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2017-2018 UNDERGRADUATE GENERAL CATALOG

Reservation of Authority

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

Privacy Policy

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

Notice of Nondiscrimination

Augustana University is committed to providing equal access to and participation in employment opportunities and in programs and services, without regard to race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, or disability. Augustana complies with Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, the Rehabilitation Act, and other applicable laws providing for nondiscrimination against all individuals. The University will provide reasonable accommodations for known disabilities to the extent required by the law.

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

Inquiries or concerns should be directed to:

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Dean of Students Office - Edith Mortenson Center #116

beth.elam@augie.edu

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AUGUSTANA AT A GLANCE

The Mission of Augustana

Inspired by Lutheran scholarly tradition and the liberal arts, Augustana provides an education of enduring worth that challenges the intellect, fosters integrity, and integrates faith with learning and service in a diverse world.

The mission of Augustana is reflected by the following five core values:

Christian

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

Liberal Arts

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

Excellence

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

Community

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

Service

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

Augustana Educational Outcomes

Augustana University provides an education of enduring worth that informs vocations of faith, life and service in family, work, and community. Augustana University students will:

1. Gain knowledge of human cultures and the natural world through:
 - a. Study in the natural sciences and mathematics, social sciences, humanities, histories, languages, and the arts
 - b. Exploring the Christian traditions and Lutheran scholarly heritage
2. Develop strong intellectual practices in:
 - a. Critical and creative thinking
 - b. Analytical reasoning
 - c. Ethical reasoning
 - d. Effective communication
 - e. Quantitative literacy
 - f. Information literacy
 - g. Cross-cultural literacy
3. Deepen their understanding of personal and social responsibility through:
 - a. Informed engagement with diverse value systems
 - b. Civic knowledge and engagement, both locally and globally

- c. Care for self, community, and the world
- 4. Apply what they have learned through:
 - a. Integrative learning
 - b. Experiential learning

Management

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

Accreditation

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

The baccalaureate program in nursing is accredited by the Commission on Collegiate Nursing Education and is fully approved by the South Dakota Board of Nursing. The University is also approved by the Commission on Accreditation of Athletic Training Education (CAATE), the National Accrediting Agency for Clinical Laboratory Science (NAACLS), the Committee on Professional Training of the American Chemical Society, and the National Association of Schools of Music.

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

History of the University

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

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

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

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

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

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

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

In 2015 the name Augustana College changed to Augustana University.

Twenty-four presidents have served Augustana since its founding: Lars Esbjorn (1860-1863); T. N. Hasselquist (1863-1869); August Weenas (1869-1870); J. Anderson (1870-1876); David Lysnes (1876-1884); M. D. Miller (1884-1889); C. S. Salveson (1889-1890); Anthony G. Tuve (1890-1916); P. M. Glasoe (1916-1918); H. S. Hilleboe (1918-1920); C. O. Solberg (1920-1928); H. J. Glenn (1928-1929); O.J.H. Preus

(1929-1932); C.M. Granskou (1932-1943); Lawrence M. Stavig (1943-1965); Charles L. Balcer (1965-1980); William C. Nelsen (1980-1986); Sidney A. Rand (1986-1987); Lloyd Svendsbye (1987-1992); Sidney A. Rand (1992-1993); Ralph H. Wagoner (1993-2000); Bruce R. Halverson (2000-2006); Robert C. Oliver (2006-2017); Stephanie Herseth-Sandlin (2017-present).

The Seal

The Augustana Seal is composed of a circle representing eternity, a triangle representing the Trinity, and a book which is the Bible. The “cross” running through the book is the Chi Rho (the monogram and symbol formed from the first two letters “X” and “P” of the Greek word for Christ). The letters VDMA are symbolic of the University motto “VERBUM DEI MANET IN AETERNUM” or “The Word of God endures forever.” The letters on either side of the Bible are the Alpha and Omega of the Greek alphabet symbolizing the beginning and the end. The lamp is the Lamp of Knowledge. The three dates represent the founding dates of the College: 1860, the founding of the College in Illinois; 1889, the founding of the Lutheran Normal School in Sioux Falls; 1918, the merger of the two schools to become Augustana College. The name Augustana is drawn from the origin of the Lutheran Church in the Augsburg Confession in 1530 during the time of the Reformation. The Latin designation of this document was the *Confessio Augustana*. This seal was designed by Ogden Dalrymple, Professor of Art from 1946-1991.

DEGREE INFORMATION

CORE CURRICULUM / CORE REQUIREMENTS

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

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

In order to graduate, a student must file a Graduation and Diploma Application Form for Degree Candidates with the Registrar's Office. All regularly enrolled undergraduate students are eligible for the Bachelor of Arts or the Bachelor of Science in Nursing (Nursing majors only) degree. The completion of these degree require the same core requirements as follows:

A. GENERAL DEGREE REQUIREMENTS

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

1. Complete 124 credit hours with a minimum cumulative grade point average of 2.0 (The quality points assigned each grade are found under Grading System.)
2. The last 30 credit hours must be taken at Augustana.
3. No more than 3 workshop credit hours may count toward the 124 credit hour requirement.
4. Complete the requirements for one major.
5. Complete the core curriculum requirements (SOPHIA). *Note:* No more than 10 credit hours from any one prefix (e.g. BIOL, ENGL, MUSI, etc.) may count toward meeting the core curriculum.
6. In addition to the two-semester writing-intensive FYS courses, students will complete two additional courses with an integrated writing component, designated by a (W).

NOTE: A student may not have more than 43 credit hours from one prefix (BIOL, BSAD, PSYC, etc.) count toward the 124 credit hour graduation requirement. The following programs are exceptions and may count the number of credit hours listed below toward the 124 credit hour graduation requirement:

Art - 60

Chemistry, ACS - 44

Liberal Arts Music - 45

Music Education - 57

Nursing – 52

B. CORE CURRICULUM

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

Graduation requires satisfactory completion of the Core Curriculum. The number of credit hours may vary based on advanced placement exams and department test-outs.

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

In addition to the requirements listed below, students will be expected to complete two courses with an integrated writing component, designated by a "W". This is in addition to the two First Year Seminar (FYS) courses that are required.

SOPHIA

What direction shall you take in order to find your vocation? Augustana University's SOPHIA plan is designed to help you navigate a rapidly changing world as you develop into a responsible, thoughtful citizen. Sophia is the phonetic spelling of Σοφία, the word for wisdom in Greek. It honors the primacy of the word in the Lutheran tradition, logos, and the wisdom of God, Hagia Sophia, sacred wisdom. Inspired by the

Lutheran scholarly tradition, your journey at Augustana University begins with an integrative first-year experience. It continues as you pursue a broad liberal arts education in the humanities, natural sciences, and social sciences, and master at least one major area of study. Along the way, you will be challenged to examine thoroughly life's foundational questions through conversation and academic inquiry as you explore your faith, engage in service, and achieve an education of enduring worth. Let the journey begin!

Science: Social and Natural (10 credit hours)

Science of the Natural World (4 credit hours)

Courses in Science of the Natural World are designed to provide students with an integrative understanding of the natural world. These courses will include hands-on learning experiences (equivalent to a 1-credit hour laboratory) that allow students to discover the processes of the natural world.

Criteria for courses in Science of the Natural World are:

- Exhibit proficiency in the application of the scientific method.
- Explain how scientific findings inform decision making.
- Apply general scientific principles to solve specific problems.
- Demonstrate comprehension and application of scientific terminology.

BIOL 110	Biology and Human Concerns (NS)	4
BIOL 120	Biological Principles I (NS)	4
CHEM 110	Chemistry and Your Environment (NS)	4
CHEM 116	General Chemistry I (NS)	4
CHEM 120	Accelerated General Chemistry (NS)	4
PHYS 190	Astronomy (NS)	4
PHYS 201	Physics for Life Sciences I (NS)	4
PHYS 221	General Physics I (NS)	4

Social Science (6 credit hours)

Courses provide students with fundamental knowledge of forces that shape human behavior and/or the large scale social systems in which people live.

Criteria for courses in Social Science are:

- Demonstrate an understanding of human attitudes, behaviors, and values as they exist in society.
- Explain the role of large scale, complex human organizations/social institutions and their effect on human behavior, attitudes, and values.
- Discuss and apply the tools of social scientific inquiry, critical analysis, and judgment.
- Articulate how people interact within social systems.

ECON 120	Principles of Economics I (SS)	3
EDUC 110	Foundations of American Education (SS)	3
GOVT 110	Introduction to Government (SS)	3
PSYC 115	General Psychology (SS)	3
SOCI 110	Contemporary Society (SS)	3
GENL 243	Global Slavery 10,000 BCE to the Present (SS)	3
GENL 247	Employment Past, Present, and Future (SS)	3

Orientation

First Year Experience (8 credit hours)

First Semester: Critical Inquiry Seminar (4 credits)

The purpose of this course is to help our students develop the critical thinking, writing, and oral communication skills necessary to engage difficult questions and to help them recognize that grappling with difficult questions is at the heart of a liberal arts education. All Critical Inquiry courses must have a central organizing theme, chosen by the instructor and developed through a series of questions upon which intelligent people disagree. Readings and assignments will explore the questions in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

Second Semester: Ethical Inquiry Seminar (4 credits)

The purpose of this course is to help our students develop the ethical thinking, writing, and communication skills necessary to engage ethical questions and to help them recognize that grappling with such questions in a communal context is at the heart of a responsible, well-lived life. All Ethical Inquiry courses must have a central organizing theme, chosen by the instructor and developed through a series of questions upon which intelligent people disagree. Readings and assignments will explore the questions in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

FYS 110	First Year Seminar I (FS)	4
FYS 111	First Year Seminar II (FS)	4

Mathematical and Quantitative Analysis (3 credit hours)

A liberally educated person will have knowledge of important mathematical structure (axiomatic systems) and the quantitative literacy skills that enable informed participation in various aspects of our society, including (but not limited to) social choice and personal finance. They will have the capacity to analyze a problem and plan a path to its solution. They will appreciate the beauty of mathematics and its power and ubiquity in daily life.

Criteria for courses in Mathematical and Quantitative Analysis are:

- Apply mathematical algorithms correctly and accurately
- Discern whether a problem is suitable to a known algorithm, or develop an algorithm, and evaluate the effectiveness of the solution it produces.
- Prove, or gather evidence to disprove, conjectures.
- Communicate mathematical ideas effectively to: explain underlying assumptions, define the problem, and justify their solution method using appropriate logical arguments, theorems, or axioms.

MATH 131	Geometry and Probability for Teachers (MT)	3
MATH 140	Quantitative Reasoning (MT)	3
MATH 150	Pre-Calculus (MT)	4
MATH 151	Calculus I (MT)	4

Well-Being (3 credit hours)

Well-Being is a holistic, multidimensional phenomenon that involves personal and social responsibilities and a commitment to positive self-care practices. Recognizing that well-being is an essential element of a life well-lived, students will encounter both theory and experiential components. Courses will examine the holistic (i.e., social, emotional, physical, and spiritual) nature of well-being and address more specifically one or more dimensions of well-being such as diet/nutrition, physical activity and fitness, relationships, stress mastery, self-care and prevention, or emotions. The requirement may be fulfilled with a 2-credit theory course accompanied by a 1-credit lab activity that equals a 3-credit course which includes both theory (T) and practical experience (P).

Criteria for courses in Well Being are:

Any 2-credit Well-Being (T) course will:

- Articulate an understanding of personal and social implications of one or more dimensions of well-being.
- Discuss the responsibilities of the individual and society for promoting well-being.
- Develop an action plan for practicing well-being through self-care individually and/or within a group.

Any 1-credit Well-Being (P) course will:

- Implement an action plan for practicing one or more dimensions of well-being as an individual and/or within a group.
- Articulate the personal value of actions that support well-being.

Any 3-credit course that is designated as Well-Being (T&P) will address all five of the listed objectives.

BSAD 120	Personal Financial Stewardship (WB)	3
COMM 250	Interpersonal Communication (WB)	3
GENL 255	Navigating a Diverse Society for Equity in STEM (WB)	3
HLTH 216	Stress Management (WB2)	2
HLTH 222	Nutrition (WB)	3
HLTH 242	Personal Health (WB2)	2
JOUR 260/ENGL 260	In Pursuit of an Ethic of Empathy (WB)	3
PSYC 210	Life-Span Human Development (WB)	3
PE 102	Bicycling (WB1)	1
PE 103	Boot Camp Fitness (WB1)	1
PE 105	Downhill Skiing (WB1)	1
PE 106	Snowboarding (WB1)	1
PE 107	Fitness Swimming (WB1)	1
PE 108	Golf/Recreational Sports (WB1)	1
PE 112	Hatha Yoga (WB1)	1
PE 113	Health Fitness (WB1)	1
PE 115	Physical Conditioning (WB1)	1
PE 116	Racquetball/Fitness (WB1)	1
PE 117	Social Dance (WB1)	1
PE 118	Tennis and Net Sports (WB1)	1
PE 119	Walking and Hiking (WB1)	1
PE 120	Weight Training (WB1)	1
PE 123	Winter Activities (WB1)	1
PE 124	Fitness Jogging (WB1)	1
PE 126	Field and Court Sports (WB1)	1
PE 127	Power Yoga (WB1)	1

Perspectives

Languages (6 credit hours)

Students demonstrate a minimum novice-high level proficiency (ACTFL scale) of a second language and its representative cultures.

Criteria for courses in Languages are:

- Produce uncomplicated communicative tasks appropriate to predictable social and cultural contexts.

- Demonstrate comprehension of uncomplicated and predictable language samples.
- Compare and contrast the target culture(s) with their own culture(s).

ASL 110	American Sign Language I (L1)	3
ASL 111	American Sign Language II (L2)	3
CLAS 200	Elementary Greek I (L1)	3
CLAS 201	Elementary Greek II (L2)	3
CLAS 205	Elementary Latin I (L1)	3
CLAS 206	Elementary Latin II (L2)	3
FREN 110	Introduction to French I (L1)	3
FREN 111	Introduction to French II (L2)	3
GERM 110	Introduction to German I (L1)	3
GERM 111	Introduction to German II (L2)	3
SPAN 110	Introduction to Spanish I (L1)	3
SPAN 111	Introduction to Spanish II (L2)	3

Non-Western Societies, Cultures, and Traditions (3 credit hours)

The presence of diverse societies around the world makes understanding non-Western perspectives an essential component of liberal studies. As educated citizens, students must meet the challenge, at home and abroad, of functioning across linguistic, cultural, and belief boundaries. This area challenges students to examine primarily cultures in Asia, Oceania, Africa, the Middle East, Latin America, or of native North America, but recognizes that Europe offers valid cross-cultural experiences. The goal is to promote appreciation for varied societies, cultures, traditions, and perspectives, as well as to develop cross-cultural interaction skills. The area requirement may be fulfilled through an approved study abroad experience.

Criteria for courses in Non-Western Societies, Cultures, and Traditions are:

- Define key terms and identify essential facts, events, and trends that are important to non-Western societies, cultures and traditions.
- Articulate the basic social, economic, and political structural frameworks in different non-Western societies.
- Distinguish basic assumptions underpinning different non-Western traditions and cultures.
- Explain distinctions among non-Western value systems.
- Connect the significance of evolving issues, events, and trends in the societies examined.

ANTH 110	Introduction to Anthropology (NW)	3
ANTH 270/SOCI 270	Great Discoveries in Archaeology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ANTH 370	Primitive Art (NW)	3
ANTH 371	Mesoamerican Archaeology and Cultural History (NW)	3
ENGL 226	World Literature II (NW)	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 215	Asian Politics (NW)	3
HIST 161	Latin America at the Movies (NW)	3

HIST 230	Cultural History of Mexico from the Aztecs to the Zetas (NW)	3
HIST 252/NAST 252	History of the Lakota/Dakota (NW)	3
HIST 261	History of Latin America 1450-2010 (NW)	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
PHIL 260	Global Ethics (NW)	3
PHIL 270	Asian Philosophy (NW)	3

The U.S. Experience (3 credit hours)

Courses for inclusion in the U.S. Experience will introduce students to important historical, political and cultural issues in the United States. Each course in this area will integrate an understanding of the U.S. experience, and incorporate an appreciation for the diversity of American traditions.

Criteria for courses in The U.S. Experience are:

- articulate an understanding of the impact of U.S. history and cultures on self and others
- interpret key ideas that have defined American life
- assess how people interact within U.S. social, economic and/or political systems
- analyze and critique relevant sources

ART 313	Art Since 1945 (W) & (US)	3
ENGL 150	American Cinema (US)	3
ENGL 240	Introduction to American Literary History (US)	3
GENL 245	(D)evolution of the American City (US)	3
GOVT 200	American Government (US)	3
HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
HIST 214	Confederates in the Attic	3
HIST 218	The Search for Equality: The United States since World War II (US)	3
MDST 220	History of Electronic Media (US)	3
MUSI 118	Blues, Jazz, and Rock (US)	3
PHIL 280	American Philosophy (US)	3
PHIL 282	Ethics in America (US)	3

Humanities
Christian Tradition (3 credit hours)

Students are expected to know and to understand central concepts, problems, and concerns within the history of biblical and Christian thought.

Criteria for courses in Christian Tradition are:

- Identify main events, movements, and schools of the biblical and theological traditions.
- Identify various hermeneutical methods used in the study of biblical, theological, and ethical texts or traditions.
- Define ideas and concepts central to particular biblical, theological, and ethical texts or traditions.
- Explain why particular biblical, theological, ethical, or hermeneutical traditions were developed during given historical eras.

RELI 110	Exploring the Christian Faith (CT)	3
CIVT 110	Exploring the Christian Faith (CT)	3

Literature (3 credit hours)

This area introduces students to the primary forms of written expression, in English and modern foreign languages, including novels, short stories, poetry, and drama. Through studying literature, students will better understand the variety of the human experience.

Criteria for courses in Literature are:

- Demonstrate knowledge of literary genres and conventions.
- Develop interpretations of literature through rigorous analysis of language and culture.
- Integrate historical, social, and philosophical contexts in the interpretation of literature to understand their influence upon literary texts.
- Demonstrate an ability to articulate an understanding of literature through persuasive writing and effective argumentation.

CIVT 200	The Literary Experience (W) & (LT)	3
CLAS 230	Classical Mythology (LT)	3
ENGL 200	The Literary Experience (W) & (LT)	3
ENGL 230	Introduction to British Literary History (LT)	3
SPAN 361	History of the Literature of Spain II (LT)	3
SPAN 396	Topics in Hispanic Literature (LT)	3

Western Tradition (3 credit hours)

A course that discusses the development of Western historical, cultural, political, and philosophical traditions from either the ancient and medieval or the modern eras. Each course in this area will integrate a chronological understanding of Western history.

Criteria for courses in Western Tradition are:

- Articulate an understanding of a key idea or ideas that have defined Western life.
- Discuss the central cultural, political, social, and religious changes in the West.
- Demonstrate an ability to analyze and critique historical sources.

ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
ART 113/HIST 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
HIST 225	A Revolutionary Time: Europe During the Modern Era (WT)	3
MUSI 210	Music History and Literature to 1750 (WT)	3
PHIL 220/CLAS 220	Our Philosophical Heritage I (WT)	3
PHIL 230	Our Philosophical Heritage II (WT)	3

PHYS 120	From Atoms To Stars: History of Science (WT)	3
THEA 215	Theatre History and Literature I (WT)	3
THEA 216	Theatre History and Literature II (WT)	3

Intersections

Religious Traditions and Theological Conversations (3 credit hours)

Religions and their embodied theological traditions do not arise in historical and cultural vacuums. Rather, they emerge from and address specific cultural and historical contexts and they are interpreted and appropriated to address particular cultural and historical situations. Courses in this area will address and critically analyze the ideas and practices of religious traditions, both within a particular tradition and between different traditions. Prerequisite: one course from Christian Tradition.

Criteria for courses in Religious Traditions and Theological Conversations are:

- Understand and interpret religious texts, beliefs, movements, and/or organizations within a social, cultural, aesthetic, theological, and/or historical context.
- Demonstrate awareness of relevant scholarship and scholarly methods in the study of religion (i.e., theological, sociological, anthropological, historical, etc.)
- Make comparative analysis of religious texts or beliefs from multiple religious traditions, across time and/or cultures.

HIST 274	Pluralism and Identity in American Religion, 1877-1929 (RT)	3
RELI 200/PHIL 200	Reason, Faith and the Search for Meaning (RT)	3
RELI 210/PHIL 210	Ethical Perspectives (RT)	3
RELI 211	The Bible and The Detective Story (RT)	3
RELI 212	Lessons in Living: Biblical and Contemporary Reflections on Wisdom (RT)	3
RELI 213	Power, Politics, and the Biblical Prophets (RT)	3
RELI 214	Telling Stories, Disrupting Order: Gospels and Other Transformations (RT)	3
RELI 216	God: The Problem and the Promise (RT)	3
RELI 219	God, Suffering, and Evil (RT)	3
RELI 241/PHIL 241	Theology and Philosophy in Dialog (RT)	3
RELI 243	Religion and Science: Conflict, Conversation, Consonance (RT)	3
RELI 245	After Auschwitz: The Holocaust and Christian Faith (RT)	3
RELI 247	From Plato to Genesis to Job: The Question of Justice (RT)	3
RELI 248	Different Voices: Christian Faith and World Religions (RT)	3
RELI 250	Story, Faith, and Meaning: Biblical Origin Stories (RT)	3
RELI 251	Judaism, Islam and the Christian Faith (RT)	3

RELI 254	Theology, Medicine and Ethics (RT)	3
RELI 255	Religion, Politics and Violence (RT)	3
RELI 257	The Incarnation of Creation: Composing Worlds/Lives (RT)	3
RELI 260	The Geography of God's Incarnation: Landscapes and Narratives of Faith (RT)	3
RELI 261	Reformation and Revolution: Confessing Movements in the Church Catholic (RT)	3

Scientific Intersections and Impacts (3 credit hours)

Courses in this area are designed to provide students with an integrative understanding of the natural world and to prepare them for citizenship in a world where, increasingly, science is needed to address complex global issues. These courses will include a firm grounding within physical, life or health sciences, and will address the applications of these sciences to global issues. Prerequisite: one course from the Science in the Natural World area. Recommended for junior and senior students.

Criteria for courses in Scientific Intersections and Impacts are:

- Demonstrate an understanding of scientific content and principles of the natural world.
- Articulate the ways in which scientific ideas evolve.
- Articulate how scientific inquiry enables us to gather and to interpret data that informs important decisions.
- Describe global issues related to science in terminology that is understandable to a general audience.

ANTH 272	Introduction to Methods of Archaeology (SI)	3
ANTH 274	Introduction to Biological Anthropology and Forensics (SI)	3
BIOL 180	Introduction to Environmental Science (SI)	3
BIOL 205/HIST 205	Life Cycles: Birth, Death and the History of Medicine (SI)	4
BIOL 211	Nature and Nurture (SI)	3
BIOL 212	Genetics and Society (SI)	3
BIOL 336	Ornithology (SI)	4
CHEM 130	Chemistry in Our Changing World (SI)	3
EXSC 310	Science of Exercise (SI)	3
EXSC 370	Exercise in Health and Disease (SI)	3
PHYS 141	A Small Introduction to Big Science (SI)	3

Arts

Theatre, Music, Visual Arts (3 credit hours)

In keeping with the human creative endeavor, this area recognizes that literature, music, theater, and the visual arts are by their nature hands-on, participatory, and explorative. Students shall complete three credits in fine arts courses that include both theory and practice. This requirement may also be satisfied by three semesters of theater productions, performance ensembles, and/or lessons for credit.

Criteria for courses in Theater, Music Visual Arts are:

Creating

- Generate and conceptualize artistic ideas and work.

Performing/presenting/producing

- Analyze, interpret and select artistic work for presentation.

Responding

- Interpret intent and meaning in artistic work.

Connecting

- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context.

ART 101	Drawing I (A)	3
ART 120	Design I: Two-Dimensional Design (A)	3
ART 127	Box Art (A)	3
ART 130	Ceramics I (A)	3
ART 140	Painting I (A)	3
ART 150	Sculpture I (A)	3
ART 160	Printmaking I (A)	3
ART 180	Photography I: Introduction (A)	3
ART 190	Graphic Design I (A)	3
ART 290	Art and Children (A)	3
GENL 256	Music and Theatre in Eastern Europe (A)	3
MUSI 110	The Understanding of Music (A)	3
MUSI 120	Music Theory I: Basic Concepts and Skills (A)	2
MUSI 120L	Aural Skills Lab I (A)	1
THEA 115	The Theatre Experience (A)	3
THEA 117	Acting I (A)	3
THEA 208	Improvisation (A)	3

C. REQUIREMENTS FOR THE MAJOR

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

A student must earn a C- or higher in the minimum number of credit hours required for the major. Courses which are listed as supportive courses need only to be passed. Some departments have requirements which are more restrictive than this requirement. In those departments, the departmental requirements must be met.

Transfer students must take a minimum of 50% of the courses required for their major at Augustana. Some departments require a higher percentage.

D. MINOR REQUIREMENTS

A minor is not required for graduation. A grade of C- or higher is required in all courses in the minor. See the listings under academic programs for the courses required for the minor. Transfer students must take a minimum of 50% of the courses required for their minor at Augustana.

E. ELECTIVES

The courses remaining after core curriculum and major requirements have been fulfilled are to be chosen by students in consultation with their advisor from any of the courses in the catalog for which they qualify. Students are encouraged to use electives to explore areas of study other than their majors.

ACADEMIC PROGRAM

The goal of the University is to provide an education of enduring worth by blending the broad learning experiences of the liberal arts with the student's individual professional goals and in relating Christian faith to learning. This means providing students of varying backgrounds, interests, and ages a unique opportunity to achieve academic excellence and individual development in a Christian context in order to prepare them for a life of career, service and continuing achievement. The following pages describe the basic components of the curriculum, the graduation requirements, and the departmental offerings that the Augustana faculty has designed to achieve these goals.

Curriculum

The following are the basic components of the curriculum:

1. *Calendar*: The academic year at Augustana is divided into two semesters of 14 academic weeks each, separated by a January term of four weeks and a summer term of eight weeks.
2. *Bachelor's Degrees*: On the undergraduate level, Augustana offers two degrees, the Bachelor of Arts and the Bachelor of Science in Nursing. All students who successfully complete any approved course of study at the University will receive one or both of these degrees.
3. *Unit of Instruction*: The semester credit hour is the unit of instruction. One credit typically equals about 15 hours of class time. Science courses that are four credits include lecture and lab. The graduation requirement is 124 credit hours.
4. *Academic Load*: A student taking between 12 and 16 credit hours is considered to be full-time. Students who take more than 16 credit hours in one semester will be charged an overload fee for each additional credit hour. A student who is enrolled full-time during the Fall or Spring semester may take 4 credit hours during the January term without paying an additional tuition fee. The maximum course load for any semester is 17 credit hours with the exception of those students who have completed a minimum of 18 credit hours and have a 3.5 grade point average. They are allowed to take 18 credit hours. All others who want more than 17 credit hours must have the approval of the Registrar and their academic advisor. Petition forms are available at the Registrar's Office or online.
5. *Core Requirements*: The core curriculum is an important component of an Augustana education. The SOPHIA Core is designed to provide all Augustana students with a basic core of skills and knowledge. The number of credit hours may vary based on credit for prior learning.

Course Information

Courses of Instruction

The catalog information presents the range of educational opportunities which are available at Augustana under the curriculum. Some additional courses are offered occasionally which do not appear in this catalog. These course descriptions can be found at www.augie.edu/registrar.

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

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

Exchange Agreement

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

Frequency of Course Offerings

The frequency of course offerings is subject to change at any time. Consult the semester course offering information for actual courses being offered in a given term. The Academic Planner tool available on my.augie.edu for current students gives course offering projections.

Majors:

ACCOUNTING

AMERICAN STUDIES

ANTHROPOLOGY

ART

BIOCHEMISTRY (ACS)

BIOCHEMISTRY (*non-ACS*)

BIOLOGY

BUSINESS ADMINISTRATION

CHEMICAL PHYSICS

CHEMISTRY (ACS)

CHEMISTRY (*non-ACS*)

CLASSICS

COMMUNICATION DISORDERS

COMMUNICATION STUDIES

COMMUNICATION STUDIES/BUSINESS

COMPUTER INFORMATION SYSTEMS

COMPUTER SCIENCE

ECONOMICS

EDUCATION, ALL-GRADES

EDUCATION, SECONDARY

ELEMENTARY EDUCATION

ENGINEERING PHYSICS

ENGLISH

EXERCISE SCIENCE

FITNESS MANAGEMENT

FRENCH

GERMAN

GOVERNMENT & INTERNATIONAL AFFAIRS

HEALTH EDUCATION

HISTORY

INTERDEPARTMENTAL

INTERNATIONAL STUDIES

JOURNALISM

MATHEMATICS

MEDIA STUDIES

MEDICAL LABORATORY SCIENCE

MODERN FOREIGN LANGUAGES

MUSIC

MUSIC EDUCATION

NURSING

PHILOSOPHY

PHYSICAL EDUCATION

PHYSICS
PSYCHOLOGY
RELIGION
RELIGION/PHILOSOPHY
SIGN LANGUAGE INTERPRETING
SOCIAL STUDIES TEACHING
SOCIOLOGY
SPANISH
SPECIAL EDUCATION
SPORT MANAGEMENT
STEM COMPOSITE
THEATRE

Endorsements:

KINDERGARTEN EDUCATION
MIDDLE-SCHOOL EDUCATION

Minors:

ACCOUNTING
ACTUARIAL SCIENCE
AGING STUDIES
AMERICAN STUDIES
ANCIENT LANGUAGES
ANTHROPOLOGY
ART
BIOLOGY
BUSINESS ADMINISTRATION
CHEMISTRY
CHILDREN AND YOUTH
CLASSICAL PHILOLOGY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER INFORMATION SYSTEMS
COMPUTER SCIENCE
ECONOMICS
ENGLISH
ENGLISH AS A NEW LANGUAGE (ENL)
ENTREPRENEURSHIP
FITNESS MANAGEMENT
FRENCH
GENDER STUDIES

GERMAN

GOVERNMENT & INTERNATIONAL AFFAIRS

HISTORY

JOURNALISM

MATHEMATICS

MEDIA STUDIES

MODERN FOREIGN LANGUAGES

MUSIC

NORTHERN PLAINS STUDIES

PHILOSOPHY

PHYSICS

POLITICAL PHILOSOPHY

PSYCHOLOGY

READING

RELIGION

SIGN LANGUAGE STUDIES

SOCIOLOGY

SPANISH

SPECIAL EDUCATION

THEATRE

Pre-professional programs:

ARCHITECTURE

CHIROPRACTIC

DENTISTRY

ENGINEERING

GENETIC COUNSELING

LAW

MEDICINE

MORTUARY SCIENCE

OCCUPATIONAL THERAPY

OPTOMETRY

PHARMACY

PHYSICAL THERAPY

PHYSICIANS ASSISTANT

THEOLOGY

VETERINARY MEDICINE

Augustana Civitas Program

The Civitas Program is designed to complement existing departmental honors programs, not to replace them. Students who complete the program will graduate with Civitas Honors.

The Civitas Student

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

Admission to Civitas

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

The initial cohort track:

The Civitas class is limited to 40 participants and is open to students from all disciplines. Priority will be given to entering students who possess a minimum ACT score of 27 and a 3.50 cumulative high school grade point average. Students meeting these requirements are invited to submit that which demonstrates their best work and provides insight into what they will contribute to the program. Submissions might include a piece of art, a written work (essay, poetry, etc), a science project, a musical composition, video, or any original work deemed appropriate.

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

Later admission track:

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

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

Graduation with Civitas Honors

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

Track 2 (later admission track): Completion of four courses, and the required individual learning experience with at least a 3.20 GPA in those courses.

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

Academic Expectations

Students must maintain a 3.00 average in their general coursework to remain in the program. Students will be allowed a one-semester probationary period should their GPA drop below 3.00. Failure to maintain a 3.00 average after that period will result in dismissal from Civitas.

Substitutions

The four 200-level courses can be used to satisfy requirements of Augustana's SOPHIA Core Curriculum. For details on the relationship between Civitas and the core curriculum, please contact the Director.

CIVITAS HONORS PROGRAM

CIVITAS REQUIREMENTS

Civitas Courses

CIVT 110	Exploring the Christian Faith (CT)	3
CIVT 200	The Literary Experience (W) & (LT)	3

CIVT 201	Reading Augustana	3
CIVT 202	Pertinence	3
CIVT 203	Justice	3
CIVT 204	Freedom	3-4
CIVT 395	Vocation	1-4

Accounting

The Accounting major is designed to prepare students for career opportunities in private business accounting. The required business courses strengthen graduates' abilities to serve organizations in the broader capacity expected of a private accountant. The liberal arts curriculum make the Augustana Accounting major unique. Our small class sizes give students the opportunity to interact with our faculty on a daily basis maximizing their individual learning experiences. Students interested in preparing to take the CPA examination should consider completing our Master of Arts in Professional Accountancy (MPA) program. This program meets the requirements of the State Boards of Accountancy, including South Dakota, which have elected the 150-hour educational requirement to sit for the CPA exam.

ACCOUNTING MAJOR

45 CREDIT HOURS

Required Courses: 39 credit hours

ACCT 210	Principles of Accounting I	3
ACCT 211	Principles of Accounting II	3
ACCT 322	Intermediate Accounting I	4
ACCT 323	Intermediate Accounting II	4
ACCT 344	Income Tax	3
ACCT 347	Cost Accounting	3
ACCT 382/BSAD 382	Business Ethics	3
BSAD 205/COSC 205	Management Information Systems I	3
BSAD 330	Principles of Finance	3
BSAD 340	Business Law I	3
ECON 120	Principles of Economics I (SS)	3
ECON 270/PSYC 270	Statistics	4

Electives: minimum of 6 credit hours

BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
BSAD 421	Human Resource Management	3
ACCT 345	Corporate Tax	3
ACCT 495	Accounting Internship (W)	4
ACCT 496	Elective Accounting Internship	2- 4

Achievement of a grade of C- or higher is required in all courses for the major, including supportive courses.

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

ACCOUNTING MINOR

17 CREDIT HOURS

Required Courses:

ACCT 210	Principles of Accounting I	3
ACCT 211	Principles of Accounting II	3
ACCT 322	Intermediate Accounting I	4
ACCT 323	Intermediate Accounting II	4
ACCT	Elective course	3

ACCT Elective Course not to include ACCT 382 Business Ethics

Actuarial Science

This interdisciplinary minor is designed for students planning to seek certification from the Society of Actuaries (SOA), who need to fulfill Validation of Educational Experience (VEE) credit. Augustana offers courses approved by SOA to fulfill all VEE requirements, allowing students to move more efficiently toward certification. The SOA has approved the courses listed below to fulfill VEE credit in the three indicated areas:

- Economics
ECON 120 – Principles of Economics I, *and*
ECON 121 – Principles of Economics II
- Applied Statistical Methods
MATH 315 – Probability & Statistics, *and*
ECON 373 – Econometrics
- Finance
BSAD 330 – Principles of Finance *or*
BSAD 431 – Advanced Finance

To complete the minor, students must complete courses satisfying at least two of the three VEE areas and their pre-requisites which total between 13 and 16 credits outside their major. Because of the limitations on credit hours:

- Math majors may request the waiver of one required course (ECON 373), in which case they will satisfy VEEs in Economics and Finance,
- Business Administration and Accounting majors must take BSAD 431,
- Business Administration majors with the Finance Emphasis and double majors may qualify for an exemption from the 13 credit hour requirement, with the approval of the Minor Coordinator.

ACTUARIAL SCIENCE MINOR

REQUIRED COURSES

MATH majors may be waived from ECON 373.

BSAD and ACCT majors must take BSAD 431.

25 credit hours:

ACCT 210	Principles of Accounting I	3
ACCT 211	Principles of Accounting II	3
ECON 120	Principles of Economics I (SS)	3
ECON 121	Principles of Economics II	3

ECON 373	Econometrics	3
MATH 152	Calculus II	4
MATH 315	Probability and Statistics	3
<hr/>		
BSAD 330	Principles of Finance	3
	OR	
BSAD 431	Advanced Finance	3

Aging Studies

The minor in Aging Studies is designed to support a major in many different fields of study. The minor takes a multidisciplinary approach to gerontology (the study of aging), the challenges and opportunities facing aging societies, and to the institutions providing services to elders. Graduates will be direct service providers to elders and organizations that serve them, and may be employed in an array of public and private systems that respond to the health care, social service, economic, and educational needs of older persons in the twenty-first century.

AGING STUDIES MINOR

18 CREDIT HOURS

Required Courses: 9 credit hours

AGES 120	Aging and Society	3
AGES 220/SOCI 220	Social Gerontology	3
AGES 395	Internship in Gerontology I	3

Nine credit hours from the following electives:

AGES 289	Medical Terminology	1
AGES 396	Internship in Gerontology II	2- 4
BSAD 417	Healthcare Marketing	3
CMDS 170	Introduction to Communication Disorders	2
CMDS 274	Speech Science	3
EXSC 370	Exercise in Health and Disease (SI)	3
EXSC 450	Exercise Leadership	2
NURS 324	Health Pattern Recognition/Nutrition	3
NURS 388	Epidemiology for Public Health Practice	2
NURS 441	Adult Health Nursing II	4
PSYC 210	Life-Span Human Development (WB)	3
PSYC 240	Cognitive Psychology	3
RELI 254	Theology, Medicine and Ethics (RT)	3
SOCI 230	Medical Sociology	3

Related topics courses (contact an Advisory Committee member).

Suggestions for Electives by Major:

Business: BSAD 417, PSYC 210, plus one additional course in minor

Communication Disorders: CMDS 170, CMDS 274, PSYC 210, plus one additional course in the minor

Exercise Science: AGES 289, PSYC 210, EXSC 370, EXSC 450, HLTH 388

Nursing: NURS 324, NURS 388, NURS 441

Psychology: PSYC 210, PSYC 240, plus one additional course in the minor

Religion: RELI 254, plus two additional courses in the minor

Sociology: SOCI 230, PSYC 210, plus one additional course in the minor

All-Grades Education

See Education (p. 54) for Major Requirement Details

American Studies

AMERICAN STUDIES MAJOR

The American Studies major provides an interdisciplinary curriculum that exposes students to government, English, history, music and sociology. Students develop analytical, critical thinking, and writing skills while gaining knowledge about American culture and society. Prospective students have the opportunity to combine classes in different disciplines to get multiple perspectives on a single theme.

36 CREDIT HOURS

Required Courses: (12 credit hours)

HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
ENGL 240	Introduction to American Literary History (US)	3
GOVT 200	American Government (US)	3

At least two courses from each of the following areas:

American Cultures:

ART 313	Art Since 1945 (W) & (US)	3
COMM 280	History of U.S. Media	3
ENGL 150	American Cinema (US)	3
ENGL 320	Seminar in Earlier American Literature	3
ENGL 330	Seminar in Later American Literature	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
JOUR 290/HIST 290	History of The American Press (W)	3
PHIL 280	American Philosophy (US)	3
PHIL 282	Ethics in America (US)	3

American Histories:

ANTH 376	Prehistory of the Northern Plains	3
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HIST 215	Flappers, Fundamentalists, FDR: US Experience 1919-1945	3
HIST 218	The Search for Equality: The United States since World War II (US)	3
HIST 300	Revolutionary America (W)	3
HIST 303	History of The American West (W)	3
HIST 305	The Era of American Civil War	3

American Politics and Society:

GOVT 210	Congress	3
GOVT 220	The American Presidency	3
GOVT 235	American Foreign Policy	3
GOVT 305	Theories of American Democracy	3
GOVT 335/COMM 335/JOUR 335	Elections, Public Opinion and The Media	3
SOCI 340	Social Inequality	4

Peoples of the Americas:

ANTH 371	Mesoamerican Archaeology and Cultural History (NW)	3
HIST 261	History of Latin America 1450-2010 (NW)	3
HIST 230	Cultural History of Mexico from the Aztecs to the Zetas (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
SPAN 341	Latin American Civilization and Culture	3
SPAN 362	History of the Literature of Latin America	3
SPAN 370	Modern Latin American Novel	3

AMERICAN STUDIES MINOR**24 CREDIT HOURS****Required Courses: 12 credit hours**

HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
ENGL 240	Introduction to American Literary History (US)	3
GOVT 200	American Government (US)	3

At least one course from each of the following areas:**American Cultures:**

ART 313	Art Since 1945 (W) & (US)	3
COMM 280	History of U.S. Media	3
ENGL 150	American Cinema (US)	3
ENGL 320	Seminar in Earlier American Literature	3
ENGL 330	Seminar in Later American Literature	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
JOUR 290/HIST 290	History of The American Press (W)	3
PHIL 280	American Philosophy (US)	3
PHIL 282	Ethics in America (US)	3

American Histories:

ANTH 376	Prehistory of the Northern Plains	3
HIST 215	Flappers, Fundamentalists, FDR: US Experience 1919-1945	3
HIST 218	The Search for Equality: The United States since World War II (US)	3
HIST 300	Revolutionary America (W)	3
HIST 303	History of The American West (W)	3
HIST 305	The Era of American Civil War	3

American Politics and Society:

GOVT 210	Congress	3
GOVT 220	The American Presidency	3
GOVT 235	American Foreign Policy	3
GOVT 305	Theories of American Democracy	3
GOVT 335/COMM 335/JOUR 335	Elections, Public Opinion and The Media	3
SOCI 340	Social Inequality	4

Peoples of the Americas:

ANTH 371	Mesoamerican Archaeology and Cultural History (NW)	3
HIST 397	Topics:	3
HIST 261	History of Latin America 1450-2010 (NW)	3
HIST 230	Cultural History of Mexico from the Aztecs to the Zetas (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early	3

	America	
NAST 320/SOCI 320	Native American Social Systems (NW)	3
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
SPAN 341	Latin American Civilization and Culture	3
SPAN 362	History of the Literature of Latin America	3
SPAN 370	Modern Latin American Novel	3

Anthropology

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

ANTHROPOLOGY MAJOR

39 CREDIT HOURS

Required Courses: 12 credit hours

ANTH 270/SOCI 270	Great Discoveries in Archaeology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ANTH 272	Introduction to Methods of Archaeology (SI)	3
ANTH 273	Museum Methods I	3

Elective Courses: 27 credit hours

ANTH	Elective courses not listed above	3 (each)
ENGL 269	English Grammar	3
ENGL 279	History of the English Language	3
ENGL 311	Advanced Composition (W)	3
ENGL 312/JOUR 312	Writing for Magazines (W)	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3

University of Exeter Courses:

Exeter JYA classes available begin with ARC prefix, to be taken during year at Exeter to count toward elective courses. Work with program director for specific courses. For a full listing go to www.Exeter.com

ANTHROPOLOGY MINOR

18 CREDIT HOURS

Required Courses:

ANTH 270/SOCI 270	Great Discoveries in Archaeology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3

ANTH 273	Museum Methods I	3
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Three courses (9 credit hours) of electives from the following:

ANTH	Elective courses not listed above	3 (each)
NAST 320/SOCI 320	Native American Social Systems (NW)	3

Art

The Art Department works within the guidelines of the National Standards for Visual Art to develop the visual awareness of all people of the Augustana community. The members of the Department believe that visual awareness increases human awareness which in turn contributes indispensably to the development of a reasoning and imaginative human being. Through studying the history of art and the art of other cultures, manipulating structures of design while working in the various studios and critically analyzing works of art, students become more aware of how art functions in the greater community. The program stresses foundations in drawing and design as a basis for all art-making processes. Students work with staff of the Eide/Dalrymple Gallery curating exhibits and working with the permanent collection. Graduates enter a wide variety of art related occupations.

ART MAJOR

36 CREDIT HOURS (MINIMUM)

Required Courses: (Base Requirements for all tracks)

ART 101	Drawing I (A)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
ART 113/HIST 113	Art History II: Renaissance through the 20th Century (WT)	3
ART 120	Design I: Two-Dimensional Design (A)	3
ART 130	Ceramics I (A)	3
	OR	
ART 150	Sculpture I (A)	3
ART 201	Drawing II	3
ART 220	Design II: Three-Dimensional Design	3
ART 490	Senior Seminar	1

In addition to these base requirements, 14 hours (minimum) of Studio Electives are required for the Liberal Arts tracks and 31 hours (minimum) of Studio Electives are required for the Pre-Professional Tracks.

All Art majors must pass the Sophomore and Junior Reviews (15 and 24 credit hour studio review). All graduating Art majors are required to exhibit studio work in a juried senior show.

Studio Art Pre-professional Track: 53-60 credit hours.

Preparation for career options, graduate school, or continued personal artistic development.

ART	Studio Electives (Pre-Professional Tracks)	31 (minimum)
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These studio courses are required in addition to the Base Requirement courses.

Liberal Arts Track: 36-43 credit hours

For the student seeking personal artistic development but not to the depth of the pre-professional track; this is often paired with a second major.

ART	Studio Electives (Liberal Arts Tracks)	14 (minimum)
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These studio art courses are in addition to the Base Requirements.

Art Education Track: 36-43 credit hours.

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

Required Art Education Track Additional Courses

This requirement is in addition to the Base Requirements.

ART 290	Art and Children (A)	3
ART	Studio Electives (Liberal Arts Tracks)	14 (minimum)

Pre-Architecture Track: 40-46 credit hours

Interested students should consult with the program coordinator in designing a program of study.

In addition to the Base Requirements, Pre-Architecture students should take the following courses.

HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
MATH 150	Pre-Calculus (MT)	4
MATH 151	Calculus I (MT)	4
PHYS 221	General Physics I (NS)	4
ART	Studio Electives (Pre-Architecture Track)	6 (minimum)

When taking the Base Requirements, choose ART 150 instead of ART 130.

ART MINOR**20 CREDIT HOURS****Required Courses:**

ART 101	Drawing I (A)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
ART 113/HIST 113	Art History II: Renaissance through the 20th Century (WT)	3
ART 120	Design I: Two-Dimensional Design (A)	3
ART 130	Ceramics I (A)	3
	OR	

ART 150	Sculpture I (A)	3
ART	Elective coursework	5

Biochemistry

BIOCHEMISTRY MAJOR

The foundations of biology are rooted in chemistry, but increasingly advances in scientific endeavor are predicated on the interchange of ideas and concepts across many broad fields of science. This major is designed to provide the student with cross-disciplinary experiences across much of the natural sciences - chemistry, biology, physics, and mathematics. The intention is to provide graduates with the ability to readily integrate these disciplines and to provide the tools necessary to break boundaries in scientific exploration. Students in this rigorous, interdisciplinary major are precluded from declaring majors in either chemistry or biology, which will allow a greater capacity to take classes outside of the natural sciences. The major is a chemistry degree with a biochemistry emphasis.

68 CREDIT HOURS

Required Courses: 32 credit hours

CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4
CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4
CHEM 305	Biochemistry	4
CHEM 330	Medicinal Chemistry (W)	4

Required Supportive Courses: 28 credit hours

BIOL 120	Biological Principles I (NS)	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
MATH 151	Calculus I	4
MATH 152	Calculus II	4
PHYS 221	General Physics I	4
PHYS 222	General Physics II	4

Choose 1 BIOL course and 1 CHEM course from the following options: 8 credit hours

BIOL 303/PHYS 303	Biological Physics	3
BIOL 358	Molecular Biology	4

BIOL 364	Pharmacology (W)	4
CHEM 302	Physical Chemistry II	4
CHEM 311	Advanced Analytical Chemistry (W)	4
CHEM 331	Advanced Organic Chemistry (W)	4
CHEM 341	Advanced Inorganic Chemistry	4
CHEM 351	Chemistry of High Polymers	4
CHEM 381	Advanced Physical Chemistry	4

BIOCHEMISTRY MAJOR (ACS)

The foundations of biology are rooted in chemistry, but increasingly advances in scientific endeavor are predicated on the interchange of ideas and concepts across many broad fields of science. This major is designed to provide the student with cross-disciplinary experiences across much of the natural sciences - chemistry, biology, physics, and mathematics. The intention is to provide graduates with the ability to readily integrate these disciplines and to provide the tools necessary to break boundaries in scientific exploration. Students in this rigorous, interdisciplinary major are precluded from declaring majors in either chemistry or biology, which will allow a greater capacity to take classes outside of the natural sciences. The major is a chemistry degree with a biochemistry emphasis and is American Chemical Society (ACS) approved.

72 CREDIT HOURS

Graduates completing these requirements are approved by the American Chemical Society. The Chemistry Department strongly recommends that students preparing for graduate study in biochemistry complete the ACS Approved Biochemistry Major.

Required Courses: 32 credit hours

CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4
CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4
CHEM 305	Biochemistry	4
CHEM 330	Medicinal Chemistry (W)	4

Required Supportive Courses: 28 credit hours

BIOL 120	Biological Principles I (NS)	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
MATH 151	Calculus I	4
MATH 152	Calculus II	4
PHYS 221	General Physics I	4
PHYS 222	General Physics II	4

Choose 1 BIOL course and 2 CHEM courses from the following options: 12 credit hours

BIOL 303/PHYS 303	Biological Physics	3
BIOL 358	Molecular Biology	4
BIOL 364	Pharmacology (W)	4
CHEM 302	Physical Chemistry II	4
CHEM 311	Advanced Analytical Chemistry (W)	4
CHEM 331	Advanced Organic Chemistry (W)	4
CHEM 341	Advanced Inorganic Chemistry	4
CHEM 351	Chemistry of High Polymers	4
CHEM 381	Advanced Physical Chemistry	4

Biology

Do you ever marvel at the complexity of living systems? Perhaps this occurred while playing outdoors as a child or hiking in the wilderness. Maybe it happened while dissecting an organism in biology lab or listening to a doctor talk about the complexities of an injury or disease. In the Augustana Biology Department, we share your fascination with the natural world. Biology is literally the study of life. As a biology major, you will study the interrelationships and interdependencies between organisms and their environment. In addition, we seek to help you understand your place within the biosphere. The one-on-one advising and mentoring you will receive from our faculty will help you to discover your place and vocation in life. In addition, we offer many opportunities for inquiry and research, both inside and outside the classroom that encourage you to think like a scientist and further explore your interests. We take your future career very seriously and believe that the disciplined approach to learning, critical thinking, and communication skills that you will develop as a biology major will serve you well in any career you decide to pursue.

More details.

BIOLOGY MAJOR

48 CREDIT HOURS

Required Courses: 36 credit hours**Core required for all BIOL majors: (17 credit hours)**

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
BIOL 490	Biology Seminar	1

One course from the Field Ecology Group: 4 credits

BIOL 336	Ornithology (SI)	4
BIOL 348	Principles of Ecology	4
BIOL 350	Aquatic Ecology (W)	4
BIOL 352	Terrestrial Plant Ecology (W)	4

One course from the Experimental/Laboratory Group: 4 credits

BIOL 334	Vertebrate Embryology (W)	4
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BIOL 342	Plant Function and Structure (W)	4
BIOL 344	General Microbiology	4
BIOL 346	Developmental Biology (W)	4
BIOL 354	Biological Chemistry (W)	4
BIOL 358	Molecular Biology	4
BIOL 360	Evolution	3
BIOL 364	Pharmacology (W)	4
BIOL 366	Advanced Human Physiology	4

Three additional Biology electives at the 300-level: 11-12 credits

BIOL 392, 395 and BIOL 399 do not count toward the 300-level electives, instead they may be used to satisfy missing credit hours (if necessary) to reach 36 hours of Biology.

Required Supportive Courses: 12 credit hours

CHEM 116	General Chemistry I (NS)	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
	AND	
CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4
MATH 150	Pre-Calculus (MT)	4
	OR	
MATH 151	Calculus I (MT)	4
	OR	
	Statistics Course	

The major in Biology requires the achievement of a grade of C- or higher in all required Biology courses and required supportive courses.

Students pursuing pre-professional programs should expect to take CHEM 116 and CHEM 117, as most Graduate Programs will look for that sequence in addition to CHEM 201.

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

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

Emphasis Areas:

Biology majors may choose a special emphasis (p. 34) area by taking specific electives within their major.

EMPHASIS AREAS (OPTIONAL):

Biology Majors may also elect a special emphasis area by taking the noted courses.

ALLIED HEALTH EMPHASIS

This emphasis may be of particular interest for students interested in pre-physical therapy, pre-occupational therapy, pre-chiropractic, and pre-optometry. Note that the emphasis does not fulfill all the pre-requisites for these graduate programs. Please refer to the pre-professional program of study for guidelines for admission into specific graduate programs.

In the process of completing the biology major, the allied health emphasis can be completed by incorporating at least 20 credits distributed as follows:

Two Required Courses

BIOL 150	Human Anatomy	4
BIOL 366	Advanced Human Physiology	4

Twelve credits from the following elective courses

BIOL 331	Introduction to Immunology	3
BIOL 344	General Microbiology	4
BIOL 354	Biological Chemistry (W)	4
EXSC 320	Physiology of Exercise	4
EXSC 322	Structural Kinesiology	3
EXSC 323	Biomechanics	3
AGES 289	Medical Terminology	1

Note: Biol 150 and Exercise Science classes do not satisfy the 300-level course requirements for the Biology major.

CELL AND MOLECULAR BIOLOGY EMPHASIS

Complete a biology major incorporating the following courses in your choices for Ecology, Experimental and Elective courses.

Students may take approved Topics courses (BIOL 397) toward the Emphasis area.

Three required course: 12 credit hours total

BIOL 344	General Microbiology	4
BIOL 354	Biological Chemistry (W)	4
BIOL 358	Molecular Biology	4

Two of the following electives

BIOL 331	Introduction to Immunology	3
BIOL 346	Developmental Biology (W)	4
BIOL 364	Pharmacology (W)	4
BIOL 392	Directed Research	1- 4

Note: Students completing the emphasis in Cell and Molecular Biology need to complete a course from the Field Ecology Group to fulfill the biology major.

BIOL 392 by petition only.

ECOLOGY AND ENVIRONMENTAL SCIENCE EMPHASIS

In the process of completing a biology major, the ecology and environmental science emphasis can be completed by incorporating at least 20 credits distributed as follows:

Students may take approved Topics courses (BIOL 397) toward the Emphasis area.

Four or eight credits from the following foundational ecology classes

BIOL 348	Principles of Ecology	4
BIOL 352	Terrestrial Plant Ecology (W)	4

Four to twelve credits from the following elective classes

BIOL 180	Introduction to Environmental Science (SI)	3
BIOL 309	Tropical Ecology of Guatemala, Belize and Spanish Immersion	4
BIOL 336	Ornithology (SI)	4
BIOL 350	Aquatic Ecology (W)	4
BIOL 392	Directed Research	1- 4
BIOL 395	Internship	1- 6
CHEM 242	Analysis	4
PHIL 332	Seminar	3

Note: BIOL 180 does not satisfy the 300-level course requirement for the Biology major. Students are required to complete a course from the experimental group to satisfy the Biology Major.

BIOL 392 by petition only.

Four to eight credits from the following (some of these fulfill the experimental requirement for the biology major)

BIOL 344	General Microbiology	4
BIOL 358	Molecular Biology	4
BIOL 360	Evolution	3

BIOLOGY MINOR**20 CREDIT HOURS**

Any mix of 20 credit hours of BIOL credit is acceptable for the minor. Some recommended courses include (but are not limited to): BIOL 120, BIOL 121, BIOL 233, BIOL 234, BIOL 300-level electives.

BIOL	Elective coursework	20
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Business Administration

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

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

More Business Administration details.

BUSINESS ADMINISTRATION MAJOR

40 CREDIT HOURS

Required Courses: 31 credit hours

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

One of the following courses: 3-4 credit hours

BSAD 490	Senior Seminar (W)	3
BSAD 495	Business Internship (W)	3
BSAD 499	Independent Study (W)	4

Required Supportive Courses: 6 credit hours

ECON 120	Principles of Economics I (SS)	3
ECON 121	Principles of Economics II	3

Two-thirds of required courses numbered 300 or higher must be taken at Augustana.

Emphasis Areas:

Business Majors may also elect one or more special emphasis areas by taking additional courses. Emphasis area elective courses may count toward more than one emphasis. Topics courses (ACCT/BSAD 397/497) may count toward an emphasis area as approved by the Department Chair.

EMPHASIS AREAS (OPTIONAL):

Business Administration Majors may also elect special emphasis areas by taking the noted courses. Courses may count toward more than one emphasis area.

ENTREPRENEURSHIP EMPHASIS: 5 COURSES REQUIRED

Two required courses:

BSAD 425	Small Business Management	3
BSAD 428	International Strategic Management	3

Three elective courses:

ACCT 345	Corporate Tax	3
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ACCT 347	Cost Accounting	3
BSAD 342/COSC 342	Project Management (W)	3
BSAD 380	Business Law II	3
BSAD 413	Marketing Promotions	3
COMM 300	Intercultural/International Communication	3
COMM 350	Organizational Communication	3

Approved Topics Courses may also satisfy requirements.

FINANCE EMPHASIS: 5 COURSES REQUIRED

Three or four required courses:

BSAD 431	Advanced Finance	3
BSAD 433	International Finance	3
BSAD 435	Investment Fundamentals	3
ECON 301	Money, Banking, and Financial Institutions (W)	3

One or two elective courses:

ACCT 322	Intermediate Accounting I	4
ACCT 323	Intermediate Accounting II	4
BSAD 232	Real Estate	3
BSAD 342/COSC 342	Project Management (W)	3
ECON 320	Intermediate Microeconomics	3
ECON 321	Intermediate Macroeconomics	3
ECON 373	Econometrics	3

Approved Topics Courses may also satisfy requirements.

MANAGEMENT EMPHASIS: 5 COURSES REQUIRED

Three or four required courses:

BSAD 342/COSC 342	Project Management (W)	3
BSAD 380	Business Law II	3
BSAD 427	Production and Operations Management	3
BSAD 428	International Strategic Management	3

One or two elective courses:

ACCT 345	Corporate Tax	3
BSAD 241/COSC 241	Management Information System II	3
BSAD 415	Personal Selling and Sales Management	3
BSAD 440	Sport Management	3
COMM 300	Intercultural/International Communication	3

COMM 350	Organizational Communication	3
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Approved Topics Courses may also satisfy requirements.

MANAGEMENT INFORMATION SYSTEMS EMPHASIS: 5 COURSES REQUIRED

Three or four required courses:

BSAD 241/COSC 241	Management Information System II	3
BSAD 342/COSC 342	Project Management (W)	3
COSC 185	Programming for Everyone - Python	3
COSC 210	Computer Science I	4

One or two elective courses:

BSAD 315/COSC 315	Data Analytics	3
BSAD 427	Production and Operations Management	3
COSC 130	Ethical Issues in Technology (W)	3
COSC 211	Computer Science II	4
COSC 215	Fundamentals of Database Processing	3
COSC 225	WEB Programming	3
COSC 235/PHYS 235	Computer Organization	4
COSC 260	Computer Science III	3

Approved Topics Courses may also satisfy requirements.

MARKETING EMPHASIS: 5 COURSES REQUIRED

Three required courses:

BSAD 315/COSC 315	Data Analytics	3
	OR	
PSYC 271	Research Methods (W)	4
	OR	
SOCI 350/GOVT 350/PSYC 350	Social Science Research Methods (W)	4
BSAD 413	Marketing Promotions	3
BSAD 415	Personal Selling and Sales Management	3

Two elective courses:

ART 190	Graphic Design I (A)	3
BSAD 417	Healthcare Marketing	3
COMM 260	Persuasion	3
COMM 360	Persuasive Campaigns	3
COMM 365/JOUR 365	Public Relations	3

Approved Topic Courses may also satisfy requirements.

BUSINESS ADMINISTRATION MINOR

18 CREDIT HOURS

Required Courses:

ACCT 210	Principles of Accounting I	3
ACCT 211	Principles of Accounting II	3

Four of the following courses:

BSAD 205/COSC 205	Management Information Systems I	3
BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
BSAD 330	Principles of Finance	3
BSAD 340	Business Law I	3
BSAD 382/ACCT 382	Business Ethics	3
BSAD 421	Human Resource Management	3
ECON 270/PSYC 270	Statistics	4

Chemical Physics

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

CHEMICAL PHYSICS MAJOR WITH A CHEMISTRY EMPHASIS

58-59 CREDIT HOURS

Required Courses: 47-48 credit hours

CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4
CHEM 302	Physical Chemistry II	4
CHEM 311	Advanced Analytical Chemistry (W)	4
CHEM 381	Advanced Physical Chemistry	4

CHEM 399	Independent Study	1- 3
PHYS 221	General Physics I (NS)	4
PHYS 222	General Physics II	4
PHYS 361	Electromagnetic Theory	3
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PHYS 331	Electronics for Science and Engineering	4
	OR	
PHYS 371	Modern Physics I	3

Required Supportive Courses: 11 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4
MATH 310	Differential Equations	3

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

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

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

CHEMICAL PHYSICS MAJOR WITH A PHYSICS EMPHASIS

60-61 CREDIT HOURS

Required Courses: 49-50 credit hours

PHYS 221	General Physics I (NS)	4
PHYS 222	General Physics II	4
PHYS 321	Computational Physics	4
PHYS 331	Electronics for Science and Engineering	4
PHYS 361	Electromagnetic Theory	3
PHYS 371	Modern Physics I	3
PHYS 373	Quantum Mechanics	3
PHYS 399	Independent Study	4
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CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
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CHEM 201	Organic Chemistry I	4
CHEM 242	Analysis	4

CHEM 301	Physical Chemistry I	4
CHEM 302	Physical Chemistry II	4

One of the following courses:

CHEM 311	Advanced Analytical Chemistry (W)	4
CHEM 341	Advanced Inorganic Chemistry	4
CHEM 381	Advanced Physical Chemistry	4

Required Supportive Courses: 11 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4
MATH 310	Differential Equations	3

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

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

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

Chemistry

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

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

Chemistry majors with an interest in Physics or Chemical Engineering may wish to consider a Chemical Physics major. See the Chemical Physics major (p. 40) for details.

More details.

CHEMISTRY MAJOR

40 CREDIT HOURS

Required Courses: 32 credit hours

CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4

CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4
CHEM	Two Elective Courses at 300-level	8

CHEM 395 and CHEM 399 do not count toward the 300-level electives.

Required Supportive Courses: 8 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4

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

CHEMISTRY MAJOR (ACS)

60 CREDIT HOURS

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

Required Courses: 44 credit hours

CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4
CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4
CHEM 302	Physical Chemistry II	4
CHEM 305	Biochemistry	4
CHEM	Three Elective courses at the 300-level	12

An advanced course in PHYS, MATH, or BIOL may substitute for an advanced CHEM course on prior approval of the Chemistry Department Chair. CHEM 395 and CHEM 399 do not count toward the 300-level elective.

Required Supportive Courses: 16 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4
PHYS 221	General Physics I (NS)	4
PHYS 222	General Physics II	4

CHEMISTRY MINOR

20 credit hours

CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4

Choose 4 courses from:

CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4
CHEM 242	Analysis	4
CHEM 301	Physical Chemistry I	4

If needed to bring CHEM credit total to 20 hours, one CHEM elective numbered ABOVE CHEM 120 can be taken for 4 credits. Elective may not include CHEM 110, CHEM 111, CHEM 115 or CHEM 116.

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

Students who plan to teach in high school *should declare Secondary Education as a second major*. In addition, these students are encouraged to plan for flexibility by seeking certification in more than one area. For an endorsement to teach a particular subject, South Dakota currently requires that a student pass the PRAXIS exam in that subject area.

Children and Youth

This multidisciplinary minor prepares graduates to work with children and adolescents in a wide variety of settings. The minor in Children and Youth is designed to support a major in many different fields of study, including (but not limited to) Business Administration, Communication Disorders, Education, Nursing, Psychology, Religion, Sociology and Special Education. Students will learn about individual developmental processes and trajectories, as well as contexts that influence growth (e.g., families, schools, and societies). Through the focused study of theory, research, and practical applications, students will develop their capacity to support children's healthy development, through positive individual interactions as well as advocacy for effective social support.

CHILDREN AND YOUTH MINOR

18 CREDIT HOURS

Required courses:

PSYC 210	Life-Span Human Development (WB)	3
PSYC 310	Child Psychology	4
SOCI 210	Sociology of Families	3

One of the following courses: 3 credits

SOCI 250	Delinquency and Crime	3
SOCI 280	Race, Ethnicity and Multiculturalism	3
SOCI 320/NAST 320	Native American Social Systems (NW)	3

Two of the following courses: 6 credits

SPED 120	Introduction to Special Education	3
SPED 236	Foundations of LD and CI	3

SPED 257	Foundations of ASD and EBD	3
SPED 336	Methods in LD and CI	3
SPED 357	Methods in ASD and EBD	3

Other recommended (not required) courses:

PSYC 332	Psychological Measurement and Diagnosis	4
SOCI 110	Contemporary Society (SS)	3
SOCI 312	Deviance and Social Control	3
SOCI 340	Social Inequality	4

Classics

The study of the ancient Mediterranean world, especially that of the Greeks and Romans, takes us back to the beginnings of our Western civilization. Although the prime concern is with the way the ancient Greeks and Romans lived and thought, the lines of influence extend to our own lives as well. Religious thought, legal codes, drama, lyric poetry, and the writing of history all took shape in these cultures of the Mediterranean. At this time a general survey of the cultural movements of the Mediterranean world is offered with the support of the History department and a survey of classical literature is offered within the purview of comparative literature. The Philosophy department offers a survey of the ancient philosophical schools of thought. Additional courses in the classics are offered during the Interim.

A Classics major and three minors (Ancient Languages, Classical Philology and Classical Studies) are available. Language courses offered beyond the beginning level are available as independent studies. Some electives are offered as topics courses. Greek is taught with attention to both the biblical and classical context and satisfies seminary prerequisites in the language. Latin still functions as a valuable adjunct for work in history, religion (the early Lutheran heritage was crafted in German and Latin), English, law and medicine. Students interested in pursuing graduate studies in Classics are urged to take additional courses in both languages and additional electives.

CLASSICS MAJOR

30 credit hours

CLAS 200	Elementary Greek I (L1)	3
CLAS 201	Elementary Greek II (L2)	3
CLAS 205	Elementary Latin I (L1)	3
CLAS 206	Elementary Latin II (L2)	3
CLAS 202	Intermediate Greek III	3
CLAS 203	Intermediate Greek IV	3
CLAS 207	Intermediate Latin III	3
CLAS 208	Intermediate Latin IV	3
CLAS	Non-language electives	6

ANCIENT LANGUAGES MINOR

15 CREDIT HOURS

The minor may be fulfilled with at least two continuous semesters of one language, or five semesters of the same language. Ancient language courses such as Sanskrit, Arabic, Egyptian Hieroglyphics, and Akkadian Cuneiform studied at other institutions will be considered and permitted at the discretion of the program director.

Take 15 credit hours from:

CLAS 200	Elementary Greek I (L1)	3
CLAS 201	Elementary Greek II (L2)	3
CLAS 202	Intermediate Greek III	3
CLAS 205	Elementary Latin I (L1)	3
CLAS 206	Elementary Latin II (L2)	3
CLAS 207	Intermediate Latin III	3
CLAS 299	Independent Study	1-4

CLASSICAL PHILOLOGY MINOR**15 credit hours**

CLAS 200	Elementary Greek I (L1)	3
CLAS 201	Elementary Greek II (L2)	3
CLAS 205	Elementary Latin I (L1)	3
CLAS 206	Elementary Latin II (L2)	3
CLAS	Elective course	3

CLASSICAL STUDIES MINOR**15 credit hours**

CLAS 200	Elementary Greek I (L1)	3
	AND	
CLAS 201	Elementary Greek II (L2)	3
	OR	
CLAS 205	Elementary Latin I (L1)	3
	AND	
CLAS 206	Elementary Latin II (L2)	3
CLAS	Elective courses	9

Coaching Preparation

(See *Physical Education* (p. 95))

Communication Disorders

Communication Disorders is a pre-professional program designed to prepare students for graduate school. In most states, a Master's degree is required to receive certification or licensure in Speech-Language Pathology or Audiology. The curriculum follows guidelines established by

the American Speech-Language Hearing Association (ASHA). Students are encouraged to complete a minor in a related area. See CMDS faculty for guidance.

COMMUNICATION DISORDERS MAJOR

35 CREDIT HOURS

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

Required Courses: 35 credit hours

CMDS 170	Introduction to Communication Disorders	2
CMDS 201	Language Development	3
CMDS 221	Introduction to Audiology	4
CMDS 222	Phonetics	3
CMDS 224	Introduction to Aural Rehabilitation	3
CMDS 228	Anatomy and Physiology of Speech Processes	3
CMDS 272	Articulation and Phonological Processing Disorders	3
CMDS 274	Speech Science	3
CMDS 284	Clinical Methodologies for Communication Disorders	2
CMDS 288	Observation Practicum	1
CMDS 372	Voice and Fluency Disorders (W)	2
CMDS 376	Language Disorders	3
CMDS 388	Clinical Practicum	1-10
CMDS 488	Advanced Clinical Practicum	1-10

Supportive Requirements: 13 credit hours

ECON 270/PSYC 270	Statistics	4
EDUC 355	Human Relations in Education	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
	OR	
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
PSYC 210	Life-Span Human Development (WB)	3

Recommended Supportive Coursework:

The following course work is strongly recommended and can generally be credited towards the ASHA requirements and many toward the Core.

ASL 110	American Sign Language I (L1)	3
COMM 110	Introduction To Communication	3

MATH 140	Quantitative Reasoning (MT)	3
BIOL 110	Biology and Human Concerns (NS)	4
	OR	
BIOL 120	Biological Principles I (NS)	4
CHEM 110	Chemistry and Your Environment (NS)	4
	OR	
CHEM 115/PHYS 115	Physical Science	4
EDUC 245	Educational Psychology and Measurement	3
SOCI 350/GOVT 350/PSYC 350	Social Science Research Methods (W)	4
EDUC 110	Foundations of American Education (SS)	3
	OR	
PSYC 115	General Psychology (SS)	3
	OR	
SOCI 110	Contemporary Society (SS)	3

Communication Studies

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

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

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

COMMUNICATION STUDIES MAJOR

37-38 CREDIT HOURS

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

Required Courses:

COMM 110	Introduction To Communication	3
COMM 210	Rhetorical Criticism (W)	3
COMM 250	Interpersonal Communication (WB)	3
COMM 260	Persuasion	3

COMM 270	Advocacy and Argumentation	4
COMM 290	Communication Research	3
COMM 395	Internship	3-4
JOUR 115/ENGL 115	News Reporting and Writing (W)	3

COMM 310	Communication Theory	3
	OR	
COMM 380	Mass Media Effects	3

Nine credit hours chosen from the following courses:

COMM 280	History of U.S. Media	3
COMM 300	Intercultural/International Communication	3
COMM 335/GOVT 335/JOUR 335	Elections, Public Opinion and the Media	3
COMM 350	Organizational Communication	3
COMM 360	Persuasive Campaigns	3
COMM 365/JOUR 365	Public Relations	3
COMM 397	Topics:	3
COMM 399	Independent Study	4

For students wishing to graduate with departmental honors:

COMM 398	Communication Honors Seminar	1
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Students who wish to seek certification for teaching speech and debate at the secondary level should major in both Communication Studies and Secondary Education. These students should take THEA 115: The Theatre Experience and THEA 230: Oral Interpretation. These courses will be accepted as COMM electives for COMM and SEED double majors only.

COMMUNICATION STUDIES MINOR

20 CREDIT HOURS

20 credit hours

(Minor not available in Communication/Business)

COMM	Elective coursework	20
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Communication Studies/Business

(An Interdisciplinary Major)

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

COMMUNICATION STUDIES/BUSINESS MAJOR

44-45 CREDIT HOURS

Required Courses:

COMM 110	Introduction To Communication	3
COMM 260	Persuasion	3
COMM 290	Communication Research	3
COMM 310	Communication Theory	3
COMM 350	Organizational Communication	3
COMM 360	Persuasive Campaigns	3
COMM 365/JOUR 365	Public Relations	3
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ACCT 207	Understanding the Numbers	3
	OR	
ACCT 210	Principles of Accounting I	3
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BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
ECON 120	Principles of Economics I (SS)	3
ECON 270/PSYC 270	Statistics	4

One of the following courses:

JOUR 115/ENGL 115	News Reporting and Writing (W)	3
JOUR 312/ENGL 312	Writing For Magazines (W)	3

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

One of the following courses:

COMM 250	Interpersonal Communication (WB)	3
PSYC 250	Social Psychology	3
PSYC 335	Human Relations	3

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

Computer Science and Software Engineering

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

The computer science department offers majors and minors in both Computer Science and in Computer Information Systems (CIS). The Computer Science major provides the strongest mathematical and scientific background. It is recommended for students who intend to pursue

graduate studies or to seek employment involving the technical or scientific application of computing. The CIS major deals more with the business and human aspects of computing. It has fewer science and mathematics requirements, but has additional requirements for courses in Business Administration. A minor in Computer Science and a minor in CIS are available to students who choose to concentrate their studies in an affiliated area.

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

COMPUTER SCIENCE AND SOFTWARE ENGINEERING MAJOR

44-45 CREDIT HOURS

Required Courses: 35 credit hours

COSC 130	Ethical Issues in Technology (W)	3
COSC 210	Computer Science I	4
COSC 211	Computer Science II	4
COSC 235/PHYS 235	Computer Organization	4
COSC 236	Computer Architecture and Assembly Language	3
COSC 260	Computer Science III	3
COSC 330	Theory of Computation	3
COSC 350	Software Engineering	3
COSC	Elective courses (200 or higher)	4
COSC	Elective courses (300 or higher)	3

Required Supportive Courses: 10-11 credit hours

MATH 151	Calculus I (MT)	4
MATH 320	Discrete Structures	3
MATH 315	Probability and Statistics	3
	OR	
ECON 270/PSYC 270	Statistics	4

COMPUTER SCIENCE AND SOFTWARE ENGINEERING MINOR

18 credit hours

COSC 210	Computer Science I	4
COSC 211	Computer Science II	4
COSC 235/PHYS 235	Computer Organization	4
COSC	Elective at 200 level or higher	8

Elective Courses: No more than 3 credit hours may be taken from COSC 221, COSC 241 and COSC 342.

Computer Information Systems

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

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

COMPUTER INFORMATION SYSTEMS MAJOR

43-44 CREDIT HOURS

Required Courses:

COSC 130	Ethical Issues in Technology (W)	3
COSC 205/BSAD 205	Management Information Systems I	3
COSC 210	Computer Science I	4
COSC 211	Computer Science II	4
COSC 241/BSAD 241	Management Information System II	3
COSC 315/BSAD 315	Data Analytics	3
COSC 342/BSAD 342	Project Management (W)	3
COSC	Elective courses (COSC 150 or higher)	3
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ACCT 207	Understanding the Numbers	3
	OR	
ACCT 210	Principles of Accounting I	3
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BSAD 320	Principles of Management	3
ECON 120	Principles of Economics I (SS)	3
ECON 270/PSYC 270	Statistics	4

One of the following courses:

BSAD 310	Principles of Marketing	3
BSAD 330	Principles of Finance	3

Recommended Courses:

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

COSC 235/PHYS 235	Computer Organization	4
COSC 260	Computer Science III	3

COMPUTER INFORMATION SYSTEMS MINOR

18 CREDIT HOURS

18-19 credit hours

COSC 205/BSAD 205	Management Information Systems I	3
COSC 210	Computer Science I	4
COSC 241/BSAD 241	Management Information System II	3
COSC 315/BSAD 315	Data Analytics	3
BSAD 320	Principles of Management	3
COSC	Elective courses (COSC 150 or higher)	3

Economics

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

The Economics program is designed to serve the general student as well as majors and minors. The Department’s goals are threefold: 1) acquaint students with economic aspects of society; 2) familiarize students with models and techniques for analyzing economic problems; and 3) enable students to develop critical skills for evaluating economic policy and institutions. Economics majors find employment in diverse areas of the economy (e.g. banking, finance, management, teaching, government). Some majors pursue graduate training in economics while others pursue MBA, law or other advanced professional degrees.

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

ECONOMICS MAJOR

35-36 CREDIT HOURS

Required Courses: 25 credit hours

ECON 120	Principles of Economics I (SS)	3
ECON 121	Principles of Economics II	3
ECON 270/PSYC 270	Statistics	4
ECON 320	Intermediate Microeconomics	3
ECON 321	Intermediate Macroeconomics	3
ECON 337/HIST 337	History of Economic Thought and Methodology	3
ECON	Elective courses	6

Required Supportive Courses: 10-11 credit hours

ACCT 207	Understanding the Numbers	3
	OR	
ACCT 210	Principles of Accounting I	3
MATH 151	Calculus I (MT)	4

GOVT 120	Politics in a Diverse World (NW)	3
	OR	
HIST 111	Western Civilization II (WT)	3
	OR	
PHIL 230	Our Philosophical Heritage II (WT)	3

ECONOMICS MINOR

15 credit hours

ECON 120	Principles of Economics I (SS)	3
ECON 121	Principles of Economics II	3
ECON 320	Intermediate Microeconomics	3
ECON 321	Intermediate Macroeconomics	3
ECON	Elective course	3

Education, All-Grades, Elementary, Secondary, and Special Education

The Teacher Education Program at Augustana offers professional preparation programs for careers in the areas of Elementary Education, Secondary Education, All-Grades Education, Special Education, Sign Language Interpreting, and pre-professional preparation in Communication Disorders. The Teacher Education Program at Augustana University has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1956. All programs leading to initial level certification are approved by the South Dakota Department of Education (SD DOE). It should be noted that periodic changes in the Teacher Education Program occur as state and national accrediting bodies revise their standards.

The conceptual framework for the Teacher Education Program is grounded in a philosophy that integrates the best of Western educational thought, the wisdom of indigenous Native American culture, and emerging research on positive youth development. Known as the Circle of Courage, this conceptual framework empowers teacher candidates with the knowledge, skills, and dispositions to create positive learning environments so that all students can learn. The central premise of the Circle of Courage is that a set of shared values supports a community of learners. Those shared values are belonging, mastery, independence, and generosity. A set of professional competencies, based upon the Interstate New Teachers Assessment and Support Consortium (INTASC) principles, have been identified to guide course content and field experiences, as well as articulate what teacher candidates should know and be able to do upon program completion. The competencies assist teacher candidates in developing a commitment to and a proficiency in their chosen profession. The curriculum and field experiences of the Teacher Education Program are structured to blend the Circle of Courage values into a model for professional behavior. Throughout their program of study, teacher candidates complete course requirements and participate in field experiences designed to facilitate mastery and understanding of the program competencies.

Detailed information regarding the Teacher Education Program can be found online and in various program materials such as the Teacher Education Handbook and the Student Teaching Handbook.

Education Majors

ELEMENTARY EDUCATION MAJOR

Required Courses: 33 credits

EDUC 110	Foundations of American Education (SS)	3
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EDUC 219	Technology in Education	3
EDUC 245	Educational Psychology and Measurement	3
EDUC 275	Teach, Learn Connect Methods (W)	3
EDUC 290	Children's Literature	2
EDUC 301	Methods Teaching Elementary and Middle School Science	2
EDUC 313	Teaching Mathematics in Elementary and Middle School	3
EDUC 320	Methods Teach and Assessing Writing	3
EDUC 325	Methods Teach and Assessing Reading	3
EDUC 350	Teaching Social Studies in the Elementary and Middle School	2
EDUC 355	Human Relations in Education	3
EDUC 472	Student Teaching: Elementary	1-12
SPED 240	Teaching in Inclusive Schools	3

Required Supportive Courses: 45 credit hours

ART 290	Art and Children (A)	3
	Biological Science Course	4
	Physical Science Course	4
ENGL 200	The Literary Experience (W) & (LT)	3
FYS 110	First Year Seminar I (FS)	4
FYS 111	First Year Seminar II (FS)	4
GEOG 220	Geography and Earth/Space Science	2
GOVT 110	Introduction to Government (SS)	3
HIST 110	Western Civilization I (WT)	3
	OR	
HIST 111	Western Civilization II (WT)	3
HIST 120	American Experience to 1877 (US)	3
	OR	
HIST 121	American Experience Since 1877 (US)	3
MATH 130	Numbers and Operations for Teachers	3
MATH 131	Geometry and Probability for Teachers (MT)	3

MUSI 230	Music, Theatre and Dance for the Elementary Teacher	2
NAST 320/SOCI 320	Native American Social Systems (NW)	3
	OR	
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
PE 265	Health, PE and Movement in the Elementary and Middle School Classroom	1

SECONDARY (GRADES 7-12) AND ALL-GRADES (GRADES K-12) EDUCATION MAJOR

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

Teaching majors at the K-12/All-Grades level include: Art, French, German, Music Education, Physical Education, and Spanish; students should declare All-Grades Education (EK12) as a second major. In addition to completing the requirements for the first major, teacher candidates at the secondary and all-grade levels must complete the following courses.

Required Courses

Secondary: 30 credit hours plus Student Teaching (EDUC 330 required for SEED majors only)

All-Grades: 27 credit hours plus Student Teaching

EDUC 110	Foundations of American Education (SS)	3
EDUC 219	Technology in Education	3
EDUC 245	Educational Psychology and Measurement	3
EDUC 275	Teach, Learn Connect Methods (W)	3
EDUC 330	Foundations and Methods at the Middle Level	3
EDUC 335	Literacy in the Content Area	3
EDUC 345	Adolescent Development	3
EDUC 355	Human Relations in Education	3
EDUC 470/EDUC 474	Student Teaching: All Grades	1-12
SPED 240	Teaching in Inclusive Schools	3
	One Methods Course from:	
EDUC 310D	Secondary and Middle School Methods: English	3
EDUC 310E	Secondary and Middle School Methods: Foreign Language	3
EDUC 310F	Secondary and Middle School Methods: Mathematics	3
EDUC 310G	Secondary and Middle School Methods: Physical Education	3

EDUC 310H	Secondary and Middle School Methods: Science	3
EDUC 310I	Secondary and Middle School Methods: Social Science	3
EDUC 310J	Secondary and Middle School Methods: Communication	3
EDUC 310K	Secondary and Middle School Methods: Art	3
MUSI 310	Secondary Instrumental Methods	3
MUSI 311	Secondary Choral Methods	3

SPED 240 is waived for students who have SPED as a double major.

Required Supportive Courses: 11 credit hours

FYS 110	First Year Seminar I (FS)	4
FYS 111	First Year Seminar II (FS)	4
NAST 320/SOCI 320	Native American Social Systems (NW)	3
	OR	
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3

SPECIAL EDUCATION MAJOR

Students seeking full special education teaching certification must major in Elementary Education or Secondary Education/K-12 (including content area) in addition to the Special Education major. Other second majors, such as Communication Disorders or Psychology are unlikely to lead to full special education teacher certification.

46 CREDITS

Required Courses:

SPED 120	Introduction to Special Education	3
SPED 236	Foundations of LD and CI	3
SPED 257	Foundations of ASD and EBD	3
SPED 280	Practicum: Children and Youth with Disabilities	3
SPED 301	IEP Development	3
SPED 312	Collaboration and Assessment	3
SPED 336	Methods in LD and CI	3
SPED 357	Methods in ASD and EBD	3
SPED 487	Student Teaching: Special Education	1-12

Education Endorsements and Minors

ENGLISH AS A NEW LANGUAGE (ENL) MINOR

21 credit hours

EDUC 245	Educational Psychology and Measurement	3
EDUC 355	Human Relations in Education	3
EDUC 360	Foundations of English as a New Language	3
EDUC 370	Literacy for English Language Learners	3
EDUC 380	Methods of English as a New Language	3
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CMDS 201	Language Development	3
	OR	
ENGL 269	English Grammar	3
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	Modern Foreign Language	3

Modern Foreign Language (ASL 110, FREN 110, GERM 110, SPAN 110, or other as approved)

READING MINOR**26 credit hours**

EDUC 219	Technology in Education	3
EDUC 290	Children's Literature	2
EDUC 320	Methods Teach and Assessing Writing	3
EDUC 325	Methods Teach and Assessing Reading	3
EDUC 335	Literacy in the Content Area	3
EDUC 370	Literacy for English Language Learners	3
FYS 110	First Year Seminar I (FS)	4
FYS 111	First Year Seminar II (FS)	4

SIGN LANGUAGE STUDIES MINOR**18 credit hours**

ASL 101	Foundations in American Deaf Culture	3
ASL 110	American Sign Language I (L1)	3
ASL 111	American Sign Language II (L2)	3
ASL 210	American Sign Language III	3
ASL 211	American Sign Language IV	3

One elective chosen from the following courses:

ASL 310	American Sign Language V	3
ASL 397	Topics:	3
INTR 360	ASL Linguist and Sociolinguistics	3

SPECIAL EDUCATION MINOR**15 credit hours**

SPED 120	Introduction to Special Education	3
SPED 236	Foundations of LD and CI	3
SPED 257	Foundations of ASD and EBD	3
SPED 280	Practicum: Children and Youth with Disabilities	3
SPED 336	Methods in LD and CI	3
OR		
SPED 357	Methods in ASD and EBD	3

K-12 ENL ENDORSEMENT**27 CREDIT HOURS****Required Courses: 18 credit hours**

EDUC 355	Human Relations in Education	3
EDUC 360	Foundations of English as a New Language	3
EDUC 370	Literacy for English Language Learners	3
EDUC 380	Methods of English as a New Language	3
CMDS 201	Language Development	3
OR		
ENGL 269	English Grammar	3
	Modern Foreign Language	3

Modern Foreign Language-(FREN 110, GERM 110, SPAN 110, or other as approved)

EDUC 355 must include English Language Learner Practicum

Required Courses if not previously completed:

EDUC 245	Educational Psychology and Measurement	3
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EDUC 399	Independent Study	1-4
	Practicum, internship or student teaching inclusive of K-12 Learners	

KINDERGARTEN ENDORSEMENT

Required Courses

EDUC 231	Kindergarten Education	3
EDUC 473	Student Teaching: Kindergarten	1-12

MIDDLE SCHOOL ENDORSEMENT

Required Courses:

EDUC 330	Foundations and Methods at the Middle Level	3
EDUC 345	Adolescent Development	3
EDUC 471	Student Teaching: Middle School	1-12

In addition, students are required to complete coursework in the subject area of the endorsement (see below), and a methods course specific to the content area of the endorsement.

Language Arts: 6 credits of composition/grammar, 3 credits of reading, EDUC 310D

Mathematics: 12 credits of math content coursework, including EDUC 310F

Science: One course in physical science, one course in earth/space science, one course in biological science and EDUC 310H

Social Science: One course in History, one course in Government, one course in Geography, and EDUC 310I

Engineering Studies

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

ENGINEERING MANAGEMENT PROGRAM OF STUDY

Completion of majors in Physics and Business Administration.

Engineering Physics

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

ENGINEERING PHYSICS MAJOR

46 CREDIT HOURS

Required Courses: 35 credit hours

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

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

Required Supportive Courses: 11 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4
MATH 310	Differential Equations	3

DUAL DEGREE PROGRAM IN ENGINEERING

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

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

English

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

ENGLISH MAJOR

36 CREDIT HOURS

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

Required Core Courses: 15 credit hours plus an emphasis area

ENGL 200	The Literary Experience (W) & (LT)	3
ENGL 225	World Literature I (WT)	3
	OR	

ENGL 226	World Literature II (NW)	3
ENGL 230	Introduction to British Literary History (LT)	3
ENGL 240	Introduction to American Literary History (US)	3
ENGL 361	Shakespeare (W)	3

Complete the coursework for one of the following emphasis areas:

Literature Emphasis: 21 credit hours

ENGL 300	Seminar in Earlier British Literature	3
ENGL 310	Seminar in Later British Literature	3
ENGL 320	Seminar in Earlier American Literature	3
ENGL 330	Seminar in Later American Literature	3
ENGL 340	Seminar in Non-Western Literature (NW)	3

One of the following advanced language courses:

ENGL 269	English Grammar	3
ENGL 279	History of the English Language	3
ENGL 289	Seminar in Literary Criticism and Theory	3

One of the following advanced composition courses:

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

Writing Emphasis: 21 credit hours

Four of the following courses:

ENGL 115/JOUR 115	News Reporting and Writing (W)	3
ENGL 215/JOUR 215	Newspaper Writing: Sports (W)	3
ENGL 239/JOUR 239	Advanced Journalism (W)	1- 3
ENGL 304	Creative Writing: Fiction (W)	3
ENGL 305	Creative Writing: Poetry (W)	3
ENGL 306	Creative Writing: Drama (W)	3
ENGL 311	Advanced Composition (W)	3
ENGL 312/JOUR 312	Writing for Magazines (W)	3

ENGL 315/JOUR 315	Newspaper Writ: Critical/Editorial (W)	3
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Two of the following courses:

ENGL 300	Seminar in Earlier British Literature	3
ENGL 310	Seminar in Later British Literature	3
ENGL 320	Seminar in Earlier American Literature	3
ENGL 330	Seminar in Later American Literature	3
ENGL 340	Seminar in Non-Western Literature (NW)	3

One of the following advanced language courses:

ENGL 269	English Grammar	3
ENGL 279	History of the English Language	3
ENGL 289	Seminar in Literary Criticism and Theory	3

The creative writing emphasis requires participation in ENGL 095.

Students pursuing student teaching must complete ENGL 269 and ENGL 311 as a part of their literature or writing track. Secondary Education major must also be declared.

ENGLISH MINOR

18 credit hours

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

ENGL 230	Introduction to British Literary History (LT)	3
ENGL 240	Introduction to American Literary History (US)	3
ENGL	Electives at the 200 or 300 level	12

Entrepreneurship

Augustana's Minor in Entrepreneurship offers the opportunity for our undergraduate students in disciplines other than Business and Accounting to explore entrepreneurship in addition to their major. Our series of five courses and experiential programs combine textbook theory with real-world practice, teaching the fundamentals of market analysis, financial statements, funding sources, leadership and team building.

Business Administration majors may not declare an Entrepreneurship Minor. Entrepreneurship Emphasis (See Business Administration Major (p. 37))

ENTREPRENEURSHIP MINOR

18 credit hours

ACCT 207	Understanding the Numbers	3
	OR	
ACCT 210	Principles of Accounting I	3

BSAD 101	Innovation and Entrepreneurship	3
BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
BSAD 425	Small Business Management	3

One of the following elective courses: 3 credits

BSAD 205/COSC 205	Management Information Systems I	3
BSAD 340	Business Law I	3
BSAD 342/COSC 342	Project Management (W)	3
BSAD 490	Senior Seminar (W)	3
BSAD 495	Business Internship (W)	3

Exercise Science

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

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

EXERCISE SCIENCE MAJOR

55 CREDIT HOURS

Required Courses: 35 credits

EXSC 120	Introduction to Exercise and Sport Sciences	3
EXSC 265	Theory and Techniques of Strength and Conditioning	2
EXSC 277	Motor Development	2
EXSC 320	Physiology of Exercise	4
EXSC 322	Structural Kinesiology	3
EXSC 323	Biomechanics	3
EXSC 355	Current Topics in Exercise and Sport Sciences (W)	3
EXSC 360	Fitness Measurement and Exercise Prescription	3
EXSC 361	Fitness Administration	2
EXSC 370	Exercise in Health and Disease (SI)	3
EXSC 395	Internship	2-4
EXSC 450	Exercise Leadership	2

HLTH 222	Nutrition (WB)	3
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Required Supportive Courses: 20 credits

BIOL 110	Biology and Human Concerns (NS)	4
	OR	
BIOL 120	Biological Principles I (NS)	4
BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
CHEM 116	General Chemistry I (NS)	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4

Exploring

Twenty-five percent of incoming Augustana students are unsure about their major area of study and choose Exploring as their major. The Core Curriculum (SOPHIA) at Augustana allows students the time and freedom to test-out a variety of areas and the opportunity to learn more about their interests and abilities.

Augustana assists students who are considering their options. Students are assigned a faculty advisor who helps the student select classes from the Core Curriculum exposing the student to different areas of study. The advisor helps the student discover a major while attempting to keep the student on pace to graduate on time. The faculty and staff also work with students to establish career goals, determine career expectations and to develop potential to succeed in many areas.

Courses such as FYS 110/111 First Year Seminar (taken by all students during the first year at Augustana) and GENL 100 Career and Life Planning (offered every Interim) along with their Core courses have been helpful to students in the process of discovery. The Student Success Center is available to assist students discover the program that is the best fit for their unique abilities and interests.

Fitness Management

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

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

FITNESS MANAGEMENT MAJOR

43 CREDIT HOURS

Required Courses: 31 credits

ACCT 207	Understanding the Numbers	3
	OR	

ACCT 210	Principles of Accounting I	3
BIOL 110	Biology and Human Concerns (NS)	4
	OR	
BIOL 120	Biological Principles I (NS)	4
BIOL 150	Human Anatomy	4
EXSC 120	Introduction to Exercise and Sport Sciences	3
EXSC 320	Physiology of Exercise	4
EXSC 322	Structural Kinesiology	3
EXSC 360	Fitness Measurement and Exercise Prescription	3
EXSC 361	Fitness Administration	2
EXSC 395	Internship	2-4
HLTH 222	Nutrition (WB)	3

Required ESS Selectives: 6 credit hours (choose 2 or 3 of the following courses)

EXSC 265	Theory and Techniques of Strength and Conditioning	2
EXSC 355	Current Topics in Exercise and Sport Sciences (W)	3
EXSC 323	Biomechanics	3
EXSC 370	Exercise in Health and Disease (SI)	3
EXSC 450	Exercise Leadership	2
HLTH 216	Stress Management (WB2)	2
NURS 388	Epidemiology for Public Health Practice	2
PE 280	Prevention and Care of Athletic Injuries	3

Required BSAD Selectives: 6 credit hours (choose 2 of the following courses)

BSAD 101	Innovation and Entrepreneurship	3
BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
BSAD 330	Principles of Finance	3
BSAD 340	Business Law I	3
	OR	
BSAD 341	The Legal Environment of Sport	3

FITNESS MANAGEMENT MINOR

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

24 CREDIT HOURS

Required Courses: 17 credit hours

EXSC 320	Physiology of Exercise	4
EXSC 360	Fitness Measurement and Exercise Prescription	3
EXSC 361	Fitness Administration	2
EXSC 395	Internship	2-4
HLTH 216	Stress Management (WB2)	2
HLTH 222	Nutrition (WB)	3
PE 230	First Aid and CPR	1

Required Supportive Course: 7 credit hours

BIOL 150	Human Anatomy	4
BSAD 310	Principles of Marketing	3
	OR	
BSAD 320	Principles of Management	3

French

For more information on the French major and minor, see MODERN FOREIGN LANGUAGES. (p. 85)

FRENCH MAJOR

32 credit hours

FREN 110	Introduction to French I (L1)	3
FREN 111	Introduction to French II (L2)	3
FREN 210	Intermediate French I	4
FREN 211	Intermediate French II	4
FREN 320	French Conversation and Composition I (W)	4
	OR	
FREN 321	French Conversation and Composition II (W)	4
FREN	Elective Courses in French	11

Electives must include at least one literature course; at least 6 credits taken at the 300-level; and at least 6 of the hours must be taken at Augustana.

Choose one course from:

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 110	Introduction to Anthropology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 Strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

FRENCH MINOR**24 credit hours**

FREN 110	Introduction to French I (L1)	3
FREN 111	Introduction to French II (L2)	3
FREN 210	Intermediate French I	4

FREN 211	Intermediate French II	4
FREN 320	French Conversation and Composition I (W)	4
	OR	
FREN 321	French Conversation and Composition II (W)	4
FREN	Elective Course in French	3

Choose one course from:

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 Strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

Geography

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

German

For more information on the German major and minor, see MODERN FOREIGN LANGUAGES. (p. 85)

GERMAN MAJOR

32 credit hours

GERM 110	Introduction to German I (L1)	3
GERM 111	Introduction to German II (L2)	3
GERM 210	Intermediate German I	4
GERM 211	Intermediate German II	4
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GERM 320	German Conversation and Composition I (W)	4
	OR	
GERM 321	German Conversation and Composition II (W)	4
GERM	Electives in German	11

Electives must include at least one literature course; at least 6 credits taken at the 300-level; and at least 6 of the hours must be taken at Augustana.

Choose one course from: 3 credits

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 110	Introduction to Anthropology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3

HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 Strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

GERMAN MINOR

24 credit hours

GERM 110	Introduction to German I (L1)	3
GERM 111	Introduction to German II (L2)	3
GERM 210	Intermediate German I	4
GERM 211	Intermediate German II	4
GERM 320	German Conversation and Composition I (W)	4
	OR	
GERM 321	German Conversation and Composition II (W)	4
GERM	Elective Course in German	3

Choose one course from: 3 credits

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3

GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 Strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

Government and International Affairs

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

GOVERNMENT AND INTERNATIONAL AFFAIRS MAJOR

35 CREDIT HOURS

Required Courses

GOVT 110	Introduction to Government (SS)	3
GOVT 200	American Government (US)	3

At least one course from each of the following areas:

Law:

GOVT 290	Criminal Law	3
GOVT 360	Constitutional Law: Government Powers	4
GOVT 370	Constitutional Law: Civil Liberties	4

American:

GOVT 210	Congress	3
GOVT 220	The American Presidency	3
GOVT 301	State and Local Politics (W)	3

GOVT 335/COMM 335/JOUR 335	Elections, Public Opinion and The Media	3
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International Relations:

GOVT 235	American Foreign Policy	3
GOVT 325	International Law	3
GOVT 385	International Politics	3

Political Theory:

GOVT 305	Theories of American Democracy	3
GOVT 320/PHIL 320	Political Philosophy	3

Comparative:

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

Electives

Take 12-14 hours of elective GOVT coursework. Total GOVT Hours needs to be 35 with the two required courses, five area courses and elective courses (4-5 courses).

GOVT	Government elective courses	12-14
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No more than 3 credit hours of GOVT 395 or GOVT 396 may be used toward the electives.

HONORS IN GOVERNMENT AND INTERNATIONAL AFFAIRS:

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

GOVERNMENT AND INTERNATIONAL AFFAIRS MINOR

18 credit hours

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

18 CREDIT HOURS**Required Courses**

GOVT	Government minor elective courses	18
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POLITICAL PHILOSOPHY MINOR**18 CREDIT HOURS**

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

Track 1: Classical Political Philosophy:18 credit hours

CLAS 200	Elementary Greek I (L1)	3
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CLAS 201	Elementary Greek II (L2)	3
GOVT 285	The Quest for Justice	3
GOVT 320/PHIL 320	Political Philosophy	3
PHIL 220/CLAS 220	Our Philosophical Heritage I (WT)	3
PHIL 230	Our Philosophical Heritage II (WT)	3

Track 2: Political Philosophy: 18 credit hours

GOVT 285	The Quest for Justice	3
GOVT 305	Theories of American Democracy	3
GOVT 320/PHIL 320	Political Philosophy	3
PHIL 220/CLAS 220	Our Philosophical Heritage I (WT)	3
PHIL 230	Our Philosophical Heritage II (WT)	3
PHIL 260	Global Ethics (NW)	3
	OR	
PHIL 282	Ethics in America (US)	3

Greek

(See Classics (p. 45))

Health Education**HEALTH EDUCATION MAJOR****37-38 CREDIT HOURS****Required Courses**

BIOL 110	Biology and Human Concerns (NS)	4
	OR	
BIOL 120	Biological Principles I (NS)	4
BIOL 150	Human Anatomy	4
EDUC 245	Educational Psychology and Measurement	3
EDUC 345	Adolescent Development	3
	OR	
PSYC 210	Life-Span Human Development (WB)	3
EXSC 277	Motor Development	2

EXSC 320	Physiology of Exercise	4
HLTH 216	Stress Management (WB2)	2
HLTH 222	Nutrition (WB)	3
HLTH 240	School Health Education	3
HLTH 242	Personal Health (WB2)	2
NURS 388	Epidemiology for Public Health Practice	2
PE 230	First Aid and CPR	1
PE 280	Prevention and Care of Athletic Injuries	3
	OR	
PE 218	Responding to Emergencies	4

This major is intended as a second major. The Health Education major desiring to pursue teacher certification must also complete all requirements for the All-Grades (K-12) Education major, including student teaching.

History

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

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

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

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

More History details at www.augie.edu/history.

HISTORY MAJOR

36 CREDIT HOURS

Required Courses: 18 credit hours

HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
HIST 251	Methods and Philosophies of History (W)	3
HIST 490	Senior Seminar (W)	3

Required Elective Courses: 18 credit hours

Electives must include one from each area (European, Latin American, US).

HIST	European History course	3
HIST	Latin American History course	3
HIST	US History course	3
HIST	History Elective courses	9

HISTORY MINOR**18 credit hours**

HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
HIST	Electives numbered 180 or above	6

Interdepartmental Major**INTERDEPARTMENTAL MAJOR**

The Interdepartmental Major offers the student the option of designing, in consultation with an advisor, a program uniquely suited to the student's educational objectives. Students interested in exploring the possibilities of this major should consult with the Registrar. Necessary forms can be found at the Registrar's Office Website (augie.edu/registrar)

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

International Studies

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

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

INTERNATIONAL STUDIES MAJOR**38 CREDIT HOURS MINIMUM**

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

TRACK A: 39 credit hours minimum

This track is designed for students who plan to study abroad in a country whose primary language is not English. Track A students must take 9 credit hours of electives, plus FREN, GERM, SPAN 320 or SPAN 321.

TRACK B: 38 credit hours minimum

This track is designed for students who plan to study abroad in a country whose primary language is English. Track B students must take 12 credit hours of electives.

Required Courses: 26 credit hours (required for both tracks)

INST 100	Introduction to International Studies	1
INST 200	Living and Learning Abroad	1
INST 390	Senior Research Project	1
GOVT 120	Politics in a Diverse World (NW)	3
HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
FREN 211	Intermediate French II	4
	OR	
GERM 211	Intermediate German II	4
	OR	
SPAN 211	Intermediate Spanish II	4
	Approved Semester Length Study Abroad Program	10 (or more)

ELECTIVES CHOSEN FROM THE FOLLOWING COURSES: (NOTE: ADDITIONAL COURSES MAY QUALIFY - SEE COORDINATOR)

Track A requires 9 hours. Track B requires 12 hours

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

World Cultural Survey:

ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
FREN 340	Civilization and Culture of France	3
FREN 341	Francophone Culture and Literature	3
FREN 380	French Seminar:	3- 4
GERM 340	German Civilization and Culture	3
GERM 380	German Seminar:	3
HIST 230	Cultural History of Mexico from the Aztecs to the Zetas (NW)	3
MDFL 152	Central and West-African Cinema	3
MUSI 210	Music History and Literature to 1750 (WT)	3
MUSI 212	Music History and Literature: 1750 to Present	3

RELI 251	Judaism, Islam and the Christian Faith (RT)	3
RELI 341	World Religions: Hinduism and Buddhism	3
SPAN 380	Spanish Seminar:	3
THEA 215	Theatre History and Literature I (WT)	3
THEA 216	Theatre History and Literature II (WT)	3

World Literature:

ENGL 330	Seminar in Later American Literature	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
FREN 360	History of the Literature of France I	3
FREN 361	History of the Literature of France II	3
FREN 396	Topics in Francophone Literature	3
GERM 360	History of German Literature I	3
GERM 361	History of German Literature II	3
GERM 396	Topics in German Literature:	3- 4
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
SPAN 360	History of the Literature of Spain I	3
SPAN 361	History of the Literature of Spain II (LT)	3
SPAN 362	History of the Literature of Latin America	3
SPAN 370	Modern Latin American Novel	3
SPAN 396	Topics in Hispanic Literature (LT)	3

World Government and Their Histories:

GOVT 215	Asian Politics (NW)	3
GOVT 325	International Law	3
GOVT 345	Identity Conflict and World Politics (W)	3
GOVT 385	International Politics	3
HIST 261	History of Latin America 1450-2010 (NW)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
HIST 345	Ireland North and South: From Revolutionary Era to Troubled Times 1798-1998	3
HIST 355	Hitler and the Holocaust	3

International Business and Economics:

BSAD 428	International Strategic Management	3
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BSAD 433	International Finance	3
COMM 300	Intercultural/International Communication	3
ECON 333	International Political Economy	3

International Internship:

INST 395	Internship	1-4
INST 495	Internship	1-4

Special Topics in International Studies:

INST 397	Topics:	3
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Journalism

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

More details.

JOURNALISM MAJOR

36 CREDIT HOURS

Required Courses:

JOUR 115/ENGL 115	News Reporting and Writing (W)	3
JOUR 239/ENGL 239	Advanced Journalism (W)	3
JOUR 243	Editorial Skills	3
JOUR 245	Photojournalism	3
JOUR 255	Multimedia Storytelling	3
JOUR 302	Ethics and Law of the Press	3
JOUR 395	Internship	4
JOUR 095	Journalism Participation	0- 1

JOUR 095 required for two semesters.

Three of the following courses:

COMM 280	History of U.S. Media	3
COMM 365/JOUR 365	Public Relations	3
GOVT 335/COMM 335/JOUR 335	Elections, Public Opinion and The Media	3
JOUR 215/ENGL 215	Newspaper Writing: Sports (W)	3
JOUR 290/HIST 290	History of The American Press (W)	3
JOUR 312/ENGL 312	Writing For Magazines (W)	3

JOUR 315/ENGL 315	Newspaper Writing: Critical/Editorial (W)	3
JOUR 197	Topics:	3
JOUR 297	Topics:	3
JOUR 397	Topics:	3

One of the following courses:

ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 230	Introduction to British Literary History (LT)	3
ENGL 240	Introduction to American Literary History (US)	3
ENGL 269	English Grammar	3
ENGL 304	Creative Writing: Fiction (W)	3
ENGL 305	Creative Writing: Poetry (W)	3
ENGL 306	Creative Writing: Drama (W)	3
ENGL 311	Advanced Composition (W)	3

Recommended Supportive Courses:

ART 190	Graphic Design I (A)	3
ART 321	Graphic Design II	3
BSAD 310	Principles of Marketing	3
ECON 120	Principles of Economics I (SS)	3
ECON 121	Principles of Economics II	3
GOVT 110	Introduction to Government (SS)	3

JOURNALISM MINOR**18 credit hours**

JOUR 115/ENGL 115	News Reporting and Writing (W)	3
JOUR 239/ENGL 239	Advanced Journalism (W)	3
JOUR 242	Editorial Skills I: Text and Design	3
JOUR	Elective courses	9

Latin*(See Classics (p. 45))*

Mathematics

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

MATHEMATICS MAJOR

41 CREDIT HOURS

Achievement of a grade of C- or higher is required for all major courses.

Required Courses: 33 credit hours

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

Two of the following courses:

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

MATH 300- level Elective courses may use the two courses not used for the elective area above.

Required Supportive Courses: 8 credit hours

COSC 210	Computer Science I	4
PHYS 221	General Physics I (NS)	4

DEPARTMENTAL HONORS IN MATH

A student earns Departmental Honors in Math by: 1) completing the standard major with a GPA of 3.25 or higher (in all mathematics and supportive courses); 2) completing any two (2) of the following: a) completing two elective courses beyond the required five, at least one of which must be from 340, 345, 350, 355; b) completing a research project* (such as an REU or a summer research project with a faculty member) that results in a poster presentation, a seminar or conference presentation, or submission of an article to an undergraduate or graduate level publication; c) preparing** for and taking the GRE in Mathematics, the Putnam exam, actuarial exam P, or another competitive examination approved by the mathematics faculty.

*The scope of the research project should be comparable to a 3-credit hour course.

**Plan for exam preparation must be approved by the department chair, and overseen by a faculty member. The scope of the plan should be comparable to a 3-credit hour course.

MATHEMATICS MINOR

18 credit hours

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

MATH Elective courses- (One COSC course allowed as a substitute)

Media Studies

Media Studies analyzes the collection, production, and dissemination of these symbols within the context of an increasingly mediated world. This major also explores the social, historical, political, and cultural aspects of the media, while developing an understanding of its aesthetics, production, and social influence. Further, a deep understanding of new media processes is important for effective citizenship in a digital age where students will face myriad opportunities to consume, interpret and create mediated messages. Courses in the Media Studies major will prepare students to succeed, regardless of how the latest media technology develops. Graduates will be well suited for graduate school as well as a variety of careers in film, television, radio, public relations/advertising, marketing, journalism, and more.

MEDIA STUDIES MAJOR

39 CREDIT HOURS

Required Courses: 30 credit hours

COMM 210	Rhetorical Criticism (W)	3
COMM 260	Persuasion	3
COMM 290	Communication Research	3
MDST 110	Media and Society	3
MDST 150	Introduction to New Media	3
MDST 220	History of Electronic Media (US)	3
MDST 230	Media Aesthetics and Production	3
MDST 380	Mass Media Effects	3
MDST 390	Critical Media Studies	3
MDST 395	Internship	3-4

Interdisciplinary Electives: 9 credit hours

Choose one course from the Aesthetics category: 3 credits

ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
ART 113/HIST 113	Art History II: Renaissance through the 20th Century (WT)	3
ART 313	Art Since 1945 (W) & (US)	3
EDUC 355	Human Relations in Education	3
ENGL 140	Contemporary Film Aesthetics	3
ENGL 150	American Cinema (US)	3
ENGL 168	Criminal Behavior in Society and Media	3

ENGL 289	Seminar in Literary Criticism and Theory	3
MDFL 152	Central and West-African Cinema	3

Topics courses as approved by the department chair.

Choose one course from the Production category: 3 credits

ART 120	Design I: Two-Dimensional Design (A)	3
ART 180	Photography I: Introduction (A)	3
ART 190	Graphic Design I (A)	3
COSC 180	Web Site Development and Design	3
JOUR 115/ENGL 115	News Reporting and Writing (W)	3
JOUR 243	Editorial Skills	3
JOUR 245	Photojournalism	3
JOUR 255	Multimedia Storytelling	3

Topics courses as approved by the department chair.

Choose one course from the Social Influence category: 3 credits

BSAD 310	Principles of Marketing	3
BSAD 413	Marketing Promotions	3
GOVT 335/COMM 335/JOUR 335	Elections, Public Opinion and The Media	3
JOUR 302	Ethics and Law of the Press	3

Topics courses as approved by the department chair.

MEDIA STUDIES MINOR REQUIREMENTS

21 credit hours

MDST 110	Media and Society	3
MDST 150	Introduction to New Media	3
MDST 220	History of Electronic Media (US)	3
MDST 380	Mass Media Effects	3
MDST	Elective coursework	9

For the 9 hours of electives, students are encouraged to develop a focused set of elective courses in consultation with their advisors and faculty in the Communication Studies Department. At least one course (3 credits) must come from outside the Communication Studies Department. (a prefix other than COMM or MDST).

Medical Laboratory Science

Plan I

To earn an Augustana degree with a major in Medical Laboratory Science, a student must complete three years of work at the University followed by a year of study in an approved Medical Laboratory Science program. A prospective major must make an application to the

professional program during the fall of their junior year. Augustana will allow up to 40 credit hours for successful completion of the fourth year (as evidenced by receipt at the registrar's office of a certified transcript of the grades from an approved program). Please see below for the required and recommended Augustana Courses.

Plan II

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

MEDICAL LABORATORY SCIENCE PROGRAM OF STUDY

THE COURSES IN MEDICAL LABORATORY SCIENCE ARE TAKEN DURING THE YEAR OF PROFESSIONAL STUDY AT AN APPROVED PROGRAM.

Several courses are required for admission to a program:

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
BIOL 233	Genetics	4
BIOL 331	Introduction to Immunology	3
BIOL 344	General Microbiology	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
ENGL 110	First-Year Composition (W)	3
PSYC 270/ECON 270	Statistics	4
MATH 140	Quantitative Reasoning (MT)	3
	OR	
MATH 150	Pre-Calculus (MT)	4

	OR	
MATH 151	Calculus I (MT)	4

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

BIOL 354	Biological Chemistry (W)	4
	AND/OR	
CHEM 242	Analysis	4

Courses that are strongly recommended include:

BIOL 150	Human Anatomy	4
BIOL 234	Cell Biology	4
BIOL 358	Molecular Biology	4
CHEM 311	Advanced Analytical Chemistry (W)	4
COMM 110	Introduction To Communication	3

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

Clinical Chemistry

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

Clinical Hematology

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

Immunohematology

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

Microbiology

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

Clinical Microscopy

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

Introduction To Lab Management

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

Clinical Laboratory Theory, Application And Correlations

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

Modern Foreign Languages

An essential part of a liberal arts education is the study of world languages, cultures, and literatures. In addition to preparing students for careers in teaching or for advanced language study at the graduate level, knowledge of a world language is a strong asset and an increasingly essential skill in many career fields. Proficiency in one or more world languages can provide students with a significant competitive edge in the global job market. The Department therefore encourages students to combine their major in Business Administration, Economics, Education, English, Government, History, Journalism, Nursing, Psychology, or Sociology, for example, with a second major or minor in French, German or Spanish. Students may continue studying a language begun in high school, or may select a new language.

Advanced Placement (AP), CLEP, and Placement Exams

The Department accepts Advanced Placement (AP) and CLEP credits. See the Department website for additional information. New students who do not have AP, CLEP or transfer credit, who have a background in French, German or Spanish take a free language placement exam that specifies at which level they should continue their language study.

Study, Work and Teaching Abroad

Residence in a foreign country allows students to achieve higher levels of proficiency and to gain insights into a country's rich culture and customs. Dozens of opportunities to study and to work abroad are available to Augustana students and the majority of language majors spend at least one Interim or semester abroad. Post-graduate assistantships are available to teach English. Augustana faculty also lead Interim and Spring Break courses abroad.

Certification

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

Assessment

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

MODERN FOREIGN LANGUAGES MAJOR

37 CREDIT HOURS

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

Primary Language (22 credit hours)

Introduction to Language I & II (6 cr)

Intermediate Language I & II (8 cr)

Conversation and Composition I or II (4 cr)

Electives in Primary Language (4 cr)

Secondary Language (14 credit hours)

Introduction to Language I & II (6 cr)

Intermediate Language I & II (8 cr)

Choose one course from: 3 credit hours

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 110	Introduction to Anthropology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3

ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 is strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

MODERN FOREIGN LANGUAGES MINOR

27 CREDIT HOURS

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

Choose one course from: 3 credits

MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 110	Introduction to Anthropology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3

GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 is strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

Primary Language (18 credit hours)

Introduction to Language I & II (6 cr)

Intermediate Language I & II (8 cr)

Conversation and Composition I or II (4 cr)

Secondary Language (6 credit hours)

Introduction to Language I & II (6 cr)

Music

Inspired by the Lutheran liberal arts tradition of excellence in music, the Music program provides a comprehensive education that challenges and prepares music majors for professional careers and graduate study. All students are offered the opportunity to study and perform in a nurturing environment that fosters integrity and integrates faith and learning in a diverse world. In addition to the full-time faculty listed above, the department employs over 20 part-time faculty members, most of whom are applied music specialists.

Large and chamber ensembles are available in vocal and instrumental studies. Choral, band, symphonic, operatic, solo, chamber and jazz are some of the varied opportunities for students at Augustana. Ensembles are open to the whole campus community, and there are more than a dozen performing groups engaging music of all eras and styles. Keyboard majors rehearse and perform on the highest quality concert pianos and organs. The South Dakota Symphony, the Community Concert Association, the Sioux Falls Jazz and Blues Society and the Washington Pavilion of Arts and Science bring national and international guest artists and performing groups to capacity audiences. Many of these artists take the time to work with Augustana Music students.

Major Tracks

All major courses for all tracks must be completed with a grade of C- or better.

MUSIC MAJOR

All major courses must be completed with a grade of C- or better.

45 credit hours

MUSI 095 (Ensemble): Take 4 terms for credit.

MUSI 161-167 (Private Lessons): Take 8 terms for credit.

MUSI 120	Music Theory I: Basic Concepts and Skills (A)	2
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MUSI 120L	Aural Skills Lab I (A)	1
MUSI 121	Music Theory II: Melodic Structures and Diatonic Harmony	2
MUSI 121L	Aural Skills II	1
MUSI 210	Music History and Literature to 1750 (WT)	3
MUSI 212	Music History and Literature: 1750 to Present	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
MUSI 220	Music Theory III: Chromaticism and Formal Practices	2
MUSI 220L	Aural Skills III	1
MUSI 221	Music Theory IV: Extended Chromaticism and Contrapuntal Genres	2
MUSI 221L	Aural Skills IV	1
MUSI 300	Fundamentals of Conducting	3
MUSI 095	Music Ensemble:	0- 1
MUSI 161 - 167	MUSI Applied Lessons (MUSI 161-167)	0-1
MUSI	Electives (Preferably at the 300-level)	9

Majors and Minors must normally complete their Applied Music requirement in the same performance area. Music Education - Vocal Emphasis majors whose major applied area is piano or organ must take a minimum of four terms in voice of either 30 or 50 minute lessons. If the major applied area is voice, seven terms of 50 minute lessons are required. Music Education - Instrumental Emphasis majors must normally take the seven applied terms of 50 minute lessons on one instrument or in one instrumental area (woodwinds, brass, strings, and percussion). If the major applied area is piano or organ, four terms must be on one other approved instrument. Exceptions are permitted only upon petition to the Department of Music. A recital performance of at least 30 minutes duration is required during the junior or senior year for music majors. No recital is required for Music minors. Music Education majors whose performing medium is piano or organ must receive credit for at least four terms of 30 or 50 minute lessons or instrumental lessons corresponding to the emphasis chosen.

MUSIC EDUCATION MAJOR

All major courses for all tracks must be completed with a grade of C- or better.

85-86 CREDIT HOURS PLUS STUDENT TEACHING

Required Courses: 74 credit hours, plus student teaching

Take MUSI 095 every term, 6 terms for credit

Take 2 terms of MUSI 096 or MUSI 097, may be for zero credit each term

Take 7 terms of MUSI 161-167 for credit

(Lessons must be completed in the SAME performance area)

MUSI 095	Music Ensemble:	0- 1
MUSI 096-097	MUSI Small Ensemble (MUSI 096, MUSI 097)	0-1
MUSI 161 - 167	MUSI Applied Lessons (MUSI 161-167)	0-1
MUSI 120	Music Theory I: Basic Concepts and Skills (A)	2
MUSI 120L	Aural Skills Lab I (A)	1

MUSI 121	Music Theory II: Melodic Structures and Diatonic Harmony	2
MUSI 121L	Aural Skills II	1
MUSI 191	Introduction to Notational Software	1
MUSI 210	Music History and Literature to 1750 (WT)	3
MUSI 212	Music History and Literature: 1750 to Present	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
MUSI 220	Music Theory III: Chromaticism and Formal Practices	2
MUSI 220L	Aural Skills III	1
MUSI 221	Music Theory IV: Extended Chromaticism and Contrapuntal Genres	2
MUSI 221L	Aural Skills IV	1
MUSI 300	Fundamentals of Conducting	3
MUSI	MUSI Elective	3
	Teacher Certification Coursework	33 + TBA

Includes taking MUSI 310 (Instrumental Emphasis) or MUSI 311 (Vocal Emphasis)

Teacher Certification Coursework- All-Grades Education second major

Complete the coursework for one of the following emphasis areas:

Instrumental Emphasis

12 credit hours

MUSI 108	Vocal Pedagogy for Instrumental Majors	1
MUSI 250	Brass Pedagogy and Performance	2
MUSI 251	String Pedagogy and Performance	2
MUSI 252	Woodwind Pedagogy and Performance	2
MUSI 253	Percussion Pedagogy and Performance	2
MUSI 301	Advanced Instrumental Conducting	3

Vocal Emphasis

11 credit hours

MUSI 236	Singer's Diction	2
MUSI 303	Advanced Choral Conducting	3
MUSI 331	Elementary and Middle School Music Methods	3
MUSI 336	Vocal Pedagogy	3

Majors and Minors must normally complete their Applied Music requirement in the same performance area. Music Education - Vocal Emphasis majors whose major applied area is piano or organ must take a minimum of four terms in voice of either 30 or 50 minute lessons. If the major applied area is voice, seven terms of 50 minute lessons are required. Music Education - Instrumental Emphasis majors must normally take the seven applied terms of 50 minute lessons on one instrument or in one instrumental area (woodwinds, brass, strings, and percussion). If the major applied area is piano or organ, four terms must be on one other approved instrument. Exceptions are permitted only upon petition to the Department of Music. A recital performance of at least 30 minutes duration is required during the junior or senior year for music majors. No recital is required for Music minors. Music Education majors whose performing medium is piano or organ must receive credit for at least four terms of 30 or 50 minute lessons or instrumental lessons corresponding to the emphasis chosen.

MUSIC MINOR

24 credit hours

Take two consecutive terms of MUSI 095 for credit

Take four terms of lessons (MUSI 161-167) for credit

MUSI 095	Music Ensemble:	0- 1
MUSI 120	Music Theory I: Basic Concepts and Skills (A)	2
MUSI 120L	Aural Skills Lab I (A)	1
MUSI 121	Music Theory II: Melodic Structures and Diatonic Harmony	2
MUSI 121L	Aural Skills II	1
MUSI 161 - 167	MUSI Applied Lessons (MUSI 161-167)	0-1

Choose two of the following three courses:

MUSI 210	Music History and Literature to 1750 (WT)	3
MUSI 212	Music History and Literature: 1750 to Present	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3

MUSI Electives Preferably chosen from the following courses: 6 cr

MUSI 300	Fundamentals of Conducting	3
MUSI 301	Advanced Instrumental Conducting	3
MUSI 303	Advanced Choral Conducting	3
MUSI 321	Instrumentation and Arranging	3

Majors and Minors must normally complete their Applied Music requirement in the same performance area. Music Education - Vocal Emphasis majors whose major applied area is piano or organ must take a minimum of four terms in voice of either 30 or 50 minute lessons. If the major applied area is voice, seven terms of 50 minute lessons are required. Music Education - Instrumental Emphasis majors must normally take the seven applied terms of 50 minute lessons on one instrument or in one instrumental area (woodwinds, brass, strings, and percussion). If the major applied area is piano or organ, four terms must be on one other approved instrument. Exceptions are permitted only upon petition to the Department of Music. A recital performance of at least 30 minutes duration is required during the junior or senior year for music majors. No recital is required for Music minors. Music Education majors whose performing medium is piano or organ must receive credit for at least four terms of 30 or 50 minute lessons or instrumental lessons corresponding to the emphasis chosen.

Native American Studies

Native American Studies offers courses in the general education core, courses that satisfy South Dakota teacher certification requirements, and elective courses in Native American studies.

Northern Plains Studies

Envisioned as a minor, not a stand-alone major, the goal of a Northern Plains program is to enhance currently offered programs, entice foreign students to Augustana, and, where possible, to utilize the resources of the Center for Western Studies. Using the pedagogy of regional studies, and focusing its attention on the Northern Plains, students in this program explore the complex communities—both human and non-human—who inhabit(ed) the region. Students completing a Northern Plains Minor will not only be able to articulate what makes the Northern Plains unique, but use the tools they have learned for evaluating the Northern Plains region for examining other regions around the world.

NORTHERN PLAINS STUDIES MINOR

18-19 CREDIT HOURS

Required Course: 3 credit hours

NPST 202	South Dakota and the World	3
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Elective courses: 15 credit hours

ANTH 270/SOCI 270	Great Discoveries in Archaeology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
BIOL 180	Introduction to Environmental Science (SI)	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
HIST 303	History of The American West (W)	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
NPST	Northern Plains Studies Electives	

Recommended Courses:

HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3

Nursing

The mission of the professional Nursing program is to prepare students to apply knowledge and Christian values in the understanding and fostering of health, wholeness, and human potential in a changing world. The curriculum is grounded in nursing science as well as the biological and social sciences and the humanities. The guiding values of the program are congruent with the mission of Augustana: teaching/learning from a liberal arts perspective, living in community, cultivating excellence, developing servant leadership and living faith in vocation. Graduates are prepared to address complex issues in health through experiences that facilitate both their personal and professional growth. The Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible to take the National Council of State Boards of Nursing Licensing Examination (NCLEX) for licensure as registered nurses. They are prepared for entry level positions anywhere in the health care system, and they have a strong foundation for graduate study.

NURSING MAJOR

77 CREDIT HOURS**Required Courses: 48 credit hours**

NURS 200	Introduction to Professional Nursing	3
NURS 230	Pharmacotherapeutics	3
NURS 324	Health Pattern Recognition/Nutrition	3
NURS 326	Nursing Therapeutics	4
NURS 328	Pathophysiology	3
NURS 340	Adult Health Nursing I	4
NURS 352	Child Health Nursing	3
NURS 388	Epidemiology for Public Health Practice	2
NURS 410	Maternal and Reproductive Health Nursing	3
NURS 420	Behavioral Health Nursing	5
NURS 430	Community Health Nursing	5
NURS 441	Adult Health Nursing II	4
NURS 450	Perspectives in Professional Nursing (W)	3
NURS 451	Leadership in Professional Nursing	3

Required Supportive Courses: 29 credit hours

BIOL 110 or BIOL 120 are not a Nursing major requirement, however, one of these courses must be taken as a prerequisite for BIOL 150.

BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
BIOL 250	Introductory Microbiology	4
CHEM 116	General Chemistry I (NS)	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 145	Survey of Organic and Biochemistry	4
MATH 140	Quantitative Reasoning (MT)	3
PSYC 210	Life-Span Human Development (WB)	3
SOCI 110	Contemporary Society (SS)	3

Related information: The major in Nursing has the following provisions and requirements: 1) essential functional requirements compliance; 2) completion of a criminal background check and drug screen conducted prior to a student's enrollment in clinical nursing courses; 3) a minimum cumulative grade point average of 2.70 for all courses; 4) achievement of a grade of C- or higher in required support courses (A student is allowed to repeat a maximum of two required prerequisite courses one time.); and 5) evidence of personal qualifications essential for success in professional nursing.

Progression into subsequent nursing courses or to graduation is contingent upon attaining a "C" or better (minimum of 74%) in both the theory and clinical portions of all preceding nursing courses. Unsatisfactory completion of a nursing course requires that the student request

readmission to the nursing major and permission to re-enroll in the failed course the next time the course is offered. Readmission is contingent on space availability, recommendations from the student's advisor and course professor of the failed course, and the professional judgment of the Nursing Admission/Progression Committee. A student is allowed to repeat a maximum of one nursing course one time.

Nursing majors enrolled in clinical nursing courses are provided with a current copy of the Department of Nursing Student Handbook, which delineates policies and procedures affecting students in the nursing program.

Baccalaureate degree for Registered Nurses: For information contact the Chair of the Nursing department.

Philosophy

The Philosophy major has two tracks: a Philosophy track and Religion/Philosophy track. The major is designed to give students a broad introduction to the philosophical enterprise, to relate that enterprise to the student's total educational experience, and to encourage creative reflection on life's deepest questions. The major is designed to acquaint students with the discipline of philosophy in both its historic and contemporary expressions. It aims to broaden students' intellectual horizons while heightening their moral sensitivity and to develop their thinking and speaking skills while encouraging the integration of learning.

While the study of philosophy is particularly important for students planning to enter the professions, the skills and attitudes acquired through philosophical inquiry will benefit anyone who wants to think more clearly, critically, flexibly, and comprehensively, no matter what one's major or vocational goals may be. We are therefore eager to work with students who want to combine their study of philosophy with other majors or areas of study.

PHILOSOPHY MAJOR

24 CREDIT HOURS

Required Philosophy of Religion Course - 3 credit hours:

Choose one Philosophy of Religion course.

PHIL 200/RELI 200	Reason, Faith and the Search for Meaning (RT)	3
PHIL 241/RELI 241	Theology and Philosophy in Dialog (RT)	3

Required Philosophical Ethics Course - 3 credit hours:

Choose one Philosophical Ethics course.

PHIL 210/RELI 210	Ethical Perspectives (RT)	3
PHIL 260	Global Ethics (NW)	3
PHIL 282	Ethics in America (US)	3

Required Courses: 12 credit hours

PHIL 220/CLAS 220	Our Philosophical Heritage I (WT)	3
PHIL 230	Our Philosophical Heritage II (WT)	3
PHIL 315	Logic and Argumentation	3
PHIL 332	Seminar	3

Additional Required Elective Courses - 6 credit hours

For the elective courses, one must be numbered PHIL 297 or higher.

PHIL	Elective courses (2 courses)	6
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RELIGION/PHILOSOPHY MAJOR TRACK

(See Religion/Philosophy Major (p. 104))

PHILOSOPHY MINOR

15 credit hours

PHIL	Elective courses (5 courses)
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POLITICAL PHILOSOPHY MINOR

See Government/International Affairs (p. 73) for minor requirements.

Related information: Students preparing for graduate study in philosophy need careful advising in their choice of courses. Majors are encouraged to broaden themselves by taking courses in the natural and social sciences as well as in the humanities. A study of one or more foreign languages is recommended.

NOTE: Consult the Interim catalog for courses not listed here which may be applied to a Philosophy major.

Physical Education

The Physical Education major is designed for students interested in teaching K-12 physical education. In addition to their coursework, students gain hands-on experience in area schools as they work to become certified teachers. Augustana's education department is endorsed by the SD Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

Students who major in Physical Education will be listed as a double major in K-12 Education.

PHYSICAL EDUCATION MAJOR

38 CREDIT HOURS

Required Courses: 27 credits

EXSC 120	Introduction to Exercise and Sport Sciences	3
EXSC 277	Motor Development	2
EXSC 320	Physiology of Exercise	4
EXSC 322	Structural Kinesiology	3
PE 220	Individual and Team Sports	2
PE 252	Outdoor Education	1
PE 266	Methods for Teaching Elementary Physical Education	3
PE 270	Aquatics	1
PE 280	Prevention and Care of Athletic Injuries	3
PE 290	Teaching of Dance	1
PE 313	Organization and Administration of Physical Education and Sport	2
PE 340	Adapted Physical Education	2

Required Supportive Courses: 11 credits

BIOL 110	Biology and Human Concerns (NS)	4
	OR	
BIOL 120	Biological Principles I (NS)	4

BIOL 150	Human Anatomy	4
SOCI 110	Contemporary Society (SS)	3

It is recommended that Physical Education majors also complete the additional course work required for endorsements in Health Education and Coaching.

COACHING PREPARATION COURSEWORK

REQUIREMENTS FOR COACHING CERTIFICATION VARY FROM STATE TO STATE AND SOMETIMES FROM DISTRICT TO DISTRICT WITHIN A STATE.

At a minimum, students interested in coaching should take the following coursework:

PE 225	Psychology of Coaching	2
	OR	
PE 345	Applied Sport Psychology	3
PE 280	Prevention and Care of Athletic Injuries	3

Choose one course from the sport one wishes to coach

PE 231	Theory of Coaching Volleyball	2
PE 232	Theory of Coaching Basketball	2
PE 233	Theory of Coaching Baseball	2
PE 234	Theory of Coaching Softball	2
PE 235	Theory of Coaching Wrestling	2
PE 236	Theory of Coaching Track and Field	2
PE 237	Theory of Coaching Football	2
PE 238	Theory of Coaching Soccer	2

Other recommended coursework includes:

EXSC 277	Motor Development	2
EXSC 320	Physiology of Exercise	4
HLTH 222	Nutrition (WB)	3
PE 230	First Aid and CPR	1
PE 395	Internship	1-4

Physics

The Department of Physics provides outstanding scientific and technical instruction as well as undergraduate research opportunities, all within the context of a broad liberal arts education. Our goal is a program that prepares our students for lives of intellectual growth and service.

The Physics program is flexible and with the appropriate choice of courses can prepare students for work in industry, graduate study in physics or engineering, or teaching at the secondary level, among other options. In recent years, approximately 90% of our graduates have continued on to graduate or professional school.

The Department of Physics also supervises the dual degree program in engineering in which students attend Augustana for three or four years and then complete the program with two years at an engineering school. This enables the student to combine the advantages of a broad-based liberal arts education with their technical education. Students in this program receive a Bachelor of Arts from Augustana (in a major of their choice) and a Bachelor of Science in the chosen engineering specialty from the engineering school. Cooperative plans are in place with Columbia University (New York), Washington University (St. Louis), and the University of Minnesota (Minneapolis). Students in the program are guaranteed admission to the engineering school when recommended by Augustana. The particular preparatory courses that must be completed at Augustana depend upon which engineering school and which specific engineering program students wish to enter. Students are encouraged to work with the Coordinator of the Dual Degree program in selecting their coursework. See Engineering Physics for more information.

PHYSICS MAJOR

40 CREDIT HOURS

Required Courses: 29 credit hours

PHYS 221	General Physics I (NS)	4
PHYS 222	General Physics II	4
PHYS 281	Intermediate Laboratory	3
PHYS 321	Computational Physics	4
PHYS 371	Modern Physics I	3
PHYS 381	Advanced Laboratory (W)	3
PHYS	PHYS Elective courses 300-level or above	9

Required Supportive Courses: 11 credit hours

MATH 151	Calculus I (MT)	4
MATH 152	Calculus II	4
MATH 153	Calculus III	3
MATH 310	Differential Equations	3

TEACHER CERTIFICATION – PHYSICS:

The requirement for teaching physics at the secondary level is a physics major that also includes:

PHYS 190	Astronomy (NS)	4
PHYS 372	Modern Physics II	3

These may be used as two of the three elective courses. For students intending a career in secondary education, only 6 of the 9 credit hours of electives need be at the 300-level.

DISTINCTION IN PHYSICS:

A student may graduate with Distinction in Physics by: 1) Completing the physics major, including PHYS 341, PHYS 351, PHYS 361, PHYS 371 and PHYS 373. A major with distinction shall include completion of 24 credit hours in the department at the 300-level; 2) Maintaining a department grade point average of 3.0; 3) Completing two research credits, one of which will be PHYS 391; 4) Completing the Graduate Record Exam in Physics and 5) Completing and defending a senior thesis (PHYS 391) based on the student's research, as described in the PHYS 391 course description.

Applications for Distinction in Physics must be received by the department chair and accepted by the third class day of the student's last semester. Application forms are available from the department chair.

PHYSICS MINOR

19 credit hours

PHYS 221	General Physics I (NS)	4
PHYS 222	General Physics II	4
PHYS 321	Computational Physics	4
PHYS 371	Modern Physics I	3
MATH 151	Calculus I (MT)	4

Astronomy (PHYS 190) is required for a Physics teaching minor.

Psychology

The curriculum in the Department of Psychology is designed to introduce the student to the theories and methods modern psychologists have developed in their attempt to understand human nature. Both the scientific approach to psychology and the approach based on personal experiences, intuition and reflection are presented. The Department also relates the modern psychological approach to the traditional Christian one.

A psychology major can lead to many different careers. Psychology advisors will assist students in choosing the specific courses that meet individual students' needs. As a major with some flexibility, Psychology works well to support another program of study. It is also a strong stand-alone major. Students who intend to pursue careers in psychology should take up to 43 credit hours in psychology. The department advises individuals who wish to attend graduate school and receive letters of recommendation from department faculty to become involved in research projects with department faculty.

More Psychology details.

PSYCHOLOGY MAJOR

35 CREDIT HOURS

Achievement of a grade of C- or higher is required for all major courses.

Required Courses:

PSYC 115	General Psychology (SS)	3
PSYC 270/ECON 270	Statistics	4
PSYC 271	Research Methods (W)	4
PSYC 400	Senior Seminar	3

Three courses chosen from the following options:

PSYC 210	Life-Span Human Development (WB)	3
PSYC 232	Abnormal Psychology	4
	OR	
PSYC 235	Counseling and Psychotherapy	4
PSYC 240	Cognitive Psychology	3
PSYC 250	Social Psychology	3

PSYC 260	Behavioral Neuroscience	4
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Four Elective Courses

PSYC	Four PSYC Elective Courses	12-16
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Only three credits from PSYC 393, PSYC 394 and PSYC 498 may count as electives toward the minimum requirements for the major.

Honors in Psychology:

A student may graduate with Honors in Psychology by: 1) earning a cumulative grade point average of 3.0 or higher; 2) maintaining a department grade point average of 3.50 or higher; 3) successfully designing and conducting an independent senior research study (PSYC 498); 3) presenting their findings in a conference talk and/or as a full APA-style report and 4) fulfilling the university requirements for departmental honors (<http://augie.smartcatalogiq.com/en/2016-2017/2016-2017-Undergraduate-General-Catalog/Academic-Policies/Academic-Honors/Departmental-Honors>).

EMPHASIS AREAS (OPTIONAL):

Psychology Majors may also elect one or more special emphasis areas by taking the noted courses. Courses may count toward more than one emphasis.

BUSINESS/HUMAN RESOURCES EMPHASIS: 15 CREDIT HOURS

Five of the following courses: 15 credit hours

PSYC 240	Cognitive Psychology	3
PSYC 250	Social Psychology	3
PSYC 355	Positive Psychology	3
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ACCT 207	Understanding the Numbers	3
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	OR	
ACCT 210	Principles of Accounting I	3
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BSAD 205/COSC 205	Management Information Systems I	3
BSAD 241/COSC 241	Management Information System II	3
BSAD 320	Principles of Management	3
BSAD 340	Business Law I	3
BSAD 421	Human Resource Management	3

(Consider a Business Administration major or minor)

COUNSELING/CLINICAL EMPHASIS: 15 CREDIT HOURS

Two required courses: 8 credit hours

PSYC 232	Abnormal Psychology	4
PSYC 235	Counseling and Psychotherapy	4

Two or three elective courses: 7 credit hours

PSYC 200	Drugs and Mental Health	3
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PSYC 260	Behavioral Neuroscience	4
PSYC 325	Behavior Modification and Assessment	3
PSYC 332	Psychological Measurement and Diagnosis	4
PSYC 335	Human Relations	3
PSYC 391	Practicum	2- 4
PSYC 393	Directed Research I	1- 3

NEUROSCIENCE EMPHASIS: 16 CREDIT HOURS

One required course: 4 credit hours

PSYC 260	Behavioral Neuroscience	4
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Three elective courses: 12 credit hours

BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
BIOL 334	Vertebrate Embryology (W)	4
BIOL 360	Evolution	3

Please note prerequisites listed in Biology.

(Consider a Biology major or minor)

Optional: Consider the following courses to satisfy your PSYC electives for the major:

PSYC 200	Drugs and Mental Health	3
PSYC 232	Abnormal Psychology	4
PSYC 240	Cognitive Psychology	3
PSYC 397	Topics:	3

RESEARCH EMPHASIS: 15 CREDIT HOURS

Two required courses: 7 credit hours

PSYC 350/GOVT 350/SOCI 350	Social Science Research Methods (W)	4
PSYC 393	Directed Research I	1- 3

Two to five elective courses: 8 credit hours

PSYC 394	Directed Research II	1- 3
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PSYC 498	Senior Research Project	3- 4
BIOL 297	Topics:	3
BSAD 205/COSC 205	Management Information Systems I	3
BSAD 241/COSC 241	Management Information System II	3
COSC 105	Advanced Spreadsheet Application Software	1
COSC 106	Advanced Database Application Software	1

SOCIAL SERVICES EMPHASIS: 15 CREDIT HOURS

Five elective courses: 15 credit hours

BSAD 320	Principles of Management	3
SOCI 110	Contemporary Society (SS)	3
SOCI 210	Sociology of Families	3
SOCI 312	Deviance and Social Control	3
SOCI 280	Race, Ethnicity and Multiculturalism	3
SOCI 340	Social Inequality	4

(Consider a Sociology major or minor)

PSYCHOLOGY MINOR

19 credit hours

PSYC 115	General Psychology (SS)	3
PSYC 270/ECON 270	Statistics	4

Two courses chosen from the following options:

PSYC 210	Life-Span Human Development (WB)	3
PSYC 232	Abnormal Psychology	4
	OR	
PSYC 235	Counseling and Psychotherapy	4
PSYC 240	Cognitive Psychology	3
PSYC 250	Social Psychology	3
PSYC 260	Behavioral Neuroscience	4

Electives

Take two additional PSYC Courses as electives.

PSYC	Two PSYC Elective Courses	6-8
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Religion

The Religion major urges students to study and wrestle with the diversity and richness of texts, ideas and communities within Christianity and within other religious traditions. The major has two tracks: a Religion track and a Religion/Philosophy track. The major is intended to give students a broad introduction to critical theological reflection, to relate that reflection to the students' total educational experience, and to respond creatively to the world in which they live in terms of their own religious and theological heritage. The major aims to broaden students' moral responsibility, to develop their critical thinking, speaking, and writing skills while encouraging them to consider faith and ethical commitments as preparation for a life of responsible service in church and society. Most importantly, the Religion major encourages students to engage enduring questions about the meaning of life in a context of liberal arts learning.

The Religion track is designed to acquaint students with the discipline of theology in both its historic and contemporary expressions and to see the connection between theology and various religious and philosophical traditions. The Religion/Philosophy track is designed to explore how the methods and concepts of philosophy can assist us in the examination and clarification of theological ideas.

Students may choose a Religion major as a viable liberal arts major which encourages them to think more clearly, critically, and comprehensively about questions that matter. It is also a major that may be chosen as preparation for seminary and graduate study and church-oriented vocations. As a reflection of the holistic and integrative orientation of a liberal education, courses are offered in the areas of Text and Context, Tradition and Culture, Contemporary Issues, and Seminar and Thesis Courses.

Text and Context:

Courses in this area stress the interpretation and analysis of primary texts as they evolved in their own historical and cultural context and as they are interpreted and appropriated in other cultural and historical contexts.

Tradition and Culture:

Courses in this area discuss and analyze theological traditions as they developed within their own historical culture and as they evolved in response to historical and cultural changes.

Contemporary Issues:

Courses in this area discuss and analyze topical issues from biblical, theological, or ethical perspectives.

Seminar and Thesis:

Courses in this area offer advanced work for Religion majors and other students interested in more in depth discussions of selected topics within the theological and textual traditions.

RELIGION MAJOR

27 CREDIT HOURS

Required Courses: 27 credit hours

RELI 110	Exploring the Christian Faith (CT)	3
RELI 330	Exploring Judaism (W)	3
	OR	
RELI 341	World Religions: Hinduism and Buddhism	3
RELI 320	Seminar in Biblical Studies (W)	3
RELI 332	Seminar in Contemporary Theology	3
RELI 400	Senior Thesis	3

One Text and Context course: 3 credit hours

RELI 211	The Bible and The Detective Story (RT)	3
RELI 212	Lessons in Living: Biblical and Contemporary	3

	Reflections on Wisdom (RT)	
RELI 213	Power, Politics, and the Biblical Prophets (RT)	3
RELI 214	Telling Stories, Disrupting Order: Gospels and Other Transformations (RT)	3
RELI 247	From Plato to Genesis to Job: The Question of Justice (RT)	3

One Tradition and Culture course: 3 credit hours

RELI 200/PHIL 200	Reason, Faith and the Search for Meaning (RT)	3
RELI 210/PHIL 210	Ethical Perspectives (RT)	3
RELI 216	God: The Problem and the Promise (RT)	3
RELI 241/PHIL 241	Theology and Philosophy in Dialog (RT)	3
RELI 245	After Auschwitz: The Holocaust and Christian Faith (RT)	3
RELI 251	Judaism, Islam and the Christian Faith (RT)	3
RELI 255	Religion, Politics and Violence (RT)	3
RELI 260	The Geography of God's Incarnation: Landscapes and Narratives of Faith (RT)	3

One Contemporary Issues course: 3 credit hours

RELI 219	God, Suffering, and Evil (RT)	3
RELI 254	Theology, Medicine and Ethics (RT)	3

One additional course from one of the above areas: 3 credits

Additional courses in Philosophy, History, and Foreign Languages are highly recommended. The department especially recommends study of Latin, Greek and Hebrew.

RELIGION MINOR

Required Courses:

RELI 110	Exploring the Christian Faith (CT)	3
RELI 330	Exploring Judaism (W)	3
	OR	
RELI 341	World Religions: Hinduism and Buddhism	3
RELI 320	Seminar in Biblical Studies (W)	3
	OR	

RELI 332	Seminar in Contemporary Theology	3
	One Text and Context course	3
	One Tradition and Culture course	3
	One Contemporary Issues course	3

Religion/Philosophy Major

RELIGION/PHILOSOPHY MAJOR

30 credit hours

PHIL 110	Dimensions of the Self	3
PHIL 200/RELI 200	Reason, Faith and the Search for Meaning (RT)	3
PHIL 241/RELI 241	Theology and Philosophy in Dialog (RT)	3
PHIL 220/CLAS 220	Our Philosophical Heritage I (WT)	3
PHIL 230	Our Philosophical Heritage II (WT)	3
PHIL 400	Senior Thesis	3

Four of the following courses: 12 credits

PHIL 210/RELI 210	Ethical Perspectives (RT)	3
RELI 211	The Bible and The Detective Story (RT)	3
RELI 216	God: The Problem and the Promise (RT)	3
RELI 219	God, Suffering, and Evil (RT)	3
PHIL 242/RELI 242	Liberation Thought	3
PHIL 243/RELI 243	Conversation Between Science and Religion	3
PHIL 300	Contemporary Moral Issues	3
PHIL 332	Seminar	3
RELI 332	Seminar in Contemporary Theology	3

Secondary Education

SEE EDUCATION (p. 54) FOR MAJOR REQUIREMENT DETAILS

Sign Language Interpreting

The Sign Language Interpreting Program prepares students to interpret in a variety of settings. The program has been developed in accordance with the Conference of Interpreter Trainers (CIT) recommended course of study and is based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. Students must pass the Intermediate level of the SLPI (Sign Language Proficiency Interview) and a Spoken English Assessment to be admitted into the Sign Language Interpreting Program.

SIGN LANGUAGE INTERPRETING MAJOR

65 CREDIT HOURS**Required Courses: 56 credit hours**

ASL 101	Foundations in American Deaf Culture	3
ASL 110	American Sign Language I (L1)	3
ASL 111	American Sign Language II (L2)	3
ASL 210	American Sign Language III	3
ASL 211	American Sign Language IV	3
ASL 310	American Sign Language V	3
INTR 201	Introduction to Interpreting	2
INTR 301	Building Translation Skills	3
INTR 340	Interpretation I (W)	3
INTR 342	American Sign Language to English I	3
INTR 343	English to American Sign Language I	3
INTR 344	American Sign Language to English II	3
INTR 345	English to American Sign Language II	3
INTR 350	Specialized Interpreting	3
INTR 355	Interpreting Practicum	3
INTR 360	ASL Linguist and Sociolinguistics	3
INTR 455	Advanced Interpreting Practicum	9

Required Supportive Courses: 9 credit hours

GOVT 110	Introduction to Government (SS)	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
	OR	
NAST 252/HIST 252	History of the Lakota/Dakota (NW)	3
THEA 115	The Theatre Experience (A)	3
	OR	
THEA 117	Acting I (A)	3
	OR	
THEA 217	Acting II	3

Note: THEA 217 does not satisfy core requirements.

Social Studies Teaching

The Social Studies Teaching (SST) major is available for those students who wish to become certified in this area for the state of Minnesota only. Completion of this program will not lead to teacher certification in the state of South Dakota in this area. Students must double major with either History or Government/International Affairs as their first major.

SOCIAL STUDIES TEACHING MAJOR

CERTIFICATION REQUIREMENTS FOR MINNESOTA: 74 CREDIT HOURS, (CONSISTING OF THREE COMPONENTS)

Required Courses: 36 credit hours

ECON 120	Principles of Economics I (SS)	3
GOVT 200	American Government (US)	3
HIST 111	Western Civilization II (WT)	3
HIST 120	American Experience to 1877 (US)	3
HIST 121	American Experience Since 1877 (US)	3
PSYC 115	General Psychology (SS)	3
SOCI 110	Contemporary Society (SS)	3
ANTH	Elective course	3

Elective Area of Concentration: A minimum of four additional courses in one area

Government: (four courses)

GOVT 110	Introduction to Government (SS)	3
GOVT 290	Criminal Law	3
GOVT 320/PHIL 320	Political Philosophy	3

One of the following courses:

GOVT 120	Politics in a Diverse World (NW)	3
GOVT 235	American Foreign Policy	3
GOVT 345	Identity Conflict and World Politics (W)	3

History: (four courses)

HIST 251	Methods and Philosophies of History (W)	3
HIST 218	The Search for Equality: The United States since World War II (US)	3
	OR	
HIST 300	Revolutionary America (W)	3
	OR	
HIST 303	History of The American West (W)	3

HIST 325	A Revolutionary Time: Europe During the Modern Era	3
	OR	
HIST 345	Ireland North and South: From Revolutionary Era to Troubled Times 1798-1998	3
	OR	
HIST 355	Hitler and the Holocaust	3
HIST	Elective course	3

Teacher certification courses: 23 credit hours, plus student teaching

Sociology

In an increasingly complex society, it is vital for students to understand how society operates and to recognize the social connections between daily lives and experiences and larger societal forces. The Sociology department curriculum enables students to identify, understand, and critically explore these connections. Students may draw from a broad range of topical areas including family, religion, medical sociology, deviance, gender, gerontology and social inequality.

Because students of sociology grapple with a wide variety of contemporary social issues, a Sociology major or minor will equip students with basic tools for diverse career paths including graduate school preparation, administration, community development, human services, law, criminology, health-related fields, ministry, etc. A sociology faculty advisor will work with each student to identify career interests and to make appropriate course selections.

SOCIOLOGY MAJOR

31 CREDIT HOURS

Required Courses:

SOCI 110	Contemporary Society (SS)	3
SOCI 340	Social Inequality	4
SOCI 350/GOVT 350/PSYC 350	Social Science Research Methods (W)	4
SOCI 360	Sociological Theory	4
ECON 270/PSYC 270	Statistics	4
SOCI	SOCI Elective courses	12

EMPHASIS AREAS

Students may complete their Sociology major with their own choice of 12 credit hours of electives, or they may choose to complete it by following one of these emphasis area tracks.

CRIMINOLOGY AND DEVIANCE EMPHASIS

Three required courses: 9 credit hours

SOCI 250	Delinquency and Crime	3
SOCI 280	Race, Ethnicity and Multiculturalism	3
SOCI 312	Deviance and Social Control	3

One elective course: 3 credit hours

SOCI	SOCI Elective Course	3
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It is also recommended that students consider taking GOVT 290: Criminal Law and GOVT 301: State and Local Politics.

FAMILY AND COMMUNITY SERVICE EMPHASIS**Three required courses: 9 credit hours**

SOCI 210	Sociology of Families	3
SOCI 260	Sociology of Gender	3
SOCI 280	Race, Ethnicity and Multiculturalism	3

One elective course: 3 credit hours

Choose one elective course from the options below. For SOCI 297 it may be the topic of Sociology of Organizations: Non-Profit.

SOCI 220/AGES 220	Social Gerontology	3
SOCI 297	Topics:	3
SOCI 320/NAST 320	Native American Social Systems (NW)	3

It is also recommended for students to take SOCI 395: Internship.

MEDICINE AND HEALTH EMPHASIS**Two required courses: 6 credit hours**

SOCI 230	Medical Sociology	3
SOCI 330	Race and Gender in Medicine and Health	3

Two elective courses

Choose two courses from the three options.

SOCI 220/AGES 220	Social Gerontology	3
SOCI 260	Sociology of Gender	3
SOCI 280	Race, Ethnicity and Multiculturalism	3

SOCIOLOGY MINOR**17 credit hours**

SOCI 110	Contemporary Society (SS)	3
SOCI 340	Social Inequality	4
SOCI 360	Sociological Theory	4
SOCI	SOCI Elective courses	6

SOCIOLOGY CRIMINOLOGY AND DEVIANCE MINOR

17 credit hours

SOCI 110	Contemporary Society (SS)	3
SOCI 250	Delinquency and Crime	3
SOCI 312	Deviance and Social Control	3
SOCI 340	Social Inequality	4
SOCI 360	Sociological Theory	4

SOCIOLOGY MEDICINE AND HEALTH CARE MINOR**17 credit hours**

SOCI 110	Contemporary Society (SS)	3
SOCI 230	Medical Sociology	3
SOCI 330	Race and Gender in Medicine and Health	3
SOCI 340	Social Inequality	4
SOCI 360	Sociological Theory	4

Spanish

For more information on the Spanish major and minor, see MODERN FOREIGN LANGUAGES.

SPANISH MAJOR**32 credit hours**

SPAN 110	Introduction to Spanish I (L1)	3
SPAN 111	Introduction to Spanish II (L2)	3
SPAN 210	Intermediate Spanish I	4
SPAN 211	Intermediate Spanish II	4
SPAN 320	Spanish Conversation and Composition I (W)	4
	OR	
SPAN 321	Spanish Conversation and Composition II (W)	4
SPAN	Electives in Spanish	11

Electives must include at least one literature course; at least 6 credits taken at the 300-level; and at least 6 of the hours must be taken at Augustana.

Choose one course from: 3 credits

MDFL 152	Central and West-African Cinema	3
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MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 110	Introduction to Anthropology (NW)	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 is strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

SPANISH MINOR

24 credit hours

SPAN 110	Introduction to Spanish I (L1)	3
SPAN 111	Introduction to Spanish II (L2)	3
SPAN 210	Intermediate Spanish I	4
SPAN 211	Intermediate Spanish II	4

SPAN 320	Spanish Conversation and Composition I (W)	4
	OR	
SPAN 321	Spanish Conversation and Composition II (W)	4
SPAN	Elective Course in Spanish	3

Choose one course from: 3 credits hours

ANTH 110	Introduction to Anthropology (NW)	3
MDFL 152	Central and West-African Cinema	3
MDFL 197	Topics:	1
MDFL 297	Topics:	3
MDFL 397	Topics:	3
ANTH 271/SOCI 271	Cultural Anthropology (NW)	3
CLAS 230	Classical Mythology (LT)	3
COMM 300	Intercultural/International Communication	3
ENGL 225	World Literature I (WT)	3
ENGL 226	World Literature II (NW)	3
ENGL 289	Seminar in Literary Criticism and Theory	3
ENGL 340	Seminar in Non-Western Literature (NW)	3
GOVT 120	Politics in a Diverse World (NW)	3
GOVT 385	International Politics	3
HIST 113/ART 113	Art History II: Renaissance through the 20th Century (WT)	3
HIST 324	The Reformation (W)	3
HIST 325	A Revolutionary Time: Europe During the Modern Era	3
MUSI 214	Music History and Literature of the Non-Western World (W) & (NW)	3
NAST 180/HIST 180	Red, White, and Black: The People of Early America	3
NAST 320/SOCI 320	Native American Social Systems (NW)	3
SPAN 240	Arab and Jewish Influence in Spain and Morocco	4

ENGL 289 is strongly recommended for students planning to pursue graduate studies in a foreign language. Other courses may, upon the approval of the dept. chair, also fulfill the requirement.

Special Education

SEE EDUCATION (p. 54) FOR MAJOR REQUIREMENT DETAILS

Sport Management

The Sport Management major is an interdisciplinary program designed to provide students with a solid foundation for work in this multi-faceted field. The curriculum includes coursework that covers concepts in communication, business, writing, and sports administration. Students will also gain valuable practical experience through on-campus and off-campus internships.

SPORT MANAGEMENT MAJOR

39-41 CREDIT HOURS

Required Courses: 33-35 credit hours

ACCT 207	Understanding the Numbers	3
	OR	
ACCT 210	Principles of Accounting I	3
BSAD 310	Principles of Marketing	3
BSAD 320	Principles of Management	3
COMM 350	Organizational Communication	3
COMM 365/JOUR 365	Public Relations	3
JOUR 215/ENGL 215	Newspaper Writing: Sports (W)	3
PE 210	Introduction to Sport Management	3
PE 215	Sport in Society	3
PE 313	Organization and Administration of Physical Education and Sport	2
PE 395	Internship	1-4
PE 495	Internship	3-4
BSAD 415	Personal Selling and Sales Management	3
	OR	
BSAD 445	Advanced Sport Marketing and Promotion	3

Required Supportive Courses: 6 credit hours

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

Choose at least six credit hours from the following electives:

BSAD 330	Principles of Finance	3
COMM 250	Interpersonal Communication (WB)	3
COMM 260	Persuasion	3
JOUR 115/ENGL 115	News Reporting and Writing (W)	3
JOUR 243	Editorial Skills	3
PE 225	Psychology of Coaching	2

PE 280	Prevention and Care of Athletic Injuries	3
PSYC 250	Social Psychology	3
PSYC 335	Human Relations	3

STEM Composite

The STEM Composite major is designed to integrate the triad of strong science/math content, evidence-based science and math pedagogy, and cultural competence to assure inclusive excellence in STEM Education. More specifically, the composite majors include:

- Use of best practices to support a learning community that fosters identity formation, self-efficacy, and confidence as STEM professionals and as a STEM educators, with particular emphasis on under-represented groups in STEM.
- Expanded science and/or science and math content learning opportunities for secondary education teacher preparation.
- Enhanced integration of content and pedagogy across science, math, and education courses.

STEM COMPOSITE MAJOR

37-53 CREDIT HOURS

Core Courses: 7 credit hours

In addition to the two core courses, take two areas of study from **Biology, Chemistry, Mathematics and Physics Emphasis Areas**.

GENL 255	Navigating a Diverse Society for Equity in STEM (WB)	3
MATH 151	Calculus I (MT)	4

Biology Emphasis: 28 credit hours

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
BIOL	300-level Ecology Course	4
CHEM 116	General Chemistry I (NS)	4
CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4

Chemistry Emphasis: 20 credit hours

CHEM 116	General Chemistry I (NS)	4
CHEM 117	General Chemistry II	4

CHEM 145	Survey of Organic and Biochemistry	4
CHEM 222	Inorganic Chemistry	4
CHEM 242	Analysis	4
	OR	
CHEM	Elective course at the 300-level	3-4

Mathematics Emphasis: 16 credit hours

MATH 152	Calculus II	4
MATH 153	Calculus III	3
MATH 200	Foundations of Mathematics	3
MATH 220	Linear Algebra	3
MATH 315	Probability and Statistics	3

Recommended MATH Emphasis Supportive Courses

COSC 210	Computer Science I	4
PHYS 221	General Physics I (NS)	4

Physics Emphasis: 18 credit hours

PHYS 201	Physics for Life Sciences I (NS)	4
	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4
PHYS 281	Intermediate Laboratory	3
PHYS 371	Modern Physics I	3
MATH 152	Calculus II	4

Recommended PHYS Emphasis Supportive Courses

PHYS 190	Astronomy (NS)	4
PHYS 300-level course	PHYS 300-level course	9

Theatre

Study in Theatre concerns a wide array of important life skills that reach far beyond the stage. Theatre is a reflection of society through which its audience is both entertained and educated. Through work with Augustana's Theatre Company, students acquire competence in all facets of theatrical production in addition to developing skills in communication, leadership, cooperation and commitment.

The Theatre program is part of the Department of Performing and Visual Arts. It explores the values of community, service and excellence within the Lutheran tradition through production and the academic study of theatre arts. The program prepares students for graduate studies and professional work in the areas of acting, directing and design.

Intended to serve as a liberal arts major which might be used in preparation for a professional school, graduate school, or one of many varied careers in the performing arts. The Theatre major seeks to provide a generalist background in all facets of theatre practice.

THEATRE MAJOR

37 CREDIT HOURS

Required Courses

THEA 095	Theatre Backstage Practicum	0- 1
THEA 117	Acting I (A)	3
THEA 125	Script Analysis	3
THEA 136	Stagecraft	3
THEA 137	Costuming and Make-Up Fundamentals	3
THEA 215	Theatre History and Literature I (WT)	3
THEA 216	Theatre History and Literature II (WT)	3
THEA 217	Acting II	3
THEA 225	Directing I (W)	3
THEA 350	Senior Seminar	1
THEA	Elective coursework	10

A senior performance, directing or design project is required of majors in conjunction with THEA 350.

THEA 095 requires two credits.

All required courses must be completed with a grade of C- or higher.

THEATRE MINOR

20 CREDIT HOURS

Required Courses

THEA	Elective coursework	20
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Pre-Professional Programs

Architecture

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

PRE-ARCHITECTURE

SUGGESTED PROGRAM OF STUDY

Interested students should consult with the program coordinator in designing a program of study.

Coursework for this program normally includes:

ART 101	Drawing I (A)	3
ART 112/HIST 112	Art History I: Prehistory to the Renaissance (WT)	3
ART 113/HIST 113	Art History II: Renaissance through the 20th Century (WT)	3
ART 120	Design I: Two-Dimensional Design (A)	3
ART 140	Painting I (A)	3
ART 150	Sculpture I (A)	3
ART 220	Design II: Three-Dimensional Design	3
ART 490	Senior Seminar	1
HIST 110	Western Civilization I (WT)	3
HIST 111	Western Civilization II (WT)	3
MATH 150	Pre-Calculus (MT)	4
MATH 151	Calculus I (MT)	4
PHYS 221	General Physics I (NS)	4

Chiropractic

While most pre-chiropractic students choose to major in Biology, a student may choose to major in any discipline. Most chiropractic schools require a minimum of 24 semester hours within the life and physical sciences, as well as an additional 24 semester hours within the humanities and social sciences. Internship or employment experience and a strong motivation and commitment to the profession are expected. Students are encouraged to learn about the chiropractic profession and patient care through internships, volunteer experiences and employment. Because application requirements vary among schools, students should identify the schools in which he or she is interested as early as possible. The student should consult with his or her advisor and the coordinator on a regular basis to discuss course selection and chiropractic school application procedures. Chiropractic schools select students on the basis of 1) undergraduate academic performance; 2) letters of evaluation from professors and other professional people; and 3) a personal interview (most programs).

Suggested Pre-Chiropractic Program of Study:

The suggested program of study should meet the general admission requirements for most chiropractic schools. Most schools require a minimum of 24 semester hours of general education courses (English, Communication, Psychology, Social Sciences, and Humanities) as well as a minimum of 24 semester hours in the life and physical sciences. Students are responsible for checking the specific admissions guidelines for each optometry school and consulting with their advisor or the Coordinator to ensure that they are meeting all requirements.

PRE-CHIROPRACTIC**SUGGESTED PROGRAM OF STUDY****Required Courses**

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
CHEM 116	General Chemistry I (NS)	4
CHEM 117	General Chemistry II	4

CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4
PHYS 201	Physics for Life Sciences I (NS)	4

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

CHEM 202	Organic Chemistry II	4
PHYS 202	Physics for Life Sciences II	4
BIOL 150	Human Anatomy	4
BIOL 354	Biological Chemistry (W)	4
BIOL 366	Advanced Human Physiology	4
	OR	
BIOL 225	Human Physiology	4

Other courses specifically recommended by some schools include work in English, Communication Studies, Psychology, Sociology, Business, Kinesiology, Biomechanics, Statistics, Genetics, and Cellular Biology.

Dentistry

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

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

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

PRE-DENTISTRY

SUGGESTED PROGRAM OF STUDY

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

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 354	Biological Chemistry (W)	4
	OR	

CHEM 305	Biochemistry	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
	AND	
CHEM 222	Inorganic Chemistry	4
	OR	
CHEM 242	Analysis	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
PHYS 201	Physics for Life Sciences I (NS)	4
	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4
MATH 150	Pre-Calculus (MT)	4
	OR	
MATH 151	Calculus I (MT)	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
	OR	
ENGL 311	Advanced Composition (W)	3

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

BIOL 150	Human Anatomy	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
BIOL 270	Biostatistics and Experimental Design (W)	4
BIOL 344	General Microbiology	4
BIOL	Elective course at the 300-level	3-4
CHEM	Elective course at the 300-level	3-4
PSYC 115	General Psychology (SS)	3
PSYC 210	Life-Span Human Development (WB)	3
PSYC 270/ECON 270	Statistics	4

Genetic Counseling

Becoming a genetic counselor requires a master's degree from an accredited institution that offers programs in genetic counseling. Most pre-genetic counseling students choose to major in biology with a minor in psychology or double major in biology and psychology. The general GRE (Graduate Record Exam) is required of all applicants. Genetic counseling programs are interested in students who have a strong academic record, but also have demonstrated a compassionate character through community outreach and a commitment to the field through internships, volunteer experiences, and employment.

Genetic counseling graduate programs select students based upon 1.) undergraduate academic performance (GPA>3.0); 2.) GRE scores; 3.) personal experience; 4.) letters of recommendation; and 5.) interviews. Admission to genetic counseling master's degree programs is very competitive.

PRE-GENETIC COUNSELING**SUGGESTED PROGRAM OF STUDY**

These are general admissions requirements. Admissions requirements vary from program to program, so students should investigate the requirements of each school to which they plan to apply, and consult with their academic advisor and Coordinator. Students are encouraged to take the required coursework before applying as it will strengthen their application.

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 233	Genetics	4
BIOL 234	Cell Biology	4
BIOL 354	Biological Chemistry (W)	4
CHEM 116	General Chemistry I (NS)	4
CHEM 117	General Chemistry II	4
CHEM 145	Survey of Organic and Biochemistry	4
OR		
CHEM 201	Organic Chemistry I	4

PSYC 115	General Psychology (SS)	3
BIOL 270	Biostatistics and Experimental Design (W)	4
	OR	
PSYC 270/ECON 270	Statistics	4

See specific program requirements for organic chemistry prerequisites.

Plus at least one other psychology course.

Additional BIOL Courses

Additional Biology electives are encouraged. The electives may include the following suggested courses.

BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
BIOL 334	Vertebrate Embryology (W)	4
BIOL 346	Developmental Biology (W)	4
BIOL 358	Molecular Biology	4

Additional PSYC Course

At least one additional Psychology course is required. Recommended Psychology courses include the following.

PSYC 235	Counseling and Psychotherapy	4
PSYC 332	Psychological Measurement and Diagnosis	4

Law

PRE-LAW

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

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

Medicine

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

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

Medical schools select students on the basis of 1) undergraduate academic performance; 2) MCAT (Medical College Admission Test) scores; 3) personal experience; 4) letters of evaluation from professors and other professional people; and 5) a personal interview. Admission to medical school is competitive.

PRE-MEDICINE

SUGGESTED PROGRAM OF STUDY

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

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 354	Biological Chemistry (W)	4
	OR	
CHEM 305	Biochemistry	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
	AND	
CHEM 222	Inorganic Chemistry	4
	OR	
CHEM 242	Analysis	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
PHYS 201	Physics for Life Sciences I (NS)	4
	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	

PHYS 222	General Physics II	4
MATH 151	Calculus I (MT)	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
	OR	
ENGL 311	Advanced Composition (W)	3
PSYC 270/ECON 270	Statistics	4
	OR	
BIOL 270	Biostatistics and Experimental Design (W)	4

Additional advanced courses in BIOL

BIOL 233	Genetics	4
BIOL 234	Cell Biology	4

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

MATH 152	Calculus II	4
PSYC 115	General Psychology (SS)	3
SOCI 110	Contemporary Society (SS)	3

Mortuary Science

There are two ways to become qualified in mortuary science. A student may take 60 semester hours of prerequisite courses and then transfer to an accredited program in mortuary science. Other students choose to complete a Bachelor's degree (with Business Administration as a common, but not necessary, major) and then go on to school or program in mortuary science. Mortuary science programs expect applicants to take courses in several disciplines, be broadly educated and have an understanding of and commitment to the profession. Students are encouraged to learn about mortuary science and customer service through internships, volunteer activities and employment.

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

Mortuary science programs select students on the basis of 1) undergraduate academic performance; 2) letters of evaluation from professors and other professional people; and 3) a personal interview (most programs). Admission to mortuary science programs is fairly competitive, and licensure requires an apprenticeship in an approved funeral home.

PRE-MORTUARY SCIENCE

SUGGESTED PROGRAM OF STUDY

These are typical admission requirements for mortuary science programs in the upper Midwest. Students should refer to specific admission guidelines for each mortuary science program and consult with their academic advisor and the Coordinator.

Required Courses

ACCT 210	Principles of Accounting I	3
BSAD 320	Principles of Management	3
BSAD 340	Business Law I	3
BIOL 120	Biological Principles I (NS)	4
BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
BIOL 250	Introductory Microbiology	4
CHEM 116	General Chemistry I (NS)	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 145	Survey of Organic and Biochemistry	4
COMM 110	Introduction To Communication	3
COSC 210	Computer Science I	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
AGES 289	Medical Terminology	1
PSYC 115	General Psychology (SS)	3
PSYC 210	Life-Span Human Development (WB)	3
PSYC 270/ECON 270	Statistics	4
SOCI 110	Contemporary Society (SS)	3

BSAD 382 or another course in ethics is suggested.

Occupational Therapy

Occupational therapy is a health profession that uses a variety of rehabilitative, educational, social and vocational activities to help individuals in adapting or improving performance in areas of work, school, independent living or play. Services are provided to people of all ages whose lives have been disrupted by illness, injury, developmental problems, social or psychological dysfunction or the aging process. The goal is to aid people in attaining their maximum functioning potential.

An excellent pre-professional program is available which prepares the student for subsequent professional education. One option students have is to take a two or three year pre-professional program at Augustana followed by transfer to another college/university with a Bachelor's level professional Occupational Therapy program. Alternatively, the student may complete a Bachelor of Arts degree at Augustana and then apply for admission to an occupational therapy program at either a Baccalaureate or Master's level. Occupational Therapy program requirements vary, therefore students should consult the appropriate catalogs for the requirements of the particular schools they are interested in attending. Certification as an occupational therapist is based upon graduation from an approved occupational therapy program and acceptable performance on the American Occupational Therapy examination. Appropriate majors for students desiring a career in Occupational Therapy include Biology, Psychology, Exercise Science, and Special Education.

PRE-OCCUPATIONAL THERAPY

SUGGESTED PROGRAM OF STUDY

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

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
OR		
BIOL 366	Advanced Human Physiology	4
PSYC 115	General Psychology (SS)	3
PSYC 210	Life-Span Human Development (WB)	3
PSYC 232	Abnormal Psychology	4
PSYC 270/ECON 270	Statistics	4
AGES 289	Medical Terminology	1

Additional requirements include other introductory science courses, humanities courses and other courses that vary from program to program.

A student planning a career in occupational therapy working with children with special needs may choose to enroll in classes focusing on special education. Courses could include, but not be limited to SPED 120, SPED 236, SPED 257 and SPED 280.

Optometry

While several optometry schools admit students after their junior year, many require that applicants obtain their Bachelor's degrees prior to admission. Most pre-optometry students choose to major in biology, but a student may choose to major in any discipline. While optometry schools look favorably upon applicants with a strong foundation within the sciences, they also look for a balance between science courses and courses in the humanities and social sciences. Optometry schools expect that applicants have gained an understanding of the profession through internship and employment experiences and are committed to the profession. Students are encouraged to learn about the optometry profession and patient care through internships, volunteer experiences and employment.

Most optometry schools have specific admission requirements. A student interested in a career in optometry should identify the schools in which he or she is interested as early as possible. Pre-optometry students should then consult with their advisors and the coordinator on a regular basis to discuss course selection and optometry school application procedures. Optometry schools select students on the basis of 1) undergraduate academic performance; 2) OAT (Optometry Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview (most programs). Admission to optometry school is competitive.

Suggested Pre-Optometry Program of Study:

The following is a suggested program of study which should meet the general admission requirements for most schools. Students are

responsible for checking the specific admissions guidelines for each optometry school and consulting with their advisor or the Coordinator to ensure that they are meeting all requirements.

PRE-OPTOMETRY

SUGGESTED PROGRAM OF STUDY

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

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 150	Human Anatomy	4
BIOL 366	Advanced Human Physiology	4
	OR	
BIOL 225	Human Physiology	4
BIOL 344	General Microbiology	4
	OR	
BIOL 250	Introductory Microbiology	4
BIOL 354	Biological Chemistry (W)	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4
	AND	
CHEM 202	Organic Chemistry II	4
PHYS 201	Physics for Life Sciences I (NS)	4

	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4
MATH 151	Calculus I (MT)	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
PSYC 115	General Psychology (SS)	3
PSYC 270/ECON 270	Statistics	4

Other recommended courses for some schools include work in Business/Accounting, Computer Science, Communication Studies, Sociology, as well as additional Psychology courses.

*NOTE: Organic Chemistry requirement depends on the Optometry School. About half require just one semester (CHEM 145 is sufficient). The other half require two semesters (CHEM 201 AND CHEM 202).

Pharmacy

Some pre-pharmacy students complete their Bachelor's degree, while others transfer to pharmacy programs after one to three years at Augustana. While transferring allows the student to complete the pharmacy degree more quickly, the lack of a Bachelor's degree may limit future career opportunities. Most students who complete their Bachelor's degree major in biology or chemistry, but a student may choose to major in any discipline. While pharmacy schools look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Pharmacy schools expect that applicants have a thorough understanding of and commitment to the profession. Students are encouraged to learn about the pharmacy profession through internships, volunteer experiences and employment.

A student interested in a career in pharmacy should identify the schools in which he or she is interested in attending as early as possible in his or her career at Augustana. Pre-pharmacy students should consult with their advisors and the coordinator on a regular basis to discuss course selection and pharmacy school application procedures.

Pharmacy schools select students on the basis of 1) undergraduate academic performance; 2) PCAT (Pharmacy College Admission Test) scores; 3) letters of evaluation from professors and other professional people; and 4) a personal interview (most programs). Admission to pharmacy school is competitive. Most pharmacy schools require one year of physics, one year of inorganic chemistry, one semester of organic chemistry, one semester of biochemistry, two years of biology and courses in mathematics, communication and social sciences. Most schools have additional course requirements.

PRE-PHARMACY

SUGGESTED PROGRAM OF STUDY

These are general admission requirements. Since admission requirements are highly variable, students should refer to specific admissions guidelines for each pharmacy school and consult with their academic advisor and the Coordinator.

Required Courses

BIOL 120	Biological Principles I (NS)	4
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BIOL 121	Biological Principles II	4
BIOL 150	Human Anatomy	4
	OR	
BIOL 334	Vertebrate Embryology (W)	4
BIOL 250	Introductory Microbiology	4
	OR	
BIOL 344	General Microbiology	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 242	Analysis	4
MATH 150	Pre-Calculus (MT)	4
MATH 151	Calculus I (MT)	4
COMM 110	Introduction To Communication	3
ECON 120	Principles of Economics I (SS)	3
ECON 270/PSYC 270	Statistics	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3

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

BIOL 354	Biological Chemistry (W)	4
PHYS 201	Physics for Life Sciences I (NS)	4
	AND	

PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4

Physics coursework is required by most Pharmacy schools.

Physical Therapy

The professional program in physical therapy is a Doctorate degree in Physical Therapy (three years). A Bachelor's degree is normally required to enter the programs. Many students choose a major in Athletic Training, Biology, Exercise Science, or Psychology. Each Pre-Physical Therapy student, in consultation with his or her advisor, should select several physical therapy schools to which application will be made and be careful to take all of the undergraduate courses which are required by those programs. Students from Augustana typically gain admission to public university physical therapy programs and to a number of private universities as well.

Physical therapy schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) scores; 3) knowledge of the field of physical therapy gained during clinical observation; 4) letters of evaluation from professors and a physical therapist under whom one has observed; and 5) a personal interview. Admission to physical therapy school is competitive.

PRE-PHYSICAL THERAPY

SUGGESTED PROGRAM OF STUDY

Most programs in physical therapy require 50 hours or more of observation in a physical therapy setting. The student should arrange such an experience with his or her advisor. Typical courses required before entry into a graduate level program in physical therapy are:

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 222	Inorganic Chemistry	4
	OR	
CHEM 242	Analysis	4

CHEM 145	Survey of Organic and Biochemistry	4
	OR	
CHEM 201	Organic Chemistry I	4
ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
MATH 150	Pre-Calculus (MT)	4
	OR	
MATH 151	Calculus I (MT)	4
PHYS 201	Physics for Life Sciences I (NS)	4
	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4
PSYC 115	General Psychology (SS)	3
PSYC 210	Life-Span Human Development (WB)	3
PSYC 232	Abnormal Psychology	4
PSYC 270/ECON 270	Statistics	4

A student planning a career in physical therapy working with children with special needs may choose to enroll in classes focusing on special education. Courses could include, but not be limited to SPED 120, SPED 236, SPED 257 and SPED 280.

Physician Assistant

Most Pre-Physician Assistant students choose to major in Biology, but a student may choose to major in any discipline. While physician assistant programs look favorably upon an undergraduate record rich in challenging science courses, they also look for a balance between science courses and courses in the humanities and social sciences. Physician assistant programs expect that applicants have an understanding of and commitment to the profession. Students are encouraged to learn about the profession and patient care through internships, volunteer experiences and employment. Many programs require a significant patient contact experience. A career as a physician assistant is not a stepping-stone to medical school.

Most physician assistant programs have very specific admission requirements. A student interested in a career as a physician assistant should identify the physician assistant programs in which he or she is interested in attending as early as possible. Pre-physician assistant students should consult with their advisors and the coordinator on a regular basis to discuss course selection and application procedures.

Physician assistant schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) scores; 3) patient care experience; 4) letters of evaluation from professors and other professional people; and 5) a personal interview. Admission to physician assistant school is competitive.

PRE-PHYSICIAN ASSISTANT

SUGGESTED PROGRAM OF STUDY

These are general admission requirements. Since admission requirements are highly variable, a student should refer to specific admissions guidelines for each physician assistant program and consult with his or her academic advisor and the Coordinator.

Required Courses

AGES 289	Medical Terminology	1
BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 150	Human Anatomy	4
BIOL 225	Human Physiology	4
	OR	
BIOL 366	Advanced Human Physiology	4
BIOL 250	Introductory Microbiology	4
	OR	
BIOL 344	General Microbiology	4
BIOL 354	Biological Chemistry (W)	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
	AND	
CHEM 222	Inorganic Chemistry	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4

ENGL 110	First-Year Composition (W)	3
	OR	
FYS 110	First Year Seminar I (FS)	4
ENGL 200	The Literary Experience (W) & (LT)	3
MATH 150	Pre-Calculus (MT)	4
	OR	
MATH 151	Calculus I (MT)	4
PSYC 115	General Psychology (SS)	3
PSYC 210	Life-Span Human Development (WB)	3
PSYC 232	Abnormal Psychology	4
PSYC 270/ECON 270	Statistics	4
	OR	
BIOL 270	Biostatistics and Experimental Design (W)	4

Theology

THEOLOGY

(Pre-Seminary)

The best pre-theological training is a broad liberal arts Christian Education. With careful advising, students may graduate from Augustana prepared to meet the requirements for entrance to theological seminaries. The ministry demands thoroughly trained and competent men and women. Students are advised to check carefully through the requirements for the seminary they plan to attend with the help of an advisor in the Religion Department.

In general, the seminaries of the Evangelical Lutheran Church in America; e.g., Luther Seminary, Wartburg Seminary, Trinity Seminary, and Lutheran School of Theology-Chicago, will require two years of English (including a basic course in communication), one year of Bible, two years of Greek, one year of Philosophy, one year of history of Western civilization, and two years of a modern foreign language or Hebrew or Latin.

Veterinary Medicine

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

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

Veterinary schools select students on the basis of: 1) undergraduate academic performance; 2) GRE (Graduate Record Exam) score; 3) letters of evaluation from professors and other professional people; and 4) a personal interview. Admission to veterinary school is competitive.

PRE-VETERINARY**SUGGESTED PROGRAM OF STUDY**

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

Required Courses

BIOL 120	Biological Principles I (NS)	4
BIOL 121	Biological Principles II	4
BIOL 233	Genetics	4
BIOL 344	General Microbiology	4
BIOL 354	Biological Chemistry (W)	4
CHEM 116	General Chemistry I (NS)	4
	AND	
CHEM 117	General Chemistry II	4
	OR	
CHEM 120	Accelerated General Chemistry (NS)	4
CHEM 222	Inorganic Chemistry	4
CHEM 201	Organic Chemistry I	4
CHEM 202	Organic Chemistry II	4
CHEM 222	Inorganic Chemistry	4
PHYS 201	Physics for Life Sciences I (NS)	4
	AND	
PHYS 202	Physics for Life Sciences II	4
	OR	
PHYS 221	General Physics I (NS)	4
	AND	
PHYS 222	General Physics II	4
MATH 150	Pre-Calculus (MT)	4
	OR	
MATH 151	Calculus I (MT)	4
	Social Science courses	6-9

ROTC

Air Force ROTC

Qualified Augustana students may participate in the Air Force ROTC program offered on the campus of South Dakota State University in Brookings. They will be granted appropriate academic credit applicable toward graduation from Augustana for the successful completion of courses offered by the Department of Aerospace Studies at SDSU. Qualified Augustana students can compete for Air Force ROTC scholarships and financial assistance. For additional information, students should contact the Augustana Registrar or the Department of Aerospace Studies at (605) 688-6106. For course descriptions for AIR 101-402: Aerospace Studies please go to <http://www.augie.edu/admin/registrar/catalog.html>.

Army ROTC

Qualified Augustana nursing students may participate in the Army ROTC program offered through South Dakota State University. They will be granted appropriate academic credit applicable toward graduation from Augustana for the successful completion of courses offered by the Military Science Leadership program at SDSU. For additional information please contact the Nursing Department at Augustana.

Independent Learning Programs

Students may take up to 18 credit hours through the Independent Learning Program.

- . Independent Scholarship (Regular course number): With the permission of the department involved, a student may take any regularly offered course through independent scholarship.
- . Independent Study (199, 299, 399 or 499): In cooperation with a faculty member, a student may create an independent study course on any academic topic. The student and faculty member will design the course objectives, reading assignments, course requirements, and means of evaluation.

General Requirements

1. At the time of registration the student must file a Declaration of Intent with the Registrar's Office to engage in independent learning. This proposal must bear the approval of the academic advisor, the faculty project advisor, and the chairperson of the department in which the project will be carried out.
2. The student must file an approved Course Proposal for Independent Learning with the Registrar's Office no later than three weeks (4 days for Interim and Summer term projects) after the beginning of term during which the independent learning project is to begin. This proposal must bear the approval of the academic advisor, the faculty advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the instructor who is to direct the independent learning project are responsible for the academic soundness of the proposal.
4. With departmental approval, independent learning may be counted toward the major.
5. Students planning to complete an independent learning project over more than one semester must enroll for the course at the time they receive formal approval for it. This enrollment may be considered as a part of the regular load or as an overload. If added as an overload, there will be an additional charge. Students who find that it is impossible to complete an independent learning project may withdraw from the course without grade penalty, but without refund of tuition.

Internships

Students may take up to eight credit hours through internship study to count toward graduation requirements. Internship study experiences in most instances will be conducted in work settings off-campus, and in all cases they will relate to the academic major or career objectives of the student involved. The exceptions to the usual off-campus setting are the Augustana Administration Internship Program and the Center for Western Studies Internship Program, which are available on campus (see below for more information). All internships must conform to the following general requirements:

1. In contrast to independent learning, internships are centered around practical experiences; the action component is generally at least as important as reading and writing components. Since internships are designed to meet genuine needs in both public and private sectors of society, the projects must first earn the support of the sponsoring agency or individual before the registration process may be completed. An intern must normally have an on-site supervisor in addition to a faculty supervisor. The on-site supervisor will, almost without exception, be a permanent, full-time employee of the host organization.

2. Under normal conditions, the student must file with the Registrar an approved Course Proposal for Internship Study no later than two weeks after the beginning of the semester during which the internship project is to begin (or 4 days for Interim or Summer term projects). This proposal must bear the approval of the academic advisor, the faculty project advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the project advisor are responsible for the academic soundness of the proposal. All internship proposals will conform to the following guidelines:
 - a. Internships should be available though not necessarily required in every department.
 - b. Normally, only students with junior, senior or post-college standing will be eligible to take an internship.
 - c. An internship involves a minimum of 40 hours of field experience for each credit hour earned.
 - d. Internships require a minimum of two conferences with the faculty project director pre- and post-conferences. Ideally there should be an additional conference for every credit hour more than one during the internship. The faculty project director must visit the internship site at least once (preferably twice) during the internship. If the internship is too distant from the campus to allow this, the following options are available:
 - i. an adjunct professor near the site must be contracted to provide this site visitation and evaluation, or
 - ii. the faculty member may coordinate visits with the site supervisor through Skype, Facetime, etc.
 - e. Internships include a reading assignment that bears upon the internship experience undertaken.
 - f. Internships include a writing assignment that records the learning process (journal, log, observation report, etc.) as well as a summary paper that helps the intern reflect on the total internship experience in terms of anticipated and unanticipated learning outcomes.
 - g. Grading for internships should be based on a written evaluative report from the field supervisor, faculty observations and/or conferences with the intern, and the quality of the written work submitted.
 - h. S/U grading is permissible for internship experiences.
 - i. Students must be in good academic standing to participate in internships.

These guidelines are also intended to make sure that a student has acquired a sufficient background in knowledge and theory related to the internship experience to gain maximum benefit from it.

1. Although students may receive pay during an internship experience (dependent upon departmental policy), an internship should be a new experience based on a definite educational goal. Thus, students should not obtain internship credit for what is a regular job, whether part- or full-time, that they have been in previous to the start of the internship. An exception might be made if students assume a new position or new responsibilities as part of the internship experience in their normal place of work.
2. Some departments may charge fees for internships in addition to tuition.
3. Although students may plan to complete an internship study project over more than one semester, they must enroll for the course at the time they received formal approval for it. This enrollment may be considered as one of their regularly required courses or as an overload. If added as an overload, they must pay the regular tuition charges for an additional course. If students find that it is impossible to complete an internship study project, they may withdraw from the course without penalty, but without refund of tuition.

The Center for Western Studies Internship Program

Students have a unique opportunity to participate in alternative learning experiences through the programs of the Center for Western Studies. Through these programs, students develop sensitivity to the history and cultural diversity of the prairie-plains region and learn about the practical aspects of managing a research agency. There are four major internship areas: archives and museum management; book editing and publishing; fund raising and marketing; and conference and special event administration. Combinations of these emphases are also possible and are encouraged. Interested students should contact the Center for Western Studies.

The Augustana Administration Internship Program

The Augustana Administration Program is designed to provide a junior or senior student an opportunity to observe and participate in a university administrative experience. Augustana Administration Internships will normally take one of the following forms:

1. A structured practical learning experience designed to familiarize a student with the critical elements of the administrator's position in relation to the development of the University.
2. A research oriented project that the university administrator or student has proposed. Possible areas include grant writing, marketing research, student development programs, financial analysis.
3. A combination of the above.

The Augustana Administration Internship Program will conform to general internship requirements. Further information is available from Nancy Davidson, Vice President for Enrollment, in the Admission Office.

Study Abroad and Off-Campus Programs

Augustana believes that international and intercultural knowledge and skills are integral to a well-rounded education, and necessary to prepare students to serve in a rapidly globalizing world. As such, the University strives to provide students with exposure to a variety of ways of living, thinking, and being - both on and off campus. Indeed, with literally hundreds of possible study abroad or off-campus destinations, the University regards the whole world as its classroom.

Study abroad and off-campus programs are open to all students who are in good academic standing and sufficiently mature to benefit from the rigors of such study. More information about specific programs - including current study abroad course offerings from Augustana faculty - as well as forms, upcoming events, and contact information for International Programs Office staff members, may be obtained at www.augie.edu/studyabroad or at ipo@augie.edu.

Higher Education Consortium for Urban Affairs (HECUA)

Augustana is an active participant and member of the Higher Education Consortium for Urban Affairs (HECUA) which offers off-campus educational experiences focused on social justice issues. Programs are based in Bangladesh, Ecuador, Northern Ireland, Norway, and the Twin Cities of Minneapolis/St. Paul, MN.

HECUA provides experiential learning opportunities that link academic study with hands-on work for social change. All programs include seminars, lectures, discussions, group projects and field experiences that involve interaction with leaders, citizens, and groups involved in social change. All semester-long programs include an internship (between 10 and 30 hours per week) at an organization working for social change. Students earn 16 credit hours in the semester-long programs and 4 credit hours in the January term programs. Students may be able to apply some of these credits towards major and minor requirements with the approval of the appropriate department chair. See the names and descriptions of the various HECUA programs under the listings for General courses. For enrollment information, contact Scott Parsons in the Art Department (Augustana's representative to the HECUA Board), Donn Grinager (Director of International Programs), or see www.hecua.org.

Washington Semester Program

The Lutheran College Washington Consortium is a cooperative program among several four-year Lutheran-affiliated liberal arts institutions. The theme of the semester is Ethical Issues and Public Affairs. Students register for two 4 credit hour seminars, a 6 credit hour internship, and 2 credit hour directed reading. Internships are chosen to meet the student's academic and personal interests and could be with a member of Congress, government agency, non-profit organization, lobbying firm, public interest group, Washington office of a religious denomination, museum, or theater. For further information contact Emily Wanless in the Government and International Affairs Department.

Graduate Programs

Details of the graduate programs, including admission requirements and procedures and degree requirements, are contained in the Graduate Catalog, which is available at www.augie.edu/graduate.

COURSES

ACCT - Accounting

ACCT 207 - Understanding the Numbers (3)

An accounting course for non-business and non-accounting majors that takes a user perspective on accounting. Discussion will include how to read and interpret financial statements, break-even point, budgets, how to use ratios and other tools to make business decisions as well as the required basics. The course will include the essential financial and managerial concepts needed by non-business majors. This course is designed for students who may end up in management roles in their respective fields or opening their own business practice.

ACCT 210 - Principles of Accounting I (3)

A first course in accounting procedures and principles used by sole proprietorships and partnerships with an emphasis on the balance sheet accounts.

ACCT 211 - Principles of Accounting II (3)

Accounting procedure and statements used by partnerships and corporations. Accounting for corporate activities and accounting for managerial control of operations and business decisions.

Prerequisite: ACCT 210.

ACCT 310 - Not For Profit Accounting (3)

A study of the unique accounting standards applicable to non-profit entities, including state and local governments. Topics covered include fund accounting, the appropriation process and program budgeting.

Prerequisite: ACCT 211.

ACCT 322 - Intermediate Accounting I (4)

A review of the basic financial statements, the development of accounting principles and procedures relating to cash, receivables, inventories, tangible assets and liabilities, and principles of annuities.

Prerequisite: ACCT 211.

ACCT 323 - Intermediate Accounting II (4)

Corporation accounting and earnings per share, accounting for equity transactions, long term liabilities, pensions, and taxes.

Prerequisite: ACCT 322.

ACCT 344 - Income Tax (3)

A study of the federal tax system, tax accounting, taxable income and deductions, sales and exchanges, with an emphasis on the effects on an individual tax return.

Prerequisite: ACCT 211.

ACCT 345 - Corporate Tax (3)

A study of tax accounting for partnerships, corporations, and trusts, with an emphasis on corporation tax accounting problems.

Prerequisite: ACCT 344.

ACCT 347 - Cost Accounting (3)

Elements of production cost according to three recognized cost systems: (1)Job cost;(2)Process cost; and (3)Standard cost. Topics include activity based costing, cost allocations, and variance analysis.

Prerequisite: ACCT 211.

ACCT 348 - Advanced Accounting (3)

Partnership and corporate problems involving consignments, installments, liquidations, consolidations, estates, agencies, and branches.

Prerequisite: ACCT 323.

ACCT 349 - Auditing (3)

Procedures and standards of public accountants. Emphasis on auditor's working papers and submission of audit statements.

Prerequisite: ACCT 323.

ACCT 382 - Business Ethics (3)

Introduction of moral development theories and models of moral decision making and application of these models in management decision making through case studies.

Cross-Listed as: BSAD 382.

ACCT 397 - Topics: (3)

Special Topics in Accounting.

ACCT 399 - Independent Study (3)

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

Prerequisite: Permission of the Instructor.

ACCT 495 - Accounting Internship (W) (4)

This internship program provides an opportunity for students to participate in a learning experience away from the traditional classroom. Students will be placed with local organizations so they may participate with the managerial and financial reporting processes. Students will observe and apply in practice the concepts and theories learned in the classroom. The student will be under the direct supervision of an officer of the cooperating organization and progress will be monitored by the department's internship coordinator. Additional fees may apply.

Prerequisite: Permission of Internship Coordinator.

ACCT 496 - Elective Accounting Internship (2- 4)

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

Prerequisite: Permission of Internship Coordinator.

AGES - Aging Studies

AGES 120 - Aging and Society (3)

Introduction to the study of aging (gerontology) within a multi-disciplinary perspective. The significance of individual aging, the interaction among age cohorts, and the effects of aging on social institutions will be examined in the national and global context. Readings, lectures, and experiential learning will be utilized.

AGES 220 - Social Gerontology (3)

In addition to a thorough examination of theoretical perspectives on aging, the course will also address other social dimensions of the aging experience. Special emphasis will be devoted to social roles and life events while exploring the interrelatedness of aging and social institutions (health, politics, economics, religion, and family).

Cross-Listed as: SOCI 220.

AGES 289 - Medical Terminology (1)

Study of the common abbreviations, combining forms and prefixes of the terminology of health care. Also uses case studies to demonstrate the usefulness of understanding medical terminology in applied studies.

AGES 395 - Internship in Gerontology I (3)

Supervised field experience specifically chosen to meet student interests, and to develop competency in applied gerontology. Students will be challenged to see how concepts and theories learned in the classroom are applied in practice. Upon consultation, may be combined with internship experience in the student's major.

AGES 396 - Internship in Gerontology II (2- 4)

Similar to the Internship in Gerontology I, this field experience provides additional opportunity for a student to garner new insights into gerontology and the aging network that serves older adults and society. However, it is optional and credit hours may vary depending on student needs.

ANTH - Anthropology

ANTH 110 - Introduction to Anthropology (NW) (3)

This course provides an overview of the 4-field discipline of Anthropology. Each of the four fields is covered in order to provide students with a broad-based introductory knowledge of Anthropology. The four topics include Archaeology (the study of the material remains of the past), Cultural Anthropology (the study of human diversity), Physical Anthropology (the study of the human body and human evolution), and Linguistics (the study of language).

Core Requirements: Perspectives: Non-Western Societies, Cultures and Traditions

ANTH 270 - Great Discoveries in Archaeology (NW) (3)

Ever wondered about our human history? Fascinated by archaeological finds you hear about in the news? This course provides a world tour through time as we travel from our early origins in Africa through the cognitive development seen to emerge in the rock art caves of France.

We then travel through the development of agriculture to the emergence of complex societies throughout prehistory. Explore Stonehenge, the Maya, Ancient Egypt, and more.

Cross-Listed as: SOCI 270.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

ANTH 271 - Cultural Anthropology (NW) (3)

An anthropological study of diverse cultures, past and present, focusing upon technologies and structure, kinship and family patterns, political relations, religious concepts, and artistic forms. This course provides background into the Cultural sub-discipline of Anthropology while engaging students with skills necessary in a rapidly globalizing world.

Cross-Listed as: SOCI 271.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions (p. 11)

ANTH 272 - Introduction to Methods of Archaeology (SI) (3)

The course provides an introduction to Archaeology, one of the four fields of anthropology. Archaeology is the study of the human past through material culture, however archaeological research and methods are often applied to modern day issues. This course is designed to provide hands on experience in archaeological methods as well as provide a basis for understanding archaeological theory and practice. Special attention will be focused on methodology and techniques available to archaeologists (mapping, photography, and artifact preparation/analysis).

Core Requirements: Intersections: Scientific Intersections and Impacts

ANTH 273 - Museum Methods I (3)

This is an introductory course in the field of museology. This is a techniques course in which the students will be provided instruction in curation, exhibit preparation, and display. The format will include lectures, museum visitation and individual research methods. Students will proceed from the concept stage of artifact selection into the application of display techniques through the completion of a temporary exhibition in the Eide/Dalrymple Gallery on campus.

ANTH 274 - Introduction to Biological Anthropology and Forensics (SI) (3)

This course is designed to provide a general introduction to Biological (Physical) Anthropology. The course traces the nature of human evolution, the hominin past, including the study of primates. Further, it examines human skeletal remains as a means of understanding the evolutionary and archaeological past. Finally, the study of Forensics provides practical, real-world applications for the principles of Biological Anthropology.

Core Requirements: Intersections: Scientific Intersections and Impacts

ANTH 370 - Primitive Art (NW) (3)

The course will primarily examine the "traditional" (Pre-European contact) pedestrian art produced in the three major areas: West Central Africa, Oceania, and North America. The primary focus will emphasize the role of art in specific cultural contexts. The analysis of art products of these major cultural areas will discuss the formal properties and aesthetic qualities that characterize the numerous styles within the traditions of these regions.

Core Requirements: Perspectives: Non-Western Societies, Cultures and Traditions (p. 11)

ANTH 371 - Mesoamerican Archaeology and Cultural History (NW) (3)

A survey of the dynamics of cultural systems in prehistoric Mesoamerica with a focus on the Tehuacan Valley of Central Mexico. This will provide the basis for discussion of the higher energy transforming systems of the Olmec, Teotihuacan, Maya and Aztec. Special attention given to causal models, including ecological and environmental, materialistic trade and exchange and religion and ideology provide the theoretical framework which the rise of civilization occurs.

Core Requirements: Perspectives: Non-Western Societies, Cultures and Traditions (p. 11)

ANTH 372 - Museum Methods II (3)

An advanced level of presentation in the technical detail and guiding philosophy for the installation of ethnographic exhibits. Detail will include specialized techniques in lighting and backdrop construction, as well as academic research for ethnographic detail needed for preparation of exhibit descriptions and catalog copy.

ANTH 376 - Prehistory of the Northern Plains (3)

The Northern Plains of North America is a vast territory stretching from central Manitoba and Saskatchewan south to Nebraska, east to northern Iowa and west to the Rocky Mountains. It is a stark and harsh landscape but one with abundant streams, animals (particularly bison), and wild plants. These resources sustained Native American populations for over 12,000 years. The course will trace the earliest small nomadic mammoth and bison hunting groups, through the development of agricultural groups living in large permanent earthlodge villages to

the ultimate dramatic collapse of Native culture in the 19th century through a combination of intertribal warfare, epidemic disease and the colonization of the area by Euroamericans.

ANTH 378 - Field School in Archaeology (3-5)

This four to five week field school offers basic instruction in all aspects of Archaeological Fieldwork. Students will be instructed in excavation, mapping, photography, plan view map drawing, as well as the initial processing of recovered artifacts.

ANTH 389 - Anthropology of the Southwest (4)

This Augustana only course provides an affordable alternative to international trips for students wishing to explore off campus during January 2017. The first week of the course will be spent on campus reading and discussing the history of the Southwest from an archaeological and cultural perspective. The southwest is a region rich in archaeological sites. This region also provides a unique setting to explore the living cultures whose ancestors created those sites. We will visit ancient sites built into cliffs, walk the river courses of cultures long past, and visit with the living descendants of the archaeological sites we'll explore on this unique tour of the Southwest.

ART - Art

NOTES: *ART 101: DRAWING I AND ART 120: DESIGN I are prerequisites for Art majors to all other studio courses (drawing, painting, sculpture, ceramics, printmaking.) Additional fees apply to ALL Art courses.*

ART 100 - Introduction to Art (3)

A general introduction to art based upon the elements and principles of design, an exposure to important works in the history of art, written and oral criticism of art, and studio work (primarily drawing and painting) centered on the applications of design. Students attend exhibits and receptions for artists to reinforce conversation skills in the greater visual art community. Additional Fees may apply. Not recommended for art majors.

ART 101 - Drawing I (A) (3)

Drawing fundamentals with emphasis upon the formal elements of drawing. Media include pencil, charcoal, pen, and ink. This course, along with ART 120, is recommended for art majors to take prior to all other studio courses. Additional fees may apply.

Core Requirements: Arts (p. 15)

ART 103 - Photoshop (3)

This course focuses on learning many of the Photoshop program fundamentals while developing design skills in given areas. The assignments involve images that are manipulated, combined and layered to express personal interpretations. Students learn to work with the tools, layers, filters, adjustment layers, mask layers, quick masks, modes and color correction. In addition to the design projects, specific lessons are given targeting various aspects of the program.

ART 112 - Art History I: Prehistory to the Renaissance (WT) (3)

An introductory survey of artistic creations and their relationship to historical developments from the cave paintings through the Middle Ages.

Cross-Listed as: HIST 112.

Core Requirements: Humanities: Western Tradition

ART 113 - Art History II: Renaissance through the 20th Century (WT) (3)

An introductory survey of painting, sculpture, and architecture and their relationship to modern history from the Italian Renaissance through the twentieth century in the United States.

Cross-Listed as: HIST 113.

Core Requirements: Humanities: Western Tradition (p. 13)

ART 120 - Design I: Two-Dimensional Design (A) (3)

Theory and practice in the elements of two-dimensional design (line, shape, value, texture, color, mass, space, and time). Visual problem solving with appropriate materials and tools. This course, along with ART 101 is recommended for art majors to take prior to all other studio courses. Additional fees may apply.

Core Requirements: Arts

ART 127 - Box Art (A) (3)

This course explores the use of the box form throughout history from the ancient times to modern. Students will learn a wide variety of construction techniques and methods. They will learn the basics of good design, what the elements of art are, and how they are used through the principles of art. No matter how limited a student's background or training in art might be, he or she will be able to create works of art through this form that are personal, meaningful and presentable. May be applied to a major in Art. Grading: A-F

Core Requirements: Arts

ART 130 - Ceramics I (A) (3)

Study of forms inherent in medium of clay through free-form hand building and disciplined, classical style wheel thrown forms. Additional fees may apply.

Prerequisite: Sophomore Standing.

Core Requirements: Arts

ART 140 - Painting I (A) (3)

Painting fundamentals with emphasis on the elements of form: line, shape, color, value, texture, and space. Additional fees may apply.

Core Requirements: Arts

ART 150 - Sculpture I (A) (3)

Coupling of sculptural processes with traditional mediums, (modeling and mold-making in plaster and clay, carving, construction and/or assemblage) with emphasis on design. Additional fees may apply.

Core Requirements: Arts

ART 160 - Printmaking I (A) (3)

Three major printmaking processes will be explored: intaglio, lithograph and screenprinting with woodcut. Additional fees may apply.

Core Requirements: Arts

ART 180 - Photography I: Introduction (A) (3)

This course emphasizes the technical and aesthetic concepts of digital photography and how various modalities inform image content. The primary objective of this course is to develop competency in the digital darkroom. Students will be encouraged to develop their own vision and visual language with technical, aesthetic, and conceptual tools. To assist in this pursuit it is important to learn about the history of photography, which will be addressed with various slide lectures, discussions, films, and readings. Students are encouraged to have a DSLR camera and familiarity with Photoshop, however neither is required.

Core Requirements: Arts

ART 190 - Graphic Design I (A) (3)

Introductory course covering a wide range of visual communication skills and knowledge including learning the principles of visual perception, how we perceive a two-dimensional surface, aesthetics and current design issues. Navigating Photoshop and Illustrator while designing dynamic layouts will be learned.

Core Requirements: Arts

ART 197 - Topics: (3)

Special topics in Art.

ART 201 - Drawing II (3)

Theory and practice in the elements of drawing with emphasis upon the human figure. Additional Fees may apply

Prerequisite: ART 101.

ART 220 - Design II: Three-Dimensional Design (3)

A continuation of Design I with emphasis upon three dimensional techniques, materials, and concepts. Additional fees may apply.

Prerequisite: ART 120.

ART 230 - Ceramics II (3)

Student concentration in one specific area of clay work begun in Ceramics I. Additional fees may apply.

Prerequisite: ART 130.

ART 240 - Painting II (3)

Continued study in painting with emphasis on two-dimensional problem solving. Additional fees may apply.

Prerequisite: ART 140.

ART 250 - Sculpture II (3)

Continued study in sculpture (stone carving, bronze casting, welded metals, plastics, and new mediums). Additional fees may apply.

Prerequisite: ART 150.

ART 260 - Printmaking II (3)

Further study in printmaking including intaglio, lithography, and monotype. Additional fees may apply.

Prerequisite: ART 160.

ART 261 - Printmaking III (3)

Intermediate studies in printmaking which can include intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes. Additional fees may apply.

Prerequisite: ART 260.

ART 262 - Printmaking: Woodcut (1- 3)

An introduction to woodcut printing. Additional fees may apply.

Prerequisite: ART 101 or ART 120.

ART 280 - Photography II (3)

This course further develops the technical and aesthetic concepts of digital photography. Students will become familiar with contemporary photographic discourses, methodologies, and advanced project development.

Prerequisite: ART 180.

ART 290 - Art and Children (A) (3)

A study of the theories and techniques of teaching art in the elementary grades. Additional fees may apply. This course is a prerequisite for EDUC 310K.

Core Requirements: Arts

ART 301 - Drawing III (3)

Drawing from the nude human figure. A continuation of Drawing II. See department policy on use of nude models at www.augie.edu/academics/art/hands-learning. Additional fees may apply.

Prerequisite: ART 201.

ART 302 - Drawing IV (3)

Advanced creative study from nature and the model in various drawing media. Independent study in drawing methods. Additional fees may apply.

Prerequisite: ART 301.

ART 313 - Art Since 1945 (W) & (US) (3)

This course examines developments in art and visual culture from the middle of the twentieth century to the present through selected discrete topical units. Students will engage critically both visual examples and seminal texts produced by significant art historians, philosophers, art critics and artists. We will read key primary works and also a selection of interpretive studies that address issues of modernism and post-modernism in the United States. Class discussions will be devoted to consideration of this reading and to questions of visual and cultural interpretation.

Core Requirements:

Perspectives: The US Experience (p. 12)

ART 315 - The Art and Archeology of Ancient Peru (4)

This is an Interim art studio course in Peru. Students participate in field sketching, watercolor painting and journaling while visiting museums, galleries, artist studios and six UNESCO World-Heritage sites. Coursework concludes by hiking the Inca Trail to Machu Picchu.

ART 321 - Graphic Design II (3)

Comprehensive study of layout and illustration fundamentals. Additional fees may apply.

Prerequisite: ART 190.

ART 322 - Graphic Design III (3)

Advanced graphic design course in production (camera ready art), skills on the Macintosh. Additional fees may apply.

Prerequisite: ART 321.

ART 326 - Graphic Design IV (3)

A course designed to prepare finished art work for a portfolio. A corporate identity campaign will be developed in photo shop, canvas, and Quark Xpress computer programs. Additional fees may apply.

Prerequisite: ART 322.

ART 330 - Ceramics III (3)

This course continues to develop application techniques and design skills beyond that in Ceramics I and II. Students are challenged to experience new applications, test their limits to create more diversified clay works and build on their design and application processes. Additional fees may apply.

Prerequisite: ART 230.

ART 331 - Ceramics IV (3)

This course continues to develop application techniques and design skills beyond that in Ceramics I, II and III. Students are challenged to experience new applications, test their limits to create more diversified clay works and build on their design and application processes. Additional fees may apply.

Prerequisite: ART 330.

ART 340 - Painting III (3)

Further study in painting for the advanced student. Additional fees may apply.

Prerequisite: ART 240.

ART 341 - Painting IV (3)

Advanced creative study in painting working with the instructor in a one-to-one relationship. Additional fees may apply.

Prerequisite: ART 340.

ART 350 - Sculpture III (3)

Study of contemporary movements in sculpture and/or continued study of traditional mediums. Additional fees may apply.

Prerequisite: ART 250.

ART 351 - Sculpture IV (3)

Advanced creative study in sculpture, working with the instructor in a one-to-one relationship. Special problems in sculpture emphasizing technique and production. Additional fees may apply.

Prerequisite: ART 350.

ART 360 - Printmaking IV (3)

Builds on Printmaking III and includes intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes. Additional fees may apply.

Prerequisite: ART 261.

ART 361 - Printmaking V (3)

Builds on Printmaking IV and includes intaglio, serigraphy, lithography, monotype, digital, photo, and relief processes. Additional fees may apply.

Prerequisite: ART 360.

ART 380 - Photography III (3)

Students will further their knowledge of contemporary photographic discourses, methodologies, and advanced project development.

Prerequisite: ART 280.

ART 381 - Photography IV (3)

Students will further their knowledge of contemporary photographic discourses, methodologies, and advanced project development.

Prerequisite: ART 380.

ART 395 - Internship (1- 4)

Internship in Art

ART 490 - Senior Seminar (1)

Bidding commissions, museum work, resumes, graduate schools, displaying your work, and preparing a portfolio are some of the aspects covered in this course. This culminates in working with an advisor from the Art department in helping you select the work for your senior show. Additional fees may apply. Grading: S/U

ASL - American Sign Language

ASL 101 - Foundations in American Deaf Culture (3)

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

ASL 110 - American Sign Language I (L1) (3)

This course will emphasize the student's development of receptive and expressive skills in ASL. In addition, the student will also learn functional vocabulary and how to utilize conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be introduced and studied throughout the course.

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

ASL 111 - American Sign Language II (L2) (3)

This course will emphasize the student's further development of receptive and expressive skills in ASL. The student will also expand their sign vocabulary base and become more familiar with conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be discussed and studied throughout the course.

Prerequisite: ASL 110.

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

ASL 210 - American Sign Language III (3)

This course will cover common communication situations such as describing and identifying objects, exchanging personal information about life events, and giving specific locations. The course will also discuss the proper ways to describe and identify things using classifiers and non-manual markers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be covered throughout the course.

Prerequisite: ASL 111.

ASL 211 - American Sign Language IV (3)

The primary focus will be on classifiers and spatial relationships, working on identifying and describing things and giving directions. The course helps students to enhance ability to talk about events using appropriate time and space relationships. Goals include improving facial expression, classifiers, and other vital storytelling/conversation components. Students will develop their expressive skills through a series of presentations (in-class and on-video) on various topics encompassing skills covered.

Prerequisite: ASL 210.

ASL 310 - American Sign Language V (3)

ASL V is a continuation of all the ASL classes taken before, where students build up their expertise in the visual-kinetic language used by Deaf people in the US and Canada. This course will cover common communication situations such as talking about money, making major decisions, discussing health conditions and storytelling. The course will also discuss ways of signing stories. ASL V students will also learn the basic concepts of linguistics as they pertain to ASL structure. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be covered through the course.

Prerequisite: ASL 101; ASL 211.

ASL 397 - Topics: (3)

Special Topics in American Sign Language.

BIOL - Biology

BIOL 105 - Survey of Anatomy and Physiology (4)

This course is a study of the structure and functions of the human body at the tissue, organ, and system level. Laboratory work includes: investigative laboratory experiments, histological examinations, specific organ dissections, and whole specimen dissections of a fetal pig and rat that investigate all body systems concurrently.

Core Requirements:

Sciences: Science of the Natural World

BIOL 110 - Biology and Human Concerns (NS) (4)

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

Core Requirements:

Science: Science of the Natural World

BIOL 120 - Biological Principles I (NS) (4)

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

Corequisite: CHEM 116 or 201.

Core Requirements:

Science: Science of the Natural World

BIOL 121 - Biological Principles II (4)

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

Prerequisite: BIOL 120 or permission from instructor; CHEM 116 or CHEM 120.

BIOL 150 - Human Anatomy (4)

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

Prerequisite: BIOL 120 or permission from instructor.

BIOL 180 - Introduction to Environmental Science (SI) (3)

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

Prerequisite: Natural Science Core course..

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

BIOL 197 - Topics: (3)

Special Topics in Biology.

BIOL 205 - Life Cycles: Birth, Death and the History of Medicine (SI) (4)

This course will offer greater understanding of the history of medicine and how the hospital has become a central institution in the life cycle. Beginning with a basic introduction to contemporary healthcare in America, it will next offer a historic and scientific discussion of conception and child-birth. The course will then focus on cancer as an example of one of the diseases to which the human body is susceptible and conclude with a discussion of death as part of life. In addition, the course will take on the history of the hospital and the medical personnel who work within. Central to each of these themes will be the ethical questions and complexities that cannot be separated from the practical aspects of caring for life. Through case studies, lab work, invited guests and a visit to off-site medical research facilities, the class will offer students both an understanding of the biology of reproduction and cancer, as well as the increasingly complex nature of the science of care.

Prerequisite: Natural Science Core course. .

Core Requirements:

Intersections: Scientific Intersections and Impacts

BIOL 211 - Nature and Nurture (SI) (3)

This course aims to understand what makes us who we are by exploring both the influences of our genes (nature) and experiences (nurture). These two mechanisms cannot be easily teased apart, so students in the course will discover how nature and nurture interact. Students will encounter concepts in behavior and basic molecular genetics through the exploration of the topics of eugenics, medical disorders, and genetic testing. The question of how society should use empirical evidence to frame policy will be addressed, along with discussions about the role of free will and personal accountability in these issues.

Prerequisite: Natural Science Core course.. Cross-Listed as: This course will be cross listed as a psychology course with the PSYC prefix..

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

BIOL 212 - Genetics and Society (SI) (3)

An explosion of discoveries in genetics is sweeping through modern society, but with excitement and hope come misconceptions and risks. Today's students will face ethical decisions concerning genetics that previous generations could only dream about. Therefore, a solid understanding of genetics and the ability to interpret new genetic discoveries through empirical evidence has become essential for a person's ability to make decisions that support their well-being, allow them to be an informed voter on policy, and justly judge future developments in genetics. Using case-studies, guest speakers, videos, readings, and podcasts to complement small and large group discussion, the course will allow students to explore the unpinning principles of genetics, along with ethical dilemmas, such as genetic determinism, a paternalistic view of genetic information, and controversies surrounding genetic modification. The course is intended for students who are not majoring in the biological sciences.

Prerequisite: Natural Science Core course.. Cross-Listed as: This course will be cross listed as a psychology course with the PSYC prefix..

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

BIOL 225 - Human Physiology (4)

A study of the function, integration, and coordination of the organ systems of the human body with an emphasis on homeostatic control mechanisms. This course includes an experimental laboratory in which basic human physiological responses are studied. This course is not intended for biology majors.

Prerequisite: BIOL 120 or permission from instructor; BIOL 121 or BIOL 150; CHEM 116 or CHEM 120; CHEM 145 or CHEM 201.

BIOL 233 - Genetics (4)

This course covers classical Mendelian analysis, mitosis and meiosis, genetic mapping, non-Mendelian inheritance, chromosomal structure and mutations, the structure of DNA and RNA, transcription, translation, molecular gene cloning and analysis, human genetics and the Human Genome Project, and population and quantitative genetics. The course includes 3 hours of laboratory per week, focused on experience in genetic mapping, cytogenetics, and molecular genetics.

Prerequisite: BIOL 120.

BIOL 234 - Cell Biology (4)

The course begins with an introduction to the techniques used in studying cells and the elements of bioenergetics. Then the ultra-structure and function of all major eucaryotic organelles are described in detail. This survey includes the principles of cell metabolism and its regulation, membrane transport, and the cell cycle. The course concludes with specialized topics such as the biology of cancer and the cellular mechanisms of hormone action. The laboratory acquaints students with techniques employed in cell biology.

Prerequisite: BIOL 233; CHEM 145 or 201.

BIOL 250 - Introductory Microbiology (4)

This course is intended to acquaint the student with the biology and importance of bacteria and viruses. Particular emphasis will be placed on disease mechanisms, the nature of the most important diseases afflicting humans, immunology, and selected aspects of applied microbiology with public health implications (e.g., drinking water and sewage treatment). The laboratory will introduce a wide variety of standard microbial techniques. This course is not intended for biology majors.

Prerequisite: BIOL 225 or 234; CHEM 116 or 120; CHEM 145 or 201.

BIOL 270 - Biostatistics and Experimental Design (W) (4)

This course is designed to provide students with STEM majors an introduction to biostatistical concepts and to the design and analysis of experiments, with the goal of equipping practicing scientists with the tools to analyze research data. The course emphasizes the application of statistical ideas and methods to the design and interpretation of biological experiments and comparative data sets, and includes a writing intensive approach. Students successfully completing this course will be able to develop and implement appropriate experimental design in conducting scientific research, carry out appropriate statistical analyses and interpretation for a variety of data types using several statistical platforms, critically read and interpret the statistical content of scientific journal articles in the biological and biomedical sciences, and exhibit advanced scientific writing skills.

BIOL 297 - Topics: (3)

Special Topics in Biology.

BIOL 299 - Independent Study (1- 4)

Intended to provide experience in research or special techniques in biology on an individual basis. This course designation may not be used to replace a 300-level elective.

Prerequisite: Permission of the Instructor.

BIOL 303 - Biological Physics (3)

This course will introduce a series of physical principles, based on statistical mechanics, which can be used to examine biological questions, specifically questions involving how cells function. Calculus will be used without apology.

Prerequisite: PHYS 222 or 202; CHEM 116 or 120. Cross-Listed as: PHYS 303.

BIOL 309 - Tropical Ecology of Guatemala, Belize and Spanish Immersion (4)

In Guatemala we will live humbly and simply with host families in a small village. Mornings are spent at a Spanish language school, studying one-on-one with native instructors. Afternoons include excursions to forest reserves and Mayan ruins including Tikal. In Belize, we will stay at a field station on a small island. We study a variety of marine habitats including coral reefs, mangroves, and coastal lagoons. Students will conduct scientific research projects involving data collection. The course will involve some fairly rigorous physical activity as well as some potentially challenging living conditions.

BIOL 331 - Introduction to Immunology (3)

This course is an introduction to the innate and specific aspects of the immune system with emphasis on cell-mediated and humoral mechanisms of immune function. Current methodologies in immunology research will be discussed. Students will become familiar with how the immune system functions within the context of disease, including auto-immune disorders, AIDS, and cancer.

Prerequisite: BIOL 234.

BIOL 332 - Cell Signaling (3)

During this course, students will explore the emerging understanding of the complicated, yet effective mechanisms that the cell uses to elicit a response from an extracellular signal. Students will also investigate what happens when these events are disrupted, either by mutation of genes/proteins involved in these processes or environmental molecular analogs of signaling ligands. Students will master the general mechanisms of how cells regulate their activity and how these pathways are being elucidated by critically analyzing current experimental strategies in the primary literature.

Prerequisite: BIOL 234.

BIOL 334 - Vertebrate Embryology (W) (4)

A study of vertebrate morphogenetic processes. Emphasis is placed on study of a generalized vertebrate structure pattern and examination of some of the morphological specializations built upon this basic plan. Laboratory emphasizes chick development and anatomy of the *Ammocoetes* larva, the dogfish and the pig. Development - evolution interactions are explored throughout the course. Special lab activities support work in this area.

Prerequisite: BIOL 121.

BIOL 336 - Ornithology (SI) (4)

This course includes the study of the classification, evolution, distribution, identification, life histories and morphological, ecological, and behavioral adaptations of birds. The laboratory portion is designed to allow students to learn about the internal and external structure of birds and to learn to identify the various families and species of birds. Emphasis is placed on identification of the species of South Dakota and the Great Plains.

Prerequisite: BIOL 121.

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

BIOL 342 - Plant Function and Structure (W) (4)

A study of the role and mechanism of the major processes of vascular plants from a functional and structural approach. The integration of plant growth, reproduction, and physiology are stressed. Agricultural and environmental implications are emphasized.

Prerequisite: BIOL 121.

BIOL 344 - General Microbiology (4)

This course will familiarize students with the biology of microorganisms, with a primary focus on prokaryotic microbes and viruses. Topics will include bacterial cell biology, metabolism, and genetics, as well as ecology of microbes and their interactions with humans and the environment. Emphasis will be given to mechanisms of virulence, human resistance to infectious disease and the immune response to microbes. The laboratory portion of the course enforces lecture topics. Activities focus on basic techniques and concepts used in the microbiology laboratory and application of these techniques to student projects. Topics covered in this course take into account curriculum recommendations from the American Society of Microbiology.

Prerequisite: BIOL 234.

BIOL 346 - Developmental Biology (W) (4)

Analysis of developmental processes including gametogenesis, fertilization, cleavage, morphogenetic movements, growth, and developmental regulation. Major emphasis is placed upon the nature and control of cell differentiation. Laboratory work emphasizes experimental studies on living materials.

Prerequisite: BIOL 234.

BIOL 348 - Principles of Ecology (4)

Ecology is the study of interrelations between plants, animals and the abiotic environment. This field-oriented course will focus on the major ecosystems of South Dakota including the study of human impacts on these ecosystems. In addition to extensive field trips to area prairies and forests, the course includes a three-day trip to the Black Hills and the Badlands (required). The trip will involve camping and hiking in these spectacular ecosystems of western South Dakota.

Prerequisite: BIOL 121.

BIOL 350 - Aquatic Ecology (W) (4)

The ecology of lakes and rivers. We will focus on management issues facing area lakes and streams, together with the underlying biological, chemical, and physical factors that regulate freshwater ecosystems. The course includes extensive field work on lakes and streams, culminating in a weekend trip (required) to the Iowa Lakeside Laboratory on Lake Okoboji in NW Iowa. During this trip, students will conduct field projects involving experimental design, data collection, and class presentation of results.

Prerequisite: BIOL 121.

BIOL 352 - Terrestrial Plant Ecology (W) (4)

An analysis of the factors that determine plant distribution. Initially this course will focus on the observation and identification of local plants, plant types, and communities. Later we will expand our discussion to major vegetation types in North America. Through field trips, laboratory experiments and lectures this course will stress various aspects of community, population, and physiological ecology. Specific topics will include competition and succession, population demography, and productivity.

Prerequisite: BIOL 121.

BIOL 354 - Biological Chemistry (W) (4)

A study of the chemistry of cellular constituents, enzymes and catalysis, metabolism, and the control of metabolic processes with particular emphasis upon the dynamic aspects of cellular metabolism. The laboratory will consist of selected projects such as the purification and characterization of an enzyme. Counts towards the experimental requirement for major only when the laboratory portion is also taken.

Prerequisite: BIOL 234; CHEM 145 or 201.

BIOL 358 - Molecular Biology (4)

This course involves a detailed study of the molecular nature of genes, their regulation, expression, and manipulation. Emphasis will be placed on experimental analysis in understanding the genetic systems. In addition, the role of molecular genetics in the area of biotechnology will be considered. The laboratory will emphasize modern molecular methods in recombinant DNA work and related areas.

Prerequisite: BIOL 234; CHEM 145 or 201.

BIOL 360 - Evolution (3)

Evolution is the central, unifying theory of the biological sciences. This course is designed to provide students with an understanding of the core principles of modern evolutionary biology. Lecture and laboratory activities will together establish the logic that underlies evolutionary theory, and focus on key historical and modern research studies to explain and illustrate these theories while establishing links to other areas in the life sciences. We will examine major events in the history of life on Earth, and the mechanisms of evolutionary change: mutation, natural selection, migration, genetic drift, and stochastic events.

Prerequisite: BIOL 233.

BIOL 364 - Pharmacology (W) (4)

The purpose of this course is to introduce students to the process that generates the drugs we take, from the laboratory bench to the medicine cabinet. This course will foster an understanding of drug development, methods of drug delivery and metabolism, mechanisms of drug action, and basic cellular physiology in order to identify how drugs elicit their medicinal properties. Students will also get a chance to examine the ethical and social dimensions of modern-day drug development and application.

Prerequisite: BIOL 234; CHEM 145 or 201.

BIOL 366 - Advanced Human Physiology (4)

This course is a study of the function, integration, and coordination of the organ systems of the human body. The systems and topics covered include the nervous, endocrine, immune, cardiovascular, and respiratory systems; as well as muscle, renal physiology, digestion, and reproduction. Emphasis will be given on integrating all systems in disease and diagnosis. The laboratory component includes student designed projects and discussions about current topics in human physiology. This course is intended for junior and senior biology majors.

Prerequisite: BIOL 234.

BIOL 392 - Directed Research (1- 4)

Biology majors may be involved in a research project being conducted by the supervising faculty member. Students will meet regularly with the faculty member, read relevant research articles and perform experiments to collect and analyze data.

BIOL 395 - Internship (1- 6)

Internships permit students to obtain credit for practical experience in biology and related fields. The level and amount of credit for such experiences will be determined individually in consultation with the department chairperson. Cannot be applied toward the 36 hours required for the major.

BIOL 397 - Topics: (4)

Special topics in Biology.

BIOL 399 - Independent Study (1- 5)

Intended to provide experience in research or special techniques in biology on an individual basis. This course designation may not be used to replace a 300-level elective.

Prerequisite: Permission of the Instructor.

BIOL 490 - Biology Seminar (1)

This is a required course for Biology majors and is usually taken junior year. The course covers two semesters due to the required attendance of six Biology Seminars (Fall and Spring). Students register for one semester only. The spring semester is designed to help students prepare graduate school/professional school applications and/or job searches. Topics include search strategies, CV, cover letter, and interviewing skills. Graded S/U Only

BSAD - Business Administration**BSAD 101 - Innovation and Entrepreneurship (3)**

This course includes the fundamentals of entrepreneurship and small business ownership. The purpose is to answer the question "what is entrepreneurship" by providing students from a variety of backgrounds with basic knowledge and skills involved in starting new business ventures. Students work in multidisciplinary teams to explore entrepreneurship and innovation-related topics and to develop business venture models which are viable in the marketplace for goods and services. The team will develop a concept to explore throughout the semester. This course is intended for Non-Business majors only.

BSAD 120 - Personal Financial Stewardship (WB) (3)

This course relates the basics of financial planning to the well-being of the individual. The students become aware of the impact of long and short-term financial planning including health and retirement concerns, investments, income tax planning, personal budgets, risk management, and other major financial events one encounters in a lifetime. The students will gain skills in financial planning in these areas as a means to personal financial stability and stewardship toward others.

Core Requirements:

Orientation: Well-Being (p. 9)

BSAD 205 - Management Information Systems I (3)

This course provides an introduction to computer fundamentals and information systems. Topics include basic information systems components, database systems, decision support systems, and computer security considerations. The use of appropriate software packages will be included as lab assignments.

Cross-Listed as: COSC 205.

BSAD 232 - Real Estate (3)

The course will introduce the principles and practices of real estate as well as South Dakota law. The class will use these principles to discuss real estate investments and development strategies as well as property management, fair housing and land use. The 116 hour course will prepare the student to pass the real estate broker's exam. Students will be responsible to complete the initial 54 hours of on-line materials before completing this pre-licensing course.

BSAD 241 - Management Information System II (3)

This course provides an introduction to the analysis and design of business information systems. Concentrates on the analysis phase of systems development. Covers systems development life cycle, feasibility studies, analysis of user requirements, and development of logical system models.

Prerequisite: BSAD 205 or COSC 210. Cross-Listed as: COSC 241.

BSAD 310 - Principles of Marketing (3)

This course explores basic principles in the marketing of products and services. Marketing structures, consumer analysis, product classification, channel selection, pricing policies, promotional mix, and coordination of strategies in relation to the business and economic environment are studied.

BSAD 315 - Data Analytics (3)

Business intelligence is the use of information systems to inform managerial decisions. Businesses today have access to data in unprecedented volume, but often lack the expertise to leverage data for competitive advantage. In addition, companies often miss opportunities to guide strategic decision making because they do not gather or track the correct metrics. This course provides students with the skills to gather, analyze, and transform data into meaningful information.

Cross-Listed as: COSC 315.

BSAD 320 - Principles of Management (3)

An exploration of the theories, research, laws and practices of managing people, teams and organizations. This course focuses on both the science of organizational management as well as on the student's potential role as a manager and/or employee.

BSAD 330 - Principles of Finance (3)

An introduction to financial issues facing business organizations. Emphasis will be placed on time value of money, operating and financial leverage, financial forecasting, valuation and capital budgeting.

Prerequisite: ACCT 211.

BSAD 340 - Business Law I (3)

An introduction to the legal system and dispute resolution through a case study approach; a study of the impact of the areas of torts, constitutional law, criminal law, and ethics upon business; special emphasis on contract law, agency, and business organizations, including partnerships and corporations.

Prerequisite: Sophomore Standing.

BSAD 341 - The Legal Environment of Sport (3)

This course is designed to enable students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, and contract and business law. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport industry, and to equip students with the skills and strategies needed to work effectively with business executive and lawyers to resolve these issues. The course will focus on the managerial and practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become sport business managers. In-class discussions on current legal issues and emerging legal trends in sport will constitute a major portion of this class.

BSAD 342 - Project Management (W) (3)

This course provides students with a hands-on experience in applying project management and systems analysis, design and implementation. Students will work with local business professionals in the design and delivery of a project.

Prerequisite: BSAD 241. Cross-Listed as: COSC 342.

BSAD 380 - Business Law II (3)

Emphasis of study covers the topics of bankruptcy, debtor-creditor relationships, and property law as well as commercial transactions governed by the Uniform Commercial Code (sales of goods, commercial paper, banking, and secured transactions.) Emphasis Areas: Entrepreneurship, Management

Prerequisite: BSAD 340.

BSAD 382 - Business Ethics (3)

Introduction of moral development theories and models of moral decision making and application of these models in management decision making through case studies.

Cross-Listed as: ACCT 382.

BSAD 399 - Independent Study (1- 4)

This course is intended to provide the student with the opportunity to pursue elective independent study.

Prerequisite: Permission of the Instructor.

BSAD 413 - Marketing Promotions (3)

This course emphasizes managing the promotional mix - advertising, public relations, personal selling, sales promotion, and direct marketing - to provide a comprehensive understanding of how to manage a marketing department to enhance overall business profitability. Additional fees may apply.

Prerequisite: BSAD 310.

BSAD 415 - Personal Selling and Sales Management (3)

A comprehensive examination of the sales cycle, including the specific opportunities for developing relationships, products, and customer loyalty. Students learn how to manage themselves and others through the development of communication skills and the use of specialized software to help them organize the sales effort. This course makes extensive use of outside speakers and sales experts to illustrate the application of concepts and theories learned in the classroom. Additional fees may apply.

Prerequisite: BSAD 310.

BSAD 417 - Healthcare Marketing (3)

Healthcare marketing efforts are shifting from increasing demand to building and continuing relationships with customers, clients, agencies and third-party payors. This advanced study of the practices and concepts of marketing as applied to the healthcare industry develops a focus on product and service strategies, distribution, communications, promotions, pricing and research. Case studies, speakers and projects will be used to describe the underlying concepts and decision making required for successful healthcare marketing.

Prerequisite: BSAD 310.

BSAD 421 - Human Resource Management (3)

A study of the fundamentals of employment management including hiring and firing policies, modern diversity and performance management techniques, and a survey of applicable laws and regulations.

Prerequisite: Junior Standing.

BSAD 425 - Small Business Management (3)

The application of general management principles, theories and procedures to start up and small businesses. The course cumulates in the preparation of a comprehensive business plan for a proposed small business.

BSAD 427 - Production and Operations Management (3)

An introduction into the special problems and opportunities associated with the conversion of resources into products and services. Topics include product design and process selection, assembly line design, supply chain management, total quality management, inventory planning, and capacity and resource planning.

Prerequisite: ECON 270.

BSAD 428 - International Strategic Management (3)

An in-depth examination of the development and role of strategy in international organizations and the importance of strategic alignment. Topics may include, but are not limited to, the following: globalization, corporate strategies, business unit strategies, competitive strategies, strategic planning and analysis models, and mergers and acquisitions.

Prerequisite: BSAD 310; BSAD 320.

BSAD 431 - Advanced Finance (3)

A comprehensive exploration of theoretical and empirical financial literature and the application to corporate financial policies and strategies. Topics covered include capital and ownership structures, contracting, mergers and acquisitions, financial distress situations and risk management.

Prerequisite: BSAD 330.

BSAD 433 - International Finance (3)

An exploration of the theoretical foundations of international financial decisions and their application to financial practices. Topics covered include international macroeconomic concepts, foreign investment projects, managing foreign exchange, and managing international taxation and political risks.

Prerequisite: BSAD 330.

BSAD 435 - Investment Fundamentals (3)

The study of investment risks and rewards based on the analysis of stocks, bonds, and other investment opportunities, including hedging and derivative investments. This course includes an introduction to modern professional investment analysis and portfolio theories.

Prerequisite: BSAD 330.

BSAD 440 - Sport Management (3)

Students will learn how professional and amateur sports teams manage their businesses, fans, athletes and brands, including planning, hosting and implementing marketing programs for specific events and sports programs. Theories will be supplemented with industry-recognized speakers, case studies and hands-on work for local clients. Class/client projects, as well as presentations are required.

Prerequisite: BSAD 310; BSAD 320.

BSAD 445 - Advanced Sport Marketing and Promotion (3)

Students will learn how professional, amateur and college sports teams manage their businesses, fans, athletes and brands, including planning, hosting and implementing effective marketing programs. Theories will be supplemented with industry-recognized speakers, case studies and historical research. One class project and presentation of that project is required.

BSAD 475 - Statistical Methods (Sports) (3)

This course is designed to provide an introduction to the use of statistics in sports management. Students will develop a fundamental understanding of probability theory and predictive modeling through linear regression and other techniques. The course will have a strong focus on data collection and analysis to provide insight on the performance of both athletes in the field and the sports professional or amateur sports organization.

BSAD 490 - Senior Seminar (W) (3)

A senior level seminar emphasizing business research and planning intended to solve "real world" small business problems. Students learn to provide high quality consulting and technical assistance for client companies.

Prerequisite: Permission of the Instructor; Senior Standing.

BSAD 495 - Business Internship (W) (3)

This internship program provides an opportunity for students to participate in a learning experience away from the traditional classroom. Students will be placed with local organizations so they may work with business procedures and observe decision making processes. Students will be able to see how concepts and theories learned in the classroom are applied in practice. The student will be under the direct supervision of an officer of the cooperating organization and progress will be monitored by departmental internship coordinator. Additional fees may apply.

Prerequisite: ACCT 211; ECON 120; ECON 121; Two of BSAD 310, 320, 330 and 340; Permission of Internship Coordinator..

BSAD 496 - Elective Business Internship (1-4)

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

Prerequisite: Permission of the Internship Coordinator.

BSAD 499 - Independent Study (W) (4)

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

Prerequisite: Permission of the Instructor.

CHEM - Chemistry

CHEM 102 - Trustee's Fellowship in Chemistry (1)

This course is limited to those freshman chemistry majors who are distinguished scholars. It will acquaint the student with career options, with chemical instrumentation and lab assisting. Students will be allowed to serve as junior lab assistants second semester under the direction of a senior lab assistant and the professor. Students may learn FT-IR, FT-NMR, GC-MS or other instrumentation. This will prepare them for doing research right after their freshman year. Must take both semesters to earn 1 credit.

CHEM 110 - Chemistry and Your Environment (NS) (4)

This course is designed for the non-science major and will assist the student in understanding the role chemistry plays in his/her life. Topics of current interest are discussed, and the chemical principles required for a more thorough understanding of them are developed. Three hours of lecture and two hours of laboratory per week.

Core Requirements:

Science: Science of the Natural World

CHEM 115 - Physical Science (4)

This survey course explores concepts in physics and chemistry, implements the scientific method, develops problem-solving skills and encourages connection of physical science concepts to everyday life. Lab work includes hands-on exercises in both areas including written reports and some use of the computer for data analysis. Three hours of lecture and two hours of laboratory per week. Students are encouraged to enroll as first or second year students.

Cross-Listed as: PHYS 115.

CHEM 116 - General Chemistry I (NS) (4)

An introduction to chemistry at the college level. The main conceptual areas of emphasis of the course are outlined in the catalog: measurements, atomic and electronic structure, bonding, molecular structure and shape, stoichiometry, types of chemical reactions, thermochemistry, gases, liquids, and solutions, and nuclear chemistry. Three hours of lecture and two hours of laboratory per week.

Core Requirements:

Science: Science of the Natural World

CHEM 117 - General Chemistry II (4)

The second course in general chemistry at the college level. The course serves as a prerequisite for other courses. The main conceptual areas of emphasis of the course are kinetics, equilibrium, acids and bases (including buffers), thermodynamics, electrochemistry, solids and materials, coordination chemistry. Three hours of lecture and two hours of laboratory per week.

Prerequisite: CHEM 116.

CHEM 120 - Accelerated General Chemistry (NS) (4)

This is an accelerated general chemistry course covering topics typically encountered in a two semester course, (e.g. bonding, equilibrium including buffers, stoichiometry, chemical kinetics, oxidation-reduction). Students are required to have a 26+ ACT score and 1 year of high school chemistry with a grade of "B" or better. Three hours of lecture and two hours of laboratory per week.

Core Requirements:

Science: Science of the Natural World

CHEM 130 - Chemistry in Our Changing World (SI) (3)

This course is a non-lab chemistry course for non-science majors. It is designed to acquaint students with the impact that chemistry has on their everyday life and assist them in understanding the basics of those interactions from a scientific, social, and business perspective. Topics will focus on the science behind issues facing our society, community and the world today. The class will include topical lectures (general chemistry, organic, biochemical, and environmental chemistry), in class lab demonstrations, and trips to local facilities and companies to experience the application of chemistry in our world.

Prerequisite: Natural Science Core course.

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

CHEM 145 - Survey of Organic and Biochemistry (4)

Explores the fundamentals of organic chemistry (nomenclature, functional groups, reactions) with an introduction to biochemistry (amino acids, proteins, carbohydrates, lipids, enzymes, nucleic acids and the metabolic cycles). Three hours of lecture and two hours of laboratory per week. Students desiring more than two semesters of Chemistry will normally follow the sequence 116/117 or 120, then 201, 202.

Prerequisite: CHEM 116 or 120.

CHEM 199 - Independent Study (1- 4)

This course offers the opportunity to engage in experimental research with a faculty mentor. One credit hour will require four hours of laboratory work per week for the semester plus a comprehensive report, a departmental seminar, and if appropriate a presentation at a scientific meeting. This course designation is normally not used to replace a traditional course.

Prerequisite: Permission of the Instructor.

CHEM 201 - Organic Chemistry I (4)

This course covers nomenclature, reactions, and structure of aliphatic hydrocarbons and alcohols and introduces carbonyl chemistry, structural determination, organic spectroscopy, reaction mechanisms, stereochemistry, and multi-step syntheses. Laboratory emphasizes separation, reactions, structural determination, and physical characteristics of organic compounds. Three hours of lecture and four hours of laboratory per week. CHEM 201 is the organic foundation requirement for the American Chemical Society Chemistry and Biochemistry majors.

Prerequisite: CHEM 117 or 120.

CHEM 202 - Organic Chemistry II (4)

This course is the second of a two-semester sequence in organic chemistry that will cover functional groups ranging from ethers to biological macromolecules. Within each functional group, we will explore topics in nomenclature, physical and chemical properties, reactions, reaction mechanisms, and spectroscopic analysis.

Prerequisite: CHEM 201.

CHEM 222 - Inorganic Chemistry (4)

This is a basic inorganic chemistry course with an extension of general chemistry supportive of the lab experiences. Lecture will emphasize atomic and molecular structure, molecular orbital theory, chemical equilibria, acid-base chemistry, electrochemistry, solid-state structure and the theoretical basis of complex ion chemistry. Laboratory will be centered on systematic identification of inorganic cations and anions, with some experiences in kinetics and electrochemistry. CHEM 222 is the inorganic foundation requirement for the American Chemical Society Chemistry and Biochemistry majors.

Prerequisite: CHEM 201.

CHEM 242 - Analysis (4)

This course covers fundamental and applied topics of modern and classical analytical methods. Lecture emphasizes statistical analysis of data, method development, equilibrium, electrochemistry, and chromatography. The laboratory experience includes a mix of wet chemical and instrumental methods with an emphasis on careful and precise quantitative work. Three hours of lecture and four hours of laboratory per week. CHEM 242 is the analytical foundation requirement for the American Chemical Society Chemistry and Biochemistry majors.

Prerequisite: CHEM 201 and 222.

CHEM 250 - Instrument Proficiency for Scientists (2)

Each offering enables students to develop a solid foundation in the theoretical aspects and operating principles, as well as develop hands-on proficiency in the operation of the featured instrument and interpretation of the data. Instrument rotation includes: Gas Chromatography - Mass Spectrometer, Raman Spectrometer, Nuclear Magnetic Resonance Spectrometer, Fourier Transform Infrared Spectrometer, Atomic Absorption and Ultraviolet-Visible Spectrometers*, and High Performance Liquid Chromatograph*. Instruments will be added as they are acquired.

Prerequisite: CHEM 202 and CHEM 242 (Prerequisite or Corequisite).

CHEM 299 - Independent Study (4)

This course offers the opportunity to engage in experimental research with a faculty mentor. One credit hour will require four hours of laboratory work per week for the semester plus a comprehensive report, a departmental seminar, and if appropriate a presentation at a scientific meeting. This course designation is normally not used to replace a traditional course.

Prerequisite: Permission of the Instructor.

CHEM 301 - Physical Chemistry I (4)

This course provides the theoretical basis for all of chemistry and related subjects, emphasizing thermodynamics, kinetics, quantum mechanics and reaction dynamics. Laboratory includes physical methods of measurement and computational techniques. Four hours of lecture-discussion and four hours of laboratory per week. CHEM 301 and 302 together are the physical chemistry foundation requirement for the American Chemical Society Chemistry major. CHEM 301 is the physical chemistry foundation requirement for the American Chemistry Society Biochemistry major.

Prerequisite: CHEM 242; MATH 152.

CHEM 302 - Physical Chemistry II (4)

This course is a follow-up to CHEM 301. It covers quantum chemistry, reaction dynamics, spectroscopy and statistical mechanics. The laboratory will be concerned with several experiments in physical chemistry with emphasis on various spectroscopic measurements and application of a variety of computational software for quantum calculations. Four hours of lecture-discussion and four hours of laboratory per week. CHEM 301 and 302 are the physical chemistry foundation requirement for the American Chemical Society Chemistry major.

Prerequisite: CHEM 301; MATH 152.

CHEM 305 - Biochemistry (4)

This is a one-semester, foundational course in biochemistry intended for chemistry and biochemistry majors. Lecture topics covered in this course fall into three general areas: (1) structure, function, and reactivity of biological macromolecules, (2) cellular metabolism and metabolic cycles, and (3) the central dogma of molecular biology. Laboratory is intended to expose students to a variety of biochemical techniques and applications.

Prerequisite: CHEM 202.

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

This course focuses on instrumental methods of analysis. The lecture is devoted primarily to instrument design and the advantages and disadvantages of that design. Laboratory is emphasized and centers on method development projects. Two hours of lecture and six hours of laboratory per week.

Prerequisite: CHEM 301.

CHEM 330 - Medicinal Chemistry (W) (4)

This is a one-semester course in medicinal chemistry. The first part of this course covers introduces students to the field of medicinal chemistry and covers fundamental topics and concepts relating to the properties, design, metabolism, and modeling of pharmaceutical drugs. The remainder of the course is devoted to the major classes of therapeutic drugs with an emphasis on categorizing physiological effects with functional groups and binding site stereochemistry. Laboratory provides students an introduction to computational modeling, experimental design, exploration of drug properties, and the synthesis and evaluation of biologically-active molecules.

Prerequisite: CHEM 305.

CHEM 331 - Advanced Organic Chemistry (W) (4)

Advanced topics in organic chemistry, including spectroscopy, mechanisms and synthesis (including natural products) are covered. Emphasis varies. Three hours of lecture and four hours of laboratory per week.

Prerequisite: CHEM 301; CHEM 202.

CHEM 341 - Advanced Inorganic Chemistry (4)

This course explores advanced topics in Inorganic Chemistry including atomic structure, covalent structures, group theory, molecular orbital theory, acid-base principles, solid-state chemistry, transition elements and coordination chemistry, bonding theories, spectroscopy, mechanisms, organometallic chemistry, catalysis, and bioinorganic chemistry. Laboratory exercises will focus on the synthesis and characterization of inorganic compounds using instrumentation. Three hours of lecture, four hours of laboratory per week.

Prerequisite: CHEM 222.

CHEM 351 - Chemistry of High Polymers (4)

The structure and properties of macromolecules will be considered. Methods of synthesis and analysis of these polymers will be treated in some detail. Industrial processes for the preparation and manufacture of some important commercial polymers will be included.

Prerequisite: CHEM 202; CHEM 301.

CHEM 381 - Advanced Physical Chemistry (4)

Advanced topics in physical chemistry with emphasis on advanced quantum chemistry, statistical thermodynamics, spectroscopy, quantum dynamics, matter-electromagnetic radiation interaction, nuclear dynamics beyond the Born-Oppenheimer regime and lasers. This course is typically problem oriented, and will use computer resources extensively, including some computer programming. Students may take this course with interests in chemistry, physics and mathematics.

Prerequisite: CHEM 301; PHYS 371; MATH 220; MATH 310.

CHEM 395 - Internship (4)

Consult the department chair for a listing of available opportunities. Plans for an internship must be made well in advance of the term in which the internship is to be carried out.

Prerequisite: Permission of the Instructor.

CHEM 399 - Independent Study (1- 3)

This course offers the opportunity to engage in experimental research with a faculty mentor. One credit hour will require four hours of laboratory work per week for the semester plus a comprehensive report, a departmental seminar, and if appropriate a presentation at a scientific meeting. This course designation is normally not used to replace a traditional course.

Prerequisite: Permission of the Instructor.

CIVT - Civitas

CIVT 110 - Exploring the Christian Faith (CT) (3)

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

Core Requirements: Humanities: Christian Tradition

CIVT 200 - The Literary Experience (W) & (LT) (3)

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

Core Requirements: Humanities: Literature

CIVT 201 - Reading Augustana (3)

Addressing Bonhoeffer's primary notion that responsible individuals are obliged to act on behalf of others, this course offers a semester-long study of the University as text. The course will examine the culture and environment of Augustana, with particular attention paid to how the expressed values of the institution come to be embodied in a physical, intellectual, and spiritual community. Readings and instructors for the course address those values from a number of disciplinary perspectives.

Prerequisite: Admitted to the Civitas Honors Program.

CIVT 202 - Pertinence (3)

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

Prerequisite: Admitted to the Civitas Honors Program.

CIVT 203 - Justice (3)

Courses under this heading consider the ways in which personal responsibility as understood by conscience, and social responsibility as understood by laws, both correspond with and challenge each other.

Prerequisite: Admitted to the Civitas Honors Program.

CIVT 204 - Freedom (3-4)

Courses under this heading address Bonhoeffer's belief that "responsibility presupposes freedom and freedom can consist only in responsibility." Courses will also address the tension Bonhoeffer identifies between freedom and obedience, and real situations in which that tension may have a difficult resolution.

Prerequisite: Admitted to the Civitas Honors Program.

CIVT 395 - Vocation (1-4)

The place of responsibility, to use Bonhoeffer's phrase, is in vocation, the place where citizenship must extend from thought and reflection to action. This course ensures that students acquire a practical understanding of the responsibilities of citizenship by working for a semester in a field of their choosing. Civitas students will conclude the work of their experience with two reports: One detailing the work of the experience itself, and a second dealing with how that work addresses central concepts of the honors program. This is a discipline specific course, and is guided by a project advisor under the approval of the Civitas director. Students will present results of their experience at the Augustana Symposium or some other professionally relevant venue. This course could include an internship, service learning project, research project, international or other off-campus study program.

Prerequisite: Admitted to the Civitas Honors Program.

CLAS - Classics

CLAS 200 - Elementary Greek I (L1) (3)

Introduction to ancient Greek, both Biblical and classical. This course places heavy emphasis on learning the forms of Greek and developing basic vocabulary.

Core Requirements:

Perspectives: Languages (p. 10)

CLAS 201 - Elementary Greek II (L2) (3)

Introduction to ancient Greek, both Biblical and classical. This course stresses syntax and development of reading skills.

Prerequisite: CLAS 200.

Core Requirements:

Perspectives: Languages (p. 10)

CLAS 202 - Intermediate Greek III (3)

This course is a continuation of the fundamentals of Greek grammar, including —mi verbs, indirect constructions, other subordinate constructions, comparative and superlative adjectives, pronouns, and many irregular verbs. The emphasis will be on the recognition and translation of grammatical structures.

Prerequisite: CLAS 201.

CLAS 203 - Intermediate Greek IV (3)

Greek IV is the first course in Greek reading following the completion of the fundamentals of Greek grammar taught in Greek I to III. This course primarily focuses on the translation and literary analysis of ancient Greek literature. Normally two authors, one from poetry and one from prose, as selected, for example Homer and Plato.

Prerequisite: CLAS 207.

CLAS 205 - Elementary Latin I (L1) (3)

Introduction to the Latin language, including study of forms, syntax, vocabulary, and relationship to English.

Core Requirements:

Perspectives: Languages (p. 10)

Must take a two semester sequence of the same language for this requirement.

CLAS 206 - Elementary Latin II (L2) (3)

Introduction to the Latin language, including study of forms, syntax, vocabulary, and relationship to English.

Prerequisite: CLAS 205.

Core Requirements:

Perspectives: Languages (p. 10)

Must take a two semester sequence of the same language for this requirement.

CLAS 207 - Intermediate Latin III (3)

This course is a continuation of the fundamentals of Latin grammar, including vocabulary, participles, gerunds and gerundives, indirect statement, and all subjunctive constructions. The emphasis will be on the recognition and translation of grammatical structures.

Prerequisite: CLAS 206.

CLAS 208 - Intermediate Latin IV (3)

Latin IV is the first course in Latin reading following the completion of the fundamentals of Latin grammar taught in Latin I to III. This course primarily focuses on the translation and literary analysis of ancient Roman literature. Normally two authors, one from poetry and one from prose, as selected, for example Catallus and Cicero.

Prerequisite: CLAS 207.

CLAS 220 - Our Philosophical Heritage I (WT) (3)

A survey of the history of Western philosophy from the pre-Socratics through the scholastics, concentrating upon the main thinkers, ideas and cultural developments of the period.

Cross-Listed as: PHIL 220.

Core Requirements: Humanities: Western Tradition

CLAS 230 - Classical Mythology (LT) (3)

This course is a survey of the mythology of ancient Greece and Rome through primary texts, including epic, tragedy, and history. Topics to be examined include conception of the gods, depictions of the relationship between mortals and immortals and the boundaries that define them, heroism, gender, and the historical and cultural contexts from which this mythology emerged. Works to be read will span from the archaic period in Greece to the Golden Age of Rome.

Core Requirements: Humanities: Literature

CLAS 299 - Independent Study (1-4)

Individualized Study in Classics.

Prerequisite: Instructor Approval..

CLAS 301 - New Testament Greek I (3)

Selected readings from the Gospels, with a review of grammar and syntax.

Prerequisite: CLAS 201.

CLAS 302 - New Testament Greek II (3)

Selected readings from the Letters, with a review of grammar and syntax.

Prerequisite: CLAS 201.

CLAS 311 - Readings in Plato and Aristotle (3)

An introduction to the writings of Plato and Aristotle in the original Greek. A dialogue of Plato and representative selections of Aristotle's thought are read, with emphasis on content and style of expression.

Prerequisite: CLAS 220. Cross-Listed as: PHIL 331.

CLAS 399 - Independent Study (1-4)

Individualized Study in Classics.

Prerequisite: Instructor Approval..

CMDS - Communication Disorders

CMDS 170 - Introduction to Communication Disorders (2)

The course will focus on foundations of the clinical practice of speech-language pathology and audiology, including the nature of communication disorders, program models, and professional roles.

CMDS 199 - Independent Study (4)

Special topics in all aspects of communication disorders. Individual work in an on-campus or an off-campus project.

Prerequisite: Permission of Department Chair.

CMDS 201 - Language Development (3)

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

CMDS 221 - Introduction to Audiology (4)

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

Prerequisite: CMDS 170.

CMDS 222 - Phonetics (3)

This course focuses on an understanding of the analysis and transcription of the acoustic and physiological characteristics of normal and deviant speech using the International Phonetic Alphabet (IPA). Development of articulation is addressed.

CMDS 224 - Introduction to Aural Rehabilitation (3)

Students will study the principles and practices of aural (re)habilitation including speech-reading, auditory training, communication training, amplification, hearing assistive devices, and cochlear implants for persons that are deaf and hard of hearing. Practical field experience is required.

Prerequisite: CMDS 221.

CMDS 228 - Anatomy and Physiology of Speech Processes (3)

The course will study the anatomy and physiology of the speech and hearing mechanisms. Pathologies of these systems will be addressed.

Prerequisite: CMDS 170.

CMDS 272 - Articulation and Phonological Processing Disorders (3)

The focus of this course will include the nature and development of phonology and speech in children and adults. Strategies for assessment and treatment of a variety of articulation and phonological processing disorders and cultural differences will be covered.

Prerequisite: CMDS 170; CMDS 222.

CMDS 274 - Speech Science (3)

Students will study the acoustics, neurology, and physiology relating to production and perception of spoken language. Provides a foundation for understanding the science of spoken language. Involves a review of literature concerning clinical implications for the acoustic and physiological aspects of speech production and speech reception. Theories of speech production and speech reception, and instrumentation pertaining to the analysis of speech will be included in the course of study.

Prerequisite: CMDS 170.

CMDS 284 - Clinical Methodologies for Communication Disorders (2)

Clinical methods will review basic models and concepts of clinical data collection and measurement. Treatment planning, professional writing, service delivery and supervision will be included in the course of study.

CMDS 288 - Observation Practicum (1)

This practicum experience requires observation and direct participation in experiences with children, adolescents, or adults with communication disorders. The practicum is recommended for sophomores. The course is completed in special needs programs and requires supervision. Consent of instructor required. Grading System: S/U only.

CMDS 299 - Independent Study (4)

Special topics in all aspects of communication disorders. Individual work in an on-campus or an off-campus project.

Prerequisite: Permission of Department Chair.

CMDS 372 - Voice and Fluency Disorders (W) (2)

This is an introduction to voice and fluency disorders. It includes a survey of literature addressing current assessment and intervention approaches for children and adults, and presents symptoms, etiology, and related factors. Professional writing skills and applications are emphasized.

Prerequisite: CMDS 228.

CMDS 376 - Language Disorders (3)

Investigation of developmental and acquired language disorders across the age continuum. Emphasis is on birth to age 18. Addresses terminology, etiology, and assessment/intervention strategies suitable for a variety of clients including multicultural populations.

Prerequisite: CMDS 201; CMDS 228.

CMDS 388 - Clinical Practicum (1-10)

This course will offer students either an on- or off-campus clinical. Students will manage a small case load of clients with a variety of communication disorders or delays. Students will experience all aspects of a clinical caseload including scheduling, planning and implementing interventions, progress notes, progress reports and more. Consent of Instructor; Can take maximum of 2 semesters.

CMDS 399 - Independent Study (1- 4)

Special topics in all aspects of communication disorders. Individual work in an on-campus or an off-campus project.

Prerequisite: Permission of Department Chair.

CMDS 488 - Advanced Clinical Practicum (1-10)

Required for students completing the major in an area of Communication Disorders, this course provides practical experience in educational and other settings with children with disabilities, representing the specialization of the student under the direction and supervision of qualified speech-language pathologists or audiologists. Grading System: S/U only. May take a maximum of 2 semesters.

Prerequisite: Permission of the Instructor; Senior Standing.

COMM - Communication Studies

COMM 110 - Introduction To Communication (3)

This introductory course in communication employs a blending of theory and practice. The theory dimension of the course emphasizes the role and function of human communication in the myriad settings which the individual will encounter during their lives. This dimension

explores: the nature of human communication; the precepts which govern dyadic, small group, public address and mass communication; and the application of communication in modern society. In addition, the practicum dimension of the course provides students with various opportunities to enhance their speaking, listening and critical thinking competencies.

COMM 199 - Independent Study (3)

Individual work under the direction of departmental faculty. This option is designed for Communication majors who seek an opportunity for in-depth study beyond the scope and/or depth of departmental course offerings. This option is considered additive to-not substitutive of-required departmental course offerings.

Prerequisite: Permission of the Instructor and Department Chair.

COMM 210 - Rhetorical Criticism (W) (3)

An introduction to the theory and practice of rhetorical criticism. The student will learn to effectively critique both historical and contemporary public discourse. Students will be exposed to significant discourse in such areas as women's rights rhetoric, presidential rhetoric, civil rights rhetoric, and others. Emphasis will be on developing the student's ability to critically think and create coherent defenses of his/her conclusions. This course is offered as a Gender Studies section every other year.

Prerequisite: COMM 110.

COMM 250 - Interpersonal Communication (WB) (3)

An introduction to the theory and research findings involving interpersonal and nonverbal communication. Emphasis will be on the principles for effective communication in dyadic settings. Course content will be supplemented by a variety of exercises designed to enhance communication competence.

Core Requirements:

Orientation: Well-Being

COMM 260 - Persuasion (3)

This course is an introduction to the theory and practices of persuasion. Students will study both the production and critical evaluation of contemporary social influence. Motivation and attitudinal theories will be examined as they relate message, source, and receiver strategies. Students will learn to be effective producers and consumers of persuasive messages.

Prerequisite: COMM 110.

COMM 270 - Advocacy and Argumentation (4)

The student will be introduced to the skills and techniques of argumentation and will learn to effectively utilize the principles and techniques of advocacy and argumentation by applying them to both written and oral discourse. The course consists of three phases: theoretical, practicum, and evaluative.

COMM 280 - History of U.S. Media (3)

This course employs a chronological approach to examine the history and evolution of media in the United States. By exploring a variety of mediums, such as radio, television, film, newspapers, magazines, and more, students will learn about media's roles at different periods of U.S. history and how historical factors have shaped and influenced these roles. A large focus will be on the shift from the broadcast to the narrowcast model and what this means for the media industry today. This course provides a foundation for further media and journalism studies.

COMM 290 - Communication Research (3)

An introduction to the principles of communication research design and execution. This course will focus on qualitative methods which feature participant observation and on both descriptive and experimental quantitative methods. During this course, students will design, execute and report the results of a research project in communication. As a part of this effort, students will receive instruction, and will utilize computers, in the following areas: word processing, literature search, and statistical analysis.

Prerequisite: COMM 110.

COMM 299 - Independent Study (4)

Individual work under the direction of departmental faculty. This option is designed for Communication majors who seek an opportunity for in-depth study beyond the scope and/or depth of departmental course offerings. This option is considered additive to-not substitutive of-required departmental course offerings.

Prerequisite: Permission of the Instructor and Department Chair.

COMM 300 - Intercultural/International Communication (3)

This course will help students build knowledge of some of the theories, processes and practices of international/intercultural communication. It will examine the role of communication in the creation and negotiation of shared identities between and across cultures. The course will place particular emphasis on the role of media, public relations, and other public communication strategies that nation-states, corporations and non-profit organizations use to create shared meaning within and between countries.

COMM 310 - Communication Theory (3)

This course examines the evolution of communication theories from the classical Greeks to modern times. However, the primary emphasis of the course will be on contemporary theories and theorists. This course seeks to promote both an understanding of, and a critical perspective concerning, communication theories.

Prerequisite: 200-Level COMM course.

COMM 335 - Elections, Public Opinion and the Media (3)

A study of American elections, of how the electorate votes and why they vote the way they do. The course examines attitude formation and change, the impact of public opinion on public policy, the media's influence on the political opinions of US citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. Presidential election since 1952 are covered in detail.

Cross-Listed as: GOVT 335; JOUR 335.

COMM 350 - Organizational Communication (3)

A study of the structure and function of communication in organizations. The focus of the course will involve the concepts and principles needed for effective management of organizational communication processes. Attention will be paid to the way organizations behave and communicate, the problems that individuals encounter in organizations, effective management of organizational communication processes, and the special role of communication as the central, binding force which allows for organized behavior.

Prerequisite: COMM 110.

COMM 360 - Persuasive Campaigns (3)

A study of the application of the theory and techniques of coactive persuasion in sustained settings (campaigns). This course will examine the theory and techniques used in planning, implementing, and evaluating product/service (advertising), political, and social action campaigns. In addition, under the close supervision of the instructor, students will participate in the design and execution of a research project which examines a legitimate question of interest and importance to practitioners and analysts of contemporary campaigns.

Prerequisite: COMM 260.

COMM 365 - Public Relations (3)

The principles and practice of public relations. Lectures, reading, and discussion will introduce students to the theories, techniques, and application of public relations. In addition, case studies and group and individual projects will be used to refine and apply course concepts.

Cross-Listed as: JOUR 365.

COMM 380 - Mass Media Effects (3)

An examination of the actual and potential effects of mass media communication. Initially the course will focus on the theories which have been, and are, used to evaluate the impact of the mass media. Then the course will examine specific mass media effects, including: television and cognitive development, the impact of the mass media emphasis on violence and sex, the media and role stereotyping, agenda setting, the impact of the media on politics, the U.S. media and the world, and the potential of the mass media to educate for positive social change. Mass media effects receiving emphasis will vary from semester to semester.

COMM 395 - Internship (3-4)

Internship in Communication Studies.

Prerequisite: Department Chair Approval..

COMM 397 - Topics: (3)

The Department of Communication Studies will occasionally offer special seminars on timely subjects of interest to departmental majors.

COMM 398 - Communication Honors Seminar (1)

Communication Studies majors may independently develop and complete a research project under the supervision of a Communication Studies faculty member.

Prerequisite: Permission of the Instructor and Department Chair.

COMM 399 - Independent Study (4)

Individual work under the direction of departmental faculty. This option is designed for Communication majors who seek an opportunity for in-depth study beyond the scope and/or depth of departmental course offerings. This option is considered additive to-not substitutive of-required departmental course offerings.

Prerequisite: Permission of the Instructor and Department Chair.

COSC - Computer Science

COSC 105 - Advanced Spreadsheet Application Software (1)**COSC 106 - Advanced Database Application Software (1)****COSC 120 - Web Page Design (1)**

This course teaches the necessary skills to create web pages using hypertext markup language (HTML) and a web page editor. Topics include www browsers and display resolution anchors and links, image maps, file size management, and accessibility. Copyright issues will also be discussed. The course will use an exercise-oriented approach.

COSC 130 - Ethical Issues in Technology (W) (3)

The purpose of this course is to help students reflect upon the vexing ethical dilemmas and problems emerging in the information age. Legal issues involving current computer law will be discussed. Students are required to research a current topic in information ethics and present their findings to the class.

COSC 180 - Web Site Development and Design (3)

This beginning Web development course introduces basic Web design and publishing concepts and best practices. Students will create web pages with HTML5 and will learn to configure text, color, and page layout with Cascading Style Sheets (CSS). They will explore a number of free, cloud-based Web editors. Additional topics include: Web site hosting and promotion, search engine optimization, accessibility, and JavaScript.

COSC 185 - Programming for Everyone - Python (3)

Computer science is the study of what can be computed and how to compute it. The principles of computer science have far reaching interest in diverse fields, including: business (coordinating accounts across branches), medicine (optimization of the exchange of organs among pools of donors and recipients), and literature (retrieval of information from ancient texts from new databases). With the common and useful computer language Python, you will be able to: describe the basic principles of how computers work, break complex tasks into manageable components, and model and simulate data for problems that have many or no computable solutions.

COSC 205 - Management Information Systems I (3)

This course provides an introduction to computer fundamentals and information systems. Topics include basic information systems components, database systems, decision support systems, and computer security considerations. The use of appropriate software packages will be included as lab assignments.

Cross-Listed as: BSAD 205.

COSC 210 - Computer Science I (4)

An introduction to computer science, which include topics such as software engineering, computer architecture, and programming languages. Emphasis on learning the styles, techniques, and methodologies necessary to design and develop readable and efficient programs.

COSC 211 - Computer Science II (4)

A broadening of foundations for computer science with advanced concepts in software engineering and program development. Topics include an introduction to data structures, analysis of algorithms, and object-oriented design.

Prerequisite: COSC 210.

COSC 215 - Fundamentals of Database Processing (3)

This course will acquaint students with applications and the logical structure of database management systems and database processing. Discussion of database systems and design of special projects utilizing different query and other high-level programming languages reinforces the theoretical concepts.

Prerequisite: COSC 210.

COSC 221 - COBOL and Business Data Processing (3)

This course stresses application of computer software to management and commercial areas using COBOL as the primary programming language. Applications will be to particular problems in business and management. Topics include; sequential, indexed sequential and relative file processing techniques within a business environment. The structured design and implementation of the programming projects utilize file creation, editing and updating concepts.

Prerequisite: COSC 210.

COSC 225 - WEB Programming (3)

This course is designed to provide a guide for programmers to develop web applications using popular web programming languages such as JavaScript and Perl. Web pages created using basic HTML are static. We will learn how to use web programming languages to bring web pages to life by adding dynamic content such as scrolling messages, animation, data input forums and interactive quizzes. We will discuss how to maintain and process clients' information using cookies and server-side processing.

Prerequisite: COSC 211.

COSC 226 - C++ Programming (3)

This course provides an overview of the C++ programming language.

Prerequisite: COSC211.

COSC 235 - Computer Organization (4)

This course is designed to provide students with an introduction to the organization and architecture of digital computer systems. Topics include number systems, binary arithmetic, Boolean algebra, combinatorial and sequential logic circuits, and computer system components and their interrelationships. This course consists of both a lecture and a lab portion of hands-on hardware manipulation.

Prerequisite: COSC 211. Cross-Listed as: PHYS 235.

COSC 236 - Computer Architecture and Assembly Language (3)

This course offers an introduction to machine- and assembly-language programming and how they relate to computer architecture. Students will be provided with an understanding of what the computer is doing at the machine language level. This understanding will enable a better understanding of the features and limitations of all computer facilities, since all systems eventually rest on their underlying hardware.

Prerequisite: COSC 235.

COSC 241 - Management Information System II (3)

This course provides an introduction to the analysis and design of business information systems. Concentrates on the analysis phase of systems development. Covers systems development life cycle, feasibility studies, analysis of user requirements, and development of logical system models.

Prerequisite: COSC 205 or 210. Cross-Listed as: BSAD 241.

COSC 260 - Computer Science III (3)

This course investigates various representations for several advanced data structures as well as compares and analyzes various algorithms for manipulating such data structures. Data structures examined include stack, queue, list, tree, and graph. Algorithms for sorting, searching, and memory management will also be examined.

Prerequisite: COSC 211.

COSC 270 - Network Administration (3)

Network administration is one of the fastest growing fields in information technology. This course is designed to provide you with a thorough grounding in various networking systems, including hands-on activities in installation, configuration, and administration of local area networks.

Prerequisite: COSC 236.

COSC 310 - Operating Systems (3)

This course provides an introduction to fundamental operating systems concepts. Topics include the process model of computation and concurrent processes, inter-process communication and synchronization, process scheduling, deadlock, memory management, paging and segmentation, and file systems.

Prerequisite: COSC 236; COSC 260.

COSC 315 - Data Analytics (3)

Business intelligence is the use of information systems to inform managerial decisions. Businesses today have access to data in unprecedented volume, but often lack the expertise to leverage data for competitive advantage. In addition, companies often miss opportunities to guide strategic decision making because they do not gather or track the correct metrics. This course provides students with the skills to gather, analyze, and transform data into meaningful information.

Cross-Listed as: BSAD 315.

COSC 320 - Computer Graphics (3)

This course provides an introduction to the fundamentals of interactive computer graphics. Topics include graphics hardware, fundamental algorithms, two- and three-dimensional imaging geometry and transformations, curve and surface design, rendering, shading, color, and animation.

Prerequisite: COSC 236; COSC 260.

COSC 327 - Advanced Data Structures (3)

The fundamentals of data structures will be studied from an object-oriented perspective. Data structures discussed will include linked lists, stacks, queues, trees, sets, maps, hash tables, heaps and graphs. Concepts such as generic types, iterators, file compression and dynamic programming will also be addressed.

COSC 330 - Theory of Computation (3)

This course offers an introduction to the foundations of computing. Topics include different models of computation such as finite automata, push-down automata, Turing Machines, and regular expressions; grammars and parsing techniques; solvable and unsolvable problems; and P and NP complexity classes.

Prerequisite: COSC 236; COSC 260.

COSC 342 - Project Management (W) (3)

This course provides students with a hands-on experience in applying project management and systems analysis, design and implementation. Students will work with local business professionals in the design and delivery of a project.

Prerequisite: COSC 341. Cross-Listed as: BSAD 342.

COSC 350 - Software Engineering (3)

This course is designed to teach the full-fledged software development cycle, with a team project utilizing CASE tools. Topics include testing and validation, metrics and complexity, software reliability and fault tolerance.

Prerequisite: COSC 236; COSC 260.

COSC 360 - Computer Networks (3)

The objective of this course is to teach the student the basic principles involved in the design and operation of computer networks. Topics include computer network architectures and models, physical media and signaling, data link protocols, medium access control, routing and IP, transport services including TCP/UDP, network applications, local-area and wide-area networks. The course will consist of both a lecture portion and a hands-on laboratory.

Prerequisite: COSC 236; COSC 260.

COSC 370 - Parallel Processing (3)

The course introduces students to the history of parallel computing and the most recent developments and trends. The course covers architectures, systems software, languages and user-level software, and performance evaluation. Topics include speedup and scalability, MIMD architectures, SIMD architectures, shared-memory multi-processors, interconnection networks, data flow architectures, workstation clusters, synchronization and communication, memory and address space management, cache coherence, process management and scheduling, parallel languages and compiler techniques, parallel programming environments and tools.

Prerequisite: COSC 236; COSC 260.

COSC 380 - Artificial Intelligence and Robotics (4)

This course introduces the student to various aspects of artificial intelligence (AI), whose goals are the creation of more useful machines by making them more "intelligent." Topics include symbolic programming, representation and logic, search, learning, planning, uncertainty, image processing, natural language processing, genetic algorithms. Techniques learned are applied in a robotics laboratory to the control and manipulation of a mobile robot.

Prerequisite: COSC 236; COSC 260.

COSC 397 - Topics: (3)

Special Topics in Computer Science

ECON - Economics

ECON 120 - Principles of Economics I (SS) (3)

A study of the historical evolution of economic thought and economic systems with major emphasis on the "market system" (capitalism). Topics include scarcity, economic systems, supply and demand, competition, monopoly power, income distribution and the role of government in the economy.

Core Requirements:

Sciences: Social Science

ECON 121 - Principles of Economics II (3)

A study of the aggregate economy (including the international economy). Topics include national income accounting, economic indicators, business cycles, economic growth, the role of money in the economy, and monetary and fiscal policies. Alternative schools of economic thought are also presented.

Prerequisite: ECON 120.

ECON 270 - Statistics (4)

The basic course in statistical inference oriented toward the elements of description, estimation, and the testing of hypotheses. Topics include probability distributions, confidence intervals, tests of means, proportions, and differences, correlation and regression, analysis of variance, and chi-square tests of qualitative data. Principles are applicable to both social and physical sciences.

Cross-Listed as: PSYC 270.

ECON 301 - Money, Banking, and Financial Institutions (W) (3)

Development of the monetary and financial system: nature and functions of money, organization and operation of commercial banks and the Federal Reserve System and an introduction to monetary theory and policy.

Prerequisite: ECON 120; ECON 121; MATH Course.

ECON 320 - Intermediate Microeconomics (3)

Intermediate Microeconomics applies economic analysis to the process of managerial decision making. Topics include consumer theory, production theory, supply and demand, elasticity, and managerial decision making under various market structures. Additional topics may include regression analysis, alternative explanations of wage rate determination, income inequality, and discrimination.

Prerequisite: ECON 121; ECON 270.

ECON 321 - Intermediate Macroeconomics (3)

An analysis of aggregate production, employment, income, and price level from different theoretical perspectives.

Prerequisite: ECON 121; ECON 270; MATH Course.

ECON 333 - International Political Economy (3)

Analysis of the historical and theoretical basis for international trade and the politico-economic institutions that facilitate and impede it. Critical survey of themes associated with economic "globalism".

Prerequisite: ECON 121.

ECON 337 - History of Economic Thought and Methodology (3)

The study of economic concepts and doctrines within the social context of the past and their impact on the development of economic theory and methodology.

Prerequisite: ECON 121. Cross-Listed as: HIST 337.

ECON 373 - Econometrics (3)

Ordinary least squares regression, including underlying assumptions and interference in both simple and multiple regression models is discussed, as are dummy variables, model structure, and functional form. Methods designed to detect and correct for the violations of the standard assumptions are examined. The effects of individual observations and of correlation among independent variables are also discussed. Additional topics include simultaneous equations, time series, limited dependent variable, and panel data models.

Prerequisite: ECON 120; ECON 121; ECON 270 or MATH 315.

ECON 490 - Senior Seminar (W) (4)

An overview of various economic concepts and approaches to current problems; seminar setting with both faculty and students convening the sessions; synthesizing reports.

Prerequisite: ECON 121; Three ECON advanced courses.

ECON 495 - Internship in Economic Analysis (4)

An internship permits an individual to explore and obtain practical experience in a professional area of interest. Consult a department member for available opportunities. Plans for an internship must be made well in advance of the term in which the internship is to be carried out.

Prerequisite: Permission of the Department Chair.

EDUC - Education

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

EDUC 110 - Foundations of American Education (SS) (3)

This introductory foundations course in education will examine the quest for equality of educational opportunity in today's society. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society. This course, intended for pre-service teachers, will explore the knowledge, skills and dispositions that effective teachers have while providing a comprehensive, foundational background of the education field and teaching as a profession. Course includes an early field experience.

Core Requirements:

Sciences: Social Science

EDUC 219 - Technology in Education (3)

This practical course focuses on instructional technology applications in education. Emphasis is on integrating Microsoft Office/Google docs applications including Office, internet tools, and emerging and relevant technology (Smartboards, remote response systems, table, mobile devices, etc.) with appropriate pedagogy.

EDUC 231 - Kindergarten Education (3)

Included in this course is a major study of curricula used in kindergartens. Techniques of instruction will be demonstrated and practiced. Materials appropriate for kindergarten children will be emphasized.

EDUC 245 - Educational Psychology and Measurement (3)

This course examines learning theories and their application to the classroom. It includes the study of human development in the cognitive, emotional, social, and moral domains, the transfer of learning, motivation theories, and individual differences. Also, it provides an understanding of measurement and evaluation specifically focusing on descriptive statistical tools, standardized and teacher-made tests and grading practices.

Prerequisite: EDUC 110.

EDUC 275 - Teach, Learn Connect Methods (W) (3)

This course is centered on best practice teaching methods and is required of all majors seeking teacher certification. The basic content of the course includes instruction in National Board for Professional Teaching Standards, lesson planning and delivery, multiple assessment strategies and creating exemplary classroom environments. Students will be assigned to a 35 hr practicum in an area school.

Prerequisite: Sophomore Standing.

EDUC 290 - Children's Literature (2)

At the heart of best practice literacy instruction is a comprehensive understanding of literature for children. This course is an in-depth survey of children's literature grounded in transactional, sociocultural, and reader response theories of reading. Students will read and respond to fiction and nonfiction texts and consider their uses for instruction in K-8 classrooms. Topics include critiques of literary quality and cultural depictions, teaching with graphic novels, technology and literature, the role of nonfiction in classrooms, award-winning books, and the development of ways to use culturally diverse literature.

EDUC 301 - Methods Teaching Elementary and Middle School Science (2)

This course is designed to give students practical experience in teaching biology at the elementary and middle school level. Students are expected to demonstrate various teaching methods, learn to use scientific equipment common to classrooms, provide feedback to peers, and reflect on their own professional development as science teachers. The course integrates biology content knowledge and teaching skills, and integrates hands-on learning from a constructivist perspective. A practicum experience is required.

Prerequisite: EDUC 275. Corequisite: BIOL 110.

EDUC 310D - Secondary and Middle School Methods: English (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching English Language Arts at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for English Language Arts, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310E - Secondary and Middle School Methods: Foreign Language (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching foreign languages. Topics addressed include but are not limited to specialized content and pedagogical knowledge for foreign languages, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310F - Secondary and Middle School Methods: Mathematics (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching mathematics at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for mathematics, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310G - Secondary and Middle School Methods: Physical Education (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching physical education at middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for physical education and health, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310H - Secondary and Middle School Methods: Science (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching science at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for science, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310I - Secondary and Middle School Methods: Social Science (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching social studies at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for social studies, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310J - Secondary and Middle School Methods: Communication (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching communication (speech/debate) at the middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for communication/speech, assessment, classroom management, differentiation, diversity, inclusive classrooms,

instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 310K - Secondary and Middle School Methods: Art (3)

This course is designed to provide for the focused study of curriculum development and instructional strategies for teaching art at middle and high school levels, grades 5-12. Topics addressed include but are not limited to specialized content and pedagogical knowledge for art, assessment, classroom management, differentiation, diversity, inclusive classrooms, instructional planning, materials selection, standards, technology integration, and unit planning. Course includes a practicum in an area school.

Prerequisite: Admitted to Teacher Education Program.

EDUC 313 - Teaching Mathematics in Elementary and Middle School (3)

This course is based on the premise that math is essential for preparing children to participate in our 21st century economy, children can and will enjoy mathematics, that children learn best by actively exploring and investigating math, and that problem-solving, reasoning, and communication are important goals of mathematics teaching and learning.

Prerequisite: MATH 130 or MATH 131; Admitted to Teacher Education Program.

EDUC 320 - Methods Teach and Assessing Writing (3)

This course integrates writing theory and practice for teachers. Topics include writing development, research on writing, curriculum development, local, state and national standards for writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in K-8 classrooms. A practicum experience is required.

Prerequisite: EDUC 290; Admitted to Teacher Education Program. Corequisite: EDUC 325.

EDUC 325 - Methods Teach and Assessing Reading (3)

This course integrates reading theory and practice for teachers. Topics include reading development, research on reading, curriculum development, local, state, and national standards for reading, formative and summative reading assessments, and classroom methods for teaching reading in K-8 classrooms. A practicum experience is required.

Prerequisite: EDUC 290; Admitted to Teacher Education Program. Corequisite: EDUC 320.

EDUC 330 - Foundations and Methods at the Middle Level (3)

This course addresses the philosophy and pedagogy of middle school instruction and student learning in the 21st century. Students will compare and contrast the middle school model with junior high schools, analyze the developmental characteristics of young adolescents and the learning environments in which adolescents learn best, and develop appropriate curriculum, instruction, and assessments for young adolescent learners. Course includes a field experience providing students with an opportunity to practice and reflect on their views of instruction and student learning at the middle level.

Prerequisite: Admitted to Teacher Education Program.

EDUC 335 - Literacy in the Content Area (3)

This course is designed to acquaint students with the basic theories and methods of content area literacy instruction and emphasizes the practical application of theory and methods to the content areas at the middle and secondary level. Topics to be covered include comprehension development, study skills, metacognitive awareness, schema activation, instructional frameworks, purposeful reading/learning, critical thinking, vocabulary, word recognition, writing, questioning, and discussion skills as well as current trends and issues such as differentiation, materials selection, and classroom management.

Prerequisite: Admitted to Teacher Education Program.

EDUC 345 - Adolescent Development (3)

Adolescence is a crucial transition period from childhood to adulthood. This course will examine adolescent development and issues within the context of the physical, cognitive, affective, and social domains. Focus will be on the adolescent's self development with particular

reference to relationships in the family, school, peer groups, and community. An eight hour diversity experience is required in this course. Non-majors may register with instructor's permission.

Prerequisite: Admitted to Teacher Education Program.

EDUC 350 - Teaching Social Studies in the Elementary and Middle School (2)

Students will build the knowledge, skills and attitudes to become an effective and competent teacher and learner of social studies. Students will be introduced to the philosophy, objectives, basic methods, instructional strategies and materials used in teaching social studies in the elementary and middle school with attention given to recent trends. Students will learn how to integrate children's literature into the social studies curriculum as a tool to teach democracy and social justice. This course includes a field experience providing students the opportunity to create and present literacy based social studies lessons in K-8 classrooms.

Prerequisite: Admitted to Teacher Education Program.

EDUC 355 - Human Relations in Education (3)

This class will provide pre-service teachers an understanding of "...multicultural education as embedded in a sociopolitical context and as antiracist and basic education for all students that permeates all areas of schooling, and that is characterized by a commitment to social justice and critical approaches to learning" (Neito, 2000). This course investigates the values, culture and characteristics associated with persons of diversity. Dehumanizing biases including, but not limited to, sexism, racism, ageism, and religious bigotry will be discussed. Systems of attitude, behavior and oppression will be examined with particular reference to education in a pluralistic society. The course will develop multicultural competence in educators along with skills in interpersonal relations and group facilitation.

EDUC 360 - Foundations of English as a New Language (3)

This course will provide a foundational background and knowledge base to the historical, legal, and theoretical frameworks of education for English Language Learners (ELLs). The course will focus on acculturation issues for ELLs and the basics on how language works. This course will also help prepare you to be knowledgeable about culture, content and learning and be disposed to meet the needs of diverse learners in your classroom.

EDUC 370 - Literacy for English Language Learners (3)

This course is focused on exploring ideas for promoting literacy (reading, writing, speaking, listening, viewing) development in K-12 ELLs. Topics such as language acquisition theory, classroom organization, teaching strategies and assessment procedures will be explored and considered as they apply to K-12 ELLs. This course will prepare you to be knowledgeable about culture, content, and learning and to be disposed to select/adapt curriculum and pedagogy to meet the needs of diverse learners.

EDUC 380 - Methods of English as a New Language (3)

This course will explore ways to teach and integrate the skills of reading, writing, listening and speaking in K-12 content-area classrooms for English Language Learners (ELLs). Students will consider a variety of best practice pedagogical and instructional approaches, strategies and assessment techniques. Course will include specific attention to the Sheltered Instruction Observation Protocol or SIOP. Class discussion will also focus on how to create and sustain a positive learning environment for ELLs.

EDUC 399 - Independent Study (1-4)

Individualized Study in Education.

Prerequisite: Instructor Approval..

EDUC 470 - Student Teaching: All Grades (1-12)

Provides the opportunity for the student in art, modern world languages (French, German or Spanish), music and physical education to engage in observation and actual teaching in a K-12 setting under the direction and supervision of qualified classroom teachers. Grading System: S-U only

Prerequisite: Completion of all Major coursework.

EDUC 471 - Student Teaching: Middle School (1-12)

Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified teachers. Grading System: S-U only.

Prerequisite: Completion of all Major coursework.

EDUC 472 - Student Teaching: Elementary (1-12)

Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S-U only.

Prerequisite: Completion of all Major coursework.

EDUC 473 - Student Teaching: Kindergarten (1-12)

Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S-U only.

Prerequisite: Completion of all Major coursework.

EDUC 474 - Student Teaching: Secondary (1-12)

Provides the opportunity for the student teacher to engage in observation and actual classroom teaching under the direction and supervision of qualified classroom teachers. Grading System: S-U only.

Prerequisite: Completion of all Major coursework.

ENGL - English

ENGL 110 - First-Year Composition (W) (3)

An introduction to academic writing in college. Emphasis is placed on the composition process: a well-put thesis, clarity and orderliness, sound development, the ability to relate careful analytical reading to effective writing, and elimination of major grammatical errors. By the end of the course students should be able to express their ideas persuasively, clearly, and correctly.

ENGL 115 - News Reporting and Writing (W) (3)

Students will focus on the theory and practice of reporting and writing news and feature stories for print media. Additional emphasis will be placed on multi-media components, including but not limited to the production and/or use of videos, blogs, photo galleries, and various interactive on-line elements.

Cross-Listed as: JOUR 115.

ENGL 140 - Contemporary Film Aesthetics (3)

This course develops an aesthetic and critical appreciation of film by examining artistic trends and critical theories in contemporary cinematography. The course focuses on visual imagery, sound, story, acting, and directing to develop a critical framework for appreciating the artistic aspects of film. Students are challenged to think about how filmmakers use these elements of the motion picture to create films of enduring worth in what is perhaps the most popular medium of fine art in the twenty-first century.

ENGL 150 - American Cinema (US) (3)

This course combines a study of fundamental filmmaking techniques with a historical survey of American film from 1920 to 2000. In addition to developing an aesthetic appreciation for the art of American cinema, the course will examine the economic, social, cultural, and historical contexts in which that art form has been shaped.

Core Requirements:

Perspectives: The US Experience

ENGL 168 - Criminal Behavior in Society and Media (3)

This course will examine crime-based television series and films, as well as crime fiction from the 19th century to the present. Works will be analyzed from historical, literary, and social perspectives. Study of the evolution of real-life crimes, the mindset of criminals, and the investigative techniques used in crime solving will provide students the opportunity to analyze the nature of crime as represented in the various media. The course will identify criminal behavior, the forces that perpetuate such behavior, and the effects of crime on criminals, victims, and society.

ENGL 199 - Independent Study (4)

An intensive study of an author or of a period on a semi-tutorial basis.

ENGL 200 - The Literary Experience (W) & (LT) (3)

An introduction to major literary types including fiction, nonfiction, poetry, and drama. Course themes and readings vary by section. The writing component consists of three to five essays of analysis and an emphasis on the writing process.

Prerequisite: FYS 110 or a transfer Composition I course.

Core Requirements: Humanities: Literature

ENGL 215 - Newspaper Writing: Sports (W) (3)

Conducted as a workshop, this course considers the theory and practice of sports writing for print media. Students will learn how to write a variety of sports stories while studying and critiquing sports writing at a local and national level.

Cross-Listed as: JOUR 215.

ENGL 225 - World Literature I (WT) (3)

A survey of world literature from 2500 BC to 1650 AD, with special emphasis given to the Mediterranean region. Texts will include drama, fiction, and both narrative and lyric poetry.

Core Requirements: Humanities: Western Tradition (p. 13)

ENGL 226 - World Literature II (NW) (3)

Reading and discussion from the 17th to the 21st century and expanding the scope further outside the European tradition.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions (p. 11)

ENGL 230 - Introduction to British Literary History (LT) (3)

An introductory overview of British literature and authors. Emphasis is placed on issues of literary history. Students become familiar with the standard scheme of periodization and learn to think about literature in relation to the currents of history. In addition, they explore such subjects as literary influence, changes in literary technology and the consumption of the written word, changes in identity and colonialism and changing theories about the nature and value of literature.

Core Requirements: Humanities: Literature

ENGL 239 - Advanced Journalism (W) (1- 3)

This course will consider public affairs through coverage of events such as school board and city council meetings. Additional emphasis will be placed on beat reporting, including but not limited to in-depth coverage of issues emerging from areas such as government, science, and health, the economy, religion, and the legal system. Emphasis will be given to creating and using multi-media components to deliver information. Students will advance their philosophy of freedom of the press through the study of various philosophical orientations.

Prerequisite: ENGL 115. Cross-Listed as: JOUR 239.

ENGL 240 - Introduction to American Literary History (US) (3)

An overview of the literatures written in the region we now know as the United States from the time of European colonization until the present. Course readings will represent literary periods and movements from the Colonial and Revolutionary periods, to contemporary Postmodernism. Lectures and discussion will consider both the development of American literary traditions and the connections between literature and social phenomena such as first contacts between Native Americans and Europeans, slavery, industrialization, social reform, and the women's movement.

Core Requirements:

Perspectives: The US Experience

ENGL 260 - In Pursuit of an Ethic of Empathy (WB) (3)

In this course students will study the principles of a theory of empathy and will cultivate and practice an ethic of empathy. In order to live fully and deeply human beings must bring all of their human capacities to bear in their daily lives, professional and personal. As students gain a deeper understanding of empathy as an innate human ability, they will find ways to understand better both themselves and others. Students will read and discuss works of nonfiction and will practice empathy through the act of interviewing individuals whose lives or ways of being they believe significantly different from their own.

Cross-Listed as: JOUR 260.

Core Requirements:

Orientation: Well-Being (p. 9)

ENGL 269 - English Grammar (3)

An in-depth study of how English sentences are constructed and how that knowledge can aid in other endeavors such as writing or the study of literature. Structural grammar will be emphasized with comparison to traditional and transformational grammars. The history of the language, morphology, and semantics are included.

Prerequisite: ENGL 200.

ENGL 279 - History of the English Language (3)

This course introduces students to the historical development of the English language from its origins in Anglo-Saxon to its current incarnations around the globe. Students will learn basic principles of linguistic description and analysis, including phonology, morphology, syntax and semantics. In addition, students will examine the role of key literary figures such as Chaucer and Shakespeare in establishing standard dialects and developing vocabulary and syntax.

Prerequisite: ENGL 200.

ENGL 289 - Seminar in Literary Criticism and Theory (3)

What happens when we read literature? How does a literary work come to "mean"? What do literary texts tell us about the nature of language? What do they tell us about the culture they're part of? Many literary critics and theorists have pondered these questions lately, and we'll explore them too, by studying primary texts in 20th- and 21st-century criticism and theory. The particular focus of the course will vary but will typically involve discussion of structuralism and post-structuralism, feminist criticism, and cultural studies.

Prerequisite: ENGL 200.

ENGL 299 - Independent Study (3- 4)

An intensive study of an author or of a period on a semi-tutorial basis.

ENGL 300 - Seminar in Earlier British Literature (3)

This seminar will consider special topics in British literature from the 6th to the 18th century. Each course will be organized by a theme, by a central critical question or questions, or by a genre, literary movement, period, or major figure.

Prerequisite: ENGL 200.

ENGL 304 - Creative Writing: Fiction (W) (3)

Conducted primarily as a writers' workshop, this course explores strategies for developing narrative voice as well as creating plot, setting, character, and dialogue. We explore different sub-genres, from the "short-short" story to the novel, and read both contemporary and classic writers to determine what constitutes excellence in fiction.

Prerequisite: ENGL 200.

ENGL 305 - Creative Writing: Poetry (W) (3)

Conducted as a writers' workshop, this course explores the art and craft of poetry writing in both traditional forms and free verse. While reading work by a variety of outstanding poets - mostly modern and contemporary - we work to develop our own poetic voices and at the same time strive for the highest standards of poetry writing.

Prerequisite: ENGL 200.

ENGL 306 - Creative Writing: Drama (W) (3)

Conducted as a writer's workshop, this course explores the specific skills and knowledge necessary to the working playwright, including the fundamentals of stagecraft. Basic elements of screenwriting will also be considered.

Prerequisite: ENGL 200.

ENGL 310 - Seminar in Later British Literature (3)

This seminar considers special topics in British and Irish literature from the late 18th century to the present. Study may include not only writers from the United Kingdom and Ireland but also colonial/postcolonial writers from the former British Empire.

Prerequisite: ENGL 200.

ENGL 311 - Advanced Composition (W) (3)

Students in this advanced writing course develop their abilities as writers of non-fiction prose. Emphasis is on developing voice and perfecting style whether for composing personal essays or for presenting research. Students can expect to participate in class writing workshops as well as experience a short review of grammar and mechanics.

Prerequisite: ENGL 200.

ENGL 312 - Writing for Magazines (W) (3)

Conducted as a workshop, this course emphasizes a step-by-step approach to the business of freelance writing. Students will learn how to select topics and study potential markets in an effort to sell research articles and first-person essays. Students will read, analyze, and study a wide range of articles and writers as they develop their writing style.

Cross-Listed as: JOUR 312.

ENGL 315 - Newspaper Writ: Critical/Editorial (W) (3)

Conducted as a workshop, this course considers the theory and practice of writing reviews and opinion pieces. Students will review a variety of popular art forms, and will develop skills in writing editorial and opinion pieces. The study and critique of local and national reviewers and opinion writers will also be included.

Cross-Listed as: JOUR 315.

ENGL 320 - Seminar in Earlier American Literature (3)

This seminar considers special topics in American literature from colonial settlement through the Civil War. Each course is organized by a theme, central critical questions, or by a genre, literary movement, period, or major figure.

Prerequisite: ENGL 200.

ENGL 330 - Seminar in Later American Literature (3)

This seminar considers special topics in American literature from the Civil War to the present. Each course is organized by a theme, central critical questions, or by a genre, literary movement, period, or major figure.

Prerequisite: ENGL 200.

ENGL 340 - Seminar in Non-Western Literature (NW) (3)

This seminar will consider literature from outside the mainstream of American, English, and Western European literary traditions. Each course will be organized by a theme, central critical questions, by a genre, literary movement, period, or major figure.

Prerequisite: ENGL 200.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions (p. 11)

ENGL 361 - Shakespeare (W) (3)

A critical study of the major plays of Shakespeare, their place in the development of English drama, and their current performances on stage and screen.

Prerequisite: ENGL 200.

ENGL 390 - Honors Thesis: Research (0- 3)

This is the first semester of a year-long commitment to an academic or creative project designed by a student. Under the guidance of a professor in the English and Journalism department, students will spend one semester researching a topic of their choice and then, in a

following semester, they will construct a formal paper (ENGL 391). Projects may be academic or creative in nature. Students will present their Senior Honors Thesis before a board of professors in an oral defense known as Viva Voce. Successful completion of a Senior Honors Thesis will allow the student to graduate with "Departmental Distinction in English". This component of the Senior Honors Thesis is begun in fall semester. ENGL 390 and ENGL 391 cannot be taken concurrently.

Prerequisite: Permission of Department Chair.

ENGL 391 - Honors Thesis: Writing (0- 3)

This is the second semester of a year-long commitment to an academic or creative project designed by a student. Under the guidance of a professor in the English and Journalism department, students will spend one semester writing about a topic of their choice. Projects may be academic or creative in nature. Students will present their Senior Honors Thesis before a board of professors in an oral defense known as Viva Voce. Successful completion of a Senior Honors Thesis will allow the student to graduate with "Departmental Distinction in English." This component of the Senior Honors Thesis is begun in spring semester. ENGL 390 and ENGL 391 cannot be taken concurrently.

Prerequisite: Permission of Department Chair.

ENGL 395 - Internship (4)

Work in a professional setting appropriate for English majors, in an area of interest to the student, involving part-time or full-time employment by a cooperating business, office, or agency. Arranged on an individual basis.

ENGL 399 - Independent Study (1- 4)

An intensive study of an author or of a period on a semi-tutorial basis.

EXSC - Exercise Science

EXSC 120 - Introduction to Exercise and Sport Sciences (3)

An introduction to the discipline of exercise science and the understanding of physical activity that can be acquired through experience, scholarly study and professional practice. Students will explore the health, exercise and sport sciences, including history and philosophy, athletic training, physical education, exercise and sport psychology, motor behavior, biomechanics, assessment, professional organizations, certifications, and professional issues. Students will have opportunities to assess personal career interests, skills and goals.

EXSC 265 - Theory and Techniques of Strength and Conditioning (2)

Students will develop an understanding of the concepts of human performance as it applies to the athletic populations. This will principally include all aspects of strength training, speed and agility training, power development and will also include application of selected principles of exercise prescription/fitness testing and integration of relevant psychological motivational techniques used to enhance optimum human performance development. Lectures and laboratory sessions will be incorporated to promote hands-on knowledge of human performance development techniques.

Prerequisite: EXSC 322.

EXSC 277 - Motor Development (2)

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

EXSC 310 - Science of Exercise (SI) (3)

This course will inform the future sport or fitness coach about the scientific issues related to exercise physiology. Students will study the science of exercise and will collect, analyze, and interpret physiological data and apply this information to properly prescribe sport and exercise programs.

Prerequisite: Natural Science Core course..

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

EXSC 320 - Physiology of Exercise (4)

Exercise Physiology is the science that looks at the effects of acute and chronic exercise on the functions of the human body.

Lecture/discussion and laboratory sessions will be used to examine basic physiological principles and to demonstrate their applications to training for athletic performance and physical fitness. This course includes 2 hours of laboratory work each week.

Prerequisite: BIOL 150.

EXSC 322 - Structural Kinesiology (3)

This course is an introduction to the science of human movement. The course will increase students' knowledge and exposure to the structural and functional components of human anatomy including musculoskeletal origins, insertions, actions and innervations. By understanding kinesiology, participants will have the ability to analyze any exercise or sports activity and have the ability to indicate the muscle groups being primarily exercised, developed or rehabilitated.

EXSC 323 - Biomechanics (3)

Study of the physical laws affecting human movement performance with applications to exercise and sport skill techniques.

Prerequisite: EXSC 322.

EXSC 355 - Current Topics in Exercise and Sport Sciences (W) (3)

This course is designed for the junior/senior exercise science student. Students will be able to demonstrate knowledge of current topics in areas of sports medicine and exercise science. This course primarily involves research, writing, presenting and critiquing of various writing appropriate for professionals in the field of exercise and sport science.

Cross-Listed as: AT 355.

EXSC 360 - Fitness Measurement and Exercise Prescription (3)

This course provides techniques, procedures, and practical laboratory experience in aerobic, strength, flexibility, blood pressure and related measurements. The module development and presentation practice in this course serve as a synthesis of the prerequisite content courses.

Prerequisite: EXSC 320; EXSC 322.

EXSC 361 - Fitness Administration (2)

An introduction to various administrative aspects of fitness programming including program planning, marketing, personnel management, development of policies and procedures, and facility planning will be examined.

Prerequisite: EXSC 360.

EXSC 370 - Exercise in Health and Disease (SI) (3)

This course will examine the scientific evidence supporting the correlation between physical activity and health; we will also discuss the theoretical basis of behavior change as it applies to promotion of exercise behavior. Guidelines and recommendations for prescribing exercise for apparently healthy individuals (including children, older adults and pregnant women) will be covered. Students will learn about the relationship between exercise and chronic disease through review of the risk factors, pathophysiology, and exercise recommendations for individuals with various conditions and disease states including, but not limited to, diabetes, obesity, cardiovascular diseases, pulmonary diseases, and orthopedic problems. Strategies for promoting the "Exercise is Medicine" global health initiative will be discussed.

Prerequisite: Natural Science Core course.

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

EXSC 395 - Internship (2-4)

Internship in Exercise Science.

Prerequisite: Department Chair Approval..

EXSC 450 - Exercise Leadership (2)

This course focuses on the knowledge and skills needed for effective exercise leadership in both one-on-one and group settings. Students will learn about exercise prescription and program design, learning styles, strategies for teaching and motivation, as well as legal issues and responsibilities for exercise instructors. Participation in 20 hours of practicum experience is required.

FREN - French

FREN 110 - Introduction to French I (L1) (3)

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

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

FREN 111 - Introduction to French II (L2) (3)

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

Prerequisite: FREN 110 or Placement Exam.

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

FREN 197 - Topics: (2- 4)

Opportunities for students to explore and to study selected topics in French and Francophone civilizations and cultures. Content will vary.

FREN 199 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of the Instructor and Department Chair.

FREN 210 - Intermediate French I (4)

The first course in a sequence to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and Francophone cultures. Conducted in French.

Prerequisite: FREN 111 or Placement Exam.

FREN 211 - Intermediate French II (4)

The second course in a sequence to further develop students' proficiency in French through speaking, listening, reading, and writing, and to expand students' knowledge of French and francophone cultures. Conducted in French.

Prerequisite: FREN 210 or Placement Exam.

FREN 297 - Topics: (2- 4)

Opportunities for students to explore and to study selected topics in French and Francophone civilizations and cultures. Content will vary.

FREN 299 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of the Instructor and Department Chair.

FREN 320 - French Conversation and Composition I (W) (4)

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

Prerequisite: FREN 211 or Placement Exam.

FREN 321 - French Conversation and Composition II (W) (4)

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

Prerequisite: FREN 211.

FREN 340 - Civilization and Culture of France (3)

An examination of the artistic, economic, intellectual, political, and social influences that have helped to shape the framework of contemporary civilization and culture in France. Conducted in French.

Prerequisite: FREN 211.

FREN 341 - Francophone Culture and Literature (3)

Discussion of selected literary contributions from African, Asian, Quebecois, Caribbean and Polynesian Francophone authors, and analysis of important cultural, historical, political and social issues. Conducted in French.

Prerequisite: FREN 211.

FREN 360 - History of the Literature of France I (3)

Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. This course will focus on French literature from "le moyen age" to 1789. Conducted in French.

Prerequisite: FREN 211.

FREN 361 - History of the Literature of France II (3)

Survey of literary movements, discussion and analysis of some of the key poems, novels and plays from six centuries of French literature. This course will focus on literature from the nineteenth and twentieth centuries. Conducted in French.

Prerequisite: FREN 211.

FREN 380 - French Seminar: (3- 4)

Individual courses designed for advanced students to concentrate on specific areas of the French language, and Francophone literatures and cultures. Course content will vary. Conducted in French.

Prerequisite: FREN 211.

FREN 395 - Internship (3- 4)

Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.

Prerequisite: Permission of the Instructor and Department Chair.

FREN 396 - Topics in Francophone Literature (3)

Opportunities for students to explore and to study selected topics in French and Francophone literatures. Content will vary. Conducted in French.

Core Requirements: Humanities: Literature

FREN 397 - Topics: (3)

Opportunities for students to explore and to study selected topics in French and Francophone civilizations and cultures. Content will vary.

FREN 399 - Independent Study (1- 4)

Independent study of topics approved by department.

Prerequisite: Permission of the Instructor and Department Chair.

FREN 400 - Honors Thesis (1)

Designed with and approved by a supervising FREN faculty member, the honors thesis allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual thesis director. A public presentation in French is required. Grading system: A-F only. Conducted in French.

Prerequisite: Permission of the Instructor.

FYS - First Year Seminar

FYS 110 - First Year Seminar I (FS) (4)

The purpose of this course is to help students develop the critical thinking and written and oral communication skills necessary to engage difficult questions and to help them recognize that grappling with difficult questions is at the heart of a liberal arts education. The focus of these courses is on exposing students to difficult questions and helping them learn the process of formulating thoughtful, intellectually-appropriate responses. As such, courses will introduce students to a variety of readings or perspectives related to the central theme and help them develop the critical thinking and constructive discussion skills necessary to analyze these perspectives. Courses will also help students develop their ability to use written and oral communication as tools of thought, analysis and argumentation. In addition, students will develop and demonstrate their research and information literacy skills.

Core Requirements:

Orientation: First Year Seminar

FYS 111 - First Year Seminar II (FS) (4)

The purpose of this course is to help students develop the ethical thinking as well as written and oral communication skills necessary to engage ethical questions and to help them recognize that grappling with such questions in a communal context is at the heart of a responsible, well-lived life. The focus of these seminar courses is on exposing students to difficult ethical questions and helping them learn the process of formulating thoughtful, intellectually appropriate responses. As such, courses will introduce students to a variety of readings or perspectives related to the central question and help them develop the ethical thinking skills necessary to analyze these perspectives. Courses will help students develop the ability to effectively articulate their views as well as speak and write persuasively about them.

Core Requirements:

Orientation: First Year Seminar

GENL - General Studies

GENL 100 - Career and Life Planning (3)

This course is designed for students who are uncertain of their major or career. Activities are designed to accommodate students with different degrees of decidedness. Assignments involve self-exploration, occupational research, and an informational interview. Lectures, small group activities, guest speakers, off-campus employer visits, multi-media, individual consultation, self-assessments, and use of career theories constitute some of the techniques used to deliver instruction in the course. The course concludes with an introduction to the job search process and the development of an action plan to achieve one's goals.

GENL 100A - Career and Life Planning (1)

This course includes an overview of career decision-making that assist students with the exploration of life goals, educational planning, and career development. Activities are designed to accommodate students with different degrees of decidedness. Assignments involve self-assessment, occupational research, and resume writing. Students may not take both GENL 100 and GENL 100A.

GENL 105 - Off Campus Study Programs (4-15)

Students participating in an approved interim, summer or semester-long study abroad experience register for this course.

GENL 116 - Becoming a Master Student (1)

An intensive opportunity for students to learn to adopt methods to promote their success in college. Participants will explore specific strategies for managing time commitments, improving memory, taking notes and studying for tests.

GENL 118 - HECUA: Art for Social Change (16)

Art for Social Change: Intersections of Art, Identity, and Advocacy. Explore the ways in which artistic expression defines, preserves, and transforms cultural identity. This class is taught in partnership with Pillsbury House + Theatre, an innovative center for creativity and community. Students meet and intern with PH+T staff, resident artists, and a myriad of leaders from the City Council, neighborhood associations, and local businesses. Students receive mentorship from public artists to create their own community-engaged art projects, allowing them to explore their personal identity, power, and perspective.

GENL 119 - HECUA: Inequality in America (16)

Inequality in America: Policy, Community, and the Politics of Empowerment. This course delves deeply into the complex causes and impacts of the unprecedented gap between the rich and the poor in the United States. Students engage in a hands-on examination of the social systems that feed increases in poverty and inequality. In a simultaneous internship with a local nonprofit, students begin to test and implement their own change-making skills. Everyone leaves the classroom with increased confidence in their own abilities to effect change in their communities.

GENL 146 - HECUA: Democracy and Social Change in Northern Ireland (16)

Students examine the legacy of violent conflict, and experience the powerful role citizens can play as agents of social transformation. Students travel through Northern Ireland and the Republic of Ireland as part of integrated learning experiences that connect classroom with community. During a seven-week internship, students get hands-on experience with organizations working for social change.

GENL 147 - HECUA: The New Norway (16)

In less than fifty years, Norway moved from being one of the poorest and most homogenous countries in Europe to one of the richest in the world with a multicultural population. Coursework and an internship provide unique perspectives on how the Norwegian social democracy and Scandinavian welfare states are working to address the challenges posed by immigration and cultural and ethnic diversity. Students choose an independent study project or Norwegian language courses.

GENL 149 - HECUA: Community Internship in Latin America (16)

Based in Quito, Ecuador. Hands-on internship means deep involvement in a community-based organization and study of the community development process. A home-stay also develops Spanish and real-world skills. Topics include globalization, the environment, oil politics, and key local and international issues.

GENL 158 - HECUA: Social and Political Transformation in Ecuador (4)

Conducted in English. Examines socioeconomic issues in Ecuador, especially the country's growing inequality and the new social movements to address this crisis. Topics: indigenous rights, gender equality, the protection and management of natural resources, Ecuador's new constitution, comparison with other parts of Latin America. Fieldwork and NGO site visits in capital city of Quito and rural communities in the Amazon and the mountains of Imbabura province. Spanish helpful but not necessary: homestay host families contain at least one English speaker, and translators provided in the field.

GENL 159 - HECUA: Race in America (4)

Trace the history of the civil rights movement through the South. See how America's present is inextricably linked to its past. Field experiences, readings, videos, and class discussions center the past and present of racial oppression and movements for racial equality in America. Offered in partnership with the Fannie Lou Hamer Institute in Jackson Mississippi, with trips to Tennessee, Alabama, and Louisiana.

GENL 163 - HECUA: Environmental Sustainability (16)

Environmental Sustainability: Ecology, Policy, and Social Transformation. Four linked courses reveal the dynamic interplay between ecological and social change. This program builds hands-on knowledge of key processes of ecosystem degradation and recovery, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies that strive towards sustainability. An integrated approach to environmental issues addresses the linkages between ecological, economic, and social systems. Professional internships provide access to the vibrant environmental movement in the Twin Cities.

GENL 179 - HECUA: New Zealand Culture and the Environment (16)

New Zealand Culture and the Environment: A Shared Future. Over the course of this semester-long program students get to know the people, places, and ideas that have driven developments such as truth and reconciliation processes between government and the indigenous Māori peoples, and sustainable environmental and governance reforms. Students spend the first months traveling by bus to key biodiversity and cultural sites, learning, cooking, and discussing together. The next three months are based in Wellington, where students attend class, complete an independent study project, and are placed in an internship with a local NGO.

GENL 189 - HECUA: Sustainable Agriculture, Food, and Justice in Italy (16)

Sustainable Agriculture, Food, and Justice in Italy. Students live and study on a working farm estate 12 miles outside of Florence. They explore the historical, economic, and political contexts of food and sustainability as they meet and work with vendors, producers, farmers and theorists. All students complete a brief course in Italian Language; the program itself is taught in English. Internship placement sites include the farmers' market in the village of Montespertoli, local farms, artisanal producers of cheese and gelato in nearby Florence, and the Castello Sonnino estate itself.

GENL 206 - Emergency Medical Technician (4)

This class provides the first phase of training in the career of an Emergency Medical Technician. The class consists of 120 hours of instruction including didactic, practical labs, and hospital trauma center observation. The course work emphasizes the development of the student's skill in recognition of the signs and symptoms of illnesses and injuries, and the proper performance of emergency care procedures. CPR Healthcare Provider is a prerequisite or co-requisite (may be taken during class for a fee). Upon completion of the course, the student is eligible for the National Registry of Emergency Medical Technician-Basic practical and written examinations conducted by the SD Department of Public Safety EMS Division. Additional fees apply. Grading: S/U

GENL 243 - Global Slavery 10,000 BCE to the Present (SS) (3)

This interdisciplinary lecture course explores the changing nature of slavery throughout the globe from 10,000 BCE to the present. It investigates the economics of why businesses choose to use slaves instead of other forms of labor and examines why governments do not

always outlaw slavery or enforce anti-slavery laws. It also surveys the sociological and psychological effects of slavery on both enslavers and enslaved and it considers ways of reducing the number of enslaved persons today.

Core Requirements:

Sciences: Social Science

GENL 245 - (D)evolution of the American City (US) (3)

In this US Experience course, students will analyze the long-term evolution and devolution of urban areas in the United States using Baltimore, Maryland as a case study and the HBO series *The Wire* as a conceptual guide.

Core Requirements:

Perspectives: The US Experience (p. 12)

GENL 247 - Employment Past, Present, and Future (SS) (3)

This interdisciplinary course introduces students to the various ways in which human beings have "made a living" in the past, how they do so now, and how they are likely to do so in the future so that students can make more informed decisions about their choice of career or vocation. Topics range from hunting to investing to consulting to employing others.

Core Requirements:

Sciences: Social Science

GENL 255 - Navigating a Diverse Society for Equity in STEM (WB) (3)

This course examines diversity initiatives aimed at promoting cultural competency and social justice advocacy. Students will be exposed to viewpoints and positions that serve to enhance cognitive complexity, self-efficacy and cultural knowledge and understanding. Learning is applied beyond the classroom in community settings, promoting an understanding of community engagement to promote change and prepare leaders for living in and making a positive difference for a justice-centered global community. Special emphasis is placed on equity in STEM (science, technology, engineering, and mathematics) disciplines as a means to create inclusive, culturally responsive, equitable learning environments for every student.

Prerequisite: None, although sophomore or higher standing is preferred for students in the Composite Science major or the Composite Mathematics and Science major..

GENL 256 - Music and Theatre in Eastern Europe (A) (3)

This course is a performing arts-based introduction to the history and culture of Eastern Europe, with particular attention given to developments made in the lands that once formed the sprawling empire of Austria-Hungary. After centuries of regime changes and shifting borders, these lands are now split among a variety of countries, including the Czech Republic, Austria, Slovakia, Hungary, and Croatia. Through readings, lectures, performances, tours, and discussions, students gain an understanding of the geography, history, culture, and political development of these countries and uncover the ways that performing arts became a mirror to reflect human struggles, political upheaval, and new beginnings.

Core Requirements: Arts

GENL 257 - Dharma: Life, Religion, Music and Literature in Contemporary India (4)

This study course travels Northern India. Students study the Ramayana and the Bhavagad Gita as foundation texts. Students are introduced to Indian music, performing artists, and the tradition of yoga. Students study Hinduism on the banks of the Ganges and Buddhism under the branches of the Bodhi Tree. The course begins in Delhi, India's capital city, and continues to Agra, Bodhgaya, Varanasi, Jaipur, Kolkata, and Haridwar. At each site students explore literature, history, culture, and music that express the truths of the religious traditions.

Core Requirements:

GENL 395 - Internship (6)

Internships permit students the opportunity to explore and obtain practical experience in a professional area of interest. Permission of Advisor and Department Chairperson is required.

GENL 495 - Internship (6)

Internships permit students the opportunity to explore and obtain practical experience in a professional area of interest. Permission of Advisor and Department Chairperson is required.

GENS - Gender Studies

GENS 115 - Introduction to Gender Studies (3)

A multi disciplinary introduction to the study of gender. The course will examine theories and issues generated by the women's movement and will allow students to clarify the impact of transforming gender roles in their own lives.

GENS 140 - Human Sexuality (3)

A study of human sexuality from physical, psychological, social and ethical perspectives. The course will examine topics such as biological and physiological functioning, gender identity, and the history of changing attitudes towards human sexual interaction. Students will also participate in discussion of the various ethical decisions confronting them as sexual beings.

GENS 235 - Gender, Work and Family (3)

Although Americans tend to think of gender, work and family only in terms of private experience, these actually constitute three distinct but closely interconnected social systems which have profound impact on the life experiences of everyone. The course will examine the historical connections among these social institutions as well as the changes that have occurred and are occurring. May be applied to a major in Sociology and a minor in Gender Studies.

Cross-Listed as: SOCI 235.

GENS 260 - Sociology of Gender (3)

Examines the various ways in which gender is a basic component of social organization in contemporary and traditional societies (with an emphasis on American society) and the ways in which this aspect of society is currently undergoing change. The course will address a number of questions, including: What is the relationship between sex (biological maleness or femaleness) and gender (social definitions of masculinity and femininity)? What are the impacts of social construction of gender on the lives of individual women and men? In what ways are basic social institutions (the economy, polity, religion, education, etc.) "gendered?" How and why are the gender arrangements of societies changing?

GENS 345 - Ireland North and South: 1798-1998 (3)

This course examines the political, social, and cultural history of modern Ireland. It begins with the 1798 Revolution which must be contextualized with late eighteenth century revolutions, including the American and French. We will move through the nineteenth century which is characterized by the worst famine in recorded history and ultimately culminate with Europe's most deadly guerilla war. Throughout we will pay special attention to the role of gender in Irish history.

Cross-Listed as: HIST 345.

GENS 390 - Research Seminar (1- 2)

This course is designed to offer junior and senior students in the minor the opportunity for intensive study of a research question in connection with their major. Students may choose to enroll in a concurrent upper-level research seminar or advanced independent study in their departmental major.

GEOG - Geography Earth Science

GEOG 220 - Geography and Earth/Space Science (2)

The goal of physical geography is to explain the structure of the spheres of the Earth (atmosphere, biosphere, hydrosphere, and lithosphere) and how we interact with them. This course uses problem-centered integrated inquiry activities to introduce students to the composition of the cosmos and its scale of space and time; the principles on which the universe appears to operate; what causes earthquakes, volcanoes, and floods; and how these events and others shape the surface of the planet.

GERM - German

GERM 110 - Introduction to German I (L1) (3)

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

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

GERM 111 - Introduction to German II (L2) (3)

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

Prerequisite: GERM 110 or Placement Exam.

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

GERM 197 - Topics: (2- 4)

Opportunities for students to explore and to study selected topics in German civilizations and cultures. Content will vary.

GERM 199 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

GERM 210 - Intermediate German I (4)

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

Prerequisite: GERM 111 or Placement Exam.

GERM 211 - Intermediate German II (4)

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

Prerequisite: GERM 210 or Placement Exam.

GERM 297 - Topics: (2- 4)

Opportunities for students to explore and to study selected topics in German civilizations and cultures. Content will vary.

GERM 299 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

GERM 320 - German Conversation and Composition I (W) (4)

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

Prerequisite: GERM 211.

GERM 321 - German Conversation and Composition II (W) (4)

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

Prerequisite: GERM 211.

GERM 340 - German Civilization and Culture (3)

A study of the social, cultural, and political influences that have shaped present-day Germany. Includes geography and a survey of German history. Conducted in German.

Prerequisite: GERM 211.

GERM 360 - History of German Literature I (3)

A historical survey of literature and readings from the various periods. Conducted in German.

Prerequisite: GERM 211.

GERM 361 - History of German Literature II (3)

A historical survey of literature and readings from the various periods. Conducted in German.

Prerequisite: GERM 211.

GERM 380 - German Seminar: (3)

Individual courses designed for advanced students to concentrate on specific areas of German language, culture and literature. Course content will vary. Conducted in German.

Prerequisite: GERM 211.

GERM 395 - Internship (3- 4)

Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.

Prerequisite: Permission of Instructor and Department Chair.

GERM 396 - Topics in German Literature: (3- 4)

Opportunities for students to explore and to study selected topics in German literature. Content will vary. Conducted in German.

Core Requirements: Humanities: Literature

GERM 397 - Topics: (2- 4)

Opportunities for students to explore and to study selected topics in German civilizations and cultures. Content will vary.

GERM 399 - Independent Study (1- 4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

GERM 400 - Honors Thesis (1)

Designed with and approved by a supervising GERM faculty member, the honors thesis allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual thesis director. A public presentation in German is required. Grading system: A-F only. Conducted in German.

Prerequisite: Permission of the Instructor.

GOVT - Government Intl Affairs**GOVT 110 - Introduction to Government (SS) (3)**

An introduction to the major concepts, theories, ideas and fields of study relating to government and politics. The course focuses on the exploration of pertinent value questions associated with recurrent themes in the study of politics: citizenship and political participation, leadership and public policy, the quest for the ideal society, the requirements of constitutional government, the nature and causes of political tyranny, the causes and consequences of revolution, the roots of wars, the principles of world politics, and the prospects for world peace.

Core Requirements:

Sciences: Social Science

GOVT 120 - Politics in a Diverse World (NW) (3)

An introductory survey of politics and of contemporary social, economic, and cultural issues in a diverse set of countries. Particular emphasis is placed on non-Western and non-democratic political systems. Designed to further a cross-cultural liberal arts understanding, the course highlights similarities and differences in the domestic politics of countries around the world.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

GOVT 190 - Humans in Conflict (3)

An inquiry into individual moral perspectives and subsequent interpersonal relationships that both shape and are shaped by (often) conflicting personal, social, and transcendent values. Conflicts between individual conscience and social and legal responsibility to others are examined in detail.

GOVT 200 - American Government (US) (3)

An analysis of the theory underlying American democracy and its relationship to the major political questions of the day, such as the role played by citizens in influencing public policy and the responsiveness (or lack of responsiveness) of governmental institutions. Emphasized are the court's protection of civil liberties, the president's ability to lead the nation, and the rationality of the public's voting behavior. The advantages and disadvantages of proposed reforms of the American system of government are also examined.

Core Requirements:

Perspectives: The US Experience (p. 12)

GOVT 210 - Congress (3)

This course will examine the purpose, structure and effectiveness of Congress. The main question for the course is: does Congress work? Special attention will be given to the way in which Congress has responded to the various crisis in American history.

GOVT 215 - Asian Politics (NW) (3)

This course serves as an introduction to the politics of East Asia, in particular China, Japan, the Koreas, and Taiwan. Topics include the current functioning of political institutions, with an emphasis on each nation's economic, political, and cultural development.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

GOVT 220 - The American Presidency (3)

A critical examination of the American Presidency, with emphasis on recent revisionist approaches. Topics include the constitutional basis of presidential power, presidential personality and style of leadership, as well as considerations of executive staffing and presidential-congressional relations.

GOVT 235 - American Foreign Policy (3)

A survey of the key issues, ideas, events, actors, and institutions in American foreign policy, national security, and international economic relations. The course combines a focus on current issues with an overview of American foreign policy since World War II.

GOVT 275 - Politics and Literature (3)

This course explores the way in which political issues have been presented in literature. A variety of novels, short stories, poems, and essays will be analyzed for the insights into politics that they offer.

GOVT 285 - The Quest for Justice (3)

What is justice? Does it exist? This course undertakes a critical examination of major theories of justice, drawn from political philosophy, theatre, and literature. Typical authors studied include Rawls, Aristotle, Kant, Mill, Sophocles, Hawthorne, and Nietzsche.

GOVT 290 - Criminal Law (3)

A study of the rationale for the criminal law and punishment as well as an examination of the effectiveness of the American justice system. Issues examined include capital punishment, the law of search and seizure, society's response to dangerous drugs, individual versus societal responsibility for crime, and the proper response of a democratic people to crime and criminals.

GOVT 301 - State and Local Politics (W) (3)

This course provides an introduction to state and local governments. Examining political actors in relation to the rules and institutions governing their behavior, this course will also focus on policymaking at the state and local level. We will systematically and empirically study topics such as the structure and function of sub-national governments, political actors, and policy outcomes found across the fifty states and countless localities.

GOVT 305 - Theories of American Democracy (3)

An examination of the theory underlying the American Constitution and nation, as interpreted by its Founders as well as by subsequent critics and supporters.

GOVT 320 - Political Philosophy (3)

An examination of classical and modern political theory, concentrating on selected works from each period. Emphasis will be placed on differing interpretations of human nature, power, justice, and the best political order.

Cross-Listed as: PHIL 320.

GOVT 325 - International Law (3)

A survey of the basic principles, issues, actors, processes, and institutions in the field of international law. Emphasis is placed on the way in which international law affects or fails to affect the policies of states and the behavior of governments, non-governmental organizations, and individuals. International law is analyzed both from the vantage point of nation-state centered power politics and of nation-state challenging global trends.

GOVT 335 - Elections, Public Opinion and The Media (3)

A study of American elections, of how the electorate votes and why they vote the way they do. The course examines attitude formation and change, the impact of public opinion on public policy, the media's influence on the political opinions of US citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. Presidential election since 1952 are covered in detail.

Cross-Listed as: COMM 335; JOUR 335.

GOVT 345 - Identity Conflict and World Politics (W) (3)

The course focuses on the causes, manifestations, and consequences of racial, ethnic, religious, nationalist, and cultural identity conflicts around the world. Particular emphasis is placed on the role of Islam in contemporary identity conflicts. Policy dilemmas raised by identity conflicts and policy options are addressed. The course pays attention to such closely related issues as genocide, ethnic and religious cleansing, crimes against humanity, terrorism and consequent considerations of humanitarian and other forms of intervention.

GOVT 350 - Social Science Research Methods (W) (4)

An interdisciplinary approach to basic social science research methods. The course introduces students to the several research methodologies used within the social sciences. Students participate in all stages of a research project.

Cross-Listed as: PSYC 350; SOCI 350.

GOVT 360 - Constitutional Law: Government Powers (4)

A study of the functioning and purpose of the Supreme Court in the American system of government. Special emphasis will be placed on Supreme Court decisions dealing with federalism, the separation of powers and the powers granted to the national government.

GOVT 370 - Constitutional Law: Civil Liberties (4)

An analysis of selected Supreme Court decisions interpreting the Constitution's provisions guaranteeing political and civil rights.

GOVT 385 - International Politics (3)

An advanced survey providing an overview of the major issues in world politics and of the key factors and forces shaping the international scene. The course highlights the contending approaches, conceptual frameworks, and methods of analysis employed in attempts to understand international relations and world politics, past, present, and future.

GOVT 390 - Research Seminar (W) (2)

This course is designed to offer juniors and seniors the opportunity to address an important political issue in depth by writing an extended paper under close supervision and defending it before the Department. This class, while generally useful, is essential for students planning to attend graduate school.

Prerequisite: Junior Standing.

GOVT 391 - Honors Seminar (W) (2)

This course is an extension of GOVT 390 for students desiring Departmental Honors designation.

Prerequisite: GOVT 390.

GOVT 395 - Internship (1- 8)

Students may take internships in governmental agencies or political organizations in partial fulfillment of the requirements for the major. Specific arrangements pertaining to course number, title, and amount of credit will be determined according to the individual merits of each proposed intern project. No more than 3 credit hours will be counted toward the major. Grading system: S/U only

GOVT 396 - Internship (4- 7)

Students may take internships in governmental agencies or political organizations in partial fulfillment of the requirements for the major. Specific arrangements pertaining to course number, title, and amount of credit will be determined according to the individual merits of each proposed intern project. No more than 3 credit hours will be counted toward the major. Grading system: S/U only

HIST - History

HIST 110 - Western Civilization I (WT) (3)

An introductory survey emphasizing the major economic, social, political, intellectual, and cultural developments of the Western world from the rise of civilization in the Near East to the end of the Reformation.

Core Requirements: Humanities: Western Tradition (p. 13)

HIST 111 - Western Civilization II (WT) (3)

An introductory survey emphasizing the major political, social, economic, intellectual, and cultural developments of European Civilization from the seventeenth century to the present.

Core Requirements: Humanities: Western Tradition (p. 13)

HIST 112 - Art History I: Prehistory to the Renaissance (WT) (3)

An introductory survey of artistic creations and their relationship to historical developments from the cave paintings through the Middle Ages.

Cross-Listed as: ART 112.

Core Requirements: Humanities: Western Tradition (p. 13)

HIST 113 - Art History II: Renaissance through the 20th Century (WT) (3)

An introductory survey of painting, sculpture, and architecture and their relationship to modern history from the Italian Renaissance through the twentieth century in the United States.

Cross-Listed as: ART 113.

Core Requirements: Humanities: Western Tradition (p. 13)

HIST 120 - American Experience to 1877 (US) (3)

An interpretive survey of the events, ideas, and personalities that shaped the United States prior to 1877. Emphasis is placed on colonial beginnings, the War for Independence, the evolution of national institutions and a uniquely American culture, the conflict between nationalism and sectionalism, territorial expansion, the Civil War, and Reconstruction.

Core Requirements:

Perspectives: The US Experience (p. 12)

HIST 121 - American Experience Since 1877 (US) (3)

An interpretive survey of the events, ideas, and personalities which have shaped the United States since 1877. Emphasis is placed on the rise of big business, immigration, the closing of the frontier, American expansionism, the 1920s, the New Deal, World War II, and post-1945 diplomatic and social problems.

Core Requirements:

Perspectives: The US Experience (p. 12)

HIST 161 - Latin America at the Movies (NW) (3)

As intellectuals have noted, the history of Latin America surpasses any fiction. In this class, you will have a chance to judge for yourself. By screening some of the best films of Latin America, we will explore seminal historical events that have left a permanent cultural legacy on the region. These movies will address complex topics like the consequences of 1492, slavery, the Cuban Revolution, violence in today's society,

and ravages of the drug trade. These movies augmented by short lectures, discussion, and written assignments will help you better understand the history of Latin America and its people of today.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

HIST 180 - Red, White, Black: The People of Early America (3)

This course focuses on how Native Americans, Europeans, and Africans created a unique society along the Atlantic coast of North America during the colonial period of American history. Specific attention is given to how certain events such as Bacon's Rebellion, Metacom's War, the Great Awakening, and the 1760s impacted the various groups comprising colonial America.

Cross-Listed as: NAST 180.

HIST 205 - Life Cycles: Birth, Death and the History of Medicine (SI) (4)

This course will offer greater understanding of the history of medicine and how the hospital has become a central institution in the life cycle. Beginning with a basic introduction to contemporary healthcare in America, it will next offer a historic and scientific discussion of conception and child-birth. The course will then focus on cancer as an example of one of the diseases to which the human body is susceptible and conclude with a discussion of death as part of life. In addition, the course will take on the history of the hospital and the medical personnel who work within. Central to each of these themes will be the ethical questions and complexities that cannot be separated from the practical aspects of caring for life. Through case studies, lab work, invited guests and a visit to off-site medical research facilities, the class will offer students both an understanding of the biology of reproduction and cancer, as well as the increasingly complex nature of the science of care.

Prerequisite: Natural Science Core course..

Core Requirements:

Intersections: Scientific Intersections and Impacts (p. 15)

HIST 214 - Confederates in the Attic (3)

Prerequisite: None.

Core Requirements:

Perspectives: The US Experience (p. 12)

HIST 215 - Flappers, Fundamentalists, FDR: US Experience 1919-1945 (3)

Between the end of the First World War in 1919 and the Second World War in 1945, the United States became a modern nation. Signs of the "modernism" were everywhere: in the rise of cities and urban cultures; in the mass media and its obsession with celebrity; in new norms about consumption and pleasure; in the politics of government activism and the welfare state; in new ideas about gender roles and sexual freedoms; and in new conceptions of ethnic and racial pluralism. In this course, we will examine the tensions, fears, and dreams surrounding the American transition to modernism in the 1920s and 1930s.

Core Requirements:

HIST 218 - The Search for Equality: The United States since World War II (US) (3)

The central political, legal, and moral issue for the United States after 1945 was equality: of class and race; gender and sexuality; and many related issues. This post-war "search for equality" poses important and challenging questions: What is equality? How is equality determined? Is legal equality sufficient, or are laws fairly toothless compared to opportunities for jobs, housing, health care, social respect, cultural authority, and individual autonomy? Do we seek an "equality of opportunity" or an "equality of outcomes"? This course will explore these and related questions as they have shaped American history over the last 70 years.

Core Requirements:

Perspectives: The US Experience (p. 12)

HIST 225 - A Revolutionary Time: Europe During the Modern Era (WT) (3)

This course will begin with an in-depth analysis of the French Revolution and conclude by focusing on the First World War. Between these bookends, the course will touch upon those events that contribute to our understanding of the history of Europe during the modern era including discussion of the anti-slavery activism, colonization, political ideologies, the changes brought by the first and second industrial revolutions, the rise of unionism and the suffrage movement. Through lectures, discussion, required reading, film, examination, the use of

technology and in-depth assignments, this course will seek to provide an understanding of how these many events transformed modern European society.

Core Requirements: Humanities: Western Tradition (p. 13)

HIST 230 - Cultural History of Mexico from the Aztecs to the Zetas (NW) (3)

For American students, Mexico might be the best known and paradoxically the least understood foreign country. You will learn the major events, people, and cultural trends that have shaped the Mexican people of today. Our course will start with the major indigenous cultures (Aztecs of the title) and end with the current drug war (the Zetas cartel). We will emphasize four main themes: the cultural weight of Catholicism, the complicated role of indigenous peoples in the nation-state, the epic struggle to govern a vast country, and the love/hate relationship of Mexicans with the United States.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

HIST 251 - Methods and Philosophies of History (W) (3)

A foundational course for students majoring in history, it examines various intellectual approaches applied to the study of the past, the history of the discipline, and the methods of historical research and writing. It is designed to enhance student effectiveness in subsequent history courses. History majors only.

HIST 252 - History of the Lakota/Dakota (NW) (3)

This course presents an historical analysis of Lakota/Dakota history from pre-European contact to the present. Examining the political, economic, familial, gender, and educational transformations of the Lakota/Dakota over the course of three centuries, students learn to identify both the continuities and discontinuities with Siouan culture. Such an examination introduces students to a group of people whose culture, and some would say priorities, sit outside that of the majority culture.

Cross-Listed as: NAST 252.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

HIST 261 - History of Latin America 1450-2010 (NW) (3)

This course gives students the essential information to understand the people and forces that have shaped today's Latin America. We begin in the era of European exploration in the 1450s and end with the violence of the drug trade at the turn of the twenty-first century. Along the way, we show how Latin Americans grappled with conquest, Catholicism, and slavery. We will analyze the dynamics of revolutions and radical politics of the twentieth century in places like Brazil, Cuba, Argentina, and Mexico.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

HIST 274 - Pluralism and Identity in American Religion, 1877-1929 (RT) (3)

After the Civil War, America's overwhelmingly Protestant culture was transformed by religious "others": by Catholic and Jewish immigrants pouring into the country, but also by encounters with Hindus, Buddhists, and Muslims within the country and around the world. Americans confronted vital questions of religious difference, tolerance, and pluralism. How do we live as equals with people who hold radically different beliefs? What did it mean to be "American" if it no longer meant "white Protestant"? And, how can a person defend "my" religion if there are multiple valid pathways to spiritual enlightenment? This class will give students a historical perspective on elemental questions of belief and identity.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations (p. 14)

HIST 290 - History of The American Press (W) (3)

An examination of the development of American journalism from colonial times to the present. Using primary source readings and films, in addition to textbooks, the course will examine changes within the journalism industry itself, the response of that industry to changes in American society and culture, and the effects journalism has had on American life.

Cross-Listed as: JOUR 290.

HIST 297 - Topics: (3)

Special Topics in History.

HIST 300 - Revolutionary America (W) (3)

Religious revivals, reasoned discourses, and cultural change characterize America in the 18th century. These phenomena shaped colonial demand for independence. This course explores the issues, events, ideas, and people that changed Englishmen into Americans and English colonies into an independent American Republic.

HIST 303 - History of The American West (W) (3)

This course traces the rise of the "American West" in American consciousness from the early 19th century until today. Understanding that American western expansion looks different for the indigenous cultures of the trans-Mississippi West, the course asks students to re-think the "myth of the West" with the reality of western development.

HIST 305 - The Era of American Civil War (3)

Did the Civil War occur because of slavery, or was it over economics? Perhaps it was over the proper positioning of political power? This seminar styled course examines the causes and consequences of the "War Between the States." In addition to trying to understand the causes of the war, this course also focuses on the war itself and the consequences this conflict created for those who lived through Reconstruction. It concludes with an examination of how the Civil War continues to shape our understanding of America today.

HIST 324 - The Reformation (W) (3)

This course is a study of the history and theology of the Protestant Reformation. The primary focus is on the first generation of the Reformation, that is, the reform movements associated with Martin Luther and his contemporaries. We will also investigate how the Reformation unfolded within the social and political context of sixteenth-century Europe.

HIST 337 - History of Economic Thought and Methodology (3)

The study of economic concepts and doctrines within the social context of the past and their impact on the development of economic theory and methodology.

Prerequisite: ECON 121. Cross-Listed as: ECON 337.

HIST 345 - Ireland North and South: From Revolutionary Era to Troubled Times 1798-1998 (3)

This course examines the political, social, and cultural history of modern Ireland. It begins with the 1798 Revolution which must be contextualized with late eighteenth century revolutions, including the American and French. We will move through the nineteenth century which is characterized by the worst famine in recorded history and ultimately culminate with Europe's most deadly guerilla war. Throughout we will pay special attention to the role of gender in Irish history.

HIST 355 - Hitler and the Holocaust (3)

This course focuses on two central aspects of the Nazi era in German history: the person of Adolf Hitler and the Holocaust. We will investigate Hitler's rise to power and the nature of Nazi rule and politics, especially the "final solution" or extermination of Europe's Jews. All of this will be set against the backdrop of the history of the Western anti-Semitism. The course will conclude with an investigation of the phenomenon of Holocaust denial and the place of the Holocaust in the history of modern genocide.

HIST 397 - Topics: (3)

Special Topics in History.

HIST 398 - Honors in History (3)

See major advisor. Candidates must have completed exceptional Senior Seminar research project.

Prerequisite: Permission of Instructor and Department Chair.

HIST 490 - Senior Seminar (W) (3)

All history majors, normally in their senior year, will produce a research essay which demonstrates a mastery of historical techniques and writing skill. The student chooses a topic based upon the courses previously taken that are numbered between 201 and 397. The student's topic must be approved by the faculty member running the course. If the final product is of exceptional quality, it may be submitted to the department for a possible degree with honors.

HLTH - Health**HLTH 216 - Stress Management (WB2) (2)**

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

Core Requirements:

Orientation: Well-Being

In Addition to this course, you will need to take a 100-level PE course to satisfy the Activity portion of the Well-Being Requirement.

HLTH 222 - Nutrition (WB) (3)

This course will provide the student with information concerning nutrients in food, optimum nutrition for exercise and sport, and energy values of food in physical activity. It emphasizes the evaluation of body composition, weight control through exercise and diet and modification of eating and exercise disorders.

Core Requirements:

Orientation: Well-Being

HLTH 240 - School Health Education (3)

A comprehensive evaluation of health issues and curriculum with special emphasis on instructional methodologies. Course content is applicable for teaching at the K-12 level. Students will also complete a health observation experience in local schools as part of this course.

HLTH 242 - Personal Health (WB2) (2)

A study of the personal health issues that will acquaint the student with essential positive health behaviors. Included are areas of emotional maturity, fitness, nutrition, and weight management. Life style decisions related to alcohol, tobacco, and psychoactive drugs will be explored. The course will also examine the health areas of cardiovascular disease and cancer, as well as communicable and chronic diseases.

Core Requirements:

Orientation: Well-Being

In Addition to this course, you will need to take a 100-level PE course to satisfy the Activity portion of the Well-Being Requirement.

HLTH 243 - Community Health (2)

A study of health on a local, national, and global level. The students will acquaint themselves with health issues in relation to their community. Included are areas of infectious disease and its prevention, human sexuality, violence and abuse, environmental health, aging, death and dying, and health in the new millennium.

HLTH 365 - Medical Aspects of Sport (2)

This course is required for students majoring in athletic training, but may also serve as an elective course for those in pre-professional training. Students will be introduced to pharmacologic applications, including awareness of the indications, contraindications, precautions, and interactions of medications, and of the governing regulations relevant to the treatment of injuries and illnesses of athletes and others involved in physical activity. The course will also cover the necessary knowledge and skills that athletic trainers must possess to recognize, treat, and refer (when appropriate) the general medical conditions and disabilities of athletes and others involved in physical activity.

INST - International Studies

INST 100 - Introduction to International Studies (1)

This course is designed to provoke students to consider the international and intercultural dimensions of a wide range of disciplines. It first presents students with basic concepts and tools for thinking and working in the field and then challenges them with detailed investigations of specific issues undertaken from a variety of disciplinary perspectives.

INST 200 - Living and Learning Abroad (1)

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

Prerequisite: INST 100.

INST 390 - Senior Research Project (1)

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

Prerequisite: Permission of the INST Director.

INST 395 - Internship (1-4)

Internship in International Studies

Prerequisite: Program Coordinator permission..

INST 397 - Topics: (3)

Special Topics in International Studies.

INST 495 - Internship (1-4)

Internship in International Studies

INTR-Sign-Lang-Interpreting

INTR 201 - Introduction to Interpreting (2)

This course provides a survey of the field of ASL/English interpreting including roles and responsibilities, professional practices, and certificate/licensure. An introduction to the ethical practices of the interpreting profession, interpreting process models, and Demands/Control theory will be included.

Prerequisite: ASL 101; ASL 111.

INTR 301 - Building Translation Skills (3)

This course provides students with an introduction to cognitive processing, theory of translation, and models of interpretation. Students will engage in a variety of lab activities designed to isolate various cognitive processes in order to increase student's ability to focus, concentrate, and analyze. Components of translation will be discussed and practiced in both English and ASL. Students will learn various models of interpretation and their application to prepare them for Interpretation I.

Prerequisite: ASL 210; INTR 201.

INTR 340 - Interpretation I (W) (3)

This course focuses on the interpretation skills from ASL to spoken English and from spoken English to ASL. This course focuses on consecutive interpretation theory and practice. Expansion/Compression strategies and interpreting management strategies will also be introduced. Students will interpret both rehearsed and unrehearsed texts.

Prerequisite: INTR 301.

INTR 342 - American Sign Language to English I (3)

This course focuses on simultaneous interpretation skills from ASL to English. The course introduces team interpretation, one-on-one interaction, small group interactive settings and narrative discourse. Incorporating effective compression strategies will be emphasized in this course. Live and videotaped scenarios will be used.

Prerequisite: INTR 340.

INTR 343 - English to American Sign Language I (3)

This course focuses on simultaneous interpretation skills from English to ASL. The course introduces team interpretation, one-on-one interaction, small group interactive settings and narrative discourse. Incorporating effective compression strategies will be emphasized in this course. Live and videotaped scenarios will be used.

Prerequisite: INTR 340.

INTR 344 - American Sign Language to English II (3)

This course focuses on advanced ASL to English interpretation skills. The course also focuses on monologue work, team interpretation, large group interactive settings, and formal platform interpretation. This course will address students' ability to modify their interpretation based on consumer preferences. Live and videotaped scenarios will be used.

Prerequisite: INTR 340.

INTR 345 - English to American Sign Language II (3)

This course focuses on advanced English to ASL interpretation skills. The course also focuses on monologue work, team interpretation, large group interactive settings, and formal platform interpretation. This course will address students' ability to modify their interpretation based on consumer preferences. Live and videotaped scenarios will be used.

Prerequisite: INTR 343.

INTR 350 - Specialized Interpreting (3)

This course is designed to expose students to a variety of settings in which an interpreter may function. The Demand-Control theory will be the foundational approach to setting analysis including the principles and protocols associated with each setting. "Hands-on" experiences will be provided through various mock situations for the purpose of demonstrating appropriate placement and skill application in each of these settings. This course includes both observations and in-class discussions.

Prerequisite: INTR 340.

INTR 355 - Interpreting Practicum (3)

This practicum provides on-site observation of working interpreters in educational, community, service agency or other settings. Classroom work includes discussion of a decision-making model that guides students in ethical decision-making. Practicum students will meet together weekly to share observations and experiences gained from the practicum placement. Class discussions will focus on linguistic issues in interpretation, ethical dilemmas, situational concerns and problem solving. Students are required to have 45 hours of observation experience and a weekly two hour seminar.

Prerequisite: INTR 343.

INTR 360 - ASL Linguist and Sociolinguistics (3)

This course is an introduction to the linguistics study of American Sign Language, including phonology, morphology, syntax, and the basics of sociolinguistics. The discussion addresses the major features of languages and the structure, use, and variation in American Sign Language.

Prerequisite: ASL 211.

INTR 455 - Advanced Interpreting Practicum (9)

This Practicum provides students with extensive exploration of the interpreting profession under the guidance of a qualified professional interpreter in settings that may include one or several of the following: education, medical, business, and government. The AIP experience is 400 hours of concentrated study.

Prerequisite: ASL 101; ASL 211; INTR 345; INTR 350; INTR 355.

JOUR - Journalism

JOUR 095 - Journalism Participation (0- 1)

Staff work or editing positions on student publications.

JOUR 115 - News Reporting and Writing (W) (3)

Students will focus on the theory and practice of reporting and writing news and feature stories for print media. Additional emphasis will be placed on multi-media components, including but not limited to the production and/or use of videos, blogs, photo galleries, and various interactive on-line elements.

Cross-Listed as: ENGL 115.

JOUR 197 - Topics: (3)

Special Topics in Journalism.

JOUR 215 - Newspaper Writing: Sports (W) (3)

Conducted as a workshop, this course considers the theory and practice of sports writing for print media. Students will learn how to write a variety of sports stories while studying and critiquing sports writing at a local and national level.

Cross-Listed as: ENGL 215.

JOUR 239 - Advanced Journalism (W) (3)

This course will consider public affairs through coverage of events such as school board and city council meetings. Additional emphasis will be placed on beat reporting, including but not limited to in-depth coverage of issues emerging from areas such as government, science, and health, the economy, religion, and the legal system. Emphasis will be given to creating and using multi-media components to deliver information. Students will advance their philosophy of freedom of the press through the study of various philosophical orientations.

Prerequisite: JOUR 115. Cross-Listed as: ENGL 239.

JOUR 243 - Editorial Skills (3)

This course addresses the skills in both copy editing and design needed to be a successful publications editor. Students will learn how to shape and edit copy according to Associated Press style, how to write headlines and captions, and how to think and act ethically in an editorial capacity. Students will also learn skills in typography, photo editing, copy and issue fitting, and typesetting and layout using state of the art desktop publishing programs.

Prerequisite: JOUR 115.

JOUR 245 - Photojournalism (3)

In this course students will seek to illuminate truth through the use of the visual. Students will learn to shoot news and feature subjects with a digital SLR camera. Emphasis will be given to the study of photo composition and to photo editing. In addition, they will create and edit video footage. Students will study and discuss various ethical principles and explore the work of photographers of note. Course requires a digital SLR camera.

JOUR 255 - Multimedia Storytelling (3)

In this course students will produce news and feature stories as they make use of multi-platform strategies that include the following: the gathering and editing of audio and video, photo slide shows that incorporate narration and/or music, blogging via WordPress, and data visualization and presentation. In addition, students will use social media (Twitter and Instagram) and smart phone technology to cover events. Students will deepen their philosophy of the role of a press in a free society as they develop their ability to work toward fair, balanced, accurate, objective, empathetic, and multiperspectival journalism in a digital world.

JOUR 260 - In Pursuit of an Ethic of Empathy (WB) (3)

In this course students will study the principles of a theory of empathy and will cultivate and practice an ethic of empathy. In order to live fully and deeply human beings must bring all of their human capacities to bear in their daily lives, professional and personal. As students gain a deeper understanding of empathy as an innate human ability, they will find ways to understand better both themselves and others. Students will read and discuss works of nonfiction and will practice empathy through the act of interviewing individuals whose lives or ways of being they believe significantly different from their own.

Prerequisite: None. Corequisite: None. Cross-Listed as: ENGL 260.

Core Requirements:

Orientation: Well-Being (p. 9)

JOUR 290 - History of The American Press (W) (3)

An examination of the development of American journalism from colonial times to the present. Using primary source readings and films, in addition to textbooks, the course will examine changes within the journalism industry itself, the response of that industry to changes in American society and culture, and the effects journalism has had on American life.

Cross-Listed as: HIST 290.

JOUR 297 - Topics: (3)

Special Topics in Journalism.

JOUR 302 - Ethics and Law of the Press (3)

Students in this course will study freedom of the press through the examination of significant court cases, particularly those that have come before the U.S. Supreme Court. Issues to be studied include libel, privacy, prior restraint and free press v. fair trial. In addition, students will study ethical issue, most of which are inseparable from the legal matters to be considered.

JOUR 312 - Writing For Magazines (W) (3)

Conducted as a workshop, this course emphasizes a step-by-step approach to the business of freelance writing. Students will learn how to select topics and study potential markets in an effort to sell research articles and first-person essays. Students will read, analyze, and study a wide range of articles and writers as they develop their writing style.

Cross-Listed as: ENGL 312.

JOUR 315 - Newspaper Writing: Critical/Editorial (W) (3)

Conducted as a workshop, this course considers the theory and practice of writing reviews and opinion pieces. Students will review a variety of popular art forms, and will develop skills in writing editorial and opinion pieces. The study and critique of local and national reviewers and opinion writers will also be included.

Cross-Listed as: ENGL 315.

JOUR 335 - Elections, Public Opinion and The Media (3)

A study of American elections, of how the electorate votes and why they vote the way they do. The course examines attitude formation and change, the impact of public opinion on public policy, the media's influence on the political opinions of US citizens and lawmakers, the media's ability to determine which political issues get placed on the public agenda, and the degree to which these issues are presented in an unbiased and objective manner. Presidential election since 1952 are covered in detail.

Cross-Listed as: COMM 335; GOVT 335.

JOUR 365 - Public Relations (3)

The principles and practice of public relations. Lectures, readings, and discussion will introduce students to the theories, techniques, and application of public relations. In addition, case studies and group and individual projects will be used to refine and apply course concepts.

Cross-Listed as: COMM 365.

JOUR 395 - Internship (4)

Students will work in a professional setting in the journalistic area of the student's choice, usually involving full- or part-time employment by a cooperating newspaper or magazine, radio or television station, advertising agency or public relations office. Open only to majors and minors. Arranged on an individual basis.

JOUR 397 - Topics: (3)

Special Topics in Journalism.

JOUR 495 - Internship (4)

Students will work in a professional setting in the journalistic area of the student's choice, usually involving full- or part-time employment by a cooperating newspaper or magazine, radio or television station, advertising agency or public relations office. Open only to majors and minors. Arranged on an individual basis.

MATH - Mathematics

MATH 130 - Numbers and Operations for Teachers (3)

The focus of this course is the foundational ideas of grades K-8 mathematics. The purpose is to engage prospective teachers in (re)discovering the real number system in order to develop a deep understanding of number meanings, representation, operations, algorithms, and properties. Through intuition and imagination, rather than rigidly following prescribed methods, students will explore models for arithmetic, consideration of children's thinking about numbers, and investigations with technology.

MATH 131 - Geometry and Probability for Teachers (MT) (3)

This course investigates foundational ideas of grades K-8 mathematics. The focus is on thinking about mathematical concepts that are currently prominent in elementary schools from the perspective of teaching. Mathematical tasks include a deep analysis of concepts, consideration of children's thinking, and investigations with technology. Topics include two and three dimensional geometry, transformations, area, volume, surface area, measurements, statistics, and probability.

Core Requirements:

Orientation: Mathematics & Quantitative Analysis

MATH 140 - Quantitative Reasoning (MT) (3)

For students with one or two years of high school algebra. This course is at the level of college algebra, but is not focused on algebra. It stresses application of mathematics in careers of non-scientists and in the everyday lives of educated citizens, covering basic mathematics, logic, and problem solving in the context of real-world applications.

Core Requirements:

Orientation: Mathematics & Quantitative Analysis

MATH 150 - Pre-Calculus (MT) (4)

Algebra review, functions and graphs, logarithmic and exponential functions, analytic geometry, trigonometric functions, trigonometric identities and equations, mathematical induction, complex numbers. Students completing this course are prepared to enter calculus.

Core Requirements:

Orientation: Mathematics & Quantitative Analysis

MATH 151 - Calculus I (MT) (4)

Limits and continuity for functions of one real variable. Derivatives and integrals of algebraic, trigonometric, exponential, and logarithmic functions. Applications of the derivative. Introduction to related numerical methods.

Core Requirements:

Orientation: Mathematics & Quantitative Analysis

MATH 152 - Calculus II (4)

Techniques of integration, numerical integration, and applications of integrals. Infinite series including Taylor series. Introduction to differential equations. Calculus in polar coordinates.

MATH 153 - Calculus III (3)

The calculus of vector-valued functions, functions of several variables, and vector fields. Includes vector operations, equations of curves and surfaces in space, partial derivatives, multiple integrals, line integrals, surface integrals, and applications.

MATH 200 - Foundations of Mathematics (3)

Bridges the gap between computational, algorithmic mathematics courses and more abstract, theoretical courses. Emphasizes the structure of modern mathematics: axioms, postulates, definitions, examples conjectures, counterexamples, theorems, and proofs. Builds skill in reading and writing proofs. Includes careful treatment of sets, functions, relations, cardinality, and construction of the integers, and the rational, real, and complex number systems.

Prerequisite: MATH 152.

MATH 220 - Linear Algebra (3)

Vector spaces, linear independence, basis and dimension, linear mappings, matrices, linear equations, determinants, Eigen values, and quadratic forms.

Prerequisite: MATH 152.

MATH 310 - Differential Equations (3)

Methods of solving first and second order differential equations, applications, systems of equations, series solutions, existence theorems, numerical methods, and partial differential equations.

Prerequisite: MATH 152.

MATH 315 - Probability and Statistics (3)

Probability as a mathematical system, random variables and their distributions, limit theorems, statistical inference, estimation, decision theory and testing hypotheses.

Prerequisite: MATH 152.

MATH 320 - Discrete Structures (3)

Topics to be selected from counting techniques, mathematical logic, set theory, data structures, graph theory, trees, directed graphs, algebraic structures, Boolean algebra, lattices, and optimization of discrete processes.

Prerequisite: MATH 151; COSC 210.

MATH 330 - History of Mathematics (W) (3)

The history of mathematics from ancient to modern times. The mathematicians, their times, their problems, and their tools. Major emphasis on the development of geometry, algebra, and calculus.

Prerequisite: MATH 200.

MATH 335 - Modern Geometry (3)

A review of Euclidean geometry, an examination of deficiencies in Euclidean geometry, and an introduction to non-Euclidean geometries. Axiomatic structure and methods of proof are emphasized.

Prerequisite: MATH 200.

MATH 340 - Abstract Algebra (3)

A survey of the classical algebraic structures taking an axiomatic approach. Deals with the theory of groups and rings and associated structures, including subgroups, factor groups, direct sums of groups or rings, quotient rings, polynomial rings, ideals, and fields.

Prerequisite: MATH 200; MATH 220.

MATH 345 - Topology (3)

An introduction to topological structures from point-set, differential, algebraic, and combinatorial points of view. Topics include continuity, connectedness, compactness, separation, dimension, homeomorphism, homology, homotopy, and classification of surfaces.

Prerequisite: MATH 200; MATH 220.

MATH 350 - Real Analysis (3)

This course develops the logical foundations underlying the calculus of real-valued functions of a single real variable. Topics include limits, continuity, uniform continuity, derivatives and integrals, sequences and series of numbers and functions, convergence, and uniform convergence.

Prerequisite: MATH 200; MATH 220.

MATH 355 - Complex Analysis (3)

A study of the concepts of calculus for functions with domain and range in the complex numbers. The concepts are limits, continuity, derivatives, integrals, sequences, and series. Topics include Cauchy-Riemann equations, analytic functions, contour integrals, Cauchy integral formulas, Taylor and Laurent series, and special functions.

Prerequisite: MATH 200; MATH 220.

MATH 490 - Senior Seminar (1)

This course reviews and correlates the courses in the mathematics major. Each student is responsible for preparing the review of one area. Students also read papers from contemporary mathematics journals and present them to the class. The course uses the ETS mathematics major exam.

Prerequisite: MATH 200; MATH 220.

MDFL - Modern Foreign Languages**MDFL 152 - Central and West-African Cinema (3)**

This course will survey Central and West African film from the 1960's to the present. Class discussion and analysis will center around key social and political issues: confronting (post)colonialism, corruption and violence in post-colonial societies, the positive and negative effects of traditions, identity formation and coming of age, and changing women's roles in modern Africa. All films are subtitled in English; no previous training in French or film studies is required.

MDFL 197 - Topics: (1)

Courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.

MDFL 297 - Topics: (3)

Courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.

MDFL 396 - Topics in Modern Foreign Language Literature: (3)

Opportunities for students to explore and to study selected topics in Modern Foreign Language literatures. Content will vary.

MDFL 397 - Topics: (3)

Courses that offer students opportunities to study issues surrounding and related to modern foreign languages, cultures and literatures.

MDFL 400 - Honors Thesis (1)

Designed with and approved by a supervising MDFL faculty member, the senior project allows students to pursue additional study and research in world languages, cultures, and literatures. Students work under the supervision of an individual faculty member. A public presentation in the target language is required. Typically completed during the last semester of MDFL coursework. Grading System: S/U only. Conducted in the target language.

Prerequisite: 300-level MDFL course; Permission of the Instructor.

MDST - Media Studies

MDST 110 - Media and Society (3)

The messages you see, hear, and read on television and the Internet, in newspapers and magazines, and on movie screens are more than what meets the eye. These messages are a product of complex societal forces—economic, governmental, historical, political, and more. This course will explore these underlying forces and provide analytical tools to critically evaluate how they function within the media. In short, students will collectively engage a critical/cultural perspective to illuminate the complex and constitutive relationship between media and society. The primary goal in learning about this relationship is to become literate, well-informed media analysts, consumers, and critics—an essential factor to the success of a participatory democracy where the role of the media is increasingly important.

MDST 150 - Introduction to New Media (3)

Since the dawn of the new millennium, there has been a revolution in communication fueled by the spread of personal computers and the digitization of media. The content of this class focuses on the theoretical and practical aspects of this revolution. Through a variety of readings and hands-on digital projects, students will develop critical, sociological, and historical perspectives on new media culture. They will also develop some of the skills they need to be an active participant in this culture and the changing demands and emerging opportunities therein.

MDST 220 - History of Electronic Media (US) (3)

This course employs a chronological approach to examine the history and evolution of electronic media in the United States. By exploring a variety of mediums, such as radio, television, film, newspapers, magazines, and more, students will learn about media's roles at different periods of U.S. history and how historical factors have shaped and influenced these roles. A large focus will be on the shift from the broadcast to the narrowcast model and what this means for the media industry today.

Core Requirements:

Perspectives: The US Experience (p. 12)

MDST 230 - Media Aesthetics and Production (3)

This course focuses on the principles of media aesthetics including light, color, space, time, motion, and sound, and how they are and can be used to optimize media production. Students will work both individually and in groups to apply what they learn about media aesthetics to create a series of projects involving photography, audio and video production, interactive media, and more. At the end of the course, students will construct a digital portfolio to display, promote, and reflect upon their work.

MDST 380 - Mass Media Effects (3)

An examination of the actual and potential effects of mass media communication. Initially the course will focus on the theories which have been, and are, used to evaluate the impact of the mass media. Then the course will examine specific mass media effects, including: television and cognitive development, the impact of the mass media emphasis on violence and sex, the media and role stereotyping, agenda setting, the impact of the media on politics, the U.S. media and the world, and the potential of the mass media to educate for positive social change. Mass media effects receiving emphasis will vary from semester to semester.

MDST 390 - Critical Media Studies (3)

This advanced course provides an exhaustive survey of the major concepts, methods, theories, scholars, and debates in critical media studies. Students will work on developing questions that can provide insight into media texts, foregrounding an agenda that does the following: (1) fosters an understanding of contemporary media theory; and (2) allows students to think critically about the power and influence of the media as well as the construction and negotiation of social meanings therein. Students will produce a conference-ready paper that questions how a mediated phenomenon of their choice comes to make sense in a particular context at a given time.

MDST 395 - Internship (3-4)

Internship in Media Studies.

Prerequisite: Department Chair Approval..

MUSI - Music

MUSI 095 - Music Ensemble: (0- 1)

MUSI 095 A,B,C,D Choral Ensembles - By audition only; MUSI 095 E,F,G,H,I,K,L Instrumental Ensembles - By audition only.

MUSI 096 - Chamber Music: (0- 1)

The literature and performance of chamber music. Ensembles will be formed taking into account the performance ability of the students involved. By audition only.

MUSI 097 - Chamber Music Ensemble: (0- 1)

Small group ensembles - by audition only.

MUSI 108 - Vocal Pedagogy for Instrumental Majors (1)

This course explores the process of training voices specifically for the instrumental music major to achieve technical and musical understanding informed by the findings of Vocal Science. Topics include anatomical structures, maturational changes, voice classifications, the vocal process, sequencing of technical objectives and repertoire, therapeutic exercises, psychological issues and learning styles, diction skills, resources for the vocal professional, and specific schools of vocal pedagogy.

MUSI 110 - The Understanding of Music (A) (3)

Recommended for general college students who wish to gain knowledge and the understanding of music as a part of their cultural heritage.

Core Requirements: Arts (p. 15)

MUSI 118 - Blues, Jazz, and Rock (US) (3)

The three genres of blues, jazz and rock will be approached as major units of study. The section on Blues will be dealt with first, so as to have a chronological approach to the course. This unit on the blues will conclude prior to the transition in Rock music. The course will then travel back in time to the end of the Civil War and trace the path of early jazz styles. With the timeline of the blues firmly in place, a comparison of blues and jazz styles and their influences of one another will be discussed in class. The final section of the course will pick up with the late blues style and the transition into Rock music.

Core Requirements:

Perspectives: The US Experience (p. 12)

MUSI 120 - Music Theory I: Basic Concepts and Skills (A) (2)

An intensive review of music fundamentals is followed by basic elements, including introduction to the tonal framework, scales and modes, intervals, basic chords, and chords in tonal context. Functional harmony is introduced at the basic level to include tonic, subdominant and dominant harmonies. Emphasis is placed on melodic writing and two-voice textures from first through fourth species counterpoint.

Concurrent Requirement: MUSI 120L

Core Requirements: Arts (p. 15)

MUSI 120L - Aural Skills Lab I (A) (1)

This course develops aural and rhythmic skills toward the goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises and class lectures. Must be taken concurrently with MUSI 120.

MUSI 121 - Music Theory II: Melodic Structures and Diatonic Harmony (2)

Melodic organization, thematic development and phrase structure are followed by non-chordal decorative pitches. Harmonic structures include the study of all diatonic triads, seventh chords, and their inversions in a functional harmonic context. Emphasis is placed on part writing in four-voice textures and analysis of diatonic harmonies and melody.

Prerequisite: MUSI 120. Corequisite: MUSI 121L.

MUSI 121L - Aural Skills II (1)

This course develops aural and rhythmic skills toward a goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises and class lectures. Must be taken concurrently with MUSI 121.

MUSI 152 - Beginning Class Piano for Music Majors (1)

This course is the first semester of instruction for music majors (non-pianist) preparing for the departmental Piano Proficiency Requirements. Keyboard reading and technique are developed and theoretical principle of harmony and scalar materials are applied to the keyboard. Ensemble and solo literature is presented along with improvisational activities. Additional fees may apply.

MUSI 153 - Intermediate Class Piano for Music Majors (1)

This course provides the second semester of instruction for music majors (non-pianists) preparing for the departmental Piano Proficiency Requirements. Keyboard reading and technique are further developed and harmonization is realized throughout major and minor tonalities. Scalar and arpeggio techniques are covered as well as preparation for further requirements in the vocal/choral or instrumental area. Ensemble and solo literature are further explored. Additional fees may apply.

MUSI 161 - Private Instruction: Strings (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 162 - Private Instruction: Woodwinds (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 163 - Private Instruction: Brass Winds (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 164 - Private Instruction: Percussion (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 165 - Private Instruction: Piano (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 166 - Private Instruction: Organ (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 167 - Private Instruction: Voice (0- 1)

Private lessons. One credit hour is earned for 30 minutes each week for non-music majors and 50 minutes each week for music majors. See Financial Information for Department of Music private lesson fees. See Manual for Music Students for special regulations governing applied music lessons.

MUSI 191 - Introduction to Notational Software (1)

This course will provide an overview of electronic music as it relates to music education, computers, software, MIDI keyboards and hardware. Music education majors are required to take this course concurrently with MUSI 120.

MUSI 210 - Music History and Literature to 1750 (WT) (3)

A general survey of the great movements in the development of music as an art form from the ancient times through the Baroque period. Emphasis is placed on score reading and analysis. The ability to read music notation is assumed for a student taking this class.

Core Requirements: Humanities: Western Tradition

MUSI 212 - Music History and Literature: 1750 to Present (3)

A general survey of the development of music during Viennese Classical and nineteenth century Romantic periods to the present. Emphasis is placed on score reading and analysis. The ability to read music notation is assumed for a student taking this class.

MUSI 214 - Music History and Literature of the Non-Western World (W) & (NW) (3)

Explores the music history and literature of nine major cultural areas: India, the Middle East, China, Japan, Indonesia, Sub-Saharan Africa, Latin America, ethnic North American, and Native American music. The compositional makeup, theoretical practices, genre specific style characteristics, function and sound quality of musical instruments will be explored. Each musical system will be examined in a selective manner as to how it functions in the lives of the culture, how it is viewed and what the definition of music is for that culture.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

MUSI 220 - Music Theory III: Chromaticism and Formal Practices (2)

Chromaticism is approached through the study of secondary function harmonies, including secondary dominants and secondary leading-tone chords and how they function in modulations to closely related keys. Basic formal practices are covered including binary, ternary and variation forms. Larger formal units such as sonata and rondo forms are also introduced. Emphasis is placed on writing modulations to closely related keys through the use of secondary function chords in a formal context.

Prerequisite: MUSI 121. Corequisite: MUSI 220L.

MUSI 220L - Aural Skills III (1)

This course develops aural and rhythmic skills toward a goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises and class lectures. Must be taken concurrently with MUSI 220.

MUSI 221 - Music Theory IV: Extended Chromaticism and Contrapuntal Genres (2)

This course begins with contrapuntal genres including the chorale prelude, the two-voice invention and fugal processes. Expanded chromatic harmonies such as Neapolitan and augmented sixth chords are followed by modulation to distantly related keys. Increased chromaticism and tonal ambiguity are explored by expanded tertian structures, enharmonic usages of chromatic harmonies, and chromatic third relationships.

Prerequisite: MUSI 220. Corequisite: MUSI 221L.

MUSI 221L - Aural Skills IV (1)

This course develops aural and rhythmic skills toward a goal of comprehensive musicianship training. Aural identification of musical concepts and realization of concepts through sight-singing are stressed through group activities, software programs, dictation exercises and class lectures. Must be taken concurrently with MUSI 221.

MUSI 230 - Music, Theatre and Dance for the Elementary Teacher (2)

A study of the historical development methods for integrating music, theatre, and dance into the elementary classroom. Students seeking a major or minor in Music should register for Music 331. Open to freshmen by petition only.

MUSI 236 - Singer's Diction (2)

This course is designed to increase the singer's awareness of the structure and characteristics of diction in English and foreign language song texts. The International Phonetic Alphabet will be used extensively. The student will develop the ability to transliterate Italian, German, French, and English song texts into IPA symbols. He/she will also learn to read IPA transliterations of those languages with stylistic accuracy. The anatomy of consonant and vowel formation in the various languages will be studied. Recommended Freshman or Sophomore year.

MUSI 250 - Brass Pedagogy and Performance (2)

General instructional content, performance practices, and discovering problems relating to all brass instruments are explained. History, fingerings, acoustics, mouthpieces, mutes, transpositions, literature, pedagogical resources, listening, and instructional techniques are among the materials covered in this course.

MUSI 251 - String Pedagogy and Performance (2)

Elementary class instruction in violin, viola, violoncello, and contrabass. This class is designed to introduce undergraduate music education students to the elementary playing techniques of orchestral stringed instruments through demonstration and explanation of such fundamentals as correct position, correct holding, tuning, LH and RH techniques, intonation, tone production, and various bowing articulations.

Corequisite: MUSI 253.

MUSI 252 - Woodwind Pedagogy and Performance (2)

A pedagogical study of clarinet, saxophone, flute, oboe and bassoon designed for the student who is preparing to be an instrumental teacher. Students who successfully complete the requirements of this course will be able to provide instruction on woodwind instruments and have basic performing skills necessary for demonstration purposes in teaching.

MUSI 253 - Percussion Pedagogy and Performance (2)

This course prepares future music educators for the task of teaching percussionists. Emphasis is on identifying basic techniques for the development of good percussionists and appropriate literature to achieve this goal. Students will experience percussion instruments first-hand through performance.

Corequisite: MUSI 251.

MUSI 281 - Music and Worship I (3)

An opportunity to focus on the historical and practical aspects of music in congregational worship. The course will examine the origins of chant, hymnody and liturgy and the development of church music from the early Christian Church to the contemporary proclamation of the Gospel.

MUSI 282 - Music and Worship II (3)

Practical training in the playing of hymns, anthems, liturgy and accompaniments for free and fixed-liturgical services. Discussion and study of the church organist's work: selection and rehearsal preparations of music for the church service, varied accompaniments, improvisation, and score-reading.

MUSI 300 - Fundamentals of Conducting (3)

An introduction to the art of conducting. Includes study of conducting techniques, rehearsal procedures and score reading utilizing representative band, orchestral and choral compositions suitable for various levels of public school music.

Prerequisite: MUSI 121.

MUSI 301 - Advanced Instrumental Conducting (3)

Advanced study of band and orchestra scores. Particular emphasis is placed on developing competence in techniques of conducting instrumental ensembles.

Prerequisite: MUSI 300.

MUSI 303 - Advanced Choral Conducting (3)

A detailed study of choral and orchestral scores, designed to give students a chance to develop greater facility in choral conducting through advanced conducting experience in and out of class. Selection and training of choral voices, techniques for developing vocal ensembles, the choosing of music and further experience in choral conducting are emphasized.

Prerequisite: MUSI 300.

MUSI 310 - Secondary Instrumental Methods (3)

Principles of planning, curriculum development, teaching methods philosophy and media for secondary instrumental music education. Provides an introduction to group instrumental pedagogy and jazz pedagogy. Includes adaptations for exceptional students and those from varying cultural backgrounds.

Prerequisite: Admitted to Teacher Education Program.

MUSI 311 - Secondary Choral Methods (3)

Principles of planning, curriculum development, teaching methods and media for secondary choral music education. Emphasizes working with voices in ensemble formats, auditioning and rehearsing. Literature selection and programming are also components. Includes adaptations for exceptional students and those from varying cultural backgrounds.

Prerequisite: Admitted to Teacher Education Program.

MUSI 321 - Instrumentation and Arranging (3)

A study of orchestral and band instruments, scoring for small instrumental ensembles, full orchestra, band, with special reference to problems in public school ensembles.

Prerequisite: MUSI 221.

MUSI 331 - Elementary and Middle School Music Methods (3)

This course is designed for music majors and minors and includes study of methods of teaching music to children pre-school through middle school, learning and motivational theories, lesson planning and curriculum design, assessment and evaluation, music technology, integrated and multicultural music, and inclusion of the exceptional child into the music classroom. All students will additionally be assigned and complete a 20 hour practicum in a K-5 or Middle School music classroom.

Prerequisite: MUSI 120.

MUSI 334 - Piano Pedagogy (3)

Designed to develop the student's ability to teach others how to play the piano. A detailed study of literature, methods and teaching techniques is made with special emphasis on the problems of the elementary and intermediate pianist.

Prerequisite: Four terms of college-level piano lessons..

MUSI 336 - Vocal Pedagogy (3)

This course is designed to develop the student's ability to teach others how to sing. Emphasis is placed on diagnosis of vocal problems and proper methods of dealing with these problems. An extensive survey is made of solo vocal literature that is suitable for the junior high and high school student.

Prerequisite: Two terms of college-level voice lessons..

NAST - Native American Studies

NAST 180 - Red, White, and Black: The People of Early America (3)

This course focuses on how Native Americans, Europeans, and Africans created a unique society along the Atlantic coast of North America during the colonial period of American history. Specific attention is given to how certain events such as Bacon's Rebellion, Metacom's War, the Great Awakening, and the 1760s impacted the various groups comprising colonial America.

Cross-Listed as: HIST 180.

NAST 320 - Native American Social Systems (NW) (3)

This course presents an "institutional" approach to Native American (specifically Lakota) society from pre-European contact to the present. It explores Lakota social institutions (political, economic, family, religious, and educational systems) prior to European contact, and examines the impact of non-Indian structures on the historical development of Lakota social institutions. This course fulfills the State of South Dakota's teacher certification requirement.

Cross-Listed as: SOCI 320.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

NPST - Northern Plains Studies

NPST 202 - South Dakota and the World (3)

Using South Dakota to explore Deitrich Bonhoeffer's argument that "action be in accordance with reality" this course explores how South Dakotans past shapes their relationship with the world today. Divided into 3 distinct, yet inter-related sections, this course invites students to rethink how they look at the place many call home. Even if not from South Dakota, students will leave with a new understanding of the community that they come from.

NURS - Nursing

NURS 200 - Introduction to Professional Nursing (3)

This course will provide an introduction to the profession and discipline of nursing, the relationship of nursing to liberal arts, and the nursing scope of practice in the United States healthcare system. Students will examine the six Quality and Safety Education in Nursing (QSEN) core

competencies of Patient-centered care, Teamwork and Communication, Evidence-based Practice, Quality Improvement, Safety and Informatics. Selected nursing theories and a framework for translating nursing research into practice will be introduced. Perspectives of practicing nurses in various roles will be highlighted. Students will be introduced to course concepts through experiential, meaningful learning activities, including but not limited to small group dialogue, classroom discussion, group presentations, and simulation.

NURS 230 - Pharmacotherapeutics (3)

This course introduces the theoretical basis and application of nursing therapeutics with emphasis on pharmacology. Content areas include pharmacological concepts related to the major drug groups, drug actions, adverse reactions and nursing implications. Attention is given to life span considerations, cultural, legal, ethical, and safety implications. There will also be an emphasis on the role of the professional nurse as patient educator and advocate.

NURS 324 - Health Pattern Recognition/Nutrition (3)

This course focuses on holistic health assessment through the life span. Content areas include health history and physical, functional, nutritional, assessment to inform health planning for individuals and groups across healthcare settings. Selected developmental assessment with emphasis on the older adult is included. Health patterns of individuals and groups are examined in relation to developmental age, cultural perspectives, and quality of life issues. Normative data and individual and group trends are used to inform health planning. Standards of quality and safety relative to health assessment are emphasized. Clinical experiences are scheduled in campus and simulation learning labs.

Corequisite: NURS 326; NURS 328.

NURS 326 - Nursing Therapeutics (4)

This course focuses on the theoretical basis of the nurse-person process in understanding human health patterns and supporting changing health patterns. Opportunities for application of critical thinking, nursing process, communication, nursing therapeutics, as well as the development of beginning clinical reasoning and psychomotor skills are provided in campus and clinical laboratory experiences.

Prerequisite: NURS 200; NURS 230. Corequisite: NURS 324; NURS 328.

NURS 328 - Pathophysiology (3)

This course focuses on the pathophysiologic basis of changing health patterns. Emphasis is placed on relating normal physiologic function to changes that occur in the expression of disease and contribute to altered health patterns in humans. Aspects of cellular, organ, and body system alterations are examined in relation to the pattern of the whole as humans experience changing patterns of health. Emphasis is also placed on relating the manifestations of disease, diagnostic tests and collaborative therapeutic interventions to underlying pathophysiologic processes.

Corequisite: NURS 324; NURS 326.

NURS 340 - Adult Health Nursing I (4)

The focus of this course is on understanding changing patterns of health experienced by adults with acute and chronic health conditions. Nursing practice in acute care settings is grounded in nursing science with emphasis on being, knowing and acting with compassion and caring in evolving relationships and fostering health, wholeness and human potential of adults, their families and communities from which they come.

Prerequisite: NURS 324, 326, 328.

NURS 352 - Child Health Nursing (3)

The focus of this course is on the nurse-person process in the care of children and families across the health care continuum. Emphasis is on understanding health experiences of children with changing patterns of health. Developmental theory and quality of life issues from the child's and family's perspective are emphasized. Child and family health issues in relation to health care are examined in acute care and community settings.

Prerequisite: NURS 324, 326, 328.

NURS 388 - Epidemiology for Public Health Practice (2)

This course covers the application of epidemiologic concepts and procedures to the understanding of the occurrence and control of health conditions. Epidemiologic measures and sources of data, as well as understanding of epidemiologic study designs, are applied to current and emerging health problems facing society today.

NURS 395 - Internship (1- 2)

This practicum experience for senior level nursing majors may be taken for 1-2 credits (one credit is equal to 40 practicum hours). It provides an opportunity for students to integrate nursing theory and nursing research as well as the principles of nursing practice into an intensive, preceptored experience.

NURS 406 - Nursing and Health Care in the United States (2)

This course serves as a vehicle for welcoming and orienting international nursing students to the culture in the Midwestern United States, the Sioux Falls community and the liberal arts community of Augustana University. Emphasis is upon an overview of the scope and standards of nursing practice in the US, comparison and contrast of the US health care system with international models of care delivery, medical terminology, and health, and cultural considerations for the American Indian population. Open to international Nursing students only.

Graded: S/U

NURS 410 - Maternal and Reproductive Health Nursing (3)

The focus of this course is on the nurse-person process in the care of the childbearing family across the health care continuum. Students will explore physiological, psychological, and developmental stressors experienced by childbearing families. Students will also evaluate social, cultural and societal issues that affect reproductive health care with women and men. Clinical experiences are in acute care and community settings.

Prerequisite: NURS 324, 326, 328.

NURS 420 - Behavioral Health Nursing (5)

The prime focus of this course is in the nurse-person process in the care of persons experiencing changing health patterns. Being with persons/groups/communities as they experience changes in health patterns provides the foundation for the student to examine concepts from nursing theory, mental health literature and crisis theory. Human behavior is studied across the life span with a special emphasis on understanding changing patterns of health from the person's perspective.

Prerequisite: NURS 324, 326, 328.

NURS 430 - Community Health Nursing (5)

The focus of this course is on the nurse-community process in care of families, groups, and communities. Community health nursing practice is guided by nursing science and informed by community health science, public health, environmental health and health promotion/disease prevention principles. Cultural diversity and socially relevant issues interconnected with health are explored in relation to quality of life from the community perspective. Clinical opportunities are provided in community settings.

Prerequisite: NURS 200; NURS 230; NURS 324; NURS 326; NURS 328; NURS 388. Corequisite: NURS 340; NURS 352.

NURS 441 - Adult Health Nursing II (4)

This is the second semester of an eight credit hours sequence in adult health nursing. This course builds on the junior level adult health nursing course with increased complexity of nursing care situations and expectations for clinical judgment. The focus of this course is on understanding changing patterns of health experienced by adults and chronic health conditions. Students are challenged to think critically and develop skill in priority setting in complex care situations through interactive learning experiences in class, clinical, and hands on laboratory experiences including critical care and emergency care situations.

Prerequisite: NURS 324, 326, 328, 340.

NURS 450 - Perspectives in Professional Nursing (W) (3)

This course focuses on nursing research as it relates to evidence based or evidence informed practice. Opportunities are provided for students to gain increased understanding of the research process and research utilization (evidence-based practice) in practice. The relationship between nursing research and the development of nursing science is emphasized. Individually and in groups, students appraise research articles, write a significance paragraph (paper), interpret nationally benchmarked databases and their impact on quality care, and a paper synthesizing an evidence-based research practice relevant to specific topic.

Prerequisite: NURS 200.

NURS 451 - Leadership in Professional Nursing (3)

This course focuses on professional role development, nursing leadership, and contemporary issues in nursing. Students will gain increased understanding of the staff nurse's role in leadership, with opportunities for practical experience in the areas of delegation, priority setting, critical thinking, decision making, quality improvement, evidence based nursing practice, information management and safety. Students will examine leadership and management theories. Students will explore legal, ethical and political issues in nursing.

Prerequisite: NURS 324, 326, 328, 340.

NURS 468 - NCLEX Review (1)

This course is designed to prepare the student for success on the NCLEX exam. The student will learn how to use strategies for answering application and analysis questions and to cope with the stresses related to taking the licensing exam. The full scope of content in the licensing examination will be covered.

Prerequisite: NURS 451. Corequisite: NURS 420 or 430; NURS 441.

NURS 495 - Internship (1- 3)

This practicum experience for senior level nursing majors may be taken for 1-2 credits (one credit is equal to 40 practicum hours). It provides an opportunity for students to integrate nursing theory and nursing research as well as the principles of nursing practice into an intensive, preceptored experience.

PE - Physical Education**PE 095 - Intercollegiate Athletic Participation (1)**

Participation in the following intercollegiate athletics: Baseball, Basketball, Cheer/Dance, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball, Wrestling. Grading System: S-U only.

PE 102 - Bicycling (WB1) (1)

Bicycling is an age-old sport that has made a great resurgence in America, not only for the population as a whole, but also for individuals. This class will promote knowledge of physiological effects of cycling, understanding of safety aspects, while placing special emphasis on bicycling for fun. An attempt will be made to encourage bicycling as a lifetime sport for class members, and to stress the importance of aerobic activity in one's life.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 103 - Boot Camp Fitness (WB1) (1)

A physical fitness class designed to challenge students of all fitness levels. This class will provide students with a combination of exercise opportunities that will include cardiovascular endurance activities, weight training, swimming and various other activities. This course is designed to help students achieve a higher level of physical fitness through high intensity training.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 105 - Downhill Skiing (WB1) (1)

This course is designed to offer a skiing experience to beginners, intermediate, and advanced skiers. Proper techniques, knowledge of the rules for safety and etiquette will be taught.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 106 - Snowboarding (WB1) (1)

This course is designed to offer a snowboarding experience to beginners, intermediate, and advanced snowboarders. Proper techniques, knowledge of the rules for safety and etiquette will be taught.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 107 - Fitness Swimming (WB1) (1)

This course is designed to help students develop physical fitness through a swimming/aquatics program. Fitness concepts will be stressed through activities and short lectures.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 108 - Golf/Recreational Sports (WB1) (1)

This course promotes lifetime physical fitness through instruction in golf and recreational activities. Students will be given opportunities to learn and/or improve golf skills through practice and playing the game. Rules and etiquette will also be stressed. Additional fitness opportunities will be provided through a variety of recreational sports and games.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 112 - Hatha Yoga (WB1) (1)

Translated from Sanskrit, yoga means union. Hatha Yoga involves proper exercise in the form of postures, proper breathing, proper relaxation, and positive meditative thinking. This class is a means of creating union between mind, body and spirit through stretching, exercising, breathing with mindfulness, and consciously seeking clarity and balance. This class will contribute toward your total wellness behavior.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 113 - Health Fitness (WB1) (1)

This course will make use of a combination of lectures, laboratories, and activities to introduce students to the components of health-related fitness and to foster an understanding of the necessary means of leading a healthy lifestyle. Students will have the opportunity to learn about the various components of fitness, to assess their own fitness, and participate in activities to enhance fitness. Topics such as stress management, nutrition and overall health will also be discussed.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 115 - Physical Conditioning (WB1) (1)

The purpose of this course is to promote lifetime physical activity by introducing students to the basic principles of physical conditioning and total well-being. The students will take part in a variety of physical activities and games addressing all components of fitness including aerobic conditioning, muscular strength and endurance, and flexibility.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 116 - Racquetball/Fitness (WB1) (1)

This course is designed to teach the participants the basic rules of the sport of racquetball, while introducing them to the fundamental techniques used while playing. The course is also intended for the participants to have an enjoyable experience and be able to apply the learned knowledge for future leisure time activities, promoting an active, healthy lifestyle. Students will also participate in other activities to promote physical fitness when they are not playing racquetball.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 117 - Social Dance (WB1) (1)

This class promotes the benefits of dance as a physical activity that can be enjoyed throughout a person's lifetime. Students will learn a variety of ballroom dances including line dances, waltz, foxtrot, jitterbug, and swing dances. Mixers, wedding dances, country western dances, and Latin American dances are also included. Basic ballroom dance etiquette will be practiced.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 118 - Tennis and Net Sports (WB1) (1)

This course is designed to introduce students to tennis and other net sports. Each student will learn the fundamental techniques and terms of these activities. In the process, students will further develop an appreciation for each course activity and its relationship to the overall health and wellness. The course intent is to provide an enjoyable experience for all involved while providing knowledge of the different activities to promote healthy lifestyle choices. Occasionally this course is offered with Archery as well.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 119 - Walking and Hiking (WB1) (1)

This course is designed to help students understand and experience the physiological benefits of walking and hiking both individually and in the group setting.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 120 - Weight Training (WB1) (1)

This course is designed to help students develop physical fitness through weight training and to promote its benefits as a lifetime physical activity. Benefits of weight training, proper technique, terminology, exercise progression and safety will be incorporated along with the physical activity aspect of the course. A section specifically for women is often offered.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 123 - Winter Activities (WB1) (1)

This course will introduce students to a variety of winter-time outdoor adventures and activities. Class will be spent indoors and outdoors. Possible activities include winter orienteering, outdoor nature hikes, cross country skiing and snowshoeing, wilderness survival, introduction to winter camping, snow shelters, outdoor winter cooking skills and fire-craft, and various other winter and snow related topics. Each student is responsible to provide their own transportation.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 124 - Fitness Jogging (WB1) (1)

An activity course that examines and applies the fundamentals and skills of distance running. Students will receive instruction in proper biomechanics of running and the development of a fitness program, use of equipment, etc., but the focus will be active participation in jogging. Students will maintain an exercise journal, develop their own running and possibly strengthening program, culminating in a 5K road race as part of their evaluation.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 126 - Field and Court Sports (WB1) (1)

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 127 - Power Yoga (WB1) (1)

Power yoga is an energizing yoga class that teaches a series of athletic postures to increase strength, flexibility, and balance. Variations and modifications are taught to individualize the practice, making yoga available to all.

Core Requirements:

Orientation: Well-Being (p. 9)

You will need a Theory course to complete the Well-Being Requirement.

PE 201 - Officiating Football (1)

This course is designed for students who have an interest in learning how to officiate football. Rules, rule interpretations, and football officiating mechanics will be examined. Lecture, discussion, videotapes, and presentations by certified football officials will be utilized. This course prepares the student to take the state certification test. Does not satisfy Area 1.3. Grading: S/U

PE 210 - Introduction to Sport Management (3)

This course is designed to introduce the student to the field of sport management through a review of the history, overview of the skill sets needed for success in the field, and discussion of possible careers in the field.

PE 215 - Sport in Society (3)

This course will examine a variety of issues relating to sport in today's society. The course is intended to provide an introduction to the sociology of sport and designed to raise questions to promote systematic, issue-related thinking about sport. Issues that relate to athletes today such as sports gambling, violence in sports, and substance abuse will be discussed to better understand the complex problems that pertain to sport.

PE 218 - Responding to Emergencies (4)

This course is for persons who are responsible for giving emergency care to the sick and injured. Emergency care instruction will include airway management, fracture and dislocation splinting, cervical spine immobilization, extrication techniques, emergency treatment for asthma, diabetes, epilepsy, heat illness, and various forms of shock.

Prerequisite: PE 230 or Certification in First Aid and CPR.

PE 220 - Individual and Team Sports (2)

Basic course in the fundamental motor skills, playing strategy and basic teaching methodology of individual and team sports activities.

PE 225 - Psychology of Coaching (2)

The purpose of this course is to provide an understanding and personal appreciation of the relationship between coaches and athletes and how it relates to both. Information will be provided in the areas of personality traits as well as leadership styles.

PE 230 - First Aid and CPR (1)

This course is designed to provide people with basic first aid and CPR knowledge for emergencies. Proper procedures in calling for help, skills necessary to keep someone alive, and ways to reduce pain will be examined. Students will also learn how to minimize the consequences of injury or sudden illness until professional help arrives.

PE 231 - Theory of Coaching Volleyball (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 232 - Theory of Coaching Basketball (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 233 - Theory of Coaching Baseball (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 234 - Theory of Coaching Softball (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 235 - Theory of Coaching Wrestling (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 236 - Theory of Coaching Track and Field (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 237 - Theory of Coaching Football (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 238 - Theory of Coaching Soccer (2)

Theory of Coaching courses are designed for those students who intend to coach. Each theory course emphasizes the development of selected motor skills, team defensive and offensive strategies, conditioning and coaching principles.

PE 252 - Outdoor Education (1)

An overview of the natural resources used for leisure, an analysis of leisure activities dependent upon natural resources, a presentation of the problems of recreational land use and an introduction to environmental awareness and outdoor safety.

PE 265 - Health, PE and Movement in the Elementary and Middle School Classroom (1)

This course is designed to prepare elementary education majors to teach health, physical education skills and activities and movement integration in regular education classrooms grades K-8. Emphasis is placed upon curriculum, methodology, and teaching aids in health and physical education at the elementary school level, while also providing a safe educational environment for all learners.

PE 266 - Methods for Teaching Elementary Physical Education (3)

A course designed to prepare students to be effecting teachers of physical education. Students will discover developmentally appropriate teaching strategies for PE including knowledge and skills regarding methodology, classroom management, discipline, and assessment. Participants will learn and experience games, movement, and fitness activities appropriate for the elementary grades K-6.

PE 270 - Aquatics (1)

A course designed to teach basic fundamental swim strokes, aquatic activities, and teaching methodology of swimming.

PE 280 - Prevention and Care of Athletic Injuries (3)

The integrated study of the prevention and treatment of athletic injuries, and first aid techniques emphasizing the practical application of treating athletic injuries in their initial phase. Taping, wrapping and basic assessment skills are emphasized.

PE 290 - Teaching of Dance (1)

This course will include folk, square and social dance with emphasis placed on skills techniques as well as methodology in teaching rhythms activities K-12.

PE 291 - Gymnastics (1)

This course will prepare students for instruction of gymnastics activities. Emphasis will be placed on the fundamentals of tumbling and selected apparatus activities, including spotting.

Core Requirements:

PE 313 - Organization and Administration of Physical Education and Sport (2)

The focus of this course is on aspects of administration and organizations as they relate to physical education and athletics. The specific skills necessary to carry out leadership duties successfully will be emphasized.

PE 340 - Adapted Physical Education (2)

A study of physical education, programs and activities for exceptional children, including conditioning, physical fitness, and activity skills.

PE 345 - Applied Sport Psychology (3)

This course is designed primarily to give students a practical, hands-on introduction to performance enhancement techniques available in sport psychology. Most people think sport psychology deals with how to "psych up" or "psych out" athletes. While that is part of the story, sport psychology is concerned with many other phenomena of equal importance to sport participation and performance enhancement.

Prerequisite: Sophomore Standing.

PE 395 - Internship (1-4)

Internship in Physical Education.

PE 495 - Internship (3-4)

Internship in Physical Education.

PHIL - Philosophy

PHIL 110 - Dimensions of the Self (3)

An inquiry into the nature and conditions of selfhood. Issues explored include: the self in relation to education, vocation, maturation, morality, rationality, rights and responsibilities; the self in relation to its projects and possibilities and values, its capacity for transcendence, meaning, and interpersonal relationships.

PHIL 120 - Critical Thinking (3)

A broad introduction to the art of reasoning. Topics include: the basic concepts of logic, with techniques for detecting, classifying, and evaluating arguments; mistakes in reasoning committed in everyday life; deductive and inductive logic; problem solving skills. Designed to make the student a more careful thinker and a better judge of evidence and arguments.

PHIL 200 - Reason, Faith and the Search for Meaning (RT) (3)

A study of those issues which are of common concern to philosophy and religion. Topics focused upon include: the nature and function of religion; the existence and attributes of God; the claims of reason and the claims of faith; God and the problem of evil; the meaning of religious statements; religious experience and the inexpressible; religion and morality; human freedom and the meaning of life.

Prerequisite: RELI 110. Cross-Listed as: RELI 200.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

PHIL 210 - Ethical Perspectives (RT) (3)

An introductory exploration of basic ethical issues from different philosophical perspectives as well as from the vantage point of the Christian faith. This course is designed to encourage a thoughtful appraisal of the deep questions of life within the broadest possible context.

Prerequisite: RELI 110. Cross-Listed as: RELI 210.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

PHIL 220 - Our Philosophical Heritage I (WT) (3)

A survey of the history of Western philosophy from the pre-Socratics through the scholastics, concentrating upon the main thinkers, ideas, and cultural developments of the period.

Cross-Listed as: CLAS 220.

Core Requirements: Humanities: Western Tradition (p. 13)

PHIL 230 - Our Philosophical Heritage II (WT) (3)

A survey of the history of Western philosophy from the 17th Century through the 20th Century, concentrating upon the main thinkers, ideas and cultural developments which have shaped the modern mind.

Core Requirements: Humanities: Western Tradition (p. 13)

PHIL 241 - Theology and Philosophy in Dialog (RT) (3)

This course is a survey of Western philosophical thought with the purpose of introducing students of theology to the philosophical ideas which have had a significant influence on the development of Christian theology. Tradition and Culture Course.

Prerequisite: RELI 110. Cross-Listed as: RELI 241.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

PHIL 260 - Global Ethics (NW) (3)

This course will consider issues in global ethics, that is, ethical issues related to, or popularized by, transnational connections. As we study these issues, priority will be given to the perspectives of non-Western thinkers. Issues to be studied may include: the enduring legacies of colonialism, conception and critiques of human rights, gender relations and equality, non-Western conceptions of justice, the social, cultural, and environmental impacts of globalization, the impacts of global trade and "sweatshops," climate change, and terrorism. Through this course, students will gain an understanding of the complex ways people and societies in other parts of the world are impacted by global interconnections.

PHIL 270 - Asian Philosophy (NW) (3)

This course will survey some of the major texts of classical Chinese and Japanese philosophy in order to develop an understanding of the development of the broad strains of Asian philosophy. Some attention will also be given to the roots of Buddhism in India; to the influence of Asian philosophies on early American philosophy; and to the reception and influence of classical texts in contemporary Asian and American culture.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

PHIL 280 - American Philosophy (US) (3)

This course is an introduction to American philosophy. The aim of the course is to provide a survey of the main movements and texts of American Philosophy, including early religious philosophies, American Idealisms, the American Enlightenment, Transcendentalism, Pragmatism, Radical Empiricism, and the philosophy of science.

Core Requirements:

Perspectives: The US Experience (p. 12)

PHIL 282 - Ethics in America (US) (3)

This course explores significant issues in social ethics in the United States, including some or all of the following: race, gender, sexuality, bioethics, crime and punishment, immigration, economic justice, and the environment. Attention will be given to contemporary debates on these issues as well as their development historically and their relation to American cultures and institutions. Study of these issues will help deepen our thinking about key American ideals such as freedom, equality, and the pursuit of happiness.

Core Requirements:

Perspectives: The US Experience (p. 12)

PHIL 303 - Seminar in Environmental Philosophy (3)

This course aims to familiarize students with the major themes and arguments of environmental philosophy through careful reading of classical and contemporary literature. It is an introduction to the philosophical issues concerning nature and the environment. Topics may include: philosophy of nature, environmental ethics, animal rights, hunting and fishing, water use, land ethics and agriculture, forestry, ecophenomenology, deep ecologies, environment and social justice, new technologies, wilderness, sustainability, and biodiversity. For Philosophy majors (and for those who may add the major later on) this course also serves as their senior seminar.

PHIL 306 - Philosophy of Mind (3)

This course investigates the nature of minds, considering such questions as: Can minds be reduced to brains? If so, how can they represent the world, or carry meaning? And how can we be rational agents? If, on the other hand, minds are immaterial, how could they emerge out of, and interact with, the physical world? Can we create machines with minds? Is there a difference between simulating intelligence and actually having it? Could things with artificial intelligence be subjects of consciousness? What does it mean to have consciousness, or be a subject, anyway? Topics at the intersection of philosophy and the sciences may include: the unity of consciousness and split-brains; autism and theory of mind; animals and self-awareness.

PHIL 309 - Free Will and Moral Responsibility (3)

This course examines the nature and extent of human freedom, considering such questions as: Is free will compatible with determinism? If the natural world is indeterministic, can we be free? Human freedom will matter in so far as it's necessary for moral responsibility, so we will examine the relationship between these concepts, and the implications of various accounts of free will for practices of praise and blame, reward and punishment. We will also consider what the sciences can tell us, looking at skeptical challenges arising from neuroscience and psychology to the claim that we are normally free and responsible for what we do, and considering empirical work on issues like addiction and psychopathy.

PHIL 311 - Readings in Plato and Aristotle (3)

An introduction to the writings of Plato and Aristotle in the original Greek. A dialogue of Plato and representative selections of Aristotle's thought are read, with emphasis on content and style of expression.

Prerequisite: PHIL 220. Cross-Listed as: CLAS 311.

PHIL 315 - Logic and Argumentation (3)

This course focuses on the development of advanced critical thinking and logical reasoning skills. Students will sharpen their ability to recognize and evaluate the logical structure of reasoning as it occurs in everyday examples and advanced argumentation through the study of propositional logic (including validity, soundness, truth-tables, and implication rules), and predicate logic. Students will study inductive logic, including techniques such as generalization, causal argument, inference to best explanation, probabilistic reasoning, and decision theory. This course is particularly valuable for those intending to take the LSAT or other graduate school examinations.

PHIL 320 - Political Philosophy (3)

An examination of classical and modern political theory, concentrating on selected works from each period. Emphasis will be placed on differing interpretations of human nature, power, justice, and the best political order.

Cross-Listed as: GOVT 320.

PHIL 332 - Seminar (3)

A concentrated study of one or more philosophers, a period or particular branch of philosophy.

Prerequisite: PHIL 220; PHIL 230.

PHIL 400 - Senior Thesis (3)

In consultation with a faculty member, a second semester senior will select a research topic. With supervision from the faculty member, the student will research and write a paper during the semester. At a final senior thesis forum, the student will present his/her paper to fellow seniors as well as the faculty of the department.

Prerequisite: Senior Standing.

PHYS - Physics**PHYS 115 - Physical Science (4)**

This survey course explores concepts in physics and chemistry, implements the scientific method, develops problem-solving skills and encourages connection of physical science concepts to everyday life. Lab work includes hands-on exercises in both areas including written reports and some use of the computer for data analysis. Three hours of lecture and two hours of laboratory per week. Students are encouraged to enroll as first or second year students.

Cross-Listed as: CHEM 115.

PHYS 120 - From Atoms To Stars: History of Science (WT) (3)

A mark of a great book is that everyone knows the ideas it contains even if most may not know that the book exists. Such is the case with Thomas Kuhn's *The Structure of Scientific Revolutions*. Kuhn's influence is felt every time one speaks of a "paradigm shift" or "disruption in the marketplace". This course examines revolutionary periods in western science in cultural and intellectual context, from ancient Greece, to the transformative periods of 16th and 17th century Europe, to modern revolutions in quantum theory, cosmology, complexity, and biology. Students will investigate the applicability of Kuhn's model in each situation. A study, designed for non-science majors, of developments in scientific thinking from Aristotle to Einstein. The focus of the course is on the transition from Aristotelian, to Newtonian, to Modern Physics. This course does not have a lab component.

Core Requirements: Humanities: Western Tradition (p. 13)

PHYS 141 - A Small Introduction to Big Science (SI) (3)

The term "Big Science" is a term to describe scientific research that requires large collaboration and significant resources. The resource requirements often mean that only federal agencies can support the research and the personnel resources often make the project international. We will introduce the Standard Models of Particle Physics and/or Cosmology. Depending on the topics covered we'll introduce the technological base of those project. For example accelerators and detectors that are used in particle physics experiments. We will examine a few specific projects for example the discovery of the Higgs Boson. We will discuss the scientific implications on society, including technology "spin-offs". We will have discussions on the cost-benefits for some "big science."

Prerequisite: Laboratory Science Course.

PHYS 180 - The Physics of Sound (4)

This laboratory course introduces students to the physics of sound: its production, transmission, and reception. Lecture and laboratory will give students the opportunity to study wave mechanics and its application to areas including but not limited to music, architecture, and human physiology.

PHYS 190 - Astronomy (NS) (4)

A survey of our current knowledge about the physical universe. Designed for the student interested in such topics as the solar system, nova, comets, stars, nebulae, galaxies, black holes, extraterrestrial life and who wants to increase his or her knowledge of our place in the cosmos. Includes observations of the night sky.

Core Requirements:

Science: Science of the Natural World

PHYS 197 - Topics: (3)

Selected topics offered on sufficient demand. Topics include particle physics, atomic and molecular physics, acoustics, biophysics, and solid state physics.

PHYS 199 - Independent Study (1- 4)

Independent study of topics approved by department.

PHYS 201 - Physics for Life Sciences I (NS) (4)

This is an introductory physics course with an emphasis on life science applications. Calculus will be used primarily for motivation of concepts and will be introduced as necessary. Topics include motion, dynamics, and force laws, conservation of momentum and energy, fluids, and thermodynamics.

Core Requirements:

Science: Science of the Natural World

PHYS 202 - Physics for Life Sciences II (4)

This is an introductory physics course with an emphasis on life science applications. Calculus will be used primarily for motivation of concepts and be developed in the course as necessary. Topics include electricity, magnetism, waves, optics, light, imaging, special relativity, atomic and nuclear physics.

Prerequisite: PHYS 201.

PHYS 221 - General Physics I (NS) (4)

Major topics include mechanics and thermodynamics. Vectors and calculus are used. Laboratory work is mainly an introduction to experimental techniques including the use of a computer.

Corequisite: MATH 151.

Core Requirements:

Science: Science of the Natural World

PHYS 222 - General Physics II (4)

Major topics include electricity, magnetism, optics and introductory atomic and nuclear physics. Extensive use of vectors and calculus. Laboratory work mainly emphasizes concepts and techniques.

Prerequisite: MATH 151; PHYS 221.

PHYS 235 - Computer Organization (4)

This course is designed to provide students with an introduction to the organization and architecture of digital computer systems. Topics include number systems, binary arithmetic, Boolean algebra, combinatorial and sequential logic circuits, and computer system components and their interrelationships. This course consists of both a lecture and a lab portion of hands-on hardware manipulation.

Prerequisite: COSC 211. Cross-Listed as: COSC 235.

PHYS 281 - Intermediate Laboratory (3)

Students gain experience with basic laboratory instrumentation and techniques, written and oral technical communication, and literature searching.

Prerequisite: PHYS 222.

PHYS 297 - Topics: (3)

Selected topics offered on sufficient demand. Topics include particle physics, atomic and molecular physics, acoustics, biophysics, and solid state physics.

PHYS 299 - Independent Study (4)

Independent study of topics approved by department.

PHYS 303 - Biological Physics (3)

This course will introduce a series of physical principles, based on statistical mechanics, which can be used to examine biological questions, specifically questions involving how cells function. Calculus will be used without apology.

Prerequisite: PHYS 222 or 202; CHEM 117 or 120. Cross-Listed as: BIOL 303.

PHYS 321 - Computational Physics (4)

Designed to prepare the student for upper-level physics courses by studying such topics as vector analysis, Fourier series, Laplace and Fourier transforms, and ordinary and partial differential equations of physical systems. Emphasis is placed on the development of computer-based computation skills. Recommended as a prerequisite for all courses numbered above 340.

Prerequisite: PHYS 222; MATH 152.

PHYS 331 - Electronics for Science and Engineering (4)

Theory and applications of DC and AC circuits. Theory of solid state devices such as diodes and transistors. Applications of these devices to power supplies, amplifiers, operational amplifiers, integrated circuits, analog to digital and digital to analog converters and other instrumentation.

Prerequisite: PHYS 222.

PHYS 341 - Analytical Mechanics (3)

Detailed study of kinematics, Newtonian dynamics and rigid bodies. Introduction to Lagrangian and Hamiltonian formulations.

Prerequisite: PHYS 321.

PHYS 351 - Statistical Physics and Thermodynamics (3)

Equations of state, ideal and real gases, laws of thermodynamics, introduction to statistical mechanics. Topics developed from both macroscopic and microscopic points of view. Double majors in Chemistry and Physics not planning to pursue graduate study in physics may, with departmental approval, substitute CHEM 301 and 302 for PHYS 351 to fulfill the physics major elective requirements.

Prerequisite: PHYS 321.

PHYS 361 - Electromagnetic Theory (3)

Electrostatics, dielectrics, magnetostatics, Faraday's induction laws, and Maxwell's equations. Working knowledge of vector calculus is assumed.

Prerequisite: PHYS 321.

PHYS 363 - Optics (4)

This course includes: 1) an introduction to modern concepts in optics including electromagnetic waves, propagation of light through media, geometrical optics of lenses and mirrors, interference, coherence, Fraunhofer and Fresnel diffractions; and 2) a brief introduction to modern optical applications, including Fourier optics, holography, light scattering, interferometry and laser technology.

Prerequisite: PHYS 321.

PHYS 371 - Modern Physics I (3)

Historical development of the transition from classical to quantum physics, Bohr's atomic theory, Schrodinger's equation and applications to atomic, nuclear, and solid state systems. Introduction to relativity and to elementary particles.

Prerequisite: PHYS 222.

PHYS 372 - Modern Physics II (3)

Applications of modern physics to atomic, nuclear, and solid state systems. Introduction to general relativity, elementary particles, and cosmology.

Prerequisite: PHYS 371.

PHYS 373 - Quantum Mechanics (3)

This course will cover the general structure and formalism of quantum mechanics. Topics will include: Schrödinger's Equation and solutions for one-dimensional problems; Dirac notation and matrix mechanics; the harmonic oscillator; the hydrogen atom; angular momentum and spin; and approximation methods.

Prerequisite: PHYS 371 or CHEM 302; PHYS 321.

PHYS 381 - Advanced Laboratory (W) (3)

Continuation of Physics 281. Includes an emphasis on independent technical writing. Taken senior year.

Prerequisite: PHYS 281.

PHYS 391 - Senior Thesis (3)

Directed investigations in theoretical or experimental physics for physics majors. Satisfies a requirement for graduation with distinction in physics. Students will propose, carry out, write, and defend a thesis project.

Prerequisite: Permission of the Department Chair.

PHYS 395 - Internship (4)

See Physics advisor

PHYS 397 - Topics: (3)

Selected topics offered on sufficient demand. Topics include particle physics, atomic and molecular physics, acoustics, biophysics, and solid state physics.

PHYS 399 - Independent Study (4)

Independent study of topics approved by department.

PSYC - Psychology**PSYC 115 - General Psychology (SS) (3)**

An introduction to the scientific study of human thinking, feeling, and behaving. Research from a variety of major areas is surveyed, including topics in biological, cognitive, and social psychology. The course emphasizes the strengths of scientific psychology, as well as the difficulties inherent in humans studying humans.

Core Requirements:

Sciences: Social Science

PSYC 199 - Independent Study (1- 4)

Individual study and research under direction of department faculty.

Prerequisite: Permission of the Instructor and Department Chair.

PSYC 200 - Drugs and Mental Health (3)

A detailed, critical, scientific analysis of the effects of the major categories of psychiatric drugs, for the treatment of depression, mania, anxiety, schizophrenia, borderline personality disorder and attention deficit/hyperactivity disorders. The course first focuses on understanding the research strategies that are used in the evaluation of psychiatric drugs. Then it uses this understanding to critically evaluate the research that has actually been done. Research comparing drug treatment to psychological treatment is also reviewed.

Prerequisite: PSYC course; BIOL course.

PSYC 210 - Life-Span Human Development (WB) (3)

An examination of human development throughout the life span, investigating the physical, cognitive and social changes that occur as we both age and reach cultural milestones (marriage, retirement, etc.). Genetic, cultural and other influences on development will be discussed,

along with the research methods psychologists use to separate and understand these influences. Students will learn how to optimize healthy development, and acquire new understanding of the developmental stage of others.

Prerequisite: Recommended but not Required Prerequisite: PSYC 115.

Core Requirements:

Orientation: Well-Being

PSYC 232 - Abnormal Psychology (4)

This course will provide students with a broad survey of psychological disorders. Students will examine typical clinical presentations of several major disorders, the theoretical foundations that underlie these disorders, and relevant research that informs our understanding of them. Topics covered include assessment, classification, etiology, and common treatments as they relate to the disorders covered.

Prerequisite: PSYC 115.

PSYC 235 - Counseling and Psychotherapy (4)

This course is an introduction to the field of counseling and psychotherapy beginning with an overview of basic skills and principles associated with being a counselor. The bulk of the course will focus on prominent theoretical orientations in psychotherapy, counseling and behavior change including such theories as cognitive, existential, humanistic, psychodynamic, interpersonal, systemic and multicultural psychotherapies. Students will be encouraged to think critically about their own perspective on mental health and behavior change as well as critically evaluate the various approaches to psychotherapy.

Prerequisite: PSYC 115.

PSYC 240 - Cognitive Psychology (3)

Focuses on basic human cognitive functions such as attention, perception, memory, problem solving, reasoning, decision-making, and language comprehension and production. Students will study foundational theories and historical experimental findings in the field of cognitive psychology, explore recent research trends (including findings from neuroscience and neuropsychology) and relate their understanding of cognitive psychology to their own personal experiences.

Prerequisite: PSYC 115.

PSYC 250 - Social Psychology (3)

This course surveys social psychology, which is the area of psychology that scientifically studies the manner in which individuals' thoughts, behaviors, and feelings are influenced by and influence others. Students will examine psychological research and theories about the social dimensions of human cognition, action, and emotion. Topics include the nature of the social self, how persuasion occurs, how love relationships form and last, why prejudice is so persistent, and why sometimes people fail to help those in need while others become inspiring exemplars of caring and courage.

Prerequisite: PSYC 115.

PSYC 260 - Behavioral Neuroscience (4)

The functioning of the neuron and nervous system will be explored, particularly as related to human behavior. Anatomical and physiological considerations regarding selected functions, including vision, audition, sleep, emotion, stress, memory, learning, and various disorders will be examined.

Prerequisite: PSYC 115; BIOL 110 or 120.

PSYC 270 - Statistics (4)

The basic course in statistical inference oriented toward the elements of description, estimation, and the testing of hypotheses. Topics include probability distributions, confidence intervals, tests of means, proportions, and differences, correlation and regression, analysis of variance, and chi-square tests of qualitative data. Principles are applicable to both social and physical sciences.

Cross-Listed as: ECON 270.

PSYC 271 - Research Methods (W) (4)

Covers basic methodology commonly used in psychology research, with an emphasis on experimental design. Students will learn characteristics essential for a well-designed research study, and learn to critically evaluate research they encounter. Students will also actively

engage in the research process by designing, carrying out, and reporting research in both an APA-style written report and a conference-style spoken presentation.

Prerequisite: PSYC 115; PSYC 270.

PSYC 299 - Independent Study (4)

Individual study and research under direction of department faculty.

Prerequisite: Permission of the Instructor and Department Chair.

PSYC 305 - Psychology and Christianity (3)

An examination of the relationship between psychology and Christianity, including basic assumptions, methods of inquiry, and areas of possible agreement and conflict. This course will compare psychological and Christian perspectives on topics such as guilt, self-worth, values, morality, self-change, counseling, human nature, evil, and sex. This course also includes an introduction to the psychological study of religion and religious experience. Topics will include dimensions of religiousness, psychological explanations for conversion and spiritual experience, theories of the role of religion in human experience, and the relationships between religion and health.

Prerequisite: PSYC 115; RELI 110.

PSYC 310 - Child Psychology (4)

This course will explore the cognitive, emotional, and social lives of children, as they interact with their multiple environments (family, peer groups, school, and community networks). Students will learn research and theory that informs our understanding of children, and will also investigate practical ways of applying this knowledge to improve children's lives, through in-class activities, visits from local professionals, and a weekly service-learning commitment.

Prerequisite: PSYC 270.

PSYC 325 - Behavior Modification and Assessment (3)

An in-depth study of behavior modification and assessment, its major assumption and issues, basic principles and methods, and applications. In addition, the student is required to design and carry out behavior modification projects under direct supervision of the instructor.

Prerequisite: PSYC 115.

PSYC 332 - Psychological Measurement and Diagnosis (4)

This course will focus on conceptual and technical issues involved in psychological assessment. Methods used by psychological professionals to understand and quantify human behavior, abilities, and traits will be explored. Topics covered will include the development of good psychological measures, how assessment information should be used, and how to critically evaluate existing psychological measures. A number of measures commonly used in clinical and research settings will be examined.

Prerequisite: PSYC 270; PSYC 232.

PSYC 335 - Human Relations (3)

This course will focus on basic helping skills employed in psychotherapy from a theoretical integrative perspective. These skills are useful across the spectrum of professional fields. Using a three-stage approach, students will develop skills in the problem exploration, insight building, and action phases of personal change. Students will participate in experiential lab sessions, discussions and self-reflective work. Recommended (but not required) pre-requisite: PSYC 235.

Prerequisite: PSYC 115.

PSYC 350 - Social Science Research Methods (W) (4)

An interdisciplinary approach to basic social science research methods. The course introduces students to the several research methodologies used within the social sciences. Students participate in all stages of a research project.

Cross-Listed as: GOVT 350; SOCI 350.

PSYC 355 - Positive Psychology (3)

A study of the human strengths and virtues that enable people to thrive, this course surveys the emerging field of Positive Psychology, focusing on major theories and latest research findings. This course will examine research on topics such as happiness, purpose and meaning in life, growth through adversity, forgiveness, humility, and humor. Students will read and discuss research, try out and analyze practical ways of promoting psychological wellbeing, and design and carry out a research project.

Prerequisite: PSYC 115.

PSYC 391 - Practicum (2- 4)

Supervised field experience in settings where psychology is practiced or applied.

Prerequisite: Junior Standing; Instructor permission.

PSYC 393 - Directed Research I (1- 3)

Students will be involved in carrying out one or more empirical research projects currently being conducted by the supervising faculty member. Students will meet regularly with the faculty member, read relevant research articles and collect, enter, code, or analyze data. Required application and recommendation forms for this course are available from the supervising faculty member or on the Psychology Department's website at: www.augie.edu/dept/psych/research.html. Preference will be given to students who plan to apply to graduate school.

Corequisite: PSYC 271; Approval of Supervising Faculty Member.

PSYC 394 - Directed Research II (1- 3)

Students will be involved in carrying out one or more empirical research projects currently being conducted by the supervising faculty member. Students will meet regularly with the faculty member, read relevant research articles and collect, enter, code, or analyze data. Required application and recommendation forms for this course are available from the supervising faculty member or on the Psychology Department's website.

Prerequisite: PSYC 271; Approval of Supervising Faculty Member.

PSYC 397 - Topics: (3)

Special Topics in Psychology.

PSYC 399 - Independent Study (4)

Individual study and research under direction of department faculty.

Prerequisite: Permission of the Instructor and Department Chair.

PSYC 400 - Senior Seminar (3)

This discussion-based seminar will explore some of the most important recent advances in psychology. Students will read a selection of best-selling books popularizing research conducted by top scholars in various areas of psychology (e.g., cognitive, developmental, social, clinical). In addition, students will read original research articles upon which the books were based. Discussions will center on critical evaluation of the research, and how to apply research findings to students' intended careers and personal lives. Must have completed 3 PSYC courses prior to taking PSYC 400.

Prerequisite: JR or SR standing; At least 3 PSYC courses..

PSYC 498 - Senior Research Project (3- 4)

Psychology majors may complete an independent research project under the supervision of a Psychology faculty member. To enroll in this course, students will need to complete an Independent Study proposal form (available through the registrar: <http://www.augie.edu/online-forms>) describing the proposed project. Interested students are strongly encouraged to contact a faculty supervisor and begin planning this project at least one semester prior to enrolling in the course.

Prerequisite: PSYC 271; Approval of Supervising Faculty Member. Recommended (Not Required) Prerequisite: PSYC 393.

RELI - Religion

NOTE: RELI 110 is a pre-requisite for all 200, 300, and 400-level courses.

RELI 110 - Exploring the Christian Faith (CT) (3)

An introduction to the academic study of the Judeo-Christian tradition which acquaints the student with scholarly methods of study as well as central biblical/theological concepts and vocabulary as they relate to, and are in dialogue with, philosophical, historical and theological questions of value and commitment.

Core Requirements: Humanities: Christian Tradition

RELI 199 - Independent Study (4)

Research in a special area, supervised by an instructor.

Prerequisite: Permission of the Department Chair.

RELI 200 - Reason, Faith and the Search for Meaning (RT) (3)

A study of those issues which are of common concern to philosophy and religion. Topics focused upon include: the nature and function of religion; the existence and attributes of God; the claims of reason and the claims of faith; God and the problem of evil; the meaning of religious statements; religious experience and the inexpressible; religion and morality; human freedom and the meaning of life. Tradition and Culture course.

Prerequisite: RELI 110. Cross-Listed as: PHIL 200.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 210 - Ethical Perspectives (RT) (3)

An introductory exploration of basic ethical issues from different philosophical perspectives as well as from the vantage point of the Christian faith. This course is designed to encourage a thoughtful appraisal of the deep questions of life within the broadest possible context. Tradition and Culture course.

Prerequisite: RELI 110. Cross-Listed as: PHIL 210.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 211 - The Bible and The Detective Story (RT) (3)

An exploration of biblical and secular narrative with particular attention to their compositional conventions, theological convictions, and literary connections. Text and Context course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 212 - Lessons in Living: Biblical and Contemporary Reflections on Wisdom (RT) (3)

An exploration of the biblical wisdom books of Proverbs, Ecclesiastes, Job, and Song of Songs in conjunction with contemporary reflections on wisdom. Text and Context Course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 213 - Power, Politics, and the Biblical Prophets (RT) (3)

An exploration of the prophetic biblical literature with particular attention to the historical situation of the prophets as well as the contemporary relevance and importance of their message. Text and Context course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 214 - Telling Stories, Disrupting Order: Gospels and Other Transformations (RT) (3)

The stories of the Christ are painted out of the events of the life of Jesus. In this course we will explore the ways this single human life was (and is) told and understood as a drama of cosmic transformation. Text and Context Course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 216 - God: The Problem and the Promise (RT) (3)

An exploration of various biblical and theological, historical and contemporary images used to portray and characterize God, including a discussion of the advantages and limitations of these conceptions for an intelligible and credible understanding of God. Tradition and Culture course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 219 - God, Suffering, and Evil (RT) (3)

This course will analyze various theological and Biblical texts which seek to reconcile a suffering world to a moral God. The course will also examine the traditional problem of evil. Contemporary Issues course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 241 - Theology and Philosophy in Dialog (RT) (3)

This course is a survey of Western philosophical thought with the purpose of introducing students of theology to the philosophical ideas which have had a significant influence on the development of Christian theology. Tradition and Culture Course.

Prerequisite: RELI 110. Cross-Listed as: PHIL 241.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 243 - Religion and Science: Conflict, Conversation, Consonance (RT) (3)

This course will develop the theological implications of the Christian doctrine of creation in light of current conversations between religion and science. The major topics of the course are: 1) a survey of the doctrine of creation, 2) theories, models, metaphors, and paradigms, 3) epistemological issues, and 4) spiritual dimensions of the doctrine of creation.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 245 - After Auschwitz: The Holocaust and Christian Faith (RT) (3)

The word "Shoah" means desolation of cosmic proportions. Auschwitz and the killing of six million Jews from 1939-1945 was a "Shoah." This course examines how the "holocaust" has and should affect Christian faith and life. Tradition and Culture course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 247 - From Plato to Genesis to Job: The Question of Justice (RT) (3)

This course addresses the great issues of justice, both human and divine. What is justice? Does God act justly? Can human beings act justly? This course will focus on a close and careful reading of three important primary texts: the Republic of Plato, the book of Genesis, and the book of Job. Each text provides a different perspective on the problems of justice and its relevance for forgiveness, community, religion, punishment, and natural injury. Text and context course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 248 - Different Voices: Christian Faith and World Religions (RT) (3)

This course will explore the dilemma facing traditional Christianity regarding the World's religions. The primary questions to be addressed are: How should Christians engage other world religions? In what ways have different Christians theologically dealt with other religions? What are the positive and negative ways that Christianity has related to other religions? Is it inevitable that the religions of the world must be in conflict with each other? Are all religions equally true? As the world gets smaller and smaller how ought contemporary

Christians deal with their evangelical vocation to share the Gospel of Jesus Christ? How do other religions help or hinder Christians from dealing with their understanding of evangelism, anthropology and Christology? These and other questions will be discussed and debated.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 250 - Story, Faith, and Meaning: Biblical Origin Stories (RT) (3)

In voicing the proposition: "We tell ourselves stories in order to live," essayist Joan Didion asserts that humans derive meaning through stories. Stories shape and interpret life events (real or imagined) so as to yield meaning. This course will study the foundational (origin) stories of both the Old Testament and the New Testament in order to observe how these origin stories shape the faith of confessing communities and yield important conversations about divine and human nature and the meaning of life.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 251 - Judaism, Islam and the Christian Faith (RT) (3)

This course examines the similarities and differences between Judaism, Islam and Christianity. We will analyze the beliefs, scriptures, rituals, history and cultural contexts of each tradition. We will also discuss the risks, dangers, and benefits of studying somebody else's religious tradition. Tradition and Culture course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 254 - Theology, Medicine and Ethics (RT) (3)

This course is a study of theological perspectives on issues in contemporary medicine. Rigorous intellectual attention will be given to the ways in which religious practices, beliefs, and institutions form and are formed by experiences of illness, health, and medical sciences. Contemporary Issues Course.

Prerequisite: RELI 110.

RELI 255 - Religion, Politics and Violence (RT) (3)

This course examines the relationship between religion, violence and the Christian Faith. From the pacifism of Jesus and the early Christians to scriptural stories about God commanding and using violence to the Crusades to the Just War Theory, and to contemporary discussions about religion and violence, we will wrestle with why certain religious believers feel compelled to use violence. Tradition and Culture course.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 257 - The Incarnation of Creation: Composing Worlds/Lives (RT) (3)

This course introduces students to constructive theology by utilizing the metaphor of the arts to interpret the practice and formation of the Christian faith.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 260 - The Geography of God's Incarnation: Landscapes and Narratives of Faith (RT) (3)

What does geography have to do with our spirit, with God's Spirit? The course is a theological and pastoral response to that question. We will explore the doctrine of the incarnation through the lens and metaphor of geography and place in Christian theologies, with specific attention to Native American theologies.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations

RELI 261 - Reformation and Revolution: Confessing Movements in the Church Catholic (RT) (3)

This course explores the Lutheran traditions in conversation with other theological, historical, and cultural movements within the Church catholic. Specific emphasis will include theological doctrines and beliefs, confessional documents, organization, practice, history, and the location of Lutheran traditions within an ecumenical context.

Prerequisite: RELI 110.

Core Requirements:

Intersections: Religious Traditions and Theological Conversations (p. 14)

RELI 299 - Independent Study (3- 4)

Research in a special area, supervised by an instructor.

Prerequisite: Permission of Department Chair.

RELI 320 - Seminar in Biblical Studies (W) (3)

A concentrated study of a particular topic in biblical studies. Possible topics include studies in: the Pentateuch; the Dead Sea Scrolls; the Fourth Gospel; and Apocalyptic writings.

Prerequisite: RELI 110; RELI 200-level course.

RELI 330 - Exploring Judaism (W) (3)

This course will seek to understand and examine the religion of Judaism and the history of the Jewish people. The history of Judaism will be given major emphasis along with the basic beliefs and rituals. The Jewish philosophical and mystical traditions will be discussed. Judaism in America and the State of Israel will be a central concern. Attention will also be given to why so much hatred has been directed historically toward the Jewish people. Tradition and Culture Course.

Prerequisite: RELI 110.

RELI 332 - Seminar in Contemporary Theology (3)

A seminar devoted to reading 20th and 21st Century theologians.

Prerequisite: RELI 110; RELI 200-level course.

RELI 335 - Confessing Like a Lutheran (3)

What did it mean to say you were a "Lutheran" during Luther's time? What does it mean today? Are they the same? What Lutherans have understood as normative for Lutheran teachings was not static from the outset. "Confessing Like a Lutheran" traces the historical development and content of the Lutheran Confessions through a thorough analysis of the agreements, disagreements and settlements that shaped Lutheranism for generations to come.

RELI 341 - World Religions: Hinduism and Buddhism (3)

This course examines and works to understand the scriptures, philosophical/mystical traditions, rituals, holy days and holy places that are central to the religions of Hinduism and Buddhism. We will also explore the historical and geographical diversity of each tradition. A significant part of the course will be an examination of the many ways the two traditions have interacted with each other. Throughout the course students will explore how Hinduism and Buddhism differ from the monotheistic religions. Tradition and Culture course.

RELI 395 - Internship (3- 4)

An internship provides work experience under an ordained supervisor with a department member as advisor. Limited to students who are pre-seminary or considering seminary.

RELI 399 - Independent Study (4)

Research in a special area, supervised by an instructor.

Prerequisite: Permission of Department Chair.

RELI 400 - Senior Thesis (3)

In consultation with a faculty member, a second semester senior will select a research topic. With supervision from the faculty member, the student will research and write a paper during the semester. At a final senior thesis forum, the student will present his/her paper to fellow seniors as well as the faculty of the Religion and Philosophy Department.

Prerequisite: RELI 300; RELI 320; RELI 332; Senior Status.

SOCI - Sociology

SOCI 110 - Contemporary Society (SS) (3)

Students will understand their personal life in relation to broader social structures and change. This awareness is accomplished through the application of the sociological perspective to human interactions, relationships, groups, and social institutions.

Core Requirements:

Sciences: Social Sciences

SOCI 210 - Sociology of Families (3)

A sociological examination of family dynamics with emphasis upon the development of the self, interaction patterns in mate selection, marriage and parenthood; and the effects of social class and ethnicity upon the family. The focus is upon contemporary American society with attention to historical and cross-cultural comparisons.

SOCI 220 - Social Gerontology (3)

In addition to a thorough examination of theoretical perspectives on aging, the course will also address other social dimensions of the aging experience. Special emphasis will be devoted to social roles and life events while exploring the interrelatedness of aging and social institutions (health, politics, economics, religion, and family).

Cross-Listed as: GERO 220.

SOCI 230 - Medical Sociology (3)

A survey of the relationship between social cultural backgrounds and medical and health practices. Topics include the socio-cultural context of illness; role of medical specialists in modern society; and the hospital as a social organization.

SOCI 235 - Gender, Work and Family (3)

Although Americans tend to think of gender, work and family only in terms of private experience, these actually constitute three distinct but closely interconnected social systems which have profound impact on the life experiences of everyone. The course will examine the historical connections among these social institutions as well as the changes that have occurred and are occurring.

Cross-Listed as: GENS 235.

SOCI 250 - Delinquency and Crime (3)

Introduces student to the problems of crime and delinquency, especially the nature and extent of crime, theories of criminal behavior and social response to crime.

SOCI 260 - Sociology of Gender (3)

Examines the various ways in which gender is a basic component of social organization in contemporary and traditional societies and the ways in which this aspect of society is currently undergoing change.

SOCI 270 - Introduction to Archeology (NW) (3)

The course is organized around the broadest possible definition of archeology: the study of artifacts in relation to human behavior at any time and place. Tracing the journey of humankind across two million years of evolution from crude chopping tools to high speed computers, archeology provides a framework for reading the stories of change from the material evidence. SOCI 270 or 271 may be counted toward the SOCI major, but not both courses.

Cross-Listed as: ANTH 270.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

SOCI 271 - Cultural Anthropology (NW) (3)

An anthropological study of diverse cultures, past and present, focusing upon technologies and structure, kinship and family patterns, political relations, religious concepts, and artistic forms. SOCI 270 or 271 may be counted toward a SOCI major, but not both courses.

Cross-Listed as: ANTH 271.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

SOCI 280 - Race, Ethnicity and Multiculturalism (3)

This course explores the dynamics of multicultural society. It takes a dual focus - one detailing the subjective processes of identity construction among diverse racial and ethnic groups and the other examining the experiences and consequences of discrimination and oppression. Particular attention will be paid to contemporary issues of multiculturalism.

SOCI 297 - Topics: (3)

Examples of possible topics courses: Rural Studies; Human Communities; Sociology of Religion; Social Change.

SOCI 312 - Deviance and Social Control (3)

An examination of the social processes and structures related to deviation from the norms of society. Attention will be focused on the following kinds of questions: How and why do certain persons and kinds of behavior come to be designated as deviant? What are the consequences of these processes? What methods are used to prevent and/or control deviance and what are the consequences of these methods?

SOCI 320 - Native American Social Systems (NW) (3)

This course presents an "institutional" approach to Native American (specifically Lakota) society from pre-European contact to the present. It explores Lakota social institutions (political, economic, family, religious, and educational systems) prior to European contact, and examines the impact of non-Indian structures on the historical development of Lakota social institutions. This course fulfills the State of South Dakota's teacher certification requirement.

Cross-Listed as: NAST 320.

Core Requirements:

Perspectives: Non-Western Societies, Cultures and Traditions

SOCI 330 - Race and Gender in Medicine and Health (3)

We will explore the ways that social categories of race and gender influence how medical knowledge is produced, interpreted, and experienced. Medical Sociology is a vast field of study; accordingly, this course focuses on a selection of key themes and the ways that gender and race are enmeshed in these themes. In particular, we will examine the differing ways that: genetic research, "physician-patient" dynamics, health outcomes, and illness, are part of cultural processes in contemporary society. Discussion and critical analysis of these topics are based primarily on monographs and academic literature from: sociology, medicine, epidemiology, medical anthropology, and ethics case studies.

SOCI 340 - Social Inequality (4)

An examination of social stratification which primarily explores the intersection of social class, race-ethnicity, and gender. Primary emphasis is on the system of stratification within the United States. Students will understand how these inequalities interact by exploring historical and contemporary realities of these inequalities from the voices of marginalized groups. Students will also examine classical and contemporary theoretical explanations and current solutions offered for social inequalities.

SOCI 350 - Social Science Research Methods (W) (4)

An interdisciplinary approach to basic social science research methods. The course introduces students to the several research methodologies used within the social sciences. Students participate in all stages of a research project.

Cross-Listed as: GOVT 350; PSYC 350.

SOCI 360 - Sociological Theory (4)

This course presents a survey of the major European and American social theorists and theories of the late 19th and 20th centuries. Theories are tools that help sociologists understand their lives, communities, and place in history. The goal is to help students develop both an appreciation for the ideas of specific "great thinkers" and develop their skills in thinking theoretically. The course emphasizes the theoretical knowledge, application, and development.

SOCI 395 - Internship (3)

Internship in Sociology related field.

SOCI 397 - Topics: (3)

Examples of possible topics courses: Rural Studies; Human Communities; Sociology of Religion; Social Change.

SOCI 398 - Honors in Sociology (3)

Individual research project to earn Sociology Department Honors.

SPAN - Spanish

SPAN 110 - Introduction to Spanish I (L1) (3)

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

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

SPAN 111 - Introduction to Spanish II (L2) (3)

The second in a two-semester sequence designed to help students develop beginning language proficiency in Spanish through listening, speaking, reading, and writing. Students will also gain an initial awareness of Spanish and Hispanic cultures.

Prerequisite: SPAN 110 or Placement Exam.

Core Requirements:

Perspectives: Languages

Must take a two semester sequence of the same language for this requirement.

SPAN 197 - Topics: (3- 4)

Opportunities for students to explore and to study selected topics in Spanish and Hispanic civilizations and cultures. Content will vary.

SPAN 199 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

SPAN 210 - Intermediate Spanish I (4)

The first in a two-course sequence designed to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Hispanic cultures. Conducted in Spanish.

Prerequisite: SPAN 111 or Placement Exam.

SPAN 211 - Intermediate Spanish II (4)

The second in a two-course sequence to develop further students' proficiency in Spanish through speaking, listening, reading, and writing, and to expand students' knowledge of Spanish and Hispanic cultures. Conducted in Spanish.

Prerequisite: SPAN 210 or Placement Exam.

SPAN 230 - Spanish Conversation (3)

This course provides students with an opportunity to develop their oral expression in Spanish and continue developing their grasp of key grammar concepts and vocabulary. Students will engage in a variety of activities including group and class discussions about contemporary issues, debates, and presentations and other kinds of "sharing" projects. This course is administered entirely in Spanish.

SPAN 240 - Arab and Jewish Influence in Spain and Morocco (4)

An interim abroad course that traces the Jewish and Arabic influences on Spanish culture. Conducted in English and Spanish.

Prerequisite: SPAN 111.

SPAN 241 - Chile: Land of Contrasts (4)

An interim abroad course that examines the culture, history, and economic and political realities of fifteen regions of Chile. Conducted in English and Spanish.

Prerequisite: SPAN 111.

SPAN 250 - Spanish for Health Care Professionals (3)

An intermediate Spanish course that focuses on the acquisition of the Spanish terminology and grammar necessary for health professionals to communicate effectively with their Hispanic patients. Conducted in Spanish.

Prerequisite: SPAN 111.

SPAN 297 - Topics: (3- 4)

Opportunities for students to explore and to study selected topics in Spanish and Hispanic civilizations and cultures. Content will vary.

SPAN 299 - Independent Study (4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

SPAN 310 - Modern Spanish Grammar (3)

An in-depth explanation of the structure of Spanish grammar, emphasizing problematic areas and proficiency in verb tenses. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 320 - Spanish Conversation and Composition I (W) (4)

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

Prerequisite: SPAN 211.

SPAN 321 - Spanish Conversation and Composition II (W) (4)

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

Prerequisite: SPAN 211.

SPAN 340 - Spanish Civilization and Culture (3)

A study of the social, cultural, and political influences that have shaped present-day Spain. Includes geography and a survey of Spanish history. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 341 - Latin American Civilization and Culture (3)

A study of the social, cultural, and political influences that have shaped present-day Latin America. Includes geography and a survey of Latin American history. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 360 - History of the Literature of Spain I (3)

A survey of the literary movements of Spain. This course will cover Spanish literature from the "Poema del Cid" through the Golden Age drama. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 361 - History of the Literature of Spain II (LT) (3)

A survey of the literary movements of Spain. This course will concentrate on the nineteenth century and contemporary Spanish writers. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 362 - History of the Literature of Latin America (3)

Background material on the literary movements of the colonial period. Special emphasis on the modernists of the late nineteenth century and contemporary South America writers. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 370 - Modern Latin American Novel (3)

A study of important novelists of the twentieth century from a number of Latin American countries. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 380 - Spanish Seminar: (3)

Individual courses designed for advanced students to concentrate on specific areas of Spanish language, and Hispanic literatures and cultures. Course content will vary. Conducted in Spanish.

Prerequisite: SPAN 211.

SPAN 395 - Internship (3- 4)

Opportunity for students to improve language proficiency and to acquire practical knowledge through off-campus work in public or private settings.

Prerequisite: Permission of Instructor and Department Chair.

SPAN 396 - Topics in Hispanic Literature (LT) (3)

Opportunities for students to explore and to study selected topics in Spanish and Hispanic literatures. Content will vary. Conducted in Spanish.

Core Requirements: Humanities: Literature

SPAN 397 - Topics: (3- 4)

Opportunities for students to explore and to study selected topics in Spanish and Hispanic civilizations and cultures. Content will vary.

SPAN 399 - Independent Study (1- 4)

Independent study of topics approved by department.

Prerequisite: Permission of Instructor and Department Chair.

SPAN 400 - Honors Thesis (1)

Designed with and approved by a supervising SPAN faculty member, the honors thesis allows students to pursue additional study and research in world languages, cultures and literatures. Students work under the supervision of an individual thesis director. A public presentation in Spanish is required. Grading system: A-F only. Conducted in Spanish.

Prerequisite: Permission of Instructor.

SPED - Special Education

SPED 120 - Introduction to Special Education (3)

This course provides a survey of current knowledge on individuals with disabilities. It is a course requirement for all Special Education minors and majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e., Sociology, Psychology, OT, and PT minors/majors). Content includes historical factors, legislation, characteristics, educational strategies, existing and emerging technologies, assessment, and support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality, including both high incidence (LD, EBD, ASD, and CI) and low incidence disabilities.

SPED 236 - Foundations of LD and CI (3)

During the learning disabilities (LD) portion of the course, students will study the cognitive, linguistic, social, and educational characteristics of children and adolescents with specific learning disabilities. The course will include a historical overview of the field of LD and a focus on dyslexia and attention deficit hyperactivity disorder. The course also will include an orientation to research-based teaching strategies and an electronic practicum. The cognitive impairments (CI) portion of the course will examine various disabilities, in which a cognitive impairment may be present, such as fragile X, fetal alcohol syndrome, cerebral palsy, and others. Students will learn how a cognitive impairment impacts physical, educational, and psychological development. The array of services needed across the lifespan to promote inclusion in school and society will be discussed. A field experience will be included.

SPED 240 - Teaching in Inclusive Schools (3)

This course is required for all elementary, secondary and K-12 education majors who do not have a major or minor in Special Education. The course provides information on the characteristics of students with disabilities, special and general education service delivery models, and making adaptations that support inclusion of students with disabilities in education settings. A 15-hour field experience is required.

Prerequisite: EDUC 275.

SPED 257 - Foundations of ASD and EBD (3)

This course is a requirement for all Special Education minors and majors and is also recommended for those who plan on working with students with emotional/behavioral disorders (i.e., Psychology and Sociology majors). During the emotional/behavioral (EBD) portion of this course, students will discuss the social, behavioral, emotional and educational characteristics of children and adolescents with ODD, CD, ADHD, and other related subcategories of EBD. The autism (ASD) portion of the course will examine the history, etiology, screening, and evaluation process ASD. Students will understand the characteristics of ASD and how the sensory system can be impacted. Strategies to develop and enhance communication and socialization skills across the life span to ensure inclusion of individuals with ASD will be discussed.

SPED 270 - Introduction to Autism Spectrum Disorder (2)

This course will examine autism spectrum disorders and how individuals and families are affected by the disorder. The screening and evaluation process will be described. Students will understand the characteristics of autism spectrum disorders and how the sensory system can be impacted. Instructional strategies and assistive technology will be demonstrated and implementation techniques will be addressed. Approaches to develop and enhance social skills across the life span to ensure inclusion of individuals on the autism spectrum will be discussed.

SPED 280 - Practicum: Children and Youth with Disabilities (3)

This field experience requires 75 hours of observation and direct participation in a school or agency that serves children or adolescents with disabilities. Students are required to reflect upon and document their experience through journals, case studies and artifacts. The practicum is supervised and requires pre-registration clearance. Grading System: S/U only

SPED 299 - Independent Study (4)

Special topics in all aspects of special education. Individual work in an on-campus or an off-campus project.

Prerequisite: Permission of Department Chair.

SPED 301 - IEP Development (3)

This course focuses on conceptualizing and developing high-quality Individualized Education Programs (IEP's) for students with mild and moderate disabilities. Students will use assessment data from case studies for drafting, revising, and finalizing annual review and three-year re-evaluation IEP's that meet the requirements of state and federal special education legislation. It is suggested that this course be taken after at least one special education methodology course.

SPED 312 - Collaboration and Assessment (3)

This course acquaints students with the instruments and procedures used when identifying and evaluating students with disabilities. Basic test and measurement concepts will be applied to the administering, scoring, and interpreting of commonly used assessment instruments. Communication, consultation, and collaboration among educators, related service providers, paraprofessionals, and parents will be discussed.

SPED 336 - Methods in LD and CI (3)

During the learning disabilities (LD) portion of the course, emphasis will be given to research-based intervention strategies for serving children and adolescents with specific learning disabilities in the areas of reading, written language, and mathematics. A review of current research and practices will be pursued in order to provide a perspective of the field for special educators and classroom teachers. The course will emphasize practice with research-based teaching strategies and will include a practicum. The cognitive impairments (CI) portion of the course will emphasize the instructional methods and techniques used when teaching students with cognitive impairments in self-contained and inclusive settings. Major course topics will include arranging educational environments, utilizing chaining and prompting systems, managing challenging behaviors, developing a functional curriculum, and writing IEP's for students with cognitive impairments. A field experience will be included.

SPED 357 - Methods in ASD and EBD (3)

During the autism spectrum (ASD) portion of the course students will learn evidence-based practices such as discrete trial teaching, social stories, pivotal response training, and video modeling. Students will become familiar with Boardmaker, a computer-generated program, to create visual supports for students. Various assistive technology and voice output devices will be discussed. A field experience will be

included. The emotional/behavioral (EBD) portion of the course focuses on principles of prevention and intervention designed for youth with EBD. A psycho-educational approach that is grounded in relationships, building resilience, trauma informed care, behavior management, crisis intervention, and creating encouraging environments serves as the foundation of the course. A field experience will be included.

SPED 399 - Independent Study (1- 4)

Special topics in all aspects of special education. Individual work in an on-campus or an off-campus project.

Prerequisite: Permission of Department Chair.

SPED 487 - Student Teaching: Special Education (1-12)

Students seeking K-12 special education teacher certification will participate in advanced field experiences while under the supervision of qualified teachers. Students must meet all of the requirements set forth in the Teacher Education Handbook. Grading System: S/U only.

Prerequisite: Permission of instructor; Senior standing.

THEA - Theatre

THEA 095 - Theatre Backstage Practicum (0- 1)

Credit for this course will be granted to students for regular, weekly, supervised work on the technical crews for an Augustana theatrical production. Students must register for this practicum at the beginning of the semester and report to the instructor for work responsibilities. May be repeated to a maximum of 4 credit hours. Grading System: S/U only

THEA 096 - Theatre Performance Practicum (0- 1)

Credit for this course will be granted upon being cast in a role in an Augustana main stage production, or for carrying out the duties of assistant director or stage manager (at the discretion of the director). May be repeated to a maximum of 4 credit hours. Grading System: S/U only.

THEA 097 - Theatre Performance: Lead Role (0- 1)

Credit for this course will be granted upon being cast in a lead role in an Augustana main stage production (at the discretion of the director). May be repeated to a maximum of 4 credit ours. Grading System: S/U only.

THEA 115 - The Theatre Experience (A) (3)

An introduction to the art of theatre through direct exposure to theatre productions as audience, critic and participant. The goal is greater appreciation and understanding of the diverse styles and artists which make up the world of theatre.

Core Requirements: Arts (p. 15)

THEA 117 - Acting I (A) (3)

This course focuses on the process and techniques of acting, including: script analysis, character analysis, techniques used in building character for performance. Class will include lectures, activities, discussion, and student performances of scenes from plays.

Core Requirements: Arts (p. 15)

THEA 125 - Script Analysis (3)

This course is designed to teach the student how to analyze scripts in terms of and in preparation for performance and production, regardless of theatrical specialization. The student will learn basic concepts and terminology associated with dramatic literature, examine several genres and their traits, and discover means of presenting the playwrights' ideas on the stage.

THEA 136 - Stagecraft (3)

This course introduces the student to basic stage production, scenic painting, props, construction, basic electricity, lighting and sound. Some introduction to the organization of technical areas as they relate to the total production will also be included. Students will directly apply coursework through Augustana theatre productions.

THEA 137 - Costuming and Make-Up Fundamentals (3)

This course introduces the student to basic costume design, selection and building and make-up design and application. Students directly apply coursework through Augustana theatre productions.

THEA 199 - Independent Study (1- 3)

Individual work under the direction of departmental faculty. This option is designed for Theatre majors who seek an opportunity for in-depth study beyond the scope of departmental course offerings. This option is considered in addition to departmental offerings and does not take the place of required course work.

Prerequisite: Permission of the Instructor and Department Chair.

THEA 208 - Improvisation (A) (3)

This course focuses on the process and techniques of improvisational acting, sketch writing, and performance. Over the course of the semester, students will explore long and short form improvisation, learn the rules of collaborative scene building, and engage in sketch comedy writing. In addition to critically examining examples of improv and sketch comedy, students will develop a class improv team and craft a public performance at the end of the semester.

Core Requirements: Arts (p. 15)

THEA 215 - Theatre History and Literature I (WT) (3)

A historical study of theatrical history from its origins through the Renaissance. The course will examine how theatre reflects the society of the time through its dramatic literature, performance styles, technological developments and practitioners.

Core Requirements: Humanities: Western Tradition (p. 13)

THEA 216 - Theatre History and Literature II (WT) (3)

A historical study of theatrical history from the Restoration to the present day. The course will examine how theatre reflects the society of the time through its dramatic literature, performance styles, technological developments and practitioners.

Core Requirements: Humanities: Western Tradition (p. 13)

THEA 217 - Acting II (3)

This class focuses on developing the actor's awareness of the voice and body as tools for performance. Content includes: anatomy, breath awareness, energy work, movement analysis, neutral mask, and assessment of physical and vocal risk. Also covers basic foundations of hand-to-hand combat. Content approaches will include: Laban, Feldenkrais, Linklater and others.

THEA 225 - Directing I (W) (3)

A course examining the role of the director in the creation of theatrical productions. Includes lab work, discussion and written work explaining the theories and techniques of directing.

Prerequisite: THEA 125.

THEA 234 - Theatre and Community (3)

Students explore how theatre can move beyond the stage to successfully interact with community. Students articulate their own values and learn how these can be applied theatrically within various contexts. Students gain background, techniques and applications of various performance forms.

THEA 236 - Drafting and Rendering for Theatre (3)

This course focuses on concepts and application of drafting and rendering for the theatre. The goal of this course is to develop a student's competency in the specializations of hand drafting and computer aided drafting and rendering.

THEA 297 - Topics: (3)

The Department of Communication and Theatre will occasionally offer special seminars on timely subjects of interest to departmental majors.

Prerequisite: Permission of Instructor.

THEA 299 - Independent Study (3- 4)

Individual work under the direction of departmental faculty. This option is designed for Theatre majors who seek an opportunity for in-depth study beyond the scope of departmental course offerings. This option is considered in addition to departmental offerings and does not take the place of required course work.

Prerequisite: Permission of the Instructor and Department Chair.

THEA 320 - Acting III (3)

This course is an extension of Acting II and will vary to meet the individual needs of the student. To achieve this goal, a variety of actor-training techniques may be studied, including: script analysis, improvisation, acting theories, and specific acting styles.

Prerequisite: THEA 220.

THEA 322 - Acting IV (3)

This course focuses on cultivating tools and strategies for the professional development of the actor. Material covered includes: auditioning, actor's portfolio development, resume, monologue scores, voice over recordings, alternative employment opportunities (artist-in-resident). Students will learn how to investigate opportunity, develop a network, and prepare for professional auditions and interviews.

Prerequisite: THEA 320.

THEA 325 - Directing II (3)

An advanced course in stage directing that relies on discussion of advanced directing ideas, experimentation with various directing theories, and culminates in the staging of a production.

Prerequisite: THEA 225.

THEA 336 - Scenography (3)

This is an advanced course in the theory and practice of scenography. Students will become familiar with terms, concepts, and the application of design principles for scenery, costume, and lighting design. The course has a strong visual component and students will be expected to work on developing traditional and computer aided visual representation skills. In-class drawing exercises are incorporated throughout the semester.

THEA 340 - Stage Management (3)

This course provides the student with practical information and knowledge of methods to professionally stage manage theatre productions including straight plays, musicals, theatre for young audiences and cabarets. The course will include completing a production book and prompt script.

THEA 350 - Senior Seminar (1)

This course gives senior Theatre majors the opportunity to finalize their portfolio, resume and senior showcase event. Theatre majors from all areas in the major will gather weekly with the Theater faculty to discuss their individual work, as well as investigating professional, 'real world' parallels to that work. Grading: S/U

Prerequisite: Senior THEA majors only.

THEA 397 - Topics: (3)

The Department of Communication and Theatre will occasionally offer special seminars on timely subjects of interest to departmental majors.

Prerequisite: Permission of Instructor.

THEA 399 - Independent Study (2- 4)

Individual work under the direction of departmental faculty. This option is designed for Theatre majors who seek an opportunity for in-depth study beyond the scope of departmental course offerings. This option is considered in addition to departmental offerings and does not take the place of required course work.

Prerequisite: Permission of the Instructor and Department Chair.

ACADEMIC POLICIES

General Academic Policies

Class Attendance

Class attendance is expected of all students. Instructors will outline their specific attendance policies during the opening meeting of the class. These attendance expectations are also to be included in the course syllabus. Students who find it necessary to be absent because of illness or other reasons should notify the instructor before the class period. Students missing class or arriving late assume responsibility for communicating with the instructor. Instructors may require students to provide verification of reasons for absence. Faculty and staff wishing to take students off-campus for field trips, conferences, tours, athletic competitions, etc., must submit a roster to the Dean of Students Office at least one week in advance. Instructors are encouraged to make arrangements to accept course work, administer examinations ahead of time or allow make-up work, but reserve the right not to do so.

Administrative Withdrawal

If the Registrar's Office receives confirmation from all of a student's faculty that a student has ceased attending all courses without explanation for two weeks, the Registrar will withdraw that student from all courses. Use the first day of class as the last date of attendance for students who never attended (for federal reporting purposes; billing will use the drop date for student charges).

Academic Classification

Classifications are based on the attainment of the following number of credit hours earned;

Freshman	0-27.99
Sophomore	28-57.99
Junior	58-89.99
Senior	90 and higher

Academic Integrity

Academic Integrity is vital to the academic environment at Augustana because it involves the search for and acquisition of knowledge and understanding. Evaluation of each student's level of knowledge, understanding, and ability to synthesize and integrate materials requires tangible assessment via reports, examinations, and homework. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. The following is a partial list of examples:

- Plagiarism
 - Using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
 - Rearranging another's ideas or material and presenting them as though they are one's original work without giving appropriate acknowledgment
 - Submitting a document written by someone else as one's own work
- Paying for or obtaining another's work and submitting it as one's own
- Giving or receiving answers to an exam
- Copying, with or without another person's knowledge, during an exam
- Doing class assignments for someone else
- Submitting a paper that has been purchased from a commercial research firm or the web
- Fabricating items on a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an exam
- Collaborating with other students on assignments when it is not permitted

- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering records in a grade book
- Stealing class assignments from other students and submitting them as one's own
- Fabricating laboratory or research data
- Destroying, stealing or sabotaging the work of other students
- Resubmitting a previously graded assignment for a different course

Honor Code

As a community of scholars, the students and faculty of Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. As a University of the Evangelical Lutheran Church of America, we understand the individual and collective responsibility we have in fostering integrity. Ultimately, our purpose is to be an engaged body of academically excellent, highly articulate, and morally centered persons who learn about and examine the world together. We believe that only when we are honest with ourselves and each other can we begin to contribute to the world in a meaningful manner. Augustana's Honor Code consists of inter-related elements that guide scholarship and learning; the Honor Pledge, the Honor Board, and a set of judicial procedures that guide the University's adjudication of academic integrity violations. The complete procedures for implementation of the Honor Code are at www.augie.edu/honor.

Honor Pledge

The Honor Code states the principles that guide our work together. Students will sign an honor pledge on every examination and other assignments deemed appropriate by the faculty member. The Honor Pledge is as follows;

"On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well."

Honor Board

The Honor Board has the responsibility for administering the Honor Code by developing the rules of procedure and educating the campus community about academic integrity. The ten-member Honor Board is composed of six students, four faculty members, and the Associate Vice President for Academic Affairs who serves as the Chair of the Board. All have voting privileges except for the Chair of the Board.

Honor Code Rights and Responsibilities

We aim in all our work to foster integrity as an abiding characteristic of the Augustana community. To that end, the Honor Code is rooted in a shared covenant between faculty and students. The responsibilities of every faculty member and student as vital participants in the Honor Code are defined as follows:

Faculty Rights and Responsibilities:

1. Faculty autonomy is to be safeguarded, as the work of the classroom is primarily the responsibility of faculty members.
2. Faculty members will choose whether or not to proctor examinations.
3. All faculty members will include statements that affirm the Honor Code in their syllabi. These statements will include descriptions of likely penalties. Uniform language will be provided for faculty members to use.
4. The faculty members will include the Honor Pledge on every examination and on other assignments as deemed appropriate by the faculty member.
5. The faculty member will contact in a timely manner any student who does not sign the Honor Pledge.
6. The faculty member who brings forward evidence of instances of academic dishonesty will be responsible to testify if the case is forwarded to the Honor Board.

Student Rights and Responsibilities:

1. Students shall have a right to due process. This shall include the right:
 - a. to be informed of the nature of the violation,
 - b. to a fair hearing of the evidence leading to a decision in the case, either by the professor involved or (at the discretion of the professor involved) by the Honor Board,
 - c. to be accompanied to any hearing before the Honor Board by an advisor from the Augustana campus community,

- d. to request an appeal.
2. Students will be expected to sign the Honor Pledge after each examination and on other assignments deemed appropriate by the faculty member.
3. Students who do not sign the pledge will be contacted by the instructor in regard to the reason. Students who do not sign the Honor Pledge because they have observed dishonest behavior by other students will need to provide written testimony in the event that the case goes to a hearing before the Honor Board, but will not be obligated to testify in person and will also remain anonymous.
4. Students found to be in violation of the Honor Code shall not be permitted to withdraw from the class in which the violation occurred.

Honor Code Determinations:

At a minimum, a student found to have violated the Honor Code will be placed on disciplinary warning.

1. A disciplinary warning is a written notice that the student has violated the Honor Code.
2. If a disciplinary warning is issued, further violations will likely lead to disciplinary probation, suspension, or expulsion.

Other consequences include, but are not limited to:

1. Failure of the assignment or examination.
2. Failure of the course.
3. Disciplinary probation; a written reprimand for violation of the Honor Code. The probation specifies the period and conditions of the consequence. The written conditions shall also give the student notice of any consequences related to further violation of the Honor Code during the probationary period. If disciplinary probation is issued, further violations will likely lead to a suspension, or expulsion.
4. Recommendation to the Associate Vice President for Academic Affairs to suspend from the University. A suspension is a separation of the student from Augustana for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
5. Recommendation to the Associate Vice President for Academic Affairs to expel from the University. An expulsion is a permanent separation of the student from Augustana University.

Note: Any student who receives disciplinary action becomes ineligible to run for or continue in any elected office or appointed position for at least one year with any of the following organizations including but not limited to: ASA Student Senate, Union Board of Governors, the Mirror and New Student Orientation.

Academic Probation/Dismissal Procedures

Probation/Dismissal/Eligibility: Students are placed on or removed from academic probation at the end of any term (fall, interim, spring or summer), and students are dismissed from Augustana at the end of any fall or spring semester based on the following criteria:

Credit Hours	GPA which results in dismissal/probation	GPA which results in probation
0 – 27.99	0 – 1.49	1.50 – 1.70
28 – 57.99	0 – 1.59	1.60 – 1.80
58 – 89.99	0 – 1.69	1.70 – 1.90
90 and higher	0 – 1.84	1.85 – 1.99

1. Students who have been on probation for a semester, and do not raise **their cumulative grade point average** above the probation range may be dismissed from the University.
2. The academic probation/dismissal status of students shall be in effect the first day of the term following the decision. For example, actions taken at the end of **Fall Semester 2017** go into effect on the first day of **Interim 2018**. Actions taken at the end of Spring Semester 2018 go into effect the **first day of Summer term 2018**, or **Fall Semester 2018** if the student is not enrolled in courses for summer.
3. A student on continued academic probation, or on academic probation for the second time **is not eligible to participate** in the following activities: (a) intercollegiate athletics; (b) cheer and dance teams; (c) campus publications (Mirror, EDDA, Venture); (d) music ensembles; and (e) theatre productions. This list of affected activities shall be reviewed annually by the Co-Curriculum Council. Ineligibility to participate means that the student shall not participate in organized practices, rehearsals, games, contests, or performances. The student shall not travel with the team or organization.

4. Students are restored to good standing at the end of any term (fall, interim, spring or summer) their cumulative grade point average exceeds the grade point average listed above.

Petition Processes:

1. A student may petition a dismissal decision to the Academic Status Petition Committee. The Committee will normally consider such a request only after the student has been out of school for one semester.
2. A student may petition to the Academic Status Petition Committee to be allowed to participate in the activities listed in the previous section 3 while on continued academic probation only under extraordinary circumstances.
3. The student petition shall be submitted to the Associate Vice President for Academic Affairs no later than 6 weeks prior to the beginning of the affected semester. The Committee will convene if petitions are submitted within 21 days after the status decisions are made. Each petition must contain:
 - A statement about the circumstances that led to the dismissal/probation decision.
 - A verifiable plan that details efforts to be taken that will prevent a reoccurrence of the problem. This plan will be written in conjunction with the student's academic advisor.
 - The student may request an appearance before the Academic Status Petition Committee.

Grading System

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

Grade	Quality Point
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	0.00

S/U: Satisfactory (C- and above)

Unsatisfactory (D+ and below); no quality points (not used in calculation of GPA)

I: Incomplete

IP: Course in progress

VS: Indicated on the transcript for a successfully completed audit

VU: Indicated on the transcript for an unsuccessful audit

The grades of F, U, VS, and VU earn neither credit hours nor quality points

All repeated courses remain on the transcript with only the highest grade used in calculating the grade point average.

*CEEL, Student Teaching, and Practicum courses are always graded S/U, as are the departmental courses so designated in this catalog. Other participation courses (typically numbered 095-098), some Internships, and some Interim courses may be graded S/U. Students may also elect to have S/U grading applied to a maximum of two courses (8 credit hours) that are regularly graded A-F. Students choosing this option must notify the Registrar's Office in writing by no later than the last day to drop a course with a W (see the academic calendar each semester).

In Progress Grades

In progress (IP) grades are given only for courses taken under the Independent Learning Program or special project courses requiring more than one semester to complete. An IP grade is changed to an F one year after the beginning of the term in which the course was begun. Approved IP graded courses include:

- Independent Scholarship
- Internship
- Senior Seminar
- Independent Study
- Practicum
- Student Teaching

Incomplete Grades

The student must initiate a request for an incomplete grade (I) before the end of the academic term. An incomplete (I) is a temporary grade which the instructor may choose to give a student. The assignment of an incomplete grade is only appropriate when extraordinary circumstances beyond the student's control, such as illness or necessary absence, have prevented the student from completing the course requirements at the end of the academic term. Incomplete grades are not to be given due to unsatisfactory work done in the course.

The student must have successfully completed a substantial portion of the course's work in order to receive an incomplete grade.

The standard due date for all course work and grades will be midterm of the following semester. (Fall and Interim incomplete grades due late March; Spring and Summer incomplete grades due late October.) If an alternate date is arranged with the student and the instructor, the instructor must notify the Office of the Registrar. In no event may the due date exceed one year.

Once the due date has passed, if a Change of Grade form has not been submitted to the Office of the Registrar, the incomplete grade will automatically change to an "F".

When a student is assigned an incomplete grade, that individual is not eligible to be included on the Dean's List for that particular term.

Grade Review and Grade Changes

Academic excellence and integrity are important to the faculty and students of Augustana University. If a student disagrees with a grade, they have the right to voice their concern. Evaluation of student work and assignment of grades on the basis of established academic criteria are the responsibility and prerogative exercised by each individual instructor. It is the responsibility of the student to maintain all documentation for his or her classes, including copies of all syllabi, assignments and grades earned.

If an instructor discovers a grading error, he or she may submit a Grade Change Form to the Office of the Registrar no later than the end of the following term. The only basis for a grade change is an error in grade assignment or calculation. Grades cannot be changed on the basis of additional work submitted or examinations retaken after a grade has been submitted, with the exception of "I" and "IP" grades.

If a student believes a grade was assigned in error, because of a mistake in calculation or an error in recording a grade, the student should consult the instructor before the end of the second week of the following term. Students should be aware that, as a result of review, a grade may be raised, lowered or left the same. If the instructor agrees that a change should be made, a Grade Change Form should be submitted to the Office of the Registrar no later than the end of the following term.

Fall semester grade review requests – no later than mid-February

Interim (January term) grade review requests – no later than mid-February

Spring semester grade review requests – no later than mid-September

Summer term grade review requests – no later than mid-September

Grades may not be changed for any reason after one year. If the student needs a changed grade, he or she will need to repeat the course.

Grade Appeals

Students have the right to be protected against prejudiced or capricious academic evaluation. A student who wishes to appeal a final course grade on these grounds should first appeal to the instructor. This action should end the matter in most cases, but if not, the student should follow the Academic Grievance Procedure in the Catalog.

Grade Appeals fall under the same timeline as Grade Reviews. The process must begin no later than two weeks into the term following the contested grade:

Fall semester grade review requests – no later than mid-February

Interim (January term) grade review requests – no later than mid-February

Spring semester grade review requests – no later than mid-September

Summer term grade review requests – no later than mid-September

Academic Grievance Procedure

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

Step 1

The student shall take a complaint to the instructor within two weeks into the following term (mid-February for Fall or Interim issues; mid-September for Summer or Spring issues.) If the student feels unable to approach the instructor, the grievance may be taken to the chair of the department in which the instructor is a member (if the instructor is the department chair, the grievance should be taken to the division chair). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the department/division chair, the matter is settled.

Step 2

If the student is dissatisfied with the instructor's response to the grievance the student may take the grievance to the chair of the department in which the instructor involved is a member or to the division chair if the instructor is the chair of the department. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The department (or the division) chair shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the department (or division) chair shall judge pertinent, the chair shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the chair and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3

If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the department (or division) chair, either may appeal the decision to the Academic Dean within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Academic Dean shall ask the department (or division) chair for the written record of the grievance procedure to that point. Through consultation with the Dean of Students, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Transcript Audit

A transcript audit allows the student to attend class. It also implies that at a minimum, class was attended on a regular basis and whatever additional requirements agreed upon between the class instructor and student were successfully completed. The Registrar's Office shall record this experience on an official transcript with a grade of successful audit (VS) or unsuccessful audit (VU). A fee will be charged. Students can participate in an audit only when space is available in the course. Contact the Registrar's Office for more information.

Academic Renewal

A student who has not been enrolled at Augustana for four consecutive years may petition to have the previous grade point average earned prior to the four year period not be included in the student's cumulative grade point average. The courses will appear on the transcript, but will not be used in computing the grade point average. Any credit hours earned will count toward the graduation requirement. The statement, "Academic Renewal Declared on (date)", will appear on the transcript. Once academic renewal has been declared, it is final and irreversible. Academic renewal may be used only once in a student's academic career. The petition for exception to a published academic regulation shall be the form used to make this request, and can be obtained from the Registrar's Office.

Late Registration

While full-time sophomores, juniors, and seniors normally register for the Fall Semester in the preceding spring and for the Spring Semester in the preceding fall, late registration is possible through 5:00 p.m., the third day after the beginning of classes. Only in exceptional cases will a student be allowed to register after this time.

Withdrawal, Academic Leave of Absence and Readmission

Students who believe they should withdraw from Augustana must confer with the Dean of Students Office relative to 1) the implications and advisability of leaving Augustana; 2) the procedures to be followed; and 3) returning to Augustana at some future time if appropriate. A student who exits the University and bypasses the procedures listed above will receive grades of F, and will be ineligible for the customary adjustment on education fees.

For information about Augustana's refund policy, see the Financial Information section of this catalog.

An academic leave of absence provides students with a one semester opportunity (two semesters in special cases) to pursue an academic or non-academic experience that is not available at Augustana. Re-enrollment at the University after a leave of absence assumes a successful performance at another college if the leave was for the purpose of academic study. The academic leave of absence entitles the student to register for classes as a current student and to reserve housing and financial aid for the academic term immediately following the leave. Details relative to an academic leave of absence are available from the Dean of Students Office.

An individual who has previously attended Augustana and desires readmission may contact the Office of Admission for information.

Non-Augustana Courses

Students seeking to earn credit toward a degree by taking a course from an accredited college or university must secure the written permission from the Registrar if the course is for elective or general education credit as well as the chair of the department if the course is for a major. This must be submitted to the Registrar's Office before beginning the proposed course work. This is for students taking courses during the semester, as well as during the summer. Students are responsible for having an official transcript mailed to the Registrar's Office upon completion of the coursework. The GPA will transfer in to count toward the student's cumulative GPA at Augustana.

Policies for Course Credits and Exemption Examinations

Augustana recognizes that students may have gained knowledge and skills through prior studies or experience which is equivalent to one or more college courses. Therefore, Augustana provides a variety of ways in which students may demonstrate knowledge and skills and receive credit or an exemption from a requirement. Students may earn up to 32 credit hours through one or more of the prior learning evaluations listed below.

Advanced Placement

The College Entrance Examination Board's Advanced Placement Examinations (AP) are used by the University in awarding academic credit to students who achieve a score of 4 or 5 on an AP examination. Students interested in obtaining credit on the basis of such examinations should consult with the Office of Admission. Details of course equivalencies may be found on the Academic Advising website.

Automatic Placement for ACT or SAT Exams

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

College Level Examination Program (CLEP)

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

1. Augustana uses the recommended score for awarding credit as contained in the CLEP Subject Examination Policy.
2. Students may take these examinations either prior to or after enrolling at Augustana. Students who achieve the minimum passing score or higher will have the equivalent Augustana course noted on their transcript, with credit granted towards graduation requirements. When appropriate, they will also be excused from the corresponding course in the core requirements.
3. Augustana is an "open" CLEP testing center making CLEP testing available to our students, high school students, and the general public.

Department Proficiency Exams

Currently Augustana offers three departmental examinations. These are ENGL 110, COMM 110, and PHIL 120. Upon successful completion of any of these examinations and the payment of a processing fee, a student receives credit for the course. For more information about the CLEP or departmental proficiency exams, contact the Student Success Center.

International Baccalaureate Exams

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

Life Experience Credit

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

Transfer Credit

Students who successfully complete an academic course offered by an accredited college or university meet the requirements for transfer credit. Contact the Office of Admission, or the Registrar's Office for more information.

Former Augustana Students

Students previously enrolled at Augustana must submit a Returning Student Application. This will allow the University to confirm your eligibility to return. Students who are interested in returning should contact the Registrar's Office. An official transcript of any coursework completed at another institution since you last attended Augustana is required.

Veterans

Veterans should request that their transcript(s) of high school and/or college credits be sent to the Office of Admission. GI Bill® or other veteran educational benefits can be applied toward college expenses. Graduate degree programs are also covered by Veteran Education benefits under Title 38, U.S. Code in accordance with CFR 21.4253 and 21.4254. If you need additional financial assistance, contact the Office of Financial Aid, Augustana University. More information for Veterans is available [here](#).

Military and Veterans Education Assistance

Designated as a Yellow Ribbon School, a Veteran Friendly School, as well as Military Friendly, Augustana University is committed to assisting veterans in their pursuit of postsecondary education. The University also participates in the Army ROTC and the Air Force ROTC programs for students who are interested in military careers. Veterans and their families can utilize the traditional GI Bill® as well as the Post 911 GI Bill benefits for education at Augustana. The following serves as formulation of policy with regard to these financial assistance programs.

ROTC – Students who enroll in the Reserve Officer Training Corps may qualify for generous scholarships through the ROTC program. Coordination of these benefits with university-offered benefits will be at the discretion of the University. In general, tuition and fee costs covered by ROTC funds will not also be subsidized by Augustana gift assistance. In instances where the student has previously been offered gift assistance by the University, such gift assistance will be limited to the cost of a double room on campus as well as the cost of an on campus meal plan. No Augustana gift assistance will be provided for off-campus living arrangements.

Yellow Ribbon Program – Veterans or their dependents who are declared eligible for the Yellow Ribbon program by the U.S. Department of Veteran Affairs may apply for the Augustana University Yellow Ribbon program. Veterans or their dependents must qualify at the 100% level, with the veteran having served a minimum of 36 months active duty. If the applicant has been previously offered gift assistance by the University, independent of the Yellow Ribbon program, the Yellow Ribbon award will supersede the previous offer. Each year the University reserves the right to renew its Yellow Ribbon agreement with the Dept. of Veteran Affairs. Eligible Veterans and their dependents are accepted into the Augustana Yellow Ribbon program on a first-come, first served basis, pending acceptance for admission to the University. Yellow Ribbon benefits do not apply to summer terms, and may be limited for study abroad.

Veteran 100% Eligibility – For students who are 100% eligible for VA benefits (through veteran status or through transfer of benefits), any previous offer of institutional gift aid may be adjusted.

For more specific information on individual Veteran Education Programs, please contact the Department of Veterans Affairs, the South Dakota Department of Veterans Affairs or your unit's Education Office.

For Augustana-specific questions, please contact the Office of Financial Aid at 605.274.5216 or email Emily Studenski.

Credit by Examination-Proficiency Examinations

Students who have mastered through their own efforts an area of knowledge corresponding to a course at Augustana can earn credit directly by taking a comprehensive examination covering the course providing the chair of the department agrees. Credit and a grade will be recorded on the permanent record. Students interested in this option should contact Student Academic Support Services.

Course Prerequisites

When a course has a prerequisite, the student must either fulfill these requirements or have the permission of the instructor to enter the course.

Course Cancellation

The University reserves the right to cancel any class with an enrollment of fewer than 10 students.

Repeating Courses

Any course can be repeated to raise a grade. The higher grade is used in figuring the grade point average, but both grades will remain on the student's permanent record. Course credits for a repeated course will only be counted once towards graduation.

Transcripts

Student records are confidential and information is released only at the request of the student. All transcript requests must be submitted in writing and personally signed. There is no charge for transcripts. No transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Exceptions to Academic Regulations

A student who desires that an exception be made to an academic regulation must submit a petition containing a rationale for the exception to the Registrar. The form to be used in submitting this request may be secured from the Registrar's Office, or online.

Academic Honors

Dean's List

At the end of each semester a "Dean's List" is compiled to give recognition to those full-time students whose grade point averages are 3.50 or above. To be eligible a student must have a minimum of 12 credit hours of letter grades (A-F). When incomplete grades are recorded on a student's grade report, that individual is not included on the "Dean's List."

The Office of Marketing and Communications sends releases on these accomplishments to the newspapers in the student's home community.

Sophomore Honors

Augustana promotes outstanding student achievement. The conferring of "Sophomore Honors" recognizes students who have demonstrated outstanding achievement at an early stage of their college career. These honors are conferred on members of the preceding sophomore class who have a cumulative grade point average of 3.90 or higher at the end of their second year. Sophomore honors are conferred at the convocation which opens the academic year.

Graduation Honors

Special honors are awarded at the time of graduation in recognition of superior scholarship in work leading to a Bachelor's degree. In order to be eligible for graduation honors, the student must have taken a minimum of 65 credit hours at Augustana with a minimum of 51 credit hours having a letter grade (A-F). The degree is conferred Cum Laude on those who have maintained a grade point average of 3.50 to 3.69. The degree is conferred Magna Cum Laude on those who have maintained a grade point average of 3.70 to 3.89. The degree is conferred Summa Cum Laude on those who have maintained a grade point average of 3.90 or higher.

Departmental Honors

Each department may award "Departmental Honors" to graduating majors at commencement who have fulfilled the criteria for such distinction. A student's demonstrated capacity to produce independent scholarly or artistic work of the highest measure consonant with his or her training and experience is the primary criterion for awarding departmental honors.

Students may enter this program by the invitation of a department or by application to and acceptance by a department. Departments shall make available to interested students their specific criteria for honors. Normally, students must have a grade point average of 3.50 or greater in their major department as well as an overall grade point average of 3.00 or greater. Interested students should apply for admittance to the program through the chair of their major department no later than one year prior to their expected date of graduation. Departmental honors may be taken for either 3 or 4 credit hours, and only be taken once during a student's college career.

Upon approval of a student's application by the department faculty, the student's advisor shall be responsible for forming a committee to approve the honors project, evaluate it upon completion, and determine if the work deserves honors distinction. The committee shall consist of a minimum of three faculty members including the advisor and one member from outside the department. Honors projects, though supervised, are to be done independently by the student.

Departmental honors shall be awarded only to those students who complete written works or creative projects that demonstrate high levels of competence in the use of specific skills central to the discipline and in general exhibit the highest standards of scholarly excellence. Students will not automatically receive honors distinction for completing an honors project.

Departments may determine the specific occasion or forum, but the project, thesis, or report must be presented and defended at an open meeting attended by the committee as well as a member or members of the student's major department, or at a meeting of a professional

society no later than one month prior to graduation. The grade for an honors project and whether it merits honors distinction shall be determined by the committee and reported to the registrar by the faculty advisor.

Student Records/FERPA

The education records of current and former students are protected under the Family Educational Rights and Privacy Act (FERPA). Education records are documents that relate directly to a student and include academic transcripts and supporting documents, student judicial records, financial aid records, and career placement records. Listed below are records not considered a part of a student's education record and are therefore not subject to FERPA provisions:

- personal records kept by a member of the university staff that are not revealed to others and are kept in the sole possession of the staff member; and
- student employment records that relate exclusively to the student in the capacity of an employee; and
- records from the Campus Safety Department which are maintained solely for law enforcement purposes; and
- health records maintained by the counseling services, health services and other recognized health care professionals, if those records are used solely for treatment and made available only to those persons providing treatment.

Items of directory information contained in education records may be released at the discretion of University officials without the student's prior consent. Directory information includes: name, place and date of birth, names of parents and home address, local address, telephone number, email address, photograph in Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

The University reserves the right to disclose financial records to parents or guardians of a dependent student as defined by the Internal Revenue Code of 1964. Parents or guardians of students under the age of 21 may also be notified if their son/daughter violates the University's alcohol and drug policies per the Higher Education Act Amendments of 1998.

FERPA affords students with certain rights with respect to their education records that include:

The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit a written request to the registrar, dean of students, or other appropriate official. The request should identify the record(s) the student wishes to inspect.

There are some limitations on the rights of students to review their records. Students do not have a right to inspect or review confidential letters and recommendations associated with admission, employment, or job placement if the student has signed a waiver. Also, some records contain information about more than one student, in which case Augustana will permit access only to that part of the record pertaining to the inquiring student.

The right to request that an education record(s) be amended if it is believed that information is inaccurate, misleading, or otherwise in violation of a student's privacy rights under FERPA.

A request to amend a record should be submitted in writing to the appropriate university official responsible for the record. Clearly identify the part of the record the student wants changed, and specify why it should be changed. If Augustana University determines that the record will not be amended as requested, the University will notify the student of the decision and of the student's right to a hearing regarding the request for amendment.

The right to provide written consent before Augustana University discloses personally identifiable information from education records, except to the extent that FERPA regulations authorize disclosure without consent.

Augustana discloses education records without a student's prior written consent to university personnel with legitimate educational interests – those persons whose professional responsibilities with the University require that they have access to educational records. Such an individual is a member of Augustana's administrative staff, support staff, or faculty (including law enforcement personnel and health and counseling staff); a person or company with whom Augustana has contracted for services such as an attorney, or auditor, or Board of Trustees member; or a student serving on an official university committee, or a student who is assisting another Augustana official in performing their tasks. Also, the University may disclose information if it is deemed necessary to protect the health or safety of the student or other individuals.

Upon request, Augustana University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Request for Review

Students have a right to review their education records as provided by the provisions of FERPA. Items requested for review shall be made available no later than 45 calendar days following receipt of the written request.

Note: No official academic transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Limitations on Student Rights

There are some limitations on the rights of students to review their records. Students shall have no right to inspect or review:

- confidential letters and recommendations associated with admission, employment, or job placement if a student has signed a waiver, or the receipt of an honorary recognition
- education records containing information about more than one student, in which case the University will permit access only to that part of the record pertaining to the inquiring student
- financial records of the student's parents or guardians

Directory Information

Items of public or directory information contained in education records may be released at the discretion of University officials without the student's prior consent. This public information includes: name, place and date of birth, names of parents and home address, local address, photograph in the Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

Request to Withhold Disclosure

A student may choose to refuse disclosure of education records including items of public or directory information without prior consent by contacting the Dean of Students Office within 10 days of the student's first academic term of the current academic year. The request to withhold information will remain in effect as long as the student continues to be enrolled or until the student files a written request to discontinue the withholding.

Challenge to Contents of Education Records

Any student who believes their education record contains information that is inaccurate or misleading or otherwise in violation of their privacy is encouraged to informally discuss this concern with a university administrator responsible for the department or area in which the record is located. If the administration decides to not amend the record as requested, the student may contact the Dean of Students Office relative to an appeal hearing.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

REGISTRATION

Current students register for the first semester in the late spring preceding the fall term and register for Interim and the second semester around Thanksgiving-time. Incoming freshmen and transfers will register during the summer (or in January for those beginning the spring semester) prior to their entry to the University. The typical academic load for a semester is 14 to 16 credit hours.

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

Changes in Registration

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

Payment of Fees

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

FINANCIAL INFORMATION

Students may apply for and, if eligible, receive assistance through financial aid programs offered by the university. Financial aid packages are tailored to recognize individual or family financial circumstances, merit, and special talents. Students are encouraged to discuss their educational financial planning with an admission or financial aid counselor.

The fees listed below are those established for the 2017-2018 year. Students should anticipate that charges will change on a yearly basis.

2017-18 Fee Schedule

The most current 2017-18 fee schedule can be found at www.augie.edu/student-accounts.

If you have any questions regarding this schedule or need further assistance, contact the Business Office at businessoffice@augie.edu or 605.274.5239.

Financial Aid Policies

Following are the general policies of the University and the Financial Aid Office.

Renewal of Awards:

The University reserves the right to renew its scholarship commitments from any University funding source. Students must be full-time and in good academic standing to maintain scholarships during each year of study. Renewal of any federal need-based aid is contingent upon a student's financial need as determined by the FAFSA (Free Application for Federal Student Aid), as well as availability of certain funds at the University.

Awarding Policy:

Augustana's commitment as a residential university is affirmed by its policy of awarding financial aid that is intended to assist with direct educational costs for tuition, fees, university-owned housing, and board. As noted on your financial aid award if a student is approved to live off campus or does not enroll in The Unlimited meal plan, Augustana gift assistance will be prorated at 90%; if approved to live off campus and not enrolled in The Unlimited meal plan, Augustana gift assistance will be prorated at 80%. See Study Abroad policy for award details during semesters abroad.

Study Abroad:

Augustana students who choose to study abroad during the fall or spring academic terms will have their Augustana gift aid pro-rated according to a specified formula. The determination of whether a student is allowed to apply any Augustana gift aid toward study abroad expenses is contingent upon three factors: the cost of the program selected, Augustana's current costs, the amount of Augustana gift aid the student normally receives. Federal, state and other aid is generally applicable for eligible Study Abroad programs.

Students interested in study abroad programs are encouraged to first visit with the International Programs Office to learn about program availability and costs, then to contact the Financial Aid Office for determination of individual financial aid eligibility.

Financial Aid Appeals:

Applying for federal student aid can be challenging when your family's current ability to pay for university cannot be accurately reflected on the FAFSA. Families may request an appeal of the financial aid award in the event of unusual circumstances, which may include, but are not limited to: income reduction, unemployment of a wage-earner, unusually high medical costs, divorce, natural disaster, or others. The Special Circumstances Form is available online — choose either the Dependent or Independent form, depending on your status.

Satisfactory Academic Progress:

Students are expected to maintain satisfactory academic progress in order to retain eligibility for institutional as well as federal assistance. Students whose academic progress falls below certain standards will be placed on probation or dismissed from the university. The complete academic policy is outlined here and in the online Catalog.

Refund Policy:

Students who withdraw from the institution will have 100 percent of their tuition and fees refunded during the first calendar week of the term. Beginning with the eighth calendar day of the term, tuition will be recalculated on a prorated basis. Room and board charges will be refunded on a prorated basis beginning with the first day of the term. Any financial aid credited to the student's account will also be adjusted. No refund is made after 60 percent of the term has passed. Review the complete policy online. For information specific to 2017-2018 please click [here](#).

Grievance Policy:

An individual has the right to file a complaint with outside enforcement agencies including:

United States Department of Education's Office of Civil Rights

Equal Employment Opportunity Commission

South Dakota Division of Human Rights

South Dakota Department of Labor

South Dakota Secretary of State

Higher Learning Commission

State or local law enforcement or prosecution authorities

In the event an individual in another state wishes to file a complaint with their state agency, a listing of all state boards can be found [here](#).

Military and Veteran Assistance

Designated as both a Yellow Ribbon School and a Veteran Friendly School, Augustana University is committed to assisting veterans in their pursuit of postsecondary education. The University also participates in the Army ROTC and the Air Force ROTC programs for students who are interested in military careers. Veterans and their families can utilize the traditional GI Bill® as well as the Post 911 GI Bill benefits for tuition and fees at Augustana. Review the complete policy online.

Code of Conduct

The Higher Education Opportunity Act of 2008 requires the development and enforcement of a Code of Conduct to govern all educational loan activity. See Code of Conduct for more information.

DIRECTORIES/FACULTY

Board of Trustees, The Augustana College Association

Terms expire 2017

Becky Blue	Sioux Falls, SD
Tom Davis	Sioux Falls, SD
Steve Dronen	Waconia, MN
Lois Martin	Bloomington, MN
Jim Odland	Minneapolis, MN
Kristine O'Connell	Sioux Falls, SD
Mike Olson	Sioux Falls, SD
Laurel Prieb	Scottsdale, AZ
Keith Severson	Sioux Falls, SD
Kathy Walsh	Sioux Falls, SD
Margaret Yackel-Juleen	Windom, MN

Terms expire 2018

Patrick McAdaragh	Minneapolis, MN
Ronald Moquist	Sioux Falls, SD
Greg Wilcox	Sioux Falls, SD
Brittany Dardis	Mesa, AZ
Donald Karras	Sioux Falls, SD
Todd Williams	Chicago, IL

Terms expire 2019

Jill Weber Aanenson	Freeman, SD
Paul Harmel	Minneapolis, MN
Rickard Hedeby	Phoenix, AZ
Emil Her Many Horses	Washington, DC
John Lust	Lincoln, NE
Nancy Oviatt Titze	Watertown, SD
Deborah VanderWoude	Sioux Falls, SD
Melinda Keith Snell	Denver, CO

Organization of Faculty 2017-2018

For the purpose of correlation of the work of the various fields of instruction, a divisional organization of the faculty is maintained. Within each of the three divisions, the faculty is organized into departments.

THE HUMANITIES

ART

COMMUNICATION STUDIES AND MEDIA STUDIES

ENGLISH AND JOURNALISM

INTERNATIONAL STUDIES

MODERN FOREIGN LANGUAGES

MUSIC

RELIGION, PHILOSOPHY, AND CLASSICS

THEATRE

THE SOCIAL SCIENCES

BUSINESS ADMINISTRATION AND ACCOUNTING

ECONOMICS

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GOVERNMENT AND INTERNATIONAL AFFAIRS

HISTORY

PSYCHOLOGY

SOCIOLOGY

THE NATURAL SCIENCE

BIOLOGY

CHEMISTRY

COMPUTER SCIENCE

EXERCISE AND SPORT SCIENCE

MATHEMATICS

NURSING

PHYSICS

President

STEPHANIE HERSETH-SANDLIN, President, 2017-

B.A., Georgetown University, 1993; J.D., Georgetown University Law Center, 1997; M.A. Government, Georgetown University, 1998

Faculty Emeriti

DUANE ADDISON, Professor Emeritus of Religion, 1967-1993

B.A., University of Minnesota, 1953; B.D., Luther Theological Seminary, 1960; M.A., Yale University, 1962; Ph.D., Yale University, 1965

EVELYN ALBRITTON, Professor of Emerita Special Education and Coordinator of Communicative Disorders, 1987-1993

B.A., Northeastern Louisiana State University, 1953; M.Ed., Northeastern Louisiana State University, 1960; Ph.D., University of Southern Mississippi, 1975

BRUCE T. AMMANN, Professor of Music, 1989-2017

B.Mus., University of Arizona, 1975; M.M., University of Arizona, 1980; D.M.A., Arizona State University, 1989

MIRIAM ANDERSON, Professor Emerita of Education, 1966-1986

B.S., Northern State College, 1950; M.S., Northern State College, 1958

MARY AUTERMAN, Professor Emerita of Nursing, 1970-2001

Diploma, Mercy Medical Center School of Nursing, 1959; B.S.N., University of Colorado, 1969; M.A., University of Iowa, 1971; D.N.S., Indiana University, 1988

JOAN BACON, Associate Professor Emerita of Education, 1989-2011

B.A., Augustana College, 1974; M.A.T., Augustana College, 1982, Ed.D., University of South Dakota, 1993

MONTY J. BARNARD, Professor Emeritus of Music, 1969-2008

B.M., American Conservatory of Music, 1961; M.M., American Conservatory of Music, 1965; Mus.D., Northwestern University, 1974

KENNETH L. BAUGE, Professor Emeritus of Economics, 1958-1995

A.S., Waldorf College, 1951; B.S., Iowa State University, 1955; M.S., Iowa State University, 1958; Ph.D., Michigan State University, 1967

GILBERT W. BLANKESPOOR, Professor Emeritus of Biology, 1970-2002

A.B., Calvin College, 1961; M.A., Washington University, 1964; Ph.D., Kansas State University, 1970

ROBERT L. BLEDSOE, Associate Professor Emeritus of Modern Foreign Languages, 1972-2004

B.A., Furman University, 1959; M.A., University of Wisconsin, 1960; Ph.D., University of Wisconsin, 1971

DENNIS BOLEN, C.P.A., C.M.A., Assistant Professor Emeritus of Business Administration/Accounting, 1988-2014

B.M.E., Dakota Wesleyan University, 1974; M.B.A., University of South Dakota, 1984; Ph.D., University of North Dakota, 2000

LARRY K. BRENDTRO, Professor Emeritus of Special Education, 1981- 1999

B.A., Augustana College, 1962; M.S., South Dakota State University, 1962; Ph.D., University of Michigan, 1966

MARY BRENDTRO, Professor Emeritus of Nursing, 1966-2005, Director of Graduate Education, 1998-2005

B.S., Augustana College, 1962; M.S., South Dakota State University, 1982; Ed.D., University of South Dakota, 1991

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

The Orin M. Lofthus Distinguished Professorship, 1998-2001. B.A., South Dakota State University, 1968; M.Div., Episcopal Theological School, 1971; Ed.D., University of South Dakota, 1983

JOHN R. BYLSMA, Professor Emeritus of History, Registrar and Associate Academic Dean, 1969-2000

B.A., Central College, 1959; M.A., University of Iowa, 1962; Ph.D., University of Iowa, 1968

LESLIE O. CARSON, Professor Emeritus of Business Administration and Economics, 1958-1997

B.S., University of Iowa, 1958; M.S., University of Colorado, 1963

CHRISTINA DEVITA, Associate Professor Emerita of Psychology, 1980-2014

B.S., Fordham University, 1968; M.S., Fordham University, 1969; Ph.D., Fordham University, 1973

MAUREEN DIGGINS-HUTCHESON, Professor Emerita of Biology, 1979-2008

The Orin M. Lofthus Distinguished Professorship, 2004-2007. B.A., Mount Marty College, 1967; M.S., Northwestern University, 1968; Ph.D., Northwestern University, 1970

GEOFFREY L. DIPPLE, Professor of History, 1998-2016

B.A., Valparaiso, University, 1982; M.A., Queen's University, 1986; Ph.D., Queen's University, 1991

GARY EARL, Professor Emeritus of Chemistry, 1994-2009

The Orin M. Lofthus Distinguished Professorship, 2001-2004; Niebuhr Faculty Excellence Award, 2008. B.A., Augustana College, 1962; Ph.D., Purdue University, 1968

SHERYL G. FEINSTEIN, Professor Emerita of Education, 1999-2015

B.A., University of Northern Iowa, 1975; M.A., Northern State University, 1985; Ed.D., University of South Dakota, 1995

ENDRE GASTONY, Professor Emeritus of History, 1966-1997

B.S., Northern State College, 1961; M.A., University of Oregon, 1963; Ph.D., University of Oregon, 1970

CAROLYN GEYER, Professor Emerita of English, 1963-1999

B.A., Augustana College, 1958; M.A., Auburn University, 1960; Ph.D. University of Nebraska, 1985

C. WILLIAM GEYER, Professor Emeritus of English, 1960-1996

B.A., Augustana College, 1958; M.A., Auburn University, 1960; Ph.D., Auburn University, 1967

CARL A. GRUPP, Professor Emeritus of Art, 1969- 2004

B.F.A., Minneapolis School of Art, 1964; M.F.A., Indiana University, 1969

MARK HALLENBECK, Associate Professor of Education, 1997-2016

B.A., Michigan State University, 1970; M.A., Webster College, 1976; M.A.T., Augustana College, 1980; Ph.D., Michigan State University, 1997

BRUCE R. HALVERSON, Professor Emeritus of Theatre and President, 2000-2006

B.A., Augustana College, 1966; Ph.D., University of Washington, 1971

JERRY L. HANSON, Professor Emeritus of Computer Science and Physics, 1976-1997

B.A., St. Olaf College, 1954; M.S., University of Illinois, 1962; Ph.D., University of Illinois, 1970

MILTON P. HANSON, Professor Emeritus of Chemistry, 1964-2004

B.A., Augustana College, 1960; Ph.D., Rice University, 1964

DENISE HINDERS, Professor Emerita of Special Education, 1972-1996

B.S., University of Nebraska, 1960; MA.T., Augustana College, 1970; Ed.D., University of South Dakota, 1980

THOMAS D. HOULE, Professor Emeritus of Social Work, 1972-1996

B.A., University of Minnesota, 1957; M.S.W., University of Nebraska, 1965; Ed.D., University of South Dakota, 1983

JACQUELYN K. HOWELL, Associate Professor Emerita of Nursing, 1967-2002

Diploma, Abbot Hospital School of Nursing, 1960; B.S., University of Minnesota, 1963; M.N., University of Washington, 1967; Ph.D., University of Texas, 1984

HARRIET HYBERTSON, Professor Emerita of Education, 1956-1987

B.A., University of Northern Colorado, 1954; M.A., University of Northern Colorado, 1957

SANDRA I. JERSTAD, Associate Professor Emerita of Health, Physical Education and Recreation, Head Softball Coach and Senior Women's Athletic Administrator, 1979-2004

B.A., St. Olaf College, 1966; B.A., Augustana College, 1979; M.S., South Dakota State University, 1981; Ed.D., University of South Dakota, 1994

JAMES R. JOHNSON, Professor Emeritus of Music, 1992-2011

B.A., Luther College, 1975; M.M., University of Tennessee, 1981; Ph.D., University of Illinois, 1986

LELAND G. JOHNSON, Professor Emeritus of Biology, 1964-2006

The Orin M. Lofthus Distinguished Professorship, 1995-1998. The Frederick C. Kohlmeyer Distinguished Teaching Professorship, 2002-2004. B.A., Augustana College, 1959; M.S., Northwestern University, 1961; Ph.D., Northwestern University, 1965

SCOTT R. JOHNSON, Associate Professor of Music, 1994-

B.A., Macalester College, 1971; M.M., Illinois State University, 1980; Ph.D., Northwestern University, 1990

DIANE JOSEPHSON, Assistant Professor Emerita of Nursing, 2002-2008

B.A., Augustana College, 1977; M.A., University of Northern Colorado, 1970; M.A., Augustana College, 2000

KENNETH KESSINGER, Professor Emeritus of Health, Physical Education and Recreation, 1954-1992

B.A., Augustana College, 1949; M.E., South Dakota State University, 1959; Ed.D., University of South Dakota, 1974

ROBERT W. KINER, Professor Emeritus of Education, 2001-2007

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

R. ROY KINTNER, Professor Emeritus of Chemistry, 1957-1994

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

EMIL F. KNAPP, Professor Emeritus of Mathematics, 1972-2012

B.A., Concordia College-Moorhead, 1964; M.A., University of Missouri, 1966; Ph.D., University of Minnesota, 1972

HAROLD E. KRUEGER, Professor Emeritus of Music, 1965-1994

B.A., Luther College, 1950; M.A., Colorado State College, 1955; Ed.E., University of Northern Colorado, 1964

DENNIS S. LARSON, Professor Emeritus of Psychology, 1970-2007

B.A., University of Minnesota-Duluth, 1964; M.A., Southern Illinois University, 1967; Ph.D., University of South Dakota, 1970

MURIEL LARSON, Professor Emerita of Nursing, 2001-2007

R.N., St. Luke's Hospital School of Nursing, 1964; B.A., Augustana College, 1989; M.A., Augustana College, 1999; M.A., Augustana College, 2000

CHERYL LEUNING, Professor Emerita of Nursing, 1980-1995, 1996-2002

B.A., Augustana College, 1972; M.S., University of Minnesota, 1976; Ph.D., University of Utah, 1992

LELAND A. LILLEHAUG, Professor Emeritus of Music, 1956-1992

B.A., Augustana College, 1951; M.M., Eastman School of Music of the University of Rochester, 1953; Ph.D., Eastman School of Music of the University of Rochester, 1962

VERLYN L. LINDELL, Professor Emeritus of Mathematics, 1967-2004

B.S., Bethany College, 1955; M.A., University of Denver, 1958; Ph.D., University of Denver, 1962

BARBARA NEDELSKY, Assistant Professor Emerita of Modern Foreign Languages-German, 1990-2008

M.A., University of Chicago, 1970; M.A., Middlebury College, 1997

MICHAEL NEDELSKY, Associate Professor Emeritus of Psychology, 1970-2011

B.A., University of Chicago, 1965; Ph.D., University of Chicago, 1971

JOYCE I. STUELPNAGEL NELSON, Professor Emerita of Nursing, 1967-1996

Diploma, Sioux Valley Hospital, 1956; B.S., South Dakota State University, 1958; M.S., University of Minnesota, 1964; M.A., University of South Dakota, 1973; Ph.D., South Dakota State University, 1985

MARGOT NELSON, Professor Emerita of Nursing, 1968-2011

The Vernon and Mildred Niebuhr Faculty Excellence Award, 2000-2001. B.S., Augustana College, 1967; M.A., University of South Dakota, 1976; M.S., Texas Women's University, 1978; Ph.D., University of Minnesota, 1992

GENE NICHOLS, Professor Emeritus of Secondary Education, 1967-1999

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

ROBERT C. OLIVER, Professor Emeritus of Business Administration and President, 2004-2017

B.S., University of South Dakota, 1975; M.B.A., University of South Dakota, 1977

VALERIE OLNESS, Associate Professor Emerita of Biology and Science Education, 1992-2011

B.A., University of Minnesota, 1982; Ph.D., University of Minnesota, 1995

GARY OLSON, Professor Emeritus of History, 1968-2005

B.A., Luther College, 1961; M.A., University of Nebraska, 1965; Ph.D., University of Nebraska, 1968

ANNE M. OPPEGARD, C.P.A., Associate Professor of Business Administration/Accounting, 1988-2016

B.S., Mary College, 1982; M.Acc., University of North Dakota, 1983; Ph.D., University of Nebraska-Lincoln, 1997

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

The Orin M. Lofthus Distinguished Professorship, 1992-1995. B.A., Jamestown College, 1950; M.A., University of South Dakota, 1951; Ph.D., University of Nebraska, 1958

LAMOYNE L. PEDERSON, Professor Emeritus of Philosophy, 1966-2007

The Our Savior's Lutheran Church Chair in Religion, 2002-2005; B.A., Augustana College, 1963; Ph.D., University of Southern California, 1970

A. RICHARD PETERSEN, Professor Emeritus of Health, Physical Education and Recreation, 1960-1991

B.A., Augsburg College, 1951; B.Th., Luther Theological Seminary, 1955; University of Denver, 1967-68

GLEN E. PETERSON, Fellows Executive Secretary Emeritus, 1963-1990

B.A., Augustana College, 1954; B.D., Luther Seminary, 1959; M.A., University of Minnesota, 1959; Ph.D., Michigan State University, 1968

LANSING M. PRESCOTT, Professor Emeritus of Biology, 1969-1999

B.A., Rice University, 1963; M.A., Rice University, 1964; Ph.D., Brandeis University, 1969

RONALD L. ROBINSON, Professor Emeritus of English and Journalism, 1962-1997

B.A., Augustana College, 1957; M.A., University of Minnesota, 1962

B.A., Augustana College, 1961; M.A., University of Minnesota, 1963; Ph.D., University of Nebraska-Lincoln, 1977

MARY HELEN SCHMIDT, Professor Emerita of Music, 1965-1994

B.M., MacPhail School of Music, 1960; B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1963; M.M., Manhattan School of Music, 1964; D.M.A., University of Washington, 1975; Associateship Certificate (AAGO), American Guild of Organists, 1962; Master Teacher Certificate in Piano, Music Teachers National Association, 1989

FLORENCE M. SCHUBERT, Professor Emerita of Nursing, 1980-1986

B.S.N.E., University of Minnesota, 1954; M.N., University of Washington, 1960; Ed.D., Teachers College, Columbia University, 1972

HARRIET E. SCOTT, Associate Professor Emerita of Social Work and Director of Social Work, 1972-2004

B.A., Augustana College, 1959; M.S.W., University of Chicago, 1962; Ph.D., South Dakota State University, 1993

JAY R. SMITH, Assistant Professor Emeritus of Mathematics, 1985-2015

B.A., Augustana College, 1967; M.A., University of South Dakota, 1975

MONICA I. SOUKUP, Associate Professor of Education, 1999-2017

B.A., Augustana College, 1976; M.A., Augustana College, 1992; Ed.D., University of South Dakota, 2005

STEVE THOMAS, Professor Emeritus of Art, 1988-2013

B.A., Augustana College, 1980; M.F.A., University of South Dakota, 1984

J. DARREL THOMPSON, Professor Emeritus of Physics, 1957-1999

B.A., Augustana College, 1955; M.S., Iowa State University, 1962; Ph.D., University of Wisconsin, 1967

LARRY L. TIESZEN, Professor Emeritus of Biology, 1966 -1999

B.A., Augustana College, 1961; Ph.D., University of Colorado, 1965

KAREL L. VANDER LUGT, Professor Emeritus of Physics, 1968-2006

B.A., Hope College, 1962; Ph.D., Wayne State University, 1967

ARLEN VISTE, Professor Emeritus of Chemistry, 1964-2002

The Orin M. Lofthus Distinguished Professorship, 1989-1992. The Stanley L. Olsen Chair of Moral Values, 1999-2002. The Vernon and Mildred Niebuhr Faculty Excellence Award, 1999-2000. B.A., St. Olaf College, 1958; Ph.D., University of Chicago, 1962

RALPH WAGONER, Professor Emeritus of Education and President, 1993-2000

A.B., Gettysburg College, 1960; M.S., Westminster College, 1963; Ph.D., Kent State University, 1967

CHESTER WHITNEY, Professor Emeritus of Physics, 1960-1996

B.A., Augustana College, 1957; B.S., University of Kansas, 1959; M.S., University of Kansas, 1959; Ph.D., University of Kansas, 1965

KAREN YOUNGER, Professor Emerita of Nursing, 1993-2015

B.A., Luther College, 1978; M.S.N., Medical College of Georgia-Augusta, 1987 ; Ph.D., Virginia Polytechnic Institute and State University, 1994

Faculty

KARLA ABBOTT, Instructor of Nursing, 2008-

B.S.N., Michigan State University, 1986; M.A., Augustana College, 2007; D.N.P., Augsburg College, 2014

DREW ALTON, Associate Professor of Physics, 2006-

B.S., University of Iowa, 1992; M.S., Ball State University, 1996; Ph.D., Kansas State University, 2000

RICKEY G. ANDREWS, Professor of Music, 1994-

B.M., Southern Methodist University, 1979; M.M., Southern Methodist University, 1981; D.M.A., University of Colorado, 1985

SHARON JOHNSON ANDREWS, Associate Professor of Education, 1989-

B.S., University of South Dakota, 1981; M.A., University of South Dakota, 1987; Ed.D., University of South Dakota, 1989

JULIE ASHWORTH, Assistant Professor of Education, 2002-

B.A., Augustana College, 1975; M.A., Augustana College, 1997; Ed.D., University of South Dakota, 2008

ELIZABETH H. BABCOCK, Associate Professor of Psychology, 2008-

B.A., Hope College, 2002; M.A., Michigan State University, 2005; Ph.D., Michigan State University, 2008

SHERRY A. BARKLEY, Associate Professor of Exercise and Sport Sciences, 1995-

B.S., South Dakota State University, 1979; M.S., University of Arizona, 1983; Ph.D., South Dakota State University, 2008

HEATHER ALDRIDGE BART, Professor of Communication Studies, 1994-

B.A., Augustana College, 1991; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 1995

JOHN A. BART, Associate Professor of Communication Studies, 1986-

B.A., Augustana College, Rock Island, 1980; M.A., Wayne State University, 1982; Ph.D., University of Kansas, 1990

PAMELA BARTHEL, Instructor of Nursing, 2017-

B.S., Webster University, 1999; M.S.N., St. Louis University School of Nursing, 2009

LISA M. BAYE, Assistant Professor of Biology, 2012-

B.A., University of Saint Thomas, 2001; Ph.D., Medical College of Wisconsin, 2007

JANET D. BLANK-LIBRA, Professor of English and Journalism, 1988-

B.A., South Dakota State University, 1981; M.A., University of Montana, 1988; Ph.D., Southern Illinois University at Carbondale, 2000

RICHARD G. BOWMAN, Professor of Religion, 1981-

B.A., Augustana College, 1971; M.Div., Luther Theological Seminary, 1976; Ph.D., Union Theological Seminary (Virginia), 1981

SUSAN CLAUSSEN BUNGER, Instructor of Sociology, 2004-

B.A., Augustana College, 2001; M.S., South Dakota State University, 2005

PILAR CABRERA FONTE, Associate Professor of Modern Foreign Languages – Spanish, 2010-

Licenciatura, Universidad Nacional Autónoma De México, 1998; M.A., University of Amsterdam, 2001; Ph.D., University of Texas at Austin, 2010

KRISTEN CARLSON, Assistant Professor of Anthropology, 2015-

B.A., Northern Arizona University, 2009; M.A., Northern Arizona University, 2001; Ph.D., University of Oklahoma, 2015

CORNELIUS CONOVER, Associate Professor of History, 2008-

B.A., Grinnell College, 1995; M.A., Stanford University, 1999; Ph.D., University of Texas at Austin, 2008

KATHLEEN COOK, Assistant Professor of Education, 2015-

B.A., Louisiana State University, 1981; M.A., Louisiana State University, 1982; Ph.D., University of Georgia, 2015

LAURA DAILY, Associate Professor of Education, 2015-

B.S., University of Maine at Farmington, 1989; M.Ed., University of North Carolina at Chapel Hill, 1996; Ed.D., Argosy University, 2007

JAMES DAY, Assistant Professor of Exercise and Sport Science and Athletic Training, 2015-

B.S., Eastern Washington University, 2005; M.Ed., University of Virginia, 2006; Ed.D., University of South Dakota, 2013

JOSEPH M. DONDELINGER, Professor of Government and International Affairs, 1984-

B.A., Miami University, 1974; M.A., Pennsylvania State University, 1977; Ph.D., Pennsylvania State University, 1983

JETTY L. DUFFY-MATZNER, Professor of Chemistry, 1999-

B.S., Boise State University, 1987; Ph.D., University of California, Davis, 1993

MARLEE DYCE, Assistant Professor of Sign Language Interpreting, 2009-

B.S., Dakota State University, 1993; M.Ed., Northeastern University, 2007

BRIAN D. EGGLESTON, Associate Professor of Economics, 1988-

B.A., University of North Dakota, 1974; M.A., University of North Dakota, 1977; Ph.D., Washington State University, 1991

PAUL G. EGLAND, Associate Professor of Biology, 2004-

B.A., Luther College, 1991; Ph.D., University of Iowa, 1997

BARRETT E. EICHLER, Professor of Chemistry, 2008-

B.A. University of Minnesota-Morris, 1993; Ph.D., University of Wisconsin-Madison, 1998

MARCIA SEIVERT ENTWISTLE, Associate Professor of Computer Science and Business Administration/Accounting, 1990-

B.A., Augustana College, 1983; M.B.A., University of South Dakota, 1989; Ph.D., University of South Dakota, 2005

LINDSAY ERICKSON, Assistant Professor of Mathematics, 2013-

B.A., North Dakota State University, 2006; Ph.D., North Dakota State University, 2011

CONNIE EVENSON, Assistant Professor of Nursing, 2015-

B.A., Augustana College, 1979; M.S.N., University of Missouri, 1991

RAYBECCA FIALA, Instructor of Education and Field Placement Coordinator/Supervisor, 2003-

B.A., Augustana College, 1983; B.A., Augustana College, 1988; M.A., Southwest State University, 2002

SCOTT FISH, Associate Professor of Modern Foreign Languages - French, 1995-

B.A., University of Wisconsin at Whitewater, 1987; M.A., University of Minnesota, 1989; Ph.D., University of Wisconsin, 1999

JAYNA FITZSIMMONS, Instructor of Theatre, 2010 -

B.A., Southwest Minnesota State University, 2007; M.A., University of South Dakota, 2009

SHELLY GARDNER, Assistant Professor of Business Administration/Accounting, 2002-

B.S., University of South Dakota, 1982; M.B.A., University of South Dakota, 1987; Diploma, Graduate School of Banking, University of Colorado, Boulder, 1994

DANIEL M. GERLING, Assistant Professor of English, 2013- ; Director of the Writing Center, 2013-

B.A., Eastern Illinois University, 1999; M.A., Eastern Illinois University, 2001; Ph.D., University of Texas at Austin, 2012

BRIAN GERRY, Assistant Professor of Athletic Training, and Head Athletic Trainer, 1996-

B.S., Southwest State University, 1985; M.S., A.T.,C., Indiana State University, 1987

MICHELLE GIERACH, Assistant Professor of Nursing, 2015-

B.S., Bethel College, 1998; M.S.N., University of Phoenix, 2006; Ed.D., University of South Dakota, 2014

BRITTANY GORRES-MARTENS, Assistant Professor of Exercise and Sport Science, 2015-

B.S., South Dakota State University, 2005; Ph.D., University of Kansas Medical Center, 2011

NATHAN C. GRAU, Associate Professor of Physics, 2010-

B.S., Millikin University, 2000; Ph.D., Iowa State University, 2005

MARTHA GREGG, Associate Professor of Mathematics, 2008-

B.A., University of Michigan-Ann Arbor, 1985; M.S., University of Arizona, 1992; Ph.D., University of Nebraska-Lincoln, 2008

LISA A. GREVLOS, Professor of Music, 1993-

B.A., Augustana College, 1987; M.M., Northwestern University, 1991; D.A., University of Northern Colorado, 2005

JENNIFER A. A. GUBBELS, Associate Professor of Biology, 2009-

B.S., Loras College, 2004; Ph.D. University of Wisconsin, Madison, 2009

CHRISTA GUNDERSON, Assistant Professor of Sign Language Interpreting, 2010 -

B.A., Augustana College, 1995; M.A., South Dakota State University, planned May 2011

MURRAY J. HAAR, Professor of Religion, 1978-

B.A., North Dakota State University, 1972; M.Div., Luther Theological Seminary, 1976; Ph.D., Union Theological Seminary, 1985

PERRY C. HANAVAN, Assistant Professor of Communication Disorders, 1975-

B.A., University of Northern Colorado, 1973; M.A., University of Northern Colorado, 1974; Au.D., Central Michigan University, 2004

L. ADRIEN HANNUS, Professor of Anthropology, 1982-

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

DEBBIE A. HANSON, Professor of English, 1989-

B.A., College of St. Scholastica, 1983; M.A., University of Illinois at Urbana, 1985; Ph.D., University of Illinois at Urbana, 1989

JASON HARRIS, Assistant Professor of Business Administration/Accounting, 2008-

B.A., Augustana College, 1990; J.D., University of South Dakota, 1993

MITCHELL M. HARRIS, Associate Professor of English, 2008-

B.A., Gustavus Adolphus College, 2000; M.A., University of Texas at Austin, 2002; Ph.D., University of Texas at Austin, 2008

JEAN C. HERRMANN, Instructor of Nursing, 2008-

B.A. Augustana College, 1974; MSN in Leadership and Education, Regis University (Colorado) 2008

PATRICK HICKS, Professor of English and Writer in Residence, 2002-

B.A., Saint John's University, 1992; M.A., DePaul University, 1994; M.A., Queen's University of Belfast, Northern Ireland, 1995; Ph.D., University of Sussex, England, 2000

SANDRA HOOVER-KINSINGER, Assistant Professor of Education, 2016-

B.A., Wheaton College, 1984; M.A., University of Illinois at Chicago, 1988; Ph.D., University of South Dakota, 2015

LAURA HYBERTSON, C.P.A., Associate Professor of Business Administration/Accounting, 2010-

B.B.A., University of South Dakota, 2004; M.P.A., University of South Dakota, 2004

BENJAMIN JEPPSEN, Assistant Professor of Psychology, 2015-

B.S., Brigham Young University, 2007; M.Ed., University of Louisville, 2012; Ph.D., University of Louisville, 2015

JOEL A. JOHNSON, Professor of Government and International Affairs, 2003-

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

MATTHEW JOHNSON, Assistant Professor of Education, 2006-

B.A. Augustana College, 1993; M.A., Augustana College, 1997; Ed.D., University of South Dakota, 2015

CYNTHIA JOHNSON-EDLER, Assistant Professor of Chemistry, 2016 –

B.S., South Dakota State University, 2006; B.S., South Dakota State University, 2006; Ph.D., ABD, South Dakota State University, 2017

BETHANY KAREL, Instructor of Nursing, 2010

B.S., South Dakota State University, 2003; M.S., South Dakota State University, 2009

JACIEL KELTGEN, Assistant Professor of Business Administration, 1997-

B.A., South Dakota State University, 1978; M.S., South Dakota State University, 1990; Ph.D., University of South Dakota, 2016

CATHERINE KING, Instructor of Biology/Lab Coordinator, 1994-

B.S., Southwest Minnesota State University, 1974; M.A., University of Missouri, 1983

ANDREW KLOSE, Assistant Professor of Chemistry, 2015-

University of Jamestown, 2008; Ph.D., Michigan State University, 2013

ALEXANDER KLOTH, Assistant Professor of Biology, 2017-

B.S.E., Duke University, 2006; M.A., Princeton University, 2010; Ph.D., Princeton University, 2014

LOREN KOEPESELL, Assistant Professor of Business Administration/Accounting, 2014-

B.S., National College, ; M.B.A., University of South Dakota, 1984; B.A., Augustana College, 1998; Ed.D., University of South Dakota, 1998

MARK K. LARSON, Associate Professor of Biology, 2006-

B.A., Concordia College - Moorhead, 1998; Ph.D., University of North Carolina – Chapel Hill, 2003

AMY R. LEWIS, Assistant Professor of Biology, 2004-

A.B. Bowdoin College, 1992; M.S. The Pennsylvania State University, 1996; Ph.D. South Dakota State University 2004

STEPHAN LHOTZKY, Professor of Modern Foreign Languages-German, 1987-

B.A., Luther College, 1980; M.A., University of Colorado, 1982; Ph.D., University of Colorado, 1986

OLIVIA K. LIMA, Associate Professor of Psychology, 2008-

B.A., Goucher College, 1998; M.A., University of Virginia, 2006; Ph.D., University of Virginia, 2008

SANDRA LOONEY, Professor of English, 1964-

B.A., Augustana College, 1962; M.A., University of Arkansas, 1964; Ph.A., University of Arkansas, 1972

CAROLYN LY, Assistant Professor of Sociology 2015-

B.A., Hunter College, 2007; M.A., Yale University, 2009; M. Phil., Yale University, 2011; Ph.D., Yale University, 2015

SALLY MALLOWA, Assistant Professor of Biology, 2015-

B.S., Egerton University, Kenya, 2001; M.S., Egerton University, Kenya, 2006; Ph.D., Iowa State University, 2015

KAREN L. MAHAN, Assistant Professor of Communication Disorders, 1993-

B.S., University of South Dakota, 1990; M.A., University of South Dakota, 1991

CATHY MARSH, Assistant Professor of Business Administration, 2016 –

B.S., University of South Dakota, 1994; M.B.A., University of South Dakota, 1995

STEVEN L. MATZNER, Professor of Biology, 1999-

B.A., Augustana College, 1990; M.S., University of California-Davis, 1994; Ph.D., University of California-Davis, 1999

JARED R. MAYS, Associate Professor, Chemistry, 2009-

B.A., Gustavus Adolphus College, 2003; Ph.D., University of Wisconsin, 2007

CECELIA M. MILES, Associate Professor of Biology, 2011-

B.S., Texas A&M, 1986; M.S., Florida Institute of Technology, 2000; Ph.D., University of Florida, 2006

JEFFREY S. MILLER, Professor of English and Journalism, 1997-

B.A., Grinnell College, 1976; M.A., University of Iowa, 1983; Ph.D., Michigan State University, 1997

STEPHEN MINISTER, Associate Professor of Philosophy, 2007-

B.A., Seattle Pacific University, 1999; M.A. Fordham University, 2004; Ph.D. Fordham University, 2006

ALLISON MUELLER, Instructor of Nursing, 2017-

B.S., South Dakota State University, 2009; M.S. South Dakota State University, 2017

MICHAEL J. MULLIN, Professor of History, 1988-,

B.A., University of California-Santa Barbara, 1982; M.A., University of California-Santa Barbara, 1984; Ph.D., University of California-Santa Barbara, 1989

CHERYL E. JACKSON NELSON, Instructor of English, 1993-

B.A., Sioux Falls College, 1975; M.S., Sioux Falls College, 1994

MARY NELSON, Instructor of Nursing 2007-

B.S.N., South Dakota State University, 1993; MSN., Regis University, 2010

PAUL J. NESHEIM, Professor of Music, 2012-

B.A., St. Olaf College, 1982; M.M., Arizona State University, 1986; A. Mus. D., University of Arizona, 1991

REYNOLD F. NESIBA, Professor of Economics, 1995-

B.A., University of Denver, 1989; M.A., University of Notre Dame, 1991; Ph.D., University of Notre Dame, 1995

MICHAEL E. NITZ, Professor of Communication Studies, 2005-,

B.A., Augustana College, 1989; M.A., University of Arizona, 1991; Ph.D., University of Arizona, 1995

SAMUEL J. OGDIE, Instructor of Modern Foreign Languages-Spanish, 2004-

B.A., Augustana College, 1972; M.S.S., University of South Dakota, 1996

DAVID L. O'HARA, Associate Professor of Philosophy, 2005-

A.B., Middlebury College, 1991; M.A., St. John's College, 2000; M.A. The Pennsylvania State University, 2005; Ph.D., The Pennsylvania State University, 2005

CARL OLIMB, Associate Professor of Mathematics, 2015-

B.S., University of North Dakota, 2002; M.S., University of North Dakota, 2004; Ph.D., Montana State University, 2010

ANGELA OLSON, C.P.A., Assistant Professor of Business Administration/Accounting, 2015-

B.S., University of South Dakota, 1999; M.P.A., University of South Dakota, 2002

CARRIE OLSON-MANNING, Assistant Professor of Biology, 2016 –

B.S., University of Minnesota, 2007; Ph.D., Duke University, 2013

SCOTT PARSONS, Associate Professor of Art, 2005-

Latin American Studies (Bogota, Columbia), HECUA at Hamline University, 1986; B.A., Augustana College, 1987; M.F.A., University of Colorado-Boulder, 1990; Diploma, Platt College-Colorado, 1995

ANN PEDERSON, Professor of Religion, 1990-

B.A., Montana State University, 1979; M.Div., Lutheran School of Theology at Chicago, 1986; Th.D., Lutheran School of Theology at Chicago, 1990

MATTHEW PEHL, Associate Professor of History, 2009-

B.A., University of Minnesota, 1997; M.A., Utah State University, 2003; Ph.D., Brandeis University, 2009

JOHN C. PENNINGTON, Professor, Music, 2008-

B.M., University of Arizona, Tucson, 1986; M.M., University of Michigan, Ann Arbor, MI, 1988; D.M.A., Arizona State University, Tempe, AZ, 1996

LARRY PETERSEN, Assistant Professor of Music, 2017-

B.M.E., South Dakota State University, 1994; M.M., University of Manitoba, 2004; D.M.A., The University of Iowa, 2012

MICHELLE POWERS, Instructor of Education, 2017-

B.S., The University of South Dakota, 1987; M.A., The University of South Dakota, 1999; Ed.S., The University of South Dakota, 2013

MARGARET PRESTON, Professor of History, 2001-

B.A., Loyola University New Orleans, 1990; M.A., University College Dublin, 1991; Ph.D., Boston College, 1999

GERRY PUNT, Assistant Professor of Art and Artist in Residence, 1983-

B.A., Sioux Falls College, 1978

ANNA REICH, Assistant Professor of Art, 2015-

B.A., University of California at Davis, 2008; M.F.A., Milton Avery School of Art, Bard College, 2012

DARCIE RIVES-EAST, Associate Professor of English, 2007-

B.A., Grinnell College, 1996; M.A., University of Nebraska – Lincoln, 1999; Ph.D., University of Nebraska – Lincoln, 2006

WILLIAM M. RUETER, Associate Professor of Modern Foreign Languages – Spanish, 2011-

B.A., Millikin University, 1996; MA University of Wisconsin-Madison, 2002; Ph.D., University of Wisconsin-Madison, 2009

HEIDI SACKREITER, Assistant Professor of Education, 2016 –

B.S., Northern State University, 1998; M.S., Northern State University, 2001; Ed.D., University of South Dakota, 2007

SATYA SAI SADHU, Assistant Professor of Chemistry, 2016 –

B. Pharmacy, Osmania University, 2006; M.S., University of South Dakota, 2009; Ph.D., South Dakota State University, 2015

SHANE SCHOLTEN, Assistant Professor Exercise and Sport Science, 2014-

B.A., University of Washington, 1969; M.A., Claremont Graduate School, 1972; Ph.D., Claremont Graduate School, 1974

PETER M. SCHOTTEN, Professor of Government and International Affairs, 1974-

B.A., University of Washington, 1969; M.A., Claremont Graduate School, 1972; Ph.D., Claremont Graduate School, 1974

SUSAN L. SCHRADER, Professor of Sociology, 1995-

B.A., St. Olaf College, 1976; M.S., Indiana University, 1978; Ph.D., University of Minnesota, 1993

PAMELA A. SCHROEDER, Associate Professor of Nursing, 2004-

B.S., South Dakota State University, 1973; M.Ed., South Dakota State University, 1977; M.S., South Dakota State University, 1982; Ed.D., University of South Dakota, 2012

JODY L. SERFLING, Assistant Professor of Nursing, 2016 –

B.S., South Dakota State University, 2004; M.S., South Dakota State University, 2011

THOMAS G. SHIELDS, Associate Professor of Art, 1993-

B.S., LaMar University, 1973; M.F.A., Louisiana Tech University, 1976

STEPHEN M. SHUM, Associate Professor of Computer Science, 1986-

B.S., University of Oregon, 1980; M.S., Rice University, 1982; Ph.D., Oregon State University, 1992

DAVID J. SORENSON, Professor of Economics, 1997-

B.S., University of North Dakota, 1981; M.A., University of Iowa, 1985; Ph.D., West Virginia University, 1997

TIMOTHY SORENSON, Assistant Professor of Mathematics, 1990-

B.A., Gustavus Adolphus College, 1981; M.A., Kent State University, 1985; Ph.D., Kent State University, 1990

CRAIG SPENCER, Professor of Biology, 1991-

B.A., Colby College, 1976; M.S., Michigan State University, 1981; Ph.D., Michigan State University, 1984

CARMEN STEEN, Assistant Professor of Sign Language Interpreting, 2009-

B.A., Augustana College, 1991; M.E., University of Sioux Falls, 1997

QUINN STEIN, Associate Professor, Genetic Counseling, 2014-

B.S., Jamestown College, 1998; M.S., University of Wisconsin, 2000

DANIEL STEINWAND, Instructor of Computer Science, 2017-

B.A., Augustana College, 1983; M.S., South Dakota State University, 1992;

ANDREW STRANDJORD, Assistant Professor of Chemistry, 2014-

B.A., Luther College, Ph.D., University of Minnesota, 1985

LI SUN, Assistant Professor of Education, 2016-

B.A., Bohai University, 1993; M.Ed, Liaoning Normal University, 2000; Ed.D., University of Houston, 2015

RUSSELL SVENNINGSEN, Associate Professor of Music, 2010-

B.M., Concordia College, Moorhead, 1994; M.M., University of Cincinnati, College-Conservatory of Music, 1999; D.M.A., Boston University, 2011

RICHARD SWANSON, Professor of Religion, 1990-

B.A., St. Olaf College, 1977; M.Div., Luther Northwestern, 1981; Ph.D., Luther Seminary, 1991

WILLIAM J. SWART, Professor of Sociology, 1997-

B.A., Northwestern College, Orange City, IA, 1988; M.A., Marquette University, 1990; Ph.D., University of Kansas, 1997

CASEY TRAINOR, Associate Professor of Psychology, 2011-

B.A., Minnesota State University, Moorhead, 1994; M.S., North Dakota State University, 2003; Ph.D. University of Arkansas, 2011

LINDSAY J. TWA, Associate Professor of Art and Director of the Eide/Dalrymple Gallery, 2006-

B.A. Concordia College-Moorhead, 1998; M.A., University of North Carolina at Chapel Hill, 2001; Ph.D. University of North Carolina at Chapel Hill, 2006

CHRISTOPHER UNGER, Assistant Professor of Music, 2015-

B.M., University of British Columbia, 2002; B. Ed., University of British Columbia, 2003; M.M., University of Western Ontario, 2010; D.M.A., Eastman School of Music, 2013

STEVEN VAN BOCKERN, Professor of Education, 1979-80, 1983-

B.A., Augustana College, 1973; M.S., University of South Dakota, 1975; Ed.D., University of South Dakota, 1979

LEIGH C. VICENS, Assistant Professor of Philosophy, 2012-

B.A., Dartmouth College, 2004; M.A., University of Wisconsin-Madison, 2006; M.Div., Virginia Theological Seminary, 2009; Ph.D., University of Wisconsin-Madison, 2012

SEASSON VITIELLO, Associate Professor of Biology, 2010-

B.S., Nazareth College, 1999; Ph.D., University of Rochester, 2008

ANN F. VOGELMANN, Assistant Professor of Biology, 1996-

B.S., State University of New York, 1978; M.S., Texas A&M University, 1979; Ph.D., Indiana University, 1985

PATRICIA WALTMAN, Instructor of Nursing 2008 -

B.S.N., Presentation College, 1993

EMILY O. WANLESS, Assistant Professor of Government and International Affairs, 2012-

B.A., Clemson University, 2004; M.A., University of Montana, 2006; Ph.D., University of Georgia, 2011

DUANE E. WEISSHAAR, Professor of Chemistry, 1984-

B.A., Western State College, 1972; M.S., Kansas University, 1975; Ph.D., North Dakota State University, 1983

ERIC WELLS, Professor of Physics, 2003-

B.A., Hastings College, 1994; Ph.D., Kansas State University, 2000

ROCKI WENTZEL, Associate Professor of Classics, 2008-

B.A. University of California, San Diego, 1997; M.A. The Ohio State University, 2003; Ph.D. The Ohio State University, 2008

LYNN WHITE, Assistant Professor of Nursing, 2006-

B.S.N., South Dakota State University, 1991; M.S.N., University of Nebraska Medical Center, 2006

DANIEL WORKMAN, Assistant Professor of Theatre, 2009-

B.F.A., Tarkio College, 1989; M.F.A., University of South Dakota, 2005

ROBERT E. WRIGHT, Associate Professor, Nef Family Chair of Political Economy, 2009-

B.A., Buffalo State College, 1990; M.A., University of Buffalo, 1994; Ph.D., University of Buffalo, 1997

ANNE ZELL, Associate Professor of Psychology, 2007-

B.A., Gordon College, 2001; M.A., Case Western Reserve University, 2003; Ph.D., Florida State University, 2007

Administration with Faculty Status

JAMES BIES, Vice President for Student Affairs and Dean of Students, 1986-

B.A., Luther College, 1974; M.A., Pacific Lutheran University, 1981, Ed.D., University of South Dakota, 1998

LISA BRUNICK, Reference Librarian/Instruction Coordinator, 1994-

B.A., South Dakota State University, 1994; M.L.S., Emporia State University, 1999

NANCY DAVIDSON, Vice President for Enrollment, 1995-

B.S., Southwest State University, 1989

ROBERT J. FITZSIMMONS, Theatre Technical Director and Resident Designer, 2004-

B.F.A., Western Kentucky University, 2001; M.F.A., University of South Dakota, 2004

SHARON GRAY, Instructor of Computer Science and Instructional Technologist, 1999-

B.S., University of South Dakota, 1983; M.S.S., University of South Dakota, 1994

DEBORAH HAGEMEIER, Assistant Director of Mikkelsen Library, 1985-

B.A., Northwestern College, 1976; M.A., University of Iowa, 1978

STEPHANIE HERSETH-SANDLIN, President, 2017-

B.A., Georgetown University, 1993; J.D., Georgetown University Law Center, 1997; M.A. Government, Georgetown University, 1998

PAM HOMAN, Executive Director of the Center for Innovation and Entrepreneurship, 2015-

B.A., Augustana University, 1981; M.A., Augustana University, 1987; Ph.D., University of South Dakota, 1996

JUDITH HOWARD, Media Service Librarian, 1997-

B.A., South Dakota State University, 1972; M.L.S., Emporia State University, 1996

CRAIG JOHNSON, Media Librarian, 2016-

A.A., Carl Sandburg College, 2000; B.A., Vanguard University, 2003; M.L.S., San Jose State University, 2012

JERRY JORGENSEN, Associate Vice President for Graduate and Continuing Education, 2015-

B.S., South Dakota State University, 1978; M.S., South Dakota State University, 1984; Ph.D., University of Nebraska, 1990

MITCHELL KINSINGER, Associate Vice President for Academic Affairs, 2015-

B.A., Wheaton College, 1983; M.Div., Western Theological Seminary, 1991; Ph.D., University of Iowa, 2005

JONI L. KRUEGER, Registrar/Assistant Dean of Instructional Data, 1997-2004, 2006-

B.A., Calvin College, 1997; M.S., University of South Dakota, 2009

SLADE LARSCHEID, Director of Athletics, 2014-

B.S., Northwestern University, 2006; M.A., Northwestern University, 2008

THOMAS MEYER, Vice President for Finance and Administration, 2007-

B.B.A., University of Iowa; 1983

ANA OLIVIER, Cataloger/Government Documents Librarian, 2005-

B.A., Augustana College, 2004; M.L.I.S., University of Wisconsin-Milwaukee, 2012

ROBERT PRELOGER, Vice President for Advancement, 1993-2004, 2006-

B.A., Concordia University Chicago, 1974; M.A., Concordia University Chicago, 1979

PAUL ROHDE, Campus Pastor, 2001-

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

ANN ELIZABETH ROSENDALE, Campus Pastor, 2012-

B.A., Augustana College, 2004; M.A., Princeton Theological Seminary, 2008; M.Div., Princeton Theological Seminary, 2008

CAROL SPILLUM, Associate Vice President for Finance, 1995-

B.S., Moorhead State University, 1988; M.B.A., Moorhead State University, 1993

BILLIE STREUFERT, Executive Director of the Career/Student Success Center, 2014-

B.A., Dordt College, 2001; M.S., Minnesota State University, 2003

HARRY THOMPSON, Executive Director of the Center for Western Studies, 1984-

B.A., Houghton College, 1975; M.A., Baylor University, 1977; M.A.T., Colgate University, 1979; M.A., University of Rochester, 1981; Ph.D., University of South Dakota, 2000

RONELLE THOMPSON, Director of Mikkelsen Library, 1983-

B.A., Houghton College, 1976; M.L.S., Syracuse University, 1976

Full-Time Athletic Coaches and Other Professionals

ELLEN ANDREWS, Instructor of Exercise and Sport Sciences & Assistant Women's Volleyball Coach, 2016-

B.A., Augustana University, 2009; M.A., Sam Houston State University, 2011

COLLIN AUTHIER, Instructor of Exercise and Sport Sciences & Assistant Men's Basketball Coach, 2016-B.A., Augustana University, 2009

MATTHEW BACOU LIS, Instructor of PE and Assistant Football Coach, 2013-

B.S., University at Buffalo, 2010

BRANDON BARKUS, Instructor of PE and Head Soccer Coach, 2006-

B.A., Benedictine College, 1995

BRIAN BERGSTROM, Instructor of PE and Assistant Football Coach, 2013-

B.A., Gustavus Adolphus, 2002; M.S., St. Cloud State University, 2005

THOMAS M. BILLETER, Assistant Professor of PE and Head Men's Basketball Coach, 2003-

B.S., University of Illinois-Champaign, 1983; M.S., University of Arizona, 1986

GREG BINSTOCK, Instructor of PE and Assistant Track and Cross Country Coach, 2009-

B.A., Augustana College, 1996

KATIE BOURK, Assistant Women's Basketball Coach, 2016-

B.S., Dakota State University, 2011; M.A., Augustana University, 2014

BRETT CHAMBERS, Instructor of PE and Head Strength and Conditioning Coach, 2005-

B.A., University of Iowa, 1996; M.A., University of South Dakota, 2000

TRACY J. HELLMAN, Instructor of PE, and Head Cross Country & Track and Field Coach, 2000-

B.A., University of Sioux Falls, 1998; M.S., Humboldt State University, 2000

CHAD HETTERMANN, Assistant Men's Basketball Coach, 2016-

B.A., Augustana University, 2011; M.A., Augustana University, 2014

TIM HUBER, Instructor of PE, Head Baseball Coach and Athletic Services Assistant, 2008-

B.S., Minnesota State University, Mankato, 2001; M.S., Southwest Minnesota State University, 2004

CHASE KING, Assistant Football Coach, 2016-

B.A., California Lutheran University, 2008; M.B.A., California Lutheran University, 2011

DAVID P. KRAUTH, Assistant Professor of PE and Head Women's Basketball Coach, 1989-

B.A., Sioux Falls College, 1974; M.S., South Dakota State University, 1983

JORDAN LINDBURG, Assistant Athletic Trainer and Instructor of Exercise Sciences, 2016-

B.A., Augustana University, 2016

THOMAS K. MEESTER, Instructor of PE and Assistant Wrestling & Strength and Conditioning Coach, 2006-

B.A., Augustana College, 2006; M.A., Augustana College, 2009

MARGRETTA L. MELSTED-VAN SCHEPEN, Instructor of PE and Head Women's Softball Coach, 2006-

B.A., Carleton College, 1998; M.Ed., William Woods University, 2003

LINDSIE MICKO, Head Women's Swimming Coach, 2016-

B.S., South Dakota State University, 1994

MARK MORIARTY, Assistant Baseball Coach/JV Coach/Athletic Events Assistant, 2016-

B.A., College of St. Scholastica, 2007; M.A., Augustana University, 2010

JERRY OLSZEWSKI, Head Football Coach and Athletic Development Assistant, 2013-

B.S., University of Wisconsin, 1993; M.S., Minnesota State University, 1995

JASON A. REITMEIER, Instructor of PE, Head Wrestling Coach and Athletic Services Assistant, 1997-

B.A., Augustana College, 1997; M.A.T., Augustana College, 2009

JASON RINNE, Assistant Athletic Trainer and Instructor of AT, 2012

B.A., Augustana College, 2008; M.A., University of Nebraska, 2010

KELLY SCHOLTEN, Instructor of PE and Assistant Football Coach, 2013-

B.A., Augustana College, 1997

JAMES SCHRENK, Instructor of PE and Assistant Football Coach, 2011

B.A., University of Northern Colorado, 2010

MARK L. STAVENGER, Instructor of PE and Assistant Women's Basketball Coach, 2008-

B.A., Augustana College, 2006; M.A.T., Augustana College, 2009

ANDREW STOCKS, Assistant Strength & Conditioning Coordinator, 2016-

A.A. & S., University of Wisconsin, 2007; B.S., University Wisconsin La Crosse, 2010; M.A., South Dakota State University, 2015

Administration 2017-2018

Center for Innovation and Entrepreneurship

Pam Homan	Executive Director
Suzanne Smith	Director of Augustana Research Institute

Office of the President

Stephanie Herseth-Sandlin	President
Paul Rohde	Campus Pastor
Ann Rosendale	Campus Pastor

Financial Affairs

Thomas Meyer	Vice President for Finance & Administration
Carol Spillum	Associate Vice President for Finance
Sharon Heap	Accounting Manager
Tresse Evenson	Director of Financial Aid
Emily Studenski	Associate Director of Financial Aid
Kelly Lang	Assistant Director of Financial Aid
Carol Eller	Director of Central Services/Coordinator Building & Grounds Accounting
Frank Hughes	Director of Facilities
Lonnie Hoefert	Director of Facility Operation
John Schuety	Housekeeping Manager
Jane Schroeder	Internal Auditor & Advancement Analyst

Human Resources

Deanna Versteeg	Director of Human Resources
Amy Meyers	Employee Health Educator

Academic Affairs

Jerry Jorgensen	Interim Senior Vice President for Academic Affairs
Mitchell Kinsinger	Associate Vice President for Academic Affairs
Joni Krueger	Registrar/Assistant Dean for Instructional Data
Sara Vande Kamp	Associate Registrar/Director of Advising

Karen Madsen	Director of Academic Operations
Billie Streufert	Executive Director of the Student Success Center
Kaari Speer	Student Success Advisor
Ann Kolbrek	Success Specialist
Tim Homan	Success Specialist
Susan Bies	Director of Accessibility and Academic Support
Mary Toso	Director of Internships
Ronelle Thompson	Director of Mikkelsen Library
Lisa Brunick	Reference Librarian/Instruction Coordinator
Krista Ohrtman	Access Services Librarian
Deborah Hagemeyer	Assistant Director of Mikkelsen Library
Craig Johnson	Media Librarian
Anna Olivier	Cataloger/Government Documents Librarian
Michael Chapman	Research Associate, Biology
Brandon Gustafson	Stockroom Manager & Lab Prep Supervisor, Chemistry
Chris Assmuss	Education Program Coordinator
Jennie Holland	Health Sciences Program Manager
Brad Heegel	Administrative Director of the Performing and Visual Arts
Anthony Millette	Ceramics Shop Assistant
John Peters	Gallery & Liturgical Art Coordinator
RJ Fitzsimmons	Technical Resident Designer
Harry Thompson	Executive Director, Center for Western Studies
Donn Grinager	Director of International Programs
Phil Mulder	Assistant Director of International Admission
Erin Kane	Assistant Director of International Student Services
TBD	Assistant Director of International Student Services
Jessica Lamb	Augie Access Grant Program Coordinator & Research Assistant
Catherine Davis	Augie Access Assistant Director

Admission

Nancy Davidson	Vice President for Enrollment
Adam Heinitz	Director of Admission
Madeleine Ellis	Associate Director of Admission
Thomas Elness	Admission Counselor
Maren Engel	Assistant Director of Admission/Coordinator of Arts Recruitments
Wade Gemar	Assistant Director of Admission
Alex Piche	Assistant Admission Counselor
Pete Roberts	Associate Director of Admission & Data & Technology
Amanda Scotting	Admission Counselor

Athletics

Slade Larscheid	Director of Athletics
Jon Eng	Director of Athletic Development
Tim Evans	Director of Athletic Communications
Don Pierson	Athletic Events Manager & Administrative Assistant
Ryan Sweeter	Assistant Athletic Director - External Operations
Lee Taylor	Associate Athletic Director for Operations
Ann Traphagen	Associate Athletic Director - Senior Woman Administrator
Alyson Vander Steen	Assistant Athletic Director - Marketing/Tickets

Advancement

Robert Preloger	Vice President for Advancement
Amy Benda	Director of Annual Giving
Nathan Dally	Senior Director of Development
Mike Flynn	Director of Major Gifts
Katy Foutz	Assistant Director of Online Communications
Bill Gross	Senior Major Gifts Officer
Peggy Kapusta	Director of Online Communications
Dawn Krumvieda	Director of Development Operations
Ali Langseth	Director of Major Gifts
Adrienne McKeown	Director of Alumni Relations
Jennifer Meiners	Director of Event Services
Jackie Payne	Director of Development
Emily Sievers	Director of Marketing
Kelly Sprecher	Senior Writer, Editor - The Augustana & Director of Media Relations
Brian Rieger	Logistics Coordinator

Information Technology Services

Dan Drenkow	Director of Information Technology Services
Debra Frederick	Director of Management Information Systems
Donovan DeJong	WEB System Administrator
Matt Fox	Server Administrator
Sharon Gray	Instructional Technologist
Kevin Klawonn	System Administrator
Alex McCoy	Web Developer
Terence Mournet	Programmer Analyst
Justin Nelson	Network Analyst and Systems Administrator
Osama Salameh	Help Desk Systems Specialist
Cheryl Swanson	Help Desk Coordinator
Glenn Wika	Senior Programmer Analyst

Kristi Worden

Business System Analyst

Student Affairs

James Bies	Vice President for Student Affairs
Chad Barman	Assistant Director of Recreational Services
Mark Blackburn	Assistant Dean of Students and Director of Diversity & Inclusion Programs
Kaia Chambers	Program Assistant
Chance Simonton	Program Assistant
Laura Schmit	Program Assistant
Whitney Brown	Associate Director of Campus Life
Cali DiOrio-Saye	Assistant Director of Campus Life
Beth Elam	Assistant Dean of Students and Title IX Coordinator
Michelle Harvey	Associate Director of Campus Life
Terri Feerick	Bookstore Manager
Carmen Hecht	Assistant Director of Recreational Services
Mark Hecht	Director of Recreational Services
Judy Knadel	Director of Campus Learning Center
Corey Kopp	Director of Campus Life
Damien Lewis	Dining Services Manager
Michelle Lisack	Assistant Director of Campus Life
Brent Olinger	Assistant Director of Campus Life
TBD	Assistant Director of Recreational Services
Julia Price	Assistant Director of Campus Life
Lindsey Roberts	Program Coordinator, Dean of Students Office
Richard Tupper	Director of Campus Safety
Jeffrey Venekamp	Senior Associate Director of Campus Life

Academic Calendar 2017-2018

First Semester

AUG. 26-29, SATURDAY-TUESDAY	New student move-in day/Welcome Week
AUG. 29, TUESDAY	Opening Convocation
AUG. 30, WEDNESDAY	First day of class
OCT. 21, SATURDAY	Mid-term
OCT. 23-24, MONDAY-TUESDAY	Fall break
NOV. 22-24, WEDNESDAY – FRIDAY	Thanksgiving break
DEC. 7, THURSDAY	Last day of classes
DEC. 9, SATURDAY	Final exams
DEC. 11-14, MONDAY-THURSDAY	Final exams

January Interim

JAN. 3, WEDNESDAY	Interim classes begin
JAN. 26, FRIDAY	Interim classes end
Second Semester	
FEB. 1, THURSDAY	First day of class
MAR. 10-18, SATURDAY-SUNDAY	Spring break
MAR. 24, SATURDAY	Mid-term
MAR. 30-APR. 2, FRIDAY-MONDAY	Easter break
MAY 11, FRIDAY	Last day of classes
MAY 12, SATURDAY	Final exams
MAY 14-17, MONDAY-THURSDAY	Final exams
MAY 19, SATURDAY	Commencement
Summer College	
JUNE 4, MONDAY	Summer classes begin
AUG. 3, FRIDAY	Last day of summer college

Campus Facilities

The *ADMINISTRATION BUILDING*, completed in 1920, is listed on the National Register of Historic Places. It contains the offices of the President of the University, Academic Affairs, Registrar, Business Affairs, Development, Marketing, Alumni, Admission and Financial Aid.

The *CHAPEL OF RECONCILIATION* opened in 1981. It seats 500 and contains a 40-rank mechanical action organ. The building also includes the offices of the campus pastors, the Haugo Conference Room, as well as the offices of the South Dakota Synod of the ELCA and of Lutherans Outdoors in South Dakota.

Augustana's *FROILAND SCIENCE COMPLEX* is home to the Departments of Biology, Chemistry, Computer Science, Exercise and Sport Science, Genetic Counseling, Mathematics, Nursing and Physics. Completed in 2016, this 125,000-square-foot facility is named in honor of Dr. Sven Froiland, a renowned scholar, WWII veteran, and a champion for the advancement of scientific research at Augustana. The building contains a variety of technology-rich "classatories" — rooms mixing traditional classroom elements and laboratory components; state-of-the-art research areas for faculty researchers and their student collaborators in areas such as physics, chemistry, biology and mathematics; a greenhouse; and glass-enclosed laboratories designed to put "science on display" for all students and further enhance the culture of research that exists on campus. The offices of the South Dakota Synod of the ELCA and of Lutheran Outdoors in South Dakota.

The *HUMANITIES CENTER* opened in 1971. It is home to the academic departments of English and journalism, modern foreign languages, communications, music, classics, philosophy and religion. It contains a variety of classrooms, seminar rooms and computer, foreign language and electronic music labs. It also includes the Presser Piano Lab, instrumental and choral rehearsal halls, student publication offices, a photo lab and the 350-seat Kresge Recital Hall.

The *CENTER for VISUAL ARTS* was completed in 2006 and is attached to the Humanities Center. It includes studio and lecture facilities for drawing, painting, sculpture, wood shop, ceramics, print-making, graphic design and a variety of art courses. A centerpiece in this facility is the Eide-Dalrymple Gallery, named for distinguished art professors Palmer Eide and Ogden Dalrymple. The Center also houses the Hovland Center for Liturgical Art, named for alumni benefactors Howard '50 and Eunice '50 Hovland. The facility contains a significant permanent collection of European and American original prints.

The *MADSEN CENTER* opened in 1999 and is named for benefactors Helen and Lou Madsen. It is home to the academic departments of business administration and accounting, economics, education, government and international affairs, history, psychology and sociology. The building contains a variety of classrooms, seminar rooms and laboratories. In addition, the University's computer information systems office and two 30-station, 24-hour computer labs are located in the building's lower level.

MIKKELSEN LIBRARY was renovated in 2009 blending the original 1954 building with the 1980 addition in a seamless and functional whole. Wireless throughout, highlights include group study rooms, a multimedia lab and studio, a fireplace, and plentiful comfortable seating. It is named for Amund Mikkelsen, first principal of the Lutheran Normal School.

The *FANTLE BUILDING* for the Center for Western Studies opened in 2001. It is named for benefactor Sally Fantle and her husband Ben. The building houses Augustana's Center for Western Studies, a gallery and research facility dedicated to the study of the American West with an emphasis on the Northern Plains region. The Civitas honors program has space in this building as well, and offers courses in the building.

The *EDITH MORTENSON CENTER* opened in 1999 as a significant renovation of the Old Gym. It is named for Edith Mortenson Delman, a 1941 graduate and former member of the University's governing board. It is connected to Morrison Commons by the glass enclosed Wagoner Student Street (named for Ralph and Susie Wagoner, the 21st President and First Lady). Included in this building is the 274 seat theatre plus an actor's studio, scene shop and the offices of theatre department faculty. The main level of the building houses Campus Life offices, including the Student Success Center.

MORRISON COMMONS opened in 1960 as Augustana's student center and was named for benefactors Charley and Newell Morrison. It contains the main dining room, which dramatically overlooks the center of the campus, plus smaller dining and conference rooms. The lower level includes The Huddle snack bar, Augustana Bookstore, the Back Alley meeting and event space, campus post office, and the Siverson Lounge.

The *ELMEN CENTER* opened in 1989 and expanded in 2004. It is named for the Elmen family, major benefactors for the building. In addition to the 4,000 seat Hall Sports Forum, it includes the offices and classrooms for Exercise and Sport Sciences department faculty as well as a swimming pool, locker rooms, multi-purpose wrestling room, weight room, and training room. It is designed as an athletic and recreation facility for all Augustana students.

The *BILL HALL BASEBALL & SOFTBALL COMPLEX* was completed in 2007 and is named for Bob and Kari Hall '69, primary benefactors of the facility. It includes meeting rooms, staff offices, weight room, locker room and training room. Jerstad/Kessinger Batting Cages, areas for pitching and fielding and a clubhouse for players. The facility was dedicated April 5, 2008.

The *SANFORD GYMNASIUM* was also completed in 2007 and contains three practice courts for the Viking men's and women's basketball program.

KIRKEBY-OVER STADIUM was dedicated in 2009 and seats 7,000 for football. It is named after Percy Kirkeby'47, and his wife, Elizabeth Markley Over '44, the parents of Kari Over Hall '69. Kari and her husband, Bob Hall, provided the lead gift for the stadium.

BERGSAKER HALL opened in 1964 and is named for A. J. Bergsaker, a former Director of Stewardship for the Evangelical Lutheran Church. The four-story residence hall houses 240 first-year students.

SOLBERG HALL opened in 1955 and is named for Charles Orin Solberg, the 11th President of Augustana. It houses 200 first-year students.

EAST HALL opened in 1905 as Ladies Hall. It is built of Sioux quartzite and is listed on the National Register of Historic Places. It is currently a residence for 50 upper-class students.

GRANSKOU and *STAVIG HALLS* opened in 1969 and are named for Rev. Dr. Clemens Granskou, the 14th President, and Dr. Lawrence Stavig, the 15th President of Augustana. Each houses 300 upper-class students.

TUVE HALL opened in 1950 and is named for Anthony Tuve, the 8th President of Augustana. It provides single rooms for upper-class students and double rooms for first-year students.

The *GLOBAL EDUCATION HOUSE* opened in 2009 and houses 18 students and the International Programs Office.

DULUTH PLACE APARTMENTS have provided upper-class students with an off-campus housing option since 2006. Located two blocks from campus, Duluth Place accommodates 38 students.

SCHOENEMAN APARTMENTS managed by the University since 2007, provides space for 18 upper-class students.

SUMMIT APARTMENTS opened in 2007 and houses 32 students in eight apartments. This contemporary student residence has handicapped accessible units on the ground level as well as two-level townhouse style units. In the fall of 2017, a second Summit Apartments complex will open, designed similarly to the original complex.

THEME HOUSES : Since 1998, Augustana has offered students a unique living-learning experience in purchased and renovated houses (16 houses for approximately 100 students) located on the periphery of the campus. Upper-class students living in the theme houses are selected on the basis of a competitive application process. All students living in the houses commit themselves to a year of service activities and other common learning experiences.

COSTELLO HALL opened in 1976 and is named for Hilma Costello. This apartment complex offers 23 one- and two-bedroom apartments, primarily for student families.

NORSE INN opened in 1953; this apartment-style housing facility has six one- and two-bedroom apartments for students.

The *SERVICE CENTER ANNEX* opened in 1973 and remains the primary power plant for the campus, housing the central heating plant and energy management system.

The *ARCHEOLOGY LABORATORY* is housed in approximately 4,500 square feet of space in three buildings, maintaining equipment to outfit multiple survey and excavation crews. Analyses and report preparation are accomplished at the fully equipped facility.

The *NELSON SERVICE CENTER* opened in 1998 and is named for Dr. Joyce and Dr. V. Ronald Nelson '44, long-term Augustana faculty and benefactors for the project. It contains the campus printing center, main post office and assorted maintenance operations.

OLD MAIN opened in 1889 as the original and only building for the Lutheran Normal School. The structure is on the National Register of Historic Places. It was shuttered in 1986.

GENERAL INFORMATION

For more information about:

Admission go to: www.augie.edu/admission

Business Office (Payment of accounts) go to: www.augie.edu/businessoffice

Campus Life go to: www.augie.edu/campuslife

Campus Ministry go to: www.augie.edu/chapel

Center for Western Studies go to: www.augie.edu/cws

Financial Aid go to: www.augie.edu/finaid

Library go to: www.augie.edu/library

Registrar's Office go to: www.augie.edu/registrar

Student Success Center go to: www.augie.edu/student-success

- Includes Academic Support Services and Services for students with Disabilities

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