Programs of Study section of this catalog.
4. **General Education Requirements.** General education requirements consist of the following components:
- a. **First-Year Liberal Studies Program. 9 credits.**
The AGES program begins in the first year with LSFY or HONR courses, which count toward a student's general studies requirements rather than the academic major or minor program of study. All students must complete one first-year sequence: completion of the a) Foundations, b) Logos, or c) First-Year Liberal Studies Program. The first-year sequence includes:
 - Fall term: LSFY 101 Rhetoric and the Liberal Arts (3 credits)
 - Winter term: LSFY 102 (3 credits)
 - Spring term: LSFY 103 (3 credits)
 - b. **Christian Traditions. 3 credits.**
 - Students must take one of the following religion courses: 201, 203, 205, 207 or 209.
 - Students may not take more than one 200-level religion course to count toward degree requirements.
 - Completion of LSFY 101 is a prerequisite for the Christian Traditions requirement.
 - Students must complete this requirement before the end of the sophomore year.
 - Successful completion of the first year of Logos or Foundations fulfills the Christian Traditions requirement as long as one of the courses in the series is taught by a professor of religion.

c. Learning Perspective Distribution Requirements. 27 credits.

- Students must take one course in each of the six Learning Perspectives (see below). In addition, students must select three additional courses, each from a different Learning Perspective, for a total of nine courses.
- A student must take two different subject codes for courses within a perspective to complete the requirement. A maximum of two courses with the same subject code may count toward satisfying the total Learning Perspective distribution requirement.
- A course which is cross-listed under more than one subject code will not count as the second area of study if either of its listings is from the same area as the first course in that Learning Perspective.
- The six Learning Perspective distribution categories are as follows:

Perspectives on the Past (PP): Courses that examine the ideas, institutions, achievements and events of the past, both in relation to one another and in relation to the present.

Perspectives on the Natural World (PN): Courses that examine how theories, mathematical systems and natural laws are inferred, tested and applied to a range of phenomena, and how they are related to current technical and values-based issues.

Perspectives on Individuals and Society (PS): Courses that examine human behavior, the values and social structures that humans generate, and how each affects the other.

Perspectives on Literature and Texts (PL): Courses that examine the creative, expressive and rhetorical functions of language in the production and interpretations of text and the tradition they represent.

Perspectives on the Arts (PA): Courses that examine the inspirations, processes, tools and critical/historical contexts relating to the creation of artistic products or performances; may include the opportunity to directly engage in the creative process.

Perspectives on Human Existence and Values (PH): Courses that consider those broad questions of human existence that have been given religious, philosophical or literary expression of enduring importance, but inevitably take on different meanings for individuals whose values and cultural traditions differ.

d. Learning Community Requirement. 6 credits.

- Each student must successfully complete at least one Learning Community (a pair of 3-credit topically-related courses taught in the

same term by cooperating instructors and taken by the same group of students).

- Successful completion of an Augustana international term satisfies the Learning Community requirement when two or more of the courses taken as part of the international term incorporate the educational objectives defined for Learning Communities and credit is earned in at least two of those courses.
- Successful completion of the second-year honors course (HONR 220, 221 or 222) satisfies the Learning Community requirement.
- Successful completion of the Learning Community is defined by achieving a passing letter grade (P/NC is not permitted for any general education requirements) in the two linked courses taught on campus, two 3-credit courses on a designated international term, or the second-year honors course.
- Learning Community courses may fulfill the above distribution requirements in the Learning Perspectives and/or may fulfill requirements for the major or minor.

e. Skills Requirements.

(1) Physical Education. Two PE activity courses.

(2) Foreign Language. 0-9 credits. Students must demonstrate competence in one of the following ways:

- Four years of a single foreign language in high school. Completion of the same language through a full year of Language IV (equivalent of eight semesters) fulfills the requirement.
- Satisfactory performance on a competency test. Tests are administered online prior to confirming the registration date. Students with fewer than eight semesters of a language who place beyond 103 will be required to retake the exam on campus.
- Successful completion of the 103 or 201 course in any language at Augustana
- Equivalent (one year) at another college or university. The college does not accept online coursework to fulfill the foreign language requirement.

Students who have completed the language requirement through the first of the above criteria, but who desire to continue language study, may continue in the language in placement of 102 or 103 for credit if such a placement is determined by the exam.

f. Suffix Requirements.

- (1) Investigative Lab. One 3-credit course (designated by the I suffix) that focuses on scientific methods. I courses can also fulfill other learning perspective distribution requirements. Completing a science major satisfies this requirement.
- (2) Quantitative Reasoning. One 3-credit course (designated by the Q suffix) that features quantitative skills. Q courses can also fulfill other learning perspective distribution requirements and/or major requirements. Satisfactory performance on a competency exam can satisfy this requirement.
- (3) Diversity/Global Perspectives. 6 credits.
 - One 3-credit course (designated by the G suffix) which focuses significantly on the differences between U.S. traditions and those that are culturally distinct from them.
 - One 3-credit course (designated by the D suffix) which focuses significantly on factors that have contributed to the creation of identities of cultural or social subgroups within the United States.
 - G and D courses can also fulfill other learning perspective distribution requirements or major requirements.
 - G and D requirements cannot be met in a first-year liberal studies course.

5. Application for Graduation. The application form must be filed electronically with the Office of the Registrar at least one term before the term of graduation.

NOTE: *The audit and reviews are provided only as planning aids. It is the responsibility of the student to report any printed error to the Office of the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Transfer Policies

Special Provisions for Transfer Students

Students who transfer to Augustana fulfill, with one exception, the same requirements as students who begin their college study at Augustana. The exception is the sequence of courses designed for first-year students. Instead of completing this sequence, transfer students will be required to complete:

1. One college writing course specifically designed for transfer students.
2. One course in Christian Traditions at the 200 level.

3. 6 additional credits of Learning Perspective courses (in addition to the 27 LP credits required of all students). These 6 credits replace the first-year LSFY courses (101, 102, 103) in which they are not permitted to enroll.

These special requirements may be completed prior to matriculation or while enrolled at Augustana.

Transfer students are expected to complete all other requirements of the college either through transfer coursework or while enrolled at the college. These requirements include:

1. 60 credits earned at Augustana, and the last 24 in residence at the college.
2. 40 credits at the 300-400 level.
3. Minimum competency through coursework or testing in foreign language and quantitative reasoning.
4. One course with an investigative laboratory.
5. One course in each of the six Learning Perspectives and three additional courses from three different Learning Perspectives, for a total of nine courses.
6. One Learning Community.
7. One 3-credit global perspectives course and one 3-credit diversity course.
8. Two credits of physical activity courses or a comparable transfer course.

Organization of the Curriculum

Baccalaureate Degree Program

Augustana College offers the Bachelor of Arts degree. Requirements for the degree are listed in the Degree Requirements section of this catalog. For additional information, contact the Office of the Registrar.

The Bachelor of Arts degree requires study in courses representing a broad base of knowledge as well as coursework focused in a specific area. Electives may be taken according to individual student's interests or needs. The intent of the Augustana General Education Studies (AGES) program is to introduce students to college discourse and help them develop skills for their active participation in an academic community. The AGES program begins in the first year with LSFY and HONR courses, which count toward a student's general studies requirements rather than the academic major or minor.

For the well-prepared student whose high school background includes four years of study in a foreign language, approximately 40 percent of the credits required for the Bachelor of Arts degree are in general education distribution and course requirements, one-third are elective, and one-third are in the student's selected major. Students may earn minors in areas of study which complement or supplement the major. Credits which apply to minors are typically included in the elective credits and general education distribution credits.

The flexibility of Augustana's graduation requirements permits students earning the liberal arts degree to build the foundation of special coursework necessary for application to graduate and professional schools, or for beginning a career upon completion of the baccalaureate degree.

Major Programs of Study

Graduation with a Bachelor of Arts degree requires completion of a major. There are two types of majors—departmental and interdisciplinary—and many options within these. A major must be completed with a grade-point average of 2.00 or better in all Augustana courses. At least 9 credits applicable to the major must be in 300- and 400-level courses

taken at Augustana. Applicable courses may not be taken Pass-No Credit unless approved by the appropriate department chair. The completion of a major is recorded on the student's permanent academic record and transcript.

The intent of the Augustana General Education Studies (AGES) program is to introduce students to college discourse and help them develop skills for their active participation in an academic community. The AGES program begins in the first year with LSFY or HONR courses, which do not count toward the major or minor academic program of study.

Departments offer majors consisting of 24 to 40 credits, often with options, and may offer a major for secondary school teaching. While the general requirements for the baccalaureate degree provide breadth of study in several disciplines, the major provides depth of study and advanced work in one area. Specific requirements for each major are listed in the Courses and Programs of Study section of this catalog.

Accounting
 Africana Studies
 Anthropology
 Art
 Art Education*
 Art History
 Asian Studies**
 Biochemistry
 Biology
 Biology Education*
 Business Administration–Finance
 Business Administration–International Business
 Business Administration–Management
 Business Administration–Management Information Systems
 Business Administration–Marketing
 Chemistry
 Chemistry Education*
 Classics
 Classical Studies–Greek
 Classical Studies–Latin
 Classics–Latin Education*
 Communication–Language Arts Education*
 Communication Sciences and Disorders
 Communication Studies
 Computer Science
 Earth and Space Science Education*
 Economics

Elementary Education*
 Engineering Physics**
 English
 English–Creative Writing
 English–Writing
 English and Language Arts Education*
 Environmental Studies**
 French
 French Education*
 Geography
 Geography Education*
 Geology
 German
 German Education*
 Graphic Design
 History
 History Education*
 International Business
 Mathematics
 Mathematics Education*
 Multimedia Journalism and Mass Communication
 Music
 Music Education–Instrumental*
 Music Education–Voice*
 Music Performance–Composition
 Music Performance–Instrumental
 Music Performance–Vocal
 Music Performance–Piano
 Neuroscience**
 Philosophy
 Physics
 Physics Education*
 Political Science
 Pre-Medicine**
 Psychology
 Religion
 Scandinavian
 Sociology
 Sociology–Social Welfare
 Spanish
 Spanish Education*
 Theatre Arts
 Women’s and Gender Studies**

* Students interested in completing a secondary education teaching major should contact the education department during their first year of study.

** These programs are interdisciplinary majors, which include work in two or three departments—reflecting links among disciplines and strengthening advanced work in each. Interdisciplinary majors also meet the graduation requirements for a major. Specific requirements are found in the Courses and Programs of Study section of this catalog.

Contract Majors

Contract majors allow students to create a course of study outside department and interdisciplinary majors. Students must be in good standing, with an overall grade-point average of 3.30 or above at the

time of application. Students must apply in writing to the Educational Policies Committee (EPC) by spring term of their sophomore year, prior to obtaining the final 60 credits for graduation. Proposals should be submitted no later than week 2 of spring term of the student’s sophomore year to ensure that EPC can review and act on the proposal. Proposals submitted after week 2 may not be accepted, depending upon the schedule of EPC. The student must convince EPC that his or her major is a rigorous, coherent and focused area of study, and demonstrate how each course contributes to the major.

The student’s major advisor must be from the department with the contract major’s greatest number of credits. The advisor must write a brief statement of support, addressing the coursework and senior project and asserting his or her willingness to advise the student until graduation.

Contract majors consist of a minimum of 27 credits, 14 of which must be 300-level courses or above. At least three different academic disciplines must be represented. Students must propose and complete a senior project. This project must be proposed to a faculty panel of three, composed of the student’s major advisor and two other faculty members from the disciplines that make up the major. A grade-point average of 2.00 or above in the major courses is required for graduation.

A checklist is available in the Office of the Registrar to help students process the proposal.

Minors

A broad selection of minors is available to complement or supplement work in a major. A minor also may be used to study an area which holds a special interest for the student. Specific requirements for minors are given in the Courses and Programs of Study section of this catalog. The minor must be completed with a grade-point average of 2.00 or better in all Augustana courses. At least 6 credits applicable to the minor must be 300- and 400- level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless specific approval is granted by the advisor. The completion of a minor is recorded on the student’s permanent academic record and transcript.

Most departments offer minors consisting of 17 to 24 credits for students who wish to concentrate in a second area. Minors are offered in the following:

Accounting
 Africana Studies*
 Anthropology
 Art
 Art History
 Asian Studies*
 Biochemistry
 Biology

Chemistry
 Chinese
 Classics
 Computer Science
 Economics
 English
 Environmental Studies*
 French
 Geography
 Geology
 German
 History
 Jazz (Music)
 Latin American Studies*
 Mathematics
 Medieval and Renaissance Studies*
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Scandinavian
 Sociology
 Spanish
 Speech Communication
 Theatre Arts
 Women's and Gender Studies*

** These interdisciplinary minors consist of at least 17 credits and include coordinated work in two or more departments. Since there is considerable flexibility in these minors, students should work closely with the advisor in making course selections.*

Coordinated Degree Programs

Augustana cooperates with several institutions in offering coordinated degree programs through which a student may earn a Bachelor of Arts degree from Augustana and a second degree from the other college or university within a condensed time period. These coordinated degree programs, sometimes called affiliate or articulated degree programs, normally require three to four years at Augustana followed by an additional 15 months to four years in residency at the coordinating college or university.

Additional information and the names of advisors are given in the Courses and Programs of Study section of this catalog. Specific information and advice should be sought from the program advisor early in the first year of study. Augustana offers coordinated degree programs in the following areas:

Dentistry
 Engineering
 Environmental Management and Forestry
 Landscape Architecture
 Nursing
 Occupational Therapy
 Optometry
 Veterinary Medicine

Pre-Professional Studies

Pre-professional studies are programs for students interested in particular professional fields and preparing for application to professional schools. Unlike the departmental and interdisciplinary majors, these programs are not majors. Therefore, a student working on one of these programs and intending to graduate from Augustana also will complete a major (see p. 37). Additional information and the names of

advisors are given in the Courses and Programs of Study section of this catalog. Students should seek information and advice from the program advisor in the first year of study. Augustana offers pre-professional programs in the following areas:

Dentistry
 Law
 Nursing
 Occupational Therapy
 Optometry
 Pharmacy
 Physical Therapy
 Physician Assistant
 Veterinary Medicine

Academic Divisions

FINE AND PERFORMING ARTS Art, Art History, Communication Sciences and Disorders, Communication Studies, Music, Theatre Arts

LANGUAGE AND LITERATURE Asian Languages, Classics, English, French, German, Scandinavian, Spanish

NATURAL SCIENCES Biology, Biochemistry, Chemistry, Computer Science, Geography, Geology, Mathematics, Physics and Astronomy

HISTORY, PHILOSOPHY AND RELIGION History, Philosophy, Religion

BUSINESS AND EDUCATION Accounting, Business Administration, Economics, Education, Physical Education

SOCIAL SCIENCE Anthropology, Political Science, Psychology, Sociology and Social Welfare



Courses and Programs of Study

Augustana College offers a wide variety of courses in the traditional liberal arts and in several areas of pre-professional and special studies. More than 70 majors and related academic programs are available. Minors in most fields allow students to pursue secondary interests or to augment their major studies. These options, plus opportunities for individual studies, result in much flexibility in the planning of each student's program of study, and choices can be made according to individual needs and interests. Students are encouraged to consult often with their academic advisors.

The Master Schedule of Courses is published annually by the Office of the Registrar. In addition, some classes are offered during summer school. The summer session course list is available online at www.augustana.edu/academics.

Numbering and Symbols

- 100-level courses are beginning courses open to first-year students.
- 200-level courses are sophomore-level courses, some of which are open to first-year students.
- 300- and 400-level courses are upper-division courses intended primarily for juniors and seniors. Students may enroll in sequential courses for which they qualify, and in advanced courses with the approval of the academic advisor.
- {3} — the number of credits.
- + — the course may be repeated for credit, e.g. {3+}.
- Hyphenation (e.g. 101-102-103) indicates that the courses must be taken in sequence.
- Suffix designations applicable to particular courses appear after the course number.

Credits and Credit Maximums

Augustana credits are semester credits.

Course load. Full-time tuition for one term in an academic year covers enrollment in 8-11 credits of instruction. Full-time tuition for two terms in an academic year covers enrollment in up to 22 credits, an average of 11 credits per term with at least 8 in each term (e.g. 10+12 will not result in an overload charge). Full-time tuition for the academic year covers enrollment in up to 33 credits with at least 8 credits per term (e.g. 12+10+11 will not result in an overload charge). Classes dropped after the midpoint of the term are included in determining overload charges. Overloads will be charged as specified by the Costs and Financial Assistance section of this catalog and in the Schedule of Student Charges.

Course code. No more than 40 credits in courses with the same course code designation may be applied toward the credits required for the Bachelor of Arts degree. Courses listed under more than one course code are counted toward the limit under each code.

Physical education activities. No more than 3 credits from physical education activity courses may apply toward the Bachelor of Arts degree.

Music ensembles. No more than 8 credits from music ensembles may apply toward the Bachelor of Arts degree.

Internships. No more than 9 credits from internships may apply toward a Bachelor of Arts degree.

Independent and directed studies. No more than 6 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 credit of independent study and 1 credit of directed study may be earned in a given department.

Accounting

JOHN S. DELANEY, Associate Professor, Chair
B.S., Loras College; M.B.A., Iowa; D.B.A., St. Ambrose; C.P.A., Illinois; C.M.A., C.I.A.

PAMELA J. DRUGER, S. James Galley Professor in Accounting
B.A., Northeast Missouri State; M.A., Iowa; C.P.A., Iowa; C.M.A., C.F.M., C.F.E.

JANENE FINLEY, Assistant Professor
B.A., M.A., Western Illinois; J.D., Northern Illinois; Ph.D., Southern Illinois; C.P.A., Illinois

MAJOR IN ACCOUNTING. 33 credits including 201, 202, 311, 312, 313, 314, 321, 322, 323, 441, 442, 1 of 443, 444, 445 or 446, and 3 credits of electives or internships.

Required supporting courses (12 credits): ECON 201 and 202, BUSN 211 or MATH 315. BUSN 212 or MATH 316.

Recommended supporting courses (15 credits): BUSN 205 or ENGL 201, COMM 201, MATH 219 or ECON 317. PSYC 100 or SOC 100. BUSN 341.

MINOR IN ACCOUNTING. 16 credits including 201, 202, 321, 322, 323 and 1 credit of elective. Required supporting courses and recommended supporting courses are the same as those for the major.

COURSES (ACCT)

A 1.67 grade-point average in accounting classes is required for enrollment in any course beyond ACCT 202.

200 Accounting Fundamentals (3)

An introduction of fundamental accounting and related business topics to students majoring in areas other than accounting or business administration. Topics covered include the accounting cycle, preparation and interpretation of financial statements, internal controls, management and payroll accounting, and related human resource management skills.

201 Principles of Accounting I (3)

Fundamentals of accounting theory and preparation of financial statements, with emphasis upon interpretation and use. (Not open to first-year students.)

202 Principles of Accounting II (3)

Managerial uses of accounting data and financial statements; interrelationships with other functional areas of business. Prerequisite: 201.

311 Accounting Systems and Control (3)

Information system concepts; computer technology; system analysis; design and application of computer-based accounting systems that provide adequate internal control. Prerequisite: 202.

312 Cost Accounting (3)

Uses of various cost and management systems to effect control over manufacturing, merchandising and service operations. Prerequisite: 202.

313 Auditing (3)

Accounting principles underlying auditing; the objectives and fundamentals of auditing procedures. Prerequisite: 322.

314 Income Tax Problems (3)

Practical applications of federal income tax principles as set forth in the Internal Revenue Code. Prerequisite: 202.

321 Intermediate Accounting Theory I (3)

Basic concepts underlying the preparation of accounting statements with emphasis upon current trends in accounting theory. Prerequisite: 202.

322 Intermediate Accounting Theory II (3)

Continuation of Intermediate Accounting Theory I with consideration of analysis of financial statements and advanced financial topics. Prerequisite: 321.

323 Intermediate Accounting Theory III (3)

Continuation of Intermediate Accounting Theory II covering the remaining topics tested in the FARS section of the CPA exam. Prerequisite: 321.

401 Seminar in Accounting Topics (1)

The seminar is a one-credit offering to expose students to current topics in accounting not covered elsewhere in the accounting curriculum.

441 Accounting Research (1)

Introduction to research methods used in the profession and the accounting research software used on the CPA exam. Prerequisite: 321.

442 Ethics Seminar (1)

Coverage includes classical ethical concepts and models as well as specific ethical guidelines for the accounting profession. Prerequisite: 322.

443 Research Seminar (1)

Students complete a research project culmination in a formal paper on a current accounting issue.

444 VITA Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 444 is coordinated with ACCT 314. Prerequisite: permission of instructor.

445 Audit Seminar (1)

Students complete a professional experience activity through the academic audit. Enrollment in ACCT 445 is coordinated with ACCT 313. Prerequisite: permission of instructor.

446 Non-Accounting Seminar (0)

Students complete the seminar by enrolling in either an accounting internship or a senior inquiry experience in a different major. Prerequisite: permission of instructor.

Electives

451 Fraud Investigation (1.5)

Techniques and procedures for fraud prevention and detection. Prerequisite: 321.

452 Governmental and Not-for-Profit Accounting (1.5)

Fund Accounting concepts and procedures and special accounting requirements of governmental and not-for-profit organizations. Prerequisite: 321.

453 Corporate Accounting (1.5)

Special accounting requirements for complex corporate structures including consolidations and foreign currency transactions. Prerequisite: 321.

456 Advanced Tax (1.5)

Advanced applications of federal income tax principles set forth in the Internal Revenue Code, focusing on corporate taxation. Prerequisite: 314.

Individual Studies and Internships

ACCT-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

A work-experience program in accounting. Open to accounting majors with a 3.0 grade-point average in the major and overall. Prerequisites: 312, 313, 321, 322 and 323. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ACCT-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

199, 299, 399, 499 Directed Study (1+)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Research on specific topics for seniors in accounting. Prerequisite: a grade-point average of 3.0 or higher in the major and permission of department.

Africana Studies

TODD CLEVELAND, Assistant Professor (History)

JOHN HILDRETH, Professor (Music)

JOHN TAWIAH-BOATENG, Associate Professor (English), Director

CHRISTOPHER WHITT, Assistant Professor (Political Science)

MAJOR IN AFRICANA STUDIES. 27 credits, including 100 and 441-442. No more than 9 credits taken within the same departmental course code other than AFSP. Majors should take at least one 300-level course on the topic of both continental Africa and the Diaspora.

MINOR IN AFRICANA STUDIES. 18 credits, including 3 credits at the 200-level or higher. No more than 6 credits taken within the same departmental course code other than AFSP.

COURSES (AFSP)

101 (PP,G) Introduction to Africana Studies (3)

Examination of histories and experiences of African peoples and their descendants throughout the globe. Exploration of the commonality of experience across the African Diaspora, examining global slavery, emancipation and the different ways Africans and their descendants continue to creatively survive and thrive in, and shape their new environments.

441/442 Senior Inquiry(2/1)

Original research utilizing the methodologies appropriate to the department, area or concentration of the project. During the first term, students will examine relevant scholarship, reach critical conclusions and report these to the class. In the second term, students, in consultation with their faculty supervisor(s), will redact their findings into an acceptable format, defend their overall analysis and reflect upon the process and the conclusions reached. Prerequisites: senior standing and declared major in Africana studies.

Additional Courses

ANTH 100 (PS,G) Introduction to Anthropology
HIST 140 (PP,G) History of Africa to the Atlantic Slave Trade
HIST 141 (PP,G) The History of Africa from the Transatlantic Slave Trade to Modern Times
SPCM 210 (PS,D) Communication and Social Relationships
ENGL 237 (PH,D) Introduction to African-American Literature
HIST 273 (PP) African-American History
FREN 310 (PP) Immigration and Minority Communities in France since 1945
WLIT 310 (PL,G) Contemporary African Literature
RELG 313 (PS,D) Race, Ethnicity and Religion
MUSC 316 (PA,D) African-American Music
WGST 320 (PL,D) Life Writing
SOC 321 (D) American Ethnic Minorities
WLIT 326 (PL) Francophone Africa and the Caribbean
ENGL 333 (PL,G) Topics in Anglophone Literature
ART 342 (PA,G) Studio Art of Africa

MUSC 342 (PH,G) The Music and Culture of West Africa
ANTH 352 (PS,G) Peoples and Cultures of Africa
ENGL 361 (PH,D) Contemporary African-American Literature
POLS 362 (PP,D) Constitutional Law II: Issues of Equality
ARHI 374 (PP,G) African Art
ANTH 380 (G) Global Connections: Nations, Communities, Cultures
POLS 385 (PS,D) Race, Wealth and Inequality in American Politics
ECON 406 (PH,G) Economic Development
HIST 480 Blood Diamonds, Black Gold and Joe: The History of African Commodities

Anthropology

CAROLYN HOUGH, Assistant Professor
 B.A., Knox; M.A. M.P.H., Ph.D., Iowa

ADAM KAUL, Assistant Professor
 B.A., Minnesota State-Moorhead; M.A., Northern Illinois; Ph.D., Durham

PETER KIVISTO, Professor, Richard Swanson Professor of Social Thought, Chair
 B.A., Michigan; M.Div., Yale; M.A., Ph.D., New School for Social Research

MAJOR IN ANTHROPOLOGY. 30 credits, including 100, 209, 250, 360, 409, 419, 420 and two additional anthropology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY. 18 credits, including 100, 250 and 360, plus three anthropology, sociology or social welfare courses at the 200 level or higher.

COURSES (ANTH)

100 (PS,G) Introduction to Anthropology (3)

Introduction to the tools, methods and key concepts anthropologists use to study humanity, including diverse cultural systems and groups of people from around the globe.

209 Lives and Times (2)

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices. Prerequisite: 100.

210 (PS,D) Popular Culture (3)

Critical study of selected examples of popular culture, including organized sports, music, theme parks, television and magazines. Emphasis on the relation between popular culture, ideology, and political-economic processes. (Offered in alternate years.)

220 (PS,G) Medical Anthropology (3)

An introduction to medical anthropology, a sub-field of the discipline that integrates cultural, biological and applied facets of anthropological inquiry to better understand the factors that influence health, the distribution and experience of illness, and the myriad systems of preventing and treating sickness that exist cross-culturally. Offered in alternate years.

250 (PS,G) Cultural Anthropology Through Ethnography (3)

Consideration of a variety of issues and problems in the anthropological study of culture by focusing on ethnographic descriptions and analyses of communities in Africa, Asia, Europe and the Americas.

320 (PS,D) Native North America (3)

Survey on the indigenous peoples and cultures of North America, with special emphasis on cultural geography, subsistence patterns, the ethnohistory of various indigenous peoples, and contemporary issues and problems in Native America.

352 (PS,6) Peoples and Cultures of Africa (3)

An exploration of contemporary Africa's physical and human geography; social, political and cultural history; and institutions. Prerequisite: SOC 100 or permission of instructor.

360 Anthropological Theory (3)

A systematic introduction to anthropological theory, focusing on the development of thought within the discipline; changing perspectives on relationships between culture and nature, agency and structure, self and other; as well as contemporary debates on ethnographic authority, globalized identities and the meaningful application of anthropological knowledge. Prerequisite: 100 or permission of instructor.

380 (G) Global Connections: Nations, Communities and Cultures (3)

Consideration of relations between developed and developing societies from a critical anthropological perspective. Comparative examination of nationalism, international migration, tourism, the global diffusion of media and the fate of local communities within the global economic system. Offered in alternate years.

ANTH-INTR-Exx/Vxx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in anthropology. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ANTH-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major in anthropology. See p. 33 for more information and for other internship options.

410 Special Topics Seminar (3)

A rotating seminar which considers special or advanced topics in anthropology. Prerequisite: 250, 380 or permission of instructor.

419 Ethnographic Research Methods (3)

Examination of ethnographic methodologies, including participant-observation and interviewing. Students will learn practical skills, methods and techniques to facilitate data-gathering in field research. Also addresses the ethics of fieldwork and responsibilities of anthropological fieldworkers to their informants and the communities in which they work.

420 (I) Ethnographic Research Practicum (3)

Application of research methods learned in 419 to an original ethnographic research project. The project results will be presented in both written and oral form to other seminar members and in a public forum. For anthropology majors. Prerequisite: 419

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Prerequisite: permission of instructor, agreement on topic and schedule of appointments.

Senior Inquiry Courses (ANTH & SOC)**209 Lives and Times (2)**

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices.

409 Senior Inquiry Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures.

Art

JAMES KONRAD, Adjunct Assistant Professor
B.F.A., M.F.A., Drake

KELVIN MASON, Assistant Professor
A.O.C.A., Ontario College of Art; B.A., University of Guelph, ON, Canada; M.F.A., University of Arizona

MEGAN QUINN, Professor, Chair
B.S., Maryland; M.F.A., Notre Dame

ROWEN SCHUSSHEIM-ANDERSON, Professor
B.F.A., Rochester Institute of Technology; M.F.A., Arizona State

PETER TONG XIAO, Professor
B.A., Coe; M.F.A., Temple

MAJOR IN STUDIO ART. 34 credits, including 101, 123, 124, 211, 302, 391, 491 and 492. 101, 123 and 124 should be taken within one year of declaring an art major. A media sequence of 311 and 411; or 223 and 323; or 225 and 325; or 226 and 326; or 261 and 361; or 231 or 232 and 331; or 241 and 341; or 251 or 252 or 253 or 342 and 351; or 303 and 311, should be completed by the end of junior year. Of the remaining 9 credits, 3 must be at the 300 or 400 level. A required senior exhibition fulfills a major's capstone experience. Students planning for graduate school should take additional studio art credits.

Required supporting courses (9 credits): Art History 165, 166 and 167. One additional Art History course at 300 level is recommended.

MINOR IN STUDIO ART. 18 credits, including 101, 123 or 124; 6 credits at the upper level (300-400). Required supporting course (3 credits): Art History 161 or 162.

ART EDUCATION SPECIALIST. 37 credits, including 101, 123, 124, 211, 223, 231, 242, 261, 323, 493, 252 OR 311; two courses from one of the following groups: Group I: 232, 241, 331, 341, 431, 441; Group II: 251, 252, 253, 351, 451; Group III: 302, 303, 311, 361, 411; Group IV: 226, 326. Also required: 9 credits Art History: 161, 162, 368. See Director of Secondary Education.

COURSES (ART)**101 (PA) Drawing (3)**

Fundamentals of drawing; form, composition and space. Theory and practice in a variety of drawing media.

123 (PA) Design: Two-Dimensional (3)

Fundamentals and theories of basic design. Design elements of color, texture, shape, line, value and principles of balance, repetition, variety, harmony and unity. Formal and expressive elements in art.

124 (PA) Design: Three-Dimensional (3)

The theory and language of three-dimensional design and its application to artistic communication. Projects emphasize understanding intellectual aspects of three-dimensional form, working processes and techniques. Media explored include clay, plaster, wood, metal, styrofoam, paper and wire.

211 (PA) Painting I (3)

Basics of color theory and practice of painting with oil and/or acrylics. Emphasis on developing fundamental painting approaches, concepts and individual expressions through color.

223 (PA) Computer Art I (3)

Introductory course with emphasis on using the computer as an artistic tool. Study of basic principles of design and color, use of paint and photo programs and critical examination of computer imagery in society.

225 (PA) Introduction to Graphic Design (3)

Overview of graphic design, its techniques and applications. Basic principles of page layout and composition, design skills, typography and color application. Practical investigation of publication design, advertising and brochure development. Emphasis on critical thinking and problem-solving. Course will be taught on and off the computer. Requires a final portfolio.

226 (PA) Photography (3)

35mm camera controls, black and white darkroom techniques, study of historical and contemporary photographers, photographic composition, the evaluation of photographs and the use of photography as a tool for creative expression. 35mm camera with manual override required.

231 (PA) Ceramics: Hand Construction (3)

Methods of hand building in clay with emphasis on creative thinking and technical facility. Forming, surface finishing, glazing and firing. Lectures include viewing and analysis of a broad spectrum of historical and contemporary work in clay.

232 (PA) Ceramics: Wheel Thrown Construction (3)

The potter's wheel as a vehicle for creating expressive forms in clay. Emphasis on creative thinking and technical facility. Forming, surface finishing, glazing and firing. Lectures include viewing and analysis of a broad spectrum of historical and contemporary work in clay.

241 (PA) Sculpture (3)

Sculptural expression and technique. Emphasis on modeling from the human figure in a variety of media. Some work from the nude model. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a source of ideas.

251 (PA) Fibers: Loom Weaving (3)

Exploration of weaving methods on the floor loom. Tapestry weaving and rug techniques. Survey of historical and contemporary developments in textile arts. Development of weaving as a personal expression.

252 (PA) Fabric Design (3)

Exploration of surface design methods on fabric. Fabric painting, printing, tie and dye, batik and chemical dyeing. Development of fabric design as a personal expression. Survey of historical and contemporary developments in surface design.

253 (PA) Fibers: Sculpture (3)

Exploration of non-loom textiles, structures of feltmaking, basketry, plaiting, coiling and twining. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium.

261 (PA) Relief Printmaking (3)

Introduction to basic monotype and relief printmaking methods, including cardboard (collagraph), linoleum and woodcut techniques and methods of registering multi-block colored prints.

300 Introductory Drawing in China (3)

Introduction to drawing, appreciation of China and its ideographic language. Offered only during Asia term.

302 (PA) Figure Drawing I (3)

Exploration of the structural, design, and expressive factors of the human figure in a variety of approaches and media. Nude models will be used predominantly. Prerequisite: 101.

303 Figure Drawing II (3)

Further explorations of the human figure via the media of drawing. Emphasis on a basic understanding of the human skeletal and muscular structures in relation to surface appearance. Prerequisite: 101.

311 Painting II (3)

Theory and practice of painting at an advanced level. Prerequisite: 211.

323 Computer Art II (3)

The creative process of visual communication. Emphasis on visual thinking, exploring the relationship between work and image, and developing multiple solutions to a given problem. Current topics and trends in technology and design. Prerequisite: 223.

325 Graphic Design II (3)

Advanced conceptual problem-solving relevant to two-dimensional applied graphic design. Emphasis on graphic, typographic, illustrative, photographic, spatial relationships, critical thinking and problem-solving. Course taught on and off the computer. Requires a final portfolio. Prerequisite: 225

326 Photography II (3)

Advanced techniques in taking, developing, printing and presenting black and white photographs. Survey of history of photography. Study of theories of modern photography. In-depth individual expression of self through camera and darkroom work. 35mm camera with manual override required. Prerequisite: 226 or permission of instructor.

331 Ceramics II (3)

Advanced study of clay forms and forming, hand-built, wheel-thrown or combination. Clay and glaze formulation and experimentation and kiln firing. In-depth study of contemporary expressions in the ceramic field. Prerequisite: 231 or 232.

341 Advanced Sculpture (3)

Investigations of sculptural forms and expressions in a variety of media including continued figurative study. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a source of ideas. Prerequisite: 124 or 241.

342 (PA,G) Studio Art of Africa (3)

Hands-on investigation of African art methods. African aesthetic and cultural expressions explored through African coiled pottery, pit firing, beadwork, West African stamping and dyeing, weaving, maskmaking, and batik. Ceremonial vs. utilitarian function of art-making also investigated.

343 (PA,D) Art of Americas (3)

Exploration of the art of the first peoples of the Americas, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium will be examined. After initial experimentation with ancient techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials.

351 Fibers II (3)

Individualized investigation of advanced textile techniques. Prerequisite: 251, 252, or 253.

361 Intaglio Printmaking (3)

Techniques of etching, engraving, drypoint, aquatint and soft-ground. Emphasis on technical development, aesthetics and contemporary issues of intaglio printmaking.

382 (PA) Teaching Elementary Art (3)

Introduction to art media, techniques and teaching philosophies relating to the elementary classroom teacher. Prerequisite: admission to Teacher Education.

391 Junior Art Inquiry (1)

Development of an artistic research proposal through research, practicum, group critiques and interaction. Studio art majors prepare for a concentrated study in one medium or related media that will become a coherent body of original work during the senior year. There will be field trips to study area exhibitions. Students will begin to work on preliminary portfolio for senior art inquiry. Prerequisite: completion of one media sequence in studio and permission of instructor.

411 Advanced Studio Problems: Drawing and Painting (2-3+)

Individualized explorations in two-dimensional media. Emphasis on development of personal expression. Prerequisite: 303 or 311.

431 Advanced Studio Problems: Ceramics (3+)

Continuation of 331 with emphasis on development of personal expression. Prerequisite: 331.

441 Advanced Studio Problems: Metals (3)

Continuation of 341 with emphasis on development of personal expression. Prerequisite: 341.

451 Advanced Studio Problems: Fibers (2-3+)

Continuation of 351 with emphasis on development of personal expression. Prerequisite: 351.

491 Senior Art Inquiry I (1)

Concentrated study in one medium or related media to produce a coherent body of original work for the senior exhibition. An artist statement is developed. Taken fall term (winter for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. Prerequisites: 391 and a media sequence by the end of junior year in the media chosen for the exhibition; permission of department chair.

492 Senior Art Inquiry II (2)

Continuing study in one medium or related media to produce a coherent body of original work for the senior art exhibition, including presentation and documentation of this work and an artist statement. Taken winter term (spring for returnees from fall international term). Consists of weekly working sessions and periodic group critiques with faculty in relevant media. An IP is granted until completion of the senior exhibition. Prerequisites: 491 and permission of department chair.

493 Art Education Studio (1)

A compilation of the work accomplished, displaying expertise in five areas of art over the course of four years of studio art. (Art Education Specialist Only.)

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and the instructor.

ART-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in art. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ART-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

Art History

CATHERINE CARTER GOEBEL, Professor, Paul A. Anderson Professor in the Arts, Chair
B.A., M.A., Vanderbilt; Ph.D., Northwestern

NAOKO GUNJI, Assistant Professor
B.A., Seisen; M.A., Wisconsin; Ph.D., Pittsburgh

MARGARET MORSE, Assistant Professor
B.A., Temple; Ph.D., Maryland

MAJOR IN ART HISTORY. 31 credits, including 165, 166, 167; at least two courses from 361, 362, 363, 364, 365; at least two courses from 366, 367, 368, 369, and at least two courses from 372, 373, 374. 460 must be taken during winter and 461 during spring of senior year.

Recommended supporting courses (15 credits): FREN or GRMN 201-203, PHIL 321, Studio Art class.

MINOR IN ART HISTORY. 18 credits, including 165, 166, 167, and three 300- or 400-level courses, with at least one course from 361, 362, 363, 364, 365; at least one course from 366, 367, 368, 369; and at least one course from 372, 373, 374.

Recommended supporting courses (9 credits): FREN or GRMN 201-203.

COURSES (ARHI)**161 (PA,G) Western Art In Perspective (3)**

Works of art examined thematically and chronologically as visual evidence of cultural heritage. Does not count toward major.

162 (PA) Non-Western Art In Perspective (3)

Works of non-western art from Asia, the Near East or Latin America examined thematically and chronologically as visual evidence of cultural heritage. Does not count toward major.

165 (PP) Western Art: Ancient-Early Christian (3)

Architecture, sculpture and painting of Egypt, Mesopotamia, Greece, the Roman and the Byzantine empires examined chronologically, including the Pyramids, the Parthenon and the Colosseum.

166 (PP) Western Art: Medieval-Renaissance (3)

Medieval, Renaissance and Mannerist architecture, sculpture and painting examined chronologically, including French cathedrals, Michelangelo and Bruegel.

167 (PP) Western Art: Baroque-Modern (3)

European architecture, sculpture and painting from the 17th century to the present examined chronologically, including Rembrandt, the Impressionists and Picasso.

361 (PP) Ancient Greek and Roman Art (3)

Greek and Roman art and architecture from early Aegean culture to the fall of the Roman Empire examined within political, social, religious and mythological contexts.

362 (PP) Medieval Art (3)

Art and architecture of Europe, including cathedrals, stained glass, textiles, and manuscripts, from the early medieval through the Gothic periods examined within their political, social and religious contexts.

363 (PP) Italian Renaissance Art (3)

Art and architecture of Italy during the 15th and 16th centuries, including the work of Brunelleschi, Donatello, Botticelli, Leonardo da Vinci, Raphael and Michelangelo. Largely chronological in approach, with a strong emphasis on Renaissance art theory and humanistic culture, as well as the social, political and religious contexts of art.

364 (PP) Northern Renaissance Art (3)

Painting, sculpture, graphics, decorative arts and architecture of Northern Europe, including the Netherlands, France and

Germany, in the 15th and 16th centuries. Issues explored include devotional practices, growth of the merchant class, humanism and developments in artistic media.

365 (PP,G) Baroque Art (3)

European painting and architecture associated with the Counter-Reformation, royal courts and middle classes, including Peter Paul Rubens, Rembrandt and the palace at Versailles.

366 (PP,G) Nineteenth-Century Art (3)

European art of the late 18th and 19th centuries examined within the political, social, literary and scientific developments of the historic periods of Rococo, Neoclassicism, Romanticism, Realism and Impressionism, including Goya, Courbet, Morisot and Manet.

367 (PP,G) Twentieth-Century Art (3)

American and European art of the late 19th through the 20th centuries examined chronologically while exploring the conflicts inherent in the development of modern art and new definitions of the relationship of the work of the art to the artist and audience, including Van Gogh, Picasso, O'Keeffe and Warhol.

368 (PP) American Art (3)

American art from the earliest Colonial portraits through the establishment of modernism in the early 20th century examined within the historic struggle toward establishing a national identity, including Copley, Homer, Cassatt and Whistler.

369 (PP,G) British Art (3)

British art from early Medieval manuscript illumination through the early 20th century examined within the context of establishing a national character, including Tudor and Elizabethan portraits and paintings by Gainsborough, Hogarth, Blake, Turner and the Pre-Raphaelites.

371 (PP) History of Printmaking (3)

Chronological developments in European and American printmaking traced from their origins in early 15th-century woodcuts contemporary to the invention of the moveable type printing press through the modern era, including Dürer, Rembrandt, Goya, Cassatt and Toulouse-Lautrec.

372 (PP,G) Asian Art (3)

Architecture, painting, sculpture and minor arts of India, China and Japan. The development of images of Buddha, cave paintings at Ajanta, Chinese bronzes and scroll paintings, Japanese landscape paintings, gardens and woodblock prints, including relationships with art of the West.

373 (PP,G) Japanese Art (3)

Major artistic traditions of pre-modern Japan within their historical and cultural contexts, with emphasis on the relations among arts, religions and indigenous beliefs through connections with India, China, Korea and the west, including mortuary art and practice, religious art and architecture, narrative scroll painting, Zen-related art, tea ceremony and gardens as well as ukiyo-e print culture.

374 (PP,G) African Art (3)

Arts of past and present African cultures, predominantly western and central region architecture, sculpture, painting, textiles, ceramics, metals and body arts, specifically focused on relationships between art and ritual, including personal adornment, art and leadership, shrines and altars, masquerades, rites of passage, cycles and circles, tradition and today's global culture.

460 Senior Seminar: Art Historical Research and Methods

Intensive reading and research of art historical methods in preparation of ARHI 461. Prerequisite: permission of instructor.

461 Senior Thesis (1)

Following successful completion of ARHI 460, art history majors are required to enroll in one term of ARHI 461, the final component of the art history senior inquiry, conducted on an independent one-on-one basis with an instructor.

Individual Studies and Internships

ARHI-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in art history. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ARHI-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Independent investigation and research in selected topics in art history. Prerequisite: permission of instructor.

Asian Studies

MARI NAGASE, Assistant Professor (Japanese)
B.A., M.A., University of Tokyo; Ph.D., University of British Columbia

VAN J. SYMONS, Professor (History), Coordinator
B.A., Brigham Young; Ph.D., Brown

PETER TONG XIAO, Professor (Art), Coordinator
B.A., Coe; M.F.A., Temple

MAJOR IN ASIAN STUDIES. 34 credits, including 200, 449 and 450, 12 credits in Chinese or Japanese language, 12 credits at the 300 level or higher: one in Art History, one in History, one in Religion and one in either Geography or Political Science. The remaining credits, which may include further language study, are selected from the additional courses listed below.

MINOR IN ASIAN STUDIES. 24 credits, consisting of 200, 449 and 450, and courses chosen from at least four disciplines among the additional courses listed below. At least 12 credits must be 300-level or above. A maximum of 9 credits may be from Chinese or Japanese language.

COURSES (ASIA)

200 A Gateway to Asian Studies (3)

A required gateway course for all students who major or minor in Asian Studies, which is also available to others interested in studying Asia. Students will be introduced to the rich array of Asian civilizations.

305 (PH, G) Traditional Chinese Medicine (3)

A study of Traditional Chinese Medicine in dynastic and modern China, including its connections with Taoism.

430 Asian Studies Field Experience (1+1+1)

Designed for students living and working in Asia as part of Augustana-approved field programs. Assignments typically include teaching English to university students or working onsite in Asia-based non-governmental organizations or businesses. Students are expected to work full-time at their assigned responsibilities and to maintain a critical journal of their experiences.

449 Research in Asian Studies (1)

Introduction to the capstone research project in Asian studies, identification of key topics and thesis statements, research methodologies, analysis of primary and secondary sources, selection of an original topic, and preparation of a preliminary outline and opening chapter for the project. Should be taken in the fall term in the senior year prior to taking 450 in the winter term. Juniors who have completed a sufficient proportion of courses for their Asian Studies majors or minors may request permission to take the sequence in their junior year.

450 Senior Project for Asian Studies (3)

Independent research and seminar supervised by faculty who have offered courses in the Asian Studies program. As part of the seminar, students must design and complete an individual research project with the Asian Studies advisor and faculty supervisors. Should be taken winter term of junior or senior year.

Additional Courses

Art 109 Studio Art of East Asia
Art 300 Introductory Drawing in China (Asia term only)
Art History 162 (PA,G) Non-Western Art in Perspective (when applicable)
Art History 372 (PP,G) East Asian Art
Art History 373 (PP,G) Japanese Art
Chinese 101-102-103 First-Year Chinese
Chinese/Japanese 106 Chinese and Japanese Calligraphy
Chinese 201-202-203 Second-Year Chinese
Chinese 205/305 (PH,G) Chinese Culture
Chinese 300 (PA) Chinese Literati Art
Chinese 401-402-403 Current Chinese
Geography 334 East Asia
History 150 (PP,G) Traditional East Asia: China and Japan
History 151 (PP,G) Modern East Asia: China and Japan
History 350 (PP,G) China: The Last Dynasty
History 351 (PP,G) China: The Twentieth Century
History 353 (PP,G) Governance in China
History 354 (PP) Modern Japan
History 480 Seminar in Asian History (when applicable)
Japanese 101-102-103 First-Year Japanese
Japanese/Chinese 106 Chinese and Japanese Calligraphy
Japanese 201-202-203 Second-Year Japanese
Liberal Studies 103 Gender and Privilege in the People's Republic of China
Political Science 342 Comparative Politics of East and Southeast Asia
Religion 362 (PP,G) Religion and Philosophy of India
Religion 365 (PL,G) Religions of East Asia
Religion 366 (PH,G) Buddhism
Religion 392 Women in Religion (when applicable)
Religion 394b Key Issues in Comparative Religion: Studying Asian Religions
Religion 410 Special Topics in Religion (when applicable)
World Literature 350 (PL,G) Japanese Masterpieces in Translation

Additional courses taken on the East Asia, South Asia or Southeast Asia terms or those taken as part of the Lingnan University program that have been pre-approved by the Asian Studies coordinator may apply to the major or minor.

Internships**ASIA-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Field experience designed for students living and working in Asia as part of Augustana-approved field programs.

Assignments typically include teaching English to university students or working onsite in Asia-based non-governmental organizations or businesses. Students are expected to work full-time at their assigned responsibilities and to maintain a critical journal of their experiences. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ASIA-INTR-Sxx/Lxx/Axx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

Astronomy

Advisor Lee Carkner, Associate Professor (Physics)

COURSES (ASTR)**311 (PN) The Solar System (3)**

A non-calculus course examining the history, motions and properties of the sun, planets, moons and other members of our own and other planetary systems. Results of recent space discoveries will be emphasized. Methods and tools used by astronomers will be examined. Observing sessions in the observatory and the John Deere Planetarium will be required.

315 (PN) Stars, Nebulae and Galaxies (3)

A non-calculus course introducing the properties of stars, nebulae and galaxies, and the methods and tools astronomers use to study these objects. Observing sessions in the observatory and the John Deere Planetarium will be required.

Biochemistry**Advisors**

Pamela Trotter, Associate Professor, Robert W. Beart Chair in Chemistry
 Patrick Crawford, Assistant Professor (Chemistry)

Biochemistry is ideal for the student interested in the chemistry of living things and the close examination of the molecules that carry out such functions as metabolism, movement, and gene expression. A degree in biochemistry prepares a student for many fields beyond biochemistry or biomedical sciences, as it is the core basis for many more applied fields such as biotechnology, molecular genetics, immunology, pharmacology, toxicology and forensic science. A biochemistry major is ideal preparation for graduate study in such applied fields. The degree is also appropriate for students interested in health professions (i.e. medicine, dentistry), as well as students interested in the biotechnology and pharmaceutical industries. A biochemistry background could also be useful for students interested in business, law, regulation, journalism or technical writing related to the molecular life sciences.

The biochemistry major includes courses in chemistry, biology, mathematics and physics.

MAJOR IN BIOCHEMISTRY. 32 credits in CHEM beyond 121, including 123 or 225, 200, 313, 361, 412, 413, 451 and one chosen from 454, 455 or 456. 12 credits in BIOL, including 210, 370, 375, and 360 or 362.

Required supporting courses: MATH 221 or 338, PHYS 201, 202, 203.

Recommended supporting courses: CHEM 362, 372, 403, COMP 211 and 212.

MINOR IN BIOCHEMISTRY. 19 credits in CHEM beyond 121, including 411, and 412 or 413. BIOL 210, 370, 360 or 362.

Biology

ALLISON BECK, Assistant Professor
B.S., Georgetown University; M.S., Ph.D., University of Chicago

KRISTIN DOUGLAS, Associate Professor
A.S., Waubesa Community College; B.S., Iowa; M.S., Ph.D., Michigan

BOHDAN DZIADYK, Professor
B.A., M.S., Southern Illinois; Ph.D., North Dakota State

STEPHANIE FUHR, Laboratory Coordinator, Instructor
B.S., M.S., Illinois

C. KEVIN GEEDEY, Associate Professor
B.A., B.S., Ohio State; Ph.D., Michigan State

DARRIN S. GOOD, Professor
A.B., Augustana; M.A., Ph.D., Kansas

STEPHEN B. HAGER, Associate Professor, Co-chair
B.A., M.A., California State; Ph.D., New Mexico State

JASON A. KOONTZ, Associate Professor
B.S., Iowa State; M.S., Miami University; Ph.D., Washington State

HEATHER M. MATTERN, Assistant Professor
B.S., Iowa State; Ph.D., University of Missouri-Columbia

TIMOTHY MUIR, Assistant Professor
B.A., Kalamazoo College; M.S., Ph.D., Miami

LORI R. SCOTT, Professor, Co-chair
B.S., Manchester; M.S., Ph.D., Illinois State

JASON SINGER, Assistant Professor
B.A. Luther College; Ph.D., Utah

ROBERT B. TALLITSCH, Professor
B.A., North Central; M.S., Ph.D., Wisconsin

DARA L. WEGMAN-GEEDEY, Professor
B.S., Mount Union; Ph.D., Delaware

Potential majors in biology or the pre-professional areas must begin their curriculum with one year of general chemistry (usually Chemistry 121, 122 and one of 123, 200 or 225), and the major with Biology 200 and 210.

MAJOR IN BIOLOGY. 31 credits at the 200 level or above, including the core courses 150, 200, 210, 220, 370 and one 3-credit senior inquiry (SI) experience from 464, 465, 466 and BIOL-INTR-Sxx. Beyond the core courses, any biology course at the 200 level or above may apply to the major. 150 must be completed prior to taking other core courses or within one term after declaring the major; 200 and 210 must be completed within one year of declaring the major; 220 and 370 must be completed within two years of declaring the major.

A student who completes BIOL-INTR-Sxx as their SI may not apply BIOL-INTR-Axx credits to the major. A student who completes 464, 465 or 466 as their SI may apply 3 credits of BIOL-INTR-Axx to the major. A student who completes a sanctioned SI experience as a requirement of a second major may substitute a non-SI biology course at the 200 level or above for the 3-credit SI experiences listed above, with prior approval granted by the departmental coordinator. A student can count multiple courses from 464, 465, 466 toward the biology major; because the option to enroll in additional SI courses is based on enrollment demands, prior approval must be granted by the departmental coordinator. A student can apply only 3 credits from this list toward the biology major: 199, 299, 399, 499, 400, BIOL-INTR-Sxx or BIOL-INTR-AXX.

Required supporting courses (9 credits): CHEM 121, 122, and one of 123 or 200 or 225 or equivalent.

Recommended supporting courses: statistics and computer science. Additional recommended supporting courses for students expecting to work toward a M.S. or Ph.D. in the biological sciences: CHEM 311-312-313; MATH 219; PHYS 101-102-103 or PHYS 201-202-203

MAJOR IN TEACHING BIOLOGY. 31 credits, including 150, 200, 210, 220, 308, 310, 343, 370, one of 360 or 362, one of 323 or 380 or 387; one 3-credit SI experience from the options 464, 465, 466 and 389 or the combination of EDUC 422, 450 and 490 as part of the Secondary Education program. See the Director of Secondary Education for more details.

Required supporting courses (24 credits): CHEM 121, 122 and 123; PHYS 101 and 102; one of GEOG 101 or 103; one of GEOL 101 or 115; and ASTR 315.

MINOR IN BIOLOGY. 19 credits: 150 and 18 credits beyond the 100 level, including 200, 210, 220 and 370. Three credits from this list may apply to minor: 199, 299, 399, 499, 400, BIOL-INTR-Sxx or BIOL-INTR-Axx.

Required supporting courses: 9 credits from CHEM 121, 122, and one of 123 or 200 or 225 or equivalent.

COURSES (BIOL)

101 (PN,I) Biological Principles (3)

Integrated study of the basic concepts concerning living organisms. Includes one two-hour investigative lab weekly. May not be taken for credit after the completion of any biology course numbered 200 or above.

120 Ethnobotany (3)

Survey of the importance of plants in the historical development and maintenance of civilizations and of contemporary uses of local flora by native societies, especially in the neotropics. Includes one two-hour lab weekly. Does not satisfy the botany requirement for biology majors. Cannot be taken for credit if credit earned in LSFY 111 Foundations in Ethnobotany.

150 Becoming Biologist Seminar: Understanding Our Place as Life Scientists (1)

Entry-level course for biology, pre-medicine and biology teaching majors and minors, completed during the first year and/or prior to 200, 210, 220 and 370. Topics may include inquiry and reflection, biology careers and the qualities/experiences necessary to attain career goals, and study and learning strategies. Students not intending to declare a biology major or minor or pre-med major are exempt from taking 150 prior to 200 and 210, with permission of departmental coordinator.

180 Fundamentals of Ecology (3)

Broad consideration of the development, structure, functioning and human alteration of natural ecosystems. Includes one three-hour lab weekly, emphasizing an investigative approach.

200 (PN) General Zoology (3)

Survey of animal diversity, including the evolution, phylogeny, natural history, ecology and physiology of the major animal phyla. Includes one two-hour lab weekly. Prerequisite: 150.

210 Cell Biology (3)

Physiology and ultra-structure of prokaryotic and eukaryotic cells, including a survey of the diversity of unicellular organisms. Emphasis on the molecular mechanisms of cell function, including metabolism, replication, gene expression, cell-cell signaling and cell cycle regulation. Includes one two-hour lab weekly. Prerequisite: 150 and Chemistry 122.

220 General Botany (3)

Introduction to anatomy, physiology, reproduction, evolution and ecology of organisms in the plant kingdom, with emphasis on seed plants. Includes one two-hour lab weekly. Prerequisite: 210.

225 Local Flora (2)

Field and laboratory identification of plants common to the Upper Mississippi Valley with emphasis on Illinois.

240 (PN) Concepts in Public Health and Epidemiology (3)

Overview of the field of public health with an emphasis on epidemiology as a tool for studying infectious, metabolic and behavioral disease trends. May not be taken for credit if student completed 340 during Holden Term 2008.

255 (PN) Human Anatomy (3)

Study of the structure and three-dimensional relationships of the human body. Includes one two-hour lab weekly.

263 Nutrition (3)

Principles of basic and applied human nutrition including dieting, food fads and nutritional deficiencies. Prerequisite: 101.

308 History of Biological Thought (3)

The great biologists and their contributions to the development of biological concepts from the Greek period to the present.

310 Evolutionary Biology (3)

Theories, mechanisms and evidence of organic evolution and speciation. Includes one two-hour discussion section weekly. Prerequisites: 200 and 210.

323 Plant Diversity (3)

Morphology and taxonomy of the fungi, algae, bryophytes and ferns (first half of term) and the seed plants (second half) with emphasis on plant families in the latter group. Includes two two-hour labs weekly. Prerequisite: 220.

326 Plant Ecology (3)

Structure and ecological functioning of plants as individuals, dynamic populations and essential components of eco-systems. Includes one three-hour lab weekly. Prerequisite: 220.

331 Vertebrate Zoology (3)

Evolution, ecology, behavior and classification of vertebrate animals facilitated in the laboratory and field, including vertebrate sampling techniques. Includes one three-hour lab weekly. Credit may not be earned in both 230 and 331. Prerequisite: 200.

333 Invertebrate Zoology (3)

Natural history, behavior, ecology and phylogeny of invertebrates. Includes one three-hour lab weekly. Prerequisite: 200. Credit cannot be earned in both 333 and 200.

334 (PN) Ethnozoology in Latin America (3)

Interconnections of humans and animals, including animals (literal and symbolic) in human ecology, food, health and religion in Latin America. Emphasis on conservation, biodiversity, parasites of humans, domestication of animals, animal rights/welfare, animal myths and religious symbols. For Latin American term only.

335 (PN,I) Entomology (3)

Natural history, behavior, ecology and phylogeny of insects and arthropods. Includes two two-hour labs weekly. Prerequisite: 200 or permission of instructor.

337 Parasitology (3)

Biology, pathology, epidemiology and phylogeny of parasites of people and domesticated animals. Prerequisite: 200.

339 Animal Behavior (3)

A study of how and why animals behave from the perspectives of genetics, development, physiology and evolution. Includes one two-hour lab weekly. Prerequisite: 200 and 210.

343 Microbiology (3)

The biology of microorganisms with emphasis on bacteria. Includes two two-hour labs weekly. Prerequisite: 210.

345 Principles of Immunology (3)

An overview of the mammalian/human immune system with an emphasis on understanding the physiology and anatomy of the humoral and cell-mediated responses. Prerequisite: 210.

352 Kinesiology (3)

The mechanical and muscular analysis of bodily movements. Prerequisite: 255 and Physics 101; Mathematics 219 strongly recommended.

354 Histology (3)

The microscopic and ultramicroscopic structure of human cells, tissues and organs correlated with function and development. Includes two two-hour labs weekly. Prerequisite: 255 or permission of instructor.

358 Neuroanatomy (3)

The structure and three-dimensional relationships of the central and peripheral nervous systems of humans, correlated with normal and abnormal function. Prerequisite: 255 or permission of instructor.

360 Comparative Physiology (3)

A comparative study and broad overview of physiological systems and adaptations among diverse animals from mechanical, morphological and cellular perspectives. One two-hour lab per week. Credit may not be earned in both 360 and 362. Prerequisites: 200 and 210.

362 Human Physiology (3)

Function and neuroendocrine control mechanisms of the nervous, endocrine, skeletal, cardiovascular, respiration, renal and digestive systems in humans. Includes one two-hour lab weekly. Credit may not be earned in both 360 and 362. Prerequisite: 210.

370 Genetics (3)

Basic genetic principles of heredity and variation, including transmission genetics, cytogenetics, molecular genetics and population genetics. Includes one two-hour lab weekly. Prerequisite: 210.

373 Developmental Biology (3)

Study of the molecular and cellular basis of morphological changes during organismal development. Includes one two-hour discussion section weekly. Prerequisites: 200 and 210. 370 suggested.

375 Molecular Genetics (3)

An introduction to genetic engineering and its application in the analysis and manipulation of bacterial genes. Includes one three-hour lab weekly. Prerequisites: 370 and permission of instructor. Cross-listed as BIOL 465.

380 General Ecology (3)

Principles of ecology from the organismic to the ecosystem level including analysis of environmental factors, energy flow, population dynamics and succession. Includes one three-hour lab weekly. Prerequisite: 200.

385 (PN) Applied Ecology (3)

Study of human influence on the global ecosystem including population dynamics, agricultural systems and pest control, resource use and pollution. Includes one two-hour discussion section weekly.

387 Aquatic Biology (3)

The ecology of freshwater ecosystems including physical, chemical and biological effects on function and structure of aquatic biological communities. Includes one three-hour lab weekly. Prerequisites: 200 and 210.

410 Special Topics in Biology (2+)

Treatment in depth of selected topics not covered in the general undergraduate offering.

455 Cadaver Dissection (1)

In-depth study of the structure of the human body utilizing cadaver dissections. Prerequisites: 255 or equivalent and permission of instructor.

464 Senior Inquiry–Biology Literature (3)

Advanced study of the scientific process in biology, completed in the senior year. Students develop a research question and

complete an extensive literature search on a topic, culminating in a formal report. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of instructor or departmental program coordinator; some sections may have added prerequisites determined by instructor. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval.

465 Senior Inquiry–Laboratory/Field Research (3)

Advanced study of the scientific process in biology, completed in summer following the junior year or in the senior year. Students participate in a laboratory/field research project under the direction of an Augustana faculty mentor, culminating in a laboratory research notebook and at least one form of formal scientific reporting. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of mentor or departmental program coordinator; added prerequisites may be determined by mentor. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval.

466 Senior Inquiry–Off-Campus Laboratory/Field Research (3)

Advanced study of the scientific process in biology, completed in summer immediately preceding the senior year. Students participate in a lab/field research project as part of a 8-10 week research program at another institution, culminating in a laboratory research notebook and at least one form of scientific reporting as coordinated with the sponsoring institution and the departmental coordinator. Student secures approval of departmental coordinator in spring term of junior year prior to registering for fall term of senior year. Reflective essay component. Prerequisites: 200, 210, 220, 370 and permission of departmental program coordinator. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-INTR-Sxx Senior Inquiry (3)

Advanced study of the scientific process applicable to the biological sciences, completed off campus in an approved internship during the senior year. Students develop a research question and complete data collection and analysis or an extensive literature search on a topic, culminating in a formal report. Reflective essay component. Prerequisites: 200, 210, 220, 370, and permission of departmental program coordinator. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless approval is granted in advance by the departmental coordinator.

BIOL-INTR-Axx Academic Internship (3)

Advanced study of the scientific process applicable to the internship setting. Students participate in an internship culminating in a formal report as determined by the department program coordinator. Reflective essay component. Prerequisite: permission of departmental program coordinator. Credit cannot be earned in both BIOL-INTR-Sxx and BIOL-INTR-Axx.

400 Independent Study (1+)

Business Administration

AMANDA BAUGOUS, Associate Professor
B.S., Drake; M.B.A., Ph.D., Tennessee

DANIEL G. CONWAY, Associate Professor
B.A., Augustana; M.A., Ph.D., Indiana

BURAK DOLAR, Assistant Professor
B.A., Istanbul University; M.B.A., Troy; Ph.D., Mississippi

ANN E. ERICSON, Associate Professor
A.B., Augustana; M.S., Illinois; Ph.D., Iowa; C.P.A., Iowa; C.M.A.

JANIS LONERGAN, Frank Strohkarck Professor of Business and Economics
B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARMÉ, Adjunct Instructor, Director of Advising
B.St., M.St., Indian Statistical Institute; M.S., Illinois

NADIA NOVOTOROVA, Assistant Professor
B.S., Gorky State Agricultural Institute; M.S., Iowa State; Ph.D., Illinois

KAREN M. PETERSEN, Adjunct Instructor, Director of Business Administration Internships
B.A., Augustana; M.B.A., Iowa

CRAIG V. VAN SANDT, Associate Professor, Chair
B.A., Texas Christian; M.B.A., North Carolina; Ph.D., Virginia Tech

LINA ZHOU, Assistant Professor
B.E., M.A., Central South University, China; M.A., Ph.D., Mississippi; C.F.A.

MAJOR IN BUSINESS ADMINISTRATION. Required foundation courses (21 credits, should be completed during the sophomore year): 205, 211, 212 (MATH 315, 316 may be substituted for 211, 212). ACCT 201, 202. ECON 201, 202. These required foundation courses must be completed with a 2.0 grade-point average.

Required core courses (9 credits): 301, 321, 331.

Required area of emphasis in one of the following areas:
Management (9 credits): Three of 303, 304, 305, 307, 309, 313, 351, PSYC 315.

Marketing (9 credits): Three of 322, 323, 324, 326, 327.

Finance (9 credits): Three of 332, 333, 334, and ECON 345, 362.

International Business (9 credits): 363 and ECON 361, 362.

Management Information Systems (9 credits): 351, 352 and one of 313, ACCT 311, COMP 310, 335.

Required Senior Inquiry experience in one of the following:
Internship with research component (9 credits)

Business Policy (3 credits): 479

Business Simulation (3 credits): 474

Business Honors (3 credits)

See *International Business* on p. 90 for a description of the major. Students cannot major in both business administration and international business.

COURSES (BUSN)

205 Business Writing (3)

Introduction to the various communication requirements of business and industry. From summaries and correspondence to researched, formal reports, students will write for specific audiences, developing organizational strategies and focusing on concision and clarity. The course features group work, presentations and problem-solving in business situations, as well as editing. Prerequisite: LSFY 101 or equivalent.

211 (Q) Business Statistics I (3)

Methods of analyzing data in economics and business; collection and presentation of data, averages, dispersion, probability, probability distributions, sampling techniques,

statistical inference. Credit may not be earned in more than one of BUSN 211, PSYC 240. Credit may not be earned in 211 after completion of MATH 315.

212 Business Statistics II (3)

Regression and correlation, multiple regression with an emphasis on regression diagnostics, time series analysis and forecasting. Prerequisite: 211 or MATH 315. Credit may not be earned in 212 after completion of MATH 316.

301 (PH) Management Concepts (3)

A survey of administrative process in organizations. Includes principles of individual and group behavior applied to an organizational setting; the organizational context (e.g., global environment), and the four management functions (planning, organizing, leading and controlling). Prerequisite: 205.

303 Human Resource Management (3)

The basic functional areas of human resource management (recruitment, selection, training and development, career management, performance evaluation and compensation) within the context of the organizational environment (e.g., demographic shifts, changing organizational structure, the legal environment, global competition and social issues). Human behavior theories and descriptions of leading-edge practices illustrate how human resource management can achieve efficiency and equity in the employment relationship. Prerequisites: 212, 301.

304 Organizational Behavior (3)

Theories about individual, group, and organizational behavior and organizational design are explored with a strong emphasis on application of these theories to organizational problems. Case analysis and experiential exercises are tools used for theory application. Prerequisite: 301 or consent of instructor.

305 Employment Law (3)

Introduction to the law of the workplace and exploration of the tension in employment relationships. Topics include employment relationships, including employment at will; common workplace torts; status discrimination; employee privacy issues; business protection issues, including duty of loyalty, trade secrets and employee inventions; alternative dispute resolution in the workplace and other remedies.

307 Social Issues in Management (3)

An exploration of the bases of the legal and social environments of business, moral awareness, moral philosophy and moral leadership. After gaining a basic understanding of methods of moral reasoning, the focus is on current social issues facing managers in business. Emphasis will be on critical thinking and viewing situations from a variety of perspectives. Students will explore and critically evaluate their personal value systems, focusing on preparing for the ethical dilemmas that occur in business settings.

309 Small Business Entrepreneurship (3)

An overview of this increasingly popular and important area of management education and practices, designed to equip students with an appreciation and understanding of the skills, attitudes and knowledge needed to achieve entrepreneurial success. Prerequisites: 301, ACCT 201 and 202.

313 Operations Management (3)

Topics in operations management, including product and service design, total quality management, facility layout, process planning, scheduling and supply chain management. Prerequisites: 212, ECON 202.

321 Marketing (3)

Principles of marketing; marketing strategic planning including market selection, product planning, pricing strategy, distribution systems and communications strategy. Prerequisites: ACCT 202, ECON 202.

322 Advanced Marketing (3)

An overview of the critical aspects of marketing management; application of principles of marketing in analyzing

marketing problems that recognize the influences of cultural, social, political and economic forces. Case analysis is used extensively. Prerequisite: 321.

323 Advertising (3)

The process and the practice of advertising in the business communication plan. This course correlates integrated marketing communications with the overall business planning function. Practice and theory are combined in the analysis of traditional mass communication, as well as sales promotion, interactive media, direct marketing and public relations. Prerequisite: 321.

324 Marketing Research Methods (3)

Study of the marketing research process, including methods of design incorporating survey, observation and experimental methods. Consideration of marketing information as a management tool, sampling, measurement scales, instrument construction and statistical analysis. Includes a research project with a non-profit organization. Prerequisites: 205, 212 and 321.

326 New Product Policy (3)

A managerial approach to new product development. Concept generation, pre-technical evaluation, technical development and launch management are stressed. Prerequisite: 321.

327 Consumer Behavior (3)

Introduction to a wide range of behavioral concepts, and the strategic implications of consumer behavior for marketers. Topics include internal and external factors that influence consumer buying decisions and processes, buyer-seller relationships, positioning, branding and a consumer's information processing. Prerequisite: 321.

331 Financial Management (3)

An overview of the financial decision-making process. Topics include: financial analysis, discounted cash flow analysis, bond and stock valuations, cost of capital and capital budgeting, risk and return analysis. Prerequisites: 212, ACCT 202, ECON 201 and 202.

332 Portfolio and Investment Selection (3)

Study of security analysis and portfolio management. Topics include: security market operations, common stock valuation and investing strategies, portfolio theory, asset pricing models, portfolio management, options and futures. Prerequisites: 205, 331.

333 Financial Markets and Institutions (3)

The role of major financial markets and institutions in the economy. Topics include: the primary functions of various types of financial institutions, the risks faced by them, and the measurement and management of the risks. Prerequisites: 212, ACCT 202, ECON 201 and 202.

334 Bank Management (3)

Overview of key issues in the banking industry and management of commercial banks, including organizational structure of banking, the regulatory environment in banking, evaluating bank performance, asset-liability management, managing investment portfolios, managing sources of funds, and providing loans to businesses and consumers. Prerequisite: 331.

341 Business Law (3)

Law as it relates to the commercial world: introduction to the law, contracts, sales, commercial paper, corporations and secured transactions.

351 Introduction to Management Information Systems (3)

The study of organizational use of information technologies, dealing with the planning, development, management and use of informational technology tools to help people perform tasks related to information processing and management. As a survey of MIS topics, this course does not teach technological proficiency; it teaches fundamental MIS concepts and effective communication of those concepts with an emphasis on innovation and collaboration.

352 Business Process Management (3)

Introduction to Business Process Management (BPM) using business process analysis and design and preparation for analyzing the information needs and processes of a business. Concepts and methodologies include visual modeling with business process modeling notation (BPMN), business process executable language (BPEL), business rules engines (BRE), and business activity monitoring (BAM). Prerequisite: 351 or computer science major/minor or consent of instructor.

363 International Business (3)

Exploration of the opportunities and challenges in formulating global strategy and managing multinational operations. Includes the impact of culture, legal frameworks, and trade policies on international business operations. Prerequisites: 301, 321.

367 (PH) From War to Doi Moi: Vietnam's Economic Liberalization (3)

Analysis of Vietnam's doi moi (renovation) economic policy implemented by its communist government in response to the country's impoverishment following decades of war. In addition to economic improvement in the lives of its citizens, political and cultural implications of this change from a command to a market economic system and the country's participation in the global market will be examined. (Vietnam term only.)

380 Topics in Business (1+)

Seminar on special topics in business administration.

474 Business Simulation (3)

Senior-level capstone that uses various simulation tools to support management decision making in a variety of business contexts, including accounting, finance, marketing, business process analysis, and operations domains. These simulations are powerful tools for performing what-if analyses with various simulated business conditions, including simulating disruptions. Includes research and reflection. Prerequisites: 301, 321, 331.

479 Business Policy (3)

Senior-level capstone that requires applying knowledge from diverse business disciplines in an examination of the organization. The goals are to develop a strategic perspective and to develop an understanding of how and why an organization relates to both its internal and external environments. Case analysis is used extensively. Includes research and reflection. Prerequisites: 301, 321, 331.

Individual Studies and Internships**BUSN-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: a declared major in business administration, 301, 321, 331, one elective, minimum 2.5 grade-point average in business administration. Departmental internships must be approved by the department. See *Internships*.

BUSN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See *Internships*.

399, 499 Directed Study (1+)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: permission of department and instructor.

400 Independent Study (1+)

Research on specific topics for business administration seniors. Prerequisites: grade-point average of 3.0 or higher in major field, completed business administration major, and department permission.

Chemistry

MARY ELLEN BIGGIN, Associate Professor, Chair
B.S., Clarke; Ph.D., Illinois

SALLY BURGMEIER, Laboratory Instructor
B.S., Marycrest; M.S., Western Illinois

KURT M. CHRISTOFFEL, Professor
B.A., M.S., Ph.D., Illinois Institute of Technology

PATRICK A. CRAWFORD, Assistant Professor
B.A., Hanover; Ph.D., Miami (Ohio)

DAVID G. DEWIT, Professor
B.S., Calvin; Ph.D., Northwestern

GREGORY J. DOMSKI, Assistant Professor
B.A., Augustana; Ph.D., Cornell

DELL JENSEN, Associate Professor
B.S., Nevada-Reno; Ph.D., Kentucky

TODD MILLER, Visiting Assistant Professor
B.A., Dubuque; Ph.D., Iowa

RICHARD M. NARSKE, Professor
B.A., Augustana; M.S., Ph.D., Iowa

PAMELA TROTTER, Associate Professor, Robert W. Beart
Chair in Chemistry
B.S., Pacific Lutheran; Ph.D., Harvard

MAJOR IN CHEMISTRY. 35 credits beyond 121, including 200, 225, 313, 362, 372, 403, 411 and 451 and one chosen from 454, 455 or 456. Students desiring an **ACS-accredited major** must include 363 and 421.

Required supporting courses: PHYS 201, 202, 203 and MATH 221 or 338.

Recommended supporting courses: BIOL 210, MATH 230, MATH 329, COMP 211-212, and PHYS 301.

MAJOR FOR TEACHING CHEMISTRY. See the Director of Secondary Education and chair of the chemistry department for program requirements.

MINOR IN CHEMISTRY. 18 credits in chemistry beyond 121, including 200, Physics 201, 202 and 203, and Math 219.

COURSES (CHEM)**101 (PN,I) Fundamentals of General Chemistry (3)**

Brief study of general chemistry, requiring a minimum of algebraic mathematics. Emphasis is placed on relating chemistry to everyday issues and applications. Especially appropriate for non-science majors. Lecture, discussion and three hours of laboratory weekly. Does not count toward a chemistry major. May not be taken for credit after 121 or placement beyond 121.

121 (PN,I) General Chemistry 1 (3)

Composition, chemical bonding and basic properties of reactivity of matter. Introduction to the basic principles of chemistry. Lecture, discussion, and three hours of laboratory weekly.

122 (PN,I) General Chemistry 2 (3)

Kinetics, equilibrium and thermodynamics. Continuation of 121. Lecture, discussion and three hours of laboratory weekly. Prerequisite: 121 or the equivalent or permission of department.

123 General Chemistry 3 (3)

Introduction to special topics in electrochemistry, nuclear chemistry, metals, nonmetals, organic and biochemistry. Lecture, discussion and three hours of laboratory weekly. Prerequisite: 122 or the equivalent or permission of department. (123 does not count toward a chemistry major. Credit may not be earned for both 123 and 225).

200 Quantitative Analytical Chemistry (3)

Theory and practice of chemical analysis and basic laboratory instrumental analysis. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 122 or equivalent or permission of department.

225 Introductory Inorganic Chemistry (3)

Descriptive chemistry of the elements, concentrating on elements other than carbon. Emphasis on periodic relationships, bonding, structure and reactivity. Lecture, discussion and three hours laboratory weekly. Prerequisite: 122 or permission of instructor. [Credit may not be earned in both 123 and 225.]

301 (PN) Genes, Germs & Quanta (3)

Many of the great ideas of science were significantly influenced by scientists working in and near Vienna, Austria in the late 19th and early 20th century, including the germ theory of disease, genetics, the second law of thermodynamics, quantum theory, and the philosophy of science. Through discussion, lecture, readings, experiments and excursions, this course will use these ideas as a basis not only for examining the nature of science, but also its connection to culture and society. Course does not count for the major. This course taught on Vienna term only.

311 Organic Chemistry 1 (3)

Survey of organic compounds: their structures, chemical reactivity and spectroscopic properties. Begins with alkanes through alkenes. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 123 or 225, with minimum grade of C, or permission of instructor.

312 Organic Chemistry 2 (3)

Continuation of 311. Alkenes to aromatics, spectroscopy. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 311 with a minimum grade of C or permission of instructor.

313 Organic Chemistry 3 (3)

Continuation of 312. Aromatics to amines, amino acids, carbohydrates, carbonyls and complex molecules and reactions. Lecture, discussion and four hours of laboratory weekly. Prerequisite: 312 with a minimum grade of C or permission of instructor.

315 Environmental Chemistry (3)

Fundamental chemical principles as they apply to the environment. Complex chemical interactions that occur among the terrestrial, atmospheric, aquatic and biological environments. Lectures and four hours of laboratory weekly. Prerequisite: 312 or permission of instructor.

325 Chemistry and Crime (3)

An investigation of the scientific, technological and social aspects of criminalistics. This course will use actual court cases to introduce forensic concepts, including gunpowder analysis, trace evidence, drug analysis, blood analysis and DNA profiling. Students will be expected to critically evaluate evidence and ascertain its significance. Prerequisite: 123 or 225. Recommended: 311.

361 Physical Chemistry 1 (3)

Thermodynamic approach to the properties of matter and to the laws of physical and chemical equilibrium. Prerequisites: 122, PHYS 203, MATH 221 or 338.

362 Physical Chemistry 2 (3)

Kinetics at the microscopic and macroscopic level. Introduction to elementary quantum theory and applications to systems of chemical interest—atoms and molecules. Prerequisite: 122, PHYS 203, MATH 221 or 338.

363 Physical Chemistry 3 (3)

Further topics in the application of quantum theory in chemistry—polyatomic molecules, spectroscopy and reaction dynamics. Introduction to statistical mechanics and its use in understanding macroscopic phenomena. Lecture and four hours laboratory weekly. Prerequisite: 362.

372 Physical Chemistry Laboratory (1)

Laboratory practice in making physico-chemical measurements, particularly related to thermodynamics and kinetics. Four hours laboratory weekly. Prerequisites: 200, 361.

403 Instrumental Analysis (3)

Critical survey of instrumental methods, principles, theory of operation and interpretation of results. Lecture and four hours laboratory weekly. Prerequisites: 200, 313, 362, 372 or permission of instructor.

411 Biochemistry 1 (3)

Chemistry of proteins, enzymes, carbohydrates, lipids and their metabolism. Catabolic pathways and their control. Structure/function relationship of macromolecules. Prerequisite: 313. Strongly recommended: BIOL 210.

412 Biochemistry 2 (3)

Molecular control of DNA replication, transcription and protein translation. Much of the reading materials will be from the primary biochemical journals. Prerequisites: 411 or permission of instructor. Strongly recommended: BIOL 343 and BIOL 370.

413 Biochemistry Laboratory (1)

Laboratory studies to complement 411 and 412. Four hours laboratory weekly. Prerequisite: 411. Strongly recommended: 200

421 Advanced Inorganic Chemistry (3)

Bonding, structure, spectra, and reactions of inorganic and organometallic materials. Lecture and four hours laboratory weekly. Prerequisites: 200, 225, 313, 362.

451 Chemistry Literature (1)

Introduction to chemical literature sources and their use. Online searching techniques. Presentation of literature research results. Prerequisites: 200, 123 or 225, 313.

454 Senior Inquiry – Research Proposal (3)

Literature search of an approved topic and formulation of a polished research proposal that includes an explanation of experimental approaches designed to answer a set of specific questions relating to the topic, and a discussion of possible outcomes and conclusions. Culminates in a polished written proposal, an oral presentation during spring term of the senior year, and a reflective essay. Prerequisite: 451.

455 Senior Inquiry – Laboratory Research (3)

Laboratory research project performed under the direction of a faculty mentor at Augustana College. At least 80 clock hours are spent in the laboratory during the first two terms of the senior year and/or during the summer preceding fall term of the senior year. Culminates in a laboratory research notebook, a polished annotated research paper, an oral departmental presentation during spring term of the senior year, and a reflective essay. Prerequisite: 451.

456 Senior Inquiry – Off-Campus Laboratory Research (3)

Laboratory research project performed as part of an undergraduate 8-10 week research program at another institution during the summer immediately preceding the senior year. Approval by the chemistry department chair is secured during the spring term of the junior year prior to registering for fall term of the senior year. Culminates in a laboratory research notebook, a polished annotated research paper, an oral departmental presentation during winter term of the senior year, and a reflective essay. Prerequisite: 451.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

CHEM-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

An exploration of the practice of chemistry or biochemistry in a non-curricular setting. Prerequisite: a declared major in chemistry. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

CHEM-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Prerequisite: declared major in chemistry. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Chinese

HUA-MEI CHANG, Adjunct Instructor

B.A., National Sun Yat-Sen University; M.A., University of Wisconsin

JEN-MEI MA, Professor, Chair

B.A., Fu-jen, Taiwan; M.A., M.Ph., Ph.D., Kansas

MINOR IN CHINESE. 21 credits including 201-202-203, 301-302-303, and one of 205, 305, or History 350, 351.

MAJOR IN ASIAN STUDIES: See Asian Studies.

COURSES (CHNS)

101-102-103 First-Year Chinese (3+3+3)

Fundamentals of spoken and written Mandarin Chinese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking, listening, reading and writing.

106 Chinese and Japanese Calligraphy (1)

Introduction to the writing, from China and Japan, of both Hanzi and Kana. The course consists of initial presentation of the historical background and hands-on practice in mastering the art of writing characters. Also JAPN 106.

109 Functional Language for the Asian Term (1)

A brief introduction to Chinese and Japanese based on conversation and reading in common situations, such as shopping, ordering food and travel. Pass/No Credit grading only. Also JAPN 109. Prerequisite: acceptance to the Asian Term program.

110-111 Accelerated First-Year Chinese (4.5+4.5)

This is the beginning year of Chinese language, taught in two terms instead of the usual three. Registrants should have high motivation, commitment and linguistic flair. Offered only under special circumstances, such as after the fall term in Asia.

201-202-203 Second-Year Chinese (3+3+3)

Continuation of first-year Chinese; mastery of new vocabulary, conversational skills, grammatical structure of modern Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: 103.

205 (PH,G) Chinese Culture (3)

An overview of Chinese culture. Emphasis will be placed on various aspects within Chinese society, including religions, literature, art, language and philosophy. Readings are supplemented by audiovisual material, discussions and projects.

300 (PA) Chinese Literati Art (3)

Introduction to the essence of Chinese literati culture. Appreciation and practice of the Three Perfections: calligraphy, poetry and painting.

301-302-303 Third-Year Chinese (3+3+3)

Continuation of second-year Chinese, with increased emphasis on modern Chinese conversation and written

characters. Reading materials of selected literature masterpieces will be added. Prerequisite: 203.

305 (PH,G) Chinese Culture (3)

Meets with 205 but expects extra in-depth work incorporating Chinese language text. Also encourages critical thinking and creativity through analysis of various aspects of Chinese society. Prerequisite: 103 or by consent of instructor.

312 Readings in Chinese Literature (3 or 5)

Offered only in conjunction with the Augustana Exchange Program in Wuhan, P.R.C. Prerequisite: 303

401-402-403 Current Chinese (3+3+3)

Transition from textbooks to the language of film, video, newspapers and magazines. Guided research on current topics and access to media. Prerequisite: 303.

Individual Studies

199, 299, 399, 400, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

400 Independent Study (1+)

Classics

KIRSTEN DAY, Assistant Professor

B.A., Rice; M.A., Ph.D., Arkansas

EMIL A. KRAMER, Associate Professor, Chair

B.A., Texas; M.A., Georgia; Ph.D., Cincinnati

MAJOR IN CLASSICS GREK and LATN 101-103 or equivalent; four (1-hour) classes at the 200 level in GREK and/or LATN; two (3-hour) classes at the 300 level in GREK and/or LATN; WLIT 228; two of CLAS 230, 360, WLIT 212, 222, 224, 226; CLAS 401.

Required supporting courses (6 credits): History 214 and 215.

MAJOR IN CLASSICAL STUDIES GREK or LATN 101-103 or equivalent; four (1-hour) classes at the 200 level in GREK or LATN; two (3-hour) classes at the 300 level in GREK or LATN; WLIT 228; three of CLAS 230, 360, WLIT 212, 222, 224, 226; CLAS 401.

Required supporting courses (6 credits): History 214 and 215.

MAJOR FOR TEACHING LATIN. 34 credits for a first field, 21 for a second field. Please see the Director of Secondary Education and the chair of Classics.

MINOR IN CLASSICS GREK and LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK and/or LATN; two (3-hour) classes at the 300 level in GREK and/or LATN; WLIT 228; one of CLAS 230, 360, HIST 214, 215, WLIT 212, 222, 224, 226.

MINOR IN CLASSICAL STUDIES GREK or LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK or LATN; one (3-hour) class at the 300 level in GREK or LATN; WLIT 228; three of CLAS 230, 360, HIST 214, 215, WLIT 212, 222, 224, 226.

MINOR IN CLASSICAL STUDIES WITH INTERDISCIPLINARY EMPHASIS

GREK or LATN 101-103 or equivalent; three (1-hour) classes at the 200 level in GREK or LATN; two (3-hour) classes at the 300 level in GREK or LATN; WLIT 228; three of ARHI 165, 361, 362, 363, 364; ENGL 307, 350, 352, 353; PHIL 240,311, 318,321; RELG 310, 311, 360; SPCM 320.

MINOR IN GREEK FOR NEW TESTAMENT STUDIES.

GREK 101-103 or equivalent; three (1-hour) courses in New Testament Greek (by arrangement); two of RELG 310, 311, 360.

COURSES

Courses in Classics (CLAS)

No knowledge of Greek or Latin is required for the following courses.

111 Greek and Latin Terms for Science (1)

A systematic approach to the large vocabulary of the life sciences via the relatively small number of Greek and Latin base-words underlying it. The course takes up these base-words, the patterns in which they change and the forms they take in anatomical and scientific names. Course does not count toward a classics major.

230 (PP, D) Women in Classical Antiquity (3)

How Greek and Roman women lived in the world of the ancient Mediterranean, including the physical spaces they occupied, the roles they played, and the laws that governed them. Examination of the ways the ancient Greeks and Romans defined the categories of masculine and feminine and how these categories were used in discourses of literature, politics, law, religion and medicine. Additionally, how these ancient conceptions of gender have shaped our contemporary views of male and female gender roles. Precludes taking other courses in the Women in Antiquity group (Greek 230/330, Latin 230/330).

360 (PH,D) Greek and Roman Religion (3+)

How ancient Greeks and Romans understood, interacted with and analyzed their gods through literature, cult practice and philosophy; the role of religion in the communal and societal setting of the Greco-Roman world; ideas about afterlife and immortality, and the relationship of the human world with the divine; the "divine man" concept and the interaction of the "pagan" world with early Christianity.

401 a,b,c Senior Inquiry in Classics (1+1+1)

In 401a students work closely with a faculty member to discover and develop a research question or other project of significance. In 401b, continuing to work with their faculty advisor, students research their question or otherwise develop their project. In 401c students complete their project, generally a substantial paper, and present their work orally. If circumstances demand, 401a and 401b may be taken in the same term, but one course per term is the usual schedule.

Courses in World Literature (WLIT)

The following world literature courses from Classics are described in the world literature section of this catalog. No knowledge of Greek or Latin is required for these courses.

212 (PL) Greek Mythology (3)

222 (PL) The Art of History (3)

224 (PL) Classical Tragedy (3)

226 (PL) Classical Laughter (3)

228 (PL) Classical Epic (3)

Courses in Greek (GREK)

Courses numbered above 200 are usually offered alternate years.

101-102-103 Elementary Greek (3+3+3)

Introduction to both the New Testament koiné and classical varieties of ancient Greek. By the end of the third term, students have basic skills needed to read most Attic and Hellenistic prose.

201 Greek Prose Composition (1)

Review of Greek morphology, grammar and syntax, and an introduction to the principles of prose composition in Greek.

214 Greek Lyric Poetry (1+)

Translation of Greek lyric poetry (Archilochus, Sappho, Solon and others). Prerequisite: 103 or equivalent.

216 Hellenistic Literature (1+)

Translation of Greek prose and poetry from the Hellenistic era (including the New Testament). Prerequisite: 103 or equivalent.

218 Greek Philosophy and Rhetoric (1+)

Translation of Greek philosophical and rhetorical prose (Plato, Lysias, Demosthenes and others). Prerequisite: 103 or equivalent.

222 Greek Historical Prose (1+)

Translation of Greek historical prose (Herodotus, Thucydides, Xenophon). Prerequisite: 103 or equivalent.

224 Greek Tragedy (1+)

Translation of Greek tragedy (Aeschylus, Sophocles, Euripides). Prerequisite: 103 or equivalent.

226 Greek Comedy (1+)

Translation of New and Middle Greek Comedy (Aristophanes, Menander). Prerequisite: 103 or equivalent.

228 Greek Epic (1+)

Translation of the Homeric epics (Iliad and Odyssey). Prerequisite: 103 or equivalent.

314 (PL) Greek Lyric Poetry (3+)

Translation of Greek lyric poetry (Archilochus, Sappho, Solon and others) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

316 (PL) Hellenistic Literature (3+)

Translation of Greek prose and poetry from the Hellenistic era (including the New Testament) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

318 (PL) Greek Philosophy and Rhetoric (3+)

Translation of Greek philosophical and rhetorical prose (Plato, Lysias, Demosthenes and others) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

322 (PL) Greek Historical Prose (3+)

Translation of Greek historical prose (Herodotus, Thucydides, Xenophon) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

324 (PL) Greek Tragedy (3+)

Translation of Greek tragedy (Aeschylus, Sophocles, Euripides) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

326 (PL) Greek Comedy (3+)

Translation of New and Middle Greek Comedy (Aristophanes, Menander) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

328 (PL) Greek Epic (3+)

Translation of the Homeric epics (Iliad and Odyssey) and research in preparation for the senior seminar. Prerequisite: GREK above 200.

Courses in Latin (LATN)

Courses above 200 are usually offered alternate years.

100 Elementary Latin Refresher (1)

For students placed in 102 by the Latin placement test. They may, with the consent of the department, register for 100 (they cannot take 101), and then continue with 102-103. Prerequisites: placement in 102 and consent of department.

101-102-103 Elementary Latin (3+3+3)

Basics of Latin, with appropriate readings in prose and poetry.

201 Latin Prose Composition (1)

Review of Latin morphology, grammar and syntax, and an introduction to the principles of prose composition in Latin.

214 Latin Lyric and Elegiac Poetry (1+)

Translation of Latin lyric and elegiac poetry (Catullus, Horace, Propertius, Tibullus). Prerequisite: 103 or equivalent.

216 Literature of the Roman Empire (1+)

Translation of Latin prose and poetry from the Imperial era (Ovid, Petronius, Pliny, Suetonius and others). Prerequisite: 103 or equivalent.

218 Roman Philosophy and Rhetoric (1+)

Translation of Roman philosophical and rhetorical prose (Lucretius, Cicero, Seneca and others). Prerequisite: 103 or equivalent.

220 Medieval Latin Literature (1+)

Translation of post-Classical prose and poetry. Prerequisite: 103 or equivalent.

222 Latin Historical Prose (1+)

Translation of Latin historical prose (Caesar, Sallust, Livy, Velleius, Tacitus). Prerequisite: 103 or equivalent.

224 Latin Tragedy (1+)

Translation of Latin tragedy (Seneca). Prerequisite: 103 or equivalent.

226 Latin Comedy (1+)

Translation of Roman Comedy (Plautus, Terence). Prerequisite: 103 or equivalent.

228 Latin Epic (1+)

Translation of the Vergil's *Aeneid*. Prerequisite: 103 or equivalent.

314 (PL) Latin Lyric and Elegiac Poetry (3+)

Translation of Latin lyric and elegiac poetry (Catullus, Horace, Propertius, Tibullus) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

316 (PL) Literature of the Roman Empire (3+)

Translation of Latin prose and poetry from the Imperial era (Ovid, Petronius, Pliny, Suetonius) and research to prepare for the senior seminar. Prerequisite: LATN above 200.

318 (PL) Roman Philosophy and Rhetoric (3+)

Translation of Roman philosophical and rhetorical prose (Cicero, Seneca and others) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

320 (PL) Medieval Latin Literature (3+)

Translation of post-Classical prose and poetry and research in preparation for the senior seminar. Prerequisite: LATN above 200.

322 (PL) Latin Historical Prose (3+)

Translation of Latin historical prose (Caesar, Sallust, Livy, Velleius, Tacitus) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

324 (PL) Latin Tragedy (3+)

Translation of Latin tragedy (Seneca) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

326 (PL) Latin Comedy (3+)

Translation of Roman Comedy (Plautus, Terence) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

328 (PL) Latin Epic (3+)

Translation of the Vergil's *Aeneid* and research in preparation for the senior seminar. Prerequisite: LATN above 200.

Courses in Hebrew (HEBR)**100-101-102 Elementary Hebrew (2+2+2)**

An introduction to the Hebrew of the Hebrew Bible. By the end of the third term, students will be able to read the text of the Hebrew Bible with the aid of lexica. The sequence is offered when feasible, which is normally every third year.

Individual Studies and Internships**199, 299, 399 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's guidance. Prerequisite: permission of department chair and instructor.

CLAS-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in classics. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

CLAS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Reading and analysis of selected literature

Communication Sciences and Disorders

TIMOTHY ARBISI-KELM, Assistant Professor, B.A., St. John's; M.A., Ph.D., UCLA

ALLISON M. HASKILL, Associate Professor B.A., M.A., Ph.D., University of Nevada-Reno

KATHY J. JAKIELSKI, Professor, Chair B.S., Towson; M.A., Ph.D., Texas

MAJOR IN COMMUNICATION SCIENCES AND DISORDERS.

33 credits including 265, 280, 304, 305, 367, 368, 370, 375, 380, 404; one of 470, 480, 490; two of 202, 376, 440 (can be taken two times if different topics); optional: 110. Required supporting courses (21 credits): ENGL 307, PSYC 100, 216, 240, 420, any course with a BIOL prefix, any course carrying ASTR, CHEM, GEOL or PHYS prefix.

COURSES (CSD)**100 Human Communication & Its Disorders (2)**

Students will learn how to differentiate speech, language and communication and identify subcomponents of each; apply methods for evaluating and observing human communication; appreciate multicultural diversity as it relates to communication; identify etiologies and interventions for a variety of communication disorders; gain an understanding of implications of communication disorders through clinical observations; explain communication changes that occur across the lifespan; and consider ways to make daily life more accessible to individuals with communication disorders.

110 Sign Language (1)

Comprehension and expression of a basic vocabulary in sign language. English word order. Manual fingerspelling. Development of a basic understanding of deaf culture.

202 Communication: Components, Variations and Disorders (3)

Human and animal communication systems, communication variations including multicultural issues, communicative disorders and the impact of communication breakdown in individuals and society.

265 Phonetics (3)

Speech sound production, perception, and use in a variety of the world's languages, with an emphasis on American English. Phonetic transcription of normal, disordered, and dialectal speech using the International Phonetic Alphabet.

280 Speech and Language Development (3)

Development of phonology, semantics, syntax, morphology, pragmatics and metalinguistics in children and adults. Speech and language universals and multicultural variations related to age, gender, race and ethnicity. Language-base for reading development.

367 Language Disorders (3)

Identification and treatment of language disorders in children birth through adolescence. Multicultural variations.

368 Speech Sound Disorders (3)

Various speech disorders that can affect individuals throughout the lifespan. Review of competing theories of speech acquisition. Special populations and multicultural issues related to diagnosis and treatment of speech disorders and differences.

370 Audiology (3)

Rationale, structure and function of various auditory test batteries. Instruction in administering hearing tests and interpreting results.

375 Anatomy, Physiology, and Science of Speech (3)

Study the structure, function and neurology of the mechanisms of respiration, phonation, articulation and resonance. Examine the multidisciplinary nature of speech communication by applying principles from physics, biology and psychology to speech.

376 Aural Rehabilitation (3)

Principles and methods of teaching language and speech to hearing impaired individuals. Emphasis on total communication.

380 Anatomy, Physiology, and Science of Hearing (3)

Study the structure, function and neurology of the mechanism of audition. Examine the multidisciplinary nature of audition by applying principles from physics, biology and psychology to hearing.

404 Internship – Advanced (1)

Study of advanced speech-language pathology diagnostics and therapeutic intervention. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

440 Special Topics in Communicative Disorders (3)

Investigates advanced topics related to communication disorders. May be repeated for credit one time if the topic is different. Consult department for current topic. Prerequisite: junior or senior standing or consent of instructor.

470 Senior Inquiry – Research Essay (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a research question and completion of an extensive literature search, culminating in a scientific essay on a topic of narrow focus and an in-class presentation of research. Reflective essay component. Limited enrollment.

480 Senior Inquiry – Applied Research (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a data-based research question and investigation of its answer, culminating in a senior thesis and an in-class presentation of research. Reflective essay component. Limited enrollment.

490 Senior Inquiry – Thesis (3)

Advanced study of the research process and scientific writing in communication sciences and disorders. Development of a data-based research question and investigation of its answer, culminating in a senior thesis and an in-class presentation of research. Reflective essay component. Limited enrollment.

Internships

Admission to each of three academic internship courses (a, b and c, below) is granted only if a student has a minimum overall grade-point average of 3.00 when the course begins. Admission to internship is by written application submitted in the preceding term. See p. 33 for more information and other internship options.

a) CSD-INTR-304 – Beginning (1)

Speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

b) CSD-INTR-305 – Intermediate (1)

Intermediate speech-language pathology diagnostic and intervention procedures. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

c) CSD-INTR-404 – Advanced (1)

Study of advanced speech-language pathology diagnostics and therapeutic intervention. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

CSD-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

Communication Studies

CHITRA AKOOR, Visiting Instructor
A.B.A., Iowa; M.A., Western Michigan

MAX ARCHER, Instructor, Director of Debate
B.A., West Texas; M.A., Kansas State

LISA FARINELLI, Assistant Professor
B.S., California State–Chico; M.A., Ph.D., Arizona State

ELLEN HAY, Professor, Interim Dean
B.A., M.A., Northern Iowa; Ph.D., Iowa State

WENDY HILTON-MORROW, Associate Professor
B.A., Augustana; M.A., Ph.D., Iowa

STEPHEN KLIEN, Associate Professor
B.A., Monmouth; M.A., Ph.D., Illinois

DAVID SNOWBALL, Professor
B.A., Pittsburgh; M.A., Ph.D., Massachusetts

SHARON VARALLO, Associate Professor, Chair
B.A., William and Mary; M.A., North Carolina; Ph.D., Ohio State

MAJOR IN COMMUNICATION STUDIES. 28 credits, including two of 210, 211, 212; one of 104, 204, 301, 401; 310; one of 320, 321, 322; three 1-credit modules, and either 451-452 or 453-454.

MINOR IN COMMUNICATION STUDIES. 18 credits, at least 6 credits of which must be at 300-400 level, including one of 104, 204, 301, 401; two of 210, 211, 212; 310; and one of 320, 321, 322.

MAJOR FOR TEACHING COMMUNICATION-LANGUAGE ARTS. See Director of Secondary Education.

COURSES (COMM)

104 Public Speaking (3)

Training in the art of public address. Focus on structure, resources, reasoning and delivery skills needed to perform effectively in front of an audience, including attention to communication apprehension.

200 Practical Debate (1+ or 2)

Credit for participation in the intercollegiate debate program. May be repeated for a maximum of 2 credits. Prerequisite: permission of instructor.

204 Argumentation and Oral Advocacy (3)

Skills-based course designed to improve confidence and proficiency of students in learning to organize, present and defend ideas. Includes instruction in group discussion, persuasive public speaking and basic debate.

206 Small Group Communication (2 or 3)

Considers variables that affect group functioning such as individual style, cohesiveness, conformity, climate, structure and leadership. Significant amounts of class time are spent in group activities and projects.

210 (PS,D) Communication and Social Relationships (3)

Examines the relationship between communication, social identities and relationships, with a focus on how family, peer and cultural socialization influences communication in close relationships. Consideration of race, class, gender and sexual orientation as they relate to communication.

211 (PL) Communication, Politics and Citizenship (3)

Issues of communication as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features communication strategies in campaigns and elections, argument patterns for public policy and political controversies, and the relationship between rhetoric and the media. Also MJMC 211.

212 (PS) Advertising and Social Influence (3)

Examines history, strategies, techniques and effects of advertising on individuals and society. Also MJMC 212.

220 Radio Production (1+)

Practical work at one of the college radio stations. Students will have individual evaluation sessions. May be repeated for a maximum of 2 credits. Prerequisite: one term of successful work at WVIK or WAUG, and permission of instructor. Also MJMC 220.

250 (PL) Critical Analysis of Messages (3)

Focuses on strategies of rhetorical criticism, demonstrating the value of rhetorical criticism to a variety of disciplines.

300 Advanced Debate (1+)

Participation in intercollegiate debate at the championship level. May be repeated for a maximum of 4 credits. Prerequisite: permission of instructor.

301 Performance Studies (3)

Develops creative and presentational abilities through performing prose, poetry and drama, and creating and presenting stories. Focuses on critical abilities by analyzing various texts.

310 Ethical Issues in Communication Research (1)

Introduces and complicates practical and philosophical notions of ethics in communication research. During this three-week course, students apply ethical frameworks to communication research questions in practice for their own Senior Inquiry projects. This course should be taken before other research methods modules, and is required to be completed before enrolling in Senior Inquiry.

320 (PL) Communication Theory I: The Rhetorical Tradition in Communication (3)

Addresses contributions of theorists whose methods have been in the rhetorical/critical tradition. Review of definitions

and frameworks of rhetoric from theorists ranging from Plato, Aristotle and Cicero to Kenneth Burke, Stephen Toulmin and Michel Foucault. Rhetorical criticism as a method of inquiry also is examined.

321 (PS) Communication Theory II: The Social Scientific Revolution (3)

Develops a sophisticated understanding of how "media" and "mass communication" are theorized and researched by communication scholars as important social and cultural forces from two broad perspectives: social science and critical/cultural studies. Features emphasis on significant advances in the history of mass communication and media theory, locating important areas of similarity and difference between theories, and media research as an important field of communication inquiry. Also MJMC 322.

322 (PS) Communication Theory III: Media and Social Influence (3)

Examines the rise of the social sciences, introduces methods of social science communication research and reviews major contemporary theories and perspectives in communication. Also MJMC 322.

330 (PH,G) Intercultural Communication (3)

Examines how communication helps create culture and how culture constrains communication; how membership in racial, ethnic and national cultures helps shape our communication, reasoning and morality; how the presence or absence of knowledge of history affects intercultural interaction, and how intercultural skills relate to overall communication competence.

340 (PP) Propaganda (3)

Examines some of the most significant events of the past century and the public persuasion campaigns surrounding them, including propaganda campaigns and techniques from WWI through the current conflict between Islamic factions and the West. Also MJMC 340.

345 (PP) Cultural History of Broadcasting (3)

Addresses the ever-changing complexity of broadcasting by considering the shifting relationships among institutions, politics, culture, social organizations and technology. It also addresses broadcasting historiography, considering how the development of radio and television has been conceptualized and written. Offered every other year, rotating with 350. Also MJMC 345.

350 Issues in Broadcasting: Law, History and Ethics (3)

Examines the role that broadcasting plays in society, paying particular attention to some of the most controversial issues surrounding media ownership and media content. Exploring these issues from both legal and ethical perspectives, students consider the effects of existing media practices, as well as the potential for industry change. Offered every other year, rotating with 345. Also MJMC 350.

360 Communication and Emerging Technologies (3)

Addresses the effects of emerging technologies on social, political and economic communication. Also MJMC 360.

371 Historiography of Communication (1)

Addresses historiography via two questions: (1) what was said? and (2) what did it mean? Students learn to assemble the clues that allow us to estimate how people assigned meaning to messages. This three-week course focuses on construction and interpretation of historical communicative exchanges.

372 Rhetorical Criticism (1)

Introduces the analytical and evaluative examination of persuasive public discourse. By the completion of the three-week course students will have practiced using rhetorical methods to analyze an artifact.

373 Argument Analysis (1)

Focuses on "argument" and "argumentation." Students develop critical skills through practical application of a

method to a text. By the completion of this three-week module, students should develop capacities as thoughtful readers of public messages, as well as coherent writers of critical argument in communication research.

374 Media Content Analysis (1)

Content analysis involves the systematic assignment of communication content to categories according to rules. In three-week course, students draw representative samples of content from media texts (such as television shows) by using or developing categorical rules, analyzing patterns in texts, and making arguments about what those patterns mean.

375 Critical Media Analysis (1)

Critical media analysis is a qualitative method used by media, cultural studies and rhetorical scholars to offer interpretations of media artifacts and their potential ideological meanings. During this three-week module, students consider factors that contribute to a reasonable interpretation of media artifacts and perform generative, ideological and semiotic analyses of media texts.

380 [Q] Quantitative Tools for Communication Research (3)

Focuses on basics of statistical analysis for the communication researcher. Students are introduced to the social scientific research process, foundations of measurement and the descriptive and inferential statistical procedures necessary to conduct research on communication questions and variables.

381 Survey Research (1)

Introduces survey research methods designed to collect quantitative information about a population. By the completion of this three-week module, students should be able to craft research questions that are answerable through survey research, and to be able to design and implement surveys.

382 Interview and Participant Observation (1)

Focuses on qualitative interviews and participant observation via data collection and analysis. By the completion of this three-week module, students will be able to understand the sorts of research questions that interview and participant observation can answer and analyze qualitative data.

383 Experimental Research (1)

Focuses on identifying and testing variables and reporting results. By the completion of this three-week module, students will be able to develop null hypotheses from a specific theory base with appropriate designation of dependent and independent variables; design an experiment using reliable and valid measures; and report the results in a manner suitable for replication. Prerequisite: 380 or comparable stats course.

384 Social Action Research (1)

Social action research involves identifying a problem that impacts a population and implementing an appropriate intervention. During this three week module, students learn to articulate questions applicable for social action research; identify sources of information appropriate to understanding social issues; develop, implement and assess relevant action strategies; and reflect on the outcomes of social action research. Required for 453-454.

401 Business and Professional Communication (3)

Reviews the basics of ethical public speaking and applies these principles in assessing goals and preparing a variety of presentations applicable to professional situations. Considers how the elements of interpersonal, group and organizational communication interact to influence day-to-day exchanges and participation.

402 Organizational Communication (3)

Discusses how structure, leadership, values, goals and climate contribute to organizational culture and communication, and explores how individuals and groups are impacted by these variables. Features analysis of cases using the principles and theories discussed in class.

403 Principles of Public Relations (3)

Reviews current practices and emerging trends in public relations and examines how communication is used to impact relationships between organizations and their publics. Communication theories and public relations methodologies are put into practice in a case study-rich course. Students will create a portfolio-quality public relations plan. Also MJMC 403.

404 Broadcast Writing and Production (3)

Introduces elements of radio and television production, including shooting, writing and editing; students create their own broadcast feature stories.

410 Seminar in Communication (3+)

In-depth analysis of communication topics offered for advanced students. Typically reading and discussion-intensive, with an expectation that students take active roles in the classroom. Seminar topic changes every year.

411 Seminar in Media (3+)

451 Senior Inquiry: Traditional Research Proposal (2)

Consolidates students' knowledge of communication in senior capstone research project. Students review literature and design a proposal for original communication research. Prerequisites: 310; 320 or 321, and two methods modules.

452 Senior Inquiry: Traditional Research Practicum (1)

Credit for execution of the project designed in 451. Prerequisites: 451, permission of instructor.

453 Senior Inquiry: Civic Engagement Action Plan (1)

Involves researching a contemporary issue or problem, volunteering at an agency that addresses this situation, and designing a project to serve the needs of the agency. Students have volunteered for the American Red Cross, the Rock Island school district, the local YMCA and other not-for-profit organizations. Prerequisites: 310; 320, 321 or 322; 384 and one other methods module; permission of instructor.

454 Senior Inquiry: Civic Engagement Project (2)

In the second term of the civic engagement project, students implement their action plan from 453 and report the results in a formal presentation. Prerequisites: 453, permission of instructor.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Enables students to learn about a specific body of information not ordinarily covered in the curriculum. A directed study normally entails reading a specific body of literature assigned by a faculty member, discussing that literature with the faculty member and possibly preparing a final presentation.

COMM-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policies in the sponsoring organization. Prerequisite: a declared major or minor in speech communication. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

COMM-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

The student pursues original research in an area of particular interest. Generally involves questions not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: permission of the instructor.

Computer Science

THOMAS E. BENGTON, Professor (Mathematics), Chair

DONA M. DUNGAN, Professor
A.B., Augustana; M.S., Ph.D., Iowa

CARROLL W. MORROW, Jr., Professor
B.S., Richmond; S.M., Harvard; Ph.D., Virginia

MAJOR IN COMPUTER SCIENCE. 36 credits, including Computer Science 211-212, 285, 330, 370, 490; two of Computer Science 310, 332, 335, 380; Mathematics 219-220, 230, and one of 315, 329, 343.

MINOR IN COMPUTER SCIENCE. 18 credits, including 211-212, 285, 330, 370; and Mathematics 230.

COURSES (COMP)

112 Spreadsheet Software (1)

Introduction to the use of spreadsheet software to manage and present data. Data entry, editing and formatting, relative and absolute addressing, formulas and built-in functions, sorting, database features, graphing, presentation quality output. Uses Microsoft Excel spreadsheet software.

113 Math Worksheet Software (1)

Mathematical worksheet software for the analysis, interpretation and presentation of data and results. Problem analysis, graphs as a problem-solving and decision tool, modeling, computation. Uses Mathematica worksheet software. Prerequisite: Mathematics 219 or Economics 317 or equivalent.

121 (Q) Explorations in Computing (3)

A broad study of the fundamental ideas in computer science. Topics include the history of computing, data representation, machine architecture, networking and the Internet, algorithms, programming languages, information systems, artificial intelligence, limitations of computing and ethical issues. Includes in-class laboratory work. Intended primarily for non-majors. May not be taken for credit after 212.

211 Introduction to Computer Science I (3)

Problem solving and program development using the Java programming language. Elementary control structures, classes and object-oriented design.

212 Introduction to Computer Science II (3)

Continuation of 211. Event-driven programming, graphical user interfaces, arrays, file processing, inheritance. Prerequisite: 211.

215 Web Programming (3)

Introduction to web programming. Fundamentals of website design and development, including HTML, CSS and the use of various scripting languages. Prerequisite: 211.

270 Ada Programming (3)

Fundamentals of the Ada programming language including packages, generics, exceptions, and tasks. Prerequisite: 211.

285 Software Development (3)

Introduction to software engineering concepts. The software life cycle, models, requirement analysis and specification, design, implementation, testing, maintenance and project management. Includes a significant group project. Prerequisite: 212.

310 Database Management Systems (3)

Entity-relationship and relational data models, normalization, relational database design and implementation, SQL, administration. Projects using a commercial relational database system. Prerequisites: 212, Mathematics 230.

330 Computer Architecture (3)

Computer systems organization. Memory, control processing, assembly language, data representations, digital logic, seq-

uencing of instruction fetch and execution. Prerequisites: 212, Mathematics 230.

332 Operating Systems (3)

Software management of computer resources. Processes, resource management and scheduling, memory management and protection, input/output devices, concurrency. Prerequisite: 330.

335 Computer Networks (3)

Fundamentals of computer communication network concepts and protocols at the application, transport, network and link layers. Hands-on lab experience with networking hardware and software. Prerequisite: 330.

370 Data Structures and Algorithms (3)

The specification and implementation of data structures with an emphasis on abstract data types including linked lists, stacks, queues, trees and graphs. The design and analysis of algorithms that operate on those data structures. Prerequisites: 212, Mathematics 230.

380 Programming Language Principles (3)

The concepts underlying programming languages. Formal languages. Imperative languages with emphasis on block-structured and object-oriented paradigms. Declarative languages with emphasis on logic and functional languages. Prerequisite: 370.

490 Senior Capstone (3)

Applying the software development process to specify, design, implement and test a major software project in teams. Includes a discussion of social and ethical issues, a reflective written evaluation and an oral presentation. Prerequisite: senior standing.

Individual Studies and Internships

COMP-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in computer science. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

COMP-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Prerequisite: 6 upper-division credits in computer science and consent of department chair.

Dentistry

Advisor Jason Koontz, Assistant Professor (Biology)

Augustana's pre-dentistry program prepares students for admission to dental school. All U.S. dental schools require three or more years of pre-dental training and preference is given to applicants who are bachelor's degree candidates. Dental schools also place emphasis on the importance of a broad, general program of study. Students seeking admission to dental school should include in their course of study BIOL 200, 210, 362 and 370; CHEM 121-122-123 and 311- 312-313; PHYS 101-102-103 or 201-202-203. Recommended electives include MATH 219 (calculus 1), CHEM 411 (biochemistry), and advanced courses in art, English, history, philosophy, psychology, and social and political science. It is recommended that elective courses be chosen to broaden the student's intellectual background.

Augustana's dentistry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a dental school, though nationwide the majority of matriculating dental students have a major in the biological sciences.

Augustana College is the only college with "guaranteed and early acceptance" agreements with the dental schools at both Southern Illinois University and the University of Iowa. Students are accepted during the spring of their first year at Augustana and must maintain a minimum grade-point average and score at the national average on the Dental Admission Test (DAT). For Illinois residents, our agreement with SIU's dental school is not only an early admission program, but also a 3-4 program, meaning students begin dental school after their third year at Augustana. After their first year of dental school, they return to graduate at Augustana, then finish the remaining three years of dental school (seven years total). For Iowa residents, we have had the Augustana College–University of Iowa College of Dentistry's Deferred Admit Program for more than 20 years. This is a 4-4 program, in which a student studies for four years at Augustana and then begins dental school.

Economics

RICHARD J. BALLMAN, Jr., Adjunct Professor
Stuart Lee and Virginia Talbott Harbour Chair
B.A., M.A., Wisconsin-Milwaukee; M.A., Ph.D., Iowa
JANIS LONERGAN, Professor (Business Administration)

CHRISTOPHER B. MARMÉ, Professor
B.A., St. Ambrose; M.S., Ph.D., Illinois

MAMATA MARMÉ, Adjunct Instructor (Business Administration)

JOANNA SHORT, Associate Professor, Chair
B.B.A., Iowa; M.A., Ph.D., Indiana

MAJOR IN ECONOMICS. 27 credits, including 201, 202, 301, 302, 317, 404 and 406, but not 105, and two of 225, 345, 361, 362. (MATH 329 may be substituted for 317.)

Required supporting courses (9 credits): ACCT 201. BUSN 211 and 212 or MATH 315 and 316.

Recommended supporting courses: ACCT 202, MATH 220, 221, 230 and 329.

MINOR IN ECONOMICS. 18 credits, including 201, 202, 301, 302; 105 may be included.

COURSES (ECON)

105 Survey of Economics (3)

Introduction to the basic ideas of modern economic analysis and the application of these ideas to economic problems such as inflation, unemployment, the distribution of income and monopoly power. May not be taken by those who have had another college-level economics course. Does not count toward a major in economics.

201 Principles of Macroeconomics (3)

Economic fluctuations including national income analysis, aggregate supply and demand models and stabilization policy.

202 Principles of Microeconomics (3)

The theory of consumer behavior, firm behavior and the role of markets and prices in the allocation of resources.

225 (PS) Health Economics (3)

The tools and perspectives of economic analysis applied to the health care industry. Emphasis is on the changing nature

of the industry and alternative methods of structuring and financing it.

301 Intermediate Macroeconomics (3)

Descriptive and analytical exploration of the U.S. economy including national income and growth analysis, aggregate market models and stabilization policy. Prerequisites: 201, 202. Recommended: 345.

302 Intermediate Microeconomics (3)

Price and distribution theory, the mechanics and efficiency of various market structures. Prerequisites: 201, 202. Recommended: 317.

317 Mathematical Methods in Economics (3)

An introduction to the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: 201, 202.

345 Money and Banking (3)

American financial institutions with particular emphasis on commercial banking, the central bank mechanism, monetary analysis and policy. Prerequisites: 201, 202.

361 International Trade (3)

An analysis of the determinants of international trade with consideration of issues involving nations' foreign trade policies. Prerequisites: 201, 202.

362 International Finance (3)

International finance theory with consideration of the major current problems in the international economy. Prerequisites: 201, 202.

364 (PS,Q) East Asian Markets (3)

A survey of the economics of the global market, centering on the trade policies, financial markets and business practices of selected East Asia countries—Japan and China in particular—and their economic relationships with each other and the rest of the world, especially the United States. (East Asia term only).

404 (PP) U.S. Economic History (3)

An analysis of selected topics in U.S. history using economic methodology. A comparison of the economic methodology to other methods of historical analysis. Controversies within the discipline. Prerequisites: 201, 202, BUSN 212. Recommended: 301, 302.

406 (PH,G) Development Economics (3)

Examination of various explanations of poverty and slow growth in developing countries. Prerequisites: 201 and 202 or consent of instructor.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in economics. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ECON-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.

Education

SOHYUN AN, Assistant Professor
B.A., M.A., Seoul National University; Ph.D., Wisconsin
DEBORAH BRACKE, Assistant Professor
B.A., Minnesota; M.S., Ed.S., Western Illinois; Ph.D., Iowa

MICHAEL EGAN, Assistant Professor
B.S., Notre Dame; Ed.M., Harvard; Ph.D., Boston

RANDALL HENGST II, Professor, Co-Chair
B.S., M.Ed., Oklahoma; Ph.D., Wisconsin

CATHERINE L. HANSON, Instructor
B.A., Luther; M.A., St. Mary's (Minnesota)

CHARLES HYSER, Professor
B.A., Cornell; M.A., Ph.D., Minnesota

MICHAEL SCHROEDER, Professor, Co-Chair
B.S., M.Ed., Ph.D., Illinois

PAT SHEA, Assistant Professor
B.A., Notre Dame College; M.A., Mundelein; M.A., Washington
University; Ph.D., St. Louis University

Entering the Program

Admission to the first Education course, EDUC 300:
Educational Psychology and Measurement.

Students may be enrolled in EDUC 300 when they have:

1. Earned at least 27 semester credits including AP and transfer courses.
2. Declared an education major.
3. Met with an education advisor to plan their schedule and discuss qualifications.
4. Earned a minimum Augustana GPA of 3.00. Students with overall GPAs of 2.75-2.99 may be enrolled if space is available and they have had at least one term with a 3.0+ GPA.
5. Earned at least a C- in: LSFY 101 or its equivalent; PSYC 100; and PSYC 213, 214 or 216 (whichever is required by the education major). The 200-level PSYC course may be taken concurrently with EDUC 300.
6. Taken or registered for the Illinois Basic Skills Test. Registration is done at www.icts.nesinc.com. Testing is conducted at locations throughout Illinois.

Admission to Teacher Education

Admission to the Teacher Education Program is by written application. To be eligible the student must have:

1. an Augustana grade-point average (GPA) of 3.00.*
2. the signature of the major advisor of the field in which the student is preparing to teach.
3. the signature of the Education Department advisor.
4. a grade of C- or better in:
 - a. College Writing (LSFY 101)
 - b. Introduction to Psychology (PSYC 100)
 - c. Child Development (PSYC 213) for elementary education majors or Adolescent Development (PSYC 214) for secondary education majors or Lifespan Development (PSYC 216) for K-12 art, foreign language and music majors
 - d. Educational Psychology and Measurement (EDUC 300)
5. a passing score for the Basic Skills test administered by the Illinois State Board of Education.

* The minimal GPA requirement for standard admission to the Teacher Education Program is 3.00. Any student with a GPA in the 2.75-2.99 range shall also be considered for provisional admission to the program providing that he/she: 1) secures an oral or written statement of support from his/her academic advisor and, 2) if asked by committee chair, he/she may need to meet with the Subcommittee on Admission

to and Retention in Teacher Education and present a convincing case for his/her admission to the program.

Students dismissed from the Teacher Education Program because of GPA deficiencies will be required to wait a minimum of one term before reapplying to the program. Reapplication procedures will be monitored closely, taking individual student considerations into account. Additionally, a student may be readmitted to the program only once. In order to be readmitted the student must secure a letter of support from his/her major advisor and personally meet with the Subcommittee on Admission to and Retention in Teacher Education. At that particular meeting the student must present a convincing case for readmittance.

Admission to Student Teaching

Admission to student teaching is by written application. Prior to admission the student must:

1. earn grades of C- or better in all education courses.
2. earn credits at Augustana in the areas of educational psychology, methods and clinical experience.
3. earn at least 24 credits in the field in which student teaching is to be done.
4. have accumulated 80 or more clock hours of pre-student-teaching clinical experience.
5. have the recommendation of the advisor(s) or the chair(s) of the field(s) in which the student is preparing to teach.
6. have the recommendation of the Education Department advisor.
7. meet all conditions of any provisions applied at the time of admission or established during the course of enrollment in the Teacher Education Program.
8. complete all work from previous terms in which "I" (incomplete) grades were received.

The minimal GPA requirement (overall and Augustana) for student teaching will be 3.00 unless the Subcommittee on Admission to and Retention in Teacher Education makes situational allowances for a student in the 2.75-2.99 range.

Grading for Student Teaching

P (Pass)— A student receiving a Pass grade receives credit for the experience and is allowed to continue in the professional education sequence.

NR (Not Recommend)— A student receiving a Not Recommend grade will not receive departmental recommendation for certification but will receive college credit for the experience.

F (Fail)— A student receiving a Fail grade does not receive credit for the experience and may not continue in the professional education sequence.

Recommendation for Certification and Program Graduation

To be eligible for recommendation for certification the student must:

1. satisfy all requirements of the Teacher Education Program.
2. have an Augustana grade-point average of 2.75 or better.
3. obtain the recommendation of the chair(s) of the teaching field(s).
4. obtain the recommendation of the Education Department.

To be certified in Illinois the student must:

1. pass the appropriate Content Exam and Assessment of Professional Teaching Exam administered by the Illinois State Board of Education.
2. be recommended by the institution providing the preparation for teaching.

NOTE: *Students completing all program requirements will be awarded an Augustana degree in an approved teacher education major; however, candidates for certification must meet all standards set by the Illinois State Board of Education. Completion of a major and awarding of the degree do not guarantee certification.*

Provision for appeal of decisions: A decision by the Subcommittee on Admission and Retention in Teacher Education may be appealed to the Teacher Education Committee. A decision by the Teacher Education Committee may be appealed to the Faculty. The student has the right to be represented by an attorney during the appeal process.

MAJOR IN ELEMENTARY EDUCATION. A professional sequence consisting of 38 credits including 300, 310, 330, 340, 360, 361, 362, 363, 364, 365, 393, 394 or 396, 422, 450, 495. To be eligible for certification in Illinois the student must meet the standards established by the Illinois State Board of Education. Completion of a major and awarding of the degree do not guarantee certification.

SECONDARY EDUCATION PROGRAM. Teaching majors in secondary subjects are 32 or more credits. In addition, required professional courses include 33 credits in Education 300, 310, 330, 340, 380, 396, 397, 412, 422, 450, 490, one of 381-387. (Language Arts candidates also take 388 for a total of 34 credits.) To be eligible for certification in Illinois the student must meet the standards established by the Illinois State Board of Education. Completion of a major and awarding of the degree do not guarantee certification.

COURSES (EDUC)

217 (PH,D) Urban Education: A Clash of Cultures & Values (3)

A critical exploration of the values that support the American ideal of universal education for all citizens. What happens when personal, cultural, civic and nationalist values meet in the context of urban education in our central cities? This course takes an interdisciplinary approach to exploring this issue with specific references to the Chicago Public Schools. We will also look at the aspects of vocation that support and sustain individuals who work successfully in these settings.

300 Educational Psychology and Measurement (3)

Teacher candidates will examine issues related to how people learn with an emphasis on the active construction of meaning by learners. Connections are made between the work of children in classrooms, the role of teachers in classrooms and the purpose of schools in society. Prerequisites: PSYC 100, successful completion of the Illinois Basic Skills Test, declared pre-major, sophomore standing (28 credits), Augustana GPA of 3.00, concurrent enrollment or credit in PSYC 213, 214 or 216, permission of department.

310 Computers in Education (2)

Teacher candidates will study the use of computers and related technology as learning and instructional tools in elementary, middle and high schools. Prerequisites: must have taken or be concurrently enrolled in a methods course, retention in Teacher Education Program.

330 Developing Classroom Assessments of Student Learning (2)

Teacher candidates focus on the processes and considerations involved in developing and using a variety of classroom assessments of student learning. Topics will include establishing a framework for assessment, developing written tests, developing performance assessments, using portfolios and interpreting standardized tests. Prerequisites: 300, admittance to the Teacher Education Program.

340 Methods of Inclusion (3)

Teacher candidates focus on strategies to successfully include children with various needs across academic, social/emotional, and physical/sensory areas. Categories of disability, the referral process, historical and legislative

context also are addressed. Theory is connected to practice through a 20-hour clinical experience. Prerequisites: 300, retention in Teacher Education Program.

360 Elementary School Methods: Social Studies (3)

Teacher candidates will consider what children should know within the social sciences and how that knowledge is consistent with the work of social scientists. Emphasis will be placed on developing a unit that integrates children's literature, technology, hands-on activities and multiple content areas. The tools with which to judge the quality of the unit also will be developed. Prerequisites: two courses within the social sciences, retention in Elementary Teacher Education Program.

361 Elementary School Methods: Emergent Literacy in Grades K-2 (2)

Teacher candidates will be introduced to current methods of literacy instruction including reading, writing, listening, speaking and viewing in the primary grades (K-2). Includes instruction in the use of phonics and other decoding skills within a Balanced Literacy Program. Prerequisite: retention in Elementary Teacher Education Program.

362 Elementary School Methods: Literacy Development in Grades 3-9 (2)

Teacher candidates continue to learn methods of literacy instruction including reading, writing, listening, speaking and viewing in the intermediate grades (3-9). Comprehension strategies, vocabulary development, and writing instruction are emphasized within the context of a Balanced Literacy Program. Prerequisite: retention in Elementary Teacher Education Program.

363 Elementary School Methods: Science (2)

Teacher candidates will be introduced to constructivist, inquiry-oriented methods that will engage students in the doing of science. As part of a course-integrated field experience, candidates will have opportunities to plan and conduct science lessons with 5th and 6th grade students. Prerequisite: retention in Elementary Teacher Education Program.

364 Elementary School Methods: Mathematics (2)

Teacher candidates will be introduced to constructivist, inquiry-oriented methods that will engage students in the doing of mathematics using hands-on, model-based approaches. Prerequisites: MATH 204, retention in Elementary Teacher Education Program.

365 Elementary and Middle School Methods: Physical Education and Health (2)

Teacher candidates will be introduced to current approaches and materials used in teaching physical education, health and wellness. Interdisciplinary applications and connections emphasized. Prerequisite: retention in Elementary Teacher Education Program.

380 Secondary and Middle School Methods (3)

An introduction to a broad spectrum of constructivist methodologies and techniques used in middle and high school classrooms. Includes an extensive practice teaching experiences as well as an emphasis on investigation of student learning styles, critical thinking, the middle school model, classroom management and current issues in secondary education. Prerequisites: 330, retention in Teacher Education Program.

381 Art Methods: Elementary and Secondary (3)

Aims and methods of art education at the elementary and secondary levels. Includes supervised clinical practice in the Augustana Kaleidoscope Art Program. Prerequisites: 380, retention in Teacher Education Program.

382 Middle and Secondary School Methods: English (3)

Examination of and practice with current approaches to teaching literature and composition in the middle and secondary schools. Introduction to the issues in English

instruction and the roles of the English teacher.

Prerequisites: 380, retention in Teacher Education Program.

383 Middle and Secondary School Methods: Foreign Languages (3)

Modern approaches to the teaching of foreign languages. Study of materials used in middle and secondary schools. Includes selected clinical experiences. Prerequisites: 380, retention in Teacher Education Program.

384 Middle and Secondary School Methods: Mathematics (3)

Modern approaches and materials in the teaching of mathematics in middle and secondary schools. Includes selected clinical experiences. Prerequisites: 380, retention in Teacher Education Program.

386 Middle and Secondary School Methods: Science (3)

An investigation of constructivist methods in teaching science in the middle and high school classroom. As part of this experience, students will have the opportunity to plan and teach lessons in a local middle school classroom. Prerequisites: 380, retention in Teacher Education Program.

387 Middle and Secondary School Methods: Social Studies (3)

Modern approaches to teaching social studies, materials used in middle and secondary schools. Includes selected clinical experiences. Prerequisites: 380, retention in Teacher Education Program.

388 Secondary School Methods: Speech (1)

Application of modern teaching methods and materials and the principles underlying speech education. Includes selected clinical experiences. Prerequisites: 380, retention in Teacher Education Program.

393 Clinical Experience: Primary (1)

Assignment to an elementary school classroom grades K-2. Includes a minimum of 30 clock hours. Prerequisite: retention in Teacher Education Program. Taken on a Pass/No Credit basis.

394 Clinical Experience: Intermediate (1)

Assignment to an elementary school classroom grades 3-6. Includes a minimum of 30 clock hours. Prerequisite: retention in Teacher Education Program. Taken on a Pass/No Credit basis.

395 Clinical Experience: Elementary (1)

For K-12 art majors. Includes a minimum of 30 clock hours in a local school and class meetings which highlight performance skills in teaching and collaboration with teaching peers by email. Prerequisites: 340, retention in Teacher Education Program. Taken on a Pass/No Credit basis.

396 Clinical Experience: Middle/Junior High (1)

Assignment to a middle/junior high school. Includes a minimum of 30 clock hours in a local school and four class meetings which highlight performance skills in teaching and collaboration with teaching peers by email. Prerequisites: 340, retention in Teacher Education Program. Taken on a Pass/No Credit basis.

397 Clinical Experience: High School (1)

Assignment to a high school. Includes a minimum of 30 clock hours in a local school and class meetings which highlight performance skills in teaching and collaboration with teaching peers by email. Prerequisites: 340, retention in Teacher Education Program. Taken on a Pass/No Credit basis.

398 Clinical Experience: Other (1)

Additional clinical experience in a classroom setting. Includes a minimum of 30 clock hours. Prerequisites: 340, permission of instructor.

412 Teaching Reading in Secondary and Middle Schools (2)

Current approaches to the teaching of reading in the secondary school. Examination of the nature of the reading process. Required for all those seeking secondary or K-12 certification. Prerequisites: retention in Teacher Education Program.

422 Seminar in Student Teaching (1)

Provides an opportunity to reflect on the day-to-day teaching process with a "built-in" community of peers. This seminar encourages the self-examination of teaching using written reflections, class discussions, and mutual problem-solving. Challenges related to instructional planning, curriculum development, instructional methods, classroom management, parental involvement, assessment, and professional collaboration are shared. Candidates will provide evidence of teaching success through a completed "Professional Work Sample." To be taken concurrently with student teaching by permission of department.

450 (PH) School and Society (3)

An historical, ethical and philosophical investigation of the relationship between American schools and American society. Exploration of contemporary education issues and practices. Prerequisite: student teaching. Permission of education advisor needed if prerequisite is not met.

490 Student Teaching: Secondary (9)

Placement in a middle or secondary school for a 12-week full-time assignment. Must include the August Experience, when student teachers report to assigned schools one week prior to beginning classes on campus. Prerequisites: credits earned at Augustana in educational psychology, methodology and clinical experience; senior classification; committee approval.

491 Student Teaching: Art K-12 (9)

Placement at two levels, chosen from elementary, middle/junior high, high school, for a 12-week full-time assignment. Must include the August Experience, when student teachers report to assigned schools one week prior to beginning classes on campus. Prerequisites: credits earned at Augustana in educational psychology, methodology and clinical experience; senior classification; committee approval.

492 Student Teaching: Music K-12 (9)

Placement at two levels, chosen from elementary, middle/junior high, high school, for a 12-week full-time assignment. Must include the August Experience, when student teachers report to assigned schools one week prior to beginning classes on campus. Prerequisites: credits earned at Augustana in educational psychology and methodology; at least 80 clock hours of pre-student teaching clinical experience; senior classification; committee approval; music comprehensive examination; piano proficiency.

495 Student Teaching: Elementary (9)

Placement in an elementary or middle school for a 12-week full-time assignment. Must include the August Experience, when student teachers report to assigned schools one week prior to beginning classes on campus. Prerequisites: credits earned at Augustana in educational psychology, methodology and clinical experience; senior classification; committee approval.

Individual Studies

EDUC-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Service to or investigation of a cooperating community organization that contributes to K-12 education. Internships are distinct from Student Teaching (e.g. involve action research, community outreach, or other efforts that highlight the school's place in society but extend beyond traditional classroom teaching). Departmental approval required. See p. 33 for more information about internships.

399, 499 Directed Study (1+)

Prerequisite: permission of instructor.

400 Independent Study (1+)

Prerequisite: permission of instructor.

Engineering

Advisor Joshua Dyer, Assistant Professor (Physics)

Augustana is affiliated with the engineering schools of the University of Illinois (Urbana-Champaign), Purdue University, Iowa State University, the University of Iowa and the University of Minnesota. In a coordinated degree program, a student can earn both a bachelor of arts degree from Augustana College and a technical bachelor of science degree in engineering from one of these universities.

These programs normally require three years in residence at Augustana followed by at least two years in residence at the engineering school. While at Augustana the student pursues a broad, general education in the liberal arts while simultaneously obtaining the basic training in mathematics, physics, chemistry and computer science which is required for the study of engineering.

Since it is expected that most general education requirements for the Augustana degree, together with a departmental major, will be completed before transferring to the university, the engineering advisor works closely with the student in planning and monitoring his or her academic progress. It is important that a student interested in this coordinated degree program meet with the advisor early in the first year of college.

The criteria for transferring to a university as well as standards which transfer students must meet are established by the university. Augustana cannot guarantee acceptance by the university of the student planning to pursue one of these programs.

For more information, see Coordinated Degree Programs and contact the engineering advisor.

Engineering Physics

Advisor Joshua Dyer, Assistant Professor (Physics)

The major in Engineering Physics combines coursework in fundamental physics with specialized courses in applied physics and engineering. The major is intended for students interested in participating in our 3-2 engineering program or working in engineering or industry after graduation from Augustana.

MAJOR IN ENGINEERING PHYSICS. 29 credits, including the following PHYS courses: 170, 201-203, 220, 301, 350-352, 370; 6 credits of either PHYS 320 and 322, or PHYS 308 and 311; 3 credits in one of the following electives: PHYS 311, 313, 316, 320, 321, 322, 340, 360, 390, 401. 6 credits in CHEM 121 and 122; 9 credits in MATH 219, 220, 221.

The above sequence involves a selection of one of two tracks: mechanics or electricity. A student interested in mechanical or civil engineering would take PHYS 320 Mechanics I and 322 Engineering Statics, while students interested in electrical or computer engineering would take PHYS 308 Electronic Circuits and 311 Electricity and Magnetism.

English

UMME AL-WAZEDI, Assistant Professor
B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

L. ANN BOADEN, Adjunct Associate Professor
A.B., Augustana; M.A., Ph.D., Chicago

DAVID CROWE, Professor, Chair
B.A., Luther; M.A., Ph.D., Minnesota

KELLY R. DANIELS, Assistant Professor
B.A., San Francisco State; M.F.A., Georgia State; Ph.D., Western Michigan

DON ERICKSON, Adjunct Professor
B.A., Lake Forest; M.A., Chicago; Ph.D., Washington (St. Louis)

MEG GILLETTE, Assistant Professor, Director of Writing
B.A., Iowa; M.A., Ph.D., Illinois

LAURA E. GREENE, Professor
B.A., Williams; M.A., Ph.D., Cornell

CATHERINE L. HANSON, Adjunct Instructor
B.A. Luther; M.A., St. Mary's (Minnesota)

JAN KESSEN, Professor
B.A., Purdue; M.A., Ph.D., Chicago

JOSEPH McDOWELL, Professor, Associate Chair
B.A., M.A., Ohio State; Ph.D., North Carolina

SARAH McDOWELL, Adjunct Instructor
B.A., Augustana; M.A., Wisconsin

PAUL V. OLSEN, Professor
B.A., Luther; M.A., Ph.D., Oregon

JASON R. PETERS, Professor
B.A., Calvin; M.A., Ph.D., Michigan State

JOHN TAWIAH-BOATENG, Associate Professor
B.A., University of Ghana; M.A., Dalhousie; Ph.D., Southern Illinois

REBECCA WEE, Professor
B.A., St. Olaf; M.F.A., George Mason

KARIN YOUNGBERG, Professor, Conrad Bergendoff Professor of Humanities
A.B., Augustana; M.A., Ph.D., Iowa

READING/WRITING CENTER:

VIRGINIA JOHNSON, Director
B.S., Moorhead State; M.S., M.A., Oregon

WRITING FELLOWS:

ERIN BERTRAM, Fellow
B.A., Augustana; M.F.A., Washington (St. Louis)

FARAH MARKLEVITS, Fellow
B.A., Augustana; M.F.A., Syracuse

MAJOR IN ENGLISH. 31 credits, including the following ENGL courses: 270, 271, 272, 273 (taken as early as possible); three literature courses above 315; 352 or 353; 441 and 442; and one additional literature course above 315 or one writing course above 201. A course may not be used to fulfill more than one requirement.

MAJOR IN ENGLISH-CREATIVE WRITING. 34 credits, including: two courses from ENCW 201, 202, 203; ENGL 271, 272 or 273; ENCW 330 or 331; ENCW 301, 302, 303; ENCW 301, 302, or 303, or other from 330 and 331, or 300- or 400-level ENGL writing course; two literature courses above 315; ENCW 441 and 442.

MAJOR IN TEACHING ENGLISH. Please consult the department chair for information.

MINOR IN ENGLISH. 21 credits, including 270, 271, 272, 273; two literature courses above 315; and 352 or 353. A course may not be used to fulfill more than one requirement.

COURSES (ENGL)

LSFY 101 Rhetoric and the Liberal Arts (3)

Practice in writing and research, emphasizing accurate, effective thought and expression. 101 is part of the unified first-year general education experience, complementing the writing, research and critical thinking skills addressed in LSFY 111-113, and offering a special focus on the meaning and importance of the liberal arts education

110 College Reading (3)

Development of reading proficiency through an examination of books from various disciplines. Strategies for responsible reading and vocabulary building.

111 Introduction to College Discourse (1)

Practice in the writing, reading and thinking that a liberal arts education requires of students. Primarily conducted in an individualized tutorial, the course may require small group discussion and collaborative work with others. Recommended for first-year students. Permission of instructor required.

LSC 200 Rhetoric and the Liberal Arts for Transfer Students (1)

Designed for transfer students with college-level writing experience, this course acquaints them with key texts and principles of LSFY 101 and ensures common grounding with the AGES program, without repeating writing practice done elsewhere. Permission of the Registrar, which normally will track students into the course when deemed appropriate.

211 Critical Strategies for College Discourse (1)

An individualized tutorial designed for students with at least one year of college experience. Methods and practice in managing liberal arts processes of inquiry, critical reading, research, reasoned evaluation and written expression. Permission of instructor required.

Literature Courses for Non-Majors and Education Majors

208 (PL) Dimensions of Literature (3)

Introduction to the enjoyment of literature and its potential as a source for understanding the self and the world, through careful reading of texts from several genres and perspectives. Open to first- and second-year students only.

231 (PL) Modern Fiction (3)

Readings in English, American and continental fiction to acquaint students with contemporary trends as well as techniques and values.

233 (PL) Poetry (3)

Readings of selected poems to acquaint students with historical and contemporary trends and to promote an appreciative and critical understanding of poetry.

237 (PH,D) Introduction to African-American Literature (3)

Principal works by African Americans representing literary forms and significant currents of thought from the era of slavery to the present.

239 (PL) Women in Literature (3)

An elective course for non-majors that examines representations of women in literature and introduces students to women's literary traditions. Topics vary by section.

308 (PL) The Literary Imagination (3)

Readings in poetry, fiction and drama which explore how literature raises and responds to significant questions. Prerequisite: junior or senior standing or consent of instructor.

309 (PH) Sacred and Profane (3)

A study of the creative tensions and interactions between the sacred and the secular through works drawn from several periods and genres of English and American literature. Prerequisite: junior or senior standing or consent of instructor.

310 (PH) Shakespeare and Company (3)

Study of dramatic and poetic works by Shakespeare and the company of other writers who allude to or draw upon Shakespeare's works.

314 (PL) Children's Literature (3)

Literature for children, emphasizing poetry, folk tales and the novel. Prerequisite: elementary education major or consent of the instructor, EDUC chair, or designated EDUC faculty such as elementary education advisor.

315 (PL) Literature for Learning Communities (3)

Listed by particular topic, these literature courses are designed specifically for learning communities.

Introductory Literature Courses Required for Major

270 (PL) Writing About Literature (3)

Practice in writing about literature, with attention to critical approaches. Required for all English majors. Prerequisite: 101.

271 (PL) English Literature to 1660 (3)

Using English literature from Beowulf to the Restoration, the course will introduce students to the study of literature, emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors and with genre and literary period in a way that will carry over to more advanced classes.

272 (PL) English Literature from 1660 to 1900 (3)

Using English literature from the Restoration to the beginning of the modern era, the course will introduce students to the study of literature, emphasizing the aims, methods and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and literary period in a way that will carry over to more advanced classes. Prerequisite: 271.

273 (PL) American Literature from 1620 to Present (3)

Using American literature from its beginnings to the present, the course will introduce students to the study of literature by emphasizing the aims, methods and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and literary period in a way that will carry over to more advanced classes.

Advanced Literature Courses

332 (PL) Adolescent Literature (3)

Literature appropriate to the needs and interests of high school students, with theoretical issues relevant to the teaching profession and individual reader. Prerequisite: English major or consent of instructor.

333 (PL,G) Topics in Anglophone Literature (3)

Post-colonial writing in English-speaking countries like India, Nigeria and Jamaica. Topic and critical emphasis will vary to include a range of authors, genres and global issues. Open to majors and non-majors.

334 Modern Poetry (3)

Advanced study of poems written since the late 19th century, historical schools and trends, and critical methods for explicating poetry. Prerequisite: consent of instructor.

336 Narrative Forms (3)

Advanced study in the English narrative in its various modes: epic, romance, allegorical, satirical, dramatic and historical. Prerequisite: English major or consent of instructor.

337 Women Writers and Feminist Theory (3)

Women's literary traditions as explored in feminist criticism. Texts from 19th- and 20th-century literature in English and the insights into artistic creation, historical periods, genres and cultural codes gained by reading women writers in relation to one another. Open to majors and non-majors.

350 Medieval Genre and Society (3)

Advanced study of medieval literature, emphasizing how genres carry meaning and reveal the social configurations and cultural richness of the Middle Ages. Prerequisite: 271 or consent of instructor.

351 The English Literary Renaissance (3)

Poetry, drama and prose from the Tudor humanists through the early 17th century, read in relation to religious, political and social issues. Prerequisite: 271 or consent of instructor.

352 (PH) Shakespeare: Comedies and Histories (3)

An introduction to Shakespeare's early plays and to the Elizabethan stage using the perspectives of phenomenology and performance-based criticism. Prerequisites: 271 and 272, declared theatre major, or consent of instructor.

353 (PH) Shakespeare: Tragedies and Late Plays (3)

Intensive study of a few plays selected from the tragedies, problem plays and later romances, using the perspectives of contemporary literary theory. Prerequisites: 271 and 272, declared theatre major or consent of instructor.

354 (PL,G) Empire and Outsiders, British Literature 1700-1900 (3)

The expansion of literary forms, aims, and experiences during the period of the British Empire, with emphasis on defenders and critics of Empire, as well as political and cultural insiders and outsiders. Prerequisites: 271 and 272 or consent of instructor.

355 English Romantic Poets (3)

Intensive study of works by English Romantic poets, testing the claim that they were revolutionaries, exemplifying (and partly effecting) the greatest single shift in English literary history. Prerequisites: 271 and 272 or consent of instructor.

356 The Developing English Novel (3)

A study of the development of the novel form in England through the 19th century. Prerequisites: 271 and 272 or consent of instructor.

357 Modernism in British Literature (3)

Major British poets and novelists of the 20th century with special attention to critical definitions of modernism. Prerequisites: 271 and 272 or consent of instructor.

358 (D) Versions of America (3)

A study of selected literary versions of life on this continent with special attention to the writings of Puritans, the early national period, and native peoples. Prerequisite: 273 or consent of instructor.

361 (PH,D) Contemporary African-American Literature (3)

African American fiction, drama and poetry from the Harlem Renaissance to the present. Prerequisite: 273 or consent of instructor.

362 Modernism in American Literature

Major American poetry and prose fiction of the first half of the 20th century with special attention to critical definitions of modernism. Prerequisite: 273 or consent of instructor.

363 Contemporary Literature (3)

American and British poetry and fiction from 1950 to present, reflecting tensions of the Cold War, the youth movements of the 1960s, debates over civil rights, and varying literary styles. Prerequisites: 271, 272, and 273 or consent of instructor.

364 American Romance to Realism (3)

Study of 19th-century American poetry and prose, with emphasis on Sentimentalism, Transcendentalism, Realism and Naturalism.

365 Major Authors (3)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

403 Book Publishing (1+)

Introduction to the fundamentals of book publishing, emphasizing the history of publishing and the book as a cultural artifact. Students will also learn the techniques of editing and electronic formatting. Prerequisites: 270, 202, 206, or 304.

441-442 Senior Inquiry Seminar (2+2)

Intensive study of a literary problem, genre, period or major author (topics vary). Students produce a researched essay on some aspect of the seminar topic. Course should normally be taken in the senior year, beginning in fall or winter term, but some students—particularly those planning graduate school in English or comparative literature—may take the seminar in junior year with permission of department chair and instructor. Depending on whether the instructor uses one-on-one, small group or plenary meetings in the second term (442) course, students may need to reserve a particular hour for that course. Some sections will not require that class hour because instructor and student will meet on a discretionary basis to complete Senior Inquiry requirements. Prerequisites: 271, 272 and 273; declared English major, junior or senior standing.

Writing (ENGL)**201 The Writing Process (3)**

Practice in advanced expository writing with an emphasis on audience, style and editing strategies. Useful for all students who will use writing in academic and professional settings. Prerequisite: 101. Not applicable to the English major.

216 Applied Journalism: Newspaper (1+, max. of 3 credits)

Analysis and critique of student newspaper in a workshop setting.

217 Applied Journalism: News Magazine (1+, max. of 3 credits)

Analysis and critique of student news magazine in a workshop setting.

341 Professional Writing (3)

Advanced work in writing for those who seek writing or communications careers in business, government and non-profit organizations. Prerequisites: 201, 202, 270 or 304, or consent of instructor.

401 Advanced Writing Tutorial (3)

Advanced work in fictional expository or poetic techniques to help students meet the standards of quality periodicals and publishers. Prerequisite: consent of English faculty, based on submission of prospectus and manuscripts prior to registration.

406 Composition Theory and Practice (3)

Readings exploring the process theory of composition and the importance of persuasive and expressive writing in a democratic society. Regular writing practice will allow students to explore their own composing processes and test the theories they encounter in the course. Prerequisite: English major or consent of instructor.

Writing (ENCW)**201 Writing Poetry (3)**

Practice in writing poetry with an introduction to poetic form, voice and techniques. Emphasis will be on generating, critiquing and revising student work, but students will also study the work of published poets. Prerequisite: 101.

202 Writing Fiction (3)

Practice in writing with introduction to the basic techniques of fiction writing, emphasizing the conventions of the modern short story and the revision process. Prerequisite: 101.

203 Writing Creative Nonfiction (3)

Exploration of the literary essay in its varied form—personal experience, philosophical speculation, social and political commentary—from Montaigne to Dillard and Walker. Student writing projects include essays and journal. Prerequisite: 101.

301 Poetry Workshop (3)

Advanced poetry writing techniques in workshop tutorial format. Prerequisite: 201 or consent of instructor.

302 Fiction Workshop (3)

Advanced fiction writing techniques in workshop tutorial format. Prerequisite: 202 or consent of instructor.

302 Topics in Creative Nonfiction (3)

Advanced theory and practice in creative nonfiction in workshop tutorial format, with focus on a special topic such as nature writing, the personal essay, etc. Prerequisite: ENGL 205, ENCW 203, or consent of instructor.

330 Forms in Poetry (3)

Theory and practice of poetic forms (sonnet, sestina, villanelle, and others) as well as meter, stanza and figures of speech. Considers goals of various genres and the merits and challenges of found, occasional, concrete and performance poetry. Prerequisite: ENGL 206, ENCW 201, or consent of instructor.

331 Forms in Fiction (3)

Theory and practice of the formal qualities of fiction, focusing on factors such as length, point of view and inherited structures. Prerequisite: ENGL 202, ENCW 202, or consent of instructor.

441-442 Senior Inquiry Seminar in Creative Writing (2+2)

Intensive practice in composing, beginning with assembling a portfolio of creative writing in student's favorite genre, then revising and expanding that portfolio. Mixed genre projects allowed with permission of instructor. The portfolio, the focus of the first term, will reflect the student's work to date, and will be tailored to serve as a writing sample for M.F.A. and/or Ph.D. programs in creative writing. The second term typically will involve readings chosen by student and instructor, as well as written reflection upon that reading and the student's artistic and vocational goals. Course will normally be taken in the senior year, but juniors preparing for graduate school may petition to register. Prerequisites: substantial completion of the declared ENCW major, including at least one advanced workshop, and junior or senior standing.

Language Study**307 Introduction to Linguistics (3)**

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and cultural setting, language acquisition. Also French 307, German 307, Spanish 307. Prerequisite: one year of college-level foreign language or equivalent.

405 Language and Society (3)

English as system: a study of grammar, usage, style, and ethnography as applicable to teaching and editing.

407 Tutorial Theory and Practice I (1)

This weekly colloquium prepares selected students to be peer tutors in the Reading/Writing Center. The course enables students to define their roles as tutors and to understand and respond to the writing and learning processes of college students. Students are selected through application to the Reading/Writing Center director. Consent of instructor.

408 Tutorial Theory and Practice II (1)

This second weekly colloquium is taken concurrently with a student's first term of tutoring in the Reading/Writing Center. It examines in greater complexity writing and learning theories as well as the tutor/student relationship while it supports new tutors as they apply their preparation to actual tutoring sessions. Prerequisite: 407. Consent of instructor.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in English. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ENGL-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

Environmental Management and Forestry

Advisor Norman T. Moline, Edward Hamming Professor of Geography

Augustana is affiliated with the Nicholas School of the Environment at Duke University, Durham, North Carolina. Through the Cooperative College Program of the School of the Environment, a student in a five-year coordinated program can earn both a Bachelor of Arts degree from Augustana and either the Master of Forestry or Master of Environmental Management from Duke. This 3-2 cooperative program generally requires three years in residence at Augustana College followed by two years in residence at Duke University. It is also possible for a student to spend four years at Augustana to complete the B.A. degree and then attend Duke for two years under a 4-2 cooperative program. Students majoring in one of the natural or social sciences or in pre-engineering or business will be considered for admission to Duke University upon completion of three or four years at Augustana.

Since all general education requirements for the Augustana degree together with a departmental major should be completed before transferring to Duke, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of the requirements alone does not guarantee admission to Duke University. Admission to the University is based on grade-point average (recommended minimum 3.4), recommendations and test scores. Students should initiate the application procedure in the fall term of the junior year.

Coursework at Augustana must include BIOL 220 and 380, ECON 202, GEOG 308, MATH 219 and 220, and one term of statistics. Depending on the student's intended concentration at Duke, other recommended courses include BIOL 200 and 387, GEOG 373, an introductory physical geography or geology course, and CHEM 121. A good preparation in the social sciences is important even though such preparation may reduce the number of advanced courses a student is able to take in the natural sciences. In this program all general education requirements for Augustana's Bachelor of Arts degree must be completed together with a departmental major.

At Duke students choose to specialize in one of the following eight concentrations: Coastal Environmental Management; Environmental Economics and Policy; Ecosystem Science and Conservation; Energy and Environment; Ecotoxicology and Environmental Health; Forest Resource Management; Global Environmental Change, or Water and Air Resources.

When a student has satisfactorily completed one year of study at Duke University and has satisfied the Augustana graduation requirements, he or she will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded either the degree of Master of Environmental Management or Master of Forestry by Duke University.

Environmental Studies

Advisors Bohdan Dziadyk, Professor (Biology)
Norman T. Moline, Edward Hamming Professor of Geography

The term "environment" has broad implications—from a neighborhood to a region to the world—and includes resources such as water, air, soils, plants, animals, energy sources, recreational areas, farmlands, and urban and suburban areas. One concern is to preserve healthy rural and urban environments; another is to improve our polluted and degraded landscapes. Yet another is to identify and adopt sustainable practices as societies continue to put demands on the earth's finite resources and contribute to global climate change.

To understand the complexity of the environmental studies field, students need both disciplinary depth and breadth of understanding. Augustana's program emphasizes the connections between disciplines in the natural and social sciences and humanities so that students may develop a general perspective on environmental issues and a focus related to their specific interests.

The major is intended for two categories of students: (1) those with no other major or with a major outside of the natural sciences who desire a good broad-based perspective on the environment and a modest level of focused study in biology, chemistry, geography, geology or political science and humanities; and (2) those who have declared majors in other disciplines explicitly related to studying and managing natural and/or urban environments (e.g., biology, chemistry, geography, geology and political science) who desire this second major to add breadth of perspective to complement the focused perspective of their other discipline.

MAJOR IN ENVIRONMENTAL STUDIES. 37 credits, distributed among Core Courses (seven courses/21 credits); Elective Supporting Courses (two courses/6 credits); and Integrative Experiences, including an academic internship (four courses/10 credits).

MINOR IN ENVIRONMENTAL STUDIES. 27 credits, distributed among Core Courses (six courses/18 credits); Elective Supporting Courses (two courses/6 credits); ENVR-INTR Academic Internship or ENVR 380.

COURSES (ENVR)

Core Courses

**Biology 200 (PN) General Zoology OR 220 General Botany
Biology 180 Fundamentals of Ecology OR 380 General Ecology
Chemistry 101 Fundamentals of Chemistry OR 121 (PN,I)
General Chemistry
Geography 101 (PN,I) Global Weather and Climate Systems
OR 102 (PN,I) Landforms and Landscapes
OR 103 (PN,I) Water and Land Resources**

**Geography 307 Environmental Conservation and
Development OR 308 Land Resources Management
Geology 101 or 105 (both PN,I) Physical Geology
OR 115 (PN,I) Environmental Geology
OR 116 (PN,I) Energy Resources and the Environment
English 315 Environmental Literature or Political Science
336 (PS) Politics of Environmental Policy**

Elective Supporting Courses

Two 300- or 400-level electives from one discipline are required for a major or minor in environmental studies to supplement a non-science major. Two 300- or 400-level electives in two different disciplines outside the primary major are required for a major or minor in environmental studies to supplement another environment-oriented major.

**Biology 200 (PN) General Zoology
Biology 220 General Botany
Biology 225 Local Flora
Biology 323 Plant Diversity
Biology 326 Plant Ecology
Biology 331 Vertebrate Botany
Biology 333 Invertebrate Zoology
Biology 335 (PN,I) Entomology
Biology 385 (PN) Applied Ecology
Biology 387 Aquatic Biology
Chemistry 121,122 (both PN,I) & 123 General Chemistry I, II
and III
Chemistry 200 Quantitative Analytical Chemistry
Chemistry 311 Organic Chemistry I
Chemistry 315 Environmental Chemistry
Computer Science 211 Introduction to Computer Science I
Economics 202 Principles of Microeconomics
English 315 Environmental Literature
Geography 101 (PN,I) Global Weather and Climate Systems
Geography 102 (PN,I) Landforms and Landscapes
Geography 103 (PN,I) Water and Land Resources
Geography 305 Water Resources Management
Geography 307 Environmental Conservation and Development
Geography 308 Land Resources Management
Geography 373 GIS and Remote Sensing
Geology 101 OR 105 (both PN,I) Physical Geology
Geology 115 (PN,I) Environmental Geology
Geology 116 (PN,I) Energy Resources and the Environment
Geology 301 Mineralogy
Geology 309 Geomorphology
Geology 330 Hydrogeology
Mathematics 315 Probability and Statistics OR Psychology
240 (Q) Statistics for the Behavioral Sciences
Physics 102 & 103 (both PN,I) Principles of Physics II and III
Physics 202 (PN,I) & 203 Basic Physics II and III
Political Science 336 (PS) Politics of Environmental Policy**

Integrative Experiences

100 Introduction to Environmental Studies (1)
Introduction to the scope and character of the environmental studies major, with emphasis on environmental chemistry, biology, geography and geology; deep time and spatial contexts; history and philosophy of environmental thought, social, religious, and literary underpinnings; decision-making and management approaches. Students should plan to take this class in spring term of first year.

380 Special Topics (3)
Students and faculty from two or more disciplines study a single environmental topic through an integrative approach. Students develop an appreciation of the value of such an approach for environmental issues and expand their analytical skills for dealing with these issues. The specific issue will vary from year to year with the topic announced in January of the previous year. Students should plan to take the

course in the spring of their junior year. Prerequisites: at least three environmental studies core courses or permission of the instructors.

450 Senior Inquiry (3)

Independent research involving the perspectives and methodologies of at least two environmental studies disciplines. Working on their research and participating in weekly class sessions, students learn about topic selection, research design, integration of different perspectives, data collection techniques, analyses of data, identification of conclusions, and elements of quality presentations. Students share their results in a written report and an oral presentation. Students reflect on how this research connects with their environmental studies curriculum, world view and life goals. Should be taken in winter term of senior year.

ENVR-INTR-Lxx/Axx Service Learning/ Academic Internship (1-9)

Field Experience with an agency or company which is involved directly with environmental management. Students submit to the environmental studies advisors a report of activities, copies of any written work completed for the sponsor and an evaluation of the field experience and of the agency or company. Internship will be for 3 credits unless the student has received special permission from the advisors for a different value. Department internships must be approved by the department. See p. 33.

Family Studies

The Family Studies program offers a basic course in family life and additional coordinated courses to provide students with a foundation in family systems emphasizing development, processes, theory, diverse forms and ecological relationships to other groups and institutions. The program is designed for students interested in family life issues for their own personal development or as a foundation for pursuing further appropriate training for family life related careers.

The basic course, 210 Family Life, is open to all students. Those interested in further study should consult with the advisor and select additional courses, depending on interest, from SOC 200; PSYC 213, 214, 332, 420; Social Welfare 160, 340; COMM 210; ENGL 331, 332 and WGST 230. For in-depth individual study, students may consult with the advisor.

The Family Studies program is funded through a generous gift from the Harold W. and Violet M. Jaeke Foundation.

COURSE (FAMS)

210 (PS) Family Life (3)

An introduction to the nature of the family, its processes and diversity. Includes an emphasis on communication, parenting and specific applications to family functioning.

Individual Studies

199, 299, 399, 499 Directed Study (1+)

French

ROGER CROSSLEY, Adjunct Professor
B.A., M.A., Cambridge; Ph.D., Stanford

TADDY KALAS, Professor, Chair
B.A., M.A., Ph.D., Wisconsin

SARAH SKRAINKA, Assistant Professor
B.A., Washington University; M.A., Ph.D., University of Virginia

MAJOR IN FRENCH. 31 credits, including 301, 310, 331, 441 and 9 credits from 340-349 (at least 3 credits from 340-344; at least 3 credits from 345-349). 314 may replace one required literature course from the group 340-349. 101-103 may not be counted toward the major.

Recommended supporting courses: any of Art History 166, 167, 363-367; Geography 335.

MAJOR FOR TEACHING FRENCH. 34 credits, including a major in French and 314. See the Director of Secondary Education.

MINOR IN FRENCH. 21 credits, including 301, 331, 310, and at least 3 credits from the group 340-349. 101-103 may not be counted toward the minor.

COURSES (FREN)

100 Elementary French Refresher (1)

A review course, covering the same material and meeting at the same time as 101, but restricted to students placed in 100/102 by the French Placement Test. These students may not register for 101 (3 credits) but register for 100 (1 credit), then continue with 102-103 upon completion of the course. Includes one hour laboratory weekly. Prerequisite: placement in 100/102 and consent of department.

101-102-103 Elementary French (3+3+3)

The fundamentals of French grammar, graded reading, composition and conversation with one hour practice weekly in the language laboratory.

201 Intermediate French I (3)

Review of fundamentals of French grammar. Vocabulary building through oral and written work based on readings of short literary and cultural texts. Prerequisite: 103 or the equivalent.

202 Intermediate French II (3)

Continued review of basic grammar with increased emphasis on more advanced usage of the language. Development of greater oral and written fluency through conversation and written work based on readings of longer and more complex texts. Prerequisite: 201 or the equivalent.

203 Intermediate French III (3)

Concentration on the finer points of oral and written expression in French. Discussion and written work based on readings of complete literary works. Prerequisite: 202 or the equivalent.

221 Intermediate French I (6)

Intensive oral and written use of the language taught during Summer School in France. Qualifications determined by the French university.

222 Intermediate French II (6)

Similar to 221. Taught during Summer School in France. Qualifications determined by the French university.

301 Composition and Conversation (3)

Idiomatic forms, grammar, readings of short literary texts, intensive oral and written work to increase fluency in the use of the French language. Prerequisite: 203 or the equivalent.

307 Introduction to Linguistics (3)

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and

cultural setting, language acquisition (with application to French). Prerequisite: two years of college-level French or the equivalent. Also English 307, German 307, Spanish 307.

310 (PP) Topics in French Culture and Civilization (3)

Specific periods or themes in French society and culture, both popular and *élite*, focusing on the intersection of literary, artistic, intellectual, religious and socio-political currents. Topic varies. May be repeated for credit with permission of instructor. Prerequisite: 331 or consent of instructor.

314 Advanced Grammar and Translation (3)

Grammar problems, idiomatic expressions, stylistic difficulties in translation. Prerequisite: 331 or consent of instructor.

321 Advanced French (6)

Similar to 222. Taught during Summer School in France. Qualifications determined by the French university.

331 (PL) Introduction to French Literature (3)

A course intended to equip the student with the skills needed to analyze critically literary texts. Prerequisite: 301 or consent of instructor.

340 Medieval French Literature (3)

Survey of French literature of the Middle Ages, from the *chansons de geste* through Villon. Representative poets (Charles d'Orléans, Christine de Pisan), sacred and profane theatre, courtly literature. Prerequisite: 331 or consent of instructor.

341 Topics in Sixteenth-Century French Literature (3)

Examines major authors of sixteenth-century French literature situated in the larger historical and cultural context of the Continental Renaissance. Topics vary and may include, for example, humanism and reform, women writers, and urban culture. May be repeated for credit with different topics. Prerequisite: 331 or consent of instructor.

342 Seventeenth-Century French Poetry and Prose (3)

Representative works by Descartes, Pascal, the moralistes; overview of 17th century poetry; introduction to the novel. Prerequisite: 331 or consent of instructor.

343 Seventeenth-Century French Theatre (3)

Overview of representative baroque texts; intensive study of Racine, Corneille, Molière. Prerequisite: 331 or consent of instructor.

344 The French Enlightenment (3)

The main literary exponents of the Enlightenment: Montesquieu, Prévost, Voltaire, Rousseau, Diderot and some dramatists. Prerequisite: 331 or consent of instructor.

345 Nineteenth-Century French Poetry and Theatre (3)

Romantic and Realist theatre; poetry of the Romantic, Parnassian, Symbolist and *fin de siècle* periods. Prerequisite: 331 or consent of instructor.

346 Nineteenth-Century French Novel (3)

Prose works representing the different periods in the development of the novel; authors such as Chateaubriand, Constant, Hugo, Stendhal, Balzac, Flaubert, Zola and de Maupassant. Prerequisite: 331 or consent of instructor.

348 Twentieth-Century French Literature I (3)

The different trends of the first half of the century as illustrated in selected works by novelists such as Alain-Fournier, Gide, Proust, Colette, Mauriac or Malraux and poets such as Valéry, Apollinaire or the Surrealists. Prerequisite: 331 or consent of instructor.

349 Twentieth-Century French Literature II (3)

Selected major works of the modern period in French literature, including those by representative writers of the Existential and Existentialist period; the Theatre of the Absurd; the *Nouveau Roman*; Francophone literature and cinema. Prerequisite: 331 or consent of instructor. cinema. Prerequisite: 331 or consent of instructor.

441 Seminar: Topics in French Literature (3)

Investigation and research in a particular problem, genre or period. Prerequisite: 331 and senior standing.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

FREN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in French. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

FREN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information.

400 Independent Study (1+)

Research project in French literature or civilization for majors. Prerequisite: consent of department chair.

Geography

JENNIFER BURNHAM, Assistant Professor
A.B., Augustana; M.S., Illinois; Ph.D., Washington

REUBEN A. HEINE, Assistant Professor
B.A., St. Cloud; M.S., Ph.D., Southern Illinois (Carbondale)

CHARLES G. MAHAFFEY, Professor, Chair
B.S., Wisconsin (Superior); M.S., Ph.D., Wisconsin

NORMAN T. MOLINE, Edward Hamming Professor of Geography
A.B., Augustana, M.A., Ph.D., Chicago

MAJOR IN GEOGRAPHY. 28 credits, including two courses with a natural science orientation from 101, 102, 103; two courses with a social science orientation from 121, 210, 325; five methodological courses: 270, 272, 373, 472, 473; and one non-U.S. regional course from 331, 334, 335.

Required supporting courses (4 credits): one of Business Administration 211 or Psychology 240; Computer Science 112.

Recommended supporting courses (9 credits): Economics 202; English 341; one of Speech 104, 204 or 401; Environmental Studies 430 and participation in an international study program. See geography advisor for additional recommended courses depending upon student interests.

MAJOR IN TEACHING GEOGRAPHY. Please consult the department chair for information.

MINOR IN GEOGRAPHY. 18 credits, including two courses with a natural science orientation from 101, 102, 103; one course with a social science orientation from 121, 210; and three electives courses from 272 or above (except 472 and 473). No more than one regional course (331, 334, 335) may be counted toward the minor requirement.

Geography is a "bridge" discipline that overlaps the traditional division between the natural and the social sciences. Some courses in the department have a natural science orientation (Perspective on the Natural World and Investigative Lab designation) while others have a social science orientation (Perspective on the Individual and Society and may have a D or G designation). 101, 102 and 103 are laboratory courses which may be applied toward the Natural World requirement for graduation. 121 and 210 will carry the Individual and Society perspective. 331 and 334 will carry the G designation.

COURSES (GEOG)

Courses with a Natural Science Orientation

101 (PN,I) Global Weather and Climate Systems (3)

An introduction to elements of weather and climate systems. Topics include a study of the earth's atmosphere, wind and pressure systems, ocean currents, precipitation processes, weather prediction, descriptions of characteristics of the various climate regions and climate change. Includes one two-hour lab per week.

102 (PN,I) Landforms and Landscapes (3)

An introduction to physical landscapes, which includes landforms and the natural processes that create and change them, the distribution and characteristics of landforms and landform processes and the role of humans in landscape change. Includes one two-hour lab per week.

103 (PN,I) Water and Land Resources (3)

Study of water resources, their characteristics and global distributions; soil types and their distributions; erosion problems and solutions; introduction to biogeography, the distribution and characteristics of the earth's major vegetation types as influenced by natural and human factors; land use planning based on analysis of natural processes. Includes one two-hour lab per week; last five labs are in the field on an applied land use analysis project.

302 Introduction to Meteorology (3)

Elementary physics of the atmosphere; principles of weather analysis. (Offered in alternate years.) Prerequisite: 101 or consent of instructor.

305 Water Resources Management (3)

Distributional aspects of U.S. and world water resources; human use of and impact upon water resources; economic, environmental, social and political issues related to surface and ground water. Includes case studies of water resources management concerns from around the world.

307 Environmental Conservation and Development (3)

Philosophical frameworks and historical contexts for interpreting the relationship between humans and the environment. The study of the connections between economic and natural systems forms an important aspect of the course. Energy and various forms of resource extraction and consumption, particularly water, agricultural and forest resources, are considered through an analysis of case studies on the regional, national and international scales.

308 Land Resources Management (3)

Analysis of problems in the use of land resources, including land use planning, soil conservation, recreation land uses, urban open space, flood plain management, wetlands preservation and solid waste disposal; decision-making approaches to these problems; introduction to environmental perception, resource economics and environmental law.

Courses with a Social Science Orientation

121 (PS,G) The Geography of the Global Economy (3)

Geographic study of the global economy, economic traditions and practices; patterns of farming, manufacturing, services, etc. and their variation between Western and non-Western cultures; technologies with wide-ranging impacts within and between countries and regions of the developed or core economies and the developing countries or periphery. Emphasis on economic interdependencies and exchanges at various geographic scales, on the economic and cultural impacts of these rapid changes, impacts to the global and regional environments, the changing nature of agricultural and industrial location theory, and case studies exploring efforts from within various countries to promote more sustainable strategies.

210 (PS,G) Cultural Geography (3)

The geographic (spatial) approach to the study of cultures; global distribution patterns of cultures and culture traits, including population, language, religion, ethnicity, folk and popular culture, political organization and forms of livelihood; the importance of the diffusion process of people, goods and ideas and the impacts of globalization trends; analysis of dynamic relationships between cultures and nature; and "reading" of cultural landscapes in many parts of the world.

325 Urban and Transportation Systems (3)

A geographical treatment of urban and transportation systems with emphasis on North America; spatial organization of the city; models of urban structure; housing and neighborhood space; analysis of transport networks and mass transit options.

331 (G) Latin America (3)

Cultural, environmental and economic geography of Latin America with special emphasis on Costa Rica, Mexico, Ecuador, Peru, Brazil, Chile and Argentina; distribution and use of resources; issues in urban and rural development.

334 (G) East Asia (3)

Cultural and economic geography of East Asia with special emphasis on Japan, People's Republic of China, Taiwan and Hong Kong; distribution and use of natural resources; patterns of settlement and land use trends in urbanization, agriculture and other rural development. (Offered in alternate years.)

335 Europe (3)

A geographical analysis of the people, landscapes, resources and settlements of Europe and its rimlands; particular attention is paid to the "new Europe" that is emerging from the unified western and more open eastern regions of the continent. (Offered in alternate years.)

339 Historical Geography of the United States (3)

Major concepts and methods of historical geography; the development of patterns of settlement, land use, transportation routes and boundaries in the United States. (Offered in alternate years.)

423 Urban and Regional Planning (3)

Introduction to some principles and practices in urban and regional planning, with particular emphasis on physical aspects such as transportation, land use, housing, recreation and open space. Designed for students interested in planning and public administration careers. Guest lectures by local and regional planners. (Offered in alternate years.) Prerequisites: 210 or 325, Political Science 331, or consent of instructor.

Primarily Methodological Courses

270 Geographic Perspectives (1)

Introduction to the major traditions of geographic study, the major foci of geography as a research and applied discipline, and to basic tools for geographic study, including library re-search, map study and fieldwork to answer spatial questions. Should be taken as soon as possible after declaring a major.

272 Cartography (3)

Principles of cartography, including map design, map user issues and cartographic ethics. Collection, manipulation and visual presentation of data. Practical map, cartogram and chart production using computer techniques.

373 Geographic Information Systems and Remote Sensing (3)

Theory and use of geographic information systems (GIS), remotely sensed images (e.g. LANDSAT, SPOT, DOQs) and global positioning systems (GPS) in the study of environmental, hydrologic, biogeographic, geologic, economic and demographic systems, and in natural resource and land use planning.

472 Seminar on Geographic Research I (3)

Research in design and research methodologies, data collection techniques, analysis and use of quantitative methods in geographic research, selection of an original topic for the senior research paper and preparation of a preliminary outline and chapter for that paper. Should be taken in the spring term of the junior year. Students participating on spring focused term will need to make special arrangements with department advisors.

473 Seminar on Geographic Research II (3)

Collection and analysis of primary data, selection and preparation of cartographic material for the senior research paper and research writing and presentation; completion and presentation of a major original research paper. (For geography majors in winter term of the senior year.) Prerequisite: 472.

Internships, Individual and Special Studies**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

380 Special Topics (1-3)

In-depth treatment of topics selected by faculty and/or students. Prerequisite: consent of instructor.

GEOG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Departmental internships must be approved by the department. These internships will be for 3 credits unless a student has received special permission from the advisors for a different value. Prerequisite: a declared major or minor in geography. See p. 33 for more information and for other internship options.

GEOG-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by department. See p. 33 for more information and other internship options.

400 Independent Study (1+)

Advanced studies on specific subjects; research problems.

Geology

WILLIAM R. HAMMER, Fritiof Fryxell Professor of Geology B.S., M.S., Ph.D., Wayne State

JEFFREY C. STRASSER, Professor B.A., Carleton; M.S., Ph.D., Lehigh

MICHAEL B. WOLF, Professor, Chair A.B., Hamilton; M.S., Ph.D., Caltech

MAJOR IN GEOLOGY. (30 credits): 101 or 105, 201, 301, 309, 325, 340, 403, 450 and 451, plus 3 additional GEOL credits.

Required supporting courses (15 credits): CHEM 121-122, MATH 219, and either (a) two from PHYS 101-102-103-105 or 201-202-203 or (b) one PHYS course and GEOG 373.

Recommended supporting courses for students planning graduate study: summer field work, computer science, biology, Geographic Information Systems, and additional chemistry, mathematics, physics and geology courses.

MAJOR FOR TEACHING EARTH AND SPACE SCIENCE. The approved program may be obtained from the department chair. See also the Director of Secondary Education.

MINOR IN GEOLOGY. 17 credits, ten of which at 200- to 400-level, including 399 (1 credit) Directed Study. This culminating experience will result in a research paper that addresses some aspect of geology and relates it to the student's major field of study, and must incorporate a reflective component demonstrating an understanding of the connectivity between subject areas. This paper could conceivably be an extension of the Senior Inquiry effort within the student's major.

GEOLOGY DEGREE WITH DISTINCTION. Students can earn a departmental distinction upon successful completion of a superior senior research thesis, GEOL 451, and the geology degree with a grade-point average of at least 3.50 for all geology courses and the supporting courses that are required for the major, and demonstrated leadership and service roles within the department.

Geology addresses both the materials that form the Earth and the processes of Earth formation and evolution. Sub-disciplines include but are not limited to: study of life and evolution as preserved in the rock record; study of resources upon which our industrial society is based; study of environmental problems and remedial solutions; study of geologic hazards and hazard mitigation. The interdisciplinary study of geology relies upon mastery of geological principles and oral and written communication skills as well as the application of fundamental principles of physics, chemistry, biology and mathematics to complex Earth systems.

COURSES (GEOL)**100 (PN) Geology of Myths (3)**

Students will learn to interpret geological data and then integrate their knowledge of geology with other non-science disciplines. They will be able to assess whether certain ancient myths and legends can be explained by geological evidence. Is there geologic evidence that these myths were based on real events or were they fabricated or modified for other symbolic or metaphorical purposes? Analysis of the myths will take place within the broader context of what actually constitutes valid scientific inquiries and evidence. This LC is not open to students who have taken LS 111-115 already (The Geology of Myths and Legends).

101 (PN,I) Physical Geology (3)

Introduction to Earth materials (minerals and rocks), structures, composition and dynamic processes (e.g., volcanic eruptions, earthquakes, weathering, erosion) of the Earth. Includes one two-hour lab per week and optional field trips. Not for credit after 105.

105 (PN,I) Summer Field Course: Physical Geology in the Rocky Mountains (3)

Introduction to earth materials and processes during a rigorous 2 1/2-week August field study in Wyoming and South Dakota. Open only to incoming first-year students. Not for credit after 101.

112 (PN,I) Dinosaurs and Extinction (3)

The role of dinosaurs in earth history. Dinosaur evolution, the environments to which they adapted, and theories that attempt to explain their mass extinction. Includes one two-hour lab per week. Lab study will involve specimens in the Fryxell Geology Museum collection.

115 (PN,I) Environmental Geology (3)

Introduction to the application of geological concepts to the study of environmentally related issues. Variable format: course may emphasize topics such as geological hazards (earthquakes, volcanic activity, floods, mass movement), earth resources (mineral, energy, soil, water) and pollution (waste disposal and other health hazards). Includes one two-hour lab per week and optional field trips.

116 (PN,I) Energy Resources and the Environment (3)

Environmental geology course focusing on the formation, exploration, extraction and uses of non-renewable energy resources (coal, petroleum and uranium). These energy issues directly influence many areas of our lives (health, housing, transportation, economy, politics, safety, environment, international relations, ethics, etc.) which will be discussed in light of impending world energy and global warming problems. Includes one two-hour lab per week and required field trips.

172 (PN,I) Summer Field Course: Fossil Mammals of the Badlands (3)

Ten-day summer field study in the Nebraska/South Dakota Badlands. Study of the geologic setting of the Badlands followed by search for Oligocene (30-million-year-old) fossil mammals. Prerequisite: consent of instructor.

201 Historical Stratigraphy (3)

The study of stratigraphic principles used to study the physical and biological history of the Earth, followed by an overview of Earth history. Prerequisite: 101 or 105. Includes one two-hour lab per week.

301 Mineralogy (3)

Introduction to the building blocks of solid Earth—minerals. The fundamentals of crystallography (2-D and 3-D symmetry of crystal structures), crystal and mineral chemistry and the stabilities and occurrences of silicate minerals. Practical identification of silicate minerals in hand samples and in thin-sections and grain mounts using polarizing light microscopy. Prerequisites: 101 or 105 and CHEM 122; CHEM 122 may be taken concurrently. Includes one three-hour lab per week.

309 Geomorphology (3)

Quantitative analyses of the surficial geological processes and the landforms which they produce. Prerequisite: 101 or 105. Includes one two-hour lab per week.

325 Paleontology (3)

Study of the principles of paleobiology, including methods of classification and interpretation of the fossil record. Also, systematic study of the major groups of invertebrate and vertebrate animals that have evolved since the beginning of the Cambrian. Prerequisite: 201 or BIOL 200. Includes one two-hour lab per week.

330 Hydrogeology (3)

Study of physicochemical aspects of water and contaminant flow at the Earth's surface and through subsurface materials. Includes case studies of environmental groundwater problems. Prerequisites: 101 or 105 and MATH 219. Includes one two-hour lab per week.

340 Structural Geology and Tectonics (3)

Quantitative study of rock structures (e.g. folds, faults and fabrics) and the forces that cause them. Also study of large-scale plate tectonic processes and regional geology. Prerequisite: 101 or 105. Includes one two-hour lab per week.

370 Special Topics (1-3+)

Intensive study of geologic topics, usually in connection with forthcoming departmental field trips. Prerequisite: 101 or 105. Variable format.

372 Summer Field Course: Fossil Mammals of the Badlands (3)

Ten-day summer field study in the Nebraska/South Dakota Badlands. Study of the stratigraphy and depositional environments of the Badlands followed by search for Oligocene (30-million-year-old) fossil mammals. Prerequisite: prior coursework in geology and consent of the instructor.

403 Petrology (3)

Quantitative analysis of the geologic processes and phase relationships of igneous, metamorphic and sedimentary rocks, with emphasis on igneous systems. Prerequisites: 201 and 301. Includes one two-hour lab per week.

450 Research Methods (3)

Planning and development of a research proposal involving literature searches, group discussions and analytical instrumentation instruction in preparation for the required Senior Research project (GEOL 451).

451 Senior Research (1-3+)

A required research project, performed under the direction of a faculty advisor, culminating in a written thesis, a research poster, and a public oral presentation. Prerequisite: 450.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

GEOL-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in geology. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

GEOL-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by department. See p. 33 for more information and other internship options.

German

LISA SEIDLITZ, Assistant Professor
B.A., M.A., Illinois; Ph.D., Texas (Austin)

KIM VIVIAN, Professor, Chair
B.A., M.A., Ph.D., California (Santa Barbara)

MAJOR IN GERMAN. 30 credits. For those starting with 201: 201-203, 306, 308, 324 (or HIST 315), at least two courses from 401-404, 409, and remaining course from 307, 209/309, 210/310, 325, 330, 411, 480. For those starting with 306: 306, 308, 324 (or HIST 315), 480, at least three courses from 401-404, 409, and remaining courses from 307, 309, 310, 325, 330, 409, 411.

Students majoring in German must participate in a program in Germany, either the summer program in Eichstätt, one of the exchange programs (Eichstätt, Passau, Regensburg), the fall term program in Wittenberg, or an internship approved by the department.

Recommended Supporting Courses: ARHI 166, 167, 361-367, BUSN 463, GEOG 335, HIST 110-113, 315, MUSC 301-302, PHIL 142, 340, 341, POLS 305, 367, at least one year of a second language.

MAJOR FOR TEACHING GERMAN. 32 credits. See the departmental advisor for this major.

MINOR IN GERMAN. 21 credits. For those starting with 201: 201-203, 306, 308, 324 (or HIST 315), and one course from 209/309, 210/310, 307, 330, 401-404. For those starting with 306: 306, 308, 324 (or HI 315), plus two courses from 401-404, 409, and two courses from 307, 309, 310, 325, 330, 411.

See also World Literature.

COURSES (GRMN)

101-102-103 Beginning German (3+3+3)

The fundamentals of German grammar with an emphasis on conversational German. Students begin the sequence at the level of placement.

201 Intermediate German (3)

A review of the basics of German grammar. Prerequisite: 103 or placement.

202 Intermediate German (3)

A continued review of the basics of German grammar with increased emphasis on writing. Prerequisite: 201.

203 Intermediate German (3)

Review of grammar. Reading of plays, poetry and short novels. Emphasis on writing. Prerequisite: 202.

209 Current Events: Conversational German (3)

Discussion of current events in Germany. Topics will come from newspapers and magazine articles, TV, websites, and interviews and conversations. Taught on the summer program in Eichstätt, Germany.

210 Intensive German Language (3)

Taught on the summer program in Eichstätt, Germany.

306 Advanced Grammar and Composition (3)

A review of German grammar with a focus on composition. Prerequisite: 203 or placement.

307 Linguistics (3)

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and cultural setting, language acquisition, with application to German. Also English 307. Prerequisite: one year of college-level German or the equivalent, or permission of instructor.

308 Advanced Conversation (3)

Focuses on situational German and a discussion of contemporary events in Germany and Austria.

309 Current Events: Conversational German (3)

Discussion of current events in Germany. Topics will come from newspapers and magazine articles, TV, websites, and interviews and conversations. Taught on the summer program in Eichstätt, Germany.

310 Intensive German Language (3)

Taught on the summer program in Eichstätt, Germany.

317 (PL) Topics in German Literature and Culture (3)

May deal with a writer (e.g. Goethe), a movement (e.g. Romanticism), a genre (e.g. Medieval Epic) or a cultural topic (e.g. the Holocaust). Also WLIT 317.

324 Landeskunde Deutschland (3)

Introduces many aspects of contemporary German culture: politics, history, geography, the arts, media, education, etc.

325 (PA) German Cinema (3)

Examines major developments in German cinema in the 20th century through an overview of important films, movements and directors in the history of German cinema. Also WLIT 325.

330 Business German (3)

Prepares students for potential work experience in Germany by helping them acquire an extensive business vocabulary and the communicative skills needed to function daily in a professional setting.

401 (PL) Literature and Culture: The Middle Ages and the Renaissance (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe from approximately 800 to 1600. Prerequisite: 308.

402 (PL) Literature and Culture: 17th and 18th Centuries (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 17th and 18th centuries. Prerequisite: 308.

403 (PL) Literature and Culture: 19th Century (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 19th century. Prerequisite: 308.

404 (PL) Literature and Culture: 20th Century (3)

Covers the literature and culture (history, art, music, etc.) in German-speaking Europe in the 20th century. Prerequisite: 308.

408 Current Events: Conversational German (3)

Discussion of current events in Germany. Topics will come from newspapers and magazine articles, TV, websites, and interviews and conversations. Taught in Germany. Prerequisite: 308

409 Literature in Germany (3)

Taught in Germany. May be repeated with department approval.

411 Advanced German Grammar (1)

Intensive study of German grammar with a focus on areas traditionally difficult to master. Prerequisite: department approval.

480 Senior Seminar (3)

Year-long research project on a topic in German civilization or on an interdisciplinary topic.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRMN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in German. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

GRMN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Research project in German literature or civilization for departmental or divisional majors. Prerequisite: consent of department chair.

Greek

Augustana offers beginning through advanced Greek courses. See the Classics section of this catalog for course listings and descriptions, and the requirements for the Classics (Greek and Latin) major and minor and the Classical Studies (Greek or Latin) major and minor. The Classics department also offers a minor in Greek for New Testament Studies.

Health and Physical Education

JAMES BARNES, Assistant Professor, Head Football Coach
B.A., Augustana; J.D., Illinois

MARK BEINBORN, Instructor, Assistant Women's Basketball Coach
B.S., University of Dubuque

ROB CUSHMAN, Instructor, Assistant Football Coach
B.A., University of Puget Sound; M.A., California State-Chico

BOBBI ENDRESS, Instructor, Head Women's Basketball Coach
B.S., University of Dubuque; M.A., Loras

GREY GIOVANINE, Instructor, Head Men's Basketball Coach, Head Men's Golf Coach
B.S., Central Missouri

TOM JESSEE, Instructor, Assistant Men's Basketball Coach
B.A., Augustana; M.A., Western Illinois

SCOTT JOHANNSEN, Instructor, Head Men's and Women's Swimming Coach
B.S., Western Illinois

BRENTON JOSEPH, Instructor, Head Men's Soccer Coach
B.S., Alabama A&M University

ERIC JUERGENS, Instructor, Head Wrestling Coach
B.A., Iowa

KRIS KISTLER, Instructor, Head Softball Coach
B.A., Eureka; M.S., Illinois State

JEFF LINDMARK, Instructor, Assistant Football Coach
B.A., Augustana

TIM McCHESNEY, Instructor, Assistant Baseball Coach, Facilities Manager
B.S., Western Illinois

SCOTT M. MEJIA, Instructor, Head Women's Soccer Coach
B.S., Edgewood; M.S., Western Illinois

PAUL V. OLSEN, Professor, Head Men's Track and Cross Country Coach
B.A., Luther; M.A., Ph.D., Oregon

KYLE READE, Instructor, Assistant Football Coach
B.A., Augustana

ROCHEL RITTGERS, Assistant Professor, Head Athletic Trainer
B.A., Northern Iowa; M.S., Eastern Kentucky

TOM SCHMULBACH, Assistant Professor, Assistant Football Coach
B.S., M.S., Western Illinois

ANNA SMITH, Assistant Athletic Trainer
B.S., Weber State; M.S., Ohio (Athens)

RON STANDLEY, Head Women's Golf Coach
B.S., Morrison Institute of Technology

ADAM STRAND, Instructor, Head Men's and Women's Tennis Coach
B.A., Luther College

SARA TISDALE, Instructor, Head Women's Lacrosse Coach
B.S., Central Michigan

GREGORY WALLACE, Instructor, Head Baseball Coach
B.A., Augustana; M.Ed., Frostburg State

FREDERIC WHITESIDE, Instructor, Head Women's Track and Cross Country Coach
B.A., Augustana; M.S.S., United States Sports Academy

DENISE YODER, Instructor, Assistant Athletic Trainer
B.A., Augustana; M.S., Ohio (Athens)

MICHAEL ZAPOLSKI, Instructor, Chair
B.A., M.B.A., Pepperdine

HEALTH COURSES (HEPE)

Wellness Coordinator Denise Yoder

241 Lifetime Wellness (1)

Students should take course before the junior year or transfer an approved course from a degree-granting institution.

Other Health Electives

213 Prevention and Treatment of Athletic Injuries (3)

Two hours of theory and lab weekly. Prerequisite: HEPE 140 or equivalent First Aid and CPR certification.

360 Advanced Sports Medicine I (3)

Evaluation and therapeutic rehabilitation of athletic injuries for upper extremities and cervical spine. Applied anatomy and physiology as they relate to management of injuries. Prerequisites: 213, BIOL 255 or permission of instructor.

361 Advanced Sports Medicine II (3)

Evaluation and therapeutic rehabilitation of athletic injuries for the torso and lower extremities. Applied anatomy and physiology as they relate to sports medicine's management of injuries. Prerequisites: 213, 360, BIOL 255 or permission of instructor.

470 Seminar in Sports Medicine (3)

A senior seminar involving various topics associated with sports medicine. Topics will include administrative and budget considerations, therapeutic modalities and legal issues as they relate to sports medicine. Prerequisites: 213, BIOL 255, BIOL 358 or permission of instructor.

PHYSICAL EDUCATION ACTIVITY COURSES (HEPE)

Two activity courses are required for Bachelor of Arts candidates. No activity courses may be repeated for credit except upon recommendation of physical education department chair and approval of the Dean of the College. No more than 3 activity credits may count toward total number of credits for the degree. To meet the degree requirements, students must select two P suffix activity courses from the list below. Activity courses are open to students at all knowledge and skill levels.

Activity Courses (P Suffix)

101 Physical Conditioning

***103 Volleyball**

111 Badminton

***112 Tennis**

116 Weight Training

***117 Swimming**

118 Racquetball

119 Scuba Training
 121 Archery
 122 Aerobic Dance
 123 Jazz Dance
 130 Bowling
 131 Canoeing
 *132 Golf
 133 Ballet
 134 Square and Folk Dance
 *135 Beginning Modern Dance
 136 Skiing
 138 Cycling
 139 Social Dance
 200 Varsity Football
 201 Varsity Cross Country
 202 Varsity Basketball
 *203 Varsity Swimming
 204 Varsity Wrestling
 205 Varsity Baseball
 *206 Varsity Tennis
 207 Varsity Track & Field
 *208 Varsity Golf
 *209 Varsity Volleyball
 222 Varsity Softball
 224 Varsity Soccer
 225-01 Crew – Club
 225-02 Cheerleading – Club
 225-03 Dance Company – Club
 225-04 Equestrian – Club
 225-05 Lacrosse – Club
 225-06 Poms – Club
 225-07 Rugby – Club
 225-08 Volleyball – Club
 233 Movement and Dance for Educators
 *235 Intermediate/Advanced Modern Dance
 EDUC 365 Elementary and Middle School PE and Health Methods

*Students may not repeat a skill/topic with a different course number to fulfill the P suffix. Students may take one but not both skill/topic courses below to fulfill the P requirement:

103 Volleyball or 209 Varsity Volleyball
 112 Tennis or 206 Varsity Tennis
 117 Beginning Swimming or 203 Varsity Swimming
 132 Golf or 208 Varsity Golf
 135 Beginning Modern Dance or 235 Intermediate Modern Dance

Elective HEPE Courses

(Some offered every other year; consult master schedule.)

141 First Aid and Cardiopulmonary Resuscitation
 239 Coaching and Officiating Volleyball
 241 Coaching and Officiating Football
 242 Coaching and Officiating Basketball
 243 Coaching and Officiating Baseball
 244 Coaching and Officiating Track & Field
 245 Coaching and Officiating Wrestling
 248 Coaching and Officiating Softball

HEPE Course Transfer Credit Policy

The policy is to accept transfer credit/waive credit only for approved health or physical education courses offered and taught by accredited colleges and universities. Approved courses must be taught as a regular class and have a course description printed in the institution's official course catalog.

History

LENDOL G. CALDER, Professor
B.A., University of Texas–Austin; M.A., Ph.D., Chicago

TODD C. CLEVELAND, Assistant Professor
B.A., M.A., New Hampshire; Ph.D., Minnesota

DAVID L. ELLIS, Associate Professor, Chair
B.A., Wake Forest; M.A., Ph.D., Chicago

THOMAS F. MAYER, Professor
B.A., M.A., Michigan State; Ph.D., Minnesota

JANE E. SIMONSEN, Associate Professor
B.A., Gustavus Adolphus; M.A., Ph.D. Iowa

VAN J. SYMONS, Professor
B.A., Brigham Young; Ph.D., Brown

MOLLY TODD, Assistant Professor
B.A., Reed; M.A., University of Texas–Austin; Ph.D., Wisconsin

STEPHEN WARREN, Associate Professor
B.A., Indiana; M.A., Arizona State; Ph.D., Indiana

PLAN 1–MAJOR IN HISTORY. 30 credits, distributed as follows: 6 credits from 100-level history courses; 3 credits for 200; 6 credits for 481 and 482; 15 additional credits in history, 12 of which must be at the 300/400 level.

Additional Requirements: Students in Plan 1 must: take at least two 3-credit courses centered on topics in African, Asian, and/or Latin American history; take at least one 3-credit “skills and methods” course (oral history, public history, historiography or internship); take at least two 3-credit courses centered on topics before 1800.

PLAN 2–MAJOR IN TEACHING HISTORY. 36 credits distributed as follows: 9 credits in U.S. history (6 credits from 130, 131, 132; 3 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level); 9 credits in European history (3 from 110 or 111; 3 from 112 or 113; 3 from 390 (when a European topic), 310, 311, 312, 315, 341, 346); 12 credits from 150 or 151, 305 or 306, 371, and one of the following: 120, 121, 140, 141, 330, 348; 3 for 200; 3 for 490 (may substitute with 481/482 sequence or 450/451 sequence).

PLAN 3–HISTORY HONORS. 33 credits distributed as follows: 6 credits from 100-level history courses; 3 credits for 200; 6 credits for 450 and 451; 18 additional credits in history, 15 of which must be at the 300/400 level. In addition, honors majors must show proficiency in a foreign language, either by taking a language through 203 or demonstrating the equivalent result in a language exam.

Additional Requirements: Students in Plan 1 must: take at least two 3-credit courses centered on topics in African, Asian, and/or Latin American history; take at least one 3-credit “skills and methods” course (oral history, public history, historiography or internship); take at least two 3-credit courses centered on topics before 1800.

MINOR IN HISTORY. 18 credits, distributed as follows: 6 credits from 100-level history courses; 3 credits from history 200; 9 credits from 300- and 400-level history courses.

NOTE: Unless permission of the instructor is given, all 300- and 400-level courses have a prerequisite of any 100-level course. Students are strongly recommended to take 200 before taking any 300- or 400-level courses. Instructors may specify that upper-level courses have 200 as a prerequisite, unless permission of the instructor is given.

COURSES (HIST)

110 (PP) Europe: 200-1300 (3)

Western civilization from its roots in the Mediterranean to the establishment of a distinctly European culture. Emphasis on intersection of politics, intellectual developments and gender.

111 (PP) Europe: 1300-1700 (3)

Survey of a period of profound testing in all domains of European life, ranging from politics and culture to development of capitalism and religious upheaval of the Reformation.

112 (PP) Problems in European History, 1700-1900 (3)

Society, ideology, religion, industrial and political revolution, nationalist movements and war in the 18th and 19th centuries.

113 (PP) Problems in European History, 1900 to Present (3)

The checkered history of Europe since 1900, from the grandeur and power of the Belle Époque through war, depression, fascism, the rise and fall of communism, to the era of the European Union.

120 (PP,G) Colonial Latin America (3)

An introduction to the colonial period (ca. late 1400s–mid 1800s) in the regions we know today as Latin America and the Caribbean, focusing on prevalent themes including: race and gender relations, economic issues and labor, religion, and resistance to colonial domination. Also introduces the basic processes of historical study.

121 (PP,G) Modern Latin America (3)

Introduction to the modern period (ca. early 1800s–present) in Latin America and the Caribbean. Examines in particular the push for independence, the challenges of building new nations, the development of Latin American identities, and the turbulence of the 20th century. Also introduces the basic processes of historical study.

130 (PP) Problems in American History, 1492-1865 (3)

Survey of the period from the developing break with Great Britain through the creation of the new nation, westward expansion and sectionalism to the disruption of the Union.

131 (PP) Problems in U.S. History, 1865-1945 (3)

The Civil War, Reconstruction, Gilded Age, Industrialism, Progressivism, World War I, the Twenties, Depression and the New Deal and World War II. Women's Suffrage movement and the impact of industrialism and the consumer society on women and minorities.

132 (PP) Problems in U.S. History, World War II to Present (3)

World War II and post-war conversion of the economy, Cold War, consumer society in the 1950s, New Frontier and Great Society, Civil Rights movement, Vietnam War, women's rights movement in the 1960s and 1970s, end of Cold War, present problems in perspective of past trends.

140 (PP,G) African History to 1800 (3)

History of the African continent and its peoples from its physical formation to the height of the Transatlantic slave trade. The vibrant and dynamic African cultures, as well as Africans' social, political and economic behaviors and strategies.

141 (PP,G) Modern Africa (3)

Survey of the history of Africa from the height of the Transatlantic slave trade through the most recent developments on the continent. Focus on the experiences of Africans as they interacted with each other, as well as with Europeans and Asians, and reconstruction of the challenges Africans faced and the methods and means used to overcome them.

147 (PP,G) History of African Women (3)

Exploration of the lives and experiences of African women across the continent from the colonial era to the present day. In particular, the course examines the historical processes that have shaped women's everyday lives, but also the ways in which African women have been active agents in the making of their own histories.

150 (PP,G) Traditional East Asia: China and Japan (3)

The evolution of the Chinese and Japanese civilizations with emphasis on their characteristic institutions and intellectual traditions.

151 (PP,G) Modern East Asia: China and Japan (3)

The societies of China and Japan during the 19th and 20th

centuries as they have confronted the modern West while still grappling with age-old problems.

177 (PP,G) World History since 1500: The Age of Globalization (3)

The initial contacts between various global populations and how these inter-continental, cross-cultural encounters played out over time and affected those involved. Explores organic processes and their external impetus in order to situate peoples in a global context and to show how the world has become increasingly integrated, ultimately enabling us to historicize the current "globalization" phenomenon.

190 (PP) History Field School (3)

On-site learning experience combining travel to historic sites with hands-on historical investigation such as oral history fieldwork and/or archival research. Instructors, sites, time of offering and length of the school will vary, but typically will run two-three weeks in summer.

200 Gateway Seminar: Introduction to Historical Research (3)

Introduction to basic skills and methods of historical research and writing, including acquisition and analysis of primary sources. Required for majors and minors; intended for students early in their historical studies. Prerequisite: any 100-level history course (not including AP or transfer courses).

300 Historiography (3)

Topics in recent historiography, philosophy of history and current methodologies of research and writing in history. Open to non-history majors by permission of instructor.

305 (PP) Ancient Greece (3)

History of ancient Greece with special attention to Minoan/Mycenean, classical Athenian and Hellenistic life.

306 (PP) Ancient Rome (3)

A history of ancient Rome with a view to the continuities and changes in institutions—from the beginning of the republic to the principate of Augustus to disintegration of the empire.

310 The Crucible of Europe, 1000-1300 (3)

A major moment of transition in Western Europe. Adaptation of institutions—economic, cultural, political, social—which had slowly appeared over the previous five or six hundred years into a foundation for European behavior until at least 1700.

311 Renaissance and Reformation in Italy (3)

Cultural, intellectual and political developments from 1300-1600. Special emphasis on the role of religious institutions as shapers of action and reflection.

312 Renaissance and Reformation in Northern Europe (3)

The appearance of new cultural forms—some diffused from Italy, some autonomously generated—between approximately 1400 and 1700 in England, France and the Holy Roman Empire. Glances at trajectories further east.

315 (PP) Modern Germany (3)

The movement for unification, the Empire, WWI, the Weimar Republic, National Socialism, WWII, and the division and (re) unification of Germany.

320 Public History (3)

Basic principles for the collection, organization, preservation and public presentation of material culture and historical records in museums, archives, historical societies or public agencies. Includes practical experience under supervision of public history professionals. May be repeated when content is significantly different.

331 (PP) The American Revolution (3)

The era of the American Revolution, including the outbreak of conflict, the war for independence, social and cultural change and the formation of the American political system.

334 (PP) Social and Cultural History of Modern United States (3)

The impact of economic abundance on the social and cultural institutions and practices of the modern United States.

335 (PP) The West in American History and Culture (3)

Examines the relationship between history and legend in the American West and its consequences for modern Americans. Focus is on the frontier and its long standing and problematic hold on American culture.

336 (D) American Indians and Their Interpreters (3)

Examines the producers of knowledge about American Indians, and the sources they have created for popular consumption of that knowledge. As such, this course explores the motivations of varied interpreters of American Indians and the context of their arguments.

337 (PP) Foreign Relations of the United States (3)

The role of the United States in world affairs in the 19th and 20th centuries.

338 (PP) The Sixties (3)

The political, social and cultural history of the U.S. in "The Sixties," 1960-1974. Major topics include Kennedy/Johnson liberalism, the civil rights movement, Vietnam War, student rebellion, feminism, the counterculture, conservatism and legacies of the Sixties.

341 (PP) Women in Europe Since 1800 (3)

A survey of historical themes and historiographical issues in the field of women's history. Content focuses not only on experiences of women, but also on the way female gender has been defined during the last two hundred years. Topics include family, ethnic and racial heritage, struggles for economic and political rights, women and the nation state, the body and sexuality, and women's artistic expression.

342 (PP,D) Women in the United States, 1800-Present (3)

Examines topics in U.S. women's history since 1800. Focus is changing definitions of womanhood over time, with special focus on how historians have looked at U.S. history through the lens of gender. Course themes may include women and work, definitions of female citizenship, and intersections between gender and ethnicity.

346 (PP) Revolutions in Comparison (3)

Compares and contrasts major political and social revolutions, concentrating on the French Revolution of 1789-1799/1815 and at least one other revolution, which may vary each time the course is offered.

348 (PP,G) Colonialism and Imperialism: A Comparative History Approach (3)

Comparison and contrast of different historical experiences with colonialism in the Americas, Africa and/or Asia from the perspectives of both colonizers and colonized. Focus on what is common to the colonial experience and what is unique to specific cases. Comparisons vary each time the course is offered. Occasionally offered as part of a Learning Community with ENGL 333.

350 (PP,G) China: The Last Dynasty (3)

Traditional China in transition: China confronts serious economic and social problems and internal unrest in addition to the new threat of Western encroachment.

351 (PP,G) China: The Twentieth Century (3)

Revolution, nationalism and social change leading to the successful Communist takeover of China in 1949. Major developments in the People's Republic of China since that date.

353 (PP,G) Governance in Asia (3)

Taught as part of a Learning Community sequence with RELG 365, the course will explore how East Asian philosophical and religious traditions, including Confucianism, Legalism and Buddhism were effectively utilized to create stable and long-lasting governments in China, Korea and Japan.

354 (PP) Modern Japan (3)

Political, social and economic development of Japan since 1600. Japan's emergence as a world power, defeat and post-war recovery.

361 (PP,G) Modern Latin America (3)

Examines topics relevant to the modern period in Latin America, such as the relationship between race, ethnicity, gender, class and citizenship; borderlands issues; authoritarianism and popular protest. Focus may shift from term to term. May be offered as part of Latin America term.

Designed for intermediate and advanced students of history and/or Latin American studies.

365 (PP) Violence in Latin America (3)

Examines roots of conflict and war, transitions to peace, and legacies of violence in the Latin American and Caribbean regions during the 20th and early 21st centuries. Designed for intermediate and advanced students of history and/or Latin American studies.

369 (PP) Oral History and Testimony (3)

Analyzes historical works based on oral sources, addressing issues of memory, intention and authority. Introduces basic methodological techniques: interviews, transcription and editing, analysis and evaluation, and final production.

Particularly relevant for juniors and seniors interested in public history, anthropology and communications, work in "third world" regions (e.g., Latin America) or with "underrepresented" populations (e.g., immigrant groups in U.S.), and those researching the late 20th and early 21st centuries.

371 Illinois History (3)

Explores the sweep of Illinois history from its Native American inhabitants to the French and American colonizers who displaced them to the impact of African-American and Latino immigrants. Emphasis is placed on the history of Chicago and its relationship to agricultural and natural resources frontiers, labor unrest, progressivism and 20th-century national politics.

373 (PP) African-American History (3)

African-Americans in the United States from the African slave trade through antebellum slavery, emancipation and Reconstruction to Jim Crow and the 20th century.

380 American Indian Field School: The Algonquin Tribes (3)

Summer school only.

390 History Colloquium (3+)

Focus on a particular moment or problem in history with an experimental format that will include the use of various media: film, slides, music, novels or original documents. May be repeated once for credit.

450-451 History Honors (3+3)

For senior majors, students to be invited into the course by the history faculty.

480 Seminar in History (3)

Readings and individual research in selected topics in history. Prerequisite: 300 or permission of instructor.

481 Senior Inquiry: Research Methods (3)

The capstone seminar for students preparing to graduate with a history major. 481 is a readings seminar in African, Latin American, European, Asian or U.S. history that culminates in a research prospectus to be completed the following term in 482.

482 Senior Inquiry: Research and Writing Tutorial (3)

Building on the prospectus completed in 481, students will discuss the challenges of research, clarify arguments and conclusions and revise drafts. The final product will be a polished essay communicating the results of a significant project of historical research.

490 Senior Inquiry: History Teaching and Learning (3)

Seminar on problems related to history teaching and learning. Students will develop projects from questions and problems encountered in their student teaching experience. Intended for students preparing to become history teachers.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

HIST-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Open to history majors and minors with a grade-point average of 3.0 or better. See department chair to request approval of application. See p. 33 for more information and for other internship options.

HIST-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Open to history majors and minors with a grade-point average of 3.0 or better. See department chair to request approval of application. See p. 33 for more information and for other internship options.

Honors Program

Advisor Joseph McDowell, Professor (English)

Augustana's integrated, interdisciplinary set of honors courses begins with either of two first-year honors program tracks, Foundations or Logos. Admission to Foundations or Logos is by invitation, after application and a faculty interview. Then, if they choose, students from either first-year program may enroll in a team-taught honors course in the winter term of their second year. Finally, students who wish to complete the honors cycle may propose a Capstone Tutorial project under the supervision of a faculty mentor.

All honors courses except the Capstone Tutorial fulfill specified general education requirements. Completion of first year honors courses (Foundations or Logos) fulfills the requirement for the Liberal Studies First-Year (LSFY) Program; in addition, as long as one of the courses is taught by a professor of religion, the first-year programs also fulfill the Christian Traditions requirement. Completion of the second-year course satisfies the Learning Community requirement. Finally, students who complete the full cycle of honors coursework earn Honors Program designation on their college record.

Foundations

Foundations is an interdisciplinary honors program organized around some of the basic issues that have concerned and perplexed thoughtful people for millennia. Three consecutive 4-credit courses are planned by the team of teachers to be complementary and integrated, a whole that is more than the sum of its parts. Reading of classic texts and writing to develop integrative and critical thinking skills are central in each course. Completion of the program completes the requirement for the First-Year Liberal Studies Program; if one of the three courses is taught by a professor of religion, the program also fulfills the Christian Traditions requirement.

COURSES (HONR)

101 Self and Other (4)

What is it like to be a self, to hold a point of view or follow a way of life? What happens when a self encounters "otherness"? What kinds of relationships can or should exist between self and other? These matters will be addressed using classic Western texts that have laid the groundwork for durable answers to such questions.

102 Community and Faith (4)

When selves join together in communities, they become part

of larger identities. Using critical and historical perspectives, including special focus on the traditions and writings of early Christian monastic communities, the class explores questions about both the basis of community and the nature of faith.

103 Vision and Visionaries (4)

Building on the experience of the two previous terms of Foundations, this course examines extraordinary individuals whose vision has set them apart in some way from the communities in which they lived. The character of such radical selves—and the worth of alternative views of reality to the community that denies, collaborates with or is expanded by them—are explored.

Logos: Discourse and Discovery in the Sciences

Logos is an integrated program of first-year courses focusing on how science has developed through history, how science has been understood and practiced in particular historical moments, and how we are affected today by the achievements of science. The nurturing of writing and critical thinking skills is integral to the program. The program begins with HONR 121. In most years, the Logos series will include three 4-credit courses, including a section taught by a professor of religion; in this case, completion of the program fulfills both the First-Year Liberal Studies requirement and the Christian Traditions requirement.

COURSES (HONR)

121 Evolution of Scientific Principles (4)

A general introduction to the history of science, focusing on the logic, philosophy and methods of scientists from ancient Greece to the present.

122 Seeking Logos: The Dialogue between Theology and Science (4)

An examination of the historical interplay between the sciences and theology within the Western tradition, as they both attempt to understand and describe the nature of the world, the universe and the human being.

123 Exact Thinking: The Mathematical Dimension of Science (4)

This course will show the historical dimension of mathematics, emphasizing its role as a liberal art. Topics may include the mathematics of the ancient Greeks, logic, probability and statistics, and graphing.

124 Great Controversies in Science (4)

This course will critically examine various sides of some of the more prominent controversies in the natural sciences. Sample topics include arguments about the age of the earth, hot-blooded dinosaurs and global warming.

125 The Sociology of Science (4)

Analysis of scientific practice and communities as human constructs embedded in particular sociocultural milieus; an inquiry into cultural variables that shape scientific inquiry and into the institutionalization of the scientific enterprise.

126 Science and Literature (4)

What are the differences between what a poet does and what a scientist does? How have discoveries in science changed literature? How have literary works made use of such archetypes as "mad scientists"?

127 Science and Values (4)

The scientific enterprise has often been characterized as value neutral. This course will explore the tradition that supports such a description, but also examine recent trends which deny it. Throughout, our approach depends on both theoretical and applied readings.

Second- or sophomore-year courses

Each year, at least one of the following courses will be offered. Prerequisite: completion of either Foundations or Logos in the first year.

220 (PH) Certainty/Uncertainty (3)

How have people coped with uncertainty and worked toward certainty in the humanities, the arts, and the social and natural science? How do literature and the arts represent uncertainty of values? How has uncertainty challenged scientists, especially since the development of quantum mechanics and its Uncertainty Principle? How does the work of philosophers, theologians and other thinkers increase certainty and uncertainty?

221 Revolution/Evolution (3)

How has the problem of change been understood in the arts, the humanities, and the social and natural sciences? When and where do we apply varying models of change, such as steady or punctuated evolution, inexorable progress, paradigm shifts, accidents and cataclysms? What is time? Is time essentially productive, destructive, or neutral? How have political states and other institutions undergone change?

222 Origins (3)

To what extent can things be explained with reference to their origins? How have the arts, humanities, and the social and natural sciences theorized the origins of their objects of study? How have we understood creation and creativity? Are there timeless ideas or essences that cannot be explained with reference to origins? What do historical and current cosmologies tell us about the fate of the universe?

Third- or junior-year capstone tutorial

330 Capstone Tutorial (3)

A capstone experience in honors study and an exploration in independent inquiry. Honors students design and complete creative or analytical projects, with the guidance of a faculty member. Prerequisites: (1) Completion of Logos or Foundations first-year courses; (2) Completion of 220, 221 or 222; (3) A contract with a supervising tutor, completed according to stated guidelines and approved by the Honors Committee in the term before the student registers for credit.

International Business

AMANDA BAUGOUS, Associate Professor
B.S., Drake; M.B.A., Ph.D., Tennessee

DANIEL G. CONWAY, Associate Professor
B.A., Augustana; M.A., Ph.D., Indiana

BURAK DOLAR, Assistant Professor
B.A., Istanbul University; M.B.A., Troy; Ph.D., Mississippi

ANN E. ERICSON, Associate Professor
A.B., Augustana; M.S., Illinois; Ph.D., Iowa; C.P.A., Iowa; C.M.A.

JANIS LONERGAN, Frank Strohkarck Professor of Business and Economics
B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARMÉ, Adjunct Instructor, Director of Advising
B.St., M.St., Indian Statistical Institute; M.S., Illinois

NADIA NOVOTOROVA, Assistant Professor
B.S., Gorky State Agricultural Institute; M.S., Iowa State; Ph.D., Illinois

KAREN M. PETERSEN, Adjunct Instructor, Director of Business Administration Internships
B.A., Augustana; M.B.A., Iowa

CRAIG V. VANSANDT, Associate Professor, Chair
B.A., Texas Christian; M.B.A., North Carolina; Ph.D., Virginia Tech

LINA ZHOU, Assistant Professor
B.E., M.A., Central South University, China; M.A., Ph.D., Mississippi; C.F.A.

MAJOR IN INTERNATIONAL BUSINESS. Required foundation courses (21 credits, should be completed during the sophomore year): BUSN 205, 211, 212 (MATH 315, 316 may be substituted for 211, 212). ACCT 201, 202. ECON 201, 202. These courses must be completed with a 2.0 grade-point average.

Required core courses (9 credits): BUSN 301, 321, 331.

Required international business course: BUSN 363

Required international business or economics course: select one of ECON 361, 362, 406 or a business or economics course offered as part of an international academic program.

Required Senior Inquiry experience in one of the following:

Internship with research component (9 credits)

Business Policy (3 credits): 479

Business Simulation (3 credits): 474

Business Honors (3 credits)

Required supporting areas: second year (through 203) or equivalent of a foreign language; international academic experience: 6 credits of Augustana international term, international study or international internship; three 3-credit courses with a global perspective (G suffix) from outside the business department (may be fulfilled through the international academic experience).

See *Business Administration* for descriptions of courses.

Students cannot major in both business administration and international business.

Internships

Coordinators Jana Klauke, Office of Internship Services
Becca Pooch, Community Engagement Coordinator, Center for Vocational Reflection

No more than 9 credits in all internship courses may apply toward graduation requirements. For information and authorization, check with the Office of Internship Services, Career Development, Center for Vocational Reflection or academic departments.

Internship opportunities are available with both large and small organizations reflecting a wide range of students' academic and career interests. Internship sites regularly include accounting firms, television stations, social service agencies, financial institutions and governmental agencies. The geographic location of each internship site is determined by student preference and site availability. The Augustana internship program includes local, regional, national and international sites.

Full-time internships

A full-time internship helps the student who is well advanced in an academic major understand the connection between theory and practice by applying knowledge and skills learned in the classroom. Full-time internships must be taken through an academic department and supervised entirely by a faculty member. Individual departments have full discretion as to whether they offer a full-time internship option. Check academic areas of study within this catalog to determine whether a department offers up to 9 credits for each of the various internships. For information about the five types of internships, see Internships, p. 33.

Part-time internships

Students who wish to participate in an internship for credit along with other classes should consider a part-time internship. These internships can be taken through an academic department or as an experiential or volunteer internship through the Office of Internship Services, Career Development or Center for Vocational Reflection. Experiential or volunteer internships taken through a non-academic department are available for up to 3 credits. For information about hour requirements and qualifications, see Internships, p. 33.

COURSES (INTR)

CRCT-INTR-EXX (0-3)

CRCT-INTR-VXX (0-3)

CVR-INTR-EXX (0-3)

CVR-INTR-VXX (0-3)

OIS-INTR-EXX (0-3)

OIS-INTR-VXX (0-3)

International Study Seminars

Taught as part of international terms, the seminars include discussions of culture, politics and history of the countries to be visited, as well as health and safety while traveling abroad.

COURSES (ISS)

200: Cultural Realities: QC (1)

300: Seminar in European Culture (1)

301: Seminar in East Asian Cultures (1)

302: Seminar in West African Culture (1)

303: Seminar in India Cultures (1)

304: Seminar in Ireland Cultures (1)

305: Seminar in Latin American Cultures (1)

306: Seminar in Viennese Culture (1)

307: Wittenberg Seminar (1)

309: Vietnam Seminar (1)

Japanese

JEN-MEI MA, Professor, Chair

B.A., Fu-jen, Taiwan; M.A., M.Ph., Ph.D., Kansas

MARI NAGASE, Assistant Professor

B.A., M.A., University of Tokyo; Ph.D., University of British Columbia

MAJOR IN ASIAN STUDIES. See Asian Studies.

COURSES (JPN)

101-102-103 First-Year Japanese (3+3+3)

Fundamentals of spoken and written Japanese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking and listening. Cultural aspects of modern Japanese society.

106 Chinese and Japanese Calligraphy (1)

Introduction to the writing, from China and Japan, of both Hanzi and Kana. The course consists of initial presentation of the historical background and hands-on practice in writing of characters. Also Chinese 106.

109 Functional Language for the Asian Term (1)

A brief introduction to Chinese and Japanese based on conversation and reading in common situations, such as shopping, ordering food and travel. Pass/No Credit grading only. Also Chinese 109. Prerequisite: acceptance into the Asian Term program.

201-202-203 Second-year Japanese (3+3+3)

Continuation of the first-year sequence. Emphasis on Japanese culture and the development of practical conversation skills as students broaden their knowledge of characters (kanji) and more complex grammatical patterns. Japanese is used as the primary classroom language.

Prerequisite: 103.

Landscape Architecture

Advisor Norman T. Moline, Edward Hamming Professor of Geography

Augustana is affiliated with the Department of Landscape Architecture at the University of Illinois at Urbana-Champaign in offering a coordinated degree program through which a student can earn a B.A. from Augustana and a M.L.A. in Landscape Architecture from the University of Illinois. The 3-3 cooperative program normally requires three years of study at Augustana College followed by three years at the University of Illinois. The program is designed to integrate an under-graduate education with a professional education.

Students should major in geography at Augustana to be considered for admission to the University of Illinois Master of Landscape Architecture Program at the completion of three years at Augustana. During these first three years participating students are expected to complete all general education requirements, a good distribution of preparatory coursework—including Biology 220 General Botany, 323 Plant Diversity, 326 Plant Ecology, 380 General Ecology, Geography 373 Geographic Information Systems and Remote Sensing, Physics 399 AutoCAD (directed study), Art 101 Drawing and 124 Design: Three-Dimensional, and a minimum of 92 semester hours applicable toward graduation.

Since all general education requirements for the Augustana degree together with the geography major must be completed before transferring to the University of Illinois, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of these requirements alone does not guarantee admission to the University of Illinois. Admission to the University is based on grade-point average (minimum 3.0), recommendations and test scores.

Students should initiate the application procedure in the fall term of their junior year. After satisfactorily completing one year of study at the University of Illinois and satisfying the Augustana graduation requirements, the student will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded the degree of Master of Landscape Architecture by the University of Illinois.

Latin

Augustana offers Latin courses from the beginning to advanced levels. See the Classics section of this catalog for Latin course listings and descriptions, and the requirements for the Classics (Latin and Greek) major and minor and the Classical Studies (Latin or Greek) major and minor.

Latin American Studies

Advisors

Mariano J. Magalhães, Associate Professor (Political Science)
 Charles G. Mahaffey, Professor (Geography)
 Araceli Masterson, Assistant Professor (Spanish)
 Molly Todd, Assistant Professor (History)

The Latin American studies program offers an opportunity for students to appreciate and understand the evolution of Latin America. Coursework in several disciplines encourages analysis of how historical experience, political institutions and physical environment interact to influence the ways Latin Americans have expressed themselves individually through language and literature and collectively in their social and political behaviors, cultural priorities, and responses to community and national problems.

The minor is appropriate for Spanish majors who wish to add a multidisciplinary perspective of Latin America to their language studies. It is also recommended to majors in other areas who desire an area studies component in their curricula.

MINOR IN LATIN AMERICAN STUDIES. 21 credits, at least 6 at the 300 level or above, divided as follows:

Spanish Language and Literature: 9 credits selected from the following courses:

SPAN 201-202 (G)-203 (D) Intermediate Spanish
SPAN 326 (PP,G) Spanish-American Culture and Civilization I
SPAN 327 (PP,G) Spanish-American Culture and Civilization II
SPAN 332 (PL,G) Representative Spanish-American Literature I
SPAN 333 (PL) Representative Spanish-American Literature II
SPAN 344 (PL,G) Topics in Hispanic Literature (when Latin American)

Any course numbered 250 or above from the Augustana Summer Spanish Program in Ecuador.

Latin American courses in English: 12 credits selected from the following courses, with no more than 6 credits in the same course code to be counted toward the minor:

GEOG 331 (G) Latin America
HIST 120 (PP,G) Colonial Latin America
HIST 121 (PP,G) Modern Latin America
HIST 348 (PP,G) Colonialism and Imperialism (when topic is Latin American)
HIST 361 (PP,G) Modern Latin America
HIST 365 (PP,G) Political Violence in Latin America
HIST 369 (PP) Oral History and Testimony (when topic relates to Latin America)
POLS 346 (PS,G) Politics in Latin America
POLS 373 International Relations of Latin America
WLIT 219 or 310 Topics in Hispanic Literature (when literature selected is Latin American)

Courses other than the above may be counted with approval of the Latin American studies advisors.

Participation in the Augustana Summer Spanish Program in Ecuador and/or an Augustana program in Mexico, Central and South America is highly recommended but not required.

COURSES (LTAM)

420 Contemporary Central American Society (3)

Examination of current social, political and economic realities in Central America. Seminar and tutorial formats involving assigned readings, discussion and field trips under the direction of Costa Rican professors. Must be taken simultaneously with 430 Field Project: Costa Rica, and SPAN 328. Prerequisite: 16 credits of Latin American studies courses completed; minimum score of 2 on Foreign Service Institute exam of Spanish language proficiency.

430 Field Project: Costa Rica (3)

Graded participation in a political, commercial, scientific, health, media or educational project in Costa Rica commensurate with academic interests. Student will participate in design of project and combine active project collaboration and written analysis under direction of Costa Rican academicians and professionals. Must be taken simultaneously with 420 and SPAN 328.

Law

Advisor David Dehnel, Professor (Political Science)

The key to preparing for law school is a broad and demanding liberal arts education. Such an education develops the skills needed for graduate study in law: the ability to think critically, to read and comprehend difficult material, to write and speak clearly and effectively, to do research and develop and defend an argument. Law schools do not specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-law major, but offers relevant courses and pre-law advising to assist students majoring in any field.

To develop skills needed for law school and the Law School Admission Test (LSAT), students are encouraged to take:

ENGL 201 The Writing Process
PHIL 110 Critical Reasoning
COMM 104 Public Speaking or 204 Argumentation and Oral Advocacy

To explore the role of lawyers in society and learn how to analyze court cases, students are encouraged to take:

POLS 260 The Legal System
POLS 361 Constitutional Law I and 362 Constitutional Law II

All students considering a law-related career should contact the pre-law advisor.

Admission to law school is highly competitive. For a good chance of admission to an accredited law school, students generally need a grade average of B or better and an LSAT score above the median. In addition to high grades and LSAT scores, law schools seek students who engage in activities that demonstrate the qualities of leadership and citizenship. Additional information is available from the advisor.

Mathematics

THOMAS E. BENGTON, Professor, Chair, Earl H. Beling Professor of Mathematics
 A.B., Augustana; Ph.D., California (San Diego)

JON M. CLAUSS, Professor
 B.A., Indiana; M.S., Ph.D., Oregon

BRIAN KATZ, Assistant Professor
 B.A., Williams; Ph.D., Texas–Austin

MARY J. KILBRIDE, Adjunct Instructor
 B.A., Saint Mary's; M.A.T., Vanderbilt

DIANE C. MUELLER, Adjunct Instructor
 B.A., Concordia; M.S., Illinois State

DOUGLAS L. NELSON, Adjunct Professor
 A.B., Augustana; Ph.D., Iowa

STACEY A. RODMAN, Associate Professor
 B.A. Gustavus Adolphus; M.A., Ph.D. Oregon

MAJOR IN MATHEMATICS. 30 credits, including 16 at the 300-400 level and including 221, 340, 411 and completion of Senior Inquiry in mathematics. Senior Inquiry in mathematics is satisfied by completing 270, 479 and one of 470, 471, 474. Those who studied calculus in high school may have satisfied,

depending on their initial placement in college mathematics courses, up to 6 credits in 200-level courses.

Recommended supporting course (3 credits): Philosophy 310.

MAJOR FOR TEACHING MATHEMATICS. 30 credits, including 219-220, 230, 315, 329, 340, 350, 411, Computer Science 211, and completion of Senior Inquiry in mathematics. Senior Inquiry in mathematics is satisfied by completing 270, 479 and one of 470, 471, 474.

Recommended supporting course (3 credits): Philosophy 310. See the Director of Secondary Education.

MINOR IN MATHEMATICS. 18 credits, including 6 at the 300-400 level and including 329. Students majoring in elementary education may include 209.

COURSES (MATH)

203 Mathematics for Elementary Teachers I (2)

Problem-solving techniques, sets, systems of numeration, operations on and properties of sets of numbers, structure of the number system, computation methods, introductory number theory, functions. Enrollment limited to majors in elementary education. Prerequisite: three years of high school math (Geometry, Algebra I and II) or equivalent.

204 (Q) Mathematics for Elementary Teachers II (2)

Statistics, probability, geometry of shapes, measurement, congruence and similarity of triangles, geometry using coordinates and transformations, elementary logic, advanced counting techniques, permutations and combinations. Prerequisite: 203 or permission of instructor.

209 (Q) Quantitative Reasoning (3)

Development of quantitative reasoning skills through the study of topics people encounter in their daily lives. Logic; problem-solving; number sense; reading statistics and charts; probability; rate of change, linear and exponential growth; prediction. Supplemental weekly session included for students needing work on algebra skills. Not applicable to a mathematics major/minor, except for students majoring in elementary education. Prerequisite: sophomore standing.

The courses 218-219-220-221 form the precalculus-calculus sequence. Lab sessions using commercially available software are integrated into 219, 220 and 221. A graphing calculator is required for 219 and 220. The Texas Instruments TI-83 Plus is used in 219 and the TI-89 Titanium is used in 220 and other courses. Students planning to take 220 may use the TI-89 in 219, so need not purchase both. Students with three years of high school mathematics ordinarily begin with 218. Students with four years of high school mathematics ordinarily begin with 219. Students with one year of calculus in high school ordinarily begin with 220. Students take a placement test to aid in selecting a first math course.

218 (Q) Pre-Calculus Mathematics (3)

Linear, exponential, logarithmic, power, periodic, polynomial and rational functions are compared, contrasted, transformed, and combined in the context of real world problems. May not be taken for credit after the completion of any mathematics course numbered 219 or above. Prerequisite: three years of high school mathematics (Geometry, Algebra I and II).

219 (Q) Calculus I (3)

Derivatives, definite integrals, and the Fundamental Theorem of Calculus from graphical, numeric and analytic viewpoints. Special attention to functions as rate of change, and application of calculus techniques to real-world problems. Graphing calculator required (refer to information above). Prerequisite: four years of high school mathematics or 218.

220 (Q) Calculus II (3)

Techniques and applications of integration, numerical methods, infinite series, application of calculus techniques to

real-world problems. Graphing calculator required (refer to information above). Prerequisite: 219.

221 Calculus III (3)

Spatial geometry, vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, Stoke's Theorem. Prerequisite: 220.

230 (Q) Discrete Mathematics (3)

Sets, functions, propositional and predicate logic, Boolean algebra, graph theory, matrices, proof techniques, combinatorics, probability. Prerequisite: 219.

270 SI Tools of Inquiry (2)

Development of mathematical inquiry skills, including the formulation and exploration of questions in mathematics, an introduction to mathematical software, and mathematical literature.

315-316 Probability and Statistics I and II (3+3)

Calculus-based study of probability distributions, descriptive statistics, estimation, hypothesis testing, simple and multiple regression, analysis of variance and non-parametric statistics. Includes theory and applications. Prerequisites: 220, 230.

329 Linear Algebra (3)

Linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues. Use of appropriate computer software is integrated into the course. Prerequisites: 220, 230.

338 Differential Equations (3)

An introduction to the theory and applications of ordinary differential equations of the first and second orders. Analytical solutions, numerical methods, series solutions, Laplace transforms, geometric methods. Prerequisite: 220.

340 Abstract Algebra (3)

Mappings, groups, homomorphisms, isomorphisms, subgroups, quotient groups, rings, ideals, quotient rings, fields, field extensions. Prerequisite: 329.

343 Numerical Analysis (3)

Numerical algorithms, roots of an equation, interpolation, curve-fitting and approximation of functions, numerical integration, solution of linear equations, error analysis, programming of algorithms, use of computer software. Prerequisites: 230, COMP 212.

350 Modern Geometry (3)

Historical foundations, philosophical considerations, and axiomatic development of Euclidean and non-Euclidean geometries. Prerequisite: 329.

411 Real Analysis (3)

Sequences, series, derivatives, definite integrals, the Mean Value Theorem, continuity and convergence properties. Prerequisite: 329.

470 SI Off Campus (0)

Available only to students who have completed an intense and rigorous project in mathematics outside the department, such as a summer research experience, student teaching or an academic internship.

471 SI Supplement (1)

Available only to students who have completed a summer project or other project in mathematics, such as a summer research experience, student teaching or an academic internship. Prerequisite: permission of instructor.

472 SI Research I (2)

First course in student inquiry in mathematics. Prerequisite: permission of instructor.

474 SI Research II (2)

Second course in student inquiry in mathematics. Prerequisite: permission of instructor.

479 SI Presentation (1)

Written and oral presentation of work in student inquiry. Prerequisites: 470, 471 or 474; permission of instructor.

480 Advanced Topics (3)

An advanced topic in mathematics chosen by the instructor. Possible topics include complex analysis, topology, advanced abstract algebra, number theory, combinatorics, or others not included in the general offering. May be repeated for credit. Prerequisite: permission of instructor.

Individual Studies and Internships**MATH-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in mathematics. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

MATH-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Prerequisites: 18 upper-division credits in mathematics and consent of department chair.

Medicine

Contact Lori Scott, Professor (Biology)

Most schools of medicine require at least a Bachelor of Arts degree of candidates seeking admission. Medical schools specify subject requirements in science, but, with these satisfied, may give consideration to the student who avoids specialization in the sciences in favor of a broader education.

The Augustana pre-medicine major is designed to provide a strong foundation in the sciences, to satisfy the entrance requirements of most medical schools, and to prepare students for the MCAT (Medical College Admissions Test). It allows for a wide choice of electives in accordance with the student's own interest. Since admission to medical school is based on many factors, the student is encouraged to consult with the advisor early in the first year of study and to work closely with the advisor while enrolled at Augustana.

MAJOR IN PRE-MEDICINE. 46 credits, including the following:

Biology (13 credits): 150, 200, 210, 362, 370.

Chemistry (18 credits): 121, 122; one of 123, 200 or 225; 311, 312, 313.

Mathematics (3 credits): 219.

Physics (9 credits): 101, 102, 103, or 201, 202, 203.

Recommended supporting course: Chemistry 411

Additional courses are recommended and may be required by some schools of medicine: 8 credits American, English or world literature; 8 credits social science; chemistry 412 or 413; and calculus 220, 221.

Medieval and Renaissance Studies

Coordinator Thomas F. Mayer, Professor (History)

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES. 21

credits, including ARHI 166, HIST 110 or 111, RELG 130 or 340, one Literature course from the list below, the Senior Project (450), plus 6 credits from courses listed below. No more than 6 credits may be taken from one suffix. At least 6 credits must be above 300. For this minor H and HR count separately.

Specially designed sequence courses and courses approved by the Medieval and Renaissance Studies coordinator will also apply. First-year Latin is highly recommended.

COURSES (MDHI)**450 Senior Project (3)**

Independent research and seminar supervised by faculty who offer courses in the Medieval and Renaissance minor. Students will work with two faculty members, and a final, interdisciplinary paper will be presented to the Medieval and Renaissance faculty and students. Regular meetings will inform seminar participants of each other's work.

Additional Courses:

ARHI 166 (PP) Western Art: Medieval-Renaissance

ARHI 361 (PP) Ancient Greek and Roman Art (3)

ENGL 271 (PL) English Literature to 1660

ENGL 350 Medieval Genre and Society

ENGL 351 The English Literary Renaissance

ENGL 352 (PH) Shakespeare: Comedies and Histories

ENGL 353 (PH) Shakespeare: Tragedies and Later Plays

ENGL 441-442 Senior Inquiry*

FREN 340 Medieval French Literature

FREN 341 The French Renaissance

GRMN 401 (PL) Literature and Culture: The Middle Ages and the Renaissance

HIST 110 (PP) Europe: 200-1300

HIST 111 (PP) Europe: 1300-1700

HIST 310 The Crucible of Europe, 1000-1300

HIST 311 Renaissance and Reformation in Italy

HIST 312 Renaissance and Reformation in Northern Europe

LATN 220/320 Medieval Latin Literature

MUSC 312 Music Styles and Literature I

RELG 335 (PP) Luther: Life, Thought and Legacy

SPAN 330 Survey of Peninsular Spanish Literature I

WLIT (PL possible)

*** Various Topics**

Multimedia Journalism and Mass Communication

MAX ARCHER, Instructor (Communication Studies)

JAMES DYER, Visiting Instructor
B.A., Minnesota, Morris; M.A., Iowa

WENDY HILTON-MORROW, Assistant Professor
(Communication Studies)

STEPHEN KLIEN, Associate Professor (Communication Studies)

DAVID SNOWBALL, Professor (Communication Studies)

SHARON VARALLO, Associate Professor, Chair
(Communication Studies)

MAJOR IN MULTIMEDIA JOURNALISM AND MASS

COMMUNICATION 30 credits, including one of 211, 212, 213; 225; 250; 251; 301; 322; and either 451-452, 455-456 or 458-459. At least 2 credits of any combination of the following three courses: 220, 221, 225; these 1-credit courses may be repeated and taken for credit or non-credit.

MINOR IN MULTIMEDIA JOURNALISM AND MASS

COMMUNICATION 18 credits, including 213, 250, 251 and 301; two MJMC electives, at least one at the 300-400 level.

COURSES (MJMC)

211 (PL) Communication, Politics and Citizenship (3)

Issues of communication as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features communication strategies in campaigns and elections, argument patterns for public policy and political controversies, and the relationship between rhetoric and the media. Also COMM 211.

212 (PS) Advertising and Social Influence (3)

Examines history, strategies, techniques and effects of advertising on individuals and society. Also COMM 212.

213 (PH) News Literacy (3)

Examines the many forces that shape news today and how the press has changed. Prepares students to critically evaluate the information they receive and the sources from which it emanates.

220 Radio Production (1+)

Practical work at one of the college radio stations. Students will have individual evaluation sessions. May be repeated up to 2 credits. Prerequisite: one term of successful work at WWIK or WAUG, and permission of instructor. Also COMM 220.

221 Newspaper Practicum (1+)

Practical work on the *Observer* or other student publication. Students will have individual evaluation sessions. May be repeated for a maximum of 2 credits. Prerequisites: one term of successful work on the *Observer*; permission of instructor.

225 Converged Student Media Practicum (1+)

Increases experience working in a multimedia journalism environment. Students must regularly contribute to both of Augustana's student-run media outlets, the *Observer* and WAUG. Lab included. May be repeated up to 3 credits.

250 Multimedia Reporting I: Information Gathering and Writing (3)

Introduces a toolkit of conceptual and practical skills in multimedia journalism. Students will learn about reporting in contexts that cut across the traditional barriers of print, broadcast and online news.

251 Multimedia Reporting II: Producing News Across Platforms (3)

Introduces the basics of web design and production, still photography, and audio and video recording and editing. Because of the changing nature of technology, this course focuses on journalism production concepts that transcend the specifics of any single software system. Prerequisite: 250.

301 Ethics and Law in Multimedia Journalism (3)

Provides an overview of the ethical and legal issues affecting multimedia journalism.

310 Topics in Multimedia Journalism (1-3)

Opportunities to study with guest journalists and/or complete off-campus learning experiences related to multimedia journalism. Up to 3 credits may count toward major/minor.

322 (PS) Communication Theory III: Media & Social Influence (3)

Develops a sophisticated understanding of how "media" and "mass communication" are theorized and researched by communication scholars as important social and cultural forces from two broad perspectives: social science and critical/cultural studies. Features emphasis on significant advances in the history of mass communication and media theory, locating important areas of similarity and difference between theories, and media research as an important field of communication inquiry. Also COMM 322.

340 (PP) Propaganda (3)

Examines some of the most significant events of the past century and the public persuasion campaigns surrounding them, including propaganda campaigns and techniques from World War I through the current conflict between Islamic factions and the West. Also COMM 340.

345 (PP) Cultural History of Broadcasting (3)

Addresses the ever-changing complexity of broadcasting by considering shifting relationships among institutions, politics, culture, social organizations and technology. Also addresses broadcasting historiography, considering how the development of radio and television has been conceptualized and written. Offered every other year, rotating with 350. Also COMM 345.

350 Issues in Broadcasting (3)

Examines the role that broadcasting plays in society, paying particular attention to some of the most controversial issues surrounding media ownership and media content. Exploring these issues from both legal and ethical perspectives, students consider the effects of existing media practices, as well as the potential for industry change. Offered every other year, rotating with 345. Also COMM 350.

360 Communication and Emerging Technologies (3)

Addresses the effects of emerging technologies on social, political and economic communication. Also COMM 360.

403 Public Relations (3)

Reviews current practices and emerging trends in public relations and examines how communication is used to impact relationships between organizations and their publics. Communication theories and public relations methodologies are put into practice in a case study-rich course. Students will create a portfolio-quality public relations plan.

404 Broadcast Writing and Production (3)

Introduces elements of radio and television production (including shooting, writing and editing); students create their own broadcast feature stories. Also COMM 404.

451 Senior Inquiry: Research in Media and Mass Communication-Prospectus Design (2)

By the completion of this course, students will have written and presented a proposal for an original communication research study. Students will develop appropriate questions and hypotheses for study, identify and use appropriate resources to review literature relevant to their study, and design a suitable methodology for researching variables. Prerequisite: 322 or permission of instructor.

452 Senior Inquiry: Research in Media and Mass Communication (1)

During the second phase of the research process, students will complete the research proposed in 451, analyze the results, and consider possible findings, limitations and future directions. Students will present the entire research project in a paper and public speech. Prerequisite: 451.

455 Senior Inquiry: Converged Media Portfolio (1)

First half of a senior capstone project in the sequence for MJMC majors interested in creating an in-depth, high-impact, converged multimedia journalism project for their professional portfolios. This project, upon completion, should be published in a local or regional media outlet. Students will use their knowledge and proficiency in journalistic reporting and news gathering and their skills and insight in writing, photo-journalism, audiography, graphic design, online digital journalism and/or videography to first make an assessment as to how they can best tell their specific story and which media platform(s) they should use to tell it.

456 Senior Inquiry: Converged Media Portfolio (1)

The second half of the senior capstone sequence. Students will continue their converged multimedia journalism project for their portfolios, focusing on polishing the final project as presented in their primary platform and assessing how they can best present their projects using at least two other platforms. Students should use their knowledge of convergent journalism to create complementary projects targeted for these secondary platforms that enhance the main project completed earlier. The Final Project should be polished and work flawlessly across the chosen platforms so students can use it in the job market upon graduation. Prerequisite: 455.

458 Senior Inquiry: Professional Practicum-Preparation (1)

Prior to completing an internship or other practicum, students will spend one term assessing personal strengths, values, abilities and knowledge, and researching the organization in which they will be working.

459 Senior Inquiry: Professional Practicum-Reflection (2)

After completing the internship or practicum, students will write and present their research on the organization and its mission, projects they completed during the experience and the personal reflections on what they learned about the profession and their role in it. Prerequisite: 458.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Enables students to learn about a specific body of information not ordinarily covered in the curriculum. A directed study normally entails reading a specific body of literature assigned by a faculty member, discussing that literature with the faculty member and possibly preparing a final presentation.

MJMC-INTR-Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Professional multimedia experience in a recognized organization, followed by a reflective essay. Prerequisite: declared major in minor in MJMC and departmental approval. See p. 33 for more information and for other internship options.

MJMC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1-)

Research in an area of particular interest. Generally involves questions not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation.

Prerequisite: permission of the instructor.

Music

DANIEL CULVER, Henry Veld Professor of Music, Co-chair, Orchestral Activities, Music History, Conducting
B.M., Cornell; M.F.A., D.M.A., Iowa

DEBORAH DAKIN, Adjunct Assistant Professor, Viola, Music Appreciation
B.M., New School; M.M., SUNY-Binghamton; D.M.A., Iowa

DAVID DAVIES, Assistant Professor, Musicianship
B.M., Houghton College; M.M., D.M.A., Miami

JANINA EHRLICH, Professor, Cello, Music Appreciation, Music History
B.M., Drake; M.M., Indiana; D.M.A., Iowa

ROBERT ELFLINE, Assistant Professor, Piano, Class Piano, Music Appreciation, Musicianship
B.M., Illinois Wesleyan; M.M., Rice; D.M.A., Cincinnati

MARGARET ELLIS, Administrative Assistant, Music Appreciation, Musicianship, Trumpet
B.M., Augustana; M.M., Northwestern

STEVEN GRISMORE, Instructor, Guitar, Improvisation
B.A., M.A., Iowa

RANDALL HALL, Assistant Professor, Saxophone, Music Appreciation, Musicianship
B.S., Warner Pacific; M.M., New England; D.M.A., Eastman

ANGELA HAND, Adjunct Assistant Professor, Voice, Diction
B.M.E., Southwest Baptist; M.M., Memphis State; D.M.A., Texas-Austin

JOHN W. HILDRETH, Professor, Musicology, Ethnomusicology, Music Appreciation

B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

JON HURTY, Professor, Co-chair, Director of Choral Activities, Augustana Choir, Chamber Singers
B.A., Bethany; M.A., California State-Northridge; D.M.A., Illinois

SONJA HURTY, Adjunct Instructor, Voice, Cantilene Augustana
B.A., Bethany; M.A., California State-Northridge

RICK JAESCHKE, Associate Professor, Music Education, Concert Band
B.M.E., Susquehanna; M.M.E., James Madison; Ed.D., Columbia

SAMANTHA KEEHN, Artist-in-Residence, Low Brass, Brass Methods, Music Appreciation
B.M., Texas Tech; M.M., Baylor; D.M.A., Colorado

JAMES LAMBRECHT, Professor, Director of Bands, Trumpet
B.M., Wisconsin-Whitewater; M.M., D.M., Indiana

MARY NEIL, Professor, Piano, Musicianship
B.A., Western Illinois; M.F.A., D.M.A., Iowa

TONY OLIVER, Adjunct Instructor, Percussion, Percussion Methods, Music Appreciation
B.M., M.A., Iowa; D.M.A., Rutgers

JOSEPH OTT, Adjunct Instructor, Jazz, Jazz History
B.S., Eastern

JOHN PFAUTZ, Professor, Voice, Opera, Vocal Literature
B.S., Eastern Nazarene; M.M., Missouri; D.M.A., West Virginia

SANGEETHA RAYAPATI, Associate Professor, Voice, Diction, Vocal Pedagogy, Music Appreciation
B.M., Valparaiso; M.M., D.M.A., Minnesota

CHRISTOPHER D. SCOTT, Artist-in-Residence, Voice, Class Voice, Musicianship, Wennerberg Men's Ensemble
B.A., Augustana; M.M., Cincinnati

CHARLES SCHMIDT, Visiting Instructor, Piano, Musicianship, Music Appreciation
B.A., M.M., Missouri-Kansas City; D.M.A., Michigan State

SUSAN E. STONE, Professor, Music Appreciation, Violin, Musicianship
B.M., Valparaiso; M.M., Northwestern; D.M.A., Southern California

ROSITA TENDALL, Assistant Professor, Music Education, Music Appreciation
B.M.E., Wartburg; M.M., Iowa

MICHAEL ZEMEK, Assistant Professor, Music Education, Ascension Singers, Jenny Lind Vocal Ensemble
B.A., Gustavus Adolphus; M.M., St. Cloud; Ed.D., Illinois

Faculty for Other Areas

GAIL BALDWIN, M.S. Piano
MARTIN BARCLAY, M.A. Voice
SUSAN BAWDEN, B.M. Bassoon
CARRIE DAVIES, B.M. Accompanying
DORTHA DEWIT, M.M. Violin
JAMES DREIER, M.A. Percussion
LEE KESSINGER, B.M. Horn
CYNTHIA LAMBRECHT, M.M. Oboe
TONY OLIVER, D.M.A. Percussion
GARY PALMER, M.M. Double Bass
LARRY PETERSON, M.M. Organ
RANDY POBANZ, M.M. Guitar
SUE SCHWAEGLER, M.P.S. Clarinet
JANET STODD, M.M. Flute

BACHELOR OF ARTS: Major in Music

See Music Department Handbook for specific requirements.

MAJOR IN MUSIC. 45 credits, including 18 credits in 111-112-113 and 211-212-213, 12 credits in 311, 312, 313, 314. 10 credits in applied piano, organ, voice, guitar or orchestral instruments, 2 credits in class piano/applied piano and 3 credits Senior Inquiry. Ensemble: two years participation.

MINOR IN MUSIC. 20 credits including 9 credits in 111-112-113, 6 credits from 311, 312, 313, 314, 315, 316 or 318, 6 credits earned in one area of applied music. Ensemble: two years participation.

MINOR IN COMPOSITION. 23 credits including 9 credits in 111-112-113, 3 credits in 314, 4 credits in 320 and 330, 1 credit in 260, 6 credits applied composition. Ensemble: two years participation.

MINOR IN JAZZ. 22 credits including 9 credits in 111-112-113, 3 credits from 311, 313, 314, 315, 316, 3 credits of Jazz History (318), 2 credits in 220, 6 credits in Jazz Improvisation. Two years participation in Jazz Ensemble or Jazz Combo.

BACHELOR OF ARTS: Major in Music Performance

See Music Department Handbook for specific requirements.

COMPOSITION. 70 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, or 318. 11 credits of applied composition, 8 credits of minor applied. 6 credits of conducting, 2 credits of class or applied piano. 2 credits of orchestration/arranging, 2 credits of new music seminar, 2 credits music technology. 2 credits for senior recital and 3 credits Senior Inquiry. Major ensemble participation required each term. 2 credits music electives.

INSTRUMENTAL MUSIC. 74 credits, including 18 credits in 111-112-113, 211-212-213, 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 21 credits of major applied, 2 credits class or applied piano, and 2 credits of instrumental pedagogy and literature. 2 credits of minor applied, 3 credits of applied chamber music, 4 credits of conducting. 2 credits for junior chamber and senior solo recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term.

PIANO. 73 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 22 credits of piano and 4 credits of piano pedagogy and literature. 2 credits of minor applied, 3 credits of applied chamber music, 2 credits of conducting. 2 credits for junior chamber and senior solo recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term.

VOICE. 75 credits, including 18 credits in 111-112-113, 211-212-213. 15 credits from 311, 312, 313, 314 and choice of 315, 316, 318 or 401. 21 credits of voice and 6 credits of vocal pedagogy, diction and literature. 2 credits of class or applied piano, 2 credits of minor applied, 4 credits of conducting. 2 credits for junior and senior recital and 3 credits Senior Inquiry. 2 credits of music technology. Major ensemble participation required each term.

BACHELOR OF ARTS: Major in Music Education

Music students who successfully complete the music education degree and meet Illinois State requirements for certification receive an Initial Teaching Certificate: K-12 vocal/instrumental/classroom music.

See Music Department Handbook for specific requirements.

CONCENTRATION IN VOCAL MUSIC EDUCATION. 65 credits, including 18 credits in 111-112-113, 211-212-213. 12 credits 311, 312, 313, 314. 11 credits of voice, 7 credits in 323, 324, 325, 326 and 121. 2 credits of class or applied piano, 6 credits of conducting. Senior Inquiry met in EDUC 422, 492, 450. [Professional Music Education Sequence to include 9 credits in EDMU 280, 281, 386, 387.] Major ensemble participation required in 11 terms.

CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION. 65 credits, including 18 credits in 111-112-113, 211-212-213. 12 credits 311, 312, 313, 314. 11 credits of major applied, 7 credits in 120, 271, 272, 273, 274, 275, 276. 2 credits of class or applied piano, 6 credits of conducting. Senior Inquiry met in EDUC 422, 492, 450. [Professional Music Education Sequence to include 9 credits in EDMU 280, 281, 386, 387.] Major ensemble participation required in 11 terms.

NON-CREDIT REQUIREMENTS (All Music Degrees)

1. Successful completion of Piano Proficiency Requirement. See Department of Music Handbook. (Not required for music minor.)
2. Successful completion of Recital Attendance Requirement. See Department of Music Handbook.
3. Successful completion of Rudiments of Improvisation Requirement. (Not required for music minor.) See Department of Music Handbook.
4. Performance requirement must be met in jury, studio class or student recital as required by respective studios.

COURSES (EDMU, MUSC)**General Music****MUSC 101 (PA) The Art of Listening (3)**

Exploration of the fundamental elements, various forms and styles of music. Includes listening to and thinking about music in various cultural and historical contexts and the live concert experience. Does not apply to major in music.

MUSC 107 (PA,G) Music in Worldwide Perspective (3)

Introduction to ethnomusicology and survey of indigenous music of the various regions of the world. Does not apply to major in music.

Musicianship and Music Literature**MUSC 111-112-113 (111 only: PA) Musicianship (3+3+3)**

The fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature. Lab sessions weekly.

MUSC 211-212-213 Musicianship (3+3+3)

A continuation of musicianship studies with emphasis upon more sophisticated structures. Includes form and analysis, counter-point, contemporary practices and arranging. Lab sessions weekly.

MUSC 260 Conducting I (2)

Introduction to the fundamentals of conducting.

MUSC 261 Improvisation (2)

Introduction to skills and materials necessary for improvisation in jazz and contemporary styles. Prerequisite: permission of instructor.

MUSC 300 (PP) Music in Vienna (3)

Study of music and its cultural context in Vienna from 1885-1938. Taught as part of the Vienna term. Fulfills LC requirement.

MUSC 307 (PA) Music in London (3)

The importance of music in the social fabric of London from the Renaissance to the present. Taught as part of the European term. Fulfills LC requirement.

MUSC 310 (PA) Music in Context (3)

In-depth study of music in the context of cultural history. Includes live concert experience and extensive individual study of critical listening. Prerequisite: completion of MU 101 or permission of instructor.

MUSC 311 (PS,G) World Music (3)

Advanced study in ethnomusicology, its origins, development, theories, methodologies, concepts, problems and questions. Prerequisite: 113.

MUSC 312 (PP) Music Styles and Literature I (3)

Music literature and styles and their place in Western culture, 800 to birth of J.S. Bach (1685). Prerequisite: 113.

MUSC 313 (PP) Music Styles and Literature II (3)

Music literature and styles and their place in Western culture, 1685-1850. Prerequisite: 113.

MUSC 314 (PP) Music Styles and Literature III (3)

Music literature and styles and their place in Western culture, 1850 to the present.

MUSC 315 (PA,D) Music in American History (3)

Indigenous American music traditions; their role in American life.

MUSC 316 (PA,D) African-American Music (3)

A study of the history of black music in the Americas with emphasis on critical examination of African influence and various musical styles, performance practices, aesthetic considerations and social and cultural contexts.

MUSC 318 (PA,D) Jazz History and Analysis (3)

Study of major jazz periods and styles from 1900 to present.

MUSC 320 Seminar: Orchestration and Arranging (2)

Study of instrumental characteristics, the practice of setting music for various instrument combinations and standard large ensembles, an examination of orchestration practices from the literature, and a study of arranging for voices.

MUSC 330 Perspectives in New Music (2)

Analysis of twentieth century compositional resources. Musical styles examined will include total serialism, post-serialism, aleatoric procedures, minimalism, post-minimalism, neo-tonality and other recent trends.

MUSC 342 (PH,G) Music and Culture of West Africa (3)

Investigation of musical traditions of various cultural groups in West Africa. Taught as part of African term. Fulfills LC requirement.

MUSC 343 (PA,D) Soundscapes (3)

Exploration of the distinctive settings, sounds and significances of musical cultures in multi-ethnic America. Examines broad aspects of life experiences as expressed in music of multiple ethnic groups in the U.S., including topics such as birth, death, worship, local custom and belief. Offered fall term as LC with ENGL 354.

MUSC 360 Conducting II (2)

Advanced aspects of conducting techniques for choral, orchestral or wind ensembles. Different sections of EDMU 360 may be repeated.

MUSC 361 Conducting III (2)

Literature and techniques of conducting for choral, orchestral or wind ensembles. Different sections of 361 may be repeated.

MUSC 380 Junior Seminar (1)

A junior year proposal development seminar. Emphasis will be on developing a well-focused project to serve as Senior Inquiry for the following year.

MUSC 390 Junior Recital (1)

Preparation and performance of a program of music as specified in The Department of Music Handbook.

MUSC 401 Seminar: Topics in Music (3)

Intensive investigation and examination of one particular music problem, genre, composer or period. May also include multicultural or interdisciplinary aspects as they affect the topic studies. The subject as well as the faculty will vary from year to year. Students may then repeat the course if the topic has changed. Prerequisite: two years of musicianship and at least two 300-level music history courses, or permission of instructor.

MUSC 405 (PA) Seminar in Church Music (3)

Principles underlying worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church musician, church music methods and administration. Winter learning community with RELG 373.

MUSC 470 Guided Inquiry in Performance, Composition or Research (1)

Students engage in the skills and process of inquiry to successfully meet their Senior Inquiry proposals. Prerequisite: 380.

MUSC 480 Senior Inquiry (1)

Final production of the written element of Senior Inquiry and public presentation of student's work.

MUSC 490 Senior Recital (1)

Preparation and performance of a program of music as specified in The Department of Music Handbook.

AREAS OF CONCENTRATION**Piano****MUSC 102 Class Piano**

Beginning piano in a group setting.

MUSC 321 Piano Literature (2)

Survey of piano literature from J.S. Bach to the present. Includes score study, comparison of recorded examples and performance of selected standard works where applicable.

MUSC 322 Piano Pedagogy (1+1)

Principles, methods and materials of individual and group piano instruction. Supervised teaching experience is required of each student. Must be elected two terms.

Voice**MUSC 103 Class Voice**

Beginning voice in a group setting.

MUSC 323 Diction and Literature I (2)

Basic IPA, English and Italian diction. English and Italian song literature for use in personal singing and teaching.

MUSC 324 Diction and Literature II (2)

French, German and Latin diction. French and German song literature for use in personal singing and teaching.

MUSC 325 Vocal Pedagogy I (1)

Principles, methods and materials of voice pedagogy.

MUSC 326 Vocal Pedagogy II (1)

Continuation of 325. Supervised teaching experience is required of each student.

Strings, Woodwinds, Brass, Guitar, Percussion**MUSC 270 Fingerboard Harmony for Guitar (2)**

Application of fundamental elements of harmony to guitar.

MUSC 363 Pedagogy for Strings, Woodwinds, Brass, Guitar or Percussion (1)

Survey of principles, methods and materials of instrument pedagogy.

MUSC 364 Literature for Strings, Woodwinds, Brass, Guitar or Percussion (1)

Survey of literature for strings, woodwinds, brass, guitar or percussion. Includes score study and performances of selected works where applicable.

Music Education**EDMU 120 Basic Vocal Techniques (1)**

Topics relating to the instruction of the young and/or inexperienced singer, primarily in the classroom situation, including experiences through classroom lecture/discussion and laboratory settings to help build an awareness of one's own voice. Introduction to major concerns of those who lead in the act of singing.

EDMU 121 Basic Instrumental Techniques (1)

Fundamental information about wind, percussion and stringed instruments for music majors with a vocal concentration. Hands-on experience with one woodwind, one brass and one stringed instrument.

EDMU 271 Brass Methods I (1)

Fundamentals of playing trombone, euphonium and tuba; pedagogy and methods. Lab session weekly.

EDMU 272 Brass Methods II (1)

Fundamentals of playing trumpet and horn; pedagogy and methods. Lab session weekly.

EDMU 273 Woodwind Methods I (1)

Fundamentals of playing flute and single reed instruments; pedagogy and methods. Lab session weekly.

EDMU 274 Woodwind Methods II (1)

Fundamentals of playing double reed instruments; pedagogy and methods. Lab session weekly.

EDMU 275 String Methods I (1)

Fundamentals of playing stringed instruments; pedagogy and methods. Lab session weekly.

EDMU 276 Percussion Methods II (1)

Fundamentals of playing percussion instruments; pedagogy and methods. Lab session weekly.

EDMU 280 Introduction to Music Education (1)

First in the music education sequence. Designed to acquaint the prospective music educator with music teaching philosophies and methodologies, and to provide opportunities for classroom observation and peer teaching. 10 hours of clinical observation required.

EDMU 281 Applications of Music Technology (2)

Hands-on experience with electronic music equipment and computer software for creating, recording and teaching music. Includes applications of hardware and software for computer MIDI sequencing and notation, digital and video recording, sound systems. Required for music education students. Open to all students with permission of instructor.

EDMU 382 Integrating Music in the Elementary Classroom (1)

Provides prospective elementary classroom teachers with the philosophy and tools to incorporate music as an essential element in the regular classroom. No prerequisite music skills required.

EDMU 383 Popular Genres in Choral Music Education (1)

An introduction to the skills, literature and teaching pedagogies of popular music styles commonly required of today's choral music educators. Genres include vocal jazz, show choir and musical theatre.

EDMU 384 Marching Band Methods and Materials (1)

A framework of principles and practices relevant to the philosophical, administrative and organizational concerns in operating a marching band program. Emphasis on drill techniques for street and field shows, music selection and

analysis, rehearsal organization and drill-charting techniques by hand and computer. Elective.

EDMU 385 Jazz Methods (1)

The study of curricula, materials and pedagogical considerations appropriate to delivering effective instrumental ensemble instruction at the beginning and intermediate levels. Investigation of jazz styles, materials and equipment, rehearsal techniques and improvisation. Students will conduct in a jazz rehearsal. Elective.

EDMU 386 Elementary Music Teaching Methods (3)

Provides a basic framework of philosophy, methods and materials to prepare teachers for music teaching in grades K-6. Both general music and ensemble instruction will be explored. Students will survey materials, prepare instructional projects and engage in peer teaching. 30 hours of clinical observation/teaching required. Prerequisites: EDMU 280, EDMU 281, completion of piano proficiency requirements.

EDMU 387 Secondary Music Teaching Methods (3)

Students will explore the elements of music teaching and the administrative functions associated with General Music, Instrumental and Vocal music programs in grades 7-12. Students will apply the principles of CMP, engage in teaching opportunities and video reviews, and examine the components of lesson and curriculum planning. 30 hours of clinical observation/teaching required. Prerequisite: EDMU 386.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)****MUSC-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in music. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

MUSC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

APPLIED LESSONS (MULS)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered: 100-first-year level; 200 second-year level; 300 third-year level; and 400 fourth-year level. Instruction is given in the following: Bassoon, Cello, Clarinet, Double Bass, Electric Bass, Euphonium, Flute, Guitar, Harpsichord, Horn, Improvisation, Oboe, Organ, Percussion, Piano, Saxophone, Set Drums, Trombone, Trumpet, Tuba, Viola, Violin, Voice, Conducting, Composition.

CHAMBER MUSIC (MUCH)

Students may register for chamber ensembles for credit or participation. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUCH 100, 200, 300, 400	Chamber Brass
MUCH 301, 401	Junior Chamber Recital Preparation
MUCH 102, 202, 302, 402	Clarinet Choir
MUCH 103, 203, 303, 403	Flute Choir
MUCH 104, 204, 304, 404	World Hand Drumming
MUCH 105, 205, 305, 405	Percussion Ensemble
MUCH 106, 206, 306, 406	Chamber Piano
MUCH 107, 207, 307, 407	Chamber String
MUCH 108, 208, 308, 408	Chamber Woodwind
MUCH 109, 209, 309, 409	Jazz Combos

ENSEMBLE (MUEN)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN 100, 200, 300, 400	Augustana Choir
MUEN 101, 201, 301, 401	Chamber Singers
MUEN 102, 202, 302, 402	Wennerberg Men's Ensemble
MUEN 103, 203, 303, 403	Augustana Concert Band
MUEN 104, 204, 304, 404	Augustana Jazz Ensemble
MUEN 105, 205, 305, 405	Jazz Lab Band
MUEN 106, 206, 306, 406	Jenny Lind Vocal Ensemble
MUEN 107, 207, 307, 407	Opera @Augustana
MUEN 108, 208, 308, 408	Augustana Symphony Orchestra
MUEN 109, 209, 309, 409	Augustana Symphonic Band
MUEN 110, 210, 310, 410	Augustana Women's Ensemble

Neuroscience

Directors Ian Harrington, Assistant Professor (Psychology), Erin Stoffel, Assistant Professor (Psychology)

MAJOR IN NEUROSCIENCE 39 credits, including PSYC 100, 240, 246, 248, 349, 452/453; BIOL 255, 358; PHIL 329. Minimum of 12 credits electives in at least two departments (BIOL, CHEM, NSCI, PHIL, PSYC, or RELG), with no more than 6 credits from a single department and a minimum of 6 credits at the 300-400 level. Students may take additional electives. Students who complete Senior Inquiry in another major, with a project not related to neuroscience, must substitute an additional 3-credit elective at the 300-400 level for PSYC 452/453. Students who complete Senior Inquiry in another major, with a project related to neuroscience, need no additional coursework. The major requires a minimum of 18 credits at the 300-400 level.

Recommended supporting courses: some or all of the following are recommended for students planning to pursue graduate training in neuroscience and may be required by some graduate programs: CHEM 121-123, 311-313, 411; MATH 219; PHYS 101-103 or 201-203. Please consult with advisor.

COURSES (NSCI)

PSYC 100 (PS) Introduction to Psychology (3)

A survey of psychological approaches to human behavior, emphasizing physiological, cognitive and social processes.

BIOL 200 (PN) General Zoology (3)

Survey of animal diversity, including the evolution, phylogeny, natural history, ecology and physiology of the major animal phyla. Includes one two-hour lab weekly.

BIOL 210 Cell Biology (3)

Physiology and ultra-structure of prokaryotic and eukaryotic cells, including a survey of the diversity of unicellular organisms. Emphasis on the molecular mechanisms of cell function, including metabolism, replication, gene expression, cell-cell signaling and cell cycle regulation. Includes one two-hour lab weekly. Prerequisites: BIOL 150 and CHEM 122.

PSYC 240 (Q) Statistics (3)

The use of descriptive and inferential statistics, including analysis of variance, in the design of behavioral science research. Prerequisite: permission of instructor. Credit may not be earned for more than one of PSYC 240, BUSN 211, COMM 380, and SOC 230. Lab included.

PSYC 246 Research Methods (3)

Introduction to the basic logic and design of psychological research, incorporating the statistical procedures from 240

and progressing through more complex statistics using SPSS. Emphasis on the interdependence of experimental design and statistics, illustrated through examination of published research. Prerequisite: PSYC 100, 240 or its equivalent and permission of instructor.

PSYC 248 Brain & Behavior (3)

A broad survey of the nervous system and its contributions to a range of behaviors and phenomena including sensation and perception, homeostasis, biological rhythms, emotions, learning and memory, consciousness and psychopathology. Prerequisite: PSYC 100.

BIOL 255 (PN) Anatomy (3)

Study of the structure and three-dimensional relationships of the human body. Includes one two-hour lab weekly.

PHIL 311 (PP) History and Philosophy of Science (3)

Study of key episodes in the history of science, with a focus on methods, philosophical assumptions and conceptual and empirical breakthroughs. Readings from: Plato, Aristotle, Copernicus, Galileo, Newton, Darwin, Einstein, Heisenberg.

PHIL 312 (PS, Q) Decision and Game Theory (3)

Introduction to decision theory and game theory, the nature of probability and utility and their use in decision-making. Examination of puzzle cases where different approaches to decision-making yield different results, and the difference (if any) between decisions, where one agent acts, and games, where the result depends on decisions by multiple agents.

PHIL 318 (PH) Philosophy of Language (3)

Selected issues raised by theories of language: the relation of language to the world, meaning and reference, necessity, the language of evaluation and interpretation, ordinary and ideal languages, language games and linguistic acts.

PSYC 318 Drugs & Behavior (3)

Introduction to basic pharmacological principles and how drugs impact the central nervous system. Focus on cellular and behavioral effects of drugs of abuse (stimulants, analgesics, hallucinogens) and psychotherapeutic drugs (anti-depressants, ADHD medications). Course will cover other related issues, such as drug abuse and addiction, and how long and short-term drug use affects learning and decision-making. Prerequisite: PSYC 248 or permission of instructor.

RELG 326 (PH) Medical Ethics (3)

Exploration of issues at the intersection of medicine and ethics, including euthanasia, abortion, cloning, stem cell research, experimentation on human subjects, and access to health care, with special attention to Christian perspectives.

PHIL 329 (PH) Philosophy of Mind (3)

Selected issues raised by theories of mind and consciousness: the mental and the physical, freedom of the will, the nature of persons and personal identity, theories of perception and action.

BIOL 339 Animal Behavior (3)

Study of how and why animals behave from the perspectives of genetics, development, physiology and evolution. Includes one two-hour lab weekly. Prerequisites: BIOL 200, 210.

PSYC 342 (I) Cognition (3)

Experimental and theoretical aspects of human learning and cognition. Topics include human learning and memory, attention, organization of knowledge, comprehension and problem solving. Practical application to knowledge acquired. Prerequisite: PSYC 246. Lab included.

PSYC 343 (I) Sensation & Perception (3)

Current research and theory related to sensory and perceptual processes. Prerequisite: 246. Lab included.

PSYC 347 (I) Learning (3)

Current research and theoretical issues on reinforcement, punishment, extinction, generalization, discrimination learning and motivation. Prerequisite: 246. Lab included.

PSYC 349 Physiological Psychology (3)

Advanced topics and issues in physiological psychology and behavioral neuroscience. Prerequisite: 248 or permission of instructor.

BIOL 354 Histology (3)

The microscopic and ultramicroscopic structure of human cells, tissues and organs correlated with function and development. Includes two two-hour labs weekly. Prerequisite: BIOL 255 or permission of instructor.

BIOL 358 Neuroanatomy (3)

The structure and three-dimensional relationships of the central and peripheral nervous systems of humans, correlated with normal and abnormal function. Prerequisite: BIOL 255 or permission of instructor.

BIOL 360 Comparative Physiology (3)

A comparative study and broad overview of physiological systems and adaptations among diverse animals from mechanical, morphological and cellular perspectives. One two-hour lab per week. Credit may not be earned in both BIOL 360 and BIOL 362. Prerequisites: BIOL 200, 210.

BIOL 370 Genetics (3)

Basic genetic principles of heredity and variation, including transmission genetics, cytogenetics, molecular genetics and population genetics. Includes one two-hour lab weekly. Prerequisite: BIOL 210.

PSYC 452 Senior Inquiry: Research I (1)

Literature review and research proposal in a selected area of psychology in preparation for 453 to be taken in the term immediately following 452. Prerequisites: junior standing and permission of instructor.

PSYC 453 Senior Inquiry: Research II (2)

Students are required to carry out the research proposal prepared in 452. Includes oral presentation of results to a departmental audience at the end of the term. Prerequisites: 452 and permission of instructor. Must be taken in the term immediately following completion of 452.

Nursing

Contact Dara Wegman-Geedey, Professor (Biology)

Augustana's pre-nursing program is designed to prepare students for several types of nursing degree programs. Augustana graduates have been accepted into a variety of accelerated BSN programs, second-degree BSN programs, and direct-entry MSN programs, some of which feed into nurse practitioner programs. Acceptance into any post-baccalaureate nursing program is dependent upon undergraduate performance, clinical shadowing experience, letters of evaluation, interview results and successful completion of all entrance requirements.

While requirements vary among different schools, Augustana's pre-nursing program satisfies the general education and science prerequisites for nearly all nursing schools in the country. The program requirements include Biology 200, 210, 255, 343, 362, 370; Chemistry 121-122-123; Psychology 100, 216, 240; Sociology 100 and one of Religion 326 or Philosophy 203 or 205. Recommended supporting courses include Anthropology 220, Biology 263, Chemistry 311, upper-level communication and composition courses, and additional social science coursework.

The Augustana nursing program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a school of nursing, but the majority of students matriculating in advanced nursing programs have a major in the biological sciences or psychology.

Augustana College has a BA/BSN articulation agreement with Trinity College of Nursing & Health Sciences. Students may be accepted to the program during the spring of their first or sophomore year at Augustana and must then maintain a minimum grade-point average and complete all required coursework. Through this articulation, students are granted limited acceptance to Trinity to take nursing skills coursework during the summer following their third year at Augustana. After the summer nursing skills course, students return to Augustana for their senior year to complete a bachelor's degree in biology and a minor in either anthropology, psychology or sociology. During senior year, students may work as part-time CNAs or patient care technicians at local facilities which provides them with additional clinical experience. Following graduation from Augustana, they are granted complete acceptance to Trinity and finish the remaining year of nursing school, graduating with a BSN degree and an RN license pending adequate performance on the NCLEX-RN (National Council Licensure Exam for RNs). The Augustana/Trinity College program (five years total) is not restricted to Illinois residents.

Students interested in nursing should confer with the advisor early in the first year of study.

Occupational Therapy

Contact Lori Scott, Professor (Biology)

Students interested in occupational therapy (OT) as a career have two options available to them at Augustana. The first option is a coordinated degree program in occupational therapy with Washington University in St. Louis. In this program, the student spends three years at Augustana followed by either two years (Master of Science in Occupational Therapy degree) or three years (Clinical Doctorate in Occupational Therapy) at Washington University. The student may choose any major offered by Augustana. However, prior to attending Washington University, the student must complete all general education and major courses required for the Augustana Bachelor of Arts degree, as well as prerequisite courses for the Washington University occupational therapy program. The prerequisite courses for Washington's program include physiology (prerequisites: two terms of general chemistry, and cell biology), developmental psychology, abnormal psychology and statistics (prerequisite: general psychology), a second area in the social sciences and competency in medical terminology and word processing. Once enrolled at Washington University, the student transfers as many as 30 appropriate 300-level credits to Augustana to complete remaining requirements for the Bachelor of Arts degree.

Each year, Washington University guarantees three Augustana students admission to its OT program provided they meet specific entrance requirements. Students who do not meet the requirements for guaranteed admission remain eligible for consideration for admission with the general applicant pool. NOTE: It is very important that students interested in the coordinated degree program contact the pre-OT advisor during their first year of study at Augustana.

The second option requires completion of the Bachelor of Arts prior to matriculation into an occupational therapy graduate program. While fulfilling Augustana's degree requirements, students also complete a specified pre-occupational therapy curriculum consisting of courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, economics and physical education. Clinical occupational therapy experience is often a requirement for admission to a graduate program. Opportunities to gain such experience may be arranged through the Career Center with local hospitals, rehabilitation centers and nursing homes.

Optometry

Contact Dara Wegman-Geede, Professor (Biology)

Admission to any of the 20 optometry schools in the United States requires completion of at least three years of undergraduate coursework. Some schools give preference to applicants with a bachelor's degree. Acceptance is dependent upon undergraduate performance, Optometry Admission Test (OAT) scores, letters of evaluation, interview results and successful completion of all entrance requirements.

While requirements vary among different schools, Augustana's pre-optometry program satisfies the pre-requisites of nearly all optometry schools in the country. The program requirements include Biology 200, 210, 343, 362, 370; Chemistry 121-122-123, 311; Physics 101, 102, 103; Psychology 100, 240; and Mathematics 219. Recommended supporting courses include advanced communication courses and additional social science coursework.

Augustana's optometry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of major is not critical for acceptance by a school of optometry, though nationwide approximately 80 percent of all matriculating students major in the biological sciences.

Augustana College has an articulation agreement with Illinois College of Optometry. Students may be accepted to the program during spring of their first year at Augustana and must then maintain a minimum grade-point average and score above the average Optometry Admission Test (OAT) score of the prior year's incoming ICO class. Our agreement with ICO is a 3:4 program, meaning students can enter ICO following their third year at Augustana. After their first year at ICO, they return to graduate at Augustana, then finish the remaining three years of optometry school (seven years total). The 3:4 program is not restricted to Illinois residents.

Students interested in optometry should confer with the advisor early in the first year of study.

Pharmacy

Contact Mary Ellen Biggin, Associate Professor (Chemistry)

A typical program leading to the Doctor of Pharmacy degree requires two or more years of pre-professional study at an undergraduate college followed by four years at an accredited school of pharmacy. Although the pre-professional study can often be completed in two years, an increasing percentage of students entering pharmacy schools complete more than two years of undergraduate study. Currently more than half of students entering pharmacy programs nationwide have three or more years of preprofessional study and more than one-third have earned bachelor's degrees. Entrance requirements vary among pharmacy schools, so students are urged to determine as early as possible the requirements of the schools to which they intend to apply.

For students planning two years of pre-pharmacy study at Augustana, recommended courses include Chemistry 121-122-123 and 311-312-313; Biology 200, 210, 220 and 255; Mathematics 219; Physics 101-102-103 or 201-202-203. Many pharmacy schools also require Speech 104 or 204, two courses in English composition, one course in social/behavioral studies, one course in economics, one course in the humanities, and one course in statistics. Students who plan to complete more than two years of study at Augustana should also include as many of the following as possible: Biology 343, 358, 362, 370, 373, 455; Chemistry 411.

Pre-pharmacy students should contact the advisor immediately upon entering their first year of study so that an appropriate schedule of courses may be planned.

Philosophy

NOELL BIRONDO, Visiting Assistant Professor
B.A., University of California-Berkeley; Ph.D., Notre Dame

TIMOTHY BLOSER, Assistant Professor
B.A., Princeton; Ph.D., Stanford

ROMAN P. BONZON, Professor, Chair
B.A., Haverford; M.A., Ph.D., Pittsburgh

DAVID K. HILL, Professor
B.A., Kansas; M.A., Ph.D., Chicago

DOUGLAS PARVIN, Assistant Professor
A.B., Harvard; Ph.D., Rutgers

HEIDI STORL, Professor
B.A., Capital; M.A., Ph.D., Ohio State

LESLIE F. WOLF, Teaching Fellow
B.A., New York; M.A., M.Phil., Yale

MAJOR IN PHILOSOPHY. 27 credits, including 110 or 310, 240, 242, 340 and 440. Senior Inquiry: 441 or 451 or Senior Inquiry in another major. Students proposing to do graduate work in philosophy are strongly advised to take 310, 342 and 450.

MINOR IN PHILOSOPHY. 21 credits, including 110 or 310, 240, 242 and at least 6 credits from the 300 or 400 level.

COURSES (PHIL)

Logic and Critical Reasoning

The department offers two courses in reasoning for students wishing to improve their analytical skills, ability to evaluate and construct arguments, and knowledge of logical concepts.

110 Critical Reasoning (3)

Reasoning in ordinary language: analysis of simple arguments, detection and explanation of common fallacies. Recommended for all students.

310 Modern Formal Logic (3)

Elementary formal logic: techniques of proof, analysis and translation in an elementary formal system. For students of philosophy, mathematics, linguistics, law, and the sciences, but recommended for anyone interested in exactness of thought.

Introduction to/History of Philosophy

Of the following seven courses, all except 340 and 342 are introductory. 201, 203 and 205 are topical. 240, 242, 340 and 342 cover particular historical periods. Beginning students are advised to choose from the 200-level courses.

201 (PH) Knowledge and Values (3)

An examination of three broad questions about beliefs: How likely are they to be true? Are they moral? Are they effective in helping the believers achieve their goals? This course focuses on competing philosophical theories about the underlying bases for such evaluations, and also considers possible connections among these evaluations.

203 (PS) Social Ethics (3)

Social-political values of equality and liberty examined via their underlying normative ethical foundations. Social-political and ethical theory are applied to four major issues in contemporary society: (1) Punishment and Responsibility; (2) National Defense and Military Strategy; (3) Affirmative Action and

Comparable Worth, and (4) Allocation, Social Justice and Health Care Policy.

205 (PH) Life and Death (3)

An introduction to philosophical perspectives on value and moral principles in the context of decisions about life and death. Specific issues in applied ethics, such as animal rights, abortion, euthanasia and capital punishment will be considered from larger theoretical frameworks in ethics, such as utilitarianism and rights.

240 (PP) Classical Philosophy (3)

The origins of western thought in the writings of the ancient Greeks, from the scientific and metaphysical speculations of the Milesians to the great philosophical systems of Plato and Aristotle. Subjects include the nature of reality, knowledge and its limits, happiness and virtue.

242 (PP) Modern Philosophy (3)

Studies in the philosophies of Descartes, Spinoza, Leibniz, Locke and Berkeley, with emphasis on the quest for knowledge and certainty, the existence of God, the nature of substance, mind and matter, and the relation of thought and perception to reality.

340 Classics of Western Philosophy (3)

Readings from several major figures of the Western tradition, including Hume and Kant. Specific texts will be chosen to represent ethical, aesthetic or metaphysical and epistemological theories of the modern era. Students may repeat the course for credit if the readings have changed substantially. Prerequisite: 242

342 Contemporary Analytic Philosophy (3)

Readings in the recent tradition of analytic philosophy inaugurated by Frege, Russell and Moore, and developed by such figures as Wittgenstein, Ryle, Popper, Austin, Quine, Putnam, Rawls and Kripke. Subjects include sense-datum theories of perception, the analysis of meaning and truth, the nature of the mind, ethical claims and ethical principles and the relation of language to thought, experience, and reality.

Philosophy of Special Subjects

These courses are organized around specific subjects. Each assumes some interest in the relevant subject. All are open to students regardless of major.

311 (PP) History and Philosophy of Science (3)

Study of key episodes in the history of science, with a focus on methods, philosophical assumptions and conceptual and empirical breakthroughs. Readings from: Plato, Aristotle, Copernicus, Galileo, Newton, Darwin, Einstein, Heisenberg.

312 (PS,Q) Decision and Game Theory (3)

This introduction to decision theory and game theory explores the nature of probability and utility and their use in decision-making. We will examine puzzle cases where different approaches to decision-making yield different results, and the difference (if any) between decisions, where only one agent acts, and games, where the result depends on decisions by multiple agents.

315 Studies in Epistemology (3)

Selected issues raised by theories of knowledge: perception, the nature and grounds for knowledge, truth, grounds for doubt and certainty, sceptical arguments, the *a priori* and the empirical, relativism and objectivity.

318 (PH) Philosophy of Language (3)

Selected issues raised by theories of language: the relation of language to the world, meaning and reference, necessity, the language of evaluation and interpretation, ordinary and ideal languages, language games and linguistic acts.

321 (PA) Philosophy of Art (3)

An examination of classical and contemporary theories of art and aesthetics, with particular focus on artistic creativity, the norms of criticism and the nature and function of art.

322 (PH) Political Philosophy (3)

An exploration of the most prominent political philosophies from the modern period to the present, including Utilitarianism, Contractarianism and Marxism. Issues discussed include: the nature of justice, the proper extent of individual liberty, the legitimate sources of political authority, and the proper distribution of economic goods within societies.

323 (PH) Moral Philosophy (3)

An investigation into the nature of moral rightness and wrongness, with particular emphasis on three main theories: Utilitarianism, Kantian Deontology and Virtue Ethics.

329 (PH) Philosophy of Mind (3)

Selected issues raised by theories of mind and consciousness: the mental and the physical, freedom of the will, the nature of persons and personal identity, theories of perception and action.

331 (PH) Philosophy of Religion (3)

An examination of topics in the philosophical approach to religious questions concerning the existence and nature of God, reason and faith, the relation between divine commands and morality, and life after death.

341 (PH) Phenomenology and Existentialism (3)

A study of selected works from the continental thinkers of this century (Husserl, Heidegger, Sartre, Camus, Merleau-Ponty) with special focus on such topics as freedom, authenticity, death and the phenomenological method.

Individual and Advanced Studies

Although intended primarily for majors and minors in philosophy, these courses may be taken by other interested students, with permission of the relevant faculty.

399 Directed Study (1+)

A close and critical study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

400 Independent Study (1+)

Study of philosophical issues of major importance, selected by the student, done by arrangement with and under the direction of a member of the philosophy faculty.

440 Advanced Seminar (3+)

A detailed study of some important topic in philosophy. The subject will vary, and students may repeat the course if the topic has changed substantially.

441 Senior Inquiry (1)

A revision and preparation of the philosophy senior essay, for submission to the philosophy department and presentation at the Spring Philosophy Colloquium.

450 Senior Thesis (1+2)

A two-term sequence, with grade of IP for successful completion of the initial term. Under the direction of a member of the philosophy faculty, the student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. Student must have senior status. Strongly recommended for students intending to pursue graduate studies in philosophy or related fields. This course satisfies the Senior Inquiry requirement.

Physical Therapy

Contact Lori Scott, Professor (Biology)

Students interested in attending a program in physical therapy following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physical therapy curriculum involving courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, and speech.

Augustana College has a cooperative educational agreement with Washington University's program in physical therapy. A maximum of three students per year who meet specified entrance requirements are automatically accepted into Washington University's program in physical therapy following the completion of the B.A. from Augustana. Contact the pre-physical therapy advisor for more information.

Pre-physical therapy students may also participate in internships with clinical experience during the school year at various physical therapy departments in the Quad-City area in order to obtain the clinical experience necessary for successful competition for admission into professional physical therapy programs.

Physician Assistant

Contact Kristin Douglas, Associate Professor (Biology)

Students interested in attending a program to become a physician assistant following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physician assistant curriculum involving courses in biology, chemistry, physics, psychology and speech.

Pre-physician assistant students may also participate in internships with clinical experience during the school year at various hospitals and clinics in the Quad-City area in order to obtain some of the clinical experience necessary for successful competition for admission into professional physician assistant programs. All professional schools require a significant number of clinical hours (i.e. direct patient care); most require a minimum of 1,000 hours. Becoming a Certified Nursing Assistant or Emergency Medical Technician is strongly recommended.

Interested students should consult with the advisor early in their first year to plan an appropriate schedule of studies.

Physics

LEE CARKNER, Associate Professor, Chair
B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

JOSHUA DYER, Assistant Professor
B.S., University of Illinois, Urbana-Champaign; Ph.D., Michigan State

NATHAN H. FRANK, Assistant Professor
B.A., Concordia College; Ph.D., Michigan State

JAMES VAN HOWE, Assistant Professor
B.S., University of Chicago; Ph.D., Cornell

CECILIA J. VOGEL, Professor
B.S., Michigan State; Ph.D., Minnesota

MAJOR IN PHYSICS. 28 credits, including 201, 202, 203, 220, 301, 350, 351, 352. Students planning to do graduate work are expected to take 311, 320, 321, 401, and other appropriate courses from 308, 313, 316, 340, and 360.

Required supporting courses (15 credits): Chemistry 121,122 and Mathematics 219, 220, 221.

MAJOR FOR TEACHING PHYSICS. 28 credits, including 201, 202, 203, 220, 301, 308, 313, 320, 350, 351, 352 and 360. See the Director of Secondary Education.

Required supporting courses (39 credits): Astronomy 315; Biology 200, 210, 220; Chemistry 121, 122, 123; Geography 101; Geology 101; *one* of the following three courses: Geography 103, Geology 103 or Geology 115; Mathematics 219, 220, 221.

MINOR IN PHYSICS. 16 credits: 201, 202, 203, 220, 301, 350, 351 and 352.

COURSES (PHYS)

101 (PN,I) Principles of Physics I (3)

Mechanics, waves, sound and fluids. Lectures and two-hour lab weekly.

102 (PN,I) Principles of Physics II (3)

Thermodynamics, electricity and magnetism, and electronics. Lectures and two-hour lab weekly.

103 (PN) Principles of Physics III (3)

Optics, relativity, atomic physics and nuclear physics. Lectures and two-hour lab weekly.

105 (PN,I) Acoustics (3)

Vibrations and waves, perception and measurement of sound, musical instruments, the human ear and voice, electrical production of sound, acoustics of rooms, electronic music and environmental noise. Lectures and two-hour lab weekly.

170 Introduction to Engineering (3)

Types of engineering, teamwork and leadership, proposals and prototypes and engineering ethics. In-class discussion, team projects, written essays and presentations.

201 (PN,I) Basic Physics I (3)

Fundamentals of mechanics for scientists and engineers. Lectures, one-hour discussion, two-hour lab weekly. Corequisite or prerequisite: Mathematics 219.

202 (PN,I) Basic Physics II (3)

Elements of wave phenomena, sound, thermodynamics and optics. Lectures, one-hour discussion, two-hour lab weekly. Prerequisite: 201, MATH 219.

203 Basic Physics III (3)

Fundamentals of electricity and magnetism. Lectures, one-hour discussion, two-hour lab weekly. Prerequisite: 201, MATH 220.

220 Introduction to Scientific Research and Engineering (1)

Basic research, applied research and engineering. Literature searching, project planning, record-keeping, creative thinking and obtaining patents. Methods of reporting research results.

301 Introduction to Modern Physics (3)

Relativity, quantum phenomena, spectra and atomic structure, radioactivity, nuclear structure and reactions, elementary particles. Prerequisites: 201-203, MATH 220.

308 Electronic Circuits (3)

Semiconductor electronic circuits employing linear devices in amplifiers and nonlinear devices in digital logic circuits. Lectures and three-hour lab weekly. (Offered in alternate years.) Prerequisites: 203, MATH 220.

311 Electricity and Magnetism (3)

Electrostatic and magnetic fields, electromagnetic waves, Maxwell's equations. (Offered in alternate years.) Prerequisites: 201-203, MATH 221.

313 Thermodynamics (3)

Classical thermodynamics including temperature, heat transfer, work, the first law, ideal gases, engines, refrigerators, the second law, entropy, Maxwell's relations and statistical mechanics. (Offered in alternate years.) Prerequisites: 202, MATH 219.

316 Computer Applications (3)

Special methods of programming computers to obtain numerical solutions to a wide range of problems. Includes simulation, graphing techniques, visualization and Web page creation. (Offered in alternate years.) Prerequisites: 201–203, MATH 219 and some experience in programming.

320 Mechanics (3)

Statics, dynamics of a particle, central forces and celestial mechanics, mechanics of rigid bodies. (Offered in alternate years.) Prerequisites: 201–203, MATH 221. Suggested: MATH 329.

325 Experimental Astrophysics (1)

Selected experiments in astrophysics involving use of the telescopes, photography, computer tracking and spectroscopy. (Offered in alternate years.) Prerequisite: Introductory Physics.

350 Advanced Laboratory I (1)

Statistical evaluation and plotting of experimental data using spreadsheets and graphics software. Selected experiments in interfacing instruments and computers. Prerequisites: 201–203, MATH 219.

351 Advanced Laboratory II (1)

Selected experiments in optics including photography, interference, diffraction, dispersion and holography. Prerequisites: 301, MATH 219.

352 Advanced Laboratory III (1)

Selected experiments in modern physics including beta absorption, gamma ray spectroscopy, scanning electron microscopy, scanning tunneling microscopy and x-ray diffraction. Prerequisites: 301, MATH 219.

360 Optics (3)

Studies of physical optics and modern optical phenomena. (Offered in alternate years.) Prerequisites: 202, 203. Suggested: MATH 329.

370 Engineering Design (3)

The fundamentals of engineering design, including teamwork, model and prototype building and drafting. In-class, hands-on work with computer-aided design (CAD) and machining. (Offered in alternate years.) Prerequisites: 201–203.

390 Advanced Topics in Physics (3)

This course will cover advanced topics in a particular field of physics at a level suitable for advanced undergraduate students. The particular field will vary from year to year and will be chosen according to the interests of students and faculty. Prerequisites: 201–203, MATH 219, plus additional depending on topic.

401 Introductory Quantum Physics (3)

Quantum theory, development of quantum mechanics and application to atomic phenomena. (Offered in alternate years.) Prerequisites: 301, MATH 220. Suggested: MATH 221, 329 and/or 338.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor.

PHYS-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure or policy issues in the sponsoring organization. Prerequisite: a declared major or minor in physics. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

PHYS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major or minor in

physics. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Research or study in physics. Prerequisites: approval of department chair and instructor.

Political Science

SUSHMITA CHATTERJEE, Visiting Assistant Professor
B.A., M.A., University of Calcutta; Ph.D., Pennsylvania State

DAVID M. DEHNEL, Professor
B.A., Wisconsin; M.A., Ph.D., Minnesota

MARGARET FARRAR, Associate Dean of the College,
Associate Professor
B.A., Wooster; M.A., Virginia Polytechnic; Ph.D., Pennsylvania State

MARIANO MAGALHÃES, Associate Professor, Chair
B.A., Iowa; Ph.D., Iowa

PAUL WEISSBURG, Assistant Professor
B.A., Warren Wilson; M.A., American University; Ph.D., George Mason

CHRIS WHITT, Assistant Professor
B.A., Salisbury State; M.A., Ph.D., University of Maryland

XIAOWEN ZHANG, Assistant Professor
B.A., Peking University; Ph.D., Southern California

MAJOR IN POLITICAL SCIENCE. 28 credits in Political Science, including 390 and 490; at least two of the following: 101, 102, 105, 107 and 170; and at least one course from four of the following five categories, with at least three courses in one category:

American Politics: 101, 250, 260, 301, 338, 355, 361, 362, 385
Comparative Politics: 105, 340, 342, 346
International Relations: 170, 315, 316, 320, 370, 373
Political Theory: 107, 351, 352, 353
Public Policy and Administration: 102, 331, 332, 336, 386

Required supporting courses (6 credits): One of Economics 105, 201, 202; and either one course in statistics or one course in history chosen in consultation with the student's advisor.

Research Practicum: All students are required to take POLS 390 (1 credit).

Senior Inquiry: All students must take POLS 490 in their senior year.

MINOR IN POLITICAL SCIENCE. 18 credits, including at least 9 credits at the 300-level or above. At least 9 credits must be from one of the following categories:

American Politics: 101, 250, 260, 301, 338, 355, 361, 362, 385
Comparative Politics: 105, 340, 342, 346
International Politics: 170, 315, 316, 320, 370, 373
Political Theory: 107, 351, 352, 353
Public Policy and Administration: 102, 331, 332, 336, 386

Students may, with the approval of their political science advisor, substitute up to 3 credits of appropriate work from outside the department.

COURSES (POLS)**101 (PS) American Government (3)**

Constitutional principles and their implementation as a functioning national government. Development of basic institutions—presidency, Congress, courts, bureaucracy, political parties, the media, interest groups—and their interactions.

102 (PS) American Government: Public Policy (3)

Analysis of selected national issues in public policy; their origin, development and impact. Topics include economic policy and budgeting, social policies including health care and welfare reform, defense and foreign policy.

105 (PS,G) Comparative Politics (3)

Comparative examinations of the cultures, institutions and political processes of both Western and non-Western nations. Basic theories and themes used in the analysis of political systems.

107 (PH) Contemporary Political Ideas (3)

An examination of political ideologies, including liberalism, conservatism, environmentalism, fascism, feminism and nationalism. Particular attention will be given to the historical context in which each emerged and has flourished, and the assumptions that differentiate one ideological framework from another. Analysis of the role of ideology in contemporary American politics, and the relationship between ideology and responsible citizenship.

170 (PS,G) Global Perspectives (3)

Issues of peace in an interdependent yet nationalistic world. Emphasis on culture as it relates to political values and cross-cultural communications, especially between developed and developing nations. Considers issues—population, food, economic development, pollution, nuclear weapons and human rights—which pose questions of justice or represent threats to the peace or to global survival.

250 State and Local Government (3)

Principles, organization, powers and current problems of state and local government as well as the complications of intergovernmental relations.

260 (PS) The Legal System (3)

A survey of the American legal system, including potential litigants, lawyers, police, judges and juries. Considers political issues related to civil and criminal law.

301 American Parties and Politics (3)

Political parties, interest groups, public opinion, elections, campaigning and voting behavior in the American political process.

315 International Conflict: Peace and War in the Modern World (3)

Basic principles of international relations developed in historical perspective with emphasis on the fundamental problems of war and peace, evolving state systems and international order in the western world. Central concern is with the arts of diplomacy and the resort to the use of force in the 19th and 20th centuries from the era of Napoleon to the emergence of the Cold War.

316 Contemporary World Politics (3)

International political issues in the last decade of the 20th century with special emphasis on the role of the great powers in the contemporary world and the changing shape of an international system complicated by a large increase in the number of actors and growing interdependencies. Specific topics will be chosen to reflect current events.

320 American Foreign Policy (3)

An assessment of American foreign policy in the aftermath of World War II with special emphasis on reexamining the policies of containment toward the Soviet Union and American responses to a changing international environment.

331 Administration of Public Policy (3)

An analysis of the management of public policy by and through public agencies. Extensive use of cases to demonstrate contemporary decision-making in handling problems of the public sector.

332 Public Finance and Budgeting (3)

Examination of theories of public expenditure and taxation, the political and management uses of budgeting and the external and internal uses of accounting information in public agencies.

336 (PS) Politics of Environmental Policy (3)

An analysis of how political institutions, interests and ideologies shape environmental policy. Examples from major areas of environmental concern, such as air pollution, water quality, energy policy and waste disposal are used to illustrate how political institutions and movements cope with local, regional and global threats to the environment.

338 The American Presidency (3)

Intensive study of the American presidency with special emphasis on the historical evolution of the office, theories of presidential power, and current problems of the presidency.

340 (PS,G) Politics in the Developing World (3)

Comparison of economic, political and social change in Asia, Latin America and Africa. Considers the roots of poverty; colonialism and nationalism; different post-colonial regimes; class, ethnic and gender relations; strategies for economic development and the impact of international relations.

342 Comparative Politics of East and Southeast Asia (3)

Comparative analysis of government and politics in China and Japan as well as other country case studies suggested by events. Special attention is paid to the changing political systems of the area in the twentieth century, regional relations and political relations with the U.S. and the Soviet Union.

346 (PS,G) Politics in Latin America (3)

Study of politics and political change in Latin America, focusing on contemporary issues of democratization, political economy and social movements. Attention paid to historical and cultural aspects of these issues and how they affect political institutions and behavior. Although country case studies are used, the course is organized in a thematic manner, emphasizing these issues in Latin American politics and comparing how different countries have addressed them.

351 (PH) Foundations of Liberal Democracy (3)

Consideration of classic thinkers and texts—Hobbes, Locke, Rousseau, Mill—that are important in the emergence of liberal democracy.

352 (PH) Capitalism and Modernity (3)

Surveys theoretical approaches to “modern” societies, their relationship to capitalism, and the challenges of globalization in the post-cold war world. Classic texts from Marx and Weber are used to structure an approach to contemporary theorists.

353 (PH) Democracy and Mass Politics (3)

Examines the tensions that emerge between individuals and communities in 20th-century democracies. Classic democratic theory is used to structure readings and discussions from contemporary theorists, covering issues including citizenship, civil societies, rights claims and the emergence of new claims on democratic states.

355 (PS,D) Women and Politics (3)

Historical and theoretical dimensions of women’s involvement in American politics. Analysis of U.S. women’s movements, perspectives on gender difference, women as candidates and in elected office, and the gendered character of public policy. Particular attention will be paid to issues of citizenship, representation, equality and difference.

361 (PS) Constitutional Law I: Approaches to Interpretation (3)

An analysis of judicial interpretation of the Constitution. Cases examined will cover issues such as freedom of speech and press, separation of church and state and due process of law. Prerequisite: 260 or junior standing.

362 (PP,D) Constitutional Law II: Issues of Equality (3)

A survey of the debate over equality in the development of American constitutional law, with particular emphasis on issues of racial equality. Issues considered include the scope and limits of legal equality and the selection by the courts and other governmental bodies of discrimination remedies.

370 International Law and Organization (3)

Basic principles of international law and attempts to create international political institutions. Special emphasis on the evolution of the United Nations system but with case studies drawn from a wide range of regional and transnational organizations.

373 International Relations of Latin America (3)

Examination of relationships among Latin American countries and between Latin America and other actors and countries in the international system, especially the United States, in the 19th and 20th centuries. Provides a framework for understanding the international dimensions of historical and contemporary developments in the region.

375 Special Topics in Political Science (3)

Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 6 credits.

385 (PS,D) Race, Wealth and Inequality in American Politics (3)

Survey and investigation of the impacts of race, wealth and inequality on American politics and public policy, specifically the ways in which the racial wealth gap impacts politics and public policy. Attention paid to the roots of the gap along racial lines, factors that perpetuate the racial wealth gap and other economic and political inequalities.

386 Private Governance (3)

Examination of the growth and diversity of private governance systems, including the contracting out of government services and partnerships with self-regulating industries, NGOs and global governance organizations. In particular, the course will analyze reasons for the growth in private governance and will consider the issue of accountability that arises in cases of private governance as well as the potential threat such systems pose to the democratic system of government.

390 Research Practicum (1)

Directed research working one-on-one with a faculty member on the development of a research question or questions, accompanied by a significant annotated bibliography.

490 Senior Inquiry (3)

Utilizes POLS 390 research question(s) as springboard for guided student investigation, writing and presentation of a major research paper. Should be taken during the beginning of the senior year.

Individual Studies and Internships**199, 299, 399, 499, Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)**450 Senior Thesis (1+2)**

Under the direction of a member of the political science faculty, a student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. A two-term sequence, with a grade of IP for successful completion of the initial term.

POLS-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Open to political science majors and minors. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

POLS-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

Psychology

DANIEL P. CORTS, Associate Professor
B.S., Belmont; Ph.D., Tennessee

S.A. FENWICK, Professor
B.A., Radford; M.A., Old Dominion; Ph.D., Toledo

IAN A. HARRINGTON, Assistant Professor
B.Sc., Dalhousie University; M.A., Ph.D., Toledo

RUTH ANN JOHNSON, Professor
B.S., Tulsa; M.S., Ph.D., Oklahoma State

LAWRENCE W. McCALLUM, Professor, Violet M. Jaeke
Professor of Family Life
B.S., M.S., Illinois State; Ph.D., Iowa

MELINDA S. MULL, Assistant Professor
B.A., Michigan State; M.A., Ph.D., Toledo

JAYNE ROSE, Professor, Chair
A.B., Augustana; M.A., Ph.D., Iowa

ERIN STOFFEL, Assistant Professor
B.A., St. Norbert; M.S., Ph.D., Washington State

MARK A. VINCENT, Professor
A.B. Wabash; Ph.D., Indiana

MAJOR IN PSYCHOLOGY. 31 credits, including 100, 240, 246 and 410; either 452/453 or 456/457; one biological psychology course [248, 318, 343 or 349]; one experimental lab course [342, 343, 347 or 350]; and 300. Students who complete a Senior Inquiry experience in another major may substitute another 3-credit 300- or 400-level course for Senior Inquiry in psychology. 343 may fulfill the biological psychology requirement or the lab requirement, but not both. Majors should not enroll in 216. A minimum of 15 credits must be at the 300-400 level.

Recommended supporting courses: Courses in natural sciences (especially biology and chemistry), computer programming, sociology and mathematics.

Students intending to apply to graduate school in psychology should consult with their advisors for further recommendations.

MINOR IN PSYCHOLOGY. 21 credits, including 100, 240, 246; one biological psychology course [248, 343 or 349]; one experimental lab course [342, 343, 347 or 350]; a minimum of 9 credits must be at the 300-400 level. 343 may fulfill the biological psychology requirement or the lab requirement, but not both.

Psychology Honors: Graduating majors in psychology will be awarded honors in psychology upon attainment of the following: (1) a minimum grade-point average of 3.50 in all psychology courses and 3.25 in all courses attempted (transfer students must also achieve the 3.50 minimum in all psychology courses taken at Augustana); (2) a research project (course 481) of honors quality as judged by the department.

COURSES (PSYC)

100 (PS) Introduction to Psychology (3)

A survey of psychological approaches to human behavior, emphasizing physiological, cognitive and social processes.

213 Child Development (3)

An examination of the biological, cognitive and social factors that influence human development from conception through early adolescence. Prerequisite: 100. Credit may not be earned for both 213 and 216.

214 Adolescent Development (3)

An examination of the biological and environmental forces affecting human development from preadolescence to adulthood. Prerequisite: 100. Credit may not be earned for both 214 and 216.

216 Life Span Development (3)

Survey of the cognitive, social, affective and physical changes that take place between conception and death. This course is intended for non-majors. Psychology majors should enroll in either 213 or 214. Prerequisites: 100 and permission of instructor. Credit may not be earned for 216 if 213 or 214 has been completed.

220 Psychological Interventions (3)

Introduction to psychological intervention, including the ethics, assumptions and theories of counseling. Prerequisites: 100; one of 213, 214, or 216; or permission of instructor.

240 (Q) Statistics (3)

The use of descriptive and inferential statistics, including analysis of variance, in the design of behavioral science research. Prerequisite: permission of instructor. Credit may not be earned for more than one of Psychology 240, Business Administration 211, Speech Communication 380, Sociology 230 and Mathematics 316. Lab included.

246 Research Methods (3)

Introduction to the basic logic and design of psychological research, incorporating the statistical procedures from 240 and progressing through more complex statistics using SPSS. Emphasis on the interdependence of experimental design and statistics, illustrated through examination of published research. Prerequisite: 100, 240 or its equivalent and permission of instructor.

248 Brain and Behavior (3)

A broad survey of the nervous system and its contributions to a range of behaviors and phenomena including sensation and perception, homeostasis, biological rhythms, emotions, learning and memory, consciousness and psychopathology. Prerequisite: 100.

318 Basic Issues in Psychology (1)

For psychology majors in the junior year. Topics include reflection on one's past educational experiences and the development of a plan for the final terms in college. Students will explore career and graduate school options and will consider ways to strengthen their applications. Prerequisites: declared major in psychology and completion of 50 credits.

310 Criminal Profiling (3)

Introduction to the psychological profiling of criminal offenders as an aid in their apprehension. Examines psychological factors that contribute to criminal behavior, alternative methods of profiling, and the empirical evidence that supports and/or refutes the use of profiling in criminal investigation. Taught only as a spring learning community. Concurrent enrollment in Chemistry 325 required. Prerequisite: 100.

315 Industrial Organizational Psychology (3)

Introduction to the main theories and concepts of industrial (personnel) and organizational psychology. This course provides a basic foundation for those students interested in applied psychology and I/O psychology, as well as those interested in pursuing careers in human resources or management.

318 Drugs and Behavior (3)

Introduction to basic pharmacological principles and how drugs impact the central nervous system. Covers the cellular and behavioral effects of drugs of abuse (e.g. stimulants, analgesics, hallucinogens) and psychotherapeutic drugs (e.g. antidepressants, ADHD medications). Also covers related issues such as drug abuse and addiction, and how drug use affects learning and decision-making. Prerequisite: 248. Elective for majors.

321 Theories of Personality (3)

Survey of the historical theories of personality development. Includes comparison, application, and critical evaluation of multiple perspectives. Prerequisite: 100. Recommended: 213, 214 or 216.

340 Advanced Statistical Methods (3)

An introduction to multiple regression/correlation analyses and multivariate techniques such as factor analysis. Prerequisites: 240 or Math 316 or Business Administration 212.

342 (I) Cognitive Psychology (3)

Experimental and theoretical aspects of human learning and cognition. Topics include human learning and memory, attention, organization of knowledge, comprehension and problem solving. Practical application to knowledge acquired in all areas is stressed. Prerequisite: 246. Lab included.

343 (I) Sensation and Perception (3)

Current research and theory related to sensory and perceptual processes. Prerequisite: 246. Lab included.

347 (I) Learning (3)

Current research and theoretical issues on reinforcement, punishment, extinction, generalization, discrimination learning and motivation. Prerequisite: 246. Lab included.

349 Physiological Psychology (3)

Advanced topics and issues in physiological psychology and behavioral neuroscience. Prerequisite: 248 or permission of instructor.

350 (I) Social Psychology (3)

Examination of ways the real or imagined presence of others affects our thoughts, feelings, and behaviors. Topics will include aggression, conformity, altruism, stereotyping and relationships. Prerequisite: 246. Lab included.

382 Supervised Research (1)

Research apprenticeship under the direction of a faculty member. May be repeated for credit, maximum of 6 credits. (Pass-no credit only.) Prerequisite: 100 and permission of instructor.

410 (PP) History of Psychology (3)

Survey of approaches to understanding human behavior from the presocratics to modern psychological theorists. Major emphasis is placed on understanding the philosophical assumptions associated with the various systems and schools of psychology. Prerequisite: 100. Recommended: junior standing.

420 Child Psychopathology (3)

Examination of the symptoms, causes and treatments of disorders usually first diagnosed in infancy, childhood or adolescence. Emphasis on differential diagnosis using DSM IV criteria and case studies. Prerequisite: 100. Recommended: 213, 214 or 216.

421 Abnormal Behavior (3)

Examination of the symptoms, causes and treatments of adult psychological disorders. Emphasis on differential diagnosis using case studies. Prerequisite: 100. Recommended: 321.

452 Senior Inquiry: Research I (1)

Literature review and research proposal in a selected area of psychology in preparation for 453 to be taken in the term immediately following 452. Prerequisites: one lab course (342, 347, 349), junior standing and permission of instructor.

453 Senior Inquiry: Research II (2)

Students are required to carry out the research proposal prepared in 452. Includes oral presentation of results to a departmental audience at the end of the term. Prerequisites: 452 and permission of instructor. Must be taken in the term immediately following completion of 452.

456/457 Senior Inquiry: Community Consultation I (1) and II (2)

Communication and critical evaluation skills focused on answering a question posed by an individual or organization in the community. Major emphasis is placed on small group collaboration, the completion of an individual research paper, and a formal oral presentation of results. Students will keep a journal throughout the SI experience and will write a reflective paper on their project at the end of each term. 457 must be taken in the term immediately following completion of 456. Prerequisites: declared psychology major, senior standing and permission of instructor.

471 Special Topics Seminar (3)

Consideration of topics of special interest to student and instructor. The topic will vary each year. May be taken for a maximum of 6 credits. Prerequisites: 100 and permission of instructor.

481 Research Practicum (1-3)

Direct supervised experience in psychological research. Required of all students applying for honors in psychology. (Offered Pass-No Credit only.) Prerequisites: psychology major and permission of instructor.

490 Clinical and Technical Experience in Psychology (1-3+)

Direct supervised experience in applied psychology. May be taken up to three times for a maximum of 6 credits. (Offered Pass-No Credit only.) Prerequisite: permission of instructor.

Individual Studies and Internships**PSYC-INTR-Axx Academic Internship (1-9)**

Full-time direct, supervised experience in applied psychology. May be taken up to three times for a maximum of 6 credits offered as Pass/No Credit only. Prerequisite: a declared major or minor in physics. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

PSYC-INTR-Exx Experiential Part-time (1-3)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

399, 499 Directed Study (1+)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: 100 and permission of department chair and instructor.

Religion

ROBERT D. HAAK, Professor
B.S., Concordia (Seward); M.T.S., Lutheran School of Theology at Chicago; Ph.D., Chicago

LAURA M. HARTMAN, Assistant Professor
B.A., Indiana; Ph.D., Virginia

DANIEL E. LEE, Professor, Chair
B.A., Concordia (Moorhead); M.A., M.Phil., Ph.D., Yale

JASON MAHN, Assistant Professor
B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

KRISTY NABHAN-WARREN, Associate Professor
B.A., Indiana; M.A., Arizona State; Ph.D., Indiana

NIRMALA S. SALGADO, Professor
B.A., M.A., London; Ph.D., Northwestern

ERIC C. STEWART, Assistant Professor
B.A., Pacific Lutheran; M.A., Claremont; Ph.D., Notre Dame

RITVA H. WILLIAMS, Associate Professor
B.A., M.A., Carleton (Canada); Ph.D., Ottawa (Canada)

CYRUS ALI ZARGAR, Assistant Professor
B.A., University of California-Los Angeles; M.A., Ph.D., University of California-Berkeley

Christian Traditions

All students enrolling as first-year students at Augustana are required to take a course in Christian Traditions before the end of their sophomore year. Transfer students fulfill this requirement as soon as possible after enrollment. Students must choose one of the following 200-level religion courses in order to fulfill this requirement. These courses do not count toward the religion major/minor, and only students who have not yet fulfilled their Christian Traditions requirement are eligible to take one (and only one) of these courses. (N.B. Successful completion of the first year of Foundations or Logos fulfills the Christian Traditions requirement if one of the courses in the series is taught by a professor of religion who normally teaches in Christian Traditions courses.)

201 (PS) American Christianities (3)

An exploration of Christianities in the United States and the ways in which Americans have put a distinctly "American" spin on their churches and faith.

203 (PH) Christian Ethics (3)

An examination of various approaches to ethical decision making and theological perspectives of significance for Christian ethical reflection.

205 (PP) Christian Origins (3)

An examination of the origins of Christianity and its transformation from a Judean grassroots home-based religious movement to an official Roman political religion.

207 (PL) Christian Scripture (3)

An introduction to the Christian Scriptures of the Old and New Testaments, their origins and history of interpretation.

209 (PH) Christian Theology (3)

A survey of major Christian understandings of God, creation, sin, Jesus, salvation and faith from the 5th century CE to today.

MAJOR IN RELIGION. 28 credits beginning with 260 (3 credits), and concluding with RELG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (3 credits) and 460 (4 credits). The remaining 18 credits must include at least one course (3 credits) from each of the following four concentrations:

- Christian Foundations (310, 335, 360, 371, 373, 393)
- Theological and Ethical Reflection (323, 325, 326, 327, 328, 364, 391)
- Religious Life and Practice (311, 313, 363, 392)
- Comparative Religion (300, 362, 365, 378, 379, 394)

At least two of these courses (6 credits) must come from 391, 392, 393, 394 or 410.

MINOR IN RELIGION. 18 credits beginning with 260, and including at least one course (3 credits) from each of three of the concentrations described above, one of which must come from 391, 392, 393, 394 or 410.

COURSES (RELG)

260 (D) Introduction to Religion (3)

A multidisciplinary and comparative introduction to the academic study of religion and religious phenomena. Required for majors and minors.

300 (PH) Islam (3)

A scholarly critical examination of the history, development and values of Islam.

310 (PL) Early Church Controversies (3)

An exploration of a particular controversy that shaped the early church and its development by examining the texts that arose in its midst.

311 (PP) Religion, Culture and Archaeology (3)

Examination of the biblical text in light of recent archaeological evidence.

313 (PS,D) Race, Ethnicity and Religion (3)

An investigation into how issues of race and ethnicity defined and were defined by religious persuasions in post-World War II America.

323 (PH) Sexual Ethics (3)

An exploration of conventions, morals and ethics pertaining to human sexuality from the perspective of religious ethics, i.e., a systematic and principled understanding of the good as articulated in religious traditions.

325 (PH) Environmental Ethics (3)

Religious and ethical perspectives on environmental problems and their solutions, including questions of nature's value, duties to the earth, sharing common resources, and expressions of nature spirituality.

326 (PH) Medical Ethics (3)

An exploration of issues at the intersection of medicine and ethics, including euthanasia, abortion, cloning, stem cell research, experimentation on human subjects, and access to health care, with special attention to Christian perspectives on these issues.

327 (PH) Business Ethics (3)

Ethical issues pertaining to the business world and of the relationship between Christian ethical ideals and economic concerns.

328 (PH) Theological Investigations (3)

Examination of post-enlightenment and postmodern philosophical theology. Focus is on 20th-century Western concepts of deity and the problem of evil, with a third topic selected yearly.

335 (PP) Luther: Life, Thought and Legacy (3)

A study of Martin Luther's theology through biography, critical readings of his writings and the interpretation of his ideas by modern Lutheran theologians.

360 (PP) Jesus of Nazareth (3)

An historical critical examination of the life and teachings of Jesus of Nazareth focusing primarily on the New Testament Gospels and other early Christian texts.

362 (PP,G) Religion and Philosophy of India (3)

An investigation of the origins and development of ideas in various Indian religious and philosophical traditions such as the Vedic, Upanishadic and devotional Hindu traditions.

363 (PP,D) American Catholicism (3)

An examination of the history of the Catholic Church in the United States, with a special focus on issues of gender, ethnicity and popular piety.

364 (PH) Prayer, Community and Transformation (3)

An exploration of forms of Christian life (both communal and solitary) throughout history, with an eye to how prayer and community have energized the search for justice and social action.

365 (PL,G) Religions of East Asia (3)

An examination of a variety of religious traditions of East Asia such as Daoism, Confucianism, Buddhism and Shinto, focusing on the interpretation of their texts and their contexts.

366 (PH,G) Buddhism (3)

An examination of how Buddhist religious and philosophical traditions relate concepts such as suffering, karma and no-soul to key existential questions.

371 (PH) Faiths in Dialog (3)

Examination of Roman Catholic, Protestant and other views on issues such as the doctrine of justification, war and peace, and technological intervention in precreation. Offered only in conjunction with international study in Rome.

373 (PL) Interpreting the Bible (3)

An examination of ancient and modern ways of reading and interpreting the Scriptures of the Old and New Testaments.

378 (PL,G) Muslim Literary Worlds (3)

An exploration of Islamic thought and cultures from a literary perspective. Works of fiction, hagiography, poetry and personal narrative are used to examine theoretical, social and religious concerns. (Offered as part of a Learning Community).

379 (PP,G) Islamic Mysticism (3)

An introduction to the key movements and figures in the Islamic mystical tradition, making particular use of medieval contemplative writings.

391 Suffering, Death and Endurance (3)

Addresses questions such as the nature of suffering, evil, death, afterlife and disciplined living. Prerequisite: 260 or permission of instructor.

392 Women in Religion (3)

392a Women in Bible and Christian Origins (Williams)

392b Women in Buddhism (Salgado)

392c Women in American Religions (Nabhan-Warren)

An exploration of the intersection between religion and culture with respect to the roles of women in religious communities past and present. Prerequisite: 260 or permission of instructor. May be taken twice for credit if instructor and course content are different.

393 Key Moments in Church History (3)

393a Key Moments in Early Church History (Williams)

An historically and culturally contextual examination of the implications of a watershed event or the contributions of a significant person in the life of the church. Prerequisite: 260 or permission of instructor. May be taken twice for credit if instructor and course content are different.

394 Key Issues in Comparative Religion (3)

394a Key Issues in Comparative Religion: Islam (Zargar)

394b Key Issues in Comparative Religion: Orientalism and the Study of World Religions (Salgado)

An exploration of non-Christian traditions from a scholarly perspective. Emphasis is placed on acquiring the theoretical tools used to study religion. Prerequisite: 260 or permission of the instructor. May be taken twice for credit if instructor and course content are different.

General Courses, Individual Studies and Internships

399, 499 Directed Study (1+)

An opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of instructor and department chair.

RELG-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (0-9)

In preparation for RELG-460 Senior Inquiry all Religion Majors will complete a 3-credit (105- to 120-hour) internship by the end of the fall term of their senior year under the direction of a faculty member. The focus of Senior Inquiry and Service Learning Internships will be the needs of a particular religious congregation, parish, or community, or other faith-based organization. Academic internships will focus on the practical application of learning. (See p. 33 for more details about internships). The internship will culminate in a written Senior Inquiry proposal. Prerequisites: RELG-260 and consent of the supervising faculty member and the department.

400 Independent Study (1+)

Guided study and research in religion. Prerequisites: permission of instructor and department chair.

410 Special Topics in Religion (3)

An in-depth study of special topics in the area of religious studies. May be taken twice for credit if course content is different. Prerequisite: 260 or permission of instructor.

460 Senior Inquiry (4)

A consideration of methodological approaches to the study of religion as context for and to support the completion of the research, writing and public presentation of the Senior Inquiry project. Prerequisites: 260 and RELG-INTR.

Scandinavian

JENNIFER LINDGREN, Assistant Professor
B.A., Bethany College; M.A., University of Illinois at Urbana-Champaign

LARRY E. SCOTT, Professor, Chair
B.A., M.A., Ph.D., Washington

MAJOR IN SCANDINAVIAN. 27 credits beyond 103.

MINOR IN SCANDINAVIAN. 18 credits, up to 9 from 201, 202, 203, and the remaining selected from 301, 302, 303, 215, 230, 313, 315, 341, 344 and 370.

COURSES (SCAN)

See also World Literature.

101-102-103 Elementary Swedish (3+3+3)

Introduction to the language: reading, writing, listening and speaking on the beginning level, and fundamentals of grammar.

201-202-203 Intermediate Swedish (3+3+3)

Graded conversation drills, composition and grammar review. 203 concentrates on shorter works of classic Swedish literature (poems, essays, short stories). Prerequisite: 103 or equivalent.

215 Classical Scandinavian Literature (3)

Shorter works from Scandinavia in English translation, drawn primarily from the 18th and 19th centuries. Authors vary, but may include Holberg, Bellman, H.C. Andersen, J.P. Jacobsen and Knut Hamsun. Periods covered will include the Enlightenment, romanticism, realism, naturalism, neo-romanticism and nationalism. Scandinavian majors will engage on some level with the original texts. Also World Literature 215.

230 Introduction to Scandinavian Culture (3)

Scandinavian culture and civilization in English translation, concentrating on the last 100 years. Topics include architecture, art, music, political institutions, economics, the Welfare State, education. Offered in alternate years.

301 Advanced Swedish Grammar and Conversation (3)

Advanced grammatical review, practice on idiomatic forms, intensive conversational drills to develop speaking fluency.

302 Advanced Swedish Composition (3)

Advanced work concentrating on the written language. Grammar, idioms and the nuances of style. Prerequisite: 301.

303 Advanced Swedish (3)

Oral and written forms of expression. Literary analysis in Swedish from modern cultural texts. Prerequisite: 302.

315 Modern and Contemporary Scandinavian Literature (3)

Works by 20th- and 21st-century Scandinavian authors in English translation. Novels, short stories, drama and poetry by authors such as Lagerkvist, Gustafsson, Södergran, Taube and Mankell, and/or representative works from such genres as immigration literature and crime fiction. Scandinavian majors will engage on some level with the original texts. Also World Literature 315.

341 (PL) The Screenplays of Ingmar Bergman (3)

Ten representative screenplays by Ingmar Bergman from the 1950s (*Sawdust and Tinsel*, *The Seventh Seal*) to the 1980s (*Fanny and Alexander*). Two-hour weekly laboratory (screenings) mandatory. This is not primarily a film course; the screenplays will be closely analyzed as works of literature. May be taken by Scandinavian majors.

344 The Dramas of Ibsen and Strindberg (3)

Representative plays, from *Peer Gynt* to *The Great Highway*, by the two greatest dramatists Scandinavia has ever produced. May be taken by Scandinavian majors. Also World Literature 344.

370 Scandinavian Art (3)

Overview of Scandinavian painting and architecture of the last 500 years, with focus on the breakthrough years 1880-1915. Special attention also given to Scandinavian-American artists. (Offered in alternate years.)

401-402-403 Fourth-year Swedish (3+3+3)

The origin and development of modern Swedish culture. Readings and discussion of historical and contemporary texts. Prerequisite: 303.

410 Seminar in Scandinavian Literature (3)

A topic of special interest in response to student demand.

Individual Studies and Internships

SCAN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policies in the sponsoring organization. Prerequisite: a declared major or minor in Scandinavian. See p. 33 for more information and for other internship options.

SCAN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Independent study project dealing with some aspect of Scandinavian language, literature or culture.

Social Welfare

The social welfare program at Augustana examines societal responses to human needs and social problems. Courses evaluate systems and services established to provide for basic human needs and to enhance social functioning. Students address issues such as mental and physical health, crime, child and family welfare, and poverty. See the Sociology section of this catalog for social welfare course descriptions and the requirements for a major in sociology with a concentration in social welfare and policy.

Sociology

PAUL CROLL, Assistant Professor
B.A., Northwestern; Ph.D., Minnesota

CAROLYN HOUGH, Assistant Professor
B.A., Knox; M.A. M.P.H., Ph.D., Iowa

PETER KIVISTO, Professor, Richard Swanson Professor of Social Thought, Chair
B.A., Michigan; M.Div., Yale; M.A., Ph.D., New School for Social Research

ADAM KAUL, Assistant Professor
B.A., Minnesota State–Moorhead; M.A., Northern Illinois; Ph.D., Durham

MARSHA SMITH, Professor
B.A., Baldwin-Wallace; M.S., Ph.D., Purdue

VICKI SOMMER, Professor
B.A., Nebraska; M.S.W., Ph.D., Iowa

MAJOR IN SOCIOLOGY. 30 credits, including 100, 209, 340, 409, 419, 420, any three other sociology courses, plus two additional sociology, anthropology, or social welfare courses.

MAJOR IN SOCIOLOGY WITH A CONCENTRATION IN SOCIAL WELFARE. 30 credits, including SOC 100, 209, 340, 409, 419, 420, SOCW 160, 220, 360 and two additional social welfare, anthropology, or sociology courses.

MINOR IN SOCIOLOGY. 18 credits, including 100, 340, plus four additional sociology, anthropology or social welfare courses at least one of which is at the 300 level or higher.

MAJOR IN ANTHROPOLOGY. 30 credits, including 100, 209, 250, 360, 409, 419, 420 and two additional anthropology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY. 18 credits, including 100, 250 and 360, plus three anthropology courses at the 200 level or higher and/or sociology or social welfare courses at the 300 level or higher.

COURSES

Sociology Courses (SOC)

100 (PS,D) Introduction to Sociology (3)

A general introduction to society and culture, socially learned patterns of human behavior, formal and informal organization, collective behavior and social change.

200 (PS,D) Marriage and the Family (3)

Examination of the social and psychological factors that influence interpersonal relationships within the institution of the family and the processes by which self and personality are developed and maintained throughout the family life cycle, from its inception throughout dating and mate selection to its termination in separation, divorce or death. Prerequisite: 100 or permission of instructor.

202 Social Dynamics of the Marriage Relationship (1)

Interpersonal relationships during courtship and marriage. Prerequisite: 100. Offered pass-no credit only.

206 (PS,Q) Contemporary Social Issues (3)

The major perspectives used in the study of social issues; analysis of several selected contemporary social issues; consideration of possible social policy interventions. Prerequisite: 100 or permission of instructor.

209 Lives and Times (2)

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices. Prerequisite: 100.

230 Social Statistics (3)

An introduction to descriptive and inferential statistics, including frequencies, sampling, hypothesis testing, bivariate analysis, regression and correlation. The course will also discuss the use of statistics in society and the media, with an emphasis on the critical evaluation of social statistics. Credit may not be earned for more than one of SOC 230, PSYC 240, BUSN 211, COMM 380 and MATH 316.

303 (PS,G) Population Problems (3)

A general introduction to population issues, problems and policies; population theories; elements of population structure and change; mortality, fertility, migration; and the demographic, social and economic consequences of current population shifts. [Offered in alternate years.] Prerequisite: 100 or permission of instructor.

305 (D) Social Gerontology (3)

An examination of aging in human societies, comparing aging in the United States with the experiences of other nations. The course will consider issues associated with population change, income and employment, retirement, health and the family. Policy programs will be examined as well as projections of likely patterns of social change. [Offered in alternate years.] Prerequisite: 100 or permission of instructor.

308 Sociology of the Body (3)

Investigation into the relationship between the material body and social processes and influences. Compares materialist, interactionist, poststructuralist and other theoretical approaches to the body. Prerequisite: 100 or permission of instructor.

320 (PS,D) Women and Men in Society (3)

Examination of the social construction of gender at the individual, interpersonal and socio-structural levels. Meanings of masculine and feminine and gender relations and corresponding responses of organizations and institutions are addressed through both women's and men's studies perspectives. Prerequisite: 100 or permission of instructor.

321 (D) American Ethnic Minorities (3)

An overview of major sociological interpretations of the nature of ethnicity and ethnic relations; socio-historical analyses of the major racial and ethnic minorities in the United States—Native American, African, Hispanic, Asian and European origin groups; an assessment of the role of race in American society; an exploration of the future significance of race and ethnicity. Prerequisite: 100 or permission of instructor.

325 (D) Social Movements (3)

An investigation into the sociology of social movements, including an overview of social movement strategies and tactics, competing theoretical traditions regarding social movement origins, growth and prospects for success, and social psychological dimensions of social movement activism. Prerequisite: 100 or permission of instructor.

329 Self and Society (3)

An introduction to the sociological study of the self, including inquiry into the relevance of philosophers and social psychologists to a distinctly sociological approach to the self, with particular attention to the symbolic interactionist tradition

and the sociology of emotions. Prerequisite: 100 or permission of instructor.

333 (PH) Sociology of Religion (3)

An inquiry into the social structure and institutional characteristics of religion, including an examination of the relationship of religion to other structures and institutions; an analysis of the individual and social functions of religion. Prerequisite: 100 or permission of instructor.

335 Citizenship (3)

A systematic inquiry to introduce the major thematic approaches to citizenship studies: inclusion, erosion, withdrawal and expansion. Exploration of the relationship between democracy and capitalism, and analysis of the significance of an emerging global human rights regime. Prerequisite: 100 or permission of instructor.

340 Social Theory (3)

A systematic introduction to sociological theory, focusing on the intellectual and socio-political factors that shaped the thought of classic and contemporary social theorists and on the logics and rhetorics employed by thinkers attempting to comprehend the complexities of the social world. Classic theorists treated include Marx, Durkheim, Simmel, and Weber, while among contemporary theorists Parsons, Bell, Goffman, Giddens, Bourdieu, Baudrillard and Habermas will be examined. Prerequisite: 100.

361 (PS) Crime and Society (3)

An examination of the forms, distributions and causes of criminal behavior in contemporary American society; an analysis of the criminal justice system; discussion about policies concerning issues such as the death penalty, the insanity defense, plea bargaining and gun control. Prerequisite: 100 or permission of instructor.

380 Special Topics Seminar (3)

Treatment in-depth of a topic of sociological interest not offered in the general curriculum. Topic announced for each offering. Prerequisites: 100 or permission of instructor. Students may take more than one special topics seminar.

400 Independent Study (1+)

Prerequisite: permission of instructor, agreement on topic and schedule of appointments.

409 Senior Inquiry: Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures. Prerequisites: 100 and 419.

419 (Q) Survey Research Methods (3)

An investigation of social research methodology, emphasizing the survey research method. Includes the theoretic bases of survey research, study design, sampling, measurement, data analysis and research ethics. Students learn a computerized statistical package. Prerequisite: 100.

420 (I) Survey Research Practicum (3)

Students will apply principles and methods learned in 350. Students are required to complete a survey research proposal and project. Prerequisite: 350.

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

SOC-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in sociology. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

SOC-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major in sociology. See p. 33 for more information and for other internship options

Anthropology Courses (ANTH)

100 (PS,G) Introduction to Anthropology (3)

Introduction to the tools, methods and key concepts anthropologists use to study humanity, including diverse cultural systems and groups of people from around the globe.

209 Lives and Times (2)

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices. Prerequisite: 100.

210 (PS,D) Popular Culture (3)

Critical study of selected examples of popular culture, including organized sports, music, theme parks, television and magazines. Emphasis on the relation between popular culture, ideology, and political-economic processes. (Offered in alternate years.)

220 (PS,G) Medical Anthropology (3)

An introduction to medical anthropology, a sub-field of the discipline that integrates cultural, biological and applied facets of anthropological inquiry to better understand the factors that influence health, the distribution and experience of illness, and the myriad systems of preventing and treating sickness that exist cross-culturally. Offered in alternate years.

250 (PS,G) Cultural Anthropology Through Ethnography (3)

Consideration of a variety of issues and problems in the anthropological study of culture by focusing on ethnographic descriptions and analyses of communities in Africa, Asia, Europe and the Americas.

320 (PS,D) Native North America (3)

Survey of indigenous peoples and cultures of North America, with special emphasis on cultural geography, subsistence patterns, the ethnohistory of various indigenous peoples, and contemporary issues and problems in Native America.

352 (PS,G) Peoples and Cultures of Africa (3)

An exploration of contemporary Africa's physical and human geography; social, political and cultural history; and institutions. Prerequisite: 100 or permission of instructor.

360 Anthropological Theory (3)

A systematic introduction to anthropological theory, focusing on the development of thought within the discipline; changing perspectives on relationships between culture and nature, agency and structure, self and other; as well as contemporary debates on ethnographic authority, globalized identities and the meaningful application of anthropological knowledge. Prerequisite: 100 or permission of instructor.

380 (G) Global Connections: Nations, Communities and Cultures (3)

Consideration of relations between developed and developing societies from a critical anthropological perspective. Comparative examination of nationalism, international migration, tourism, the global diffusion of media and the fate of local communities within the global economic system. Offered in alternate years.

400 Independent Study (1+)

Prerequisite: permission of instructor, agreement on topic and schedule of appointments.

409 Senior Inquiry: Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures.

410 Special Topics Seminar (3)

A rotating seminar which considers special or advanced topics in anthropology. Prerequisite: 250, 380 or permission of instructor.

419 Ethnographic Research Methods (3)

Examination of ethnographic methodologies, including participant-observation and interviewing. Students will learn practical skills, methods and techniques to facilitate data-gathering in field research. Also addresses the ethics of fieldwork and responsibilities of anthropological fieldworkers to their informants and the communities in which they work.

420 (I) Ethnographic Research Practicum (3)

Application of research methods learned in 419 to an original ethnographic research project. The project results will be presented in both written and oral form to other seminar members and in a public forum. For anthropology majors. Prerequisite: 419.

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

ANTH-INTR-Exx/Vxx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major in anthropology. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

ANTH-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. Prerequisite: a declared major in anthropology. See p. 33 for more information and for other internship options.

Social Welfare Courses (SOCW)**160 (PS) Introduction to Social Welfare and Policy (3)**

Examination of social welfare as a social institution designed to address human needs and social problems. A survey of social problems, policies and services, including: child and family, elderly, physical and mental health, juvenile and criminal justice and programming directed toward poverty alleviation.

220 (PP,D) History and Philosophy of Social Welfare (3)

Historical, philosophical and sociocultural examination of U.S. social welfare as it has developed and changed into a major social institution. Emphasis on economic, ethnic-racial and gender inequalities.

340 (PS) Families: Social Welfare and Policy (3)

Focused examination of American families as affected by the institution of social welfare, including political, social and economic impacts. Federal and state policies and services that attempt to meet the needs of families and children will be addressed.

360 (PS,G) Comparative Social Welfare and Policy (3)

Comparative perspectives on social, political, economic and cultural forces shaping social welfare systems, policies that address human needs, human development and social functioning.

199, 299, 399, 499 Directed Study (1-2)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1+)

Prerequisite: approval of instructor, agreement on topic and schedule of appointments.

Senior Inquiry Courses (ANTH & SOC)**209 Lives and Times (2)**

Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational choices.

409 Senior Inquiry Reflection (1)

Students create a portfolio of their major papers produced in the major, including the senior research capstone project, and produce a reflective narrative that presents their views on what their choice of major might mean for their careers and/or academic futures.

Spanish

DAVID ARBESÚ, Assistant Professor
B.A., Oviedo; M.A., Ph.D., Massachusetts

LOUIS C. BELBY, Adjunct Professor
B.A., Marist; M.A., Ph.D., Purdue

ALLEN BERTSCHE, Professor, Chair
B.A., Indiana; M.A., Ph.D., Wisconsin

ANA BORDERIA-GARCIA, Assistant Professor
B.A., Valencia; M.A., Ph.D., Iowa

LETÂNIA FERREIRA, Assistant Professor
B.A., Pernambuco; M.A., Georgia; Ph.D., Illinois

MICHAEL D. FINNEMANN, Adjunct Professor
B.A., Kalamazoo; M.A., Ph.D., Minnesota

BARBARA O. HERRARTE, Adjunct Associate Professor
B.A., Augustana; M.A., Illinois; Ph.D., Iowa

ARACELI MASTERSON, Assistant Professor
B.A., Miami University; M.A., Ph.D., Arizona

JEANNETH VAZQUEZ, Associate Professor
B.A., Central del Ecuador; M.A., Ph.D., Ohio State

MAJOR IN SPANISH. 30 credits, including, 301, 305, 321 or 322, 326 or 327, 390, two courses from 330-345, and 3 credits in Spanish at or above 307.

Spanish majors must take one required supporting course from the pool of courses offered by the Latin American Studies program from departments other than Spanish. This coursework may include courses taken as part of the Latin America term.

Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

MAJOR FOR TEACHING SPANISH. 36 credits, including all coursework required of the major in Spanish as well as 307 and 314. See the Director of Secondary Education.

MINOR IN SPANISH. 18 credits, including 301, 305, 321 or 322, 326 or 327, one elective numbered 203 or above and one elective numbered 314 or above.

For an interdisciplinary minor related to Spanish, see Latin American Studies.

COURSES (SPAN)**101-102-103 Elementary Spanish (3+3+3)**

Elements of grammar; oral practice, elementary composition and conversation. Includes one hour in the language laboratory weekly.

201-202 (G)-203 (I) Intermediate Spanish (3+3+3)

Grammar review, reading, composition and conversation. Prerequisite: 103 or equivalent.

301 Composition and Conversation (3)

Idiomatic forms, grammar, intensive oral and written work to develop correct pronunciation and fluency, through the study of selected authentic texts. Prerequisite: 203 or equivalent.

305 Introduction to Hispanic Literature (3)

A course designed to prepare students to read and analyze texts in Spanish. The primary focus is the development of reading skills. Prerequisite: 203 or equivalent.

307 Introduction to Linguistics (3)

Descriptive and historical study of language: linguistic analysis, linguistic universals, language in its social and cultural setting, language acquisition. (With application to Spanish.) Prerequisite: two years of college-level Spanish or equivalent. Required for teaching major. Also English 307, French 307, German 307.

310 Conversational Spanish (1+)

Spanish conversation and activities focused on current events, designed to develop grammatical competence, vocabulary, pronunciation and fluidity of speech, aural communication and cross-cultural communication. May be repeated for up to 3 credits. Prerequisite: 203 or placement equivalent of 301.

314 Intensive Spanish Grammar (3)

Intensive study and practice of Spanish language structure at the advanced level. Prerequisites: 321 or 322 and 326 or 327 or permission of instructor. Required for teaching major.

315 Spanish Phonetics and Phonology (3)

Introduces concepts of Spanish phonetics and phonology and addresses the pronunciation of Spanish by comparing Spanish and English sound systems, including dialect variation. Prerequisites: 301 and 305.

321 (PP) Culture and Civilization of Spain I (3)

The origin and development of Peninsular Spanish culture and civilization to 1700. Prerequisites: 301 and 305.

322 (PP) Culture and Civilization of Spain II (3)

Origin and development of Peninsular Spanish culture and civilization 1700 to the present. Prerequisites: 301 and 305.

326 (PP,G) Spanish-American Culture and Civilization I (3)

The origin and development of Spanish-American culture and civilization from the Indigenous Period through the Colonial Period (1800s). Prerequisites: 301 and 305.

327 (PP,G) Spanish-American Culture and Civilization II (3)

The origin and development of Spanish-American culture and civilization from Independence to the present. Prerequisites: 301 and 305.

328 Spanish for Special Purposes (3)

A special purposes Spanish course allowing students to gain specific knowledge of the language in the areas of business, medicine or communication disorders. Prerequisites: 321 or 322 and 326 or 327 and permission of instructor.

330 (PL) Survey of Peninsular Spanish Literature I (3)

Representative movements and works from the Medieval period through the Golden Age. Prerequisite: 321 or 322. (Offered in alternate years.)

331 (PL) Survey of Peninsular Spanish Literature II (3)

Representative movements and works from 18th century to the present. Prerequisite: 321 or 322. (Offered in alternate years.)

332 (PL,G) Representative Spanish-American Literature I (3)

Representative works of Spanish-American authors from discovery through modernism. Prerequisite: 326 or 327. (Offered in alternate years.)

333 (PL) Representative Spanish-American Literature II (3)

Representative works of Spanish-American authors from modernism through the present. Prerequisite: 326 or 327. (Offered in alternate years.)

344 (PL,G) Topics in Latin American Literature (3)

A study of the masterpieces of Latin American Literature. Prerequisite: 326 or 327. (Offered in alternate years.)

345 (PL) Topics in Peninsular Spanish Literature (3)

A study of the masterpieces of Peninsular Spanish Literature. Prerequisite: 321 or 322. (Offered in alternate years.)

390 Senior Inquiry in Spanish (3)

Guided student investigation, writing and presentation of a major original research paper in Spanish. The course typically should be taken at the end of the junior year or the beginning of the senior year. Prerequisites: declared Spanish major and junior or senior standing.

Individual Studies and Internships**199, 299, 399, 499 Directed Study (1+)**

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

SPAN-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in Spanish. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

SPAN-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

400 Independent Study (1+)

Research project in Spanish language literature or civilization for departmental or divisional language majors. Prerequisite: consent of department chair.

Theatre Arts

JEFF COUSSENS, Professor, Chair

A.B., Augustana; M.F.A., Indiana

SCOTT IRELAN, Assistant Professor

B.A., M.A., Bowling Green; Ph.D., Southern Illinois

ADAM PARBOOSINGH, Assistant Professor

B.F.A., University of Calgary; M.F.A., University of British Columbia

MAJOR IN THEATRE ARTS. 31 credits, including 141, 240, 242, 244, 301, 341, 343, 350, 450, 460; 314 or 315; one elective from the following: 314, 315, 340, 410; at least two credit-optional production experiences including 245/245L and 345/345L or 445/445L.

MINOR IN THEATRE ARTS. 22 credits, including 141, 240, 242, 244, 350; 314 or 315, 341 or 343; one elective from the following: 301, 314, 315, 340, 341, 343, 410; at least two credit-optional production experiences including 245/245L and 345/345L or 445/445L.

COURSES (THEA)**141 (PA) Introduction to Theatre (3)**

Theatre as a collaborative, vital and multi-faceted art form that reflects and impacts culture and society. Through study of theatre practice and various dramatic texts from Ancient Greece to contemporary times, this course will examine how the written word is translated into action and images on stage. Emphasis on theatre as a profound measure of social, political and religious climates through the ages.

201 Analysis and Research in Theatre and Performance for Non-Majors (3)

Introduction to the practice of qualitative investigation and historiographic research, with a focus on surveying contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers and production dramaturgs. Involves play reading and analysis, historical research, and practical application, relevant to anyone interested in qualitative methodologies. Prerequisite: sophomore status or permission of department; 141 highly recommended. Cannot be taken if student has completed 301.

225 (PA) From Drawing to Appia (3)

ART 101 and THEA 225 is a Learning Community that will develop skills for 2-D drawing and help the learner realize original design ideas for the 3-D stage inspired by the theories and practice of the revolutionary stage designer Adophe Appia (1862-1928). The drawing class will introduce fundamental ideas of drawing in a variety of materials and approaches. The theatre class will develop the 3-D formation used in stage setting and transform it to an Appia-inspired living environment, investigating lighting and the use of computer technology. Integrated assignments will draw connections between the two media. (Offered in alternate years.)

240 (PA) Acting I (3)

Introduction to the acting process through study of its basic principles and development of fundamental performance skills. Studio work includes improvisational exercises, scene study and various performance projects. Emphasis on the use of creative imagination in the context of performance.

242 Directing (3)

Introduction to the directing process through study of directing theory and applied work in script analysis and interpretation, visual composition, communication processes and production styles. Focus on translating dramatic literature from the written page to the visual language of the stage.

244 (PA) Stagecraft (3)

Introduction to the skills and vocabulary of technical theatre. Students will acquire a hands-on knowledge of the methods, principles and conventions of scenic production by way of lab and lecture classes. Basic skills and a working vocabulary in scenery and property construction, scene painting and lighting will be stressed. Lab hours to help construct the current production will reinforce terms and skills discussed in class.

301 Analysis and Research in Theatre and Performance (3)

Introduction to the practice of qualitative investigation and historiographic research, with a focus on surveying contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers and production dramaturgs. Involves play reading and analysis, historical research, practical application, and a portfolio and presentation of findings. Prerequisites: declared major or minor in theatre arts; 141 (or concurrent enrollment). Cannot be taken if student has completed 201.

314 (PA) Scenography (3)

Introduction to the skills and vocabulary of stage design. Studio work includes elements and principles of scenery and costume design, drawing and drafting techniques and scaled-model building. Projects explore the presentation of visual information as it relates to the collaborative art of theatre. (Offered in alternate years.)

315 Lighting and Sound Design (3)

Hands-on study of the methods, principles and conventions of design for lighting and sound for the stage. The study of theory and eventual practice of methods will allow students to obtain a better understanding of this theatre craft. Focusing on the design communications for both lighting and sound will help the students express ideas to other members of the

collaborative production team. Projects will include assisting the lighting and sound designer for the fall production. (Offered in alternate years.)

340 Acting II (3)

Study of acting theory and development of advanced performance technique. Emphasis on character construction, scene study and the expressive use of the actor's instrument. Projects include the presentation of character studies, performances from classic and modern texts and various exercises in the effective use of voice and movement. (Offered in alternate years.) Prerequisite: 240.

341 (PL) Texts and Contexts I: Ritual to 17th Century (3)

A historical and critical survey of dramatic literature and live performance techniques from ancient ritual through Neoclassic France, with a primary focus on dramatic theory and representative play and performance texts including those from Eastern traditions

343 (PL,D) Texts and Contexts II: Commonwealth to 21st Century (3)

A historical and critical survey of dramatic literature and live performance techniques from Charles II's return to England through the paradigm shift of Postmodernism, with a primary focus on dramatic theory and representative play and performance texts.

350 Play Production (1)

Weekly student seminar group working under faculty supervision to produce the Annual Short Play Festival. Students collaborate on every aspect of the production process, culminating in a public performance. *Theatre majors and minors should enroll during their junior year.* Prerequisite: 141.

410-415 Special Topics in Performance (3)

Intensive study of a specific area of performance, design, technology or dramaturgical research. May be repeated once if the topic is different. Consult department for current topic.

449 Dramaturgy Seminar (1)

Study of dramaturgical analysis and research related to production. Students interested in working as dramaturgs in Augustana theatre productions are encouraged to enroll.

450 Senior Inquiry in Theatre Arts I (1)

Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Through guided reflection and research each senior major proposes and begins to prepare a capstone project that will be an extensive and in-depth representation of the student's undergraduate experience in the department and college. Prerequisites: 301; 350; 345/345L or 445/445L; declared major in theatre arts.

460 Senior Inquiry in Theatre Arts II (2)

Continued study in selected area of theatre arts and development of a related capstone project, culminating in the documentation and public presentation or performance of the student's work. Prerequisite: 450.

Production Experience

All students must enroll in practical theatre each time they are involved in an Augustana theatre arts department production.

145L, 245L, 345L, 445L Practical Theatre (0)

Non-credit participation in a college theatre production as a performer, designer, stage manager, dramaturg, assistant director or technician. Each level in the sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. Each level may be repeated.

145, 245, 345, 445 Practical Theatre (1)

Academic credit for participation in a college theatre production as a performer, designer, stage manager, dramaturg, assistant director or technician. Each level in the sequence

assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. Levels may not be repeated when taken for academic credit.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

400 Independent Study (1+)

Opportunity for independent study in theatre under a faculty member's supervision. Prerequisite: permission of instructor.

THEA-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (1-9)

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in theatre arts. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

THEA-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

Veterinary Medicine

Advisor Darrin Good, Professor (Biology)

Students can complete the admission requirements for most schools of veterinary medicine in three years of study at Augustana, but chances for admission improve by completing the bachelor's degree. The minimum recommended courses for pre-veterinary medicine include Biology 200, 210, 360 or 362 and 370; Chemistry 121-122-123 and 311-312-313 and 411; Physics 101-102-103 or 201-202-203. Additional work in English, mathematics, speech communication and statistics may be required by some veterinary medicine schools.

Students also may participate in clinical rotations during the school year at various veterinary clinics in the Quad-City area to obtain the clinical experience necessary for successful competition for admission into schools of veterinary medicine.

Augustana College is the only college with a guaranteed and early acceptance agreement with the University of Illinois College of Veterinary Medicine. Students are accepted at the beginning of their second year at Augustana and must maintain a minimum grade-point average. Our agreement is not only an early admission program, but also a 3-4 program, meaning students can enter the vet school after their third year at Augustana. After their first year of veterinary school, they return to graduate at Augustana, then finish the remaining three years of vet school (seven total years). This is not restricted to Illinois residents.

Students interested in veterinary medicine should consult with the advisor early in their first year of study to plan an appropriate schedule of studies.

Women's and Gender Studies

Coordinator Jane Simonsen, Assistant Professor (History)

MAJOR IN WOMEN'S AND GENDER STUDIES. 30 credits total from women's and gender (WGST) studies, core and complementary courses, with at least 18 credits from WGST (including 201, 230, 304 and 420) and up to 3 credits from complementary courses. Other than WGST, no more than 6 credits can be taken with the same departmental code.

MINOR IN WOMEN'S AND GENDER STUDIES. 18 credits total with 9 credits from WGST courses (3 credits must be 200-level) and 9 credits from WGST, core or complementary courses (up to 3 credits complementary). Other than WGST, no more than 6 credits can be taken with the same departmental course code.

COURSES (WGST)

201 (PP,D) Women and Change in the United States (3)

Exploration of some of the most important issues in women's and gender studies in an American historical context, including access to education and healthcare; the nature of "women's work" and gender roles within families; the pursuit of reproductive freedom; the role of body image in defining women's and men's identities; and continuing struggles against rape and domestic violence. Special attention is paid to ways in which gender, race, class, age and sexual orientation converge to form systems of oppression.

230 (PS,G) Global Issues in Women's Studies (3)

Interdisciplinary and cross-cultural study of girls' and women's experience of family, education, work, political culture, gender and sexuality. The social, economic and legal statuses of the female are examined globally along with systems that link women around the world, such as media. The parallels and intersections of sex, race, social class and sexual orientation as given statuses within hierarchical societies are addressed as creators of both privilege and discrimination.

301 (PS,G) Global Masculinities (3)

A cross-cultural study of socialization of boys and men that examines how early learning prepares them for later interactions with women and other men. The examination includes analysis of the social institutions and processes that produce and reproduce definitions of masculinity within each culture. New global influences such as media and changing patterns such as migration and employment are considered as they shape meanings of masculinity.

302 (PS,D) Masculinity in America (3)

Exploration of the various meanings of masculinity as affected by cultural, historical and contemporary forces in post-modern society. Gender is viewed as one of life's chief organizing principles, shaping identities, interactions and institutions in such areas as work, education, health and family. Life experiences and opportunity structures of dominant and non-dominant groups of boys and men are examined.

303 (PH,D) Gender and Sexuality (3)

An interdisciplinary approach to gender and sexuality as social constructions, attempting to identify and critique ways in which ideologies of gender and sexuality are circulated in culture. Includes a substantial reflective component.

304 (PH,D) Feminist Theory (3)

A focus on classic and current feminist theory in a number of disciplinary fields. In addition to theory, the course examines the process of theorizing, and how this practice is itself gendered, political, and affected by cultural and historical conditions.

320 (PL,D) Life Writing (3)

Selected autobiographies and biographies by women examined as artistic expression and historical resource. Readings include the lives of subjects from various fields, with discussion of narrative strategies and ethical choices of the authors. Students undertake research projects in biographical writing.

380 Special Topics in Women's and Gender Studies (3+)

Investigation into selected topics about women and women's or gender issues. Offered in alternate years. May be repeated for credit with permission of the instructor. General education suffix varies according to topic.

420 Seminar in Women's and Gender Studies (3)

Students will pursue feminist research and writing in the disciplinary field of their choice. All majors will create senior inquiry papers or projects that both research and apply women's and gender studies scholarship. The final entries to and reflections on student major portfolios will be completed.

Core Courses

ANTH 352 (LC with HIST 147) Peoples and Cultures of Africa (3)

CLAS 230 (PP,D) Women in Classical Antiquity (3)

ENGL 239 (PL) Women in Literature (3)

ENGL 315 (PL) Literature for Learning Communities: Women Writers at Work (3)

ENGL 337 Women Writers and Feminist Theory (3)

HIST 147 History of African Women (3)

HIST 341 (PP) Women in Europe Since 1800 (3)

HIST 342 (PP,D) Women in the U.S., 1800-Present (3)

POLS 355 (PS,D) Women and Politics (3)

RELG 323 (PH) Sexual Ethics (3)

RELG 392 Women in Religion (3)

SOC 200 (PS,D) Marriage and the Family (3)

SOC 305 (D) Social Gerontology (3)

SOC 308 Sociology of the Body (3)

SOC 320 (PS,D) Women and Men in Society (3)

SPAN 344 (PL,G) Spanish-American Writers Taught in Spanish (3)

Complementary Courses

COMM 210* (PS,D) Communication and Social Relationships (3)

COMM/MJMC 212 (PS) Advertising and Social Influence (3)

ENGL 332 (PL) Adolescent Literature (3)

ENGL 356 The Developing English Novel (3)

PSYC 332 Individual Differences (3)

SOCW 220 (PP,D) History and Philosophy of Social Welfare (3)

WGS 199, 299, 399, 499 Directed Study (1+)

WGS 389 Internship Analysis (1+)

WGS 400 independent study (1+)

WLIT 326* Topics in French Literature (3)

*Students should consult annually with their WGST advisors regarding when sections of these courses are applicable to the minor.

Internships**WGST-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in women's and gender studies. Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

WGST-INTR-Exx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 33 for more information and for other internship options.

World Literature

Literature is read in translation. Language students may read original texts, but classes are intended primarily for non-foreign language majors.

COURSES (WLIT)**212 (PL) Greek Mythology (3)**

A survey of the major Greek myths and dominant approaches to understanding them. The myths are read primarily within the context of classical tragedy, epic and lyric poetry. Class discussion treats their function in literature and the historical, psychoanalytic and structural views of myth as a mode of thought.

215 Classical Scandinavian Literature (3)

Shorter works from Scandinavia in English translation, drawn primarily from the 18th and 19th centuries. Authors vary, but may include Holberg, Bellman, H.C. Andersen, J.P. Jacobsen and Knut Hamsun. Periods covered will include the Enlightenment, romanticism, realism, naturalism, neo-romanticism and nationalism. Scandinavian majors will engage on some level with the original texts. Also Scandinavian 215.

219 (PL) Hispanic Literature in Translation (3)

Thematically based study of Hispanic literary works read in translation. Topic varies. May be repeated for credit with permission of instructor.

222 (PL) The Art of History (3)

Herodotus on exotic peoples, divine justice and the destined conflict of East and West; Thucydides on nations and human nature; Livy on national myth; Tacitus on the making and breaking of empire—the range of how classical historians made sense of human events. See Classics.

224 (PL) Classical Tragedy (3)

Readings in Aeschylus, Sophocles, Euripides and Seneca. See Classics.

226 (PL) Classical Laughter (3)

Reading of Greek and Roman comic plays and Roman satire. See Classics.

228 (PL) Classical Epic (3)

Readings from Homer's *Iliad* and *Odyssey*, and from Vergil's *Aeneid*. See Classics.

235 History and Technique of the Film (3)

The elements of motion picture art from the early silent days to the present. Includes lecture, film viewing, discussion and assigned readings.

251 (PL) Readings in Western European Literature (3)

A study of several major texts of Western European literature, read in English, with attention to their importance as both works of art and documents in cultural history.

310 Topics in World Literature (3)

Study of a genre, period or phase of literary history. Offered as part of a special program—for example, a fall term abroad—or in response to student interest. (Can carry PL depending on topic.)

315 Modern and Contemporary Scandinavian Literature (3)

Works by 20th- and 21st-century Scandinavian authors in English translation. Novels, short stories, drama and poetry by authors such as Lagerkvist, Gustafsson, Södergran, Taube and Mankell, and/or representative works from such genres as immigration literature and crime fiction. Scandinavian majors will engage on some level with the original texts.

317 (PL) Topics in German Literature (3)

Readings in a literary period, a genre, a movement, or on an individual author. Designed as a first college literature course with introductory instruction on narrative voice, genre and method. The focus will vary, depending on instructor. May be repeated for credit with permission of instructor. Also German 317.

325 (PA) German Cinema (3)

Examines major developments in German cinema in the 20th century. Students will get an overview of important films, movements and directors in the history of German film. Also German 325.

326 (PL) Topics in French Literature (3)

Thematically organized selection of French and/or Francophone literary works read in translation. Topic varies. May be repeated for credit with permission of instructor.

327 (PL) Francophone Literature (3)

Study in translation of literary works originally written in French and dealing with the experience of the Francophone people and cultures (including Africa, Canada, the Caribbean Islands and Indochina).

341 The Screenplays of Ingmar Bergman (3)

Ten representative Bergman screenplays from the 1950s (*Sawdust and Tinsel*, *The Seventh Seal*) to the 1980s (*Fanny and Alexander*). Mandatory two-hour laboratory (screenings) weekly. This is not primarily a film course; the screenplays will be closely analyzed as works of literature. Also Scandinavian 341.

344 The Dramas of Ibsen and Strindberg (3)

Representative plays, from *Peer Gynt* to *The Great Highway*, by the two greatest dramatists Scandinavia has ever produced. Also Scandinavian 344.

Individual Studies

199, 299, 399, 499 Directed Study (1+)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.



Appendices

Board of Trustees

(As of July 1, 2010)

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Dr. Paul F. Guehler, St. Paul, Minnesota
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Faculty

(As of June 14, 2010. The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.)

Al-wazedi, Umme. Assistant Professor of English (2008, 2008)
An, Sohyun. Assistant Professor of Education (2009, 2009)
Akkoor, Chitra. Visiting Instructor of Communication Studies (2010, 2010)
Arbesú, David. Assistant Professor of Spanish (2009, 2009)
Arbisi-Kelm, Timothy R. Assistant Professor of Communication Sciences and Disorders (2009, 2009)
Archer, Max O. Visiting Instructor of Communication Studies (2008, 2008)
Arnold, Julie. Part-time Instructor of Political Science (1997, 1997)
Aumuller, Karen. Part-time Clinical Instructor of Communication Sciences and Disorders (1996, 1996)
Baker, Aaron. Visiting Assistant Professor of English (2010, 2010)
Baldwin, Gail. Part-time Instructor of Music (1988, 1988)
Ballman, Richard J., Jr. Adjunct Professor of Economics (1972, 2009)
Banks-Gunzenhauser, Monica. Adjunct Instructor of Spanish (1997, 2007)
Barclay, Martin. Part-time Instructor of Music (2006, 2006)
Barnes, James K. Assistant Professor of Physical Education and Head Football Coach (2000, 2000)
Baugous, Amanda M. Associate Professor of Business Administration (2004, 2010)
Bawden, Susan. Part-time Instructor of Music (1990, 1990)
Beck, Allison L. Assistant Professor of Biology (2006, 2006)
Beinborn, Mark. Assistant Women's Basketball Coach and Instructor of Physical Education (2008, 2008)
Belby, Louis C. Adjunct Professor of Spanish (1979, 2009)
Bengtson, Thomas E. Professor of Mathematics and Earl H. Belling Chair in Mathematics (1988, 2002)
Bertsche, Allen Parker-Suarez. Professor of Spanish (1996, 2010)
Biggin, Mary Ellen. Associate Professor of Chemistry (2001, 2008)
Bloser, Timothy P. Assistant Professor of Philosophy (2007, 2007)
Bluemle, Stefanie. Reference Librarian and Instructor (2008, 2008)
Boaden, Lucille Ann. Adjunct Associate Professor of English (1970, 1996)
Bonzon, Roman P. Professor of Philosophy (1989, 2005)
Borderia-Garcia, Ana M. Assistant Professor of Spanish (2006, 2007)

- Bracke, Deborah J.** Assistant Professor of Education (1991, 2009)
- Brunkan, William.** Adjunct Instructor of Business Administration (2006, 2007)
- Burgmeier, Sally B.** Lab Instructor of Chemistry (1997, 1997)
- Burnham, Jennifer L.** Assistant Professor of Geography (2006, 2006)
- Byrd, Dorian Williams.** Part-time Instructor of Physical Education (1983, 1983)
- Calder, Lendol G.** Professor of History (1996, 2009)
- Campos-Holland, Ana.** Fellowship in Sociology (2010, 2010)
- Carkner, Lee.** Associate Professor of Physics and Astronomy (1999, 2006)
- Chatterjee, Sushmita.** Visiting Assistant Professor of Political Science (2009, 2009)
- Christoffel, Kurt M.** Professor of Chemistry (1985, 2001)
- Clauss, Jon M.** Professor of Mathematics (1993, 2009)
- Cleveland, Todd C.** Assistant Professor of History (2008, 2009)
- Cohen, Lady J.** Part-time Instructor of Spanish (2008, 2008)
- Colmenares, America.** Adjunct Instructor of Spanish (2006, 2006)
- Conway, Daniel G.** Associate Professor of Business Administration (2008, 2008)
- Cooley, Laura J.** Part-time Instructor of Communication Sciences and Disorders (2001, 2001)
- Corts, Daniel P.** Associate Professor of Psychology (2000, 2006)
- Coussens, Jeffrey L.** Director and Professor of Theatre (1987, 2009)
- Crawford, Patrick A.** Assistant Professor of Chemistry (2006, 2006)
- Croll, Paul R.** Assistant Professor of Sociology (2008, 2008)
- Crossley, Roger P.A.** Adjunct Professor of French (1976, 2009)
- Crowe, David W.** Professor of English (1989, 2007)
- Culver, Daniel H.** Professor of Music, Henry Veld Professor of Music, Director of Orchestral Activities (1974, 1993)
- Cushman, Robert J.** Defensive Coordinator of Football and Instructor of Physical Education (2007, 2007)
- Dakin, Deborah.** Adjunct Assistant Professor of Music (1989, 2003)
- Daniels, Kelly R.** Assistant Professor of English (2007, 2007)
- Davies, David H.** Assistant Professor of Music (2007, 2008)
- Davis, Traci L.** Part-time Instructor, Psychology (2007, 2007)
- Day, Kirsten.** Assistant Professor of Classics (2007, 2008)
- Deason, John.** Part-time Instructor of Art (2002, 2002)
- Dehnel, David M.** Professor of Political Science (1987, 2003)
- Delaney, John S.** Associate Professor of Accounting (2003, 2009)
- DeWit, David G.** Professor of Chemistry (1971, 1988)
- DeWit, Dortha.** Part-time Instructor of Music (1978, 2000)
- Dolar, Burak.** Assistant Professor of Business Administration (2008, 2008)
- Domski, Gregory J.** Assistant Professor of Chemistry (2008, 2008)
- Douglas, Kristin R.** Associate Professor of Biology (2003, 2009)
- Dreier, James H.** Part-time Instructor of Music (2009, 2009)
- Druger, Pamela J.** Professor of Accounting (1987, 2003)
- Dungan, Dona M.** Professor of Computer Science (1979, 1997)
- Dyer, James S.** Visiting Assistant Professor of Communication Studies (2009, 2009)
- Dyer, Joshua M.** Visiting Assistant Professor of Physics (2010, 2010)
- Dziadyk, Bohdan.** Director of College Field Stations and Professor of Biology (1980, 1996)
- Earel, Anne M.** Reference Librarian, Instructor (2006, 2006)
- Egan, Michael C.** Assistant Professor of Education (2008, 2008)
- Ehrlich, Janina A.** Professor of Music (1979, 2009)
- Elfline, Robert P.** Assistant Professor of Music (2007, 2009)
- Ellis, David L.** Associate Professor of History (2001, 2007)
- Ellis, Margaret.** Instructor of Music and Physical Education and Administrative Assistant (1995, 1998)
- Endress, Bobbi J.** Instructor of Physical Education and Head Women's Basketball (2006, 2006)
- Erickson, Don L.** Adjunct Professor of English (1965, 2009)
- Ericson, Ann E.** Associate Professor of Business Administration (1987, 2004)
- Farinelli, Lisa J.** Assistant Professor of Communication Studies (2008, 2008)
- Faulkner, Robert.** Visiting Instructor of Accounting (2006, 2010)
- Fenwick, Shirlee A.** Professor of Psychology (1979, 2002)
- Ferreira, Letania.** Assistant Professor of Spanish (2008, 2008)
- Finley, Janene R.** Assistant Professor of Accounting (2007, 2007)
- Finnemann, Michael D.** Part-time Professor of Spanish (1990, 2009)
- Fox, Elizabeth.** Part-time Instructor of Business Administration (1997, 2008)
- Frank, Nathan H.** Assistant Professor of Physics (2009, 2009)
- Fuhr, Stephanie M.** Lab Coordinator and Instructor of Biology (2008, 2008)
- Geedey, C. Kevin.** Professor of Biology (1996, 2009)
- Ghinazzi, Constance D.** Reference Librarian, Instructor (2001, 2001)
- Gillette, Meg.** Assistant Professor of English (2006, 2007)
- Giovanine, Grey.** Instructor of Physical Education, Head Men's Basketball Coach and Head Men's Golf Coach (1999, 1999)
- Goebel, Catherine C.** Professor of Art History and Paul A. Anderson Chair in the Arts (1983, 2003)
- Good, Darrin S.** Professor of Biology (1995, 2009)
- Grace, Desiree C.** Part-time Instructor of Business Administration (2002, 2002)
- Greene, Laura E.** Professor of English (1996, 2010)
- Greim, Barbara D.** Adjunct Instructor of German (2007, 2007)
- Grismore, Steven D.** Instructor of Music (1994, 2007)
- Gunji, Naoko.** Assistant Professor of Art History (2008, 2008)
- Gustafson, David M.** Part-time Instructor of Religion (2007, 2007)
- Hager, Stephen.** Associate Professor of Biology (1998, 2005)
- Hall, Randall.** Assistant Professor of Music (2005, 2005)
- Hamertlinck, Shawn A.** Part-time Instructor of Sociology, Anthropology and Social Welfare (2007, 2007)

- Hammer, William R.** Professor of Geology and Fritiof Fryxell Chair in Geology (1981, 1995)
- Hand, Angela R.** Adjunct Assistant Professor of Music (1999, 2000)
- Hanson, Catherine.** Adjunct Instructor of Education and English (1991, 1995)
- Harb, Sana.** Fellowship in Business Administration (2010, 2010)
- Hare, Donna M.** Part-time Instructor of Theatre (2008, 2008)
- Harrington, Ian A.** Assistant Professor of Psychology (2005, 2005)
- Hartman, Laura M.** Assistant Professor of Religion (2008, 2008)
- Haskill, Allison M.** Associate Professor of Communication Sciences and Disorders (2002, 2009)
- Hay, Ellen.** Professor of Communication Studies (1989, 1996)
- Heine, Reuben A.** Assistant Professor of Geography (2005, 2005)
- Heller, Chris.** Part-time Instructor of Accounting (2006, 2006)
- Hengst, H. Randall II.** Professor of Education (1993, 2009)
- Herrarte, Barbara O.** Part-time Associate Professor of Spanish (1984, 2009)
- Hester, Janelle.** Head Women's Volleyball Coach and Instructor of Physical Education (2007, 2007)
- Hildreth, John W.** Professor of Music (1970, 1995)
- Hill, David K.** Professor of Philosophy (1979, 1992)
- Hill, Deborah Reed.** Visiting Assistant Professor of Sociology (2006, 2006)
- Hilton-Morrow, Wendy S.** Associate Professor of Communication Studies (1999, 2010)
- Hooker, Mischa.** Part-time Instructor of Classics (2008, 2009)
- Horowitz, Sarah.** Special Collections Librarian and Instructor (2007, 2007)
- Hough, Carolyn A.** Assistant Professor of Sociology, Anthropology, and Social Welfare (2006, 2007)
- Hurty, Jon.** Professor of Music and Director of Choral Activities (1996, 2006)
- Hurty, Sonja.** Adjunct Instructor of Music (1996, 1996)
- Hyser, Charles P.** Professor of Education (1990, 2006)
- Ikoba, Johnathon O.** Part-time Instructor of Economics (2006, 2006)
- Irelan, Scott R.** Assistant Professor of Theatre Arts (2007, 2007)
- Jackson, Catherine Do.** Part-time Instructor of Psychology (2008, 2008)
- Jaeschke, Frederick G III.** Associate Professor of Music (2002, 2007)
- Jakielski, Kathy J.** Professor of Communication Sciences and Disorders (1998, 2010)
- Jensen, Dell W.** Associate Professor of Chemistry (2002, 2008)
- Jessee, Thomas B.** Instructor of Physical Education, Director of Carver Center and Assistant Men's Basketball Coach (1996, 1997)
- Johnson, Ruth Ann.** Professor of Psychology (1986, 2008)
- Johnson, Virginia K.S.** Instructor of English and Director of Reading/Writing Center (1984, 1994)
- Joseph, Brenton.** Head Men's Soccer Coach and Instructor of Physical Education (2007, 2007)
- Juergens, Eric.** Head Wrestling Coach and Instructor of Physical Education (2007, 2007)
- Kalas, Taddy R.** Professor of French (1990, 2007)
- Kamps, Clifford A.** Part-time Instructor of Sociology, Anthropology and Social Welfare (2008, 2008)
- Katz, Brian P.** Assistant Professor of Mathematics (2009, 2009)
- Kaul, Adam R.** Assistant Professor of Sociology, Anthropology, and Social Welfare (2007, 2007)
- Keehn, Samantha.** Artist in Residence (2010, 2010)
- Keessen, Jan.** Professor of English (1991, 2008)
- Kessinger, Lee M.** Part-time Instructor of Music (2007, 2007)
- Kilbride, Mary J.** Adjunct Instructor of Mathematics and Computer Science (1983, 1985)
- Kilfoy, Timothy.** Part-time Instructor of Business Administration (2001, 2008)
- Kistler, Kristina V.** Instructor of Physical Education and Head Softball Coach (1999, 1999)
- Kivisto, Peter J.** Professor of Sociology, Richard Swanson Professor of Social Thought (1982, 1997)
- Klien, Stephen A.** Associate Professor of Communication Studies (2001, 2006)
- Koeller, Gary.** Part-time Instructor of Education (2007, 2007)
- Kolp, John.** Part-time Instructor of History (2005, 2005)
- Konrad, H. James, Jr.** Adjunct Assistant Professor of Art (1989, 1994)
- Koontz, Jason A.** Associate Professor of Biology (2004, 2010)
- Kramer, Emil A.** Associate Professor of Classics (2002, 2007)
- Lambrecht, Cynthia.** Part-time Instructor of Music (1989, 1989)
- Lambrecht, James M.** Professor of Music and Director of Bands (1988, 2008)
- Lederman, Gillian.** Part-time Instructor of French (2008, 2008)
- Lee, Daniel E.** Professor of Religion (1974, 1991)
- Leech, Brian.** Part-time Instructor of Liberal Studies (2008, 2008)
- Lewellan, Paul.** Adjunct Instructor of Business Administration, English and Speech Communication (2002, 2002)
- Lindgren, Jennifer A.** Visiting Instructor of Scandinavian Studies (2007, 2008)
- Lindmark, Jeff.** Instructor of Physical Education and Assistant Football Coach (2005, 2005)
- Logan, Kristen D.** Part-time Instructor of Accounting (2002, 2002)
- Lonergan, Janis A.** Professor of Business Administration and Frank Strohkarck Professor of Business and Economics (1976, 1994)
- Ma, Jen-mei.** Professor of Chinese (1993, 2006)
- Mack, Joni.** Part-time Clinical Instructor of Communication Sciences and Disorders (1998, 1998)
- Magalhães, Mariano J.** Associate Professor of Political Science (2003, 2003)
- Mahaffey, Charles G.** Professor of Geography (1977, 1994)
- Mahn, Jason A.** Assistant Professor of Religion (2007, 2007)
- Makula, Amanda R.** Part-time Reference Librarian (2004, 2004)
- Marino-Ohmes, Dawn.** Part-time Instructor of Music (2009, 2009)
- Marklevits, Farah.** Fellowship in English (2007, 2010)
- Marmé, Christopher B.** Professor of Economics and Business Administration (1988, 2009)

- Marmé, Mamata.** Adjunct Instructor of Business Administration and Economics (1988, 1993)
- Mason, Kelvin.** Associate Professor of Art (2010, 2010)
- Masterson, Araceli.** Assistant Professor of Spanish (2009, 2009)
- Mattern, Heather M.** Assistant Professor of Biology (2006, 2006)
- Mayer, Thomas F.** Professor of History (1985, 2001)
- McBain, Melissa.** Part-time Instructor of Education and Theatre Arts (1991, 2009)
- McCallum, Lawrence W.** Adjunct Professor of Psychology and Violet M. Jaeke Professor of Family Life (1971, 2009)
- McChesney, Timothy L.** Instructor of Physical Education and Assistant Baseball Coach (2004, 2004)
- McDowell, Joseph D.** Professor of English (1991, 2008)
- McDowell, Sarah.** Adjunct Instructor of English (1998, 2003)
- Mejia, Scott M.** Instructor of Physical Education and Head Men's and Women's Soccer Coach (2001, 2001)
- Melaas-Swanson, Barbara.** Part-time Instructor of Religion (2002, 2008)
- Meyers, Alicia R.** Part-time Instructor of Liberal Studies (2008, 2008)
- Miller, Todd M.** Visiting Assistant Professor of Chemistry (1998, 2006)
- Moline, Norman T.** Professor of Geography and Edward Hamming Chair in Geography (1968, 1985)
- Montover, Nathan J.** Part-time Instructor of Religion (2004, 2004)
- Moreno, Samuel P.** Part-time Instructor of Psychology (1981, 1981)
- Morrow, Carroll W., Jr.** Professor of Mathematics and Computer Science (1976, 1992)
- Morse, Margaret A.** Assistant Professor of Art History (2007, 2008)
- Mueller, Diane C.** Adjunct Instructor of Mathematics and Computer Science (1995, 1997)
- Muir, Timothy J.** Assistant Professor of Biology (2009, 2009)
- Mull, Melinda S.** Assistant Professor of Psychology (2005, 2009)
- Nabhan-Warren, Kristy.** Associate Professor of Religion (2002, 2008)
- Nagase, Mari.** Assistant Professor of Asian Studies (2009, 2009)
- Narske, Richard M.** Professor of Chemistry (1979, 1990)
- Naumann, Greg J.** Part-time Instructor of Physical Education and Head Men's and Women's Swim Coach (2007, 2007)
- Neil, Mary.** Professor of Music (1987, 2005)
- Nelson, Douglas L.** Part-time Professor of Mathematics and Computer Science (1971, 2009)
- Nelson, Jamie.** Special Collections Librarian, Instructor (2000, 2000)
- Norling, Dennis.** Part-time Instructor of Business Administration (2005, 2005)
- Normoyle, Angela H.** Part-time Instructor of Communication Studies (2001, 2008)
- Novotorova, Nadezhda K.** Assistant Professor of Business Administration (2008, 2008)
- Nyman, Peter W.** Part-time Instructor of Education (2005, 2005)
- Oliver, Tony.** Part-time Instructor of Music (2006, 2006)
- Olsen, Paul V.** Professor of English and Head Men's Track and Cross Country Coach (1966, 1993)
- Ott, Joseph A.** Adjunct Instructor of Music (2007, 2007)
- Palmer, Gary W.** Part-time Instructor of Music (2005, 2005)
- Parboosingh, Adam.** Assistant Professor of Theatre (2008, 2008)
- Parvin, Douglas.** Assistant Professor of Philosophy (2008, 2009)
- Peters, Jason R.** Professor of English (1996, 2009)
- Petersen, Karen.** Part-time Instructor and Director of Business Administration Internships (1989, 1993)
- Pfautz, John S.** Professor of Music (1987, 2005)
- Phelps, Amy.** Part-time Instructor of Music (2008, 2008)
- Pitz, Arthur.** Part-time Instructor of History (2005, 2005)
- Pobanz, Randy.** Part-time Instructor of Music (1985, 1985)
- Poust, Renee A.** Part-time Instructor of Communication Sciences and Disorders (1991, 1991)
- Quinn, Megan E.** Professor of Art (1980, 1998)
- Ramaswamy, Karthik.** Fellowship in Biology (2008, 2008)
- Rayapati, Sangeetha.** Associate Professor of Music (2001, 2008)
- Reade, Kyle.** Assistant Football Coach and Assistant Director of Facilities and Instructor of Physical Education (2007, 2007)
- Replinger, Stacey B.** Part-time Instructor of Art (2008, 2008)
- Reynolds, Jill.** Part-time Instructor of Communication Sciences and Disorders (2007, 2007)
- Richardson, Deanna M.** Part-time Instructor of Physical Education (1989, 1989)
- Rittgers, Rochel.** Assistant Professor of Physical Education and Coordinator of Intercollegiate Athletic Training (1985, 1992)
- Robertson, Christine.** Part-time Instructor of Music (2007, 2007)
- Rodman, Stacey.** Associate Professor of Mathematics and Computer Science (1995, 2004)
- Rogal, Margaret.** Reference Librarian and Instructor (2002, 2002)
- Rose, Jayne A.** Professor of Psychology (1987, 2003)
- Roseman, Barbara A.** Part-time Instructor of Communication Sciences and Disorders (1970, 2009)
- Salgado, Nirmala S.** Professor of Religion (1993, 2009)
- Schmelzer, Samanta.** Adjunct Instructor of Spanish (2005, 2005)
- Schmidt, Charles J.** Visiting Instructor of Music (2009, 2009)
- Schmulbach, Thomas.** Assistant Professor of Physical Education and Assistant Football Coach (1982, 2000)
- Schoulte, Joleen.** Fellowship in Psychology (2010, 2010)
- Schroeder, Michael W.** Associate Professor of Education (1995, 2004)
- Schussheim-Anderson, Rowen.** Professor of Art (1982, 2001)
- Schwaegler, Susan.** Part-time Instructor of Music (1998, 1998)
- Schwartz, Nadia.** Part-time Instructor of Accounting (2006, 2007)
- Scott, Christopher.** Artist in Residence (2008, 2008)
- Scott, Larry E.** Professor of Scandinavian (1981, 1993)
- Scott, Lori R.** Professor of Biology (1989, 2006)
- Seidlitz, Lisa.** Assistant Professor of German (2003, 2003)
- Shea, Patricia A.** Assistant Professor of Education (2005, 2005)
- Shileny, Arnold.** Part-time Instructor of Education (2007, 2007)

- Short, Joanna S.** Associate Professor of Economics (2001, 2006)
- Siebert, James D.** Part-time Instructor of Business Administration (2006, 2006)
- Simonsen, Jane E.** Associate Professor of History (2006, 2010)
- Singer, Jason M.** Assistant Professor of Biology (2006, 2006)
- Skorepa, Thomas A.** Part-time Instructor of Business Administration (1982, 1982)
- Skrainka, Sarah.** Assistant Professor of French (2008, 2008)
- Smith, Anna.** Assistant Athletic Trainer and Instructor of Physical Education (2007, 2007)
- Smith, Corrine.** Part-time Instructor of Art (2005, 2005)
- Smith, Marsha Y.** Professor of Sociology (1982, 2001)
- Snowball, W. David.** Professor of Communication Studies (1984, 2002)
- Sommer, Vicki L.** Professor of Sociology, Anthropology and Social Welfare (1973, 2001)
- Standley, Ronald L.** Part-time Instructor of Physical Education and Head Women's Golf Coach (1987, 1987)
- Stewart, Donald T.** Part-time Instructor of Sociology, Anthropology and Social Welfare (1978, 1978)
- Stewart, Eric C.** Assistant Professor of Religion (2009, 2009)
- Stodd, Janet.** Part-time Instructor of Music (1977, 1977)
- Stoffel, Erin C.** Assistant Professor of Psychology (2007, 2007)
- Stone, Susan E.** Professor of Music (1986, 2004)
- Storl, Heidi.** Professor of Philosophy (1989, 2005)
- Strand, Adam.** Instructor of Physical Education and Head Men's and Women's Tennis Coach and Assistant in Sports Information (2005, 2005)
- Strasser, Jeffrey C.** Professor of Geology (1996, 2010)
- Swatos, William H., Jr.** Part-time Instructor of Sociology, Anthropology and Social Welfare (1983, 2005)
- Symons, Van J.** Professor of History (1978, 1991)
- Tallitsch, Robert B.** Professor of Biology (1975, 1992)
- Tatro, Mary S.** Technical Services Librarian and Instructor (2001, 2001)
- Tawiah-Boateng, John.** Associate Professor of English (2002, 2002)
- Tendall, Rosita A.** Assistant Professor of Music (2007, 2009)
- Tinsman, Sara.** Part-time Instructor of Music (2000, 2008)
- Todd, Molly.** Assistant Professor of History (2007, 2007)
- Tracy, Carla B.** Director of the Library and Instructor (1994, 2004)
- Trotter, Pamela J.** Associate Professor of Chemistry (2001, 2006)
- Van Howe, James.** Assistant Professor of Physics (2007, 2007)
- VanSandt, Craig V.** Associate Professor of Business Administration (2000, 2007)
- Varallo, Sharon M.** Associate Professor of Speech Communication (1998, 2004)
- Vazquez, Jeanneth.** Associate Professor of Spanish (1991, 2004)
- Vincent, Mark A.** Professor of Psychology (1996, 2009)
- Vivian, Kim.** Professor of German (1989, 2005)
- Vogel, Cecilia J.** Professor of Physics (1992, 2009)
- Wallace, Gregory D.** Instructor of Physical Education and Head Baseball Coach (1994, 1994)
- Walters, Bruce D.** Part-time Instructor of Art (1999, 1999)
- Warren, Stephen.** Associate Professor of History (2002, 2009)
- Wee, Rebecca L.** Professor of English (1994, 2010)
- Wegman-Geede, Dara L.** Professor of Biology (1995, 2009)
- Weiss, Dennis.** Part-time Instructor of Education (2007, 2007)
- Weissburg, Paul.** Assistant Professor of Political Science (2008, 2009)
- Whiteside, Frederick.** Instructor of Physical Education and Head Women's Track and Cross Country Coach (1975, 1975)
- Whitt, Christopher M.** Instructor of Political Science (2007, 2007)
- Williams, Ritva H.** Associate Professor of Religion (1998, 2005)
- Winn, Jennifer M.** Part-time Clinical Instructor of Communication Sciences and Disorders (2005, 2005)
- Wolf, Michael B.** Professor of Geology (1995, 2009)
- Xiao, Peter Tong.** Professor of Art (1989, 2007)
- Yoder, Denise L.** Instructor of Physical Education and Assistant Athletic Trainer (1997, 1997)
- Youngberg, Karin L.** Professor of English and Conrad Bergendoff Professor of Humanities (1967, 1979)
- Zangori, Laura A.** Part-time Instructor of Biology (2007, 2007)
- Zapolski, Michael.** Director of Athletics (2008)
- Zargar, Cyrus A.** Assistant Professor of Religion (2008, 2009)
- Zemek, Michael.** Assistant Professor of Music (2004, 2006)
- Zhang, Sylvia Xiaowen.** Assistant Professor of Political Science (2008, 2008)
- Zhou, Lina.** Assistant Professor of Business Administration (2005, 2005)

Professors Emeriti

(Dates denote service at Augustana)

- Peter T. Beckman, A.B., B.D., M.A., Ph.D.,** Professor Emeritus of Religion, 1960-90
- M. Jane Borelli, A.B., M.A., Ph.D.,** Professor Emerita of Classics, 1984-2002
- Thomas Banks, B.A., M.A., Ph.D.,** Professor Emeritus of Classics, 1974-2007
- Thomas A. Brown, B.A., M.A., Ph.D.,** Professor Emeritus of History, 1972-2006
- Betsey Brodahl, A.B., M.A.,** Professor Emerita of History, 1947-87
- John C. Caldwell, B.A., M.A., M.S.,** Professor Emeritus of History, 1974-1992
- William B. Conway, B.A., M.A., Ph.D.,** Professor Emeritus of Economics, 1970-99
- Donald C. Davis, A.B., M.A., Ph.D.,** Professor Emeritus of Speech Communication, 1950-88
- John Thomas Donnelly, B.B.A., M.A., Ph.D.,** Professor Emeritus of Business Administration, 1976-2000
- Morton A. Eliason, B.A., Ph.D.,** Professor Emeritus of Chemistry, 1958-94
- Jesse G. Evans, A.B., B.S., M.A., Ph.D.,** Professor Emeritus of Music, 1983-89
- John R. Farwell, B.S., M.A.,** Professor Emeritus of Physical Education, 1969-99
- Myron J. Fogde, B.A., B.D., M.A., Ph.D.,** Professor Emeritus of Religion, 1964-99

Robert C. Frank, B.A., M.A., Ph.D., Professor Emeritus of Physics, 1964-92

Martha T. Harris, M.A.L.S., Professor Emerita, Reference Librarian, 1974-89

Tom Robin Harris, B.M., M.M., D.M., Professor Emeritus of Music, 1968-2007

Marilyn J. Hoover, B.A., M.A., Ph.D., Professor Emerita of Biology, 1974-95

John W. Hullett, B.A., M.A., Dean of Enrollment Management Emeritus, 1965-2004

Dale S. Huse, B.A., M.A., Professor Emeritus of English, 1965-94

Nancy Huse, B.A., M.A., Ph.D., Professor Emerita of English, 1972-2006

Kenneth W. Johnson, B.A., M.Div., M.A., Ph.D., Professor Emeritus of Psychology, 1968-86

Karin L. Johnson, A.B., M.A., Professor Emerita of Communication Sciences and Disorders, 1969-2002

Robert L. Johnson, A.B., M.A., Ph.D., Professor Emeritus of Mathematics, 1968-2002

Mary Em Kirn, B.A., M.A., Ph.D., Professor Emerita of Art History, 1977-2004

Stan Kittleson, B.A., M.S., Ph.D., Professor Emeritus of Physical Education, 1972-99

Sonja Knudsen, B.A., M.A., Professor Emerita of German, 1969-2003

Ingemar W. Larson, B.A., M.S., Ph.D., Professor Emeritus of Biology, 1966-95

Arnold G. Levin, B.A., B.D., Th.M., Th.D., Professor Emeritus of Religion, 1966-98

Eddie L. Mabry, B.A., M.Div., Ph.D., Professor Emeritus of Religion, 1990-2002

Bruce R. McCart, B.A., M.S., Ph.D., Professor Emeritus of Physics, 1965-2004

Marjorie L. Mason, M.A.L.S., Professor Emerita, Librarian, Head of Public Services, 1977-91

Donald E. Morrison, B.M., M.S.M., Professor Emeritus of Music, 1966-93

Ben D. Nefzger, B.S., M.A., Ph.D., Professor Emeritus of Sociology, 1973-02

Disnarda Norriella, B.A., M.A., Ph.D., Professor Emerita of Spanish, 1968-89

Dorothy J. Parkander, A.B., M.A., Ph.D., Professor Emerita of English, 1946-96

Ross E. Paulson, B.A., M.A., Ph.D., Professor Emeritus of History, 1962-95

Donald W. Peterson, A.B., M.S., Ph.D., Professor Emeritus of Education, 1957-93

Melbert E. Peterson, A.B., M.S., Ph.D., Professor Emeritus of Chemistry, 1958-1995

Ralph M. Radloff, B.S., B.D., S.T.M., Ph.D., Professor Emeritus of Religion, 1968-93

Margery R. Ratcliff, B.S., M.A.Ed., Professor Emerita of Education, 1964-90

David R. Renneke, B.S., M.S., Ph.D., Professor Emeritus of Physics, 1968-2006

Richard E. Reed, B.S., M.B.A., C.P.A., Professor Emeritus of Accounting, 1972-2001

Donald C. Senne, B.A., M.A., Ph.D., Professor Emeritus of Education, 1970-88

John A. Sirevaag, B.A., M.A., Ph.D., Professor Emeritus of German, 1958-91

Harry E. Stelling, B.A., M.A., Professor Emeritus of English, 1958-92

James R. Strickland, B.A., M.A., Professor Emeritus of Business Administration, 1987-99

Harold W. Sundelius, A.B., M.S., Ph.D., Professor Emeritus of Geology, 1975-1995

Jean C. Sztajer, B.A., M.B.A., C.P.A., Professor Emerita of Accounting, 1981-2006

J. Thomas Tredway, B.A., M.A., M.Div., Ph.D., President Emeritus, 1964-2003

Ralph Troll, B.S., M.S., Ph.D., Professor Emeritus of Biology, 1959-99

Roald Tweet, B.A., M.A., Ph.D., Professor Emeritus of English, 1960-99

Anna M. Wartman, B.S., Ph.D., Professor Emerita of Chemistry, 1968-95

Erwin Weber, B.A., M.A., Professor Emeritus of German, 1962-88

James A. Winship, A.B., M.A., M.Div., Ph.D., Professor Emeritus of Political Science, 1975-2008

Atie W. Zuurdeeg, Dra., Ph.D., Professor Emerita of French, 1974-90

Administrative Staff

(as of August 1, 2010)

Office of the President

Steven C. Bahls, B.B.A., J.D., President

Kai S. Swanson, A.B., Executive Assistant to the President

Sheri L. Curran, A.B., J.D., General Counsel and Director of Risk Management

Sara K. Maccabee, B.A., M.A.T., Executive Secretary to the President

WVik-FM

Frank Sundram, B.S., M.F.A., General Manager

Sonita Oldfield-Carlson, B.A., Director of Development

Office of Academic Affairs

Ellen Hay, B.A., M.A., Ph.D., Interim Dean of the College

Margaret Farrar, B.A., M.A., Ph.D., Associate Dean of the College

Liest Fowler, A.B., M.A., Assistant Dean of the College

Robert Haak, B.S., M.T.S., Ph.D., Associate Dean of the College

Advising

Michael Augspurger, B.A., Ph.D., Director of Advising

Augustana College Art Museum

Sherry Maurer, B.F.A., M.A., M.F.A., Director of Augustana College Art Museum and Permanent Art Collection

Community Engagement Center

Robert D. Haak, B.S., M.T.S., Ph.D., Director, Associate Dean

Laura Mahn, B.A., M.Div., Volunteer and Off-Campus Programs Coordinator

Jamie McKenzie, B.A., Career Advisor

Jane Tiedge, B.A., Associate Director of International Programs

Allen Bertsche, Ph.D., Director of Off-Campus Programs

Douglas Tschopp, B.S., M.B.A., Director of Entrepreneurial Development

Institutional Research and Assessment

Mark H. Salisbury, B.A., M.A., Director of Institutional Research

Timothy N. Schermer, B.A., M.A., Ph.D., Director of Teagle Grant

Office of the Registrar

Liesl Fowler, A.B., M.A., Registrar, Assistant Dean of the College

Susan Granet, A.B., Associate Registrar

Performance Hall Management

Joe Goodall, B.A., Performance Technician

Rita O. Gustafson, A.B., Business Manager

Reading/Writing Center

Virginia Johnson, B.S., M.S., M.A., Director of Reading/Writing Center

Bill Coker, B.A., M.S., Instructor

Swenson Swedish Immigration Research Center

Dag Blanck, A.B., Fil. kand., Fil. dr. (docent), Director

Christina Johansson, A.B., M.A., Head of Library and Archives

Jill Seaholm, A.B., Head of Genealogical Services

Susanne Titus, A.B., Library and Genealogical Services Associate

Theatre

Jeffrey L. Coussens, A.B., M.F.A., Chair, Department of Theatre Arts

Thomas Tredway Library

Carla Tracy, B.A., M.A., M.S., M.A., Director of the Library

Mary Tatro, B.S., M.L.S., Technical Services Librarian

Jamie Nelson, B.A., M.A. Special Collections Librarian

Stefanie Bluemle, B.A., M.A., M.L.S., Reference Librarian

Connie Ghinazzi, B.A., M.A., Reference Librarian

Margi Rogal, B.A., M.L.S., Reference Librarian

Amanda Makula, B.A., M.A., Reference Librarian

Anne Earel, B.A., M.A., Reference Librarian

Sarah Horowitz, B.A., M.L.S., Special Collections Librarian

Office of Enrollment and Communication

W. Kent Barnds, B.A., M.S.M., Vice President of Enrollment, Communication and Planning

Admissions

Jorge Acosta, A.B., Assistant Director of Admissions, Multicultural Recruiter

Camie Bourlet, A.B., Admissions Counselor

Meghan Cooley, A.B., Director of Admissions and Recruitment

Amy Copeland, B.S., Director of Recruitment Technology and Operations

Julianne Franks, A.B., Admissions and Financial Assistance Counselor

Stephen Gottcent, B.A., M.A., Admissions Counselor

Rachel Gustafson, A.B., M.B.A., Associate Director of Admissions

Bonnie Jessee, A.A., B.A., Admissions Counselor for Pre-College Programs, Co-Coordinator of Transfer Recruitment

Kerstin O'Connor, B.A., Admissions Counselor

Michael Pettis, A.B., Admissions Counselor

Kelly Pulford, A.B., M.A., Assistant Director of Admissions, Coordinator of Transfer and International Recruitment

Rebecca Urton, B.S.E., Recruitment Data Manager

Amy Zero, A.B., Assistant Director of Admissions

Communication and Marketing

Marla Alvarado Neuerburg, B.F.A., Visual Media Production Director

Kamy Beattie, B.A., Director of Public Relations

Debbie Blaylock, B.A., Associate Editor

Scott Cason, B.S., M.A., Assistant Vice President of Communication and Marketing

Leslie DuPree, B.S., Director of Marketing and Web Services

Eric Page, B.S., Assistant Director of Web Services

Beth Roberts, B.A., M.F.A., Editorial and Production Director

Kurt Tucker, B.S., Design Director

Lana Tucker, B.A., Assistant Production Director

Quan Vi, B.A., Graphic Designer

Andrew Walter, B.A., A.M., Events and Outreach Manager

Financial Assistance

Sue Standley, A.B., Director of Financial Assistance, Associate Vice President of Enrollment

David R. Myatt, A.B., M.A., Senior Associate Director of Financial Assistance

Julie L. Bacon, A.B., Financial Assistance Counselor

Julianne Franks, A.B., Financial Assistance Counselor, Admissions Counselor

Paula Ploen, A.B., Financial Assistance Counselor

Matthew J. Walsh, A.B., M.A., Assistant Director of Financial Assistance

Betty Youngberg, B.A., Assistant Director of Financial Assistance, Student Employment Director

Dean of Students Office

Evelyn S. Campbell, B.A., M.S., Ph.D., Dean and Vice President of Student Services

Mark A. Anderson, B.A. M.Ed., Assistant Dean of Students

Athletics

Tom Jessee, A.B., Director of Carver Center

Rochel R. Rittgers, B.A., M.S., Coordinator of Athletic Training

Adam Strand, B.A., Assistant Sports Information Director

David Wrath, A.B., Associate Athletic Director and Sports Information Director

Michael Zapolski, B.A., M.B.A., Director of Athletics

Campus Recreation and Sport Clubs

Don Umland, B.A., M.S., Director of Intramural and Recreational Sports

Diversity Services

Greg Aguilar, B.A., Director of Multicultural Services

Residential Life

Carmen Rasso, B.A., M.S., Associate Dean of Student Services/Director of Residential Life

Kelly Giovanine, B.S., Assistant Director of Residential Life

Audrey Adamson, B.A., M.S., Assistant Director of Residential Life

Zachary Berkley, B.A., Residence Director, Erickson Residence Center and Transitional Living Areas

Jillian Flahaven, B.A., Residence Director, Andreen Hall, Seminary Hall and Swanson Commons

Steven Strophe, B.S., Residence Director, Westertlin Residence Center and Transitional Living Areas

Student Activities

Kenneth A. Brill, A.B., M.A., Associate Dean of Students, Director of Student Activities

Katey Beverlin, B.A., M.S., Assistant Director of Student Activities, Coordinator of Greek Life

Student Counseling Services

Michael W. Tendall, B.A., M.Ed., M.S.W., Associate Dean of Students, Director of Student Counseling Services

Deborah VanSpeybroeck, A.B., Ph.D., Counselor, Student Counseling Services

Campus Ministries

Richard W. Priggie, B.A., M.Div., Chaplain

Julio J. Cruz-Natal, B.A., M.Div., Associate Chaplain

Marilyn F. Ring, O.S.B., B.S., M.A., Associate Chaplain

Larry B. Peterson, B.Mus., M.M., Director of Music

Financial Affairs

Paul D. Pearson, A.B., M.B.A., Vice President of Business and Finance

Darlene J. Link, B.A., M.B.A., C.P.A., Controller

Diane K. McCann, B.A., Director of Student Accounts Services

Cindy Descamps, B.A., M.B.A., Financial Accounting Director

Alex Wenz, B.A., Staff Accountant

Sonda Reinartz, B.A., Manager of the Bookstore

Laura C. Ford, B.S., M.B.A., SPHR, Director of Human Resources

Tammy Showers, B.A., Assistant Director of Human Resources

Thomas M. Phillis, B.A., Director of Security Services

Tom Schaubroeck, Director of Purchasing

Information Technology Services

Chris Vaughan, B.A., Assistant Vice President and Director of Information Technology Services

Shawn T. Beattie, A.B., M.S., Educational Technology Services Coordinator

Scott Dean, Network Manager

Charles Henderson, Network Administrator

Denny Hurd, B.S., M.A., Technical Support Manager

Phil Bennett, A.A.S., Web Programmer

Brad Bjork, A.A., B.S., Programmer/Analyst

Lillian Bradshaw, B.A., M.B.A., Programmer/Analyst

Brad Isbell, B.A., Web Programming Specialist

Tammy McAuliffe, Programmer/Analyst

Kris Spencer, Operations Analyst

Beth Whitty, A.B., Software Analyst

Sophia Wu, B.S., M.S., Database Administrator

Office of Advancement

Lynn E. Jackson, B.S., Vice President of Advancement

Alumni Relations

Kelly A. Noack, A.B., Director of Alumni Relations

Development

Anne E. Bergren, A.B., Director of Donor Relations and Stewardship

Albert J. DeSimone, B.A., Vice President of Leadership Gifts

Amy K. Hultquist, A.B., Development Officer

Nancy A. Johnson, A.B., Assistant Vice President of Development

Kathy Meier, B.S., M.B.A., Assistant Director of Grants and Corporate Relations

Lindsey S. Munson, B.A., Assistant Director of Annual Giving

Christopher B. Myers, A.B., M.P.A., Director of Development Research

Scott A. Park, A.B., Associate Vice President of Development

Sue A. Rector, A.B., C.F.R.E., Assistant Vice President of Development

Lori B. Roderick, A.B., M.A., M.F.A., Director of Corporate and Foundation Relations, Faculty Grant Coordinator

Eric J. Rowell, A.B., Development Officer

Denise C. Verhaeghe, B.S., Director of Advancement Services

Stephen J. Wasser, B.A., Director of Annual Giving

Enrollment and Graduation Statistics

	2008-09			2009-10		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Unduplicated Full-time Enrollment	1,094	1,455	2,549	1,063	1,393	2,456
Unduplicated Total Enrollment	1,112	1,466	2,578	1,082	1,406	2,488

2008-09

	FALL			WINTER			SPRING		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
First-Year	320	412	732	268	354	622	263	349	612
Sophomore	293	414	707	261	368	629	248	360	608
Junior	254	310	564	253	329	582	255	322	577
Senior	208	305	513	261	359	620	247	345	592
Non-Degree	4	4	8	4	3	7	3	1	4
Total Full-time	1,079	1,445	2,524	1,047	1,413	2,460	1,013	1,376	2,389
Total Part-time	12	11	23	11	12	23	16	9	25
Grand Total	1,091	1,456	2,547	1,058	1,415	2,483	1,029	1,385	2,414

2009-10

	FALL			WINTER			SPRING		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
First-Year	294	358	652	251	335	586	227	288	515
Sophomore	272	331	603	237	307	544	232	284	516
Junior	233	364	597	232	334	566	205	292	497
Senior	253	333	586	276	373	649	316	457	773
Non-Degree	4	4	8	6	4	10	5	1	6
Total Full-time	1,056	1,390	2,446	1,009	1,357	2,366	985	1,322	2,307
Total Part-time	16	10	26	13	10	23	15	10	25
Grand Total	1,072	1,400	2,472	1,022	1,367	2,389	1,000	1,332	2,332

Rate of Graduation (full-time, first-time, first-year students)

Entering Year	First-Year Students	GRADUATES		
		Four Years	Five Years	Six Years
1999	565	402 (71%)	426 (75%)	430 (76%)
2000	610	443 (73%)	474 (78%)	477 (78%)
2001	551	392 (71%)	416 (76%)	420 (76%)
2002	601	417 (69%)	443 (74%)	449 (75%)
2003	614	443 (72%)	477 (78%)	477 (78%)
2004	599	423 (71%)	456 (76%)	not avail.
2005	679	474 (70%)	not avail.	not avail.

Statistical Distribution

The following distributions are based on the fall-term statistics for undergraduate and special students.

2008-09

By State and Country		By Religious Affiliation	
California	8	Lutheran	483
Colorado	20	ELCA	479
Connecticut	2	Missouri	2
District Of Columbia	1	Other Lutheran	2
Florida	4	Catholic	873
Georgia	2	Methodist	177
Illinois	2,230	Presbyterian	100
Indiana	6	Baptist	67
Iowa	137	Episcopal	19
Kansas	5	Church of Christ	26
Kentucky	1	Jewish	12
Maryland	1	Muslim	5
Michigan	6	Greek Orthodox	8
Minnesota	23	Other	228
Missouri	14	Not specified	371
Montana	2	No affiliation	31
Nebraska	5		
Nevada	1		
New Jersey	3		
New Mexico	1		
New York	3		
North Carolina	2		
Ohio	5		
Pennsylvania	1		
South Dakota	1		
Tennessee	1		
Texas	8		
Virginia	4		
Washington	2		
Wisconsin	24		
Brazil	2		
China	3		
France	1		
Germany	2		
Hong Kong	1		
Iceland	1		
Nigeria	1		
Sweden	5		
Thailand	1		
United Kingdom	1		
Vietnam	1		

2009-10

By State and Country		By Religious Affiliation	
Arizona	1	Lutheran	451
California	5	ELCA	449
Colorado	19	Missouri	1
Connecticut	1	Other Lutheran	1
District Of Columbia	1	Catholic	810
Florida	4	Methodist	161
Georgia	1	Presbyterian	90
Illinois	2,163	Baptist	65
Indiana	9	Episcopal	20
Iowa	112	Church of Christ	28
Kansas	5	Jewish	11
Kentucky	2	Muslim	0
Massachusetts	1	Greek Orthodox	5
Maryland	1	Other	205
Michigan	10	Not specified	539
Minnesota	22	No affiliation	49
Missouri	15		
Montana	1		
Nebraska	8		
Nevada	1		
New Jersey	2		
New Mexico	1		
New York	1		
North Carolina	1		
Ohio	4		
Pennsylvania	2		
South Dakota	1		
Tennessee	2		
Texas	5		
Virginia	2		
Washington	3		
West Virginia	1		
Wisconsin	34		
Brazil	2		
Bulgaria	1		
Canada	1		
China	3		
France	1		
Germany	5		
Hong Kong	1		
Iceland	1		
Korea	1		
Mexico	2		
Myanmar	1		
Netherlands	3		
Nigeria	1		
Palistine	1		
Spain	1		
Sweden	3		
Thailand	1		
United Kingdom	1		

Advanced Placement Credit

ADV. PLACEMENT EXAMINATION	REQ. SCORE	AUGUSTANA EQUIVALENT COURSE	SEMESTER CREDITS AWARDED	GEN. ED. REQUIREMENT FULFILLED (AND AREA OF STUDY)	APPLICABLE TO MAJOR
Art Studio: Drawing	4	ART 101	3 (6 credit max.)	None	Yes
Art Studio: 2D Design	4	None	3 (6 credit max.)	None	Yes (elective)
Art Studio: 3D Design	4	None	3 (6 credit max.)	None	Yes (elective)
Art History	4	ARHI 161	3	None	No
Biology	4	BIOL 101	3	1 course perspectives on the natural world, Suffix PN	No
Calculus AB	4	MATH 219	3	Quantitative reasoning, Suffix Q	Yes
Calculus BC	4	MATH 219, 220	6	Quantitative reasoning, Suffix Q	Yes
Chemistry	4	CHEM 121	3	None	No
	5	CHEM 121, 122 (also CHEM equivalency test)	6	1 course perspectives on the natural world, Suffix PN	Yes
Computer Science A	4	COMP 211	3	None	Yes
Computer Science AB	4	COMP 211, 212	6	None	Yes
Economics: Macro	4	ECON 201	3	None	Yes
Economics: Micro	4	ECON 202	3	None	Yes
English: Language/Composition	—	None	0	None	No
English: Literature/Composition	—	None	0	None	No
Environmental Science	4	None	3	None	NA
French Language	4	FREN 201, 202	6	Foreign language; students continuing in French should enroll in FREN 301.	Yes
French Literature	—	None	0	None	No
German Language	4	GRMN 201	3	Foreign language; students continuing in German should enroll in GRMN 202.	Yes
	5	GRMN 201, 202	6	Foreign language; students continuing in German should enroll in GRMN 306.	Yes
Geography: Human	4	None	3	None	Yes
Government: American	4	POLS 101	3	None	Yes
Government: Comparative	—	None	0	None	No
History: American	4	Student may NOT enroll in HIST 130, 131, 132	6	None	Yes (for teaching major)
History: European	4	Student may NOT enroll in HIST 110, 111, 112, 113	6	None	Yes (for teaching major)
History: World	4	None	6	None	No
Latin: Vergil	4	LATN 200 level	3	None	Yes
Latin: Literature	4	LATN 200 level	3	None	Yes
Music Theory	—	None	0	None	No
Physics B	4	PHYS 101	3	1 course perspectives on the natural world, Suffix PN	No
Physics C (Mechanics)	4	PHYS 201	3	1 course perspectives on the natural world, Suffix PN	Yes
Physics C (Electricity & Magnetism)	4	PHYS 203	3	None	Yes
Psychology	4	PSYC 100	3	1 course perspectives on individuals and society, Suffix PS	Yes
Spanish Language	4	SPAN 203	3	Foreign language; students continuing in Spanish enroll in SPAN 301 or 305.	Yes
Spanish Literature	—	None	0	None	No
Statistics	4	PSYC 240	3	Quantitative reasoning, Suffix Q (No credits for BUSN 211)	Yes



Alumni Association

About the Association

In the spring of 1877, the first graduating class of Augustana College reunited to form an organization for all graduates and persons who had attended classes at Augustana. Aside from their desire to continue the friendships they had formed, they had three main objectives: to assist in the advancement of the causes of Christian higher education, to promote the welfare of Augustana College, and to establish mutually beneficial relations between the college and its alumni.

Today the Alumni Association works to build on the Association's traditions in the context of our mission statement. All alumni are members of the Alumni Association and are invited to participate with Augustana in many different ways. All members receive college publications, including *Augustana Magazine*. In the fall, members of the five- through 45-year reunion classes are specially invited to campus to join in Homecoming activities.

Each year the Association honors one or two of its members with the Finest Under Forty Award for Outstanding Achievement. During spring Commencement, members also are invited to campus for Alumni Weekend to celebrate the 50th-through 80-year class reunions. At the annual spring Alumni Association Banquet, several members are honored with Association awards recognizing either Outstanding Service to their community or to Augustana College or Outstanding Achievement in a profession.

The Office of Alumni Relations is responsible for the Alumni Association office at Augustana. Alumni news and questions about activities and the life of the college can be directed to the Alumni Office at (800) 798-8100 x7474. The Alumni Association's business plans are reviewed by the Alumni Association Board of Directors, which meets twice each year on campus.

In an effort to promote the welfare of Augustana, each year the Alumni Association asks its members to support Augustana through gifts to The Augustana Fund. Contributions generally are unrestricted in nature, but may be restricted to any aspect of the college program or used for scholarships specified by the donor. The Alumni Association has established two funds: the Alumni Departmental Assistantship, awarded to a student who works in conjunction with a faculty member on a special project; and the Outstanding First-year Student Award, given annually to several first-year students who have achieved a 3.80 or higher grade-point average in the fall and winter terms and who are active in the life of Augustana.

Alumni Association Board of Directors 2010-11

Susan Nelson Abrams '76
 James Ash '64
 Jeremy Bratt '00
 Carol Shannon Brockhouse '60
 Elaine Nestander Brolander '47
 Stanley Brown '63
 Kara Turner Clark '94
 Melanie Berna Coulter '94
 Doneldon Dennis '69
 Lydia Ruelas Durán '05
 Kent Gladish '84
 John Glimco '83
 Nita Borg Hemke '58
 Carol Griffiths Horstmann '57
 Donald Isaacson '70
 Jeff Jaeger '98
 Thomas Johnson '72
 Natalie Kessler '92
 Michelle King '93
 Marko Krpan '88
 Stephen Lamar '02
 Henry Neuman '70, Secretary
 Calvin Peterson '48
 Christine Anderson Petty '74

Erik Rehms '87
Douglas Roegner '84
Jamie Sanders Rufolo '98, Vice President
Samuel Schlouch '10
Susan Steele Weir '71
Bradley Wooten '89, President
Karl Zobrist '71

Student Members of the Alumni Board 2010-11

Chris Carter '13
Theresa Coverick '13 (alternate)
Katherine Dempsey '11
Michael Gyetvay '13
Margaret Hayes '12
Britta Shold '11
Theodore Teros '12
Caitlin Walker '13 (alternate)

Ex-Officio Members

Steven C. Bahls, President
W. Kent Barnds, Vice President of Enrollment,
Communication and Planning
Scott Cason, Assistant Vice President of
Communication and Marketing
Lynn E. Jackson, Vice President of Advancement
Kelly A. Noack '02, Director of Alumni Relations
Paul D. Pearson '74, Vice President of Business
and Finance
Sue Fleischman Rector '79, Assistant Vice
President of Development

Endowed Funds at Augustana

Endowed Scholarships

The following endowed scholarships have been established through the generosity of many alumni, parents and friends of Augustana to provide financial assistance to students. Contributions to Augustana's endowed funds may be made at any time by any individual, family or organization. For more information about endowments at Augustana, please visit the Augustana Office of Advancement at www.augustana.edu/giving.

Students who apply for assistance at Augustana College will automatically be considered for the endowed scholarships within the context of their financial assistance package.

NOTE: Certain scholarships reflect wording used by Lutheran Synods prior to their merger into the Evangelical Lutheran Church in America (ELCA).

Dr. L.G. Abrahamson and Family Memorial and Scholarship. A bequest by Miss Agnes W. Abrahamson in memory of her father, Dr. L.G. Abrahamson, noted clergyman, editor of the Swedish Newspaper and founder of Augustana Hospital. Unrestricted with preference for Quad Cities' students.

Acomb Foundation Scholarship in Art. Funded by the Acomb Foundation to provide assistance to outstanding senior studio art majors for their senior exhibits.

Edwin R. and Ruth H. Adland Scholarship. Established by Edwin R. Adland from a charitable bequest in his will. To be awarded based on financial need.

George and Virginia Aigner Scholarship in Business and Economics. Established by Dr. and Mrs. Aigner to provide financial aid for students majoring in business or economics.

The Robert E. Ainsworth Scholarship. Established by gifts from Robert E. Ainsworth, Class of 1952. Awarded to worthy students in need of financial assistance, with preference given to students majoring in business administration or accounting.

Richard and Marilyn Alberding Scholarship. Established through the generosity of Richard, a member of the Class of 1953, and Marilyn Alberding. Awarded to juniors or seniors majoring in business administration who have demonstrated academic ability (3.25 on a 4.0 scale).

Norah Helen Alsterlund Memorial Scholarship. Established by a gift from the estate of Miss Norah Helen Alsterlund, a friend of the College. Miss Alsterlund grew up in the Quad-Cities and went on to illustrious posts as a writer for Cosmopolitan, private

secretary for Amelia Earhart, and as an employee of the U.S. State Department. To be awarded on the basis of academic achievement and financial need.

Alumni Scholarship. A gift of the Alumni Association of Augustana College. Awarded to currently enrolled students.

American Daughters of Sweden Scholarship. Granted by the Chicago Chapter of the American Daughters of Sweden, and awarded to young women of Swedish descent and high scholastic achievement who will take up work in the Swedish language and/or literature in the Scandinavian Department.

Dr. and Mrs. G.K. Andeen Scholarship. Established by Dr. (former Professor of Religion) and Mrs. (Augustana graduate) Kenneth Andeen. Unrestricted with preference to students preparing for Christian service.

O.F. Ander Scholarship. Funded by gifts from Dr. O.F. Ander, former professor of history; members of the history faculty, and former students. Awarded annually to students majoring in history.

Andersen Foundation Scholarship. Established by partners and employees of Arthur Andersen & Company and the Arthur Andersen & Company Foundation. Awarded to accounting majors recommended by the department chair.

Arthur T. Anderson Memorial Scholarship. Established by family and friends in memory of Arthur T. Anderson, a basketball standout at Augustana from 1935 to 1939. Awarded on the basis of financial need with preference given to business administration majors.

Bertil Gottfrid and Lorraine Ossian Anderson Scholarship. Established by Dr. Louise Anderson in memory of her parents. To be awarded to a student selected by the Department of Biology in recognition of academic achievement and potential for a career in biology without regard to financial need.

Charlotte and Dale Anderson Memorial Scholarship. Established by Christine Anderson Petty, Class of 1974, and Gregory Petty, Class of 1969, to honor Christine's parents. The scholarship will support full-time female students with proven financial need with preference given to those from a rural or small community who have an interest in or are majoring in history, English or Swedish.

Franklin J. Anderson Memorial Scholarship. Established by an alumnus, Carl Anders Bengtson, '38 in tribute to his classmate and close friend. At the outbreak of World War II, Anderson interrupted his postgraduate studies to enlist in the Air Corps. He became a pilot, assigned to the Pacific Theater, and was an early casualty of the war when his plane disappeared over New Guinea in December, 1942. For advanced geology majors.

Mrs. Gust (Emma) Anderson Scholarship. Established in memory of Mrs. Anderson with gifts from family and members of Bethlehem Lutheran Church, St. Charles, Illinois. Unrestricted.

I. M. Anderson Memorial Scholarship. Established by family and friends of Dr. Isaac Morene Anderson, Professor of Greek Language and Literature at Augustana from 1904 to 1944. The scholarship is unrestricted.

The Reverend Joseph A. Anderson Memorial Scholarship. Established by an estate gift from Lydia L. Anderson (Class of 1923) in memory of her father (Class of 1888). Awarded to worthy students with preference to students with an interest in humanities, mathematics or theology. Awarded to worthy students, with preference to students with an interest in humanities, mathematics or theology.

Muriel H. Anderson Memorial Scholarship. Established by Herbert J. Anderson in memory of his wife (both 1940 graduates of Augustana). To be awarded to worthy students having financial need.

Dr. Roy and Lyona Anderson Memorial Scholarship. Established through an estate gift of Dr. Anderson. To be awarded on the basis of academic achievement and financial need.

Samuel L. Anderson Memorial Scholarship. Established by a bequest from the estate of Samuel L. Anderson, a member of the College Board of Directors from 1972 to 1980. To be awarded annually on the basis of academic achievement to a student majoring in business administration or economics.

Anderson Swedo Science Education Scholarship. A merit-based scholarship established by Susan E. Anderson Swedo, M.D. and Gregory J. Swedo, M.D. to help fund the educational pursuits of junior or senior students majoring in biology or chemistry. Preference will be given to outstanding students who plan on pursuing careers in scientific research or medicine. The scholarship is open to men and women of high ethical and moral character who have demonstrated superior knowledge in the biological and/or chemical sciences.

The Andreen Family Scholarship. Given by Juliamarie Andreen Grilly in recognition of a long time family presence and involvement with Augustana, particularly that of her grandfather, Dr. Gustav Andreen who was president of the College from 1901 until 1935. Awarded to full-time students with a grade-point average of 3.0 or its equivalent and have a proven financial need.

Carl O. Andreen Memorial Scholarship. Established in memory of Dr. Andreen (son of Augustana's fourth president) by his family. To be awarded annually to a worthy student, with preference given to a student enrolled in a pre-dental program.

William H. and Jean Soady Appier Family Scholarship. Established by gifts from William and Jean Appier in appreciation for the continuing influence of Augustana in their lives. Awarded on the basis of academic achievement and financial need. Awards will be made in alternate years to students majoring in geology and the fine arts.

The Appleton Family Memorial Scholarship. Established by family and friends of Glenn W. Appleton (a 1946 graduate of Augustana). To be

awarded annually on the basis of academic achievement and financial need.

George B. and Catherine Arbaugh Family Scholarship. Established in memory of Dr. George B. Arbaugh and Mrs. Arbaugh by members of their family. Dr. Arbaugh was a member of the faculty from 1947 to 1974 and was dean of the college from 1947 to 1967. The scholarship is awarded on the basis of academic achievement and financial need with preference given to majors in philosophy.

The Arthur and Ruth Aronson Family Scholarship. Established by family and friends of Arthur (Class of 1941) and Ruth Aronson. To be awarded on the basis of academic achievement and financial need, with preference given to students majoring in business administration or education.

Augustana Campus Church Scholarship. Established by a gift from the former Augustana Campus Church to provide financial assistance for students from Asia, Africa, Central and South America and for minority students from the United States. Students must demonstrate financial need.

Augustana Accounting Association Scholarship. To be awarded to accounting majors who are Association members and who have rendered outstanding service to the Association. Candidates for the scholarship will be those students completing their junior year of study. Recipients will be selected during the third quarter by a committee composed of senior members of the Association and the faculty advisor. The award is to be used during the following academic year.

Augustana Fellowship Scholarship. Awarded on the basis of academic achievement and financial need.

Augustana Friends Scholarship. Established in 1954 through bequests from and gifts in memory of many alumni and friends of Augustana. To be awarded on the basis of academic achievement and financial need.

Augustana Synod Centennial Scholarship. Established by gifts received through the Augustana Lutheran Church Centennial Fund I 1943-44. Awarded to students who are members of the Evangelical Lutheran Church in America.

Carl E. Bagge Scholarship Fund. Established by friends of Carl E. Bagge, a 1949 graduate of Augustana. Restricted to students participating in debate or forensics.

Ina M. Banks Scholarship. Established by a bequest from the estate of Ina M. Banks. To be awarded with preference given to students of demonstrated ability in creative writing.

Tim Bauer Memorial Scholarship. Established by family and friends in memory of Tim Bauer. To be awarded annually, with preference given to graduates of Rock Island High School.

Elizabeth N. Beck Scholarship. Established by a gift from Dr. Victor Beck in memory of his first wife. Recipient to be a senior selected by English faculty during that student's junior year.

James M. Beckman '80 Memorial Scholarship. Established by Jim's father, Carl, a member of the class of 1952. To be awarded annually to students who are contributing to their own college expenses. Preference given to students from Arrowhead Ranch or majoring in accounting.

Peter T. and Lydia V. Beckman Scholarship. Established by Dr. Peter T. Beckman, class of 1949, and Lydia Larsen Beckman, class of 1947. To be awarded to students majoring in disciplines in the humanities.

David and Lucy Beckstrom Memorial Scholarship. Established in memory of these long-time Augustana employees, by Becky and Earl Swanson. Awarded on the basis of academic achievement and financial need with preference given to students with an interest in music.

Beling Engineering Consultants Scholarship. Established by a gift from Beling Consultants. To be awarded to a worthy student with need.

C. Felix and Mary Ann Bengtson Scholarship. Established by a gift from C. Felix Bengtson, a member of the Class of 1926, and his wife, Mary Ann. Awarded annually.

Kay Lundeen-Bengtson Scholarship. Established by Kay (Class of 1965) and John (Class of 1960) Bengtson in honor of the ELCA Washington Office's advocacy efforts with and on behalf of low-income and vulnerable people. The scholarship is to assist low-income students with high levels of financial need.

Ragnar Benson Memorial Scholarship. Established in memory of Ragnar Benson through gifts from Mr. Benson and his son, Raymond L. Benson. Designated for Lutheran students from the Greater Chicago area.

Peter William Benzon Mathematical Scholarship Fund. Established by gifts from family and friends of Peter William Benzon who taught mathematics at Augustana in the early 1900's. To be awarded to a worthy mathematics students on the basis of academic achievement and financial need.

Carl and Agnes Bergendoff Scholarship. Established by a gift from these friends of Augustana College. Awarded on the basis of academic achievement and financial need, with preference given to members of Faith Lutheran Church, Glen Ellyn, IL.

Carl August Bergendoff Scholarship. A gift from Mr. R.N. Bergendoff in memory of his late father and mother who instilled in their children a confidence in Christian higher education and a love for Augustana. Awarded to students who in person and performance exemplify the ideals of Augustana.

Conrad Bergendoff Scholarship. Initiated through gifts of the Augustana faculty and staff in the spring of 1962, honoring Dr. Conrad Bergendoff, president of Augustana College from 1935 to 1962. Awarded to students of significant promise and accomplishment.

Vincent and Gladys Bergman Family Scholarship. Established by Vincent (376) and Gladys Bergman in recognition of their long relationship with Augustana. The scholarship is unrestricted.

The David and Bess Bergquist Memorial Scholarship. Established by family and friends of David Bergquist (a member of the Class of 1917) and his wife. To be awarded on the basis of academic achievement and financial need.

Bergstrom Manufacturing Co. Charitable Foundation Scholarship. Created through gifts from the Bergstrom Manufacturing Company Charitable Foundation of Rockford, Illinois. Scholarships are unrestricted.

Mabel J. Berquist Trust. Scholarship assistance to worthy students.

Beta Omega Sigma Academic Leadership Award. Established by alumni of the Beta Omega Sigma fraternity. Awarded to active members of the fraternity with the highest grade point average.

J.K. Billman, Jr. Scholarship. Established by Dr. James K. Billman, Jr., a friend of Augustana College. To be awarded on the basis of financial need.

Shirley Nordstrom Binney Scholarship. Established in memory of this 1943 graduate by her three children, Barbara Logan, Susan Maynard, and William Binney, Jr. To provide recognition and financial assistance to full-time students enrolled or planning to enroll at Augustana College who have a proven need for funds to meet their necessary college expenses. First preference given to students in pre-professional programs in the health professions.

D.A. Bjornson Debate Scholarship. Established by Chris '78 and Laura Beckman '79 Bjornson to honor Chris' mother, Dorothy A. Koch Bjornson, class of 1950, who served the college as a speech instructor and registrar for over twenty years. D.A. was the first woman ever to reach the final round of the national debate tournament in 1950. To be awarded annually to students on the basis of academic achievement and/or financial need with preference given to students involved in the debate program or at the recommendation of the debate advisor.

Edward M. Blakely Scholarship. Established by Edward M. Blakely in honor of his former professor, Louise Cervin. Scholarships available to students majoring in music performance-piano.

Miriam Blomquist Scholarship. Established by a gift from the Estate of Miriam M. Blomquist, a 1936 alumna of Augustana College. To be awarded on the basis of academic achievement or financial need.

Al W. Bloom Scholarship. A gift from Al W. Bloom, Class of 1910, of Omaha, Nebraska, a member of the Board of Directors of Augustana College from 1937 to 1947. Awarded to students who exemplify the Christian ideals of Augustana and give greatest promise of usefulness in church and state.

Oscar F. and Josephine Bohman Scholarship. Established by Pastor and Mrs. Oscar Bohman. To be awarded to worthy students who are members of ELCA congregations, with first consideration given to members of the congregations Pastor Bohman served during his more than 50 years of Christian ministry.

Robert C. and Jean K. (Siefken) Boling Scholarship. Established by Andrew and Deborah Boling to honor Andrew's parents. Preference will be given to students from the Riverdale, Illinois School District.

Dorothy C. Boos Memorial Scholarship. Established in memory of Dorothy C. Boos by her husband John, who is an attendee of Augustana. Awarded annually on the basis of academic achievement and financial need.

Jayne Elizabeth Carlson Borden and Robert H. Borden Memorial Scholarship. Established in memory of Jayne Elizabeth Carlson Borden (Class of 1951) and Robert H. Borden (Class of 1950) by their family and friends. Awarded to a member in good standing of an Evangelical Lutheran Church in America congregation, who is preparing for a career in teaching (grades K-3) or in service to the ELCA. Preference given to students from Rockford, Illinois.

Charles Edward Borg Memorial Scholarship. A gift from Mrs. Elin J. Borg in memory of Charles Edward Borg. Awarded annually on the basis of academic achievement and financial need, with preference given to students from Iowa.

Orlynn K. Bosse Scholarship. Established through a bequest from the estate of Orlynn K. Bosse (Class of 1952). Awarded on the basis of academic achievement and financial need.

Bowman-Swanson Scholarship in English. Established in honor of Agnes S. Bowman and Lois J. Swanson by their children, Janice Bowman and Gerald Swanson. Awards to be based on academic achievement and given to students majoring in English.

Keith and Eileen Bradley Scholarship. Established by an estate gift from these friends of Augustana. Awarded on the basis of academic achievement and financial need.

Josephine A. Brandt Memorial Scholarship. Established by Josephine A. Brandt, Class of 1944, through an estate plan gift. To be awarded on the basis of academic achievement and financial need.

Harlan and Edna Heitzman and Harry and Bertha Breithaupt Endowed Scholarship Fund. Established through gifts from Harlan and Edna Heitzman and their family. Awarded to students attaining a grade point level of 2.0 or above and working 12 or more hours per semester of work study.

F. Verna Brennan Memorial Scholarship. Established by a gift from the estate of Mrs. Brennan (Augustana parent and friend). Awarded on the basis of academic achievement and financial need, with first consideration given to students pursuing a career in the health care profession.

Brodeen Family Scholarship. Established by Rev. Dr. Eugene Brodeen, Class of 1950, and Mrs. Elizabeth (nee Munson) Brodeen, Class of 1951, to recognize four consecutive generations of Brodeen family presence at Augustana College. To be awarded to a Lutheran student from the eastern United States, where the Rev. Dr. Brodeen served as Bishop of the New England Synod of the ELCA.

The V. Eugene and Ruby J. Broman Scholarship.

Established by them in appreciation for the education received at Augustana. Awarded to deserving chemistry and foreign language students.

Brunell Family Scholarship. Established by the Brunell family. Awarded annually with preference given to members of Bethlehem Lutheran Church (Chicago) and Faith Lutheran Church (Glen Ellyn), or graduates of Emil G. Hirsch High School (Chicago).

The Reverend Clifford and Mabel Bruner

Scholarship. Established by an estate gift from Rev. and Mrs. Bruner. To be awarded on the basis of academic achievement and financial need.

Otto and Marjorie Buhmann Memorial Scholarship.

Established through an estate gift from Marjorie Farb Buhmann, class of 1939. To be awarded as a music scholarship with preference given to students studying piano or organ.

Marjorie Baumgarten Burkland Scholarship.

Established by Mrs. Burkland (Class of 1941) in appreciation for education received at Augustana. To be awarded on the basis of academic achievement and financial need, with preference given to students majoring in English or speech.

The Elmer and Beatrice Burtard Scholarship.

Established by Teresa B. Kamphaus, Class of 1983, in recognition of her loving parents Elmer and Beatrice Burtard who sacrificed so much in order for Teresa to have the Augustana experience. To be awarded to students demonstrating high financial need, with preference accorded to students from rural communities.

Winifred Erickson Calvert and Henry Hardy Calvert

Memorial Scholarship. Established in memory of Winifred Erickson Calvert and Henry Hardy Calvert by their children. For students majoring in Elementary or Secondary Education. Awarded annually to a first-year student, and renewable annually, upon recommendation of the Department of Education. Financial need is not a qualifying consideration.

Anne L. and A. Wallace Carlson Family Scholarship.

Established by the family of Anne L. (Carlson) Carlson, who attended Augustana in the early 1940s, and A. Wallace Carlson. It is the intent of the donors that this scholarship be awarded to students for whom financial aid is essential in order to permit their attending Augustana College.

Darrell W. Carlson Memorial Scholarship.

Established by a gift of life insurance from the Rev. Darrell W. Carlson of Tacoma, WA, a 1950 graduate of Augustana, and by additional gifts from family and friends. Awarded annually with preference given to a junior or senior from outside the state of Illinois engaged in pre-professional studies. Recipients must also be engaged in extra-curricular activities and maintain a 3.0 grade-point average on a 4.0 scale.

Helen Jean Carlson Memorial Scholarship.

Established in memory of Mrs. Carlson, an alumna of Augustana College, by her husband, Stanley L. Carlson. The income is to provide scholarships for students in need of financial assistance.

Inar A. and Selma W. Carlson Memorial Scholarship.

Established through a bequest from the estate of Inar A. Carlson '22 and from gifts in memory of Selma Westerlin Carlson '21. Unrestricted.

John Matthew Carlson Accounting Scholarship.

Established by Carol J. Carlson in memory of her husband, John Matthew Carlson, who began working at Deere and Company at the age of 16 during the Great Depression, took night courses at Augustana College following his service in the United States Army in World War II, and retired from Deere and Company after a 47-year career. Awarded to students who are majoring in accounting.

Robert E. and Marjorie J. Carlson Family

Scholarship. For students majoring in Sociology, Social Work or Speech Communication. Recipients to be selected on merit.

The Carlstrand Family Scholarship. Established by gifts from Ms. Susan Carlstrand. To be awarded on the basis of academic achievement and financial need.

Carter Family Scholarship. Established by Steve and Lisa Carter in grateful recognition of the education Brad '06 and Becky (Hanson) '05 Carter received at Augustana. The scholarship is unrestricted and given with the intent that the Augustana experience continues to be enriched by students with diverse backgrounds, interests and talents.

Roy J. Carver Scholarship.

Established with funds from the Roy J. Carver Trust, Muscatine, Iowa. Awarded to students who have demonstrated commitments to excellence, quality and leadership and who show capacity for college work at a high level of accomplishment. Preference is given to applicants from western Illinois and eastern Iowa.

Roy J. Carver LOGOS Scholarship. Established with funds from the Roy J. Carver Charitable Trust, Muscatine, Iowa. Awarded to high-achieving students who participate in Logos, Augustana's natural science honors program. Recipients of the scholarship are designated as Roy J. Carver Honors Scholars.

Dean Dora Cervin Memorial Scholarship.

Established by Virginia Penniston Wheeler (43G) in memory of Dean Cervin (Dean of Women from 1937 to 1946). To be awarded to a worthy student with financial need.

Dr. Donald T. and Signe (Nelson) Chamberlin

Memorial Scholarship. Established in honor of Dr. and Mrs. Donald T. Chamberlin. To be awarded to a good medical student studying to be a doctor or planning a career in medical research.

The Nelson and Christine Chester Scholarship.

Established by Joanne E. (Milton) Kendall, Class of 1952, and her husband, John. Awarded to students showing academic promise and accomplishment, studying in English or education.

Chi Omega Gamma Academic Leadership Award.

Established by alumni of the Chi Omega Gamma sorority. Awarded to active members of the sorority with the highest grade-point average.

The Christensen Family Scholarship. Established by Dean O. Christensen, Class of 1954, and members of his family. This scholarship is restricted to students with financial need who are contributing to their own tuition and related expenses. First preference shall be given to students from Nebraska; second preference shall be given to students from Henry County, Illinois.

John A. Christenson Scholarship. To be awarded on the basis of academic achievement and financial need with first consideration given to students majoring in pre-medicine.

Christian Family Values Scholarship. To be awarded to students with financial need who are active members of a Christian congregation or parish or who are involved in Augustana's Christian campus ministries, with preference given to juniors or seniors who are pre-seminary students. Recommendations from the campus pastors and Center for Vocational Reflection staff will be considered. Established in honor of our parents, in memory of our grandparents, and in thankful celebration of Christian family values.

Henrietta I. Clark Scholarship. A gift from the estate of Irene Ochs in memory of her sister, who taught in the Department of Economics at Augustana from 1923 to 1957. Awarded to students who major in economics.

The Class of 1940 Scholarship. Established on the occasion of the Class of 1940's 50th reunion. To be awarded annually to a worthy student with financial need.

The Class of 1944 Scholarship. Established on the occasion of the Class of 1944's 50th reunion. To be awarded annually to worthy students with financial need.

The Class of 1945 Scholarship. Established on the occasion of the Class of 1945's 50th reunion. To be awarded annually to worthy students with financial need.

The Class of 1947 Scholarship. Established on the occasion of the Class of 1947's 50th reunion. To be awarded annually to worthy students with financial need.

The Class of 1950 Scholarship. Established on the occasion of the Class of 1950's 50th reunion. To be awarded annually to worthy students with financial need.

The Class of 1951 Scholarship. Established on the occasion of the Class of 1951's 50th reunion. To be awarded annually to worthy students with financial need.

The Class of 1952 Scholarship. Established on the occasion of the Class of 1952's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1953 Scholarship. Established on the occasion of the Class of 1953's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1954 Scholarship. Established on the occasion of the Class of 1954's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1955 Scholarship. Established on the occasion of the Class of 1955's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1956 Scholarship. Established on the occasion of the Class of 1956's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1957 Scholarship. Established on the occasion of the Class of 1957's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1958 Scholarship. Established on the occasion of the Class of 1958's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1959 Scholarship. Established on the occasion of the Class of 1959's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1960 Scholarship. Established on the occasion of the Class of 1960's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1962 Scholarship. Established on the occasion of the Class of 1962's 40th reunion. To be awarded annually to worthy students with financial need.

The Class of 1968 Scholarship. Established on the occasion of the Class of 1968's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1970 Scholarship. Established on the occasion of the Class of 1970's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1972 Scholarship. Established on the occasion of the Class of 1972's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1973 Scholarship. Established on the occasion of the Class of 1973's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1975 Scholarship. Established on the occasion of the Class of 1975's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1977 Scholarship. Established on the occasion of the Class of 1977's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1980 Scholarship. Established on the occasion of the Class of 1980's 25th reunion. To be awarded annually to worthy students with financial need.

The Class of 1982 Scholarship. Established on the occasion of the Class of 1982's 10th reunion. To be awarded annually to worthy students with financial need.

The Class of 1983 Scholarship. Established on the occasion of the Class of 1983's 10th reunion. To be awarded annually to worthy students with financial need.

The Class of 1987 Scholarship. Established by members of the Class of 1987 through a senior class pledge program. To be awarded to current students who are children of Augustana alumni.

The Class of 1988 Scholarship. Established by members of the Class of 1988 through a senior class pledge program. To be awarded to current students who are children of Augustana alumni.

The Class of 1989 Scholarship. Established by members of the Class of 1989 through a senior class pledge program. To be awarded to current students who are children of Augustana alumni.

The Class of 1994 Scholarship. Established by members of the Class of 1994 through a senior class pledge program. To be awarded annually to worthy students with financial need.

The Class of 1997 Scholarship. Established by members of the Class of 1997 through a senior class pledge program. To be awarded annually to worthy students with financial need.

The Class of 1999 Windows to the World Scholarship. Established by members of the Class of 1999 through a senior class pledge program. Awarded to students that require financial assistance in order to participate in a foreign study program.

The Class of 2000 Scholarship. Established by members of the Class of 2000 through a senior class pledge program. To assist students involved in learning opportunities outside of the typical classroom experience.

Ingemann Clausen Memorial Scholarship. Established by a generous bequest from Mr. Clausen (a friend of Augustana). Awarded on the basis of academic achievement and financial need.

Alma Clay Scholarship. To be awarded annually to worthy students with financial need, with preference given to young women in the Iowa Synod.

Collinson Family Scholarship. Established by gifts from members of the Collinson Family in recognition of their long relationship with Augustana. Awarded on the basis of academic achievement and financial need.

Robert and Charlotte Harvey Coultas Scholarship. Established by Charlotte Harvey Coultas, Class of 1941, and her husband, Robert M. Coultas, Class of 1940, in recognition of their Augustana educations. To be awarded to students majoring in and planning to pursue a career in teaching English.

Marjorie Hallgren Crowder Memorial Scholarship. Established by Marilyn Crowder-Wile (Class of 1983) in memory of her mother. Awarded on the basis of academic achievement and financial need, with first consideration given to speech-language pathology and special education majors.

Audrey Cumming Scholarship. Established by Mrs. Audrey (Larson) Cumming, a 1948 graduate of Augustana. Awarded on the basis of academic achievement and financial need with preference given to students majoring in elementary education or pre-medicine.

Anna M. Curtis Memorial Scholarship. Established by an estate plan gift from Mrs. Curtis, a friend of Augustana. To be awarded to worthy students with financial need from Henry County, Illinois.

Walter, Wanda and Andra Czajka Endowed Scholarship. Established by their daughters to recognize the role the parents played in their daughters' education, and in loving memory of their dear sister. To be awarded to worthy students who demonstrate financial need.

Arthur E. and Dorothy E. Dahl Leadership Scholarship. Established by their sons, John A. Dahl '68 and Robert A. Dahl '74, with funds from the Arthur E. Dahl and Dorothy E. Dahl Charitable Trust. Awarded to seniors based on academic achievement and demonstrated leadership in co- and extra-curricular programs.

Grace Moyer Daley Scholarship Fund. To be awarded to Christian students who exemplify intellectual and moral excellence, and who are preparing for vocations in the church, education, physical therapy or medicine. Preference will be given to students preparing for foreign missions within their vocations.

Dr. Donald C. and Lois Davis Scholarship. Established by students, family and friends of Dr. Davis (Class of 1947 and faculty member 1950-1988). To be awarded annually to a deserving junior or senior student majoring in speech-language pathology.

Doris and Victor Day Scholarship. Established by the Day Foundation in recognition of the Days' commitment to the community and human needs. Income to be awarded annually to students from the Quad Cities based upon their financial need.

John C. Deisenroth Memorial Scholarship. Established by Luella Jones Deisenroth (Class of 1936) in memory of her husband. To be awarded annually on the basis of academic achievement to students majoring in science or mathematics.

Delta Omega Nu Academic Leadership Award. Established by alumni of the Delta Omega Nu fraternity. Awarded to active members of the fraternity with the highest grade point average.

George "Pops" Duhlstine Memorial Scholarship. Established by family and friends in honor of Mr. Duhlstine, athletic trainer and equipment manager at Augustana for twenty years. To be awarded to needy students from the Quad Cities with preference given to students majoring in business administration or accounting.

Brian C. Dunkel Memorial Scholarship. Established by Virginia Dunkel in memory of her son, Brian Dunkel, a 1988 graduate of Augustana College. Annual award based on academic achievement and

financial need with preference given to students majoring in Chemistry.

Joyce and George Duvall Scholarship. Established by Mr. and Mrs. Duvall to be awarded to worthy students majoring in business or economics.

Carl and Mary Jane Eck Scholarship. Established through a bequest from Carl E.R. Eck, Class of 1959. To be awarded annually, with first consideration given to students preparing for Christian ministry.

Erick and Kerstine Eck Scholarship. Established by Carl and Dale Eck in honor of their parents who emigrated from Sweden in the 1920's. Since the scholarship is intended to promote Augustana's Swedish heritage, earnings from the fund will be used to support students' academic pursuits in Sweden.

Doris Swanson Edmund Scholarship. Established in tribute to Doris Swanson Edmund (Class of 1935) by members of her family. Awarded on the basis of academic achievement and financial need, with preference given to students majoring in education who have demonstrated interest in early childhood education.

Janan Effland Memorial Scholarship. Established with a bequest from Janan Effland, class of 1951 and member of the Augustana faculty from 1967 to 1990, and through memorial gifts from family and friends. Awarded on the basis of financial need with preference given to students involved with intramural athletics.

Loryann M. Eis Scholarship in Math/Science Education. Established by a gift from Miss Loryann M. Eis, Class of 1960. To be awarded on the basis of academic achievement and financial need with first consideration given to students planning on careers in math or science education.

The Evangelical Lutheran Church in America Scholarship. Funded by the consolidation of scholarships create by organizations of the former Augustana Lutheran Church and Lutheran Church in America. To be awarded annually to students who are members of the Evangelical Lutheran Church in America.

A. L. Eliason Chemistry Scholarship. Awarded annually to the junior chemistry major judged to have the most outstanding academic achievement and potential for a career in chemistry.

The Scott Elsberg Memorial Scholarship. Established by friends and family of Scott Elsberg (Class of 1980). Awarded on the basis of academic achievement.

Leonard N. and Albertine M. Engnell Memorial Scholarship. Established through the estate of Leonard N. Engnell, Class of 1956, and in memory of his wife, Albertine. Awarded to students who are majoring in mathematics.

Donald and June (Freitag) Engstrom Family Scholarship. Established in appreciation of the education received at Augustana College. To be awarded annually without restriction.

Entrepreneurial Leadership Scholarship. Established by members of the Augustana Web Guild to support future student leaders. Scholarships available to

students interested in entrepreneurship, professional development, and experiential learning. Preference shall be given to Augustana Web Guild leaders.

The Clarence M. and Margaret Erickson Family Scholarship. Established by Clarence and Margaret Erickson for students who demonstrate financial need and/or students of great promise or accomplishment.

Knut E. Erickson Memorial Scholarship. Established in memory of Dr. Knut E. Erickson, vice president and treasurer of the College from 1939 to 1961. Unrestricted with preference given to students from Rock Island and the west side of Chicago.

Carolyn Pierson Erwin Memorial Scholarship. Established through memorial gifts to Mrs. Erwin from family and friends. To be awarded on the basis of academic achievement and financial need.

Simon E. Fagerstrom Memorial Scholarship. Established in memory of Mr. Fagerstrom. To be awarded to a student from Sweden studying at Augustana.

Faith Lutheran Church Scholarship, Glen Ellyn, IL. Established by members of Faith Lutheran Church, Glen Ellyn, Illinois. To be awarded to Lutheran students with financial need with consideration given to members of Faith Lutheran Church of Glen Ellyn.

Edward E. Falberg Memorial Scholarship. Established through the estate of Edward E. Falberg, a member of the Class of 1930, who went on to a distinguished career in analytical chemistry. Awarded annually to worthy students who are majoring in chemistry.

Gerald H. Falder Memorial Scholarship. Established by an estate gift from Mr. Falder. To be awarded on the basis of academic achievement and financial need.

Clifford Fenwick Memorial Scholarship. Established by family and friends in memory of Clifford Fenwick. To be awarded, upon recommendation of the Psychology Department, to an outstanding psychology major, preferably a sophomore.

Owen B. and Lorraine M. Fess Family Scholarship. For students majoring in chemistry or mathematics.

Muriel Fick Memorial Scholarship in Music. Established by Muriel A. Fick, friend of Augustana, in loving tribute of music. Scholarship is awarded to students of musical ability from the Quad City region.

James L. Fischer Memorial Scholarship. Established in memory of James L. Fischer, an alumnus of the College, by his parents and friends. Awarded to students majoring in Spanish or biology.

Lois Davies Fleege Memorial Scholarship. Established by the Laverne L. Fleege family in memory of Lois Davies Fleege, Class of 1945. To be awarded to students majoring in speech-language pathology.

Frank and Jane Folwell Scholarship. Established by these special friends of Augustana to provide financial assistance to worthy students with first preference given to students from the Iowa Quad Cities.

Reverend and Mrs. Reuben H. Ford Scholarship.

Established by a gift from the Ford estate. To be awarded on the basis of academic achievement and financial need.

Foss Memorial Scholarship. Established in memory of Claude Foss, professor of History and Economics at Augustana, by an estate gift from Doris Klein Campbell (Class of 1930) and memorial gifts from the family and friends. To be awarded on the basis of academic achievement and financial need, with preference given to students studying to become history teachers.

Frankenberg Scholarship. Established by Beverly Frankenberg (Class of '53) in appreciation for education and lasting friendships at Augustana. Awarded to a junior or senior on the basis of demonstrated academic achievement (3.0 GPA) and participation in co-curricular activities.

Carl V. and Eva L. Freberg Scholarship Fund. A bequest by Eva Freberg. Awarded to a worthy student with preference given to candidates in the field of nursing.

Clifford and Helen Fredberg Family Scholarship. Established by the Fredbergs—1925 graduates of Augustana. To be awarded to worthy students, with preference given to pre-medical students.

Dr. Leslie Willard Freeman Memorial Scholarship. A bequest by Mrs. Margaret Freeman in memory of her husband. Awarded annually to an outstanding graduating senior in biological sciences. Recipient to be chosen by the faculty. Purpose of the scholarship is to recognize academic excellence instead of financial need.

William and Elizabeth Frey Scholarship. Established with a gift from the estate of Lucille Cecilia Frey, Class of 1934. To be awarded to worthy students attending Augustana College.

Fridhem Lodge Scholarship. Established by members of the Fridhem Lodge—International Order of Good Templars. To be awarded to a student who practices abstinence from alcohol and drugs, is of Scandinavian heritage, and has a proven interest in a life following Christian ideals. Preference given to a graduate of an Illinois Quad City high school. The recipient will also be a sophomore, junior, or senior with a solid record of academic achievement and demonstrated financial need.

Carl, Lucile and Richard Fryxell Scholarship.

Established in tribute to these friends of Augustana. Awarded on the basis of academic achievement and financial need.

John B. Fryxell Memorial Scholarship. Established by friends of John Birger Fryxell '53, who met accidental death on Thanksgiving Day, November 26, 1953, at the University of Illinois where he was doing graduate work. Awarded to one or more students interested in the causes to which John was especially devoted—good government, interracial and international understanding.

Regina Holmen Fryxell Scholarship. Established by family and friends of Mrs. Fryxell in recognition of her contribution to music within the college and the Church. To be awarded annually to students studying music, with preference given to students of Scandinavian heritage.

Regina Holmen Fryxell Scholarship in Organ.

Established in honor of Regina Holmen Fryxell '22. To be awarded to students in music, with preference given to students studying organ.

Roald H. Fryxell Memorial Scholarship. Honors an alumnus, '56, who was a professor at Washington State University until his accidental death on May 18, 1974. His field investigations in geology led to important contributions, among them the discovery of ancient Marmes Man and techniques adopted by NASA for the cataloging of specimens collected on the moon. Awarded to students majoring in geology.

Robert E. Fryxell Scholarship. Established by Dr. Robert E. Fryxell, a 1944 graduate of Augustana. Awarded on the basis of academic achievement and financial need with preference being given to students majoring in either the natural sciences, music or preparing for full-time careers in service to the Lutheran Church.

C. Don and Bertha E. Fuelscher Memorial

Scholarship. Established through an estate plan gift from Mr. and Mrs. Fuelscher. To be awarded to students on the basis of academic achievement and financial need.

Leland and Gladys Gabrielson Memorial Scholarship. Established with estate gifts from these friends of Augustana.

Thomas E. Gahl Memorial Scholarship. Established by family and friends of Thomas E. Gahl, a sociology major and 1969 graduate of Augustana. Awarded annually with preference given to students majoring in Sociology. In addition, scholarship recipients must be involved in at least one extra-curricular activity and maintain a 2.5 grade point average on a 4.0 scale. Where possible, the scholarship will be awarded to members of the Beta Omega Sigma social fraternity who also meet the above guidelines.

S. James Galley Scholarship. Established by former students, present students and friends to recognize James Galley's twenty-five years of teaching at Augustana. To be awarded to students majoring in accounting.

Judith Sassaman Galt Scholarship. Established by Mrs. Mildred Sassaman in honor of her daughter Judith, a 1972 graduate of Augustana. To be awarded to music majors with first preference for those studying organ.

Gamma Alpha Beta Academic Leadership Award. Awarded in the Fall to a graduate from the previous academic year; the recipient must have attained the highest cumulative grade-point average among graduating members of the fraternity.

Marvin L. and Marian H. Gassman Scholarship.

Established by gifts from these graduates (Classes of 1933 and 1932) in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need, with first consideration given to students from Iowa.

Dr. Zoltan Glatter and Magda Glatter Scholarship

Fund. Established through an estate plan gift from Mrs. Glatter. To be awarded to a financially deserving student who is preparing for the study of medicine or art.

Gloria Dei Lutheran Church Scholarship. Established by members of Gloria Dei Lutheran Church, Downers Grove, Illinois. To be awarded annually to Lutheran students with financial need with consideration to be given to members of Gloria Dei Lutheran Church of Downers Grove.

Herbert L. and Alta K. Glynn Memorial Scholarship.

Established by lifetime gifts from Herbert L. Glynn and increased by a bequest from his estate. Designated for a student pursuing a degree program in music, including a positive interest in vocal training and choral conducting.

Richard K. Glynn Memorial Scholarship in Business

Administration. Established by family and friends of Richard Glynn in recognition of his career in marketing. Annual awards are to be made on the recommendation of the Department of Business Administration.

Alice and Richard Godfrey Scholarship. Established by Alice and Richard Godfrey '76, a member of the college's Board of Trustees. Scholarships available to students majoring in political science with a focus on pre-law, or majoring in environmental studies. Preference shall be given to students participating on the Augustana College Debate Team.

Adeline H. Goodman Scholarship. A bequest by Adeline H. Goodman. Awarded to a student of piano.

Grace Lutheran Church Scholarship, LaGrange, IL.

Established by members of Grace Lutheran Church, LaGrange, Illinois. Awarded annually to Lutheran students on the basis of academic achievement and financial need. Preference will be given to members of Grace Lutheran Church of LaGrange or to students from the Near West Conference of the Metropolitan Chicago Synod of the ELCA.

Richard M. Greenhalgh Memorial Scholarship.

Established by members of the Greenhalgh Weiss families, this scholarship will be awarded to women who have a grade-point average between 2.75 and 3.25 on a 4.0 scale. Preference will be given to women who are orientation leaders.

Peter G. Grevas Memorial Scholarship.

Established by a gift from Dr. and Mrs. Theodore Grevas. To be awarded to English majors with preference for students interested in careers in journalism.

Jonathan C. Grice Memorial Scholarship. Established by an estate plan gift from Jonathan C. Grice, Class of 1966. To be awarded on the basis of academic achievement and financial need with first

consideration given to students majoring in accounting or business.

Patricia Grimm Scholarship. Established by Patricia Grimm, Class of 1970, in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need, with first preference given to students majoring in accounting from the Iowa Quad Cities.

Paul and Patricia (Nellans) Guehler Chemistry

Scholarship. Established by Paul and Patricia (Nellans) Guehler, both members of the Class of 1960. Scholarships available to sophomores, juniors and seniors majoring in chemistry or biochemistry who have demonstrated financial need and have achieved positive academic records.

Carl A. E. and Mayta Gustafson Scholarship.

Established by estate plan gifts from Carl (25G) and Mayta Gustafson. Awarded on the basis of academic achievement and financial need.

Everett C. Gustafson Memorial Scholarship.

Established by gifts from family and friends of Mr. Gustafson at the time of his death. Awarded on the basis of academic achievement and financial need.

Ruby Jo Gustofson Memorial Scholarship.

Established by family and friends to honor the life of Ruby Jo Gustofson, a 1963 graduate of Augustana College. Awards are restricted to juniors or seniors who are majoring or minoring in music. Preference will be given to students who demonstrate financial need.

The Gustus Family Scholarship. Given in loving memory of Reuel T. Gustus by children and their families. The scholarship is awarded to a student majoring in a business-related field.

Charles and Sofia Haag Scholarship. Established through gifts from the estate of Mr. and Mrs. Haag. To be awarded to a worthy art student with financial need.

The Forrest A. Hainline, Jr. Memorial Scholarship.

Established to honor the life of Forrest A. Hainline, Jr., a graduate of the Class of 1940. Awards made on the basis of need, with preference given to students with an interest in debate and/or public speaking.

Dag Hammarskjöld and Raoul Wallenberg Memorial

Scholarship. Awards made on the basis of academic achievement and financial need with preference given to students interested in world peace and majoring in political science.

Dr. Edward Hamming Memorial Scholarship.

Established by the family, friends, faculty, colleagues and former students of Dr. Edward Hamming, Professor of Geography. Awarded annually to a student or students on the basis of academic achievement and financial need with preference given to Geography majors.

Frederick and Rachel Hansen Memorial Scholarship.

Established through an estate plan gift from Mr. and Mrs. Hansen. Awarded on the basis of academic achievement and financial need.

Ralph W. Hansen Scholarship. Established on the occasion of Ralph's 25th year at the college. Awarded each year to a junior psychology major who has shown outstanding interest, ability and motivation in pursuing the study of psychology per recommendation by the Department of Psychology.

Thomas F. and Wanda W. Hanson Scholarship. Established by the Reverend Dr. Thomas, a member of the Board of Trustees, and Wanda Hanson. To be awarded to a junior or senior majoring in English. Recommendations will be made by the Chair of the English Department based on academic achievement and merit without regard to financial need.

Ruth Harris Memorial Scholarship. Established by a gift from the estate of Della Ruth Harris (Class of 1915). Awarded annually to needy and deserving students.

Stanley and Bernice Harris Memorial Scholarship. Established by the estate of Stanley and Bernice Harris. To provide partial scholarships for worthy students as selected by the Deans of the College.

Ruth Anne Erickson Hartman Scholarship. Established by Ruth Anne Erickson Hartman in grateful recognition of her Augustana education and experience, with preference given to those students intending to major in mathematics; with further preference to students transferring from Black Hawk College or in the alternative, any other Illinois community college.

Nils and Patricia Tillberg Hasselmo Scholarship. Established by Dr. and Mrs. Nils Hasselmo (Classes of 1957 and 1952). To be awarded annually to students on the basis of academic achievement and financial need with preference given to students taking courses in Scandinavian studies.

Louis Hauberg Scholarship. Awarded on the basis of academic achievement and financial need with preference for students studying the earth sciences and interested in natural history.

Edith Vertman Hawley and Naomi Hawley Wilson Memorial Scholarship. Established in memory of Ms. Hawley by her family. Awarded on the basis of academic achievement and financial need to students majoring in art.

Donald J. and Louise Taylor Heath Family Scholarship. Established by gifts from Donald and Louise Heath (Class of 1953). To be awarded on the basis of academic achievement and financial need.

Mr. and Mrs. Marvin Heeren Family Scholarship. Established by Mr. and Mrs. Heeren, long-time friends of the college. To be awarded on the basis of academic achievement and financial need.

Hegg Family Scholarship. Established by alumni members of the Hegg Family in appreciation for education received at Augustana and in memory of Bonnie Hegg Campbell. Awarded on the basis of academic achievement and financial need with preference given to music majors.

Amy Helpenstell Scholarship. Established by Amy Helpenstell (Class of 1992). Awarded to Quad Cities area students with demonstrated financial need, with first preference to English or foreign language majors.

Franz and Esta Helpenstell Scholarship. Established by these special friends of Augustana, and to be awarded annually on the basis of academic achievement and financial need with first consideration given to graduates of Rock Island High School.

Frederick and Junita Borg Hemke Scholarship. Established by Frederick Hemke and Junita Borg Hemke, Class of 1958, to recognize the exciting learning experiences Junita had as a student at Augustana and to provide financial assistance to students at Augustana. To be awarded to students who have demonstrated proficiency and potential playing a musical instrument, with preference given to those playing saxophone or another woodwind instrument.

Jack R. and Annette H. Henderson Scholarship. Established by these long-time friends, in appreciation of the college's contributions, this scholarship will be awarded to students for whom financial aid is essential for them to attend Augustana College, with preference to those preparing for a career in an engineering field or the sciences.

John B. and Rosemarie Hendren Endowed Scholarship. Established to provide assistance to promising young students with strong records of academic achievement and majoring in music.

Thomas F. Hibbard Memorial Scholarship. In memory of Thomas F. Hibbard, Professor of Music, 1950-77. Awarded on the basis of academic achievement and financial need, with first preference to students majoring in music who have an interest in taking instruction in violin.

Joseph M. Hoare Scholarship in Geology. Honors an alumnus, '42, whose entire professional career of 37 years was spent in studying the rugged terrain of Alaska for the U.S. Geological Survey. He mapped and reported on the geology of 66,000 square miles (about 10% of Alaska, equivalent to the area of Washington State), a unique achievement. For advanced geology majors.

Don Hobbs Enterprises Scholarship. Established by gifts from Mr. Hobbs. Awarded on the basis of academic achievement and financial need with preference for students from the Quad Cities area.

Violet M. Hofflund Scholarship. Established by a bequest from the estate of Violet M. Hofflund. To be awarded on the basis of academic achievement and financial need, with first consideration given to speech-pathology majors.

Nils and Edna Hofverberg Scholarship. Established through a gift from the estate of Nils and Edna Hofverberg, friends of Augustana. Awards are given to students of financial need with preference given to those students of Swedish heritage.

Paul Franklin and Louise Anderson Hoglund Scholarship. Established by Louise Anderson Hoglund in memory of her husband, Paul F. Hoglund. Scholarships are unrestricted.

Nels and Dorothy Hokanson Memorial Scholarship. Established by a bequest from the estate of Nels (Class of 1933) and Dorothy Hokanson. To be awarded on the basis of academic achievement and financial need.

Martin J. Holcomb Memorial Scholarship. Established by former students and friends in memory of "Prof" Holcomb, Professor of Speech and Debate Coach, 1932-1969. To provide scholarships for speech-language pathology majors and debaters.

John A. Holm Scholarship. Awarded on the basis of academic achievement and financial need with first preference for students considering careers in the Lutheran church.

J.A. and Amelia Holmen Family Scholarship. Established in memory of J.A. (Class of 1884) and Amelia Holmen. Preference shall be given to students who intend to pursue a career in the Christian ministry, or who intend to pursue a career or graduate study in organ or church music. If there are no such students in a given year, the scholarship shall be awarded to music students.

Reynold and Betty Holmen Scholarship. Established by members of the Holmen family in tribute to Reynold (Class of 1936) and Betty Holmen. First preference shall be to students majoring in chemistry.

Gaynell and Dale Holmgrain Scholarship. Established by Gaynell and Dale Holmgrain. To be awarded to worthy students at Augustana.

David P. and Eleanor K. Hopley Family Scholarship. Established by David, class of 1954, and Eleanor Knott, class of 1956, Hopley. To be awarded annually to accounting majors who demonstrate financial need.

Dr. C. Leland Horberg Scholarship. Established in memory of Dr. C. Leland Horberg. To be awarded to a junior or senior student majoring in geology.

Kurt J. Horberg Family Scholarship. Established by gifts from Kurt Horberg (Class of 1974 and member of the Board of Trustees). To be awarded annually to a student with an interest in law, philosophy, religion or medicine.

Judge Robert J. Horberg Memorial Scholarship. Established by family and friends in memory of Judge Robert J. Horberg '34. Award to be made annually to a junior or senior student with preference for those enrolled in a pre-law course. If such applicants are not available, business administration or political science majors will be selected.

Howard A. and Bessie (Smith) Hubbell Scholarship. Established by Lyle and Jean (Hubbell) Peterson in memory of her grandparents. To be awarded on the basis of academic achievement and financial need, with preference given to students majoring in history, English or music.

Ann Hutchinson Scholarship. Established by Ann Hutchinson, Class of 1973, in recognition and appreciation of her parents, her Augustana education and the need to provide scholarship opportunities to worthy students. Preference shall be given to students who are from states other than Illinois and Iowa, particularly students from inner city areas of large metropolitan centers, in the interest of promoting diversity among the student body.

Sharon L. Helgason liames Scholarship. Established by Sharon L. Helgason liames, class of 1966, in recognition of her Augustana education. To be awarded with preference given to women who are studying or are intending to study math or science.

Immanuel Women's Home Association Scholarship. A gift from the Chicago association which also gave funds for Immanuel Hall, to assist women students who plan careers in Christian world service. Awards may be renewed each year until a master's degree is earned.

Anna Hofflund Jackson Scholarship. Established by a bequest from the estate of Anna Hofflund Jackson. To be awarded on the basis of academic achievement and financial need, with first consideration given to elementary education majors.

Donald D. Jackson Memorial Scholarship. Established in memory of Donald Jackson by his wife Jean. Awarded to a sophomore, junior or senior student majoring in music education or music, having a primary emphasis in instrumental music.

Lorraine (Byttner) and Earl Jensen Scholarship. Established in honor of parents who sacrificed greatly so that both their children could earn degrees at Augustana College. Awarded on the basis of financial need and academic achievement, with preference given to students who are working toward becoming members of the first generation of their families to earn the baccalaureate degree.

Dr. Ronald F. Jesson Scholarship Fund in Piano. Funded by friends and former students in honor of Dr. Ronald Jesson, Professor Emeritus of Music. Awarded to music majors whose principal instrument is piano.

Alma L. Johnson Scholarship. Established through the estate of Dr. O. Fritiof Ander. Awarded to promising art students.

Ann L. Johnson Memorial Scholarship. Established by memorial gifts from family and friends. Awarded on the basis of academic achievement and financial need.

B. Ben and Gertrude M. (Swanson) Johnson Family Scholarship. Established by B. Ben and Gertrude M. Johnson (classes of 1949 and 1950) in appreciation of education received at Augustana. To be awarded to a worthy student from an ELCA congregation on the basis of academic achievement and financial need.

Barbara A. Johnson Memorial Scholarship. Established in memory of Barbara A. Johnson (Class of 1950) by her sister Frances L. Johnson (Class of 1944). To be awarded annually to worthy students with financial need.

Barbara Josephine Johnson Memorial Scholarship. Established by George '58 and Patricia Johnson '58 Olson in memory of her sister. Awarded annually with preference given to students majoring in the humanities.

C. Howard Johnson Memorial Scholarship. Established by Glen A. Johnson. Awards made with first preference for disadvantaged youth from the inner city.

Dr. Charles G. Johnson Scholarship in Geology. Established by family and friends in memory of a distinguished 1935 graduate and geologist with the U.S. Geological Survey from 1943 until his accidental death in 1969. Most of this period, Dr. Johnson directed federal scientific programs abroad, throughout the Pacific from Japan to Antarctica. He was awarded the Medal of Freedom and honored by the naming of the Charles Johnson Nunatak in Antarctica. Awarded to junior and senior geology majors with financial need who are preparing for graduate work.

Edna B. and P. Arthur Johnson Memorial Scholarship. Established by Philip A., Paul E., and Helen A. Johnson in honor of their parents. The scholarship is to be awarded on the basis of academic achievement and financial need.

Esther Fryxell Johnson and her parents, John and Sophia Fryxell, Scholarship in Organ. Established by gifts from Dr. and Mrs. Fritiof M. Fryxell in honor of Dr. Fryxell's sister and parents. To be awarded to students in music, with preference given to students studying organ.

Evelyn L. Johnson Memorial Scholarship Fund. A gift from Mr. and Mrs. Mauritz W. Johnson in memory of Evelyn L. Johnson '53, secretary of the former Dean of the College, Dr. George B. Arbaugh. Unrestricted.

Florence Watson Johnson Scholarship. A bequest from the estate of Florence Watson Johnson. Awarded to needy students interested in scientific studies.

Gladys M. Johnson Memorial Scholarship. Established by a bequest from the estate of Gladys M. Johnson (Class of 1923). To be awarded on the basis of academic achievement and financial need, with first consideration to students majoring in English.

Harold A. and Helen S. Johnson Scholarship. Established by Mrs. Johnson in memory of Mr. Harold A. Johnson. Annual awards to be made on the basis of academic achievement and financial need with preference given to physically handicapped students.

Lowell N. Johnson Foundation Scholarship. Established by the Lowell N. Johnson Foundation, friend of the college, with a bequest from his estate. To be awarded on the basis of financial need with preference given to students from Rock Island, Henry and Mercer counties in Illinois, and Scott County in Iowa.

Mark Scott Johnson Memorial Scholarship. Established by Dr. and Mrs. Donald A. Johnson '53, '56, in memory of Mark, who died during his junior year at Augustana. To be awarded annually to a junior member of the Augustana Choir who exemplifies the

high ideals that guided Mark's life. Award may be renewed for the senior year. Financial need to be considered but not the final guideline in selection of a worthy student.

Russell T. Johnson Memorial Scholarship. Awarded on the basis of academic achievement and financial need with first preference given to students studying journalism or creative writing.

Rutcherd M. and Marie L. Johnson Memorial Scholarship. Given in memory of Rutcherd and Marie Johnson by their children and friends. To be awarded annually to students who are residents of the Quad Cities.

Scott Alden Johnson Memorial Scholarship. Funded by the family, friends, clients and employees of Scott Alden Johnson '75 on the occasion of his premature death in a 1994 plane crash. Established to honor Scott's entrepreneurial spirit, passion for justice and compassionate tolerance. Awarded to students majoring or minoring in business administration and speech communication, with annual recommendations made by the chairs of those departments. Each department may make its recommendation independently.

C. Theodore and Linnea Johnston Scholarship. Established with estate plan funding from the Johnstons (Classes of 1929 and 1932). Awarded on the basis of academic achievement and financial need.

Johnston and Youngren Family Scholarship. Established by Bruce, Class of 1951, and Nancy Johnston in tribute to their parents, Martin and Eva Johnston and Jame and Maude Youngren. Awarded on the basis of academic achievement and financial need.

Walter K. Jonson Memorial Scholarship. Established by the family of Walter K. Jonson, a 1938 alumnus of Augustana. Unrestricted.

Irvin Kaighin Scholarship. Established in 1992 by the Kaighins, Irvin ('54). To be awarded annually to worthy students with financial need.

Ernest and Marilyn Charles Karlstrom Scholarship. Established by Ernie and Marilyn Karlstrom in recognition of the role Augustana College has played in their lives and in the Karlstrom family. Special dedication is made to parents Reverend Otto R. and Alva Carlson Karlstrom who founded the Lutheran Compass Mission in Seattle, Washington 1920 to the present. To be awarded annually on the basis of academic achievement to a student majoring in biology or the fine and performing arts.

The Reverend Ragnar A. and Leona L. Liljedahl Kastman Memorial Scholarship. Established in memory of Ragnar A. and Leona L. Liljedahl Kastman, both 1933 graduates of Augustana. Awarded annually with preference given to students majoring in music education.

Katz Family Scholarship. Established by gifts from Mr. and Mrs. Isador Katz and other members of the Katz family. To be awarded on the basis of academic achievement and financial need.

Judith A. Katz Memorial Scholarship. Established by a gift from the estate of Ms. Katz. The scholarship is to be awarded on the basis of merit rather than financial need to a student in good academic standing who is majoring or minoring in theatre.

The Kelly Family Scholarship. Established in memory of Charles D., Wilma M., and Donald E. Kelly. To be awarded to a student majoring in theatre or education.

W.H. and Margaret Kempiners Leadership Scholarship. Established by William L. Kempiners, class of 1964, in honor of his parents, to recognize students who undertake leadership roles in campus organizations at Augustana College. To be awarded on the basis of financial need with preference given to those students participating in an international experience.

The Hugh C. and Louise Lage Kirtland Scholarship. To be awarded to worthy students, with preference given those preparing for a career in the information and library field, or, secondarily, those preparing for a career in the fields of engineering and the sciences.

August W. Kjellstrand Memorial Scholarship Fund. Established initially by Mrs. Floyd Peterson (Eva Kjellstrand) in memory of her father, a former principal of the Academy and Christianity professor at Augustana. To be awarded annually to students on the basis of demonstrated academic achievement and financial need, with preference given to a physically handicapped student.

Paul and Lois (Kemp) Klimstra Family Scholarship. Established by these 1955 graduates in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need, with preference given to students majoring in chemistry or English.

The Reverend Josef and Sarah Knanishu Memorial Scholarship. Established by Constantine Knanishu in memory of his parents. Unrestricted.

Martin Knanishu Memorial Scholarship. Established by a gift from the estate of Sarah Knanishu, income to be awarded to a worthy Augustana student.

The Austin E. Knowlton Scholarship. Established from the estate of this friend of Augustana. Awarded to non-Illinois and non-Iowa students on the basis of academic achievement and/or financial need with preference given to students from Ohio.

Jennie Knutson Scholarship. Awarded on the basis of academic achievement and financial need with first preference to students interested in medicine or missionary service.

KPMG Peat Marwick Scholarship. Established by partners and employees of KPMG Peat Marwick and the Company Foundation. Awarded to accounting majors recommended by the department chair.

Keith W. Kreider Memorial Scholarship. Established by gifts from family and friends in memory of Keith W. Kreider. Awarded on the basis of academic achievement and financial need.

Luther Phillip Kron Scholarship. Established by gifts from family and friends in memory of Mr. Kron. Awarded on the basis of academic achievement and financial need.

Alma M. Axelson Kronholm Memorial Scholarship. A gift from the Alfhild J. Axelson Trust. Awards are to assist student nurses who attend Augustana. If no such applicants are available, awards may be granted to students enrolled in any health-related educational program at Augustana.

Theodore and Dorothy Krueger Scholarship. Established in memory of Dorothy McFetridge Krueger by her husband, Theodore Krueger. Annual awards to be made with preference given to students planning to enter elementary school teaching or to major in English.

Robert J. and Ann Louise (Ek) Krug Scholarship. Established by Ann Louise Krug, family and friends. To be awarded on the basis of financial need and academic achievement with preference given to students planning careers in the health field.

Mr. and Mrs. Edwin C. Krumsieg Scholarship. A gift from Mr. and Mrs. Krumsieg to provide loans or scholarship awards to students in need of financial assistance.

Albert G. Kullberg Scholarship. A gift from Albert G. Kullberg of Bay City, Michigan. Awards to be made to students preparing for the Lutheran ministry who need financial assistance in attaining that goal.

Vivan Kunze Endowed Scholarship. Established through a gift from the estate of Vivan Kunze (Class of 1927). To be awarded on the basis of academic achievement and financial need.

Kurth-Frost Scholarship. Established by family members and awarded annually to an outstanding student who demonstrates academic ability (3.25 on a 4.0 scale) and is in need of financial assistance.

Gary K. Laatsch Memorial Scholarship. Established in loving memory of Gary Laatsch (class of 1976) by his wife, Cathy Will Laatsch (class of 1979) and their children, Lindsay (class of 2009), Glenn, and Owen. Additional gift given by the Chicago law firm of Pavalon, Gifford & Laatsch in tribute of their law partner. Awarded annually on the basis of academic excellence and financial need with preference given to students of high ethical and moral character involved in debate, majoring in pre-law, or pursuing a profession in law.

Deborah Lynne LaCroix Memorial Scholarship. Established by the LaCroix family in memory of Debbie, who died in an automobile accident Nov. 6, 1971, during her senior year at Augustana. In continuing recognition of her love and concern for the handicapped, this scholarship is awarded to students pursuing a career in special education.

The Harriet Nelson LaGrelus Chi Omega Gamma Leadership Award. Established by Abbot W. LaGrelus in memory of his wife, Harriet L. Nelson LaGrelus. To be awarded to a sophomore, junior, or senior member of the Chi Omega Gamma sorority with the highest cumulative grade-point average.

Marian Crawford LaGrelius Memorial Scholarship.

Established by a gift from Mr. Abbott W. LaGrelius in memory of his wife, Marion. To be awarded to female choir members that show academic progress and who have financial need.

Arthur G. (Brownie) and May Larson Memorial Scholarship.

Established by a gift from Mr. Larson's estate (Class of 1922). Awarded annually to worthy students, with first consideration given to students of Swedish heritage from Rockford, Illinois.

Professor K. G. Larson Memorial Scholarship.

Established by a former student in honor of Prof. Larson, first chairman of the physics department. To be awarded annually to science majors on the basis of academic achievement and/or financial need.

Russel and Gloria Larson Family Scholarship.

Established by Russel Larson, a former member of Augustana College Board of Directors (1974-82), and his wife, Gloria. Awarded on the basis of financial need to students majoring in communication sciences and disorders or speech pathology.

Martin John O. Laure Scholarship.

Established in honor of Martin John O. Laure by a bequest from the estate of his daughters Esther and Linnea. Awarded on the basis of academic achievement and financial need.

Nelson and Dorathea Leclair Memorial Scholarship.

Established by a testamentary gift from Nelson and Dorathea Leclair in recognition of their love and support of the mission of Augustana College. To be awarded on the basis of financial need to music majors, with preference given to those students majoring in voice.

The LeVander Scholarship.

Created by an appreciative student and supported by loyal friends and family in honor of these distinguished members of the College family: Theodor, Professor of Speech, 1933-1977 and Barbara, Director of Alumni Relations, 1959-1979. To provide scholarships for majors in speech communication.

Dr. Leroy Liljedahl and Eleanor Liljedahl Snyder Memorial Scholarship.

Given in memory of Dr. Liljedahl, a member of the College Board of Directors for 15 years and its president from 1968 to 1971. Awarded to students from Rockford, Illinois, on the basis of demonstrated academic ability and financial need.

Alice Christine Lindberg Memorial Scholarship.

Established by friends and members of the Lindberg family. To be awarded to worthy students on the basis of academic achievement. First preference given to students from Springfield, Illinois, and thereafter students generally.

Breta H. Lindberg Memorial Scholarship.

Established by members of the Lindberg family and friends to honor the life of Breta H. Lindberg, Class of 1982. To be awarded to students majoring in elementary education, with preference given to students from outside the states of Illinois and Iowa.

Charles David Lindberg Scholarship. Established by The Austin E. Knowlton Foundation. To be awarded to students who participate in the debate program.

Jane Anderson Lindberg Scholarship. Established through gifts from family and friends in memory of Jane Anderson Lindberg (Class of 1956). Through her dedication to the teaching and performance of music, Mrs. Lindberg inspired the love of music in children, youth, and adults for nearly 40 years. Awarded with first preference for students majoring in vocal music.

Marian Joan Lindberg Scholarship. Established by The Austin E. Knowlton Foundation. To be awarded to students who are majoring in music.

Dr. and Mrs. S. A. Lindholme Memorial Scholarship.

Established in memory of Dr. and Mrs. S.A. Lindholme. Scholarship to be awarded to needy students pursuing a course in divinity or careers within the Lutheran Church.

The Reverend Ralph R. and Marion (Gustafson) Lindquist Memorial Scholarship.

Established by family and friends in memory of The Rev. Ralph R. and Marion Gustafson Lindquist of St. Paul, Minnesota. Awarded on the basis of academic excellence and financial need with preference given to students from Minnesota.

Ruth S. Lindstrom Memorial Scholarship.

Established with an estate gift from this friend of Augustana.

Merry Loring Memorial Scholarship. A bequest from the estate of Miss Merry Loring. Awarded to needy and worthy students in the fields of speech therapy, psychology or psychotherapy.

Lucken Geology Scholarship. Established by John E. and Mary Thorson Lucken, both members of the class of 1962, in recognition of their and other family members' Augustana education. To be awarded to geology majors on the basis of academic merit with some consideration given to financial need if circumstances dictate.

Anne Catherine Greve Lund Memorial Scholarship.

Established by Dr. Wendell L. Lund '27 in loving memory of his wife, Anne Catherine Lund '26, who taught physical education at Augustana from 1923 to 1933. Awards to be made annually with preference given to women, particularly those majoring in physical education. Special consideration will be given those requiring financial assistance.

Bertha E. Lund Memorial Scholarship. Awarded on the basis of academic achievement and financial need.

Arthur B. Lundahl Scholarship. Established by family and friends of Mr. Lundahl. Awarded annually to worthy student(s) on the basis of academic achievement and financial need.

George and Esther Lundberg Scholarship. A gift from Dr. and Mrs. George Lundberg. Awarded to students preparing for social service. Preference to pre-medical students.

Malvin and Lorraine Lundeen Family Scholarship.

Established in tribute to these graduates of Augustana (classes of 1925 and 1922) in recognition of their work with the college and the Church. Awarded on the basis of academic achievement and financial need.

Brynnolf F. Lundholm Music Scholarship. Funded by friends and former students in honor of Brynnolf Lundholm, Professor Emeritus of Music, who taught at Augustana College from 1931 until 1977. To be awarded to students studying piano at Augustana.

Kathryn E. Lundquist Memorial Scholarship.

Established by a bequest from Miss Lundquist, a 1942 graduate of Augustana, to provide financial aid to students. Preference will be given to those students entering Christian service vocations or education.

Ruth L. and Amos T. Lundquist Memorial

Scholarship. Established in memory of Amos and Ruth Lundquist. Awarded to a student pursuing a career in Christian service, with preference given to chaplaincy in the military service.

Norman MacLean Memorial Scholarship. Awarded on the basis of academic achievement and financial need.

Dr. J. P. Magnusson Memorial Scholarship.

Established by family, friends and students of Dr. Magnusson, who served as head of the Science Department and as head of the Chemistry Department from 1906 to 1946. Awarded annually to chemistry majors on the basis of academic achievement and financial need.

Margaret Bersell Magnusson Scholarship in Art. For financial aid and encouragement of a junior or senior art student who is particularly talented in drawing and painting as judged by the art department faculty.

E.L. and Louise Manning Endowed Scholarship.

Established by gifts from Dr. and Mrs. Manning, good friends of Augustana. Awarded on the basis of academic achievement and financial need, with first consideration given to students majoring in geology.

The Reverend and Mrs. Peter Martinson Memorial Scholarship.

Established by Doris Martinson Eliason in memory of her parents. To be awarded annually to a student planning a career in education and given on the basis of academic achievement and financial need.

Scott Douglas Mason Memorial Scholarship.

Established in memory of Scott Douglas Mason by his parents, Perry and Marjorie Mason. Awarded annually to students of instrumental music.

Mauritzson Memorial Scholarship. Established by family members in memory of Jules G. Mauritzson, former dean of Augustana and professor of Swedish. Awarded to students from Sweden studying at Augustana.

Robert J. McLaughlin Endowed Scholarship.

Established by an estate plan gift from Mr. Robert McLaughlin. To be awarded on the basis of academic achievement and financial need with preference given to students from Rock Island.

William A. and Sadie R. McPhail Scholarship Fund.

A bequest from the William and Sadie R. McPhail Charitable Trust for students residing in Winnebago County or the Northern Illinois area.

Frances V. Medill Scholarship. Established through an estate gift from Ms. Medill. Awarded on the basis of academic achievement and financial need.

Cletus and Helen Melchior Scholarship Fund.

Established by a bequest from the estate of Cletus Melchior, an adjunct professor at the college. To be awarded to worthy students, with preference given to graduates of Rock Island High School and Alleman High School.

Emma Melin Scholarship. To be awarded to a junior or senior woman preparing for the teaching profession. May be given as a grant or loan.

Chris R. Meskan Endowed Scholarship. Established through the Burger King College Football Scholarship Program to recognize the academic and athletic achievements of Chris R. Meskan, Class of 1999. To be awarded annually to students who demonstrate academic achievement and financial need.

Messiah Lutheran Church, Constantine, Michigan Scholarship.

Established by members of Messiah Lutheran Church, Constantine, Michigan. Providing scholarship awards to ELCA Lutheran students demonstrating academic excellence, with preference given to members of Messiah Lutheran Church, Constantine, Michigan.

Chad Meyer Scholarship. Established by Speech Communication majors supporting Chad Meyer, Professor Emeritus. Awarded to a worthy junior or senior majoring in speech communication. Candidates recommended by Department of Speech Communication.

Velma Dollie Milam Memorial Scholarship.

Established with an estate gift from this friend of Augustana college. Unrestricted

Allen F. and Florence Miller Family Scholarship.

Established by Allen F. Miller, Jr., a 1938 graduate of Augustana, to provide financial aid to worthy students with financial need.

Bruce R. Milligan Scholarship. Established by this 1978 graduate in appreciation for education received at Augustana. Awarded to an economics major on the basis of academic achievement upon recommendation of the Department Chair.

The Milnarik Family Scholarship. Established in 1991 by Dr. Marshall Milnarik, and Bruce M. and Jean Milnarik Turnmire (1969 graduate) in memory of Florence Galvin Milnarik, to provide financial assistance to worthy students, with preference given to students majoring in music education with principal emphasis in voice.

Arthur A. Milton Memorial Scholarship. Established by the family of Arthur (Bus) Milton (1940 graduate). Awarded on the basis of academic achievement and financial need, with preference given to students majoring in geology.

Arthur Anderson Milton Memorial Scholarship.

Established by family and friends in memory of Arthur Anderson Milton, who for a number of years served on the faculty of the college. To be awarded on the basis of academic achievement and financial need.

The Minority Student Scholarship Fund. Established by alumni, students and friends of Augustana College. Awarded annually to worthy students on the basis of financial need, with preference given to minority students.

Janice Moeller Scholarship. Established by Janice Moeller, a 1931 graduate of Augustana. To be awarded annually to a junior or senior on the basis of academic achievement and financial need.

Robert W. and Janet C. (Anderson) Moffitt Scholarship. Established by Robert '60 and Janet '59 in memory of their parents. Preference given to students majoring in either business administration or education.

Walter and Agnes Mogler Memorial Scholarship. Established through an estate plan gift from these Rock Island friends of Augustana. Awarded on the basis of academic achievement and financial need.

Moline Rotary Endowed Scholarship. Established by a gift from the Rotary Club of Moline, Illinois. Recipients of the scholarship are nominated by the Board of Directors of the Club and must be academically admissible at the college. Financial need is not to be a qualifying consideration.

Thomas C. and Mollie P. Montgomery Memorial Scholarship Fund. Established by Mrs. Thomas C. Montgomery in memory of her husband. Awards to be made annually, upon approval of the President and Department Heads, to students who exhibit academic achievement, integrity and disciplined effort in the pursuit of careers in the fields of economics and business administration.

Ronald L. Moore Memorial Scholarship in Piano. Established by family, friends and former students of Dr. Ronald L. Moore, a member of the Augustana College music faculty from 1965 to 1987. Awarded upon recommendation of the Department of Music to students studying piano who have an interest in accompanying.

Ralph and Gertrude (Roth) Morgan Scholarship in Music. Established through an estate plan gift from these graduates of Augustana. To be awarded on the basis of musical ability and academic achievement.

Richard W. and Ruth Marie Motz Scholarship. Established by Dick and Ruth in appreciation for the meaningful influence of Augustana in their family and community lives. Awarded on the basis of academic achievement and financial need to graduates of Rock Island High School who will be majoring in business or education.

The Reverend Dr. and Mrs. Edwin Munson Memorial Scholarship. Established by Elizabeth Munson Brodeen and Bishop Eugene Brodeen in memory of The Reverend Dr. and Mrs. Edwin Munson, Classes of 1924 and 1925, respectively. Dr. Munson was an instructor at both Augustana College and the

Augustana Seminary, an author, and pastor of St. John's Lutheran Church in Rock Island. To be awarded to Lutheran students who are either studying organ or preparing to enter the seminary.

Henriette C. K. Naeseth Memorial Scholarship. Established by former students and friends of Dr. Naeseth, a member of the English Department faculty from 1934 to 1969. To be awarded annually to an English major on the basis of academic achievement and financial need.

Nathanson Applied Lesson Award. Established by Louise Nathanson, having taught piano in the Music Department for over 25 years, in recognition and appreciation of her music colleagues, her students, and her family. The award is credited toward the student's applied music fees at Augustana.

Gary A. Neavor Scholarship. Established in memory of Gary A. Neavor (Class of 1966). Awarded on the basis of academic achievement and financial need.

Nelson Brothers Scholarship. A bequest by Arnold, Albert and Gilbert Nelson. Preference given to students from Southwestern Iowa.

Reverend Alfred and Mrs. Ida Nelson Memorial Scholarship. Established by Mr. and Mrs. J. Adam Reinemund (Classes of 1911 and 1913) in memory of Mrs. Reinemund's parents, Rev. Alfred and Mrs. Ida Nelson. To be awarded on the basis of academic achievement and financial need.

C. Oliver Nelson Memorial Scholarship. Established in memory of Mr. Nelson (Class of 1931) by his family. Awarded on the basis of academic achievement and financial need.

Carl B. Nelson Memorial Scholarship. Established through an estate plan gift from Mr. Nelson (Class of 1939). Awarded to students majoring in music education.

Carl Edward and Signe Wilhelmina Nelson Family Scholarship. Established by members of the Nelson family in memory of their parents. Annual awards based on academic achievement and financial need.

Caroline Kerstin Nelson Scholarship. Established by a gift from Caroline Kerstin Nelson, a 1951 graduate of Augustana. Awarded on the basis of academic achievement and financial need, with preference given to students preparing for allied health careers.

Clarence H. Nelson Scholarship. Established with an estate gift from this 1932 graduate.

Dr. Harry E. Nelson Scholarship. Established by friends and family of Dr. Harry E. Nelson, a 1935 Augustana College graduate and a member of the College's faculty from 1946 until 1988. To be awarded to a worthy student in the field of mathematics, as recommended by the mathematics department.

J. Slaten Nelson Memorial Scholarship. Established by the parents of J. Slaten Nelson '74, Mr. and Mrs. James S. Nelson, and Miss Susan Nelson '76 (sister) in 1979. Awarded to a senior student who is a business major with a need factor of 25% or more of total college costs for room, board, tuition, and

fees. The recipient shall have the highest grade point average of students meeting the above criteria and be a person of good character.

Lawrence R. and Myrtle A. Nelson Scholarship Fund.

Established by the Nelson Family through a trust provision and direct gifts. To be awarded annually to students with demonstrated academic achievement and financial need.

Milford J. Nelson Pre-Dental Scholarship.

Established by members of the Rock Island District Dental Society in honor of their colleague and mentor, Dr. Milford J. Nelson, Class of 1931. To be awarded to pre-dental students, with preference given to students from the Rock Island District.

Theodore P. and Eleanor L. Nelson Family Leadership Award.

To be presented to sophomore, junior or senior students who best exemplify the highest qualities of leadership as demonstrated by their roles in significant aspects of campus and community life. The recipients must have maintained a 3.0 grade-point average on a 4.0 scale or its equivalent.

Lt. Thomas R. Nelson Memorial Scholarship.

Established by family and friends. To be awarded to a worthy student of Swedish heritage.

The Nelson-Lindvall Memorial Scholarship.

Established by Marian P. Nelson Lindvall and C. Mauritz Lindvall in memory of their parents, Mr. and Mrs. Gustav J. Nelson and Mr. and Mrs. Carl E. Lindvall. Awarded annually on the basis of academic ability and financial need.

Jack and Bernice Newkirk Scholarship. Established by these friends of Augustana. Awarded on the basis of academic achievement and financial need, with preference given to students from Rockford, Illinois who are pursuing a career in the health profession.

Nichols-Homeshield Scholarship. Established through the generosity of Nichols-Homeshield, to be awarded annually with preference for students who are residents of the Quad Cities.

Evelyn E. Nicholson Endowed Scholarship.

Established by Evelyn E. Nicholson, Class of 1950, in recognition of her Augustana education and to provide scholarship assistance to non-traditional students.

The Petrus and Vendla Nilsson Scholarship.

Established by Gunnar P. (Class of 1967) and Janet L. Nilsson, in honor of his parents. To be awarded annually to a graduate of the Chicago Public Schools, who maintains a minimum grade-point average of 2.5 on a 4.0 scale and is involved in extra-curricular activities.

Carol A. Nolte Scholarship. Established by the congregation of St. Andrew's Lutheran Church of Los Angeles to honor their pastor, Carol Nolte, upon her retirement. They chose this in recognition of her outstanding experience at Augustana as well as the impact of her ministry in the congregation, across the Lutheran Church and in the ecumenical community. To be awarded on the basis of financial need with preference given to students majoring in English or music.

The Nordgren Family Scholarship. Established by family and friends of Vincent, Eugene and Maurice Nordgren, graduates of Augustana. To be awarded to worthy students on the basis of academic achievement and financial need.

Professor Oscar L. and Emily Nordstrom Memorial Scholarship.

Awarded annually on the basis of academic achievement and financial need, with preference given to pre-law students or those majoring in business administration.

Nyberg Family Scholarship. Established by Ronald A. '75, Robert K. '81 and Nancy '77 Ytterberg in honor of their parents. This scholarship is unrestricted.

Johnsson M.P. Oden Scholarship. Established by Constantine L.A. Oden, M.D. and Armida Johnsson Oden, in memory of their son. Awarded annually to a senior student in alternate years in the departments of geology and music.

Charlotte J. Odman Scholarship. Established with a bequest from this 1938 graduate. Charlotte credited Augustana College, her Lutheran Swedish heritage, and her faith for her ability to excel in her life's work and be able to contribute both during her life and through her estate to the community, her college, and her church. Awarded on the basis of financial need and academic achievement.

John Theodore Ottoson Olander Memorial Scholarship.

Established by Carl and Doris Simpson Christofferson (Class of 1956) in memory of Carl's grandfather, Reverend Olander (Class of 1886). Awarded on the basis of financial need, with preference given to students of Scandinavian descent.

Anna M. Oleson Memorial Scholarship. Established by a bequest from the estate of Anna M. Oleson. Awarded to students preparing for the ministry.

Florence M. Ollson Memorial Music Scholarship.

Established by the Florence M. Ollson estate. To be awarded to a worthy music student.

The Margaret Olmsted Memorial Scholarship.

Established through the estate of Margaret Olmsted '15, Professor Emerita of Classics and Mathematics. To be awarded to worthy students with preference to those majoring in mathematics, or in Classics with an emphasis in Latin.

Andrew Olson Memorial Scholarship. Established by Dr. and Mrs. Richard C. Anderson in memory of Dr. Anderson's grandfather, Andrew Olson, a Swedish immigrant who came to America in the 1880's. To be awarded to worthy students with financial need.

Arthur Olaf Mauritz Olson and Elsie Rundquist Olson Endowed Scholarship.

Established with an estate plan gift from the Elsie. R. Olson Trust. Awarded on the basis of financial need and academic potential to students studying music. Preference given to students who are of the Lutheran faith and/or to students actively engaged in the study of Scandinavian heritage, culture or language.

Charles A. and Harriet S. Olson Scholarship.

Established through gifts from Harriet S. Olson. Awarded on the basis of academic achievement and financial need.

Irene W. Olson Scholarship Fund. In honor of a native Chicago Lutheran, a member of the American Daughters of Sweden. Awarded to a student from Illinois with preference given to those majoring in music.

Mary Olson Memorial Scholarship. Established with a bequest from this 1943 graduate.

Oscar and Ellen Olson Memorial Scholarship. Established by Harold O. Olson in memory of his parents to encourage dedicated young Lutherans to enter the ministry. Awarded to a Junior of Senior student who is seriously pursuing studies leading towards a career as pastor of a Lutheran congregation. Ability, aptitude, and dedication to a career as a pastor are to be considered in granting the award.

Thor Morton Olsson, Jr. Memorial Scholarship. Established by Mrs. Patricia Olsson in her husband's memory. Awarded on the basis of academic achievement and financial need with preference given to students majoring in chemistry.

Omaha Scholarship. Awarded with preference for students from Omaha, Nebraska.

James O'Melia Memorial Scholarship. Established in memory of Jim O'Melia by family and friends. Awarded on the basis of academic achievement and financial need with first preference for students majoring in biology.

The Omicron Sigma Omicron Alumni Association Scholarship. Established by members of the Omicron Sigma Omicron Alumni Association. The scholarship recognizes outstanding academic success by active members in the fraternity.

One in Mission Scholarship. Established through gifts to the One in Mission program of the former Lutheran Church in America. Funds will primarily be used to match qualifying congregational grants to students, and also to provide assistance to other worthy students with financial need.

Wilbur and Amy Palmquist Scholarship. Established by Dr. Wilbur N. and Amy I. (Anderson) Palmquist '19. Dr. Palmquist served as a member of the Augustana Board of Directors from 1940 to 1958. Awarded on recommendation of the Department of Religion to worthy students preparing for service to the Church.

Clifford and Lucille Patterson Scholarship. Established by the Pattersons; Clifford was a 1926 graduate of Augustana. To be awarded annually, preferably to minority students preparing for Christian service.

Lillian Ewers Paulson Fund. Established with a bequest from this friend of Augustana. To provide financial assistance to students majoring in the natural sciences or mathematics.

The Betty Peel Memorial Scholarship. Established in loving memory of Betty Peel (46G) by her husband Bill Peel (54G). To be awarded on the basis of academic achievement and financial need, with first preference given to graduates of Moline High School.

The Reverend Dr. Johan Pearson Scholarship. Established by Dr. Walter L. Youngquist in memory of the Reverend Dr. Johan Pearson, a graduate of both Augustana College and the Augustana Seminary. Four year scholarships available to students preparing for the ministry.

Robert and Corinne Pearson Memorial Scholarship. Established by Warren Jinks and Irene Pearson Jinks, class of 1953, in memory of Irene's parents. The scholarship is to be awarded to female education majors on the basis of financial need with preference given to individuals of Scandinavian descent.

Vernon and Mary Jane (Nelson) Pearson Family Scholarship. Established by Vernon ('46) and Mary Jane ('40) Pearson. To be awarded annually without restriction.

Dr. Victor R. Pearson Memorial Scholarship. Established by his children in honor of their father, a Professor of Religion at Augustana. Awarded to worthy students preparing for the Christian ministry or social work on the basis of academic achievement and financial need.

Dr. Roy Victor Peel Memorial Scholarship. Established by family and friends of Dr. Roy V. Peel, a distinguished teacher and scholar, political scientist and Lutheran churchman. Awarded to students pursuing careers in the teaching of political science or in government service.

Carl W. Petersen Scholarship. Established with an estate gift from this friend of Augustana. Awarded on the basis of financial need and academic achievement.

Ralph and Dorothy Petersen Memorial Scholarship. Established by family and friends in memory of these Augustana graduates (Classes of 1943 and 1944). Awarded on the basis of academic achievement, with consideration given to students who have an interest in music.

Carl E. T. and Agnes (Holmen) Peterson Scholarship. Established by members of the Holmen Family in tribute to Carl E.T. and Agnes Holmen Peterson (Class of 1925). Awarded to students majoring in sociology with preference given to those with an interest in geriatrics.

Caroline Peterson Memorial Scholarship. Established in memory of Caroline Peterson from funds provided by the Clarke Swanson Trust. To be awarded to worthy students engaged in the study of pipe organ and piano music.

E. Dorothy Peterson (Miss Pete, Class of 1920) and Joan Bye Eggspuehler Memorial Scholarship. Established by Mr. Jack Eggspuehler (Class of 1952) and his wife Joan and sons Jay B., Pete R., and Brad L., in memory of this special Rock Island High School teacher. Awarded to students who have an interest in speech communication with first preference given to Rock Island High School graduates.

Elof and Martha (Hasselquist) Peterson Scholarship. Established by these 1934 graduates in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need.

Dr. Floyd D. and Eva (Kjellstrand) Peterson Scholarship. Established by Floyd and Eva (Class of 1931) Peterson. To be awarded to worthy students on the basis of demonstrated academic achievement and financial need.

Gustav A. and Alina G. Peterson Scholarship. Established by a gift from the Estate of Alina Godehn Peterson, a friend of Augustana College. To be awarded on the basis of academic achievement to seniors who are also involved in extra-curricular activities.

Laura Fulton Peterson Memorial Scholarship. A bequest from Mabel Mae Fulton in memory of her daughter. Income to be used annually for the education of deserving students from Henry County, Illinois.

Marian Peterson Memorial Scholarship. Established by an estate plan gift from this friend of Augustana. Awarded on the basis of academic achievement and financial need, with preference given to students participating in the music program.

Oliver E. Peterson Memorial Scholarship. Established through the estate of Oliver E. Peterson. This scholarship will be awarded to students who are studying voice.

Reverend Dr. Ordell W. and Dorothy Mae Simpson Peterson Scholarship. Established by Reverend Dr. Ordell W. Peterson, class of 1941, and Dorothy Mae Simpson Peterson, class of 1945, in recognition of their Augustana education. To be awarded on the basis of financial need with preference given to those studying or intending to study music and further preference given to those studying or intending to study piano.

Roger W. and Elise H. Peterson Family Scholarship. Established by gifts from the Peterson family. To be awarded annually to students with financial need.

Roy W. and Lillian J. Peterson Scholarship. Established by a gift from the estate of Roy W. and Lillian J. Peterson. To be awarded on the basis of academic achievement and financial need.

Virginia A. Peterson Memorial Scholarship. A gift from the estate of Virginia Peterson designated for a deserving woman student with a good scholastic record in high school who needs financial assistance to enable her to attend Augustana College.

Walter and Mollie Pfaff Scholarship. Established in memory of the Pfaffs from the Walter and Mollie Pfaff Trust administered by the Lutheran Church of the Redeemer, Centralia, Illinois. To be awarded to a worthy student from Central Illinois.

Roy J. Phelps Memorial Scholarship. Established by family and friends of Roy J. Phelps II, Class of 1975. To be awarded annually with preference given to a vocal music student who has evidenced performing ability.

Phi Omega Phi Academic Leadership Award. Established by alumni of the Phi Omega Phi fraternity. Awarded to active members of the fraternity with the highest grade-point average.

Phi Rho Academic Leadership Award. Established by alumni of the Phi Rho sorority. Awarded to active members of the sorority with the highest grade point average.

Kenneth L. "Skip" Porter Memorial Scholarship. Established in memory of Kenneth "Skip" Porter by family and friends. Awarded on the basis of academic achievement and financial need.

Ben H. Potter, Jr. Scholarship. A gift of Miss Marguerite Potter in memory of her nephew, Ben H. Potter, Jr. To be awarded annually to deserving students.

Mr. and Mrs. J.W. Potter and J.W. Potter, Jr. Scholarship. A gift of the J.W. Potter Company in memory of Mr. and Mrs. J.W. Potter and John W. Potter, Jr., members of the family who owned and published *The Rock Island Argus* from 1882 to 1986. Awarded to students from the Quad Cities and Western Illinois. Preference is given to former carriers for *The Argus*.

The Raymond and Judith Preissner Scholarship. Established by Raymond and Judith Preissner. To be awarded to Lutheran students of good character and academic achievement who need financial assistance. Renewable with the maintenance of a 3.0 grade-point on a 4.0 grading scale.

Lenora Purdy Scholarship. Established by this 1936 graduate in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need, with preference given to women majoring in education.

Rhea Bollman Quail Memorial Scholarship. Established by friends to honor a former teacher of music at the college. Awarded annually to a student majoring in voice, who is recommended by the Department of Music.

Readers Digest Foundation Scholarship. A gift from the Readers Digest Foundation. To be awarded to students with superior academic records who show exceptional leadership promise.

The Annette Regos Memorial Scholarship. Established by classmates and friends of Annette Regos, a member of the Class of 1982. To be awarded to worthy students with financial need, with preference given to students majoring in English or pre-medicine.

Leslie K. Reid Memorial Scholarship. Established in memory of Ms. Reid by family and friends. Awarded on the basis of academic achievement and financial need.

Dr. Justin H. Reinhart '47 Memorial Scholarship. Established by gifts from family and friends. Unrestricted use.

Donald A. and Erana E. Retz Scholarship. Established by Dr. Richard D. Retz '58 and Dr. Konrad C. Retz '74 in honor of their parents. Awarded annually with first consideration given to a senior student preparing for a career as a physician (Doctor of Medicine or Doctor of Osteopathy). The award is based on academic achievement and on demonstrated financial need;

however, financial need will not necessarily be the primary determinant.

The Eli William Roderick Memorial Scholarship.

Established in 1993 in memory of Eli William Roderick, infant son of William J. '85 and Lori Ridlbauer '86 Roderick. To be awarded to Augustana students with financial need, with preference given to those who are first generation college students.

Thomas L. and Joan D. Roets Family Scholarship.

Awarded annually to an accounting major who demonstrates financial need.

Glenn L. Rogers Memorial Scholarship.

Established by a bequest from the estate of Glenn L. Rogers. Awarded annually to students with financial need.

The Fred and Ruth Rolf Family Scholarship.

Established by gifts in memory of Fred J. Rolf and gifts from the Fred ('32) and Ruth ('39) Rolf family. Annual awards are unrestricted, with first consideration given to chemistry majors.

John H. and Irma M. Romans Memorial Scholarship.

Established by John C. Romans and his sons, Steven, a 1981 graduate of Augustana, Frank, John T., Gregory, and Jeffrey, to honor the lives of John's parents. Recipients must demonstrate financial need and be in good academic standing. Preference will be given to students planning a career in elementary or secondary education.

The Rucker Family Scholarship.

Established by Willie J. Rucker '79 and Valerie Sims Rucker '83, in grateful recognition for their experiences at Augustana College. Donors have placed no restrictions on the awards made through this scholarship.

Peter Runland Scholarship. Awarded on the basis of academic achievement and financial need with first preference given to music majors.

Dr. and Mrs. E.E. Ryden Memorial Scholarship.

Established by the Ryden children in memory of their parents. Awarded every other year to students with financial need who are pre-theological majors or who are studying organ.

Richard E. Ryden Memorial Scholarship.

Established by Dr. and Mrs. E.E. Ryden in memory of their son, Richard Edward Ryden, who died in 1929 at the age of 10. Dr. Ryden was a member of the Augustana Board of Directors for 22 years from 1938 to 1960 and was its chairman for 16 years. Awarded to students with need who are preparing for service in the Lutheran Church.

Johan M. Rydman Memorial Scholarship.

Established by John and Ruth Elliott in memory of her father, a graduate of the Augustana Seminary. The scholarship is unrestricted.

Robert and Mary Sackville Memorial Scholarship.

Awarded on the basis of academic achievement and financial need.

Robert V. Sandstrom Family Scholarship.

Established by an estate plan gift from Robert V. Sandstrom, Class of 1931. Awarded annually to a worthy student with first consideration given to a student majoring in chemistry.

The Sandway Family Scholarship. Established by family and friends to honor the lives of Karl Martin "Marty" Sandway, Class of 1964, and Beulah Sandway Whyte, Class of 1965. Preference given to students who graduated from Rock Island High School.

Ingve and Cathryn Satterberg Scholarship.

Established by Ingve Satterberg (Class of 1951) in appreciation for education received at Augustana. Awarded on the basis of academic achievement and financial need.

John E. and Dorothy Schalk Memorial Scholarship.

To provide financial assistance to a student in the field of elementary education with preference given to students from Davenport.

Martin and Louisa Schaus Memorial Scholarship.

Established by Dr. and Mrs. C.W. Sorensen in memory of her parents. Dr. Sorensen was president of Augustana College from 1962 to 1975. The scholarship is awarded without restriction.

Dr. Albert and Mary Wilson Schersten Memorial Scholarship.

Established by family and friends of these 1911 and 1912 Augustana graduates. Dr. Schersten was a member of the Augustana faculty from 1919-1958 and served as chair of the Sociology and Political Science departments. Awarded with preference given to students majoring in sociology or political science.

The Clifford and Mary (Bunny) Scheuerman

Scholarship. Established in memory of Mary E. (Bunny) Scheuerman by her husband Clifford Scheuerman. For the purpose of establishing a scholarship for Rock Island County area students who demonstrate financial need, with consideration given to a student of outstanding academic ability.

Lavina and Lyle Schlaf Scholarship.

Established by family members in memory of Lavina and Lyle Schlaf. To be awarded to Augustana students with financial need.

Rodger L. Schlaf Memorial Scholarship.

Established in memory of Rodger (62G) by his wife Anne. To be awarded on the basis of demonstrated academic achievement and financial need with preference given to students majoring in chemistry or biology.

Karen Lee Schroeder Memorial Scholarship.

Established in memory of Karen by her family. Awarded to students majoring in history with preference for persons preparing to teach in that field.

Lloyd and Olive Schwiebert Fine Arts Scholarship.

Established by Lloyd (Class of 1934) and Olive Schwiebert. Awarded on the basis of academic achievement and financial need to one or more students majoring in the Fine Arts, specifically and exclusively drama, music and art. To be paid with full benefits every year and to be distributed so that each area of study receives all assistance once every three years.

Arlene Scott Memorial Scholarship.

A bequest from the estate of Arlene Scott (32A). Awarded annually to worthy students on the basis of academic achievement and financial need.

Glenn H. and Ruth A. (Peterson) Seidel Scholarship. Given by these two members of the class of 1928. Income to be awarded annually to a worthy student or students.

The Serenius Family Scholarship. Established in memory of Reverend and Mrs. Adolf Serenius and Dr. C. Arnold Serenius by family and friends. Annual awards to give preference to students planning to enter Christian service.

Howard and Faye Shippee Scholarship. Established by these friends of Augustana. Awarded on the basis of academic achievement and financial need.

Shoemaker Scholarship. Established by gifts from Ruth E. and Thomas M. Shoemaker. Awarded to students majoring in natural science or music.

John H. and Florence Siefken Memorial Scholarship. Established by John H. Siefken, Jr., in memory of his parents. Preference will be given to graduates of United Township High School of East Moline, Illinois. If no candidates are available in the above category, graduates of other Illinois Quad-City high schools will be considered.

Alan W. Sievers Memorial Scholarship. To provide financial assistance to students majoring in accounting.

Sigma Pi Delta Academic Leadership Award. Established by alumni of the Sigma Pi Delta sorority. Awarded to active members of the sorority with the highest grade point average.

Sigma Kappa Tau Academic Leadership Award. Awarded in the Fall to a graduate from the previous academic year; the recipient must have attained the highest cumulative grade point average among graduating members of the sorority.

Ingrid Johnson Simpson Memorial Scholarship. Established by George Simpson '50 in memory of his wife, Ingrid Johnson '52 Simpson. To be awarded annually to sophomore, junior, or senior students majoring or minoring in Scandinavian. If there are no such students in a given year, the income shall be used that year to provide financial assistance to Augustana students attending Augustana's Summer School in Sweden program.

Burton and Barbara Skelley Family Scholarship. To be awarded on the basis of financial need to students majoring in music.

Edith Bower Skinner Scholarship. Established by a gift from Edith B. Skinner, an English major and a 1951 graduate of the College. Awarded on the basis of demonstrated academic achievement with preference given to students majoring in English. If such applicants are unavailable, humanities majors will be selected.

Smiley Memorial Scholarship. Established by an estate gift from Maude Irene Smiley. Awarded to a worthy Christian student of good character who is scholastically in the upper ½ of his class. The recipient must also be a regular church attendant of the Protestant faith.

Aaron Patrick Smith Memorial Scholarship. Established by family and friends in loving memory of Aaron P. Smith, Class of 2002. To be awarded to students with financial need, with preference given to students from single-parent households.

Clarence and Edna Sorensen Scholarship. Established by President and Mrs. C.W. Sorensen in memory of James C. and Anna M. Sorensen, parents of C.W. Sorensen. Awarded to outstanding students with preference for those who depend largely on their own resources and who are enrolled in a pre-medical program.

Marion (Brown) and Robert Sorg Scholarship. Established by Marion (Class of 1934) and Robert Sorg in recognition of their long time relationship with Augustana. Awarded on the basis of academic achievement and financial need, with preference to Quad-City students planning on a business career.

Vera J. Spencer Memorial Scholarship. Established by a gift from the estate of Mrs. Spencer, a parent and friend of Augustana. To be awarded on the basis of academic achievement and financial need, with preference given to students studying music.

The Robert W. and Hazel A. Spera Scholarship Awards. Established through the generosity of Robert and Hazel Spera out of their concern for advancement of the healing arts, both in the animal world and in human society. First priority for the awards, which are to be based on financial need and made in an amount up to the cost of annual tuition and fees, shall be given to qualified students pursuing a career in veterinary medicine. In the event that there are no such students or that funds available exceed such student requirements, the funds shall be awarded to qualified students pursuing a career in human medicine, with particular attention given to those interested in the cause and cure of cancer.

Roger Spitznas Memorial Scholarship. Established by his brother in memory of Professor Spitznas, faculty member in the Department of Geology at Augustana. Awarded to geology majors.

Nellie Spong Memorial Scholarship. Awarded on the basis of academic achievement and financial need.

Eva I. Spurgeon Memorial Scholarship. Established by a gift from the estate of Eva I. Spurgeon, Class of 1952. Awarded on the basis of academic achievement and financial need, with first consideration to students majoring in education with plans to teach in elementary schools.

St. Mark's Lutheran Church, Washington, Illinois, Scholarship. Established by members of St. Mark's Lutheran Church, Washington, Illinois. To be awarded annually to Lutheran students with financial need, consideration to be given to members of St. Mark's Lutheran Church of Washington.

Afton L. Stanley Memorial Scholarship. Established in memory of Mr. Afton L. Stanley by gifts from his family. Awarded annually with preference given to qualified minority students.

Laura Stapleton Memorial Scholarship. Established by Carl and Donna Stapleton, parents of Laura, Class of 1987, in loving memory of her cherished friendships and outstanding education at Augustana, to provide scholarship assistance to a member of the Delta Chi Theta sorority

LeRoy and Ruth Stark Family Scholarship. Established by a gift from Dr. and Mrs. LeRoy A. Stark, to be awarded annually to students who have evidenced financial need and high academic achievement.

The State Farm Scholarship. Established by State Farm Insurance Companies. To be awarded on the basis of financial need and academic achievement with a preference for students of underrepresented (Hispanic) populations who are majoring or planning to major in education.

Lily and Lloyd Stoltenberg Memorial Scholarship. Established by family and friends in memory of Lloyd and Lily Johnson Stoltenberg. Annual awards to students who in person and performance exemplify the ideals of Augustana.

Elizabeth Thackrey Stromquist Memorial Scholarship. Established by Shelton, Ann, Christopher, Matthew Stromquist, Laura Brueck and Mary M. Mullin in memory of Elizabeth Thackrey Stromquist, class of 2001, in recognition of her love for Augustana College and her aspiration to pursue a career in elementary education. To be awarded on the basis of financial need and academic achievement with preference given to seniors majoring in elementary education and in the final year of their curriculum.

Herbert H. Sudbrook Memorial Scholarship. Established by family members in memory of Mr. Sudbrook. To be awarded annually to students on the basis of academic achievement and financial need.

Sundelius-Swanson Family Scholarship. Established by family and friends in memory of Mr. and Mrs. Herbert A. Sundelius and Mr. and Mrs. Frank W. Swanson. To be awarded to a student with financial need who is majoring in geology.

Don and Martha Sundquist Scholarship. Established by Don and Martha Sundquist (Classes of 1957 and 1959), in appreciation for education received at Augustana. To be awarded on the basis of academic achievement and financial need.

Don and Martha Sundquist International Study Scholarship. Established by Don Sundquist, Class of 1957, and Martha Sundquist, Class of 1959, in recognition of their Augustana education and their belief in the importance of international study. To be awarded to students with financial need to travel to other countries to participate in Augustana's International Study Program.

Hilda Emelia Sutherland Scholarship. Established through a bequest from her husband, Carl R. Sutherland. Assistance to students in pre-divinity and pre-medical fields.

G.N. Swan Memorial Scholarship. To be awarded to students doing outstanding work in language or literature.

Albert A. Swanson Scholarship. A bequest by Albert A. Swanson, Moline, Illinois. Unrestricted.

Carroll and Betty (Marker) Swanson Scholarship. Established by these two graduates (Classes of '37 and '38) in appreciation for their Augustana education. Annual awards based on academic achievement and financial need, with preference given to students majoring in biology.

Frederick J. Swanson Music Scholarship. Established by Dr. Frederick J. Swanson '31, who was the founder of the Moline Boys Choir. The awards are to be made annually, with preference given to prospective music teachers.

Harold E. and Louise Lage Swanson Scholarship. For students majoring in the Department of Business Administration. Awards based on academic achievement and potential for a business career. Nominee to be recommended by the Department of Business Administration.

Marjorie L. Swanson Memorial Scholarship. Established by a gift from the estate of Marjorie L. Swanson (Class of 1960). To be awarded on the basis of academic achievement and financial need, with preference given to students majoring in music or religion (pre-seminary).

Nels Swanson and Emma Swanson Memorial Scholarship. Established by the Clarke Swanson Trust in memory of Nels Swanson and Emma Swanson for the purpose of providing a scholarship or scholarships for worthy students engaged in studies of voice at Augustana.

Reverend Reuben T. and Darlene M. Swanson Scholarship. Established by the donors in gratitude for the educational opportunities provided them (Class of 1947). To be used to reward students for superior academic achievement.

Richard A. and Lorian M. Swanson Family Scholarship. Established by Richard and Lorian Sundelius Swanson, both class of 1954. To be awarded to minority students with financial need.

Samuel J. Swanson and Clara Beacham Swanson Scholarship. For qualified Augustana College students. Financial need is the primary but not the only consideration.

Vernon E. and Audrey J. Swanson Memorial Scholarship. Established by family and friends of Vernon E. (Class of 1944) and Audrey J. (Class of 1946) Swanson. Awarded on the basis of academic achievement and financial need to students majoring in geology.

Joseph A. Sward Memorial Scholarship. Established in memory of Joseph Sward, member of the Class of 1940. Awarded annually to deserving students.

Everett P. Swanson Memorial Scholarship. To provide assistance to worthy students preparing for world mission, serving in some relationship to the Evangelical Lutheran Church in America.

Lyal and Birger Swenson Scholarship. A gift from Dr. and Mrs. Birger Swenson. Awarded to worthy students who depend largely on their own resources to finance an education.

P.G. Swenson Scholarship. Awarded on the basis of academic achievement and financial need.

The Reverend G. Sigfrid and Minnie E. Swensson Memorial Scholarship. Established by the Swensson children in memory of their parents. To be awarded to students with proven need for assistance, proven willingness to work, proven scholarship record, proven interest in the Christian way of life.

Bernard Taylor Scholarship in Voice. Established by a gift from an anonymous donor in honor of Mr. Taylor. Awarded annually to junior and senior music majors concentrating in voice.

Ruth Holmen Taylor Award in Voice. Established by former students and friends of Ruth Holmen Taylor. To be awarded to students in music education and voice instruction.

Telleen Family Scholarship. Established in 1990 by members of the Telleen Family in recognition of five generations of family presence and involvement at Augustana College, beginning with the Reverend Johannes Telleen, Seminary class of 1872. To be awarded on the basis of academic achievement and financial need.

Frank and Carla (Reynolds) Telleen Scholarship. Established by Frank, Class of 1939 and Carla, Class of 1950, Telleen. Awarded on the basis of academic achievement and financial need with first consideration given to students with an interest in journalism.

Emily S. Thomson Scholarship. A bequest from the estate of Emily S. Thompson. Unrestricted.

Thrivent Scholarship Fund for Lutheran Students. Established by a grant from Lutheran Brotherhood (now Thrivent Financial for Lutherans), a fraternal benefit society based in Minneapolis, Minnesota. Earnings from the fund provide scholarships for Lutheran students.

Leroy F. and Helen V. Thummel Scholarship. Established by Leroy Thummel to recognize the role Augustana College played in the education of several members of the Thummel family. To be awarded to juniors and seniors who are majoring (or minoring) in music. Preference will be given to students who are also members of the Augustana Choir.

Isabelle G. Till Endowed Scholarship Fund. Awarded to any full-time student in any course of study with the following two criteria being used to determine the recipients, to-wit: (1) academic excellence (3.5 grade-point average for the prior year, or better, on a 4-point system) and (2) financial need.

Walter and Bertha Tillberg Memorial Scholarship. Established by the Tillberg family in memory of their parents who served Trinity Lutheran Church in Moline, Illinois, as pastor and support staff for 44 years. To be awarded annually to Lutheran students on the basis of academic ability and financial need.

Hellen and Walter Tiller Educational Scholarship. Established by a bequest from Walter J. Tiller, of Rock Island, Illinois, to provide financial assistance to enable the recipients to further their educational opportunities at Augustana College.

Mark Timmerwilke Scholarship. Established by family and friends in memory of Mark Timmerwilke. Awarded on the basis of academic achievement and financial need.

Tracy Scholarship. Established by Karen Tracy Sutherland, Class of 1964. Funds will be designated for students who demonstrate financial need, with preference given to students majoring in mathematics and/or computer science.

J. Thomas and Catherine Tredway Scholarship. Awarded on the basis of academic achievement and financial need.

Donna Jean Joneson Trethewey Scholarship. Established by Rev. Jack (Class of 1950) and Donna (Class of 1947) Trethewey. To be awarded to a Christian student majoring in elementary education.

Trinity Lutheran Church, Rockford, IL Scholarship. Established by the members of Trinity Lutheran Church, Rockford, Illinois. To be awarded annually to Lutheran students with financial need with preference given to members of Trinity Lutheran Church.

Trinity Lutheran Church-Moline-Ericsson School Scholarship. To provide financial aid to students attending Augustana who are graduates of Ericsson School.

S. Clarence Trued Memorial Scholarship. Established by Mrs. Trued in loving memory of a distinguished alumnus who as a musician, conductor, and composer exhibited Augustana's heritage in music. Scholarship awarded annually, preferably to students of church music who qualify for financial assistance.

Daniel and Linda Tsui Scholarship. Funded through gifts from these Augustana alumni to provide assistance to international students from the Third World who have financial need.

Robert and Norma Tunberg Scholarship. Established by the families of Jeff and Jon Tunberg in honor of their parents. To be awarded on the basis of academic achievement and financial need with preference given to students with active involvement in Christian outreach and service in any Christian ministry including Young Life, InterVarsity Christian Fellowship, and Fellowship of Christian Athletes.

Robert B. Van Buren Memorial Scholarship. Established in memory of her husband by Ernestine Van Buren. Mr. Van Buren was the first Geology major at Augustana College, graduating in 1929. Preference will be given to students majoring in geology.

Henry and Alice Veld Scholarship. Established in tribute to Henry Veld (founder of the Augustana Choir) and his wife Alice. Awarded on the basis of academic achievement and financial need, with first preference to students involved in choral music.

Minnie Craft Wahlgren Memorial Scholarship. For junior or senior student who have demonstrated exceptional ability in creative prose and poetry.

Clarence and Agnes Wahlstrom Memorial Scholarship. To be awarded annually to students with financial need with consideration given to members of Trinity Lutheran Church, Moline, Illinois.

The Dale S. Wahlstrom Endowed Scholarship.

Established through the generosity of Dale Wahlstrom, who attended Augustana and maintained a lifelong interest in the college. To be awarded annually to worthy students with financial need.

Dale S. Wahlstrom Memorial Scholarship.

Established by a gift from the estate of Dale S. Wahlstrom (Class of 1941). To be awarded on the basis of academic achievement and financial need to graduates of Moline (Illinois) High School, with preference given to students who were involved in high school extra-curricular activities.

Eric H. and Ruth V. Wahlstrom Memorial

Scholarship. Established in memory of Eric Wahlstrom (1919G) and Ruth Wahlstrom (1924G). Awarded annually to worthy students with preference given to a pre-theological student, a student preparing for special missionary service or an international student from the overseas church.

Arthur A. Wald and Marilyn Wald Laros Scholarship.

Established in memory of Dr. Arthur A. Wald, Professor Emeritus of Swedish and former Dean of the College, by his daughter, Marilyn Wald Laros '51, loyal alumna and former member of the Alumni Association Board of Directors. The scholarship is unrestricted.

Alvin M. Walgren Scholarship. Established by Alvin Walgren (Class of 1936). To be awarded to worthy students on the basis of financial need and academic achievement.

Axel Wallin Scholarship. Established by a gift from the estate of Doris Klein Campbell (Class of 1930), a former student of Professor Wallin. Awarded on the basis of academic achievement and financial need with preference given to students majoring in education.

Larned A. Waterman Memorial Scholarship.

Established by a bequest from the estate of Larned A. Waterman, a member of the College Board of Directors from 1972-80, and gifts from his family. To be awarded on the basis of academic achievement and financial need.

Erwin Weber Scholarship Fund. Awarded to students of German studying in Germany.

Miriam A. Weeks Memorial Scholarship. Established by a bequest from the estate of Miriam A. Weeks. Awarded on the basis of academic achievement and financial need, with first consideration to students majoring in history or the fine arts.

Werner Family Scholarship. Established by members of the Chicago-area Werner family: Irene M., Class of 1937; Evert E., Class of 1938, and Edith Lindquist Werner; Thelma Werner Crane, Class of 1950; Martha Crane Scheidler, Class of 1973; and Sharon Werner Schmeltzer, Class of 1965. Funds awarded on the basis of academic achievement and financial need.

Florence C. and John E. Wertz Scholarship.

Established through a gift from Florence Wertz (44G). Awarded on the basis of academic achievement and financial need with preference given to speech-language pathology majors.

Granger and Helen Westberg Scholarship.

Established by Dr. and Mrs. Westberg (Class of 1935). To be awarded on the basis of academic achievement and financial need.

Western Chance Scholarship. Established through the generosity of Western Chance, Inc. To be awarded annually to students who are residents of the Quad Cities.

The Westman Family Scholarship. Established by Alvin and Marilyn Westman (Class of 1953). To be awarded to students in their junior or senior year who have maintained a 3.25 grade-point average and have been significantly involved in co-curricular activities on the campus.

Augusta C. Westphal Scholarship in Music.

Established by Augusta Westphal, a friend of Augustana. To be awarded on the basis of financial need and academic achievement, to students studying music or participating in music programs at Augustana.

Wheelan-Pressly Scholarship. Established by Steven and Cindy Pressly. To be awarded on the basis of academic achievement and financial need.

F.B. White Memorial Scholarship. Established by Mrs. F.B. White in memory of her husband. Awarded to deserving students on the basis of academic achievement and financial need.

Trevor and Margaret Will Scholarship. Established by Trevor (Class of 1975) and Margaret Johnson (Class of 1974) Will. To be awarded to students with financial need, with preference given to students who are majoring in education.

A. Pauline Williamson Scholarship. Awarded on the basis of academic achievement and financial need.

Lewis B. Wilson Memorial Scholarship. Established through gifts by family and friends in memory of Lewis B. Wilson, who attended Augustana College from 1917 to 1919. Awards made to students based on academic merit, with preference given to graduates of Rock Island High School.

The Bertil G. and Beatrice M. Winstrom Scholarship.

Established by Bertil G. and Beatrice M. Winstrom. To be awarded to qualified persons from Sweden who wish to pursue serious academic studies at Augustana College, with preference given to qualified members of the Vasa Order of America in Sweden. If awarded to a person for more than one year, at least a 3.0 grade-point average shall be required for an annual renewal. Income from this fund may also be used to cover expenses of a Swedish person to guest lecture at Augustana College on Swedish-related subjects.

Clarence F. and Edna A. Wittenstrom Memorial Scholarship. Established by gifts from family members in memory of Clarence and Edna Wittenstrom (Class of 1928). Awarded to students enrolled in a program of professional career preparation, preferably law, medicine or ministry.

Clifford R. and Lois M. Wood Scholarship. Established by gifts from Clifford Wood ('56) in memory of Lois Wood ('57). Awarded on the basis of academic achievement and financial need, with preference given to students majoring in biology or English.

World War II Era Classes Endowed Scholarship. Initiated by a challenge gift from Roger (Class of 1949) and Elise Peterson and established through the benevolence of more than 300 alumni and friends. To be awarded on the basis of academic achievement and financial need.

Marguerite J. Young Memorial Scholarship. To be awarded on the basis of academic achievement and financial need. Established by a gift from the estate of Marguerite Young.

Elizabeth Olmsted Youngert Memorial Scholarship. Established by an estate gift in memory of Ms. Youngert. To be awarded on the basis of academic achievement and financial need with preference for a female student.

Lila A. Zobrist Memorial Scholarship. Established by Karl Zobrist, a 1971 alumnus of Augustana, in memory of his grandmother. Restricted to a student studying piano, although the student need not be majoring in music. To be awarded annually to students without regard to financial need.

Partially Endowed Scholarships

The H.V. Almquist Memorial Scholarship
 Marc William Anderson Scholarship
 Augustana African American Alumni Scholarship
 Elfie I. Benson Memorial Music Scholarship
 Willard Jerome Blix and Ursula Sandgathe Blix Scholarship
 Dr. Theodore Celms Memorial Scholarship
 Chi Alpha Pi Academic Leadership Award
 The Class of 1939 Scholarship
 The Class of 1942 Scholarship
 The Class of 1943 Scholarship
 The Class of 1961 Scholarship
 The Class of 1963 Scholarship
 The Class of 1964 Scholarship
 The Class of 1965 Scholarship
 The Class of 1966 Scholarship
 The Class of 1967 Scholarship
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 The Class of 1993 Scholarship
 The Class of 1995 Scholarship
 The Class of 1996 Scholarship
 The Class of 1998 Scholarship
 The Class of 2002 Scholarship
 The Class of 2003 Scholarship
 The Class of 2005 Scholarship
 The Class of 2006 Scholarship
 Kris Conley Memorial Scholarship
 Delta Chi Theta Academic Leadership Award
 Dixon Family Scholarship
 Paul and Marilyn Edstrom Scholarship
 Taylor Ehlers Memorial Scholarship
 The Harry E. and Lenice C. Merrill Eskritt Memorial Scholarship
 Debra J. Gammon Scholarship
 Lori Funk Genske Memorial Scholarship
 Richard and Rosemary Godfrey Scholarship
 Grossman Family Scholarship
 Earl and Florence Haake Memorial Scholarship
 Zeivel and Shirley Harris Family Scholarship
 Caryl C. Hinckley Scholarship
 Charles E. and Ivah Tinker Hufnagel Memorial Scholarship
 Philip Johnson Memorial Scholarship
 Kinsel Family Scholarship
 Millicent L. Knight Scholarship
 The Kenton L. and Sherry L. Esposito Kuehnle Scholarship
 Leonard and Annette Lindstrom Scholarship for the Performing Arts
 Malcolm G. Lund Scholarship
 Dalette V. Miller Scholarship
 Lucia E. and Richard L. Moore Scholarship
 Herbert and Ethel Moretz Memorial Scholarship
 Donald Morrison Scholarship
 Nelson/Paulson Scholarship
 Carl O. and Edith W. Nelson Scholarship
 Dianna Lee Carlsen Olmsted Memorial Scholarship
 Brian R. Olson Memorial Scholarship
 Our Saviour's Evangelical Lutheran Church, Naperville, IL Scholarship
 Sandra S. Pobanz Scholarship
 Honorable William S. Posten, Sr. and Mrs. William S. Posten, Scholarship
 Roy R. Rathburn, Jr. Memorial Scholarship
 Lillian Swanson Reynolds Scholarship
 Rho Nu Delta Academic Leadership Award
 Rock Island Rotary Scholarship
 Jane Schuler Music Scholarship
 Lowell V. and Sidney E. Simpson Memorial Scholarship
 Byron and Kathryn Swanson Scholarship
 Constantine Trued Memorial Scholarship
 Richard S. White Scholarship

Restricted Endowment Funds

Established through the generosity of many donors toward Augustana, these Restricted Endowment Funds provide special assistance and recognition in various areas. As with endowed scholarships, the principal fund in each award is held in perpetuity, with only the annual income from the investment expended.

Endowed Chairs

Paul A. Anderson Chair in the Arts
 Robert W. Beart Endowed Chair in Chemistry
 Earl H. Beling Chair in Mathematics
 Conrad Bergendoff Chair in the Humanities
 William A. Freistat Chair for Studies in World Peace
 Fritiof M. Fryxell Chair in Geology
 S. James Galley Chair in Accounting
 Edward Hamming Chair in Geography
 Stuart Lee and Virginia Talbott Harbour Chair in Economics
 Violet M. Jaeke Chair of Family Life
 Lutheran Brotherhood Chaplaincy Endowment
 Dorothy J. Parkander Endowed Chair in Literature
 Frank Strohkark Chair of Business and Economics
 Richard A. Swanson Chair of Social Thought
 Henry Veld Chair in Music
 Florence C. and Dr. John E. Wertz Chair in Liberal Arts and Sciences

Endowed Department or Program Support

"SSIRC" is Swenson Swedish Immigration Research Center

Ahlstrom-Guest Geography Endowment
 Alumni Departmental Assistantship Award
 Ander Endowment for Immigration and Scandinavian Books
 O. Fritiof and Ruth E. Ander Faculty Award
 Dr. Roy and Lyona Anderson Library Fund
 Arnell Scandinavian Department Fund
 Augustana Center for Vocational Reflection
 Augustana College Band and Choir Touring Endowment Fund
 Augustana Endowment Society Theatre Fund
 Dr. E.F. Bartholomew Fund
 Harold Bell Endowed Internship
 Gertrude E. Bergendoff Arboretum Fund
 Robert Berntsen Family Endowment Fund
 Ruth Erickson Brodahl House on the Hill Endowment
 Michael K. Broehl Endowment for the Reading and Writing Center
 Earl R. Brolander-SSIRC
 Center for the Study of the Christian Millennium
 Kurt Christoffel Fund
 Clicker and Marcella Good Neighbor Award
 Cornbelt Running Club Endowment
 CSD Research Award
 Ellwood F. Curtis Family Lectureship in Public Affairs
 Kenneth V. Dahl, Sr. International Fund

Dow Chemical – Chemistry Fund
 Rudolph Edmund Memorial for Geology Field Studies
 Education Department Award
 Clarence M. and Margaret G. Erickson 100-Year Fund
 Clarence M. and Margaret Erickson Library Fund
 Edwin Erickson Summer Research Award Fund
 Stanley Erikson Lectureship in Public Affairs
 C.E. Esbjorn Memorial Peace Fund
 Ernest and Mary Belle Espelie Special Collections Fund
 Field Stations Fund
 First Generation Student Support Fund
 Flambo Endowment for the Performing Arts in Music
 Fryxell Museum Endowment
 Roald H. Fryxell Memorial Geology Endowment
 Fulkerson Family Endowment for the Library
 Gause-Leak Endowment for Athletics
 Gerry and Morris M. Geifman Endowment in Judaica
 Juliamarie Andreen Grilly Academic Venture Fund
 Dr. Paul and Patricia Guehler Biochemistry Lab Fund
 Dr. Edward Hamming Geography Endowment
 Alvina (Al) Hansen Scholarship
 The Reynold and Johnnie Gause Leak Holmen Endowment Fund for the Visual Arts
 James D. and Carol H. Horstmann Endowed Academic Venture Fund
 Humanities Endowment
 Institute for Leadership and Service Endowment
 The Harold T. and Violet M. Jaeke Awards
 Harry S. B. Johnson Classics Endowment
 Katherine Johnson Academic Resources Fund
 Lenny Kallis Sportsmanship Award
 Kindschuh Family Oratorio Endowment
 Louise Lage Kirtland Academic Resources Fund
 R. Eustice Klein Music Endowment
 Helen E. Lilja-SSIRC
 Lucken Field Geology Endowment
 The Lundeen Fund for Biological Sciences
 Herbert C. Madison-SSIRC
 Marian Magnuson-SSIRC
 Math Department
 Marian McCallum Academic Resources Fund
 Matt and Mindy McSparin Sports Business Internship Award
 Cletus Melchior History Endowment
 Barbara Anderson Miller Award in Creative Writing
 Blair G. Mills Endowment
 Rev. Ragnar and Heloise Moline Endowment
 Moline-Mahaffey Endowed Fund for Field Experiences in Geography
 The Nancy Salen Mueller Theatre Exploration Award
 Harry E. and Lillian H. Nelson Mathematics Endowment
 Dr. Harry E. Nelson Lectureship
 Milford J. Nelson-SSIRC
 Leota Norton Endowment-Speech and Hearing Center
 Frank and Barbara Wright Observer Award for Excellence in Journalism
 Dagmar and Nils William Olsson Fellowship-SSIRC
 Omron Foundation Academic Venture Fund

Dorothy Parkander Writers Endowment
 Lawrence J. Plym–SSIRC
 Psychology Research
 Red Shoes Endowment
 Howard and Helen Rogers Entrepreneurship
 Endowment
 Lawrence H. Roys Endowment
 Schalk Lectureship in Political Science
 Erick Schonstedt Technology Endowment
 Terry K. and Sandra K. Shockley Head Wrestling
 Coach Fund
 Geraldine Wallin Sickler Award
 The Stone Lectureship in Judaism
 Lewis Stone Lectureship in Psychology
 Florence R. Swanson Music Endowment
 Birger and Lyal Swenson–SSIRC
 Lyal Swenson Estate–SSIRC
 Swenson Swedish Immigration Center
 Tallgrass Capital Endowment for Economics
 Telleen Fund for Student Experiences
 Terence Fund for Classics
 Alfred and Geraldine Towner Library Endowment
 Viking Memorial Athletic Fund
 Wallenberg–SSIRC
 Dr. J.E. Wallace Wallin Endowment
 Leland and Marie Watson Library Endowment
 Steven Boone Webster Vocal Performance Award
 Paul A. Williams Endowment–Golf Program
 Women’s Studies Endowment
 WVIK Endowment

Annual Gift Scholarships

Each year, Augustana students receive many fine scholarships from numerous sources. In most instances, these scholarship funds are paid directly to the student for use in meeting educational expenses.

However, in some cases, donors choose to give scholarship funds directly to the college, which in turn makes the awards to qualified recipients.

Annual Gift Scholarships are provided from year to year by donors who encourage the distribution of all funds in the year in which they are given.

For additional information about the awarding of scholarships, please contact the Office of Financial Assistance.



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