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](http://www.augustana.edu/honorcode).
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 unfa-
vorable discharge from military status in employ-
ment. Evidence of practices which are inconsistent with the policy shall 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 Public Safety 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 mod i fications 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 be reported to 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.

Academic Reputation
Augustana is classified by the Carnegie Foundation as an Arts and Sciences plus Professions institution, and ranks among the top 40 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 grad-uate school. Ninety-seven percent of graduates are employed full-time or enrolled in graduate school within nine months graduating. Ninety-one percent of the 18 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 consis-
tently 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 profes-
sors 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 cert-
ified as a degree-granting institution by the state. The college has been accredited by the North Central Association of Colleges and Universities, 120 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 Commission on Accredita-
tion 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 Upsala 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 1873. The seminary became a separate institution in 1911, 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 relation-
ship with the church—first the Augustana Lutheran Church, later 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 ELCI provides 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, 175 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 Keshkuk, Black Hawk and Waqapa. 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 rail-
road bridge across the Mississippi was built at Rock Island in 1856.

Rock Island is one of several cities in the metro-
politan 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.

College Costs
Augustana College publishes an annual Schedule of Student Charges as a supplement to this catalog. Search for “Schedule of Student Charges” at www.
augustana.edu.

Work Study
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 CampusNet, and for assistance 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 Center for Community Engagement, located in Sorensen Hall.

Visit www.augustana.edu/studentemployment for more information.
Policies & Procedures

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 advisers 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 upper-class 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.) For students in Foundations, college writing and rhetoric are built into the three-course, 12-credit sequence. (See Honors Program.) 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 (usually 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 the Career Development Center 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 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 12 credits, but most 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)

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
- 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.

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 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.

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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 education requirement or a requirement for a major.

Only a summary of credits accepted from other institutions are noted on an 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 or correspondence courses. Only coursework from other colleges and universities accredited 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.

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. Semesters credits: Augustana credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] x [2.00] = [quarter hours].

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 “C” or “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. Only coursework from an “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. 115.

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. 115.

International Baccalaureate

Students who have earned the International Baccalaureate Diploma may be awarded credit for Higher Level examinations 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 with credit, and credit for experience of more than one year. 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.

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Policies & Procedures

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Augustana College Catalog

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. 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 fall term; in the fall for the spring term. New students register in the spring for both terms.

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 courses 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 required to pay 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 request a change in registration from a previous term must petition the change within three terms. Petitions received after this time 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 unless they have either been cleared of the allegation or have 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 regarding 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 24 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 114. The withdrawal date is the date the student notifies the Office of Student Services of his/her intent to withdraw and is determined 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 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 must be made in writing to the Dean or Associate Dean of Students (Founders Hall 112). 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:

Day 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.)

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 financial 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.

2. Augustana students on leave. Students travel individually to study in a foreign country or engage in some other 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 readmis-
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.000</td>
</tr>
<tr>
<td>A</td>
<td>3.670</td>
</tr>
<tr>
<td>A-</td>
<td>3.330</td>
</tr>
<tr>
<td>B+</td>
<td>3.000</td>
</tr>
<tr>
<td>B</td>
<td>2.670</td>
</tr>
<tr>
<td>B-</td>
<td>2.330</td>
</tr>
<tr>
<td>C+</td>
<td>2.000</td>
</tr>
<tr>
<td>C</td>
<td>1.670</td>
</tr>
<tr>
<td>C-</td>
<td>1.330</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F, FA</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Grades used by Augustana are:
A+, A—Excellent
B+, B—Good
C+, C—Fair
D—Pass-No Credit
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 at the end of 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.
W—Authorized withdrawal after the fifth week of classes.
X—Audit (no credit).
NR—Not Recommended; see Education, p. 55.

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 dead-
   line 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 in courses for which prior approval has been granted by the Faculty Senate, and only with acceptable prog-
   ress 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, 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.

Pass-No Credit Grading

Pass-No Credit is available to students with permis-
sion 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-, 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 com-
puting Augustana grade-point averages. Students should be aware that Augustana cannot control the use made by other colleges and graduate and profes-
sional schools of Pass [IP] 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 appro-
priate 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.
9. After the 20% deadline has passed, students may no longer elect to take a course P/NC or reverse a status of a course for which a form was previously submitted.

Incomplete Grades

An incomplete grade (I) may be given only for a valid reason and upon written agreement signed by both the 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.

Seniors who are candidates for graduation may not graduate with grades of “I” or “IP” on the record when that coursework is needed to complete degree requirements. Senior students needing to arrange for a grade of “I” or “IP” should plan to apply to graduate during a future term. These students will be responsible for the fees associated with ordering a duplicate diploma.
Repetition of Courses

A student may repeat a course at Augustana under any of the following circumstances:
1. The course listing in the Courses and Programs of Study section of the Catalog is followed by the “+” symbol. (Example: 400 Independent Study (1+)).
2. The final course grade was “F” (failure). Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees.
3. Where the earned, passing grade is not sufficient to prove a required proficiency in order for the student to continue in the major, the student may petition the Committee on Advanced Standing and Degrees to repeat the course at Augustana.

All petitions must include signed statements of support from the department chair in the student’s primary major and the academic advisor. Students who repeat a course where a passing grade was earned previously, may not count the additional repeated credits toward graduation. (Students may only count earned credits, toward the total credits needed for graduation, for a course one time unless a course meets the guidelines set forth in item #1 above.)

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 the dean of the college, those responsible for the degree requirement fulfilled by the course to be taken. Subsequent grade does not replace prior grade; both the original grade and new grade factor into the grade point average.

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 mid-term report electronically and work with their advisor to find appropriate campus resources for assistance.

Satisfactory Progress Policy

Definitions

Completion of courses is defined as receiving one of the following grades: A, B, C, D, FA, NC, NR or P. Credit hours completed with audits (X), withdrawals (W), incompleted (I), and 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 Maximum Time Frame to Complete Degree). The number will be pro-rated 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 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”) If the student chooses to enroll in 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 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 incomplete grade.

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”) If the student chooses to enroll in 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 courses. Students also pay toward the 33 credits allowed for the year. Repeated withdrawals may not allow a student to earn the required minimum number of credits (see the chart for Maximum Time Frame to Complete Degree, page 18).

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 academic probation) having grade-point averages below the minimum allowed for their classification will be suspended for the next full term, and this suspension 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.

<table>
<thead>
<tr>
<th>Credits completed</th>
<th>Minimum GPA to avoid suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>1.00</td>
</tr>
<tr>
<td>10-19</td>
<td>1.50</td>
</tr>
<tr>
<td>20-29</td>
<td>1.60</td>
</tr>
<tr>
<td>30-39</td>
<td>1.70</td>
</tr>
<tr>
<td>40-49</td>
<td>1.80</td>
</tr>
<tr>
<td>50-59</td>
<td>1.90</td>
</tr>
<tr>
<td>60+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

An exception to these standards is made for first-term or transfer students. These students must achieve a 1.00 GPA or better, no matter how many credits are completed. A first-year non-transfer student does not meet college’s academic standards for continued enrollment, but who has not previously been on academic probation, will be granted the special status of deferred suspension for academic reasons. This status allows students an additional term to increase their GPA to the minimum allowed for their classification. An exception also is made for certain transfer students completing their first term of enrollment. Transfer students with 90 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 above). All transfer coursework attempted at Augustana may be used to calculate academic progress and academic standing beginning with a student’s first term of enrollment. After the first term 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:

2. Successfully complete a minimum of six semester credits earning a 2.50 cumulative GPA or better for all coursework attempted. One-credit courses will not be counted toward the 6-credit requirement.
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 in courses at another institution.
4. 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 in courses at another institution.

Subsequently, financial assistance is available only if the student’s GPA is at least 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 re-enroll until their overall GPA is at or above 2.00. Failure to achieve higher than 2.00 for any term prior to re-enrollment 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:

<table>
<thead>
<tr>
<th>Completion of</th>
<th>Minimum credits earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 terms</td>
<td>16</td>
</tr>
<tr>
<td>6 terms</td>
<td>40</td>
</tr>
<tr>
<td>9 terms</td>
<td>61</td>
</tr>
<tr>
<td>12 terms</td>
<td>88</td>
</tr>
<tr>
<td>15 terms</td>
<td>123</td>
</tr>
</tbody>
</table>

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.

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, 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 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 registration 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
Aristea, 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.

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 Grading System).

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.

1. 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 in 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.

Eligibility for Athletics
To participate in intramural athletics, a student must be enrolled in 8 credits or more. Eligibility is retained during a student's sophomore year. 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 intercollegiate athletics, a student must be enrolled in 8 credits or more. Eligibility is retained during a student’s sophomore year. 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.

Activities. Editorial and management positions for The Observer and WAUS; 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.

Anonymous. 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 provides individual junior or senior students up to $2,000 to support a high-impact learning experience in an area such as faculty-student research, internships, and international study. This one-time 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.

For more information and specific policies, see the Augie Choice director in the Community Engagement Center or go to www.augustana.edu/augiechoice.

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 programs. Students should check with the financial assistance office regarding eligibility for financial assistance for international study programs approved by Augustana. The IOP also sponsors and supports international students at Augustana, visiting and exchange faculty scholars and other international education initiatives on campus. Contact International and Off-Campus Programs or go to www.augustana.edu/internationalstudy 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. Program locations are announced in the Fall of the year prior to departure. Recent, current and upcoming program locations include:

- Austria
- Ghana
- Japan
- Senegal
- China
- Great Britain
- Mexico
- Taiwan
- Ecuador
- Ireland
- Netherlands
- Germany
- Italy
- Peru

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:

- Austro-Chile 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.

- Ghana Term. Coursework in December is supplemented with service learning internships as students spend January and February in Accra, Ghana.

- 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.

Recent, current and upcoming programs include:

- Ancient Civilization in Greece (Spring Course + Summer program)
- Childhood Psychology in Guatemala (Winter Course + Spring Break program)
- Education & Healthcare in Norway (Winter Course + Spring Break program)
- Medical Service Learning in Nicaragua (Spring Break or Summer program)
- Music & Education in Kingston, Jamaica (Winter Course + Winter Break program)
- Philosophy & History in Berlin, Germany (Spring Courses + Summer program)
- Religious Study in Rome (Spring Course + Summer program)

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 sightseeing 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 Eichštädt 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 3 to 9 Augustana credits of Spanish in either a 5-week or 10-week program. The 10-week 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. The 5-week program offers the same opportunities for students at the advanced level only. Planned field trips include visits to sites of geographical and cultural interest. Contact the chair of the Spanish 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 Eichštädt, Passau University in Germany; and Lingnan University in Hong Kong. Visit 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 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.
Internships

Internships combine classroom theory with a structured, supervised work experience, providing the opportunity to link the academic experience with future career, professional, and community service objectives. The Internships Office assists students in all aspects of internships from helping with site placement to providing a supervised work experience. Students undertake internships with intentional learning goals and a plan for reflection on the experience. An internship enhances personal, professional, and educational development, bridging the gap between the classroom and the “real world.”

Augustana offers five different types of internships:

- **Senior Inquiry Internships** (Sxx), Service Learning Internships (Lxx), Academic Internships (Axx), Experiential Internships (Exx) and Volunteer Internships (Vxx). Registered internships will appear on students’ transcripts.

- **Senior Inquiry Internships**

  These internships explore students’ abilities and interests, and emphasize 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 Center or Center for Vocational Reflection, etc.). The sponsoring entity will determine how “reflection” is demonstrated and how “community” is defined 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 Center 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” 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).

- **Experiential Internships**

  Experiential internships range from 0-9 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 must be a member of the academic department concerning pass/no-credit grades. 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.

- **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 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 60 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,” page 16.)

- **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 and 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 may also enroll in an independent study/tutorial course; this course often 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 requirements 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 of these courses 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 3.50 or higher in those classes, and an overall Augustana grade-point average of 3.50 or better) or Honors Program Completed (for students who pass all required honors courses, whose grade-point average falls below a 3.50 average for the program or below 3.50 overall).

- **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 2-credit courses, including a summer course. 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 all Augustana students assistance with reading, writing and study skills. Faculty and peer writing assistants recommend and implement 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. Students may make an
appointment by calling the Center during open hours or may drop in as needed. The Reading/Writing Center is located on the second floor of the Thomas Tredway Library.

Student Teaching
Augustana’s teacher education program maintains rigorous standards for its students. The program has been NCATE-approved for more than 60 years and has earned a reputation for excellence that has resulted in an outstanding placement rate for graduates. Students completing the approved program student-teach in public or parochial schools within the Quad-Cities metropolitan area. They are supervised by Augustana education department faculty and work with highly qualified classroom teachers.

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 first enrolled. 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 WebAdvisor.

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, page 23.]

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 activity courses) 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 2.00.
   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, page 34.

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 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 (PSI): 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 (PHV): 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.

• Learning Community Requirement. 4-6 credits.

  • Each student must successfully complete at least one Learning Community (a pair of topically related courses taught by cooperating instructors and taken by the same of the same groups 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 grade in the second-year honors course (HONR 220, 221 or 222) satisfies the Learning Community requirement.

• Learning Community courses may fulfill the distribution requirements in the Learning Perspectives and/or may fulfill requirements for the major or minor.

• 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, graded A through F, or pass may not fulfill the foreign language requirement. 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 transfer courses (101, 102, 103) in which they are not permitted to matriculation or while enrolled at the college. These special requirements may be completed prior to matriculation or while enrolled at Augustana.

• If a student transfers to Augustana fulfilling, 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.

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

• 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.

• Transfers must meet all requirements of the college either through transfer coursework or while enrolled at the college. These special 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.

• Minimum competency through coursework or testing in foreign language and quantitative reasoning.

• One course with an investigative laboratory.

• One course in each of the six Learning Perspectives and three additional courses from three different Learning Perspectives, for a total of nine courses.

• Learning Community.

• One 3-credit course (designated by the Q suffix) that focuses significantly on 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.

• G and D requirements cannot be met in a first-year liberal studies course.

• 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 LSPY courses (101, 102, 103) in which they are not permitted to enroll.

• 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.

• Transfers must meet all requirements of the college either through transfer coursework or while enrolled at the college. These special 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.

• One course with an investigative laboratory.

• One course in each of the six Learning Perspectives and three additional courses from three different Learning Perspectives, for a total of nine courses.

• Learning Community.

• One 3-credit global perspectives course and one 3-credit diversity course.

• 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 HQRN 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.

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, page 34.

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-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, 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
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 residence at the coordinating college or university. Additional information about these programs 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 coordinated degree programs in the following areas:

- Dentistry
- Law
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- 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 will also complete a major (see Curriculum Organization). Additional information about these programs 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.
- (x) — the number of credits.
- (+x) – the course may be repeated for credit, e.g. (3+).
- Hyphenation (e.g. 101-102-103) indicates that the courses may 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 the 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. Onder, 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.P.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, 313, 314, 321, 322, 323, 441, 442, 1 of 643, 444, 445 or 446, and 3 credits of electives or internships.

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

Recommended supporting courses (15 credits): BUEN 295 or ENGL 201, COMM 201, MATH 219 or ECON 317, PSYC 100 or PSYC 105 or SOC 100. BUEN 341.

Minor in Accounting: 16 credits including 201, 202, 311, 313, 322, 323 and 1 credit elective. Required supporting courses and recommended supporting courses are the same as those for the major.

Most state requires candidates applying to sit for the CPA exam complete 150 hours (credits) at an accredited college or university. Designed for students planning to take the CPA exam, the Accounting Certificate Program provides an opportunity for students to complete the additional coursework beyond the requirements of the accounting major.

Continuation of Intermediate Accounting Theory covering the remaining topics tests in the FARS section of the CPA exam.

Continuation of Intermediate Accounting Theory II covering the remaining topics tests in the FARS section of the CPA exam.

Continuation of Intermediate Accounting Theory III covering the remaining topics tests in the FARS section of the CPA exam.

401 Seminar in Accounting Topics (1)

Prerequisite: 322.

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)

Prerequisite: permission of instructor.

445 Tax Accounting (3)

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

Continuation of Intermediate Accounting Theory I covering consideration of analysis of financial statements and advanced financial topics.

Continuation of Intermediate Accounting Theory II covering the remaining topics tests in the FARS section of the CPA exam.

Continuation of Intermediate Accounting Theory III covering the remaining topics tests in the FARS section of the CPA exam.

Seminar in Accounting Topics (1)

Prerequisite: 322.

446 Vita Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 446 is coordinated with ACCT 314. Prerequisite: permission of instructor.

446 Vita Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 446 is coordinated with ACCT 314. Prerequisite: permission of instructor.

446 Vita Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 446 is coordinated with ACCT 314. Prerequisite: permission of instructor.

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446 Vita Seminar (1)

Students complete a service learning activity through VITA. Enrollment in ACCT 446 is coordinated with ACCT 314. Prerequisite: permission of instructor.
African Studies
TODD CLEWLAND, Assistant Professor [History]
JOHN HILDRETH, Professor [Music]
JOHN TAWIAH-BOATENG, Assistant Professor (History)
TODD CLEVELAND, Assistant Professor (History)

Anthropology
CAROLYN HOUGH, Assistant Professor
B.A., Knox; M.A. M.P.H., Ph.D., Iowa
ADAM KAUL, Associate Professor, Chair
B.A., Minnesota State– Moorhead; M.A., Northern Illinois; Ph.D., Durham
PETER KIVISTO, Professor, Richard Swanson Professor of Social Thought
B.A., Michigan; M.D., Yale; M.A., Ph.D., New School for Social Research

MAJOR IN ANTHROPOLOGY... 30 credits, including 109, 209, 250, 306, 319, 320 and two additional anthropology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY... 18 credits, including 100, 250 and 366, plus three anthropology, sociology or social welfare courses at the 200 level or higher.

Courses (AFSP)
101 (P) Introduction to African Studies [3] Examination of the 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.

461 Fraud Investigation [3] Topics include, but are not limited to: fraud prevention and detection. Prerequisite: 321.

452 Governmental and Not-for-Profit Accounting [3] Fund Accounting concepts and procedures and special accounting requirements of governmental and not-for-profit organizations. Prerequisite: 321.


457 Advanced Auditing [3] Discussion of information systems auditing topics and internal auditing. Expand on technical skills students need to conduct audits, utilizing computer-assisted audit techniques. Prerequisite: ACCT-313.


458 Introduction to Forensic Accounting [3] Focuses on accounting for fraud and white collar crime. Prerequisite: permission of instructor.

460 Independent Study (1-9)]
400 Independent Study (1+)
Departmental internships must be approved by the department chair and instructor.

African Studies
34 credits, including 101, 123, 124, 201, 281, 319 and 320, plus three anthropology, sociology or social welfare courses at the 200 level or higher.

Courses (ANTH)
100 (PS) 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 Traditions [2] Examination of autobiographical accounts of contemporary anthropological fieldworkers, their encounters with their informants and the communities in which they work.

210 (PS) Popular Culture [3] Critique of selected examples of popular culture, including organized sports, music, theme parks, television and magazines. Emphasis on the relative importance of various forms of cultural expression, ideology, and political-economic processes. Offered in alternate years. Prerequisites: 100 or permission of instructor.

220 (PS) Medical Anthropology [3] An introduction to medical anthropology, a sub-field of the discipline that integrates biological, cultural and applied perspectives on health and illness, the distribution and experience of health and illness, and the myriad systems of preventing and treating sickness that exist cross-culturally.


350 (PS) 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.

380 Special Topics Seminar [3] In-depth treatment of a topic of anthropological interest not offered in the general curriculum. Topic announced for each offering. Prerequisite: 100 or permission of instructor. Students may take more than one special topics seminar.

352 (PS) Peoples and Cultures of Africa [3] An exploration of the contemporary African's physical and human geography; social, political and cultural history; and institutions. Prerequisite: ANTH-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 explanation of anthropological knowledge. Prerequisite: ANTH-100.

380 (G) Global Connections: Nations, Communities and Cultures [3] Examination of the dynamics of globalization and its consequences for world systems. Prerequisites: 100 and 314.

409 Senior Inquiry Reflection (1) Students create a portfolio of their major papers produced in 300- or 400-level courses. Prerequisites: senior standing and declared major in anthropology.

Courses (ART)
ART 210 (PS,D) Communication and Social Relationships [3] An 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.

ART 211, 302, 391, 491 and 492. 101, 123 and 124 should be taken within one year of declaring an art major. A media sequence required. 401, 409 and 419 should be taken within the first term, students, in consultation with their faculty advisor, must select one area to focus on. One additional Art History course at 300 level is required. Required studio art credits. Planning for graduate school should take additional studio art credits.

ART 210, 319, 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.

ART 401 Independent Study (1+) Prerequisite: permission of instructor; agreement on topic and schedule of appointments.

Art
KELVIN MASON, Assistant Professor
A.D.C., 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., St. Cloud State
CORNILE SMITH, Adjunct Assistant Professor
B.F.A., Southern Illinois University; M.F.A., University of Kentucky
PETER TONG KIAO, Professor
B.A., Coe; M.F.A., Temple

MAJOR IN ART STUDIO, 34 credits, including 101, 123, 124, 211, 319, 412, 417, 419, 511, 101, 123 and should be taken within one year of declaring an art major. A media sequence of 311 and 411; 223 and 323; or 225 and 325; or 226 and 326; or 265 and 381; or 231 or 231 and 232; or 231 or 231 and 232 or 231 or 231 and 232; or 311 and 311, should be completed by the end of the remaining 8 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. Optional: Additional Art History course at 300 level is recommended.

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

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 design.

124 (PA) Design: Three-Dimensional (3) The theory and languages 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.

224 (PA) Photography (3) Principles of photography, including light, camera, composition, and printing techniques. Study of structure of contemporary and historical photographic art with a focus on critical theory of the work. 35mm camera with manual override required.

231 (PA) Ceramics: Hand Construction (3) Sculptural expression 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 Throw Construction (3) The potter's wheel, 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) Sculpture: the creation of three-dimensional forms. Emphasis on modeling on the human figure in a variety of media. Study of classical, modern and contemporary sculpture as a source of ideas.


253 (PA) Fibers: Sculpture (3) Exploration of non-traditional textile forms, structures of fittaking, basketry, quilting and twining. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium with an emphasis on the use of three-dimensional forms.

261 (PA) Relief Printmaking (3) Introduction to basic monotype and relief printmaking methods, including cardboard printing (collagraph), linocut and woodcut techniques and methods of registering multi-block colored prints.

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.

311 Painting II (3) Theory and practice of painting at an advanced level. Prerequisite: 211.

323 Computer Art I/II (Digital Photography II (3) The creative process of visual communication will be explored through various digital media. Development of a personal body of work will be encouraged. Course work will include an analysis of the digital medium. The use of photography as a tool for creative expression. 35mm camera with manual override required.

331 Ceramics II (3) Advanced study of clay forms and forming, hand-built, wheel-thrown or combination. Clay and glaze formulation and experiment on and kiln firing. In-depth study of contemporary expressions in the ceramic field. Prerequisite: 231 or 232.

341 Advanced Sculpture (3) Advanced study of clay forms and expressions in a variety of media including continued figurative study. Viewing and analysis of a broad spectrum with an emphasis on historical and contemporary sculpture as a source of ideas. Prerequisite: 241 or 243.

342 (PA,6) Studio Art of Africa (3) Hands-on investigation of African art methods. African aesthetic and cultural expressions explored through African coiled pottery, printmaking, weaving, woodwork, African stamping and dyeing, weaving, maskmaking, and batik. Ceremonial and utilitarian function of art-making was investigated.

343 (PA) Art of Americas (3) Exploration of non-traditional textile forms, structures of fittaking, basketry, quilting and twining. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium with an emphasis on the use of three-dimensional forms. The integration of decorative and functional elements will be examined. Students will be expected to develop projects that push the boundaries of the media, using traditional and non-traditional materials.

351 Fibers I (3) Individualized investigation of advanced textile techniques. Prerequisite: 251, 252, or 253.

361 Advanced Studio Problems: Weaving (3) Exploration of non-loom textiles, structures of feltmaking, conjuring, quilting, and dyeing, weaving, maskmaking, and batik. Ceremonial vs. contemporary expressions in the ceramic field. Prerequisite: 351 or 232.

363 Advanced Studio Problems: Ceramics (3) Continuing exploration in two-dimensional media. Emphasis on development of personal expression. Prerequisite: 351 or 353.


369 Senior Art Inquiry I (1) Concentrated study in one medium or related media to produce a coherent body of work for the senior exhibition. An artist statement is required. A fall term (for returnees from fall international term) consists of weekly working sessions and periodic group critiques with faculty in the resident media. At the end of the summer term, students will be taking work during winter and 461 during spring of senior year.

411 Advanced Studio Problems: Drawing and Painting (3) Individualized explorations in two-dimensional media. Emphasis on development of personal expression. Prerequisite: 351 or 353.

431 Advanced Studio Problems: Ceramics (3) Continuing exploration in two-dimensional media. Emphasis on development of personal expression. Prerequisite: 351.


461 Senior Art Inquiry II (1) Completion of an artist statement and five artworks that will become a coherent body of original work during the senior year. The exhibition will include work during the senior year. Recommended supporting courses (9 credits): FREN or GRMN 201-203. Also required: 3 credits from 231, 232, 233, 234, 235, 236, 237, 238, 239, 240. Recommended supporting courses (5 credits): HISP or 231, 232, 233, 234, 235, 236, 237, 238, 239, 240. Recommended supporting courses (5 credits): FREN or GRMN 201-203.

COURSES [ARHI]

161 (PA,6) 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 art examined thematically and chronologically as visual evidence of cultural heritage. Does not count toward major.

167 (PP, G) Western Art: Ancient-Early Christian (3) Architecture, sculpture and painting of Greece, the Roman and the Byzantine empires examined chronically, including the Pyramids, the Parthenon and the Colosseum.

168 (PP, G) Western Art: Medieval-Renaissance (3) Western Art: Medieval, Renaissance, and Mannerist architecture, sculpture, and painting examined chronically, including French cathedrals, Michelangelo and Bruegel.

169 (PP, G) Western Art: Baroque-Modern (3) European architecture, sculpture and painting over the course of the 17th century to the present examined chronologically, including Rembrandt, the Impressionists and Picasso.
361 (PP, O) Ancient Greek and Roman Art (3)
Dioskoi relief sculpture and art from early Hellenic culture to the fall of the Roman Empire examined within political, social, religious and mythological contexts.

362 (PP, O) Asian Art (3)
Art and architecture of Europe, including cathedrals, stained glass, textiles, and manuscripts, from the early medieval through the Gothic period examined within their political, social and religious contexts.

363 (PP, O) 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, O) 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, O) 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, O) Eighteenth-Century Art (3)
Early 18th century to the end of the 18th century examined within the political, social, literary and scientific developments of the period and the growth of the middle and upper classes in Europe as well as the political and social contexts of art.

369 (PP, O) Nineteenth-Century Art (3)
European art of the 19th century examined within the political, social, religious and mythological contexts. Focus on developments in Romanticism, Realism and Impressionism, including Goya, Courbet, Manet and Degas.

440 Senior Seminar: Art Historical Research and Methods (3)
Intensive reading and research in art historical methods in preparation of Senior Thesis 441. Prerequisite: permission of instructor.

441 Senior Thesis (1+)
Following successful completion of AH 440. Senior Seminar, art history majors are required to enroll in one term of ARHI-441: Senior Thesis, the final component of art history senior inquiry, conducted on an independent one-on-one basis with an individual 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 chair and instructor. See p. 22 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. 22 for more information and for other internship options.

Individual Studies (1+)
Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of department chair and instructor.

440 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:

Jonas SIMOENS, Professor (History), Coordinator
B.A., Brigham Young; Ph.D., Brown

Peter Tong Xiaojiao, Professor (Art), Coordinator
B.A., Coe; M.F.A., Temple

MAJOR IN ASIAN STUDIES: 33 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. At least 12 credits must be 300-level or above. A maximum of 6 credits may be from Chinese or Japanese language.

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 6 credits may be from Chinese or Japanese language.

COURSES (ASIA)

200 A Gateway to Asian Studies (3)
A required survey 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, O) Traditional Chinese Medicine (3)
A study of Traditional Chinese Medicine in dynamic and modern Chinese civilization, including its connectivity, with Taoism.

430 Asian Studies Field Experience (1+1)
Designed for students living and working in Asia as part of Augusta-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 may or 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 independent 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)

Additional courses 200 A Non-Western Art in Perspective (when applicable)

Art History 352 (PP, O) East Asian Art

Arts History 377 (PP, O) Japanese Art
Chinese 101-102-103 First-Year Chinese
Chinese 104 Japanese 106 Chinese and Japanese Calligraphy
Chinese 201-202-203 Second-Year Chinese
Chinese 205/305 (PH, O) Chinese Culture
Chinese 300 (PA) Chinese Art
Chinese 401-402-403 Chinese Current

Geography 334 A East Asia

History 150 (PP) Traditional East Asia: China and Japan

History 151 (PP) Modern East Asia: China and Japan

History 350 (PP) China: The Last Dynasty

History 351 (PP) China: The Twentieth Century

History 353 (PP) Governance in China

History 356 Indonesian Modern

History 480 Seminar in Asian History (when applicable)

Japanese 101-102-103 First-Year Japanese

Japanese 201-202-203 Second-Year Japanese

Liberal Studies 103 Gender and Privilege in the People’s Republic

Psychology 342 Comparative Politics of East and Southeast Asia

Religion 342 (PP, O) Religion and Philosophy of India

Religion 345 (PL, O) Religions of East Asia

Religion 346 (PH, O) Buddhism

Religion 392 Women in Religion (when applicable)

Religion 394b Key Issues in Comparative Religion: Studying Religion

Religion 410 Special Topics in Religion (when applicable)

World Literature 350 (PL, O) 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 has been 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 Augusta-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 and field internships must be approved by the department. See p. 22 for more information and for other internship options.

ASIA-INTR-Exx/Vxx Experiential/Volunteer (0-9)
Departmental internships must be approved by the department. See p. 22 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 Deeivier 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 Deeivier Planetarium will be required.

Biochemistry

Advisors Pamela Titterton, 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 metabolic, movement, and gene expression. A degree in biochemistry prepares a student for further studies in biological or biomedical sciences, as it is the core basis for many more applied fields such as biochemistry, 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 (e.g., 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 122 or 225, 210, 370, 360 or 362.

Required supporting courses: MATH 231 or 338, PHYS 201, 202, 203. Recommended supporting courses: CHEM 362, 372, 403, CSC 211 and 212.

MINOR IN BIOCHEMISTRY. 10 credits in CHEM beyond 121, including 121, and 432 or 433. BIDL 210, 210, 370, 360 or 362.

Biology

REBECA COOK, Instructor, Advising and IRIS Program Coordinator
B.A., Ithaca; M.A., Iowa; M.S., Walden
KRISTIN DOUGLAS, Associate Professor, Co-Chair
A.S., Waubonsee Community College; B.S., Iowa; M.S., Ph.D., Michigan
BOHDAN DZIAZYK, Professor
B.A., M.S., Southern Illinois; Ph.D., North Dakota State
STEVEN GDOFF, Laboratory Coordinator, Instructor
B.S., M.S., Illinois
KEVIN GEEDEY, Professor
B.A., B.S., Ohio State; Ph.D., Michigan State
SCOTT GEHLER, Assistant Professor
B.A., Cornell College; Ph.D., University of Minnesota
DARRIN S. GODD, Professor
A.B., Augustana; M.A., Ph.D., Kansas
STEPHEN B. HAGER, Associate Professor
B.A., M.A., California State; Ph.D., New Mexico State
JASON MCCONTE, Co-Chair, B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Wash., Washington State
TIMOTHY MURR, Assistant Professor
B.A., Kalamazoo; M.S., Ph.D., Miami University (Ohio)
KIMBERLY MURPHY, Assistant Professor
B.A., Winona State; Ph.D., Washington State
LDRI R. SCOTT, Professor
B.A., Manchester; M.S., Ph.D., Illinois State
ROBERT B. TALLITSC, Professor
B.A., North Dakota; M.S., Ph.D., Wisconsin
DARA L. WEGMAN-GEEDEY, Professor
B.S., Mount Union; Ph.D., Delaware
Visiting Faculty
ALLISON BECK, Visiting Assistant Professor
B.S., Georgetown; M.S., Ph.D., Chicago
KARTHIK RAMASWAMY, Visiting Assistant Professor
B.S., St. Joseph’s College (India); M.S., Pondicherry University (India); Ph.D., University of Missouri-Columbia

ALEXANDRA RATTI, Visiting Assistant Professor
B.S., M.S., University of Buenos Aires; Ph.D., Aristotle University
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 235), and the major with Biology 200 and 210.

MAJOR IN BIOLOGY. 31 credits at the 200 level or above, including the core courses CHEM 121, 122, 210, 220, 270 and one 3-credit senior inquiry (SI) experience from 331, 375, 464, 465, 480 and BIOL-INTR-Axx or any other pre-approved SI experience. Beyond the core courses, any biology course at the 200 level or above may apply to the major. 10 credits beyond 200 or 210 must be completed within one year of declaring the major; and 20 credits must be completed within two years of declaring the major.

A student who completes BIOL-INTR-Axx as their SI may not apply BIOL-INTR-Axx credits to the major. A student who completes 444, 445 or 446 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-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 444, 445, 446 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: 399, 399, 399, 440, 440, BIOL-INTR-Axx or BIOL-INTR-Axx.

Recommended supporting courses: MATH 291, PHYS 201, 202, 203.

MAJOR IN TEACHING BIOLOGY. 31 credits including, 121, 122, and one of 123 or 200 or 225 or 270 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.

RECOMMENDED SUPPORTING COURSES:

Biology

120 Ethenobaty (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 Botanist Seminar: Understanding Our Place as Knowers (3) Entry-level course for biology, pre-medicine and biology teaching majors and minors, completed during the first year and/or prior to 210, 220 and 370. Topics may include inquiry and reflection, biology careers and the qualities/ expectancies associated with them. Required: prior to 210, with permission of departmental coordinator.

180, 190, 200, 220, 230, 240 (PN) 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: 200.

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: BIOL 210.

225 Local Flora (3) Field and laboratory identification of plants common to the Upper Mississippi Valley with emphasis on Illinois. Prerequisite: one of 330, 331.

230 Plants of the World (3) Field and laboratory study of plants with emphasis on diversity and classification. Includes one three-hour lab weekly. Prerequisite: 150.

231 Vertebrate Zoology (3) Evolution, ecology, behavior and classification of vertebrate forms as illustrated in the laboratory and field, including vertebrate sampling techniques. Includes one three-hour lab weekly. Credit cannot be earned in both 231 and 232.

233 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 233 and 235.

235 (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.

237 Parasitology (3) Biology, pathology, epidemiology and phylogeny of parasites of people and domesticated animals. Prerequisite: 200.

239 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.

236 Microbiology (3) The biology of microorganisms with emphasis on bacteria. Includes two two-hour labs weekly. Prerequisite: 200.

245 Principles of Immunology (3) An overview of the human immune system with an emphasis on understanding the physiology and anatomy of the humoral and cell-mediated responses. Prerequisite: 210.

252 Kinesiology (3) The mechanical and muscular analysis of body movements. Prerequisites: 290 and PHYS 101, MATH 219 strongly recommended.

260 Botany (3) Principles of plant morphology and function. Includes one two-hour lab weekly. Prerequisite: 200.

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: 210.

331 Vertebrate Zoology (3) Evolution, ecology, behavior and classification of vertebrate forms as illustrated in the laboratory and field, including vertebrate sampling techniques. Includes one three-hour lab weekly. Credit cannot be earned in both 231 and 232.

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 233 and 235.

350 (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.

352 Kinesiology (3) The mechanical and muscular analysis of body movements. Prerequisites: 290 and PHYS 101, MATH 219 strongly recommended.

365 Ecology (3) The microscopic and ultramicronstructual structure of human cells, tissues and organs correlated with function and development. Includes two two-hour labs weekly. Prerequisite: 200. Credit may not be earned in both 360 and 362.

369 Neuroanatomy (3) The structure and three-dimensional relationships of the central and peripheral nervous systems, correlated with normal and abnormal function. Prerequisite: 210 or permission of instructor.

370 Neurophysiology (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: 210 and 210.

372 Human Physiology (3) Function and neuroendocrine control mechanisms of the nervous, endocrine, skeletal, cardiovascular, respiratory, renal and digestive systems in humans. Includes one two-hour lab weekly. Credit may not be earned in both 360 and 362. Prerequisites: 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.
44 | Business, Business Administration

Business Administration

AMANDA BAUGOGUS, Associate Professor B.S., Drake; A.A., Illinois Tech

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. ERCISON, Associate Professor A.B., Augustana; M.S., Illinois; Ph.D., Iowa; C.F.A., Iowa; C.M.A.

JANIS LONERGAN, Frank Strohkarck Professor of Business and Economics B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARME, Adjunct Instructor, Director of Advising B.S., M.T., Indiana State College; M.S., Illinois

NADIA NOVITEROVA, Assistant Professor B.S., Dorky State Agricultural Institute; M.S., Iowa State; Ph.D., Illinois

KAREN M. PETERSEN, Associate Professor B.A., Mesa; M.A., Central State University; 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, 301] 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]: 201, 202, 311.

Required area of emphasis in one of the following areas: Management [9 credits]: Three of 303, 304, 305, 307, 319, 332, 333, 340, 345

Marketing [9 credits]: Three of 332, 333, 334, and ECON 345, 362.

International Business [9 credits]: 363 and ECON 361, 362.

Management Information Systems [3 credits]: 251, 252 and one of 379, ACCT 210, CSC 310, 315.

Required Senior Inquiry experience in one of the following: Internship with research component [9 credits] Business Policy [9 credits]: 479 Business Honor [3 credits]: See International Business 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 conciseness 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 (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 235.

212 Business Statistics II (3) Regression and correlation, multiple regression with an emphasis on regression diagnosis; time series analysis and forecasting. Prerequisite: BUSN 211 or MATH 235. Credit may not be earned in BUSN 211 after completion of MATH 275.

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). Prerequisites: BUSN 211, BUSN 275.

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 (including demographic shifts, changing organizational structure, the legal environment, global competition and social issues). Human resource theories and descriptions of leading-edge practices illustrate how human resource management can achieve efficiency and equity in the employment relationship. Prerequisites: BUSN 211, BUSN 275.

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. Analysis and experiential exercises are tools used for theory application. Prerequisite: BUSN 301 or consent of instructor.

305 Employment Law (3) Introduction to the law of the workplace and exploration of the theories and 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 (Q) Social Issues in Management (3) An exploration of the bases of legal and social environments of business, moral awareness, moral philosophy and moral leadership. After gaining a basic understanding of the moral issues, the focus is on current social issues facing managers in business. Emphasis will be on critical thinking and seeing situations from many 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 for those interested in the entrepreneurial field and who wish to equip students with an appreciation and understanding of the skills, attitudes and knowledge needed to achieve entrepreneurial success. Prerequisites: BUSN 301, ACCT 201 and 202.

310 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: BUSN 211, ECON 202.

321 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: BUSN 321.

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: BUSN 321.

323 Advertising (3) The process and 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, direct marketing and public relations. Prerequisites: BUSN 323.

326 Marketing Research Methods (3) An overview of marketing research, 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: BUSN 205, BUSN 322.

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: BUSN 323.

327 Consumer Behavior (3) Introduction to a wide range of behavioral concepts, and the strategic implications of behavioral and consumer decision processes. Topics will include internal and external factors that influence consumer buying decisions and processes, buyer–seller relationships, perception and a consumer’s information processing. Prerequisite: BUSN 327.

329 Financial Management (3) An overview of the financial decision-making process. Topics include: financial analysis, discounted cash flow analysis, leverage, capital structure, cash budgeting, risk and return analysis. Prerequisites: BUSN 212, ACCT 202, ECON 201 and 202.
Individual Studies and Internships
BUSN-INTR-Sxx/Lxx (Axx Senior Inquiry/Service Learning)
Academic Internship (1-3)
Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: A declared major in business administration, 301, 321, 231, one elective, minimum 2.5 grade-point average in business administration. Departmental internships must be approved by the department. See Internships.
BUSN-INTR-Exx/Experimentia/Volunteer (0-9)
Departmental internships may be approved by the department. See Internships.
399, 499 Directed Study (1+)
Internal or external to study a particular subject in the curriculum under a faculty member’s direction. Prerequisites: permission of department and instructor.
600 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 BURGERMEISTER, Laboratory Instructor
B.S., Marycrest; M.S., Western Illinois
KURT M. CHRISTOFFEL, Professor
B.A., M.S., Ph.D., Illinois Institute of Technology
PARKER WIT, Assistant Professor
B.A., Hanover; Ph.D., Miami (Ohio)

DAVID G. DIWIT, Professor
B.S., Calvin; Ph.D., Northwestern
GREGORY J. DOMSKI, Assistant Professor
B.A., Augustana; Ph.D., Cornell

DIEL JENSEN, Associate Professor
B.S., Nevada-Reno; Ph.D., Kentucky

TODD MILLER, Visiting Assistant Professor
B.A., Duquesne; Ph.D., Iowa

RICHARD M. NARRISKE, 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, 33 credits beyond 121, including 200, 223, 312, 372, 407, 411 and 415 or one chosen from 404, 425 or 426. Students choosing an AEC-accredited major must include 363 and 427.

Required supporting courses: PHYS 201, 202, and MATH 221 or 222.

Recommended supporting courses: BIOL 210, MATH 230, MATH 239, CPDM 211-212, and PHYS 351.

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 217.

COURSES (CHEM)
101 (PN,1) Fundamentals of General Chemistry
Brief introduction to general chemistry. Prerequisites: 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 or placement beyond 121.

110 (PN) Cooking is Chemistry (3)
Introduction to the principles of chemistry through cooking. No prior knowledge of chemistry is required. Students will gain an understanding of the principles of cooking and preparing food and the relationship of food to nutrition.

130 (PN) General Chemistry 1 (3)
Composition, chemical bonding and basic properties of reactants and products of matter. Introduction to the basic principles of chemistry. Lecture, discussion, and three hours of laboratory weekly.

122 (PN) 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 analytical technique. Lecture, laboratory studies to complement 411 and 412. 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.

311 Organic Chemistry 1 (3)
Survey of organic compounds: their structures, chemical reactivity and spectroscopic properties. Begins with alkenes through aromatics. 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.

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 introduction to the application of scientific, technological and social aspects of criminalistics. This course will use actual court cases to introduce forensic concepts, including gunpowder analysis, trace evidence, ballistics, blood analysis and DNA profiling. Students will be expected to critically evaluate evidence and ascertain its significance. Prerequisites: 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: 110, PHYS 203, MATH 221 or 358.

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. Prerequisites: 110, PHYS 203, MATH 221 or 358.

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, 361, 372 or permission of instructor.

416 Biochemistry 1 (3)

416 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 210 and BIOL 370.

418 Biochemistry Laboratory (1)
Laboratory studies to complement 411 and 412. Four hours laboratory weekly. Prerequisites: 411, 200 strongly recommended.

421 Advanced Inorganic Chemistry (3)
Bonding, structure, spectra and reactions of inorganic and organometallic materials. Lecture and four hours laboratory weekly. Prerequisites: 200, 225, 373, 382.

481 Chemistry Literature (1)
Introduction to chemical literature sources and their use. Online searching techniques. Presentation of literature research results. Prerequisites: 200, 212 or 225, 373.

456 Senior Inquiry – Research Proposal (3)
Literature search of an approved topic and formulation of a research results. Prerequisites: 210, 225 or 232, 373.
Individual Studies and Internships

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

CHEM-INTR-Lex/EnvX Service Learning/Academic Internship (1-9)

A practice of the options 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. 22 for more information and for other internship options.

CHEM-INTR-Lex/Xvi Experiential/Volunteer (0-9)

Prerequisite: declared major in chemistry. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1+)

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

Low motivation, commitment and linguistic flair. Offered only under special circumstances, such as after the fall term in the senior year.

201-202-203 Second-Year Chinese (3+3+3)

Continuation of first-year Chinese, mastery of new vocabulary, conversational skills, grammatical structures of modern Chinese; reading of contemporary short essays and newspapers. Graded by oral and written tests. Prerequisite: 103.

205 (PH) 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 materials, discussions and projects.

210 IPD 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) 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: 105 or by consent of instructor.

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.

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., Ph.D., D. Korea
MINOR IN CHINESE: 21 credits including 201-202-203, 301-302-303, and one of 205, 305, or History 335.
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 106 Chinese and Japanese Calligraphy (1)

Basic grammatical patterns and practical conversation skills

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. Greek and Latin names. Course does not count toward a classics major.

230 (PP, D) Women in Classical Antiquity (3)

How women 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 gender and gender roles. Precursers taking other courses in the Women in Antiquity group (GREK 230/330, LATN 230/330).

360 (PHD) Greek and Roman Religion (3)

How ancient Greeks and Romans understood, interacted with and expressed 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 develop and discuss their 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 so demand, 401a and 401b may be taken in the same term, but one course per term is usually the usual schedule.

Courses in World Literature (WILT)

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.
Courses in Latin (LATN)

Courses above 200 are usually offered alternate years.

100 Elementary Latin (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+)
Reveals 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: PRLS 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: PRLS 103 or equivalent.

218 Roman Mythology and Rhetoric (1+)
Translation of Roman philosophical and rhetorical prose (Lucricus, Cicero, Seneca and others). Prerequisite: PRLS 103 or equivalent.

220 Medieval Latin Literature (1+)
Translation of post-Classical prose and poetry. Prerequisite: PRLS 103 or equivalent.

222 Latin Historical Prose (1+)
Translation of Latin historical prose (Caesar, Sallust, Livy, Velleius, Tacitus) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

224 Latin Tragedy (1+)
Translation of Latin tragedy (Seneca). Prerequisite: LATN above 200.

226 Latin Comedy (1+)
Translation of Roman Comedy (Plautus, Terence) and research in preparation for the senior seminar. Prerequisite: LATN above 200.

270 Internships and Individual Studies
Opportunity for students to study a particular subject under a faculty member’s guidance. Prerequisite: permission of department chair and instructor.

288 Latin Epic (1+)
Translation of the Vergil’s Aeneid 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-Lx(Ex) 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. 22 for more information and for other internship options.

CLAS-INTR-Exx(Exx) Volunteer (Exx)
Opportunity for students to study a particular subject under a faculty member’s guidance. Prerequisite: permission of department chair and instructor.

400 Independent Study
Reading and analysis of selected literature

Communication Sciences and Disorders

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
ANN PERREAU, Assistant Professor
B.A., M.A., Ph.D., University of Iowa

MAJOR IN COMMUNICATION SCIENCES AND DISORDERS
33 credits including 265, 280, 302, 305, 307, 358, 370, 375, 380, 420; one of 270, 280, 420; two of 202, 270, 440 (can be taken twice if different topics); optional: 110. Required supporting courses (at least 15 credits): PSYC 100, 210, 310, 420, any course with a BIOL, prefix, any course carrying ASTR, CHEM, BIOI, or PHYS prefix.

COURSES (CSD)

100 Human Communication & Its Disorders (3)
Learn about all aspects of human communication and its disorders. Students will learn how to differentiate speech, language, and communication and identify subcomponents of each; 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; consider ways to make daily life more accessible to individuals with communication disorders; and improve oral and written communication skills through active class participation, the completion of a group presentation, and a research term paper.

110 Sign Language (1)

220 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 emphasis on American English. Phonetic transcription of normal, disordered, and dialectal speech in an in-class Phonetic Alphabet.

280 Speech and Language Development (3)

367 Language Disorders (3)
Identification and treatment of language disorders in children birth through adulthood.

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.

369 Anatomy & Physiology of Speech & Hearing (3)
Study the structure, function, and neurology of the mechanisms of respiration, phonation, articulation, resonance and audition.

370 Audiology (3)
Rationale, structure and function of various auditory test batteries. Instruction in administering hearing tests and interpreting results.

371 Speech and Hearing Science (3)
Exploration of the multidisciplinary nature of speech communication by applying principles from physics, biology and psychology to speech and hearing. Topics such as the physics of sound, physiology of speech and hearing systems, evolution of speech and related theories.

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. Students study topics such as the physiology of speech and evolution of speech.

376 Aural Rehabilitation (3)
Study the language pathology and speech to language to speech to hearing impaired individuals. Emphasis on total communication.

400 Special Topics in Communication Disorders (3)
Investigates advanced topics related to communication disorders. May be repeated for credit one time if the topic is different. Consent of department for current topic. Prerequisite: junior or senior standing or consent of instructor.

405 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.

408 Senior Inquiry – Applied Research (3)

409 Senior Inquiry – Thesis (3)

Internships

Admission to each of three academic internship courses (a, b, c, below) is granted 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. 22 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 required. 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 required. Prerequisite: minimum overall grade-point average of 3.00.

c) CSD-INTR-404 – Advanced (1)
Study of advanced speech-language pathology diagnostics and intervention procedures. Ethical and multicultural issues. Clinical practice included. Prerequisite: minimum overall grade-point average of 3.00.

CSD-INTR-Exx/Exx Experimental/Volunteer (0-9)
Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

50 | Classics, Communication Sciences and Disorders
Communication Studies

MAX ARCHER, Instructor, Director of Debate
B.A., West Texas; M.A., Kansas State
LISA FARMIELLI ALLEN, Assistant Professor
B.S., California State-Chico; M.A., Ph.D., Arizona State
ELLEN HAY, Professor
B.A., M.A., Northern Iowa; Ph.D., Iowa State
WENDY HILTON-MORROW, Associate Professor
B.A., Augustana; M.A., Ph.D., Iowa
STEPHENV KLINE, Associate Professor
B.A., Manhattan; M.A., Ph.D., Illinois
DAVID SNOWBALL, Professor
B.A., Pittsburgh; M.A., Ph.D., Massachusetts
SHARON VARALLO, 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 310, 314, 310, 319; one of 320, 321, 322; one from among 371, 370, 374, 375, 379; one from among 381, 382, 383, 384; one additional 1-credit research module; 1-credit module, and either 432-433 or 432-434. MINOR IN COMMUNICATION STUDIES. 18 credits, at least 6 credits of which must be at 300-400 level, including one of 210, 211, 212; two of 310, 311, 312.

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. Enrollment, 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.

206 Argumentation and Oral Advocacy (3)
Skills-based course focused on learning to organize, present and defend ideas. Includes instruction in group discussion, persuasive speaking and basic debate.

208 Small Group Communication (2 or 3)
Considers variables that affect group functioning such as cohesiveness, members, climate, structure and leadership. Assignments include group projects.

210 PS,SL Communication and Social Relationships (3)
Examines how family, gender and 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)
Addresses how communication influences citizens of a free society, with a focus on political discourse in the public sphere. Features communication strategies and argument patterns in political campaigns, public policy and the media. Also MJC 211.

212 (PS) Advertising and Social Influence (3)
Examines the role that broadcasting plays in society, applying legal and ethical perspectives to controversial issues surrounding media ownership and media content. Offered every other year, with 245. Also MJC 212.

220 Radio Production (1+ or 2)
Practical work at one of the college radio stations. Students will have individual evaluation sessions. May be repeated for a maximum of 2 credits.

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+ or 2)
Participation in intercollegiate debate at the championship level. May be repeated for a maximum of 4 credits. Prerequisite: permission of instructor.

301 Research Methods (3)
Develops creative and prescriptive abilities through performing group, 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. Students apply ethical frameworks to communication research questions. Taken concurrently with Senior Inquiry.

320 (PL) Communication Theory I: The Rhetorical Tradition in Communication (3)
Addresses definitions and frameworks of rhetoric from theorists ranging from Plato, Aristotole and Cicero to Burke, Toulmin and Foucault.

321 (PS) Communication Theory II: The Social Scientific Revolution (3)
Examines the rise of the social sciences and reviews contemporary social science theories and perspectives in communication.

322 (PS) Communication Theory III: Media and Social Influence (3)
Examines the role of the social sciences, introduces methods of social science communication research and reviews major contemporary theories and perspectives in communication. Also MJC 222.

330 (PH,G) Intercultural Communication (3)
Examines how communication helps create culture and how culture constrains communication. Focus on structure, racial, ethnic and cultural national shapes of the communication, reasoning and morality, and how intercultural skills relate to 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 MJC 340.

345 (PP) Cultural History of Broadcasting (3)
Addresses the effect of emerging technologies on social structures, politics, culture and social organizations and technology. Consider the devolopment of radio and television. Offered every other year, with 350. Also MJC 345.

350 Issues in Broadcasting, Law, History and Ethics (3)
Examines the role that broadcasting plays in society, applying legal and ethical perspectives to controversial issues surrounding media ownership and media content. Offered every other year, with 345. Also MJC 330.

360 Communication and Emerging Technologies (3)
Addresses the effect of emerging technologies on social, political and economic communication. Also MJC 360.

371 Historiography of Communication (1)
Addresses the development of historical communicative exchanges: (1) what was said? and (2) what did it mean?

372 Rhetorical Criticism (1)
Practical introduction using methods of rhetorical criticism to analyze public discourse.

373 Argument Analysis (1)
Practical introduction of method to analyze argument and argumentation in public messages and to help craft critical analysis.

378 Media Content Analysis (1)
Students learn methods to draw representative samples of content from media texts (such as television shows) by using descriptive, content and textual analyses. Also computer software.

379 Critical Media Analysis (1)
Focuses on methods to interpret media artifacts and uncover potential ideological meanings.

380 (Q) Quantitative Tools for Communication Research (3)
Introduces statistical research process, including foundations of measurement and the descriptive and inferential statistical procedures necessary to research on communication questions and variables.

381 Survey Research (1)
Practical introduction to survey research methods designed to collect quantitative information about a population.

382 Qualitative Interviewing for Research (1)
Focuses on qualitative interview methods via data collection and analysis.

383 Experimental Research (1)
Focusses on designing experiments using reliable and valid measures, testing variables and reporting results. Prerequisite: 381 or comparable stats course.

384 Social Action Research (1)
Involves identifying a problem that impacts a population and implementing an appropriate intervention. Required for 453-454.

401 Business and Professional Communication (3)
Skills-based course requires preparing a variety of presentations applicable to professional situations.

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.

403 Principles of Public Relations (3)
Reviews current practices and emerging trends in public relations. Students will create a portfolio-quality public relations plan. Also MJC 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. Also MJC 404.

410 Seminar in Communication (3-4)
In-depth analysis of communication topics offered for advanced students. Typically reading and discussion-intensive. In cases where an expectation that students take active roles in the classroom. Seminar topic changes every year. Can be repeated.

411 Seminar in Media (3+)
511 Seminar in Social (3+)
Senior Inquiry: Traditional Research Proposal (2)
Students review scholarly literature, design and present a proposal for original communication research. Prerequisites: 320, 321 or 322, and two methods modules.

512 Seminar in Research Practicum (1)
Examine the project designed in 451. Prerequisite: permission of instructor.

513 Seminar in 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. Prerequisites: 230, 317 or 320, 394 and one other methods module; permission of instructor.

549 Senior Inquiry: Civic Engagement Project (2)
Implementation of action plan from 451 and presentation of results. Prerequisites: 453, permission of instructor.

Individual Studies and Internships

199, 299, 399, 499 Directed Study (1+ or 2)
Focus on a specific body of information not ordinarily covered in the curriculum, normally entails reading and discussing literature assigned by a faculty member, and preparing a finalpresentation.

COMM-INTR-Exx/Exx/xxx 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. 22 for more information and for other internship options.

COMM-INTR-Exx/Exx/xxx Experiential/Volunteer (0-9)
Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

450 Independent Study (1+)
Original research in an area of particular interest 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 instructor.

Computer Science

THOMAS E. BENGSTON, Professor (Mathematics), Chair
A.B., A.B., Mathematics, California State (San Diego)
DONA M. DUNGAN, Professor
B.A., Augustana; M.S., Ph.D., Iowa
CARROLL W. MORROW, Jr., Professor
B.S., Richmond, S.M., Harvard; Ph.D., Virginia

MAJOR IN COMPUTER SCIENCE. 37 credits, including

MINOR IN COMPUTER SCIENCE. 18 credits, including

COURSES (CSC)

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. Use 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: MATH 219 or ECON 377 or equivalent.
121 (Q) Explorations in Computing (3) A broadview of the fundamental ideas in computer science. Topics include the history of computing, data representation, machine architecture, networking and the Internet, algorithm analysis, programming languages, information systems, artificial intelligence, limitations of computing and ethical issues. Includes in-class and homework 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 Data Base Management Systems (3) Entity-relationship and relational data models, normalization, relational database design and implementation, SQL, administration, Programming using a commercial relational database system. Prerequisite: 212.

330 Computer Architecture (3) Computer systems organization Memory, control processing, assembly language, data representations, digital logic, sequencing of instruction fetch and execution. Prerequisite: 212.


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. Prerequisite: 212.

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 (1-4)
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. 22 for more information and for other internship options.

400 Independent Study (1-9) Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.

Courses (ECON)

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.

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)
Amendments to 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.

406 (PP) U.S. Economic History (3)

406 (PH) Development Economics (3)
Experiences in studying a particular subject under the direction of a sponsoring organization. Prerequisite: a declared major or minor in economics. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

MINOR IN ECONOMICS. 18 credits, including 201, 202, 301, 302, 105 may be included.

ECOINTR-Exx/Vxx Experiential/Volunteer (0-9)
Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

485 Independent Study (1-9) Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.

Education

DEBORAH BRACKE, Assistant Professor
B.A., Minnesota; M.S., Ed.S., Western Illinois; Ph.D., Iowa

MICHAEL EISAN, Assistant Professor, Certification Officer
B.S., Notre Dame; Ed.G., Harvard; Ph.D., Boston College

RANDALL HENDST, Professor, Co-Chair, Assessment Coordinator
B. S., M.Ed., Ph.D., Illinois

CHARLES HYSER, Professor, Director of Elementary Education
B.A., Cornell; M.A., Ph.D., Minnesota

MICHAEL SCHIRREDER, Professor, Co-Chair, Director of Secondary Education
B.S., M.Ed., Ph.D., Illinois

PAT SHEA, Assistant Professor, Director of Clinical Experiences
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: Educator 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 grade of at least C. GPA.
5. Earned at least a C or equivalent in: LSFFY 101 or its equivalent, 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. Non-US Grades of C- or lower are not accepted by the State of Illinois in courses required for certification. See your Education Department advisor for more information.

Required Experiences for the Illinois Basic Skills Test. Registration is done at www.icts.usmrc.com. Testing is conducted at locations throughout Illinois.
Education | 57

**Admission to Teacher Education Program**

Admission to the Teacher Education Program is by written application and is required for students to take any EDUC course beyond EDUC-300.

1. Earned an Augusta grade-point average (GPA) of 3.0 or higher in the Teacher Education Program and have:

2. Secured the signature of the major advisor of the field in which the student is preparing to teach.

3. Secured the signature of the Education Department advisor.

4. Earned a grade of at least C or equivalent in:
   - a. LSFY-101 or its equivalent;
   - b. Child Development (PSYC-213) for elementary education majors or Adolescent Development (PSYC-214) for secondary education majors or Lifespan Development (PSYC-215) for K-12 art, foreign language and music majors;
   - c. Educational Psychology and Measurement (EDUC-301).

5. Earned a passing score for the Basic Skills test administered by the Illinois State Board of Education.

6. The minimal GPA requirement for standard admission to the Teacher Education Program is 3.0. 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) earns a secure or written statement of support from his/her academic advisor;
   - 2) earns a 3.0 in the term during which EDUC-300 was taken; and,
   - 3) if asked by the committee chair, meets with the Subcommittee on Admission to and Retention in Teacher Education and provides 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 year before being reinstated. 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 Subcommitte of 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 be in good standing in the Teacher Education Program. At that particular meeting the student must provide evidence of professional preparation for teaching.

1. Earned grades of at least C or equivalent in all education courses.

2. Earned credits at Augusta in the areas of educational psychology, methods and clinical experience.

3. Earned a minimum of 24 credits with grades of at least C or equivalent in the field in which student teaching is to be completed.

4. Completed 80 hours or more clock hours of pre-student-teaching clinical experience.

5. Secured the recommendation of the advisor(s) or the chair of the field(s) in which the student is preparing to teach.

6. Secured the recommendation of the Education Department advisor.

7. Met all conditions of any provisions applied at the time of admission or established during the course of enrollment in the Teacher Education Program.

8. Completed all work from previous terms in which “I” (incomplete) grades were received.

**SECONDARY EDUCATION PROGRAM**

Teacher candidates in K-12 secondary education complete professional courses as follows:

- Including Education 310, 330, 340, 380, 396, 397, 432, 422, 640, 649, and one of 301-387. Exceptions apply to Music and Art programs. See your Education Department Advisors for further details.

- All teacher candidates also complete a teaching major in one of the following fields: Earth & Space Science (Geology), English, Geography, History, Physics, French, German, Latin, or Spanish. See each department for information on their major.

**OURS (EDUC)**

217 (PHIL) Urban Education: A Clash of Cultures & Values (3) A critical examination of the American ideal of universal education and aspects of vocation that support and sustain individuals who work in urban settings. What happens in their personal, cultural, and nationalistic values meet in the context of urban education? Prerequisites: LSFY-101, Permission of Instructor.

300 Educational Psychology and Measurement (3) Examination of issues related to how people learn emphasizing the active construction of meaning by learners. Connections made between the work of children in classrooms, the role of teachers in classrooms, and the purposes in society. Prerequisites: Successful Completion of or Registration for the Illinois Basic Skills Test, Declared Major, Sophomore Standing (27 credits), Augusta GPA of 3.0, Concurrent Enrollment or Credit in PSYC-213, 214 or 216, permission of Department.

310 Human Growth and Development (3) Examination of the use of computers and related technology as teaching and instructional tools in middle and high schools. Prerequisites: 300, 330, Concurrent Enrollment or Credit in a Methods Course, Retention in Teacher Education Program.

330 Developing Classroom Assessments of Student Learning (3) Examination of factors involved in understanding, developing and applying classroom assessment strategies. Includes educational goals and learning objectives, purposes and development of informal, cumulative assessments, standardized tests, performance assessments, portfolios, practices of grading, and the use of data.

Prerequisites: 300, Admittance to the Teacher Education Program.

340 Methods of Inclusion (3) Examination of evidence-based strategies that are designed to facilitate the successful inclusion of students with various needs into regular academic, social/emotional, and physical/sensory areas. Theory is connected to practice through a 20-hour clinical experience. Prerequisites: 300, 330, Retention in Teacher Education Program.

363 Elementary School Methods: Social Sciences (3) Examination of what children learn within the social sciences and how it is consistent with work of social scientists. Development of a unit integrating technology and multiplex content areas. Criteria to judge the quality of the unit also developed. Prerequisites: 300, 330, 340, 2 courses from the Social Sciences, Retention in Teacher Education Program.

364 Elementary School Methods: Emergent Literacy in Grades K-2 (3) Examination of current literacy methods including reading, writing, listening, speaking and viewing in grades K-2. Includes instruction in the use of phonics and other decoding skills within the context of a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

365 Elementary School Methods: Literacy Development in Grades 3-9 (3) Examination of methods of literacy instruction including reading, writing, listening, speaking and viewing in grades 3-9. Comprehension strategies, vocabulary development, and writing instruction within the context of a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, 361, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

366 Elementary School Methods: Mathematics (2) Examination of methods of literacy instruction including reading, writing, listening, speaking and viewing in grades 3-9. Comprehension strategies, vocabulary development, and writing instruction within the context of a Balanced Literacy Program for native speakers and English Language Learners. Prerequisites: 300, 330, 340, 361, Retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

380 Secondary and Middle School Methods (3) Examination of and practice teaching experiences with a broad spectrum of constructivist methodologies and techniques used in middle/high school classrooms. Investigation of student learning styles, critical thinking, the middle school model, classroom management and current issues in secondary education. Prerequisites: 300, 330, Retention in Teacher Education Program.

381 Art Methods: Elementary and Secondary (3) Examination of and practice with current aims and methods of art education at the elementary and secondary levels. Includes supervised clinical experience in the Austin Kaleidoscope Art Program. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

382 Middle and Secondary School Methods: English (3) Examination of and practice with current research-based, best practices for teaching literature and composition in the middle and secondary schools. As part of a learning community with ENGL-406, students plan and present composition workshops for Augusta first-year student writers. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program. Concurrent enrollment in ENGL-406 required for the composition workshop to be completed.

383 Middle and Secondary School Methods: Foreign Languages (3) Examination of and practice with current approaches to the teaching of foreign languages. Study of materials used in middle and secondary schools. Involves selected clinical experiences. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

386 Middle and Secondary School Methods: Mathematics (3) Examination of and practice with current approaches and materials in the teaching of mathematics in middle and secondary schools. Includes supervised clinical experiences. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.

386 Middle and Secondary School Methods: Science (3) Examination of and practice with current approaches 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: 300, 330, 340, 380, Retention in Teacher Education Program.

387 Middle and Secondary School Methods: Social Studies (3) Examination of and practice with current approaches to teaching social studies in middle and secondary schools. Development of a unit incorporating technology and promoting democratic multicultural citizenship. Prerequisites: 300, 330, 340, 380, Retention in Teacher Education Program.
relationship between American schools and American society. Exploration of contemporary educational issues and practices. Includes a 10-hour, outside-of-class service learning experience at a local middle school. Prerequisites: Retention in Teacher Education Program, Completion of Student Teaching. Permission of education advisor needed if a prerequisite is not met.

451 Service Learning Intern (1) A service learning course coupled with EDUC 450 as a Learning Community. Teacher candidates complete a 3-hour internship at a local school under the supervision of the 450 instructors and school faculty. Full group discussion sessions are also required. Prerequisite: Retention in Teacher Education Program, Completion of Student Teaching. Concurrent Enrollment in EDUC 450.

490 Student Teaching: Secondary (9) Placement in a middle school or high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augusta. Prerequisites: Credits earned at Augusta in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education Program; Committee Approval.

491 Student Teaching: Art K-12 (9) Placement at two levels, in K-4 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augusta. Prerequisites: Credits earned at Augusta in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education Program; Committee Approval.

492 Student Teaching: Music K-12 (9) Placement at two levels, in K-4 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augusta. Prerequisites: Credits earned at Augusta in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education Program; Committee Approval.

495 Clinical Experience: Elementary (1) Assignment to an elementary school classroom grades K-6. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

391F Elementary Clinical I (3) First of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

391W Elementary Clinical II (3) Second of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, 391F, Retention in Teacher Education Program. Taken Pass/No Credit.

391E Elementary Clinical III (3) Third of three clinical experiences in elementary school classrooms. Includes a minimum of 25 clock hours. During the clinical experience sequence teacher candidates will work in at least three different grade levels. Concurrent registration in an elementary methods course required. Prerequisites: 300, 330, 340, 391F, 391W, Retention in Teacher Education Program. Taken Pass/No Credit.

395 Clinical Experience: Elementary (1) Assignment to an elementary school classroom grades K-4. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

397 Clinical Experience: High School (1) Assignment to a high school. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

399 Clinical Experience: Other (1) Assignment to a classroom or other additional clinical experience. Includes weekly on campus class sessions and a minimum of 30 clock hours in a local school. Prerequisites: 300, 330, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

412 Teaching Reading in Secondary and Middle Schools (2) Examination of current, research-based methods for improving reading effectiveness in all content area secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language development, and reading interventions with a wide range of texts. Prerequisites: 300, 330, 340, Retention in Teacher Education Program.

428 Seminar in Student Teaching (1) Investigation of processes of teaching and learning designed to supplement the student teaching experience. Highly interactive, student-centered sessions focus primarily on the planning, implementation, and management of constructivist teaching and assessment methods in the K-12 classrooms. Prerequisites: Retention in Teacher Education Program, Admission to Student Teaching. Concurrent registration in Student Teaching required.

450 (PH) School and Society (3) A historical, ethical and philosophical investigation of the relationship between American schools and American society.

Engineering

Adviser Joshua Dyer, Assistant Professor (Physics) Augusta State 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 Augusta College and a technical bachelor of science degree in engineering from one of these universities. These programs normally require three years in residence at Augusta followed by at least two years in residence at the engineering school. While at Augusta 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 Augusta degree, together with a departmental major, will be completed before transferring to the university, the engineering adviser 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 adviser 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. Augusta 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 adviser.

Engineering Physics

Adviser 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 Augusta.

MAJOR IN ENGINEERING PHYSICS: 29 credits, including the following PHYS courses: 170, 201-203, 220, 301-305, 370; 6 credits of either PHYS 320 and 322, or PHYS 308 and 311; 3 credits in one of the following elective: PHYS 311, 312, 315, 321, 322, 323, 324, 325, 326, 360, 391, 460, 6 credits in CHEM 211 and 312; 9 credits in MATH 219, 220, 221, 222. The above sequence involves a selection of one of two tracks: mechanics or electricity & magnetism. 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.
MAJOR IN ENGLISH—CREATIVE WRITING. 34 credits, including: two courses from ENCW 201, 202, 203; ENGL 271, 272 or 273; ENCN 330 or 331; ENCW 201, 202, 303; ENCN 301, 302, or 303, or either from 330 and 331, or 310-420 level English Literature course; two literature courses above 310; ENCN 443 and 444.

MAJOR IN TEACHING ENGLISH (ENGLISH LANGUAGE ARTS). Please consult the department chair of English or Education for information.

MINOR IN ENGLISH. 21 credits, including 270, 271, 272, 273; two literature courses above 310; and 352 or 353. A course may not be used to fulfill more than one requirement.

COURSES (ENGL)

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 LSFY 101 writing practice done elsewhere. Permission of the Registrar, which normally will track students through the course, is deemed appropriate.

211 Critical Strategies for College Discourse (1)
An individualized tutorial designed for students with at least one year’s 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 scope and dimensions of literature and its potential as a source for understanding the self and the world, through careful readings of texts from several genres and perspectives. Open to first- and second-year students only.

231 (PL) Modern Fiction (3)
Readings in American, African and continental fiction to acquaint students with contemporary trends as well as techniques and values.

233 (PL) Greek and Roman Literature (3)
Readings of selected poems to acquaint students with historical and contemporary trends and to promote an appreciation of and critical understanding of poetry.

237 (PL) Introduction to African-American Literature (3)
Principal works by African Americans representing literary forms and genres within and across African history, thought and culture. Open to majors and non-majors.

239 (PL) Women in Literature (3)
An introduction to women’s writings 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 (PL) 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 degree, or designated EDUC faculty such as elementary education adviser.

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 1640 (3)
Using literature from Beowulf to the Restoration, the course will introduce students to the study of early 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 1640 to Present (3)
Using English literature from the Restoration to the beginning of the modern era, this course will introduce students to the study of literature, emphasizing the aims, methods and tools of the discipline. Students will become familiar with the critical vocabulary, with selected authors, and with genre and literary period in a way that will carry over to more advanced classes.

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, emphasizing the aims, methods and tools of the discipline. Students will become familiar with the 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) Topics in Anglophone Literature (3)
Past-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.

336 Narrative Forms (3)
Readings in fiction, poetry, drama and the English narrative in its various modes: epic, romance, allegorical, satirical, dramatic and historical. Prerequisite: English major or consent of instructor.

337 (PL) Sacred and Feminist Theory (3)
Women’s literary traditions as explored in feminist criticism. Texts from 19th- and 20th-century literature in English and the Hebrew Bible created by American and European women, 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. Prerequisites: 271 or consent of instructor.

351 The Modern 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. Prerequisites: 271 or consent of instructor.

352 (PH) Genres and Feminist Theory (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)
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) (H) Empire and Outliers, British Literature 1700-1900 (3)
The expansion of literary forms, aims, and experiences during the 18th century. Prerequisite: 271 or consent of instructor.

355 English Romantic Poets (3)
Studies of works by Wordsworth, Coleridge, Southey and Scott. Students produce a researched essay on one author (topics vary). Prerequisite: 271 or consent of instructor.

356 (PL) The Developing English Novel (3)
A study of the development of the novel form in England through the 19th century.

357 Modernism in British Literature (3)
Major modernist novels and non-fiction of the 20th century with special attention to critical definitions of modernism. Prerequisites: 271 and 272, declared theatre major, 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.

359 American Romanticism (3)
A study in early 19th-century poetry and prose, with emphasis on Sensationalism and Transcendentalism. Prerequisites: 272 and 273 or consent of instructor.

360 Age of American Realism (3)
Study of late 19th-century American poetry and prose, with particular attention to the philosophies and techniques of Realism and Naturalism. Prerequisite: 273 or consent of instructor.

361 (PL) 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 written in the first half of the 20th century with special attention to critical definitions of modernism. Prerequisite: 273 or consent of instructor.

363 Modern American Literature
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 the evolution of 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 Sensationalism, Transcendentalism, Realism and Naturalism. Prerequisites: 271 and 272, declared theatre major, or consent of instructor.

365 Major Authors (3)
Study of works by two or more major authors to be announced in advance along with linkages to the literary criticism, theory, history and biography that enriches an understanding of these works.

483 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, 272, 206, or 304.

481-442 Senior Inquiry Seminar (2-4)*
Intensive study of a literary problem, genres, periods 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 the nature of the seminar group or planetary meetings in the second term (442) course, students may need to reserve a particular hour for that course. Some sections will not continue past second class hour because of class size. The course major or 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 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.

217 Writing Colloquium (3)
Advanced writing techniques in workshop tutorial format. Prerequisites: 270, 202, 206, or 304.

361 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, 207 or 304, or consent of instructor.

401 Advanced Writing Tutorial (3)*
Advanced work in fictional or poetic techniques to help students meet the standards of quality periodicals and publishers. Prerequisites: consent of English faculty, based on submission of prospectus and manuscripts prior to registration.
406 Composition Theory and Practice (3) Theoretical and practical aspects of composition and the importance of persuasion and expressive writing in a democratic society. Regular writing practice will allow students to establish their own writing 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, technique and technology. Emphasis on analysis of the modern short story and the revision process. Prerequisite: 101.

202 Writing Fiction (3) Practice in writing with introduction to the basic techniques of fiction writing, emphasis on the generation, critiquing and revising student work, but students will also study the work of published poets. 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 journals. Prerequisite: 101.

301 Poetry Workshop (3) Advanced poetry writing techniques in workshop tutorial format. Prerequisite: 202 or consent of instructor.

302 Fiction Workshop (3) Advanced fiction writing techniques in workshop tutorial format. Prerequisite: 202 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 focused, occasional, concrete and performance poetry. Prerequisites: ENL-102, ENGW-203, or consent of instructor.

431 Forms in Fiction (3) Theory and practice of the formal qualities of fiction, focusing on factors such as length, point of view and inherited story-telling. Prerequisite: ENL-202, ENGW-203, or consent of instructor.

441-442 Senior Inquiry Seminar in Creative Writing (2+2) A seminar in composition 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 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 writing 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 ENGW 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. Open to all students. Prerequisite: one year of college-level foreign language or equivalent.

409 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) 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) 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 119, 299, 399 Directly Directed Study (1+4) 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/Exx/Axx Senior Inquiry/Service Learning/ Academic Internship (1-9) Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: three years in residence at Augustana. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

ENGL-INTR-Exx/Xxx/Experimental/Volunteer (0-9) Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1-4) 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

Adviser Norman T. Molin, 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 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 that will enable them to complete the requirements of the major along with the advisor’s advice. Fulfillment of the requirements of the major alone does not guarantee admission to the 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 of the junior year. Coursework at Augustana must include BIOI 220 and 380, ECON 202, GEOG 308, MATH 219 and 220, and one term of statistics. Departmental internship coursework at Duke, other recommended coursework include BIOI 200 and 397, GEOG 307, an introductory physical geography or geology course, and CHEM 121. A good preparation in the social sciences is important even though such preparation may not be a formal requirement. 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; Ecotourism and Environmental Health; Forest Resource Management; Global Water 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 major’s degree, the student will be awarded the Bachelor of Science degree. Internship opportunities in Environmental Management or Master of Forestry by Duke University.

Environmental Studies Advisers Bohdan Dziadzak, Professor (Biologist) Norman T. Molin, 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, soil, 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 same natural 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, humanities and education in order for students to 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 the natural sciences who desire a good broad-based perspective on the environment and a modest level of focused study in biology, chemistry, geography, 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, political science and philosophy) 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); 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); ENGW-INTR Academic Internship or ENVR 380.

CORE COURSES (ENVR)

Bioology 200 (PN) General Zoology OR 220 General Botany

Bioiology 180 Fundamentals of Ecology OR 280 General Ecology

Chemistry 101 Fundamentals of Chemistry OR 101 (PN) General Chemistry

Geography 101 (PN) Global Weather and Climate Systems OR 102 (PN) Landforms and Landscapes OR 103 (PN) Water and Land Resources

Geography 307 Environmental Conservation and Development OR 308 Land Resources Management

Geography 101 OR 105 (both PN) Physical Geography OR 115 (PN) Environmental Geology OR 116 (PN) 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 minor in environmental studies to supplement another environment-oriented major.

Bioiology 200 (PN) General Zoology OR 220 General Botany

Bioiology 225 Local Flora

Bioiology 323 Plant Diversity

Bioiology 326 Plant Ecology

Bioiology 331 Vertebrate Zoology

Bioiology 333 Insect Ecology

Bioiology 335 (PN) Entomology

Bioiology 385 (PN) Applied Ecology

Bioiology 387 Aquatic Biology

Chemistry 121, 122 (both PN) & 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) Global Weather and Climate Systems

Geography 102 (PN) Landforms and Landscapes

Geography 103 (PN) Water and Land Resources

Geography 205 Water Resources

Geography 307 Environmental Conservation and Development

Geography 308 (PN) Resources Management

Geography 373 GIS and Remote Sensing

Geology 101 OR 105 (both PN) Physical Geology

Geology 113 Introduction to Geology

Geology 116 (PN) Energy Resources and the Environment

Geology 201 Mineralogy

Geology 309 Geomorphology

Geology 330 Hydrogeology

Bioiology 385 (PN) Environmental Geology
**Integrative Experiences**

100 Introduction to Environmental Studies (1)

Introduction to the scope of the field of environmental studies, with major 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 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 cores 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, analysis of data, identification of conclusions, and elements of quality presentations. Students share their research 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 senior year.

ENV-R-INTR-Lex/Arc 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. Departmental internships must be approved by the department. See p. 22.

**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. 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 students who wish to take a more in-depth individual study should consult with the advisor and select additional courses, depending on interest, from SOC 201; PSY 212; 214, 232, 420; Social Welfare 181, 320; 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 Wolst M. Jaeke Foundation.

**Individual Studies and Internships**

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

Opportunity for a particular subject under a faculty member’s direction. Prerequisites: permission of the department and an advisor.

FREN-INTR-Lex/Ar 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. 22 for more information and for other internship opportunities.

FREN-INTR-Exx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information.

400 Independent Study (1+)

Research project in French literature or civilization majors. Prerequisite: consent of department chair.

**Geography**

JENNIFER BURNHAM, Assistant Professor

A.B., Augustana; M.S., Illinois; Ph.D., Washington

REUBEN A. HEINE, Associate Professor

B.A., St. Cloud; M.S., Ph.D., Southern Illinois (Carbondale)

CHARLES G. MAFAYEFE, 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, 122; five methodological courses: 270, 272, 372, 472, 473; and one non-U.S. regional course from 211, 234, 235.

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 French 384, 385, 494, 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 (311, 334, 335) may be counted toward the minor requirement.

Geography is a “bridges” discipline that overlaps the traditional division between the natural and the social sciences. Some courses in the department are interdisciplinary (Perspective on the Natural World and Investigative Lab designation) while others have a social science orientation (Perspective on the Individual and Society and may show a D or D designation). 101, 102 and 103 are laboratory courses that may be applied to the Natural World requirement for graduation. 121 and 210 will carry the Individual and Society perspective. 331 and 334 will carry the D designation.
COURSES (GEOG)

Courses with a Natural Science Orientation

101 (PN,J) Global Weather and Climate Systems (3)
An introduction to elements of weather and climate systems. Topics include: a short survey of atmospheric, wind and pressure systems, ocean currents, precipitation processes, weather prediction, descriptions of characteristics of the various atmospheric regimes, and climate change. Includes one two-hour lab per week.

102 (PN,J) Landforms and Landscapes (3)
An introduction to physical landscapes which includes landforms and the natural processes that create and change them. The course addresses the characteristics of landforms and landscape changes and the role of humans in landscape change. Includes one two-hour lab per week. Field trip fee will be applied. Contact instructor for more information.

103 (PN,J) 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 few labs are in the field on an applied land use analysis project.

302 Introduction to Meteorology (3)
Elementary meteorology 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 interaction with water resources; economic, environmental, social and political issues related to surface and ground water. Includes case studies of water resources management in the U.S. and around the world.

307 Environmental Conservation and Development (3)
Philosophical frameworks and historical contexts for interpreting relationships between humans and the environment. The study of the connections between economic and environmental systems formed the important aspect of the course. Energy and various forms of resource extraction and consumption, particularly water, agricultural and forest resources, are used as an analysis of case studies on the regional, national and international scales.

308 Land Resource 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,O) The Geography of the Global Economy (3)
Geographic study of the global economic system: economic 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 careers in public and administration careers. Guest lectures by local and regional planners. [Offered in alternate years.] Prerequisites: 210 or 235, POLS 331, or consent of instructor.

Primarily Methodological Courses

270 Geographic Perspectives (1)
Introduction to the major traditions of geographic study, the major foci of geographic research as a social and applied discipline, and the basic tools for geographic study, including library research, map study and fieldwork to answer spatial questions. This course may 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 and remotely sensed images (e.g., LANDSAT, SPOT, DDS QAC and global positioning systems [GPS]) in the study of environmental, hydrologic, biogeochemical, geologic, economic and demographic systems, and in natural resource and land use planning.

472 Seminar on Geographic Research I (3)
Research seminar and research methodology, data collection techniques, analysis and use of quantitative methods in geographic research, selection of an original topic for the senior research paper. Includes a preliminary line and chapter for that paper. Should be taken in the spring term of the senior year. Disparities on ongoing or 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 computer 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 (1–4)
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/Internship (1–9)
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 research writing and presentation; completion and presentation of an original major research paper. (For geography majors in winter term of the senior year.) Prerequisite: 472.

MINOR IN GEOGRAPHY (17 credits), for those who completed 400-level including 399 (1 credit) Directed Study. This culminating experience will result in a research paper that addresses some aspect of geography and relates it to the student’s major field of study, and must include 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 paper. Students must achieve a grade point average of at least 3.50 for all geology courses and supporting courses that are required for the major, and demonstrated leadership and service roles within the department.

Department 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 fossil 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 application of fundamental principles of physics, chemistry, biology and mathematics to complex Earth systems.

COURSES (GEOL)

100 (PN) Geology of Myths (3)
Students will explore the geological data and then integrate their knowledge of geology with other science disciplines. They will be able to assess whether certain ancient myths are based on actual scientific observation or if they are based on folklore. They will be able to assess whether certain ancient 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 is currently considered good scientific inquiries and evidence.

101 (PN,J) Physical Geology (3)
Introduction to Earth materials (minerals and rocks), structures, composition to which they adapted, and hypotheses that attempt to explain their mineralogical makeup. Includes one two-hour lab per week and optional field trips. Not for credit after 105.

104 Geomorphology (3)
Introduction to all aspects of rare, beautiful gemstones, from their geological origins to the jewelry presentation and identification. Includes one lab per week during which students will learn to identify and qualify the important gemstones.

112 (PN,J) Dinosaurs and Extinction (3)
The role of dinosaurs in earth history. Dinosaur evolution, the environments to which they adapted, and hypotheses that attempt to explain their mass extinction. Includes one two-hour lab per week. Lab study will involve specimens in the Frick Geology Museum collection.

115 (PN,J) 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), climate change, human impacts on natural 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,J) 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.

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), crystal and mineral chemistry and stabilities and occurrences of silicate minerals. Practical identification of minerals in hand samples and in thin-sections and grain mounts using polarizing light microscopy. Prerequisites: 101 or 105 and Chemistry 122; Chemistry 122 may be taken concurrently. Includes one three-hour lab per week and one four-day fieldtrip to the Tucson Gem & Mineral Show.

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 Biology 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 Mathematics 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.

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 both a written thesis and a public oral presentation. Prerequisites: 450 and consent of department chair.

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. 22 for more information and for other internship options.

GEOL-INTR-Exx/Vxx Experiential/Volunteer (0-9)
Departmental internships must be approved by the department. See p. 22 for more information and for 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 207, 209/309, 210/310, 325, 330, 411. 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, 480.

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, 361, 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, 480. 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.
**German, Graphic Design | 69**

**COURSES (GRD)**

**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)**

**306 Advanced Grammar and Composition (3)**
A review of German grammar with a focus on composition. Reading of a short novel. Prerequisite: 203 or placement.

**307 Linguistics (3)**
Overview of the linguistic study of German, including the sound system, the formation of words and sentences, language change over time, and variation in language use. Prerequisite: GRMN 203.

**308 Advanced Conversation (3)**
Focuses on situational German and a discussion of contemporary events in Germany and Austria. Reading of a short novel.

**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.

**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.

**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.

**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.

**411 Advanced German Grammar (3)**
Intensive study of German grammar with a focus on areas traditionally difficult to master. Reading of a novel. Prerequisite: department approval.

**480 Senior Seminar (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).

**Individual Studies and Internships**

**199, 299, 399, 499 Directed Study (1-3)**
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. 22 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. 22 for more information and for other internship options.

**400 Independent Study (1-3)**
Research project in German literature or civilization for departmental or divisional majors. Prerequisite: consent of department chair.

**Graphic Design**

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

**CHRISTIAN MORTENSON, Adjunct Assistant Professor**
B.F.A., University of South Dakota; M.A., M.F.A., University of Iowa

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

**CORRINE SMITH, Adjunct Assistant Professor**
B.F.A., Southern Illinois University; M.F.A., University of Kentucky

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

**MAJOR IN GRAPHIC DESIGN. 34 required credits in ART and GRD, including ART 101, ART 123, ART 226 or GRD 228, GRD 222, 291, 327, 371, 372, 391, 491, and 492 or GRD-INT and 3 elective credits in ART or GRD. Also, ARHI 161, ARHI 367, and a new course in marketing to be developed by the Business Dept., for a total of 46 required credits. A required senior exhibition, or a portfolio from a 3-credit (or more) internship, or a year-long design responsibility for a publication such as the Saga Magazine, fulfills a major’s capstone experience.**

**COURSES (GRD)**

**222 Typography (3)**
This course helps students gain an understanding of the effects produced by various typefaces and typographic techniques. It provides a historical overview and in-depth explanations of the formal qualities of characters and typefaces. A range of theoretical and applied projects are used to investigate typography as a fundamental communication tool. Students use both traditional and digital media.

**225 Intro. 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.

**228 Digital Photography (3)**
The photographic image is now so ubiquitous that its presence and effects are hardly noticed. The world changed dramatically with its invention and it continues to be one of the main forces forming our understanding of the world and our lives. GRD 228 is a course which explores the mechanisms, processes,
technology, history and power of the digital photographic image. Camera mechanics, digital image manipulation, software and the creative possibilities of digital photography will be discussed and experienced in depth with the goal of improving the quality of photography produced by the student.

327 Web Design (3) This is a course which explores the special design considerations involved in creating websites and generating media for the World Wide Web. General topics covered are HTML coding, multimedia design using Adobe Dreamweaver, usability testing, and various web utilities such as FTP clients. It will be related to Adobe Flash. Design techniques and software will be used to combine media into various on-line interactive experiences. The software language used will be HTML. To a lesser degree, java scripting and CSS will be used to supplement and expand the functionality of the output.

271 2-D Animation (1.5) This course is an introduction to the theory and practice of vector based animation using Adobe Flash and other software programs for creating simple digital animation. The basic principles associated with creating aesthetic interactive animated experiences will be studied through project-based assignments. Students will become familiar with basic interface components, procedures and capabilities of the program in service of creating interactive web experiences which utilize the strengths of this new medium. It is an exploration of 2-D digital graphics and animation for interactive multimedia, computer games, and the Web. Topics include animating weights and materials, audio-animation synchronization, and basic navigation interactively.

273 Digital Illustration (3) This is a course which explores digital image editing software and their use as both tool and medium. Digital images (primarily raster-based graphics) and their applications will constitute the bulk of the course. However, traditional illustration techniques will also be utilized as an introduction and techniques to successfully integrate traditional/illustrative works into interactive imagery will be employed. Advanced digital painting techniques, scanning, advanced photo manipulation, and production for hard copy output will also be explored.

372 3-D Animation (1.5) The field of 3-D computer graphics has grown and changed tremendously in the past few decades. However, there are some essential concepts and general rules regarding digital 3-D graphics that have remained constant and are worth studying. In general, the process of creating 3-D graphics can be divided into 4 categories or units: Modeling, texturing, lighting, and rendering. This course will address these four units in relation to one of the current leaders in open source 3-D graphics, animation, and special effects - Blender from the Blender Foundation. With this course, all the building blocks are considered and groundwork laid for students to go on to create their own 3-D animation for games, movies, the web, and TV.

391 Junior Art Inquiry (1) Concentrated study of 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.

491 Senior Art Inquiry (1) Continuing 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 (spring 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.

Individual Studies and Internships

199, 299, 399 Directed Study (1+)= Opportunity to study a particular subject under a faculty member’s direction. Prerequisite: permission of instructor and department chair.

GRD-INTR-Lxx/Axx Service Learning/Academic Internship (1-9)= Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: declared major in Graphic Design. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

GRD-INTR-Exx/Vxx Experiential/Volunteer (0-9)= Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

1400 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 speaking and writing for presentation. Prerequisite: permission of the instructor.

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

MARK BEINBORN = Instructor, Assistant Women’s Basketball Coach.

B.S., University of Dubuque

ZACHARY CONNORS = Instructor, Assistant Football Coach

B.S., Southern Utah University

ROBB DUNN = Instructor, Head Women’s Basketball Coach

B.A., University of Puget Sound; M.A., California State University-Chico

DANIEL EATON = Instructor, Head Men’s Basketball Coach

B.S., Dubuque; M.A., Loras College

DREY GOWINANE = Instructor, Men’s Basketball Coach, Men’s Golf Coach

B.S., Central Missouri State University

TIM JESSEE = Instructor, Assistant Men’s Basketball Coach

B.A., Augustana College; M.A., Western Illinois University

SCOTT JOHANSENSEN = Instructor, Men’s and Women’s Swimming Coach

B.S., Western Illinois University

BRENTON JOSEPH = Instructor, Men’s Soccer Coach

B.A., Alabama & University

ERIC JUERGENS = Instructor, Head Wrestling Coach

B.A., University of Iowa

KRIS KITSLER = Instructor, Head Softball Coach

B.A., Eureka College; M.S., Illinois State University

JEFF LINDMARK = Instructor, Assistant Football Coach

B.A., Augustana College

TIM McHESNEY = Instructor, Assistant Baseball Coach, Facilities Manager

B.S., Western Illinois University

SCOTT M. MEJIA = Instructor, Women’s Soccer Coach

B.S., Edgewood College; M.S., Western Illinois University

PAUL M. SHEPPARD = Professor, Men’s Track and Cross Country Coach

B.A., Luther; Ph.D., University of Oregon

KYLE READE = Instructor, Assistant Football Coach

B.A., Augustana College

ROCHEL RITTERS = Assistant Professor, Head Athletic Trainer

B.A., University of Northern Iowa; M.S., Eastern Kentucky University

TOM MHLULBACH = Assistant Professor, Assistant Football Coach

B.S., M.S., Western Illinois University

ANNA SMITH = Teacher, Health & Physical Education

B.S., Weber State University; M.S., Ohio University (Athens)

RON STANDLEY = Head Women’s Golf Coach

B.S., M.S., Illinois State University

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 University

OREDDY WALLACE = Instructor, Head Baseball Coach

B.A., Augustana College; M.Ed., Fresno State University

DAVID WESSELY = Assistant, Head Women’s Track and Cross Country Coach

B.A., Augustana College; M.S.S., United States Sports Academy

DENISE YODER = Instructor, Assistant Athletic Trainer

B.A., Augustana College; M.S., Ohio University (Athens)

MICHAEL ZAPOLSKI = Instructor, Chair

B.A., M.A., Pepperdine University

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. Prerequisite: BIOL 111, 213.

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. Prerequisite: BIOL 111, 213, 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: 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 1 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 Archer

122 Aerobic Dance

123 Jazz Dance

125 Bowling

126 Canoeing

*130 Golf

133 Ballet

134 Square and Folk Dance

*135 Beginning Modern Dance

136 Skiing

138 Cycling

139 Social Dance

209 Varsity Football

201 Varsity Cross Country

Diane Durnell, Ph.D.

Department Chair

(641) 581-2233

[Email Address]
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.

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 political to culture and the development of capitalism and the 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 cent.

120 (PP) 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) 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, 1472-1845 (3)
Survey of American history from the development of the New World through the civil war and the impact of industrialization and the consumer society on women and African Americans.

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, and Cold War; present problems in perspective of past trends.

140 (PP) African History to 1800 (3)
History of Africa from the origins with emphasis on its physical form to the height of the Transatlantic slave trade. The contrast between Islamic and dynamic African cultures, as well as Africans’ social, political and economic behaviors and strategies.

141 (PP) Modern Africa (3)
Survey of Africa from the height of the Trans-Atlantic 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 impact of these events to overcome them.

142 (PP) 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 history.

150 (PP, O) 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) Modern East Asia: China and Japan (3)
Expansion 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) World History since 1500: The Age of Globalization (3)
The initial contacts between various global populations and how these inter-center, cross-cultural encounters played out over time and affected those involved. Explores organic processes of development as well as external impulses in order to situate peoples in a global context and to show how the world has become increasingly integrated, ultimately enabling us to historyize the current “globalization” phenomenon.

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.

304 Historical Documentary Studies (3)
Source criticism of historical documents and materials and how to present them in various modes of historical discourse. Open to non-history majors by permission of instructor.

305 (PP) Ancient Greece (3)
History of ancient Greece with special attention to Minos/ Mycenaean, classical Athens 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 dissolution of the empire.

310 The Crucible of Europe, 1000-1300 (3)
A major movement of territorial, social and economic change in Western Europe. Adaptation of institutions—economic, cultural, political, social—which had slowly developed over the previous five or six hundred years into a foundation for European behavior until about 1750.

311 Renaissance and Reformation in Italy (3)
Cultural, intellectual and political developments from 1300-1500. 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 1450 and 1500 in England, France and the two Roman Empires. Glances at trajectories further east.

315 (PP) Modern Germany (3)
The movement for unification, the Empire, WWII, the Weimar Republic, National Socialism, WWII, and the division (and re-unification of Germany) that followed.

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.
Third- or junior-year capstone tutorial

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 201, 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 BAUDOUX, Associate Professor, Chair
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 Strackhuser Professor of Business and Economics
B.A., Northwestern; M.S., Ph.D., Southern Illinois

MAMATA MARME, Adjunct Instructor, Director of Advising
B.S., M.S., Indian Statistical Institute; M.S., Illinois

NADIA NOVOTROVA, Assistant Professor
B.S., Gerky 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

GREGORY P. TAPIS, Assistant Professor
B.S., Massachusetts; M.A., Ph.D., Mississippi State

CRAIG V. VANSDANDT, Associate Professor
B.A., Texas Christian; M.B.A., North Carolina; Ph.D., Virginia Tech

LINA ZHOU, Associate 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 201, 211, 212 [MATH 315, 316 may be substituted for 211, 212]; ACCT 201, 202; ECON 201, 212. 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 365. 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 business program.

Required Senior Inquiry experience in one of the following: Internship with research component (9 credits)
Business Policy (3 credits); 427
Business Simulation (3 credits); 474
Business Honors (3 credits) Required supporting area: second-year through third-year 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 (at least 1 credit) from outside the business department (may be fulfllied through the international academic experience).

Sea Business Administration for descriptions of courses. Students cannot major in both business administration and international business.

Japanese

JEN-MEI MA, Professor, Chair
B.A., Fu- Jen, Taiwan; M.A., Ph.D., Kansas

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

MAJOR IN ASIAN STUDIES. See Asian Studies.

Courses (JPN)


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.

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 character's (kanji) and more complex grammatical patterns. Japanese is used as the primary classroom language.

201-301-302 Second-Year Japanese (3+3+3) 300-level Japanese is the continuation of JPN201-203 sequences for students who have acquired elementary levels of Japanese. While continuing to expand vocabulary, grammar, and kanji, those areas will no longer be the primary focus. Now that you have acquired the basic language tools, the focus shifts to becoming more proficient in using the language with deeper understanding of social and cultural situations. The emphasis is placed on all the four language skills, speaking, listening, reading and writing. The primary language in class is Japanese.

Landscape Architecture

Advisor Norman F. Matline, Edward Hammun Professor of Geography
Augustana is affiliated with the Department of Landscape Architecture at the University of Illinois at Urbana-Champaign in offering a cooperative program. Students may choose to major in Landscape Architecture by the University of Illinois. Admission to the University is based on grade-point average (minimum 2.0) and 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 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. Malafaya, Professor (Geography)
Armando Madrasing, Assistant Professor (Spanish)
Molly Todd, Assistant Professor (History)

Augustana's Latin American studies program offers an opportunity for students to expand awareness and understanding of Latin America, the Caribbean, and the Latino/a United States. This, in turn, allows them to better engage with and act in an increasingly interconnected world.

The college offers a minor in Latin American Studies, requiring 18 credits and a capstone essay.

Course work in several disciplinary areas, augmented by experiential learning opportunities, encourages analysis of how such things as historical experience and physical and geographical environment interact to influence the behavior, cultural priorities, and responses to community and national problems.

The interdisciplinary approach of the Program
• fosters an understanding of contemporary issues facing Latin American nations and peoples
• increases awareness of the challenges of Latin America's relations with other world regions, including the United States
• encourages the application of knowledge through study away, internship, volunteer and work experiences

In addition to course work, the Latin American Studies Program integrates co-curricular activities, including student organizations, lecture and film series, workshops, and conferences.

Area studies complement traditional disciplinary concentrations, making Latin American Studies appropriate for students from a wide variety of backgrounds. Latin American Studies set a strong foundation for careers in

76 | Honors, International Business

Japanese, Landscape Architecture, Latin, Latin American Studies | 77
many different areas including education, government and international service, and local volunteerism. For some areas of employment, additional study and training may be necessary. Numerous resources exist at Augustana College to support students pursuing Latin American Studies endeavors. Faculty and advisors come from departments across campus, from Art and World Literature to Biology and Political Science. The Tredway Library provides access to a dozens of print and electronic resources in a numerous languages, and assists students with interlibrary loans and other research- and course-related needs. The Office of International Programs links students with study and volunteer abroad opportunities, and accompanies students throughout their experience—in from before they depart to their reentry into the Augustana community. Latin American Studies students have held research assistantships with faculty members, and have received funds for language study, participation in conferences, and independent research in Latin America through Augie Choice and various campus departments and programs.

Program Requirements

| LANGUAGE | Students must demonstrate proficiency in a second language by completing one of the following: |
|—— |—— |
| • pass a language proficiency exam at the second-year level |
| • successfully complete two years of course work in Spanish (through SPAN 213) |

Note: In appropriate circumstances, an alternate language (e.g., Portuguese, Quechua, etc.) may be substituted with the consent of Program coordinators.

| COURSE WORK | 18 credits (6 classes) |
|—— |—— |
| Students must complete 18 credits of course work, with at least six credits (2 courses) in each of the following areas: (a) history & social sciences, and (b) arts & humanities. Students are encouraged, though not required, to explore the offerings from the list of complementary courses. |
| Note: The following course lists are not exhaustive and changes may occur without notice. Please direct questions to the Latin American Studies advisors. |

| History & Social Sciences | Economics 466 (PH, G) - Development Economics |

| Psychology 271 - Child/hood in the Developing World (currently offered as Special Topics; faculty intend to propose as regular course focusing more on Guatemala) |

| Spanish 333 (PL) - Survey of Spanish-American Literature I |

| Spanish 334 (PL) - Topics in Hispanic Literature |
|—— |—— |
| Women and Gender Studies 380 - Special Topics (when topic is "Women's Writing in Latin America") |

| World Literature 219 (PL) - Hispanic Literature in Translation |

| World Literature 310 - Topics in World Literature (when literature selected is Caribbean) |
|—— |—— |
| Francophone Literature (when literature selected is Caribbean) |

| Africa 101 (PP, G) - Introduction to African Studies |

| History 177 (PP, G) - World History since 1500: The Age of Globalization |

| History 330 - Colonial Borderlands |

| Political Science 340 (PS, G) - Politics in the Developing World (when primary theme is Latin America) |
|—— |—— |
| Psychology 271 - Childhood in the Developing World (currently offered as Special Topics; faculty intend to propose as regular course focusing more on Guatemala) |

| Speech Communications 330 (PH, G) - Intercultural Communications (when not focused on specific Intership Learning Community) |

| Additional notes regarding course requirements: |
|—— |—— |
| • at least 9 credits (3 classes) at the 300-level or above |
| • no more than 6 credits (2 courses) in one department will count toward LAIS minor |
| • no more than 3 credits (1 class) from complementary courses may count toward LAIS minor |

| (i) EXPERIMENTAL LEARNING COMPONENT / FIELD EXPERIENCE |

| Students must complete an experiential learning component for the Latin American Studies minor. These include, but are not limited to the successful completion of at least one of the following: |

| • a study abroad program in a Latin American or Caribbean nation, through the Augustana |
| — College International Programs offerings (examples: Ecuador, Mexico) |
| — an Augustana College Latin American Term. |
| • a field program offered through Augustana College. Options include, but are not limited to: |
| — IETS medical service learning in Nicaragua, Childhood in Developing World (currently Psych) |
| — JTL field experience in Guatemala, SAFARI immersion program in U.S. Mexican border |
| • a study abroad program in a Latin American or Caribbean nation through an accredited program, the credits for which have been transferred to Augustana |
| • an internship/volunteer experience (minimum 40 hours). Internships may be completed in a Latin American or Caribbean country, or in the United States with an organization that works with Latin American immigrants or local Latin@ and Chic@ communities. Arrange with the coordinators of the Latin American Studies Program. |
| • independent field research in Latin America or the Caribbean linked to a Senior Inquiry or other capstone project. |

| Arrange for completion of this requirement via enrollment in LTAM CAP501, a zero-credit course. (See advisor; advisor permission required) |

| (ii) CAPSTONE ESSAY |

| After completing the above requirements and prior to graduation, students must submit (and the program advisors must approve) a final essay in which they reflect on the importance and relevance of their study of Latin America while at Augustana College. Additional information on essay requirements and deadlines will be provided by the Latin American Studies advisors. |

| Arrange for completion of this requirement via enrollment in LTAM CAP501, a zero-credit course. (See advisor; advisor permission required) |

| COURSES (LTAM) |

| 300 Seminar in Latin American Culture (3) |

| In connection with the Latin American Foreign Language Program, this interdisciplinary seminar examines the cultures visited during the foreign study term. |

| 300 Directed Study in Latin American Studies (1-4) |

| Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of program advisor and instructor. |

| Law |

| Adviser David Dohrn, Professor [Political Science] |

| The key to preparing for law school is 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 200 The Writing Process |

| PHIL 110 Critical Reasoning |

| COMM 102 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 240 The Legal System |

| POLS 361 Constitutional Law I and 362 Constitutional Law II (4) |

| After completing the above requirements and prior to graduation, students must submit (and the program advisors must approve) a final essay in which they reflect on the importance and relevance of their study of Latin America while at Augustana College. Additional information on essay requirements and deadlines will be provided by the Latin American Studies advisors. |

| Arrange for completion of this requirement via enrollment in LTAM CAP501, a zero-credit course. (See advisor; advisor permission required) |

| Mathematics |

| Thomas E. Bentonson, Professor, Chair; Eric H. Belling, 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., Tel Aviv; Austin |

| Mary J. Kilbride, Adjunct Instructor |

| B.A., Saint Mary’s; M.A., Vanderbilt |

| Diane C. Mueller, Assistant Professor |

| B.A., Concordia; M.S., Illinois State |

| Douglas L. Nelson, Adjunct Professor |

| A.B., Augustana; Ph.D. |

| Stacey A. Riddman, Associate Professor |

| B.A. Gustavus Adolphus; M.A.; Ph.D. Oregon |

| MAJOR IN MATHEMATICS |

| 30 credits, including 16 at the 300- level and including 211, 212, 215 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 APPLIED MATHEMATICS |

| 42 to 46 credits, including 219, 220, 221, 230, 315, 326, 328, 321, one of 312, 320, 321, 471, work in applied disciplines, 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. |

| DOUGLAS L. NELSON, Adjunct Professor |

| A.B., Augustana; Ph.D. |

| MAJOR IN LAW |

| 30 credits, including 16 at the 300- level and including 211, 212, 215 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. |

| THOMAS E. BENSONSON, Professor, Chair; Eric H. BELLING, Professor of Mathematics |

| A.B., Augustana; Ph.D., California (San Diego) |

| JON M. CLAUS, Professor |

| B.A., Indiana; M.S., Ph.D., Oregon |

| BRIAN KATZ, Assistant Professor |

| B.A., Williams; Ph.D., Tel Aviv; Austin |

| MARY J. KILBRIDE, Adjunct Instructor |

| B.A., Saint Mary’s; M.A., Vanderbilt |

| DIANE C. MUELLER, Assistant Professor |

| B.A., Concordia; M.S., Illinois State |

| DOUGLAS L. NELSON, Adjunct Professor |

| A.B., Augustana; Ph.D. |

| STACEY A. RIDDMAN, Associate Professor |

| B.A. Gustavus Adolphus; M.A.; Ph.D. Oregon |

| Do you have any other questions about the Latin American Studies program? If so, please feel free to ask. Thank you for your interest! |
### COURSES (MATH)

203 Mathematics for Elementary Teachers I (3)
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 I (11) or II (12) or equivalent.

204 (Q) Mathematics for Elementary Teachers II (3)
Statistics, probability, geometry of shapes, measurement, congruence and similarity, 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, rates of change, linear and exponential growth; prediction. Supplemental weekly session included for students needing work in 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 will be 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, but need to purchase both if students have 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, exponential growth, derivatives and integrals, conic sections, and combined, 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, rates 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, Stokes’ Theorem. Prerequisite: 220.

230 (Q) Discrete Mathematics (3)
Sets, functions, propositional 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, 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 statis- tica. 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.

336 Mathematical Modeling (3)
The modeling process and model fitting from a mathematical point of view. Discrete modeling and optimization will be studied with difference equations, graph theory, and dimensional analysis. Continuous modeling and optimization will be studied with differential equations and systems of differential equations. Prerequisites: 219 or the equivalent.

338 Differential Equations (3)

340 Abstract Algebra (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: 220, 230.

350 Modern Geometry (3)
Historical foundations, philosophical considerations, and axiomatic development of Euclidean and non-Euclidean geometries. Prerequisite: 237.

390 Seminar in Mathematical Literature (1-3)
Use of mathematical resources with particular emphasis on electronic databases and search techniques. Directed by mathematics faculty and library staff. Recommended: senior standing and consent of instructor.

411 Real Analysis (3)
Sequences, series, derivatives, definite integrals, the Mean Value Theorem, continuity and convergence properties. Prerequisite: 237.

430 Complex Analysis (3)
Complex number system, complex analytic function, the elementary functions, complex integration, series representations and selected topics. Prerequisites: 211.

450 Topology (3)
An introduction to point set topology including cardinality, metric spaces, separation axioms, continuity and compactness. Prerequisites: 340 or 411.

470 SI Off Campus (0)
Available only to students who have completed an intensive 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 (1)
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: 474, 479 or 475, 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 may be approved by the department. See p. 22 for more information and for other internship options.

**MATH-INTR-Exx/Yxx Experiential/Volunteer (0-9)**
Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

**400 Independent Study (1-4)**
Prerequisites: 18 upper-division credits in mathematics and consent of department chair.

### Medicine

**Contact** Rebecca Cook, IRIS Program and Advising Coordinator (Biological)

Most schools of medicine require at least a Bachelor of Arts degree of candidates seeking admission. Medical schools may specify subject requirements in science, but with these, candidates may give consideration to the student who avoids specialization in the sciences in favor of a broader education. The Augusta pre-medical program 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 several factors, the student is encouraged 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.
- Physics (9 credits): 101, 102, 103, or 201, 202, 203.
- One Senior Inquiry (3 credits) - any college-approved SI experience is acceptable; consult with the Biology Department.

**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.
- Physics (9 credits): 101, 102, 103, or 201, 202, 203.

One Senior Inquiry (3 credits) - any college-approved SI experience is acceptable; consult with the Biology Department.

**Recommended supporting courses:** Chemistry 411

Additional courses are recommended and may be required by some schools of medicine: 8 credits American, English or world literature; 6-9 credits social science (economics or sociology); chemistry 472 or 473; statistics; and calculus 220, 221.

### Additional Courses:

**ARHI 166 (PP) Western Art: Medieval-Renaissance**

**ARHI 261 (PP) Ancient Druid and Roman Art**

**ENGL 271 (PL) English Literature to 1660**

**ENGL 295 Medieval and Renaissance Literature**

**ENGL 352 (PH) Shakespeare: Comedies and Histories**

**ENGL 353 (PH) Shakespeare: Tragedies and Later Plays**

**ENGL 441-442 Senior Inquiry**

**FREN 341 The French Renaissance**

**GRMN 401 (PL) Literature and Culture: The Middle Ages as the Renaissance**

**HIST 110 (PP) Europe: 200-1300**

**HIST 210 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**

**MUSIC 312 Music Styles and Literature I**

**RELG 335 (PP) Luther: Life, Thought and Legacy**

**SPAN 330 Survey of Peninsular Spanish Literature I**

**Topics Various**
Multimedia Journalism and Mass Communication

MAX ARCHER, Instructor (Communication Studies)
JAMES DYER, Visiting Instructor
B.A., Minnesota, Morris; M.A., Iowa

WENDY HILTON-MORROW, Associate Professor (Communication Studies)

STEPHEN KLIEN, Associate Professor (Communication Studies)

DAVID LOWBALL, Professor (Communication Studies)

SHARON VARALLO, Chair (Communication Studies)

MAJOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION: 20 credits, including one of 211, 212, 213; 221; 250; 251; 252; 301; 322; and either 451-452, 455-456 or 3 credits of 300+ hour approved professional internship. 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 211, 250, 251 and 301; at least 3 credits of MJMC electives at the 300-400 level.

COURSES (MJMC)

211 (PL) Communication, Politics and Citizenship (3)
Addresses issues of communication as they impinge on citizens of a free society. Focuses on political discourse in the public sphere. Features communication strategies and approaches from political campaigns, public policy and the media. Also COMM 211.

212 (PS) Advertising and Social Influence (3)
Examines advertising messages and effects of advertising on individuals and society. Also COMM 212.

213 (PH) News Literacy (3)
Examines forces that shape news today and how the press has changed. Prepares students to critically evaluate news sources.

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. 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 up to 2 credits. Permission of Instructor.

225 Converged Student Media Practicum (1+)*
Focuses on working in a multimedia journalism environment. Students contribute to both of Augustana's student-run media outlets, The Observer and WAOG. May be repeated for a maximum of 2 credits. Prerequisite: one term of successful work on the Observer, and permission of instructor.

250 Multimedia Reporting I: Producing News Across Platforms (3)
Introduces web design and production and still photography, focusing on visualization and web design concepts that transcend any single software system. Prerequisite: 250 or Permission of Instructor.

252 Reporting: Audio and Video (3)
Introduction to audio and video news content production, including training in recording equipment and editing software and continuous practice in writing and editing skills. Prerequisite: MJMC 250 or Permission of Instructor.

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)
Emphasizes how media and mass communication are theorized and researched by communication scholars. Also COMM 322.

340 (PS) 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 Broadcast (3)
Addressees shifting relationships among broadcasting institutions, politics, culture, social organizations and technology. Considers the role of television. Offered every other year, rotating with 350. Also COMM 345.

350 Issues in Broadcasting (3)
Examines the role that broadcasting plays in society, applying legal and ethical perspectives to controversial issues surrounding media ownership and media content. 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.

413 Public Relations (3)
Reviews current practices and emerging trends in public relations. Students will create a portfolio-quality public relations plan. Also COMM 413.

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: Traditional Research Proposal (2)
Students review scholarly literature, design and present a proposal for original research. Prerequisites: 322, permission of instructor.

452 Senior Inquiry: Traditional Research Practicum (1)
Execution of the project designed in 451. Prerequisites: 451, permission of instructor.

455 Senior Inquiry: Converged Media Portfolio (1)
One of the senior inquiry options for majors. Over two terms, students create a converged multimedia journalism project for their professional portfolio.

456 Senior Inquiry: Converged Media Portfolio (2)
Continuation of converged multimedia journalism project for professional portfolios. Prerequisite: 455, permission of instructor.

Individual Studies and Internships

119, 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.

360 Communication and Emerging Technologies (3)
Reviews current practices and emerging trends in public and political communication. Also COMM 360.

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: Traditional Research Proposal (2)
Students review scholarly literature, design and present a proposal for original research. Prerequisites: 322, permission of instructor.

452 Senior Inquiry: Traditional Research Practicum (1)
Execution of the project designed in 451. Prerequisites: 451, permission of instructor.

455 Senior Inquiry: Converged Media Portfolio (1)
One of the senior inquiry options for majors. Over two terms, students create a converged multimedia journalism project for their professional portfolio.

456 Senior Inquiry: Converged Media Portfolio (2)
Continuation of converged multimedia journalism project for professional portfolios. Prerequisite: 455, permission of instructor.

Music

JACOB BANKS, Assistant Professor, Musicianship, Composition
B.M., Wheaton; M.M., Eastman; D.M.A., Chicago

MICHELL E. CROUCH, Adjunct Assistant Professor, Voice, Music Appreciation, Musicianship

DANIEL CULVER, Henry Voel Professor of Music, Co-chair, Orchestral Activities, Music History, Conducting
B.M., Cornell; M.F.A., D.M.A., Iowa

DEBORAH DAWSON, Adjunct Assistant Professor, Voice, Music Appreciation
B.M., New School; M.M., SONY-Binghamton; D.M.A., Iowa

HAYWOOD ECKDAIL, Artist-in-Residence, Voice, Musicianship, Wenbergner Men's Ensemble, Musicianship
B.A., Augustana, M.T., Northern

JANINA EHRLICH, PROFESSOR, Cello, Music Appreciation, Music History
B.M., Druck; M.M., Indiana; D.M.A., Iowa

ROBERT ELFIN, Assistant Professor, Piano, Class Piano, Music Appreciation, Musicianship
B.M., Illinois Wesleyan; M.M., Texas; 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.A., Warren Pacific; M.M., New England; D.M.A., Eastman

JOHN W. DREHER, Professor, Musicology, Ethnomusicology, Music Appreciation
B.A., Concordia (Fort Wayne); B.Mus., M.M., Rosslevight, Ph.D., Northwestern

JON HURTY, Professor, Co-chair, Director of Choral Activities, Augsruer Choir, Chamber Singers
B.A., Bethany; M.A., California State-Northridge; D.M.A., Illinois

SOJIA HURTY, Adjunct Instructor, Voice, Cantienia Augsruer
B.A., Bethany; M.A., California State-Northridge

RICK JAECKRHE, Associate Professor, Music Education, Concert Band
B.M.E., Susquehanna; M.M.E., James Madison; Ed.D., Columbia

SARAH KEEHIN, Artist-in-Residence, Low Brass, Brass Methods, Music Appreciation
B.M., Texas Tech; M.M., Baylor; D.M.A., Colorado

JAMES LAMBEYTE, Professor, Director of Bands, Trumpet, Musicianship
B.M., Wisconsin-Whitewater; M.M., D.M.A., Indiana

MARY NIELS, Professor, Piano, Musicianship
B.A., Western Illinois; M.F.A., D.M.A., Iowa

TONY OLIVER, Adjunct Assistant Professor, 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., D.M.A., West Virginia

SANGEETHA RAYAPATI, Associate Professor, Voice, Diction, Vocal Pedagogy, Music Appreciation
B.M., Valparaiso; M.M., D.M.A., Minnesota

SUSAN E. STONE, Professor, Music Appreciation, Violin, Musicianship
B.M., Valparaiso; Northwestern; Northwestern; Southern, California

ROSITA TENDALL, Assistant Professor, Music Education, Music Appreciation
B.M., Worthington; M.M., Iowa

MICHAEL ZEMEK, Assistant Professor, Music Education, Collegiate Chorale, Jenny Lind Vocal Ensemble
B.M., Gustavus Adolphus; M.M., St. Cloud; Ed.D., Illinois

Faculty for Other Areas

DAIL BALDWIN, M.S. Piano
KARA BANKS, M.M. Eastman
MARTIN BARCLAY, M.A. Voice
SUSAN BAWDEN, B.M. Bassoon
DORTHIA DEWIT, M.M. Violin
JAMES DREIER, M.A. Percussion
MICHIEL ELMENDORF, M.M., Piano, Accompanying
LEE KESSINGER, B.M. Horn
CYNTHIA LAURENTE, M.M. Voice
SAUL NACHE, M.M., Voice
DARY PALMER, M.M. Double Bass
LARRY PETERSON, M.M. Organ
RANDY PIZZAN, M.M. Guitar
ERIN PONTO, M.M. Cellist
SUE SEACHANGER, M.S. Clarinet
JANET STODD, M.M. Flute
BACHELOR OF ARTS: Major in Music

See Music Department Handbook for specific requirements.

MUSC 101 (PA) A: 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) Music in a World Perspective (3) Introduction to ethnomusicology, the study 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 three-course sequence is designed to introduce students to musical composition, ear training and performance skills through the study of music literature, melodic, harmonic and rhythmic structuring and grammar, basic piano, singing, and aural perception skills, composition, basic conducting, analysis and survey of music literature. Lab sessions weekly.

MUSC 150 Rudiments of Improvisation (0) Explores an important facet of music education and performance as it relates to the life of a musician. Lab sessions weekly.

MUSC 211-212-213 Musicianship (3+3+3) A continuation of musicianship studies with emphasis upon more advanced skills. Includes formal and analysis, counter-point, contemporary practices and arranging. Lab sessions weekly.

MUSC 220 Topics in Jazz Styles and Analysis (2) Advanced study in the harmonic and melodic practices prevalent in jazz music. Investigation of major jazz styles through specific style period transcriptions and harmonic analysis. Prerequisite: successful completion of MUSC 113.

MUSC 240 Conducting (1+1) 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 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 course materials. Prerequisite: completion of MUSC 113 or permission of instructor.

MUSC 311 (PS,0) World Music (3) Advanced study of the aesthetic and cultural significances of musical cultures and styles throughout the world. May be repeated, 2 credits maximum.

MUSC 312 (PA) 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 314 (PA) Music Styles and Literature II (3) Music literature and styles and their place in Western culture, 1685-1800. Prerequisite: 113.

MUSC 315 (PA) Music in American History II (3) Music literature and styles and their place in Western culture, 1850 to the present. Prerequisites: 314 or 113.

MUSC 316 (PA,0) 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) Jazz History and Analysis (3) Study of musical styles and periods that form the basis for modern jazz of today. 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) Prerequisites: one year of musicianship and at least two 300-level music history courses, or permission of instructor.

MUSC 410 Junior/Senior Capstone (1) A two-term sequence, with grade of IP for successful completion of the initial term. Initial term consists of a discussion-based class with topics comprising the various angles from which music can be viewed. Under the direction of the class teacher and a member of the music faculty the student will research and write a summary document which represents their reading and critical reflection, to be submitted and defended in the ensuing term.

MUSC 412 Jazz Arranging and Composition (1-3) Advanced study in the harmonic vocabulary of the jazz idiom; arranging techniques for small jazz ensembles. May be repeated, 2 credits maximum.

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 presentation of findings in class.

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 343 (PA,0) 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, family, love, loyalty, work, the natural and urban environments. Offered fall term as LC with ENGL 394.

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 EDMU 360 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: four credits of music history through at least two 300-level music history courses, or permission of instructor.

MUSC 405 (PA) Seminar in Church Music (3) Principally under worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church music administrator. Recommended for music faculty and chuch music administration. Winter learning community with RELG 373.

MUSC 410 Junior/Senior Capstone (1) A two-term sequence, with grade of IP for successful completion of the initial term. Initial term consists of a discussion-based class with topics comprising the various angles from which music can be viewed. Under the direction of the class teacher and a member of the music faculty the student will research and write a summary document which represents their reading and critical reflection, to be submitted and defended in the ensuing term.

MUSC 412 Jazz Arranging and Composition (1-3) Advanced study in the harmonic vocabulary of the jazz idiom; arranging techniques for small jazz ensembles. May be repeated, 2 credits maximum.

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 presentation of findings in class.

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 343 (PA,0) 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, family, love, loyalty, work, the natural and urban environments. Offered fall term as LC with ENGL 394.

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 EDMU 360 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: four credits of music history through at least two 300-level music history courses, or permission of instructor.

MUSC 405 (PA) Seminar in Church Music (3) Principally under worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church music administrator. Recommended for music faculty and chuch music administration. Winter learning community with RELG 373.

MUSC 410 Junior/Senior Capstone (1) A two-term sequence, with grade of IP for successful completion of the initial term. Initial term consists of a discussion-based class with topics comprising the various angles from which music can be viewed. Under the direction of the class teacher and a member of the music faculty the student will research and write a summary document which represents their reading and critical reflection, to be submitted and defended in the ensuing term.

MUSC 412 Jazz Arranging and Composition (1-3) Advanced study in the harmonic vocabulary of the jazz idiom; arranging techniques for small jazz ensembles. May be repeated, 2 credits maximum.

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 presentation of findings in class.

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.

MUSC 327 Song Literature (2)
Survey of significant repertoire in song literature.

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 280 Secondary Music Teaching Methods (3)
Provides 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 282 Methods of Teaching General Music (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 283 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 284 Marching Band Methods and Materials (1)
A basic framework of philosophy and methods to prepare teachers for music teaching in grades 7-12. 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 285 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 286.
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. 22 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. 22 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, Harp, 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
MUCH 110, 210, 310, 410 Chamber Improvisation

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, Associate Professor (Psychology), Shara Stough, 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; see list below for eligible courses), 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.
CHEM 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.
CHEM 122 (PN, I) General Chemistry 2 (3) Kinetics, equilibrium and thermodynamics. Continuation of 121. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 121 or the equivalent or permission of department.
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.
systems and adaptations among diverse animals from BIOL 255 or permission of instructor. Prerequisite: BIOL 255 or permission of instructor.

The microscopic and ultramicroscopic structure of human included.

punishment, extinction, generalization, discrimination

PSYC 347 (I) Learning (3)

Current research and theory related to sensory and

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, and the relation to knowledge acquired. Prerequisite: PSYC 246. Lab included.

PSYC 343 (I) Sensation & Perception (3)

Cases of blindness resulting from sensory and perceptual processes. Prerequisite: PSYC 246. Lab included.

PSYC 347 (I) Learning (3)

Current research and practical issues on reinforcement, punishment, extinction, generalization, discrimination learning and motivation. Prerequisite: PSYC 246. Lab included.

PSYC 349 Physiological Psychology (3)

Advanced topics and issues in physiological psychology and behavioral neuroscience. Prerequisite: PSYC 248 or permission of instructor.

BIOL 254 Histology (3)

The gross and ultramicroscopic structure of human cells, tissues and organs correlated with function and development. Prerequisite: BIOL 254 or permission of instructor.

BIOL 258 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 260 Comparative Physiology (3)

A comparative study and broad overview of physiological systems and adaptations among the diverse animals from mechanical, morphological and cellular perspectives. One

two-hour lab per week. Credit may not be earned in both BIOL 240 and BIOL 254. Prerequisites: BIOL 200, 210.

BIOL 270 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.

Learning: Research I (4)

Literature review and research proposal in a selected area of psychology in preparation for 452 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 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-Deedee, Professor (Biologic)

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, 220, Chemistry 121-122, 123-124; Psychology 100, 210, 240; Sociology 101 and one of Religion 326 or Philosophy 203 or 205. Recommended supporting courses include Anthropology 220, Biology 263, Chemistry 211, 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. Augustana graduates who graduate with a BSN degree and an RN license may be eligible for advanced placement through the Commission on Nurse Generalist 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 (Biologic)

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. Students who choose to enter this program, the student spends three years at Augustana followed by 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 coursework for the Washington University occupational therapy program.

The prerequisite courses for Washington’s program include psychology [prerequisites: two terms of general chemistry, and cell biology], developmental psychology, abnormal psychology, and statistics [prerequisite: general psychology], a seminar course in the social sciences and competency in medical terminology and word processing. Once enrolled at Washington University, the student transfers as many as 30 applicable credits toward the professional studies, including remaining requirements for the Bachelor of Arts degree. Each year, Washington University guarantees three Augustana students admission to its OT program. To be eligible to complete remaining requirements for the Bachelor of Arts degree.

Washington University guarantees three Augustana students admission to its OT program. To be eligible to complete remaining requirements for the Bachelor of Arts degree.

The second option requires completion of the Bachelor of Arts degree, followed by graduation and acceptance 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, and basic understanding of health professions.

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-Deedee, Professor (Biologic)

Admission to any of the 20 optometry schools in the United States requires completion of at least three years undergraduate coursework. Some schools give preference to applicants with a bachelor’s degree. Acceptance is dependent upon undergraduate performance, Optometry Admission Test (DAT) 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 requires 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 (DAT) scores, letters of evaluation, interview results and successful completion of all entrance requirements. 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 coursework for the Washington University occupational therapy program.

The prerequisite courses for Washington’s program include psychology [prerequisites: two terms of general chemistry, and cell biology], developmental psychology, abnormal psychology, and statistics [prerequisite: general psychology], a seminar course in the social sciences and competency in medical terminology and word processing. Once enrolled at Washington University, the student transfers as many as 30 applicable credits toward the professional studies, including remaining requirements for the Bachelor of Arts degree. Each year, Washington University guarantees three Augustana students admission to its OT program. To be eligible to complete remaining requirements for the Bachelor of Arts degree.

The second option requires completion of the Bachelor of Arts degree, followed by graduation and acceptance 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, and basic understanding of health professions.

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-Deedee, Professor (Biologic)

Admission to any of the 20 optometry schools in the United States requires completion of at least three years undergraduate coursework. Some schools give preference to applicants with a bachelor’s degree. Acceptance is dependent upon undergraduate performance, Optometry Admission Test (DAT) 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 prerequi
MAJOR IN PHILOSOPHY. 27 credits, including 15 or 310, 240, 242 and at least 6 credits from 340 or 402. Senior Inquiry in another major. Students proposing to do graduate work in philosophy should strongly advise to take 310, 322 and 350.

MINOR IN PHILOSOPHY. 21 credits, including 150 or 310, 242 and at least 6 credits from the 300 or 400 level.

COURSES (PHIL)

Logic and Critical Reasoning

An introduction of ordinary language: analysis of simple arguments, detection and explanation of common fallacies. Recommended for all students.

241 (PP) Modern Formal Logic (3)

Elementary formal logic: techniques of proof, analysis and translation in an elementary formal system. For students of philosophy, mathematics, law, and the sciences, but recommended for anyone interested in exactness of thought.

Introduction to History of Philosophy

An examination of broad questions about beliefs: How likely are they to be true? Are they moral? Are they effective or just? Specific texts will be chosen to represent various philosophical schools. The course will focus on comparing philosophical theories about the underlying bases for such evaluations, and also considers possible connections across these evaluations.

201 (PH) Knowledge and Values (3)

An examination of broad questions about beliefs: How likely are they to be true? Are they moral? Are they effective or just? Specific texts will be chosen to represent various philosophical schools. The course will focus on comparing philosophical theories about the underlying bases for such evaluations, and also considers possible connections across these evaluations.

230 (PS) Social Ethics (3)

An introduction to ethical systems of thought: comparability of value; utilitarianism, virtue ethics and deontology. Examines the work of utilitarian philosophers, Kantian philosophers, Aristotle and Plato.

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. The course is open to students regardless of major.

242 (PP) Modern Philosophy (3)

Readings from major figures of the Western tradition, including Hume and Kant. Specific texts will be chosen to represent various philosophical systems and conceptual and interpretive approaches. Readings from: Plato, Aristotle, Ockham, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, Carnap, Russell, Wittgenstein, James and Ayer.

300 (PH) Moral Philosophy (3)

An investigation of topics in the philosophical approach to morality: utilitarianism, Kantian Deontology and Virtue Ethics. An examination of three broad questions about beliefs: How likely are they to be true? Are they moral? Are they effective or just? Specific texts will be chosen to represent various philosophical schools. The course will focus on comparing philosophical theories about the underlying bases for such evaluations, and also considers possible connections across these evaluations.

310 Studies in Epistemology (3)

Selected topics in epistemology, e.g., the nature of knowledge, its acquisition, justification, and limits.

311 (PH) History and Philosophy of Science (3)

Study of major philosophers of science, e.g., the nature of scientific knowledge, the nature of scientific explanations and concepts and empirical breakthroughs. Readings from: Plato, Aristotle, Copernicus, Galileo, Newton, Darwin, Einstein, Heisenberg.

312 (IPS) Decision and Game Theory (3)

An introduction to decision theory and game theory. The course will focus on comparing philosophical theories about the underlying bases for such evaluations, and also considers possible connections across these evaluations.

315 Studies in Epistemology (3)

Selected topics in epistemology, e.g., the nature of knowledge, its acquisition, justification, and limits.

318 (PH) Philosophy of Language (3)

Selected topics in philosophy of language, e.g., the nature of language, its meaning and reference, the nature of language and communication, the nature of language and human nature.

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 philosophers from the modern period to the present, including Utilitarianism and Marxism. Issues discussed include: the nature of justice, the proper extent of individual liberty, the limits of the state's role in protecting individual rights, the nature of appropriate distribution of wealth.

323 (PH) Moral Philosophy (3)

An investigation of the nature of moral rightness and wrongness, with particular emphasis on three main theories: Utilitarianism, Kantian Deontology and Virtue Ethics.

325 (PH) Philosophy of Law (3)

This course examines philosophical questions about the nature of laws. What are laws? Do we have a moral obligation to obey the law, and if so, just how strong is this obligation, and where does it come from? What are the rights, and where do they come from? And how should judges go about interpreting important legal texts, such as our Constitution, when making decisions about specific cases? Exploring the strengths and weaknesses of the answers legal philosophers have given to these questions will give students an important opportunity to investigate the nature of an institution “the law” that provides the framework for the very existence of a civilized society. Students will therefore be able to develop a better understanding of their own lives as citizens of such a society.

328 Social Justice and Persons (3)

A course aims to elucidate the concept of self in relation to the concepts of self and person, as these ideas have been developed from Plato through to the present day. It includes Plato, Aristotle, Descartes, Locke, Butler, Hume, and Kant as proponents of different views about the self. The course sets the stage for empirical studies of the self.

329 (PH) Philosophy of Mind (3)

Selected topics in philosophy of mind and consciousness: the material, the physical, the present-day, the validity, 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 moral 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 the consent of the relevant faculty.

399 Directed Study (1-4)

A critical and close study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

400 Independent Study (1-4)

A critical and close study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

440 Advanced Seminar (1-4)

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.

450/451 Senior Thesis (1+2)

A two-term sequence, with grade of IP for successful completion. Students will therefore be able to develop a better understanding of their own lives as citizens of such a society.

450/451 Senior Thesis (1+2)

A two-term sequence, with grade of IP for successful completion. Students will therefore be able to develop a better understanding of their own lives as citizens of such a society.

Instructor

James Van Howe, Assistant Professor

Contact

Stephanie Fuhr, Biology Laboratory Coordinator, Instructor

Students interested in attending a program in physical therapy following graduation from Augusta take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physical therapy academic program in biology, chemistry, physics, psychology and speech.

Pre-physical therapy students may also participate in internships with clinical experience during the school year or summer in 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.

Physical Therapy

Contact

Kristin Douglas, Associate Professor (Biolog)

Students interested in attending a program to become a physician assistant following graduation from Augusta take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physician assistant academic program 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 necessary 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., University of Illinois, Urbana-Champaign; Ph.D., University of Minnesota

JOSHUA DYER, Assistant Professor

B.S., University of Illinois, Urbana-Champaign; Ph.D., Michigan State University

NATHAN H. FRANK, Assistant Professor

B.A., Concordia College; B.S., University of Chicago; Ph.D., University of Illinois

JAMES VAN HOWE, Assistant Professor

Contact

Kirsten Douglas, Associate Professor (Biolog)

Students interested in attending a program in physical therapy following graduation from Augusta take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physical therapy academic program involving courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, and speech.

Augusta 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 Augusta. 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.

Students interested in attending a program in physical therapy following graduation from Augusta take an undergraduate course of study with a major in an area of their choice. They also complete a pre-physical therapy academic program involving courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, and speech.

Augusta 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 Augusta. 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.
and obtaining patents. Methods of reporting research results. searching, project planning, record-keeping, creative thinking.

**Introduction to Scientific Research and Engineering (1)**

MATH-220. One-hour discussion, two-hour lab weekly. Prerequisite: 201 and MATH-219.

**Fundamentals of mechanics for scientists and engineers.**

**103 (PN) Principles of Physics III (3)**

Thermodynamics, electricity and magnetism, and electronics. Lectures and two-hour lab weekly. Required supporting courses (15 credits): Chemistry 121, 122, 123; Geography 101; one of the following three courses: Geography 105, Geology 103 or Geology 105; Mathematics 219, 220, 221.

**MINOR IN PHYSICS**


**MAJOR IN PHYSICS**

28 credits, including 201, 202, 220, 230, 250, 251, 320, 325, 351, 352, and 366. The physics behind the methods astronomers use to understand the universe. Prerequisites: PHYS 201 and PHYS 210. 401 Introductory Quantum Physics (3)

Quantum theory, development of quantum mechanics and application to atomic phenomena. [Offered in alternate years.] Prerequisite: 301.

**Individual Studies and Internships**

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

Opportunity for a student to study a particular topic in physics under the direction of a member of the department. Prerequisites: permission of department chair and instructor.

**Politics**

**American Government**

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,0) Comparative Politics (3)

Comparative examinations of 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, feminism, and postmodern nationalism. Particular attention will be given to the historical context in which each version 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,0) Global Perspectives (3)

An introduction to politics, cultures, and world views in the context of national and global issues. Emphasis on culture as it relates to political values and cross-cultural communication. Particular attention to development and developing nations. Consider implications for the study of the Cold War. 280 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, judges and juries. Considered political issues related to civil and criminal law.

301 American Parties and Politics (3)

Political parties, interest groups, citizens opinions, 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 special emphasis on the fundamental problems of war and peace, evolving state systems and international order in the contemporary 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) Introduction to the political systems and foreign policies of 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 composed of a large increase in the number of actors and growing interdependencies. Specific topics will be chosen to reflect recent events.

318 (B) China in World Affairs (3) Examination of China’s changing role in world society and its role in world politics. Attention paid to the various determinants of China’s foreign policy, such as its history, culture, and the structure of its domestic decision-making process.

320 American Foreign Policy (3) An assessment of American foreign policy in the aftermath of World War II with special emphasis on examining 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 management and 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, P) Politics in the Developing World (3) Comparison of economic, political and social change in Asia, Latin America and Africa. Considers the roots of poverty, conflict and cooperation in 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 with an emphasis on 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, P) Politics in Latin America (3) Study of political and economic 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 conflicts that have addressed them.

351 (PH) Foundations of Liberal Democracy (3) Consideration of classical thinkers and texts—Hobbes, Locke, Rousseau, Mill—and their role 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 this post-modernly biologically oriented world. 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. Classical democratic theory is used to structure readings and discussions from contemporary theorists, covering issues including citizenship, civil society and the political role of women, and the emergence of new claims on democratic states.

355 (PS, D) Women and Politics (3) Historical and theoretical perspectives on the role of women in American politics. Analysis of U.S. women’s movements, perspectives on gender difference, women as candidates and in elected office, and the role of women in 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: 240 or junior standing.

362 (PP, D) Constitutional Law II: Issues of Equality (3) A survey of the debates 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 remedies for discrimination.

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 system and historical and contemporary developments in the region.

375 Special Topics in Political Science (3) Intensive study of a particular topic. Students will develop a discipline of political science. Topics will draw on new developments in political science related to content and current political events and/or the research and teaching expertise of the instructor. May be repeated up to 6 credits.

385 (PS, DP) Race, Wealth and Inequality in U.S. 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 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 role of citizens and the 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) Direct research associated with a 300-level course taken by the student. Involved working one-on-one with a POLS faculty member on the development of a research question or project. Readings accompanied by a significant annotated bibliography.

450 Senior Thesis (1-6) 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 four-term sequence, with a grade of IP for successful completion of the initial term.

540 Senior Internship (3) Utilizes POLS 390 research question(s) as springboard for guided student research investigation, writing and presentation of a major, doctoral level paper. Should be taken during the beginning of the senior year.

Individual Studies and Internships

199, 299, 399, 499, Directed Study (1-3) Opportunity for students to study a particular subject under a faculty member’s direction. Prerequisite: permission of department chair and instructor.

400 Independent Study (1-3) POLS-INTR-Sxx/Lxx/Axx Senior Inquiry/Service Learning/ Academic Internship I-N A examination 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. 22 for more information and for other internship options.

POLS-INTR-Exxx/Exxx Experimental/Volunteer [0-9] Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

Psychology

DANIEL P. CORTS, Associate Professor B.S., Belmont, Ph.D., Tennessee

S.A. BARG, Assistant Professor B.A., Radford; M.A., Old Dominion; Ph.D., Toledo

IAN A. HARRINGTON, Assistant Professor B.S., Dakota State University; M.A., Ph.D., Toledo

RUTH ANN JOHNSON, Professor B.S., Tulas; M.S., Ph.D., Oklahoma State

LAWRENCE E. MCCALLUM, Professor Emeritus B.S., M.S., Illinois State; Ph.D., Iowa

MELINDA S. MULL, Assistant Professor B.A., Michigan State; M.A., Ph.D., Toledo

JANE H. REYNOLDS, Assistant Professor B.A., Central College; Ph.D., Iowa

SHARA STOUTH, Assistant Professor B.A., Coe College; Ph.D., University of California-Irvine

MARK A. VINCENT, Professor B.A., Wabash; M.A., Indiana University

Kathy K. UNIVIT, Assistant Professor B.A., University of Wisconsin-Madison; M.S., Indiana State University

MAJOR IN PSYCHOLOGY (31 credits, including 100, 240, 264, 300 and 410; either 432/432 or 442/442; and one experimental lab course) [240, 264, 305, 327 or 350] Students who complete a Senior Inquiry experience in another major may substitute a 200- or 400-level psychology course for Senior Inquiry in psychology. A minimum of 16 credits must be at the 300-400 level.

Recommended supporting courses: Courses in natural sciences (biologically oriented) and history, 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, 264; a minimum of 9 credits must be at the 300-400 level.

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: 101. 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: 101. Credit may not be earned for both 214 and 216.

216 Life Span Development (3) Surveys 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 underlying the interventions. Prerequisites: 100; one of 213, 214, or 216; or permission of instructor.

230 Victim Advocacy (1) This course focuses on the dynamics and impact of domestic violence. Theoretical and role-playing the students will learn appropriate ways of interacting with victims in both acute and long-term interactions. Permission of instructor required.

240 Statistics (3) An introduction to inferential statistics and descriptive 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 242, Communication 336, Math 236 and Sociology 230. Lab included.

244 Research Methods (3) Introduction to the basic logic and design of research, incorporating his statistical principles from 240 and progressing through more complex statistics using PASW. Emphasis on the independence of experimental design and statistics, illustrated through examination of published research. Prerequisite: 100, 240 or its equivalent and permission of instructor.
249 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, memory, consciousness, and psychopathology. Prerequisite: 100.

300 Basic Issues in Psychology (1)
This course is to be taken by all psychology majors during the junior year. Topics include reflection on one’s past educational experiences and the development of a plan for the final two years in college. Students will explore career and graduate school options and will consider ways that they can strengthen their applications for such opportunities. Pass/no credit.
Prerequisite: Declared major in psychology and completion of at least 50 credits.

305 Childhood in the Developing World (3)
An examination of how the context of children’s lives influences their development by studying how it occurs in the challenging circumstances of developing countries. This will include the exploration of the family, historical, and educational contexts. The second half of the course will focus specifically on Guatemala. The course will conclude with a trip to Guatemala that will include visits to schools and aid organizations, as well as speakers addressing the important issues for families and children in Guatemala.

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 or challenges 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.

316 Drugs and Behavior (3)
An introduction to basic pharmacological principles and how drugs impact the central nervous system. The course will cover the cellular and behavioral effects of drugs of abuse (e.g., stimulants, analgesics, hallucinogens) and psychological theories of drug use (e.g., addiction, A/D/ADHD medications). This course will also cover other related issues, such as drug abuse and addiction, and how long and short-term drug effects affect learning and decision-making.
Prerequisite: 248.

321 Theories of Personality (3)
Survey of the historical and theoretical development of personality assessment. Includes comparison, application, and critical evaluation of multiple perspectives. Prerequisite: 100. Recommended: 213, 214 or 216.

332 Individual Differences (3)
Survey of the historical theories and current 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. Includes comparison, application, and critical evaluation of multiple perspectives. Prerequisite: 249 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, problem solving. Practical application of knowledge acquired in all areas is stressed. Prerequisite: 264. Lab included.

343 (I) Sensation and Perception (3)
Current research and theories related to sensory and perceptual processes. Prerequisite: 264. Lab included.

345 (I) Developmental Psychology (3)
Focuses on social and cognitive development in infancy and childhood. This course covers issues such as ethics in research, rapport-building, and subject recruitment. It emphasizes research techniques (design, data collection, analysis and write-up) used in the study of development. Laboratory work includes experience observing and interviewing children. Prerequisite: 264 and one of PSYC-213, PSYC-214 or PSYC-216. Lab included.

347 (I) Learning (3)
Current research and theoretical issues on reinforcement, punishment, extinction, generalization, discrimination, learning and motivation. Prerequisite: 264. 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: 264. 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 Psychology (3)
Examination of the symptoms, causes and treatments of children’s psychological disorders usually first diagnosed in infancy, childhood or adolescence. Emphasis on differential diagnosis using DSM IV criteria and case studies. Prerequisite: 100 and permission of instructor. 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 (1)
Literature review and research proposal in a selected area of psychology in preparation for 453 to be taken in the term immediately following. Prerequisite: one lab course (342, 343, 345, 367, 350), junior standing and permission of instructor.

453 Senior Inquiry: Research (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. Prerequisite: 452 and permission of instructor. Must be taken in the term immediately following completion of 452.

456/457 Senior Inquiry: Community Consultation (1)(I) and (II) (2)
Communication and critical evaluation skills focused on assessing problems presented by an individual or organization in the community. Major emphasis is placed on small group collaboration, the application of an individual research project, and a formal oral presentation of results. Students will keep a journal throughout the SI experience and will write a reflective paper at the end of the 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)
Course to cover topics of special interest to student and instructor. The topic will vary each year. May be taken for a maximum of 6 credits. Prerequisite: 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 (1-24)
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)
May be taken for a maximum of 6 credits. Prerequisites: 100 and permission of instructor. Recommended: 213, 214 or 216.

PSYC-INTR-Exxx Experiential Part-time (1-32)
May be taken three times for a maximum of 6 credits. May be taken for a maximum of 6 credits. (Offered Pass-No Credit only.) Prerequisite: a declared major or minor in psychology. Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

PSYC-INTR-Exxx Experiential Part-time (1-32)
May be taken three times for a maximum of 6 credits. Prerequisite: permission of instructor.

Religion

ROBERT D. HAAK, Professor B.S., Concordia (Seward); M.T.S., Lutheran School of Theology at Chicago; Ph.D., Chicago

LINDA G. HARTMAN, Assistant Professor B.A., Indiana, Ph.D., Virginia

DANIEL E. LEE, Associate Professor B.A., University of California–Los Angeles; M.A., Ph.D., Oxford, Ph.D., Emory

ROBERT D. HAAK, Professor B.S., Concordia (Seward); M.T.S., Lutheran School of Theology at Chicago; Ph.D., Chicago

KELLY M. WARREN, Professor B.A., Mary Washington, A.M., Chicago; M.S., Oxford, Ph.D., Emory

KRISTI M. RUTAN, Assistant Professor B.A., Indiana; A.M., Arizona State; Ph.D., Indiana

ERIC C. STEWART, Assistant Professor B.A., Pacific Lutheran; M.A., Claremont; Ph.D., Notre Dame

RITA W. H. WILLIAMS, Associate Professor B.A., M.A., Carleton (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. (Note: Successful completion of the first year of Foundations and 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.)

Psychology

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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 examination of the three major 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 ending with 391/392/393/394. All the remaining credits must include at least one of 260, 391, 392 or 393. This major is designed for those students who wish to pursue a career in religious studies or theology. The courses in the series are taught by a professor of religion who normally teaches in Christian Traditions courses.

Minor in Religion: 18 credits beginning with 260 and including at least one course (3 credits) from each of the following concentrations: Biblical Studies (210, 211, 212, 213), Historical Interpretation (214, 215, 216, 217, 218), Systematic Theology (219, 220, 221, 222), World Religions (223, 224, 225, 226), Ethics (227, 228, 229, 230), and Church History (231, 232, 233, 234, 235, 236, 237, 238, 239, 240).
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.

350 (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 response to it, with particular attention given to the Fourth Council of Chalcedon.

311 (PP) Religion, Culture and Archaeology (3) Examination of the biblical text in light of recent archaeological evidence.

313 (PS) Race, Ethnicity and Religion (3) An investigation into how issues of race and ethnicity defined and were defined by religious passions 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 tradition.

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 expressing nature as an entity.

326 (PH) Medical Ethics (3) An exploration of issues at the intersection of medicine and ethics, including 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 conceptualizations 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 life and work through biographical sources and the literature of interpretation.


342 (PP) 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.

343 (PP) 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 culture.

344 (PH) Prayer, Community and Transformation (3) An exploration of forms of Christian life (both communal and solitary) through history, with an eye to how prayer and community have energized the search for justice and social action.

345 (PL,PO) Religions of East Asia (3) An exploration of the diversity of religions in the East Asia such as Daoism, Confucianism, Buddhism and Shinto, focusing on the interpretation of their texts and their contexts.

346 (PH,PO) Buddhism (3) An examination of how Buddhist religious and philosophical traditions relate concepts such as suffering, karma and non-soul to key existential questions.

371 (PH) Faiths in Dialogue (3) Examination of Roman Catholic, Protestant and other views on issues of war and peace, and the doctrinal implications of the Second Vatican Council.

371 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 (PH,PO) 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,PO) 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 disciplining. Prerequisite: 260 or permission of instructor.

392 Women in Religion (3) An examination 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) 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) An examination 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.

394a Key Issues in Comparative Religion: Islam (Zargar)

394b Key Issues in Comparative Religion: Judaism and the Study of World Religions (Salgado)

394c Key Issues in Comparative Religion: Hinduism (Zargar)

394d Key Issues in Comparative Religion: Religions of World, Religion: Orientation and the Study of World Religions (Salgado)

395c Key Issues in Comparative Religion: Islam (Zargar)

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.

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.

410 Special Topics in Religion (3) A consideration of methodological approaches to the study of religion as context for and to support the completion of the senior inquiry study. Prerequisites: 260 and RELG-INTR.

Individual Studies and Internships

319, 499 Directed Study (1-4) An opportunity for students to study a particular subject under a faculty member’s direction. Prerequisites: permission of instructor and department chair.

RELG-INTR - Lxx/Axx Senior Inquiry/Service Learning/Academic Internship (0-9)

In preparation for RELG-499 Senior Inquiry all Religion Majors will write a 3 credit (by 1-2 hour) 2 hour-credit 4-9 hour-week 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. 22 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 (1-4) Guided study and research in religion. Prerequisites: permission of instructor and department chair.

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., University of Oregon

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, 231, 234, 244 and 270.

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. Conversations on shorter works of classic Swedish literature (gossip, essays, short stories). Prerequisite: 103 or equivalent.

215 Classical Scandinavian Literature (3)

An overview of the literature from Scandinavian countries, written 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 Analysis in 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: 372.

315 Modern and Contemporary Scandinavian Literature (3)

Topics by 20th-century Scandinavian authors in English translation. Novels, short stories, drama and poetry by authors such as Lagerkrift, Gustafsson, Stenbergen, Tande and Mankell, and / or representative works from Sweden as immigration literature and crime fiction. Scandinavian majors may engage on some level with the original texts. Also World Literature 315.

341 (PL) The Screenplays of Ingmar Bergman (3) Bergman screenplays representative screenplays from the 1950s (Sawdust and Tinsel), The Seventh Seal to the 1980s (Fanny and Alexander). Two-hour weekly laboratory (screening) 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 given to the great Scandinavian-American artists. (Offered in alternate years.)

401-402-403 Fourth-year Swedish (3+3+3)

The screenplays of the major Swedish cultural figures. Readings and discussion of historical and contemporary texts. Prerequisite: 302.

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. 22 for more information and for other internship options.

SCAN-INTR/Exxx/Vxx Experiential/Volunteer (0-9)

Departmental internships must be approved by the department. See p. 22 for more information and for other internship options.

400 Independent Study (1-4)

Independent study project dealing with some aspect of Scandinavian language, literature or culture.

Social Welfare

The social welfare program at Augusta examines societal responses to human needs and social problems. Courses evaluate systems and services established to provide 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, Spanish | 101

100 | Sociology

Sociology
PAUL CROLL, Assistant Professor
B.A., Northwestern; Ph.D., Minnesota

CAROLYN HOUGH, Assistant Professor
B.A., Vassar; M.A., M.Phil., Ph.D., Iowa

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

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

MARSHA SMITH, Professor
B.A., Baldwin-Wellesley; M.A., Ph.D., Iowa

VICKI SOMMER, Professor
B.A., Nebraska; M.S.W., Ph.D., Iowa

MAJOR IN SOCIOLOGY. 30 credits, including 100, 209, 340, 420, 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, 420, 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, 230, 305, 310, 333, 337 and additional anthropology or sociology courses; plus two additional sociology, anthropology or social welfare courses.

MINOR IN ANTHROPOLOGY. 18 credits, including 100, 220 and 360, plus three additional 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,DI) Introduction to Sociology (3)
A general introduction to sociology and social theory, focusing on the role of sociology in social and political organizations, collective behavior and social change.

200 (PS,DI) Marriage and the Family (3)
An introduction to the sociological facts that influence interpersonal relationships within the institution of the family and the processes by which self and personality are developed and maintained throughout the life cycle, from its inception throughout dating and mate selection to its termination through death or divorce.

202 Social Dynamics of the Marriage Relationship (1)
An introduction to the sociological study of the self, including the role of religion in social psychology and the impact of socialization on interpersonal relationships. Prerequisite: 100. Offered pass-no credit only.

210 Sociology of Contemporary Issues (3)
The major perspectives used in the study of social issues, analyzing in a more selected contemporary social issues, consideration of possible social policy interventions. Prerequisite: 100 or permission of instructor.

219 Lives and Times (3)
Examination of autobiographical accounts of contemporary anthropologists and sociologists, with an emphasis on issues surrounding their vocational careers.

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 sociology and the media, with an emphasis on the critical evaluation of social statistics. Credit may not be earned for both SOC 230-231, PSYC 243, BUSN-211, CDMN 380 and MATH-316.

303 (PS,DI) Population Problems (3)
A general introduction to population 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 (DI) 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,DI) Women and Men in Society (3)
Examination of the social construction of gender at the micro level with additional emphasis on the experiences of certain groups. [Offered in alternate years.] Prerequisite: 100 or permission of instructor.

321 (DI) American Social Race & Ethnic Relations (3)
An overview of major sociological interpretations of the nature of ethnic and racial 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 (DI) Social Movements (3)
An introduction to 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.

327 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 distincly sociological approach to the self, with particular attention to the symbolic interactionist tradition and the sociology of emotions.

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. [Offered in alternate years.] 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 social identity and citizenship, with analysis of the significance of an emerging global human rights regime.

340 Social Theory (3)
A systematic introduction to sociological theory, focusing on the intellectual and socio-political factors that shaped the thought of classical and contemporary social theorists and on the logics and rhetorics employed by thinkers attempting to comprehend the complexities of the world. Classic theorists studied include Marx, Durkheim, Simmel, and Weber, while among contemporary theorists Parsons, Bell, Offman, Emile, Bourdieu, Baudrillard, Habermas and others will be examined. Prerequisite: 100.

350 (DI) Survey Research Methods (3)
An investigation of social research methodology, emphasizing the survey research method. Includes the theoretical bases of survey research; study design, sampling, measurement, data analysis and research ethics. Students learn a computerized statistical package. 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.

360 Special Topics Seminar (3)
Treatment in-depth of a topic of sociological interest not offered in regular courses. Prerequisite: announced for each offering. Prerequisites: 100 or permission of instructor. Students may take more than one special topics seminar.

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.

419 (DI) Survey Research Methods (3)
An investigation of social research methodology, emphasizing the survey research method. Includes the theoretical bases of survey research, study design, sampling, measurement, data analysis and research ethics. Students learn a computerized statistical package. Prerequisite: 100, 209 or permission of instructor.

420 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.

Social Welfare Courses (SOCW)

140 (PS,DI) Introduction to Social Welfare and Policy (3)
Examination of the role 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,DI) 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 family policy 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.

340 (PS,DI) Comparative Social Welfare and Policy (3)
Comparative perspective on political, economic and cultural forces shaping social welfare systems, policies that address human needs, human development and social functioning.

Individual Studies and Internships

191, 291, 391, 491 Directed Study (1-2)
Open only to students who have a specific and 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.

SOC-INTR-Sxx/Lxx/Axx Senior Inquiri/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. 22 for more information and for other internship options.

SOC-INTR-Vxx/Experiential/Volunteer (1-9)
Departmental internships must be approved by the department. Prerequisite: a declared major in sociology. See p. 22 for more information and for other internship options.

Spanish

DAVID ARBEHSI, Assistant Professor
B.A., DePaul; M.A., Ph.D., Massachusetts

LOUIS C. BELL, Adjunct Professor
B.A., Marist; M.A., Ph.D., Purdue

ANDREA JORDA-SARCA, Assistant Professor
B.A., Valencia; M.A., Ph.D., Iowa

LETÁNIA FERREIRA, Assistant Professor
B.A., Farnambo; M.A., Georgia; Ph.D., Illinois

MICHAEL D. FINNEMANN, Adjunct Professor
B.A., Kalamazoo; M.A., Ph.D., Minnesota

ARACELI MASTERSON, Assistant Professor
B.A., Miami; M.A., Arizona

JEANNETH VAZQUEZ, Associate Professor, Chair
B.A., Central del Ecuador; M.A., Ph.D., Ohio State

MAJOR IN SPANISH. 30 credits, including 301, 315, 321 or 327, 330. 101 courses from 330-343, and 6 credits of electives, with 3 at or above 307. Spanish majors must take one required supporting course from the field of cognate American Studies program from departments other than Spanish. This coursework may include courses taken as part of the Latin American Area.

Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

MAJOR IN SPANISH FOR PROFESSIONAL USE. 30 credits, including 301, 305, 314, 315, 321 or 327, 328, 329 courses from 330-343, and 6 credits of electives, 3 at or above 307.
Only students already accepted to a pre-professional program major or minor in Professional Use major. This includes: Accounting, Biology, Business, Communication Sciences & Disorders, International Business and a variety of pre-health major tracks. Contact the department with eligibility questions.

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 315, which are part of the Secondary Education.

MINOR IN SPANISH. 18 credits, including 301, 305, 321 or 322, 327 or 332, one elective at 203 or above and one elective at 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.

201-202 (0-203) Intermediate Spanish (3+3+3)
Grammar review, reading, composition and conversation.

Prerequisite: 101 or equivalent.

301 Spanish Composition (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)
Prepares students to read and analyze texts in Spanish. Focus is on the development of reading skills. Prerequisite: focus or equivalent of 205.

307 Introduction to Linguistics (3)
Dialectology, phonetics, phonology, morphology, and syntax. Prerequisite: knowledge of basic Spanish language.

310 Conversational Spanish (1+3)
Spanish conversation designed to develop grammatical variation. Required for professional use major. Prerequisites: 301 and 305.

312-313 Introduction to Spanish-American Culture (3)
The origin and development of Spanish-American culture and civilization from Independence to the present. Prerequisites: 301 and 305.

321 Professional Spanish (3)
A special purpose Spanish course allowing students to gain specific knowledge of the language in the areas of business, medicine or communication disorders. Required for professional use major. Prerequisites: 321 or 322 and 326 or 327 and permission of instructor.

330 (PL) Literature of Spain I (3)
Representative movements and works from the Medieval period through the Golden Age. Prerequisite: 321 or 322. (Offered in alternate years.)

331 (PL) Literature of Spain 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 modernism through the present. Prerequisite: 326 or 327. (Offered in alternate years.)

333 (PL,G) 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.)

340 Acting I (3)
Introduction to the acting process through study of its basic principles and development of fundamental performance skills. Studio work includes imaginative exploration of a monologue and the writing and presentation of a major original research paper in Spanish. The course typically should be taken at the end of the junior or the beginning of the senior year. Prerequisite: declared Spanish major and junior or senior standing.

341-342-343 (PL,G) Texts and Contexts I (3)
A study of the masterpieces of Latin American Literature. Prerequisite: 326 or 327. (Offered in alternate years.)

344 (PL,G) Topics in Hispanic Literature (3)
A study of a major narrative or dramatic work of the 20th century. Prerequisite: 301 or 305. (Offered in alternate years.)

345 (PL) Topics in Spanish Literature (3)
A study of the masterpieces of Spanish literature. Prerequisite: 321 or 322. (Offered in alternate years.)

360 Senior Inquiry in Spanish (3)
Guided student investigation of a production, workshop, directors, designers and production dramaturgs. Relevant to anyone interested in qualitative methodologies. Prerequisite: sophomore status or permission of department; highly recommended. Cannot be taken if student has completed 301.

240 (PA) Acting II (3)
Practical training in the process of production, stagecraft and an introduction to directing. Projects include the presentation of character studies, performance techniques from ancient ritual through Neo-classic Classicism, with a primary focus on dramatic theory and representative play texts including those from Eastern traditions.

343 (PL, G) Texts and Contexts II (3)
A historical and critical survey of dramatic literature and live performance techniques from ancient ritual through Neo-classic Classicism, with a primary focus on dramatic theory and representative play texts including those from Eastern traditions.

344 (PL,G) Topics in Hispanic Literature (3)
Representative works of Spanish-American authors from modernism through the present. Prerequisite: 326 or 327. (Offered in alternate years.)

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 or senior years. Prerequisite: 141.

410 Special Topics in Performance (3)
Intensive study of a specific area of performance, design, technology or drama. Course may be repeated once if the topic is different. Consent department for current topic.

450 Senior Inquiry in Theatre Arts I (3)
Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Guided reflection and research each senior major proposes and in-depth representation of the student's undergraduate experience in the written page to the visual language of the stage. Theatre majors and minors should enroll during their junior or senior years. Prerequisite: 141.

410 Special Topics in Performance (3)
Intensive study of a specific area of performance, design, technology or drama. Course may be repeated once if the topic is different. Consent department for current topic.

450 Senior Inquiry in Theatre Arts I (3)
Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Guided reflection and research each senior major proposes and in-depth representation of the student's undergraduate experience in the written page to the visual language of the stage. Theatre majors and minors should enroll during their junior or senior years. Prerequisite: 141.

410 Special Topics in Performance (3)
Intensive study of a specific area of performance, design, technology or drama. Course may be repeated once if the topic is different. Consent department for current topic.

450 Senior Inquiry in Theatre Arts I (3)
Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Guided reflection and research each senior major proposes and in-depth representation of the student's undergraduate experience in the written page to the visual language of the stage. Theatre majors and minors should enroll during their junior or senior years. Prerequisite: 141.

410 Special Topics in Performance (3)
Intensive study of a specific area of performance, design, technology or drama. Course may be repeated once if the topic is different. Consent department for current topic.

450 Senior Inquiry in Theatre Arts I (3)
Concentrated study in an area of theatre arts under advisement and supervision of theatre faculty. Guided reflection and research each senior major proposes and in-depth representation of the student's undergraduate experience in the written page to the visual language of the stage. Theatre majors and minors should enroll during their junior or senior years. Prerequisite: 141.
Individual Studies and Internships

104, 245, 345, 445 Practical Theatre (1)
Academic credit for participations in a college theatre produc-
tion as a performer, designer, stage manager, dramaturg, 
assistant director or technician. Each level in the sequence 
assumes a greater amount of production experience and 
readiness for more important production responsibilities.
Prerequisite: permission of department. Level 1 may not be 
repeated when taken for academic credit.
199, 299, 399, 499 Directed Study (1+)
Opportunity for students to study a particular area of 
interest under a faculty member’s direction. Prerequisite: permission of 
Instructor.
400 Independent Study (1+)
Opportunity for independent study under faculty 
member’s supervision. Prerequisite: permission of instructor.
THEA-INTR-Sxx/Lxx/Axx Senior Internship/Service Learning/
Academic Internship (1-9)
Analysis of the background, structure and policy issues in 
the sponsoring organization. Prerequisite: a declared major or 
in theatre arts. Departmental internships must be 
approved by the department. See p. 22 for more information and for 
other internship options.
THEA-INTR-Exx/Vxx Experiential/Volunteer (0-9)
Departmental internships must be approved by the depart-
ment. See p. 22 for more information and for other internship options.

Veterinary Medicine

Advisor: Darrin Good, Professor (Biology)
Although most of our students attend vet school through the traditional route (after four years of undergraduate), 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 3.0 or better grade average. Our agreement is not 
only an early admission program, but also a 3-4 program, 
meaning students attend the vet school after their third 
year at Augustana. After their first year of vet school, they 
return to graduate at Augustana, then finish the 
remaining three years of vet school (seven total years). This 
was not possible due to Illinois residents.
Students may also 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 
completion of admission to schools of veterinary medicine.
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 
and Women’s and Gender Studies)
MAJOR IN WOMEN’S AND GENDER STUDIES. 30 credits 
total from courses and complementary courses, with at least 18 
credits from WGST (including 201, 230, 306 and 420) and up to 3 
credits from complementary courses. No more than 6 credits can be 
taken with the same departmental code with the exception of WGST.
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). No more than 6 
credits can be taken with the same departmental code with 
the exception of WGST.

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,D) Global Issues in Women’s and Gender Studies (1+)
Interdisciplinary and cross-cultural study of global 
and women’s experience of family, education, work, 
political culture, gender and sexuality. The social, economic, and legal 
statuses of the female are examined along with 
systems that link women around the world, such as media. 
The parallels and intersections of sex, race, social class and 
sex-orientation as given statuses within 
hierarchical societies are addressed as 
creators of both privilege and discrimination.
301 (PS,D) Global Maturities (3)
A cross-cultural study of society and men 
who examines how early learning prepares them for later 
interactions with women and men. The examination 
include 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) Masculinities in America (3)
Exploration of the various meanings of masculinity as 
affecting by cultural, historical and contemporary forces in 
past-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 get 
understanding in identifying 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. Prerequisite: Any WGST course except 420 or permision of instructor.
320 (PL,D) Life Writing (3+)
Selected autobiographies and biographies by women 
examined as artistic expression and historical resource.
Readings include the lives of various subjects, with 
discussion of narrative strategies and ethical choices of 
the authors. Students undertake research projects in 
bio graphical writing.
380 Special Topics in Women’s and Gender Studies (1+)
Investigation of selected topics in women’s 
and gender’s issues. Offered in alternate years. May be 
repeated for credit with permission of 
the instructor. General education 
 sufficies verify according to topic.
420 Seminar in Women’s and Gender Studies (3)
Students will pursue feminist research and writing in 
in the disciplinary field of their choice. All majors will create 
major 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

Classics 230 (PP,D) Women in Classical Antiquity (3) 
Classical 355 Literature for Learning Communities: 
Women Writers at Work (3+)

English 337 Women Writers and Feminist Theory (3)
History 341 (PP) Women in Europe Since 1800 (3) 
History 345 (PP) Women in the U.S., 1800-Present (3) 
Political Science 355 (PS,D) Women and Politics (3) 
Religion 322 (D) Women in The Bible (3)
Sociology 350 (D) Marriage and the Family (3)
Sociology 305 (D) Social Gerontology (3)
Sociology 308 Sociology of the Body (3)
Sociology 320 (PS,D) Women and Men in Society (3)

Complementary Courses

Communication 210* (PS,D) Communication and Social 
Relationships (3)
English 332 (PL) Adolescent Literature 
English 362 (PL) The Developing English Novel 
Psychology 332 Individual Differences (3) 
Social Welfare 220 (PP,D) History and Philosophy of Social 
Welfare Women and Gender Studies 299, 299, 499, 499 Directed 
Study (1+)

Women’s and Gender Studies 399 Internship Analysis (1+)
Women’s and Gender Studies 400 Independent Study (1+)
World Literature 297* 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

WOST-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 
in women’s and gender studies. Departmental 
internships must be approved by the department. See p. 22 
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-language major.

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 for 
with 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.

214 Classical Lyric Poetry (3)
A survey of classical Greek and Roman lyric poetry. Readings 
include Sappho, Pindar, Catullus, Horace, Ovid and 
Propertius. Prerequisites taking other courses in the 
Classical Lyric group. See Classics.

215 Classical Scandinavian Literature (3)
Shorer works from Scandinavia in English translation, 
drawn primarily from the 18th and 19th centuries. Authors vary, 
but may include Heiberg, Bellman, H. C. Andersen, J. P. Jacobsen 
and Knut Hamsun. Periods covered will include the 
Enlightenment, romanticism, realism, naturalism, 
neoromanticism and nationalism. Scandinavian majors will 
engage on some level with the original texts. Also 
Scandinavian 315.

216 Literature of the Cosmopolis (3)
Readings and examination of representations of 
change in literary form and cultural confrontation in the 
Hellenistic era. Included: comedy by Menander, the romantic novel 
Daphnis and Chloe and the Satyricon of Petronius. Prerequisites 
other courses in the Literature of the Cosmopolis group. See 
Classics.

218 The Art of Persuasion (3)
The theory and the practice of classical Greek and Roman 
rhetoric. Readings include Thucydides, Plato, Aristotle and 
Cicero. Prerequisites taking other courses in the Art of 
Persuasion group. See Classics.

219 (PL) Hispanic Literature in Translation (3)
Thematically based study of Hispanic literary works read in 
translation. Topic varies. May be repeated with credit 
permission of instructor.

219 Medieval Latin Literature (3)
Poezy and prose of the Latin Middle Ages. Prerequisites 
your other courses in the Medieval Latin Literature group. See Classics.

222 (PL) The Art of History (3)
Herodotus on events, life and the justice and the 
doomed conflict of East and West; Thucydides on 
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.

230/311 Topics in World Literature (3)
311A Kierkegaard as Writer & Artist
311B Topics in World Literature: Latin America
311C Western Literature: Romance & Realism
311D Literature & Landscape
311E Contemporary African Literature
Study of a genre, author, phase of literary history, or school of writers from a given nation or region. May be offered as a course on an Augustana international term, or on campus in response to student interest. Normally, a more specific title will indicate the topic, along with learning perspectives or suffixes as approved by faculty governance.

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 217.

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.

345 (PL, G) Japanese Masterpieces in Translation (3)
This course will provide a broad overview of Japanese literary history, covering the major genres to include poetry, tales, diaries, autobiographical writings, drama, and novels. Our readings in translation will include major masterpieces from different time periods. While reading the selected works, we will discuss the historical and socio-cultural backgrounds in which the works were created as well as the cultural and social values reflected in the works. In this course, students will cultivate a familiarity and appreciation of literature that has developed outside the Western tradition, specifically that of Japan, and be encouraged to think critically about the locality and universality of literary expression.

Individual Studies
199, 299, 399, 499 Directed Study (1+)
Opportunity to study a particular subject under a faculty member’s direction. Prerequisites: permission of instructor.
Appendices

Board of Trustees

(As of July 1, 2011)

Mr. Kenneth L. Abrams, Westwood, Massachusetts
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Mr. Steven C. Bahls, Rock Island, Illinois
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The Reverend Thomas Grevos, Naperville, Illinois
Dr. Paul A. Guehler, Chicago, Illinois
Dr. Paula Y. Arnell, Chicago, Illinois
Mr. Lawrence Barker, Chicago, Illinois
The Reverend Donald Hallberg, St. Paul, Minnesota
Dr. Peter J. Simshauser, Akron, Ohio
Mr. Charles P. Hammersmith, Jr., Moline, Illinois
The Reverend Brown, Thomas.

Appendices

Faculty

[As of May 26, 2011. The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.]

Allen, Lisa J. Assistant Professor of Communication Studies (2008, 2008)
Alwazdi, Umme. Assistant Professor of English (2008, 2008)
Arbesú, David. Assistant Professor of Spanish (2009, 2009)
Ballman, Richard J., Jr. Part-time Professor of Economics (1972, 1990)
Bancks, Jacob D. Instructor of Music (2011, 2010)
Banks-Gunzenhausen, Monica. Adjunct Professor of Spanish (1997, 2007)
Bausong, Amanda M. Associate Professor of Business Administration (2004, 2010)
Beck, Allison L. Visiting Assistant Professor of Business (2006, 2011)
Beinborn, Mark. Assistant Women’s Basketball Coach and Instructor of Physical Education (2008, 2008)
Belyb, Louis C. Part-time Instructor of Spanish (1979, 2009)
Bengtson, Thomas E. Professor of Mathematics and Earl H. Beling Chair in Mathematics (1988, 1992)
Bartsche, Allen Parker-Suarez. Professor of Spanish (1994, 2010)
Biggin, Mary Ellen. Associate Professor of Chemistry (2001, 2008)
Birondo, Noell. Visiting Assistant Professor of Philosophy (2010, 2010)
Blaser, Timothy P. Assistant Professor of Philosophy (2007, 2007)
Bonzen, 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)
Brown, Thomas. Adjunct Professor of History (1972, 2011)
Burgmeier, Sally B. Lab Instructor of Chemistry (1997, 1997)
Burnham, Jennifer L. Assistant Professor of Geography (2008, 2008)
Calder, Lendol G. Professor of History (1996, 2009)
Carkner, Lee, Associate Professor of Physics and Astronomy (1981, 1990)
Caste, Andrew. Part-time Assistant Professor of Art (2011, 2011)
Christoffel, Kurt M. Professor of Chemistry (1985, 2000)
Clauss, Jen M. Professor of Mathematics (1993, 2009)
Cleveland, Todd C. Assistant Professor of History (2008, 2009)
Coker, William. Part-time Instructor of Reading/Writing Center (1997, 2009)
Conway, Daniel G. Assistant Professor of Business Administration (2008, 2008)
Cook, Rebecca. Part-time Instructor of Biology and Coordinator of RIS program (2010–2010)
Corts, Daniel P. Associate Professor of Psychology (2000, 2006)
Cousens, Jeffrey L. Director and Professor of Theatre (1997, 2009)
Crawford, Patrick A. Assistant Professor of Chemistry (2004, 2004)
Crenshaw, Shirley A. Fellowship in Community (2011, 2011)
Croll, Paul A. Assistant Professor of Sociology (2008, 2008)
Crossley, Roger P.A. Part-time Instructor of French (1979, 1996)
Crowe, David W. Professor of English (1989, 2007)
Culver, Daniel H. Professor of Music, Henry Vold Professor of Music, Director of Orchestral Activities (1974, 1993)
Cushman, Robert J. Head Football Coach and Instructor of Physical Education (2007, 2010)
Daniels, Kent R. Assistant Professor of English (2007, 2007)
Davis, Traci L. Part-time Instructor of Psychology (2007, 2007)
Dey, Kirtan. Assistant Professor of Classics (2007, 2008)
Dert, Benjamin. Fellowship in Political Science (2011, 2011)
Dehnel, David M. Professor of Political Science (1997, 2003)
Deikey, Paul J. Assistant Professor of Accounting (2010, 2009)
Delfano, John S. Associate Professor of Accounting (2001, 2009)
DeWitt, Gail. Professor of Chemistry (1975, 1981)
Dieringer, Steven D. Adjunct Instructor of Music (2009, 2010)
Donovan, R. Professor of English (1989, 1996)
Douglas, Kristin R. Assistant Professor of Biology (2003, 2009)
Draper, Pamela J. Professor of Accounting (1997, 2003)
Dungan, Dana M. Professor of Computer Science (1979, 1997)
Dyer, Joshua M. Visiting Assistant Professor of Physics (2010, 2010)
Dziadyk, Behdan. Director of College Field Stations and Professor of Biology (1986, 1996)
Earele, Anne M. Reference Librarian, Instructor (2006, 2006)
Egan, Michael C. Assistant Professor of Education (2019, 2009)
Ehrlich, Janina A. Professor of Music (1979, 2009)
Eftline, Robert P. Assistant Professor of Music (2007, 2009)
Ellis, David L. Associate Professor of History (2001, 2007)
Endress, Bobbi J. Instructor of Physical Education and Head Women’s Basketball (2006, 2009)
Erickson, Don L. Part-time Professor of English (1965, 2009)
Ericson, Ann E. Associate Professor of Business Administration (1987, 2004)
Fenwick, Shirley A. Professor of Psychology (1979, 2002)
Ferreira, Letania. Assistant Professor of Spanish (2010, 2008)
Finley, Janene R. Assistant Professor of Accounting (2007, 2007)
Finnemann, Michael D. Part-time Professor of Spanish (1990, 1999)
Frank, Nathan H. Assistant Professor of Physics (2009, 2009)
Fruh, Stephanie M. Lab Coordinator and Instructor of Biology (2010, 2008)
Geeley, C. Kevin. Professor of Biology (1996, 2009)
Gehler, Scott. Assistant Professor of Biology (2001, 2011)
Ghinauci, Constance D. Reference Librarian and Assistant Professor (2005, 2009)
Gillette, Megan. Professor of Psychology (2007, 2007)
Gooch, Catherine C. Professor of Art History and Paul A. Anderson Chair in the Arts (1997, 1999)
Good, Darrin S. Professor of Biology (1999, 2009)
Greene, Laura E. Professor of English (1996, 2010)
Greim, Barbara D. Adjunct Professor of German (2010, 2011)
Grissom, Steven D. Part-time Instructor of Music (1994, 2007)
Gunji, Naoko. Adjunct Instructor in Sociology (2010, 2010)
Hager, Stephen. Associate Professor of Biology (1999, 2009)
Hall, Randall. Adjunct Professor of Music (2005, 2011)
Hammer, William R. Professor of Geology and Fritska Frytal Chair in Geology (1983, 1990)
Harb, Sana. Fellowship in Business Administration (2010, 2010)

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Professors Emeriti

(Dates denote service at Augustana)

* Thomas Banks, B.A., M.A., Ph.D., Professor Emeritus of Classics, 1974-2007
  * Louis C. Bello, B.A., M.A., Ph.D., Professor Emeritus of Spanish, 1979-2010
  * M. Jane Borelli, A.B., M.A., Ph.D., Professor Emerita of Classics, 1986-2002
  * Betsey Brodahl, A.B., M.A., Professor Emerita of History, 1967-87
  * Donald L. Erickson, B.A., M.A., Ph.D., Professor Emeritus of English, 1977-2010
  * Jesse G. Evans, A.B., A.B.S., M.A., Ph.D., Professor Emeritus of Music, 1983-89
  * Martha T. Harris, M.A.L.S., Professor Emerita, Reference Librarian, 1974-99
  * John A. Sirevag, B.A., M.A., Ph.D., Professor Emeritus of German, 1958-91
  * Donald W. Peterson, A.B., M.S., Ph.D., Professor Emeritus of Education, 1993-97
  * David R. Remke, B.S., B.D., S.T.M., Ph.D., Professor Emeritus of Religion, 1968-93
  * John A. Sirevag, B.A., M.A., Ph.D., Professor Emeritus of German, 1958-91
  * Harold W. Sundelius, A.B., M.S., Ph.D., Professor Emeritus of Geology, 1975-1995
  * Mary Em Kirs, B.A., M.A., Professor Emerita of Art Science, 2008-2010
  * Stan Kintleson, B.S., M.S., Ph.D., Professor Emeritus of Physical Education, 1972-99
  * Sanja Knudson, B.A., M.A., Professor Emeritus of German, 1969-2010
  * Marmerie J. Mason, M.A.L.S., Professor Emerita, Librarian, Head of Public Services, 1977-91
  * Lawrence W. McCallum, B.S., M.S., Ph.D., Professor Emeritus of Psychology, 1971-2011
  * Bruce R. McCarty, B.A., M.S., Ph.D., Professor Emeritus of Physics, 1965-2004
  * Donald E. Meyer, B.S., M.S., M.M., Professor Emeritus of Music, 1966-93
  * Ben D. Netzer, B.S., M.A., Ph.D., Professor Emeritus of Sociology, 1973-92
  * Douglas L. Nelson, A.B., Ph.D., Professor Emeritus of Mathematics, 1971-2010
  * Dinsard Norniella, B.A., M.A., Ph.D., Professor Emerita of Spanish, 1962-95
  * Dorothy J. Parkander, A.B., M.A., Ph.D., Professor Emerita of English, 1946-94
  * Donald W. Peterson, A.B., M.S., Ph.D., Professor Emeritus of Education, 1993-97
  * David R. Remke, B.S., B.D., S.T.M., Ph.D., Professor Emeritus of Religion, 1968-93
  * John A. Sirevag, B.A., M.A., Ph.D., Professor Emeritus of German, 1958-91
  * Harold W. Sundelius, A.B., M.S., Ph.D., Professor Emeritus of Geology, 1975-1995
## Advanced Placement Credit

<table>
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<tr>
<th>ADV. PLACEMENT EXAMINATION</th>
<th>REQ. SCORE</th>
<th>AUGUSTANA EQUIVALENT COURSE</th>
<th>SEMESTER CREDITS AWARDED</th>
<th>GEN. ED. REQUIREMENT FULFILLED (AND AREA OF STUDY)</th>
<th>APPLICABLE TO MAJOR</th>
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<tr>
<td>Art Studio: Drawing</td>
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<td>ARTH 161</td>
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<td>Biology</td>
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<td>1 course perspectives on the natural world, Suffix PN</td>
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<td>Calculus AB</td>
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<td>Calculus BC</td>
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<td>Computer Science AB</td>
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<td>Economics: Macroe</td>
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<td>Economics: Micro</td>
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<td>English: Language/Composition</td>
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<td>French Language</td>
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<td>Foreign language; students continuing in French should enroll in FREN 301.</td>
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<td>German Language</td>
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<td>None</td>
<td>No</td>
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<tr>
<td>History: American*</td>
<td>4</td>
<td>Student may NOT enroll in HIST 130, 131, 132</td>
<td>6</td>
<td>None</td>
<td>Yes (for teaching major)</td>
</tr>
<tr>
<td>History: European*</td>
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<td>Student may NOT enroll in HIST 110, 111, 112, 113</td>
<td>6</td>
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<td>Yes (for teaching major)</td>
</tr>
<tr>
<td>History: World*</td>
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<td>6</td>
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<tr>
<td>Latin: Vergil</td>
<td>4</td>
<td>LATIN 200 level</td>
<td>3</td>
<td>None</td>
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<tr>
<td>Latin: Literature</td>
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<td>LATIN 200 level</td>
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<tr>
<td>Music Theory</td>
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<tr>
<td>Physics B</td>
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<td>PHYS 101</td>
<td>3</td>
<td>1 course perspectives on the natural world, Suffix PN</td>
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<tr>
<td>Physics C (Mechanical)</td>
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<td>PHYS 201</td>
<td>3</td>
<td>1 course perspectives on the natural world, Suffix PN</td>
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<tr>
<td>Physics C (Electricity &amp; Magnetism)</td>
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<td>PHYS 203</td>
<td>3</td>
<td>1 course perspectives on individuals and society, Suffix PS</td>
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<tr>
<td>Psychology</td>
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<td>PSYC 100</td>
<td>3</td>
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<td>Yes</td>
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<tr>
<td>Spanish Language</td>
<td>4</td>
<td>SPAN 201</td>
<td>3</td>
<td>Foreign language; students continuing in Spanish should enroll in SPAN 301 or 306.</td>
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<td>Spanish Literature</td>
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<tr>
<td>Statistics</td>
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<td>PSYC 240</td>
<td>3</td>
<td>Quantitative reasoning, Suffix Q</td>
<td>Yes (No credits for BUSN 211)</td>
</tr>
</tbody>
</table>

* Limit of 9 credits of any combination of AP history credits (U.S., World, European) may count toward the history teaching major.