

Augustana College

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2024

### Academic Catalog: 2024-25

Augustana College, Rock Island Illinois

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# Augustana College Academic Catalog 2024-25

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# Academic calendar 2024-25

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## Fall semester 2024-2025

Open Registration: Fall 2024 & J-term 2025 for continuing SO, JR, SR students only in <a href="#">Arches</a> ( <a href="#">online add form</a> reopens)	SU	8 a.m. Monday, July 29 - Noon Friday, Aug. 2
Deadline for all application materials for fall semester new non-degree students	SU	Noon Friday, Aug. 16
Open Registration: Fall 2024 & J-term 2025 for continuing SO, JR, SR students only in <a href="#">Arches</a> ( <a href="#">online add form</a> reopens)	SU	8 a.m. Monday, Aug. 19 - 4:30 p.m. Friday, Aug. 23
Deadline to apply to be a 2024 Fall graduate (see <a href="#">Arches</a> to apply)	SU	Friday, Aug. 23
International student move-in	SU	Sunday-Monday, Aug. 25-26
Last day for faculty to request a <a href="#">multi-section exam</a>	SU	Wednesday, Aug. 28
Opening Convocation	SU	1 p.m. - 2 p.m. Friday, Aug. 30
Welcome Week	SU	Friday-Monday, Aug. 30-Sept. 2
Open Registration: Fall 2024 & J-term 2025 for continuing SO, JR, SR students only in <a href="#">Arches</a> ( <a href="#">online add form</a> reopens Tuesday, Sept. 3rd at 8 a.m.)	1	8 a.m. Sunday, Sept. 1 - 4:30 p.m. Wednesday, Sept. 4
New first-year and transfer students must see their first-year advisor for adding and dropping. (All requests subject to review.) <b>Do not use Arches.</b>	1	8 a.m. Sunday, Sept. 1 - 4:30 p.m. Thursday, Sept. 12
Labor Day (no classes, college closed)	1	Monday, Sept. 2
Classes begin for F71 and 14-week courses	1	7 a.m. Tuesday, Sept. 3
Dropping courses in <a href="#">Arches</a>	1-2	7 a.m. Thursday, Sept. 5 - 4:30 p.m. Thursday, Sept. 12
Adding courses using the <a href="#">online add form</a> only	1-2	8 a.m. Thursday, Sept. 5 - 4:30 p.m. Thursday, Sept. 12
Last date for enrolling students to complete initial registration - see <a href="#">policy</a> in the catalog	2	4:30 p.m. Monday, Sept. 9
Add/drop deadline for F71 courses ("W" grade appears on transcript for each drop processed after this date) (Process drops through <a href="#">Arches</a> and adds using the <a href="#">online add form</a> only.)	2	4:30 p.m. Monday, Sept. 9

Pass/no credit deadline for F71 courses (see <a href="#">P/NC policy</a> ) ( <a href="#">online P/NC form</a> )	2	4:30 p.m. Monday, Sept. 9
Add deadline for 14-week courses (Process using the <a href="#">online add form</a> only.) Petitions required and late fees apply after this deadline.	2	4:30 p.m. Thursday, Sept 12
Drop deadline for 14-week courses (Process through <a href="#">Arches</a> only.) ("W" grade appears on transcript for each drop processed after this date.)	2	4:30 p.m. Thursday, Sept 12
Pass/no credit deadline for 14-week courses (see <a href="#">P/NC policy</a> ) ( <a href="#">online P/NC form</a> )	2	4:30 p.m. Thursday, Sept. 12
Summer term incomplete coursework July/Aug. courses due to instructors^	3	4:30 p.m. Wednesday, Sept. 18
<a href="#">Tuition late fees</a> applied to records	3	Friday, Sept. 20
Deadline to drop F71 courses and reuse course credits. ( <a href="#">online drop form</a> ) Courses that remain on the schedule after this date apply toward overload fees ( <a href="#">see policy</a> ).	4	4:30 p.m. Wednesday, Sept. 25
Summer term incomplete grades July/Aug. courses due to the Registrar	4	4:30 p.m. Wednesday, Sept. 25
All missing final High School transcripts must be sent to the Office of the Registrar (students without final HS transcripts will be restricted from registration)	4	4:30 p.m. Friday, Sept. 27
All honor pledges due from FYI/LSC ( <a href="#">Honor Pledge Form</a> ) (students without pledges will be restricted from registration)	4	4:30 p.m. Friday, Sept. 27
Withdrawal deadline for F71 courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	5	4:30 p.m. Friday, Oct. 4
Homecoming and Family Weekend	5	Friday-Sunday, Oct. 4-6
Registration for FY students and New Transfer Students for J-term (see the <a href="#">list of courses</a> appropriate for first-year students, process enrollment through <a href="#">Arches</a> as assigned)	6	5 a.m. Tuesday, Oct 8 - 4:30 p.m. Thursday, Oct. 10
<a href="#">Symposium Day</a> (participation required, <a href="#">alternative day of learning</a> )	6	Wednesday, Oct. 9
Deadline to submit <a href="#">program declaration forms</a> for spring semester registration and advising (SO, JR, SR students)	6	4:30 p.m. Friday, Oct. 11
<a href="#">Business Office</a> restrictions (first notice)	6	Friday, Oct. 11
Advisor restrictions placed on all student records Advisors must clear each student for registration after this date	7	Tuesday, Oct. 15
Deadline to drop 14-week courses and reuse course credits. ( <a href="#">online drop form</a> ) Courses that remain on the schedule after this date apply toward overload fees. ( <a href="#">see policy</a> )	7	4:30 p.m. Friday, Oct. 18

Last day of F71 courses	7	Friday, Oct. 18
Fall Break Day (no classes, college open)	8	Monday, Oct. 21
First day of F72 courses	8	Tuesday, Oct. 22
Add/drop deadline for F72 courses (forms available <a href="#">online</a> ) ("W" grade appears on transcript for each drop processed after this date)	9	4:30 p.m. Monday, Oct. 28
Pass/no credit deadline for F72 courses (see <a href="#">P/NC policy</a> ) ( <a href="#">online P/NC form</a> )	9	4:30 p.m. Monday, Oct. 28
Registration for Seniors (2021 and earlier cohorts), and SLP graduate students for Spring and J-term - (dates/times assigned process through <a href="#">Arches</a> )	9	Tuesday-Thursday, Oct. 29-31
<a href="#">Business Office</a> restrictions (second notice)	9	Friday, Nov. 1
Registration for Juniors (2022 cohort) for Spring and J-term - (dates/times assigned process through <a href="#">Arches</a> )	10	Tuesday-Thursday, Nov. 5-7
Withdrawal deadline for 14-week courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	10	4:30 p.m. Friday, Nov. 8
Registration for Sophomores (2023 cohort) for Spring and J-term - (dates/times assigned process through <a href="#">Arches</a> )	11	Tuesday-Thursday, Nov. 12-14
Deadline to drop F72 courses and reuse course credits. ( <a href="#">online drop form</a> ) Courses that remain on the schedule after this date apply toward overload fees ( <a href="#">see policy</a> ).	11	4:30 p.m. Wednesday, Nov. 13
<a href="#">Program declaration form</a> reopens (SO, JR, SR students)	11	8 a.m. Friday, Nov. 15
<a href="#">Business Office</a> restrictions (third notice)	12	Monday, Nov. 18
Registration for First-Year students (2024 cohort) for Spring and J-term - (dates/times assigned process through <a href="#">Arches</a> )	12	Tuesday-Thursday, Nov. 19-21
Withdrawal deadline for F72 courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	12	4:30 p.m. Friday, Nov. 22
*Application deadline for spring part-time non-degree student materials (application, official transcripts, letter of support, etc.)	13	Monday, Nov. 25
Thanksgiving break (no classes, college closed)	13	Wednesday-Sunday, Nov. 27-Dec. 1
<a href="#">Business Office</a> restrictions (final notice)	14	Monday, Dec. 2
Deadline for <a href="#">final exam petitions</a>	14	Noon Monday, Dec. 2
Open Registration: Spring and J-term for all students (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m.)	14- E	7 a.m. Monday, Dec 2 - 4:30 p.m. Friday, Dec. 13
Deadline for all application materials for spring semester new non-degree students	14	4:30 p.m. Friday, Dec. 6

<a href="#">Business Office</a> deadline for payment. Drop for non-payment deadline (students with an outstanding balance are dropped from J-term course.) Contact <a href="#">Business Office</a> with questions.	14	4:30 p.m. Friday, Dec. 6
Last day of 14-week and F72 courses	14	6 p.m. Friday, Dec. 6
Exam week ( <a href="#">see policies</a> )	E	Monday-Friday, Dec. 9-13
Drop for non-payment deadline (students with an outstanding balance are dropped from all future spring courses, program is ended, must vacate campus housing.) Contact <a href="#">Business Office</a> with questions.	E	Friday, Dec. 13
Deadline to apply for spring graduation 2025 (Process through <a href="#">Arches</a> )	E	Noon Friday, Dec. 13
Graduation date for transcript	B	Friday, Dec 13, 2024
Winter break (no classes)	B	Saturday, Dec. 14 - Sunday, Jan. 5
Final grades due (process through <a href="#">Arches</a> )	B	Noon, Monday, Dec. 16
Grades posted to <a href="#">Arches</a>	B	Tuesday, Dec. 17
Transcripts with fall grades and graduation available ( <a href="#">Arches</a> ). Paper requests must be requested by noon 12/21/24 to be processed in December. Otherwise, transcripts will be processed by January 8th, 2025. (Last day for Fall Grads to request free transcripts is 1/17/2025)	B	Thursday, Dec. 19
College Closed	B	Tuesday, Dec. 24 - Wednesday, Jan. 1

## January term 2024-25

Open Registration: J-term (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m.)	E	7 a.m. Monday, Dec. 2 - 4:30 p.m. Friday, Dec. 13
Open Registration: J-term (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m. Monday, Jan. 6)	B/1	7 a.m. Saturday, Jan. 4 - 4:30 p.m. Tuesday, Jan. 7
J-term classes begin	1	7 a.m. Monday, Jan. 6
Add/drop deadline for J-term courses in <a href="#">Arches</a> ("W" grade appears on transcript for each drop processed after this date) Deadline to reuse J-term credits for the year. Courses that remain on the schedule after this date apply toward overload fees ( <a href="#">see policy</a> ). (Process through <a href="#">Arches</a> and/or <a href="#">online forms</a> )	1	4:30 pm, Tuesday, Jan. 7
Last date for enrolling students to complete initial registration - see <a href="#">policy</a> in the catalog	1	4:30 p.m. Tuesday, Jan. 7
Pass/no credit deadline for J-term courses ( <a href="#">online P/NC form</a> ) (see <a href="#">P/NC policy</a> )	1	4:30 p.m. Tuesday, Jan. 7
Withdrawal deadline for J-term courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	2	4:30 p.m. Tuesday, Jan. 14

Fall semester incomplete coursework due to instructors^	2	Wednesday, Jan. 15
Martin Luther King, Jr. Day ( <a href="#">irregular class schedule</a> , <a href="#">celebratory programming</a> 10:00 am - 2:00 pm <a href="#">see the daily schedule online</a> )	3	Monday, Jan. 20
Fall semester incomplete grades due to Registrar	3	Wednesday, Jan. 22
Open Registration: Spring for all students (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m.)	3	7 a.m. Wednesday, Jan. 22 - 4:30 p.m. Friday, Jan. 24
Deadline for faculty to submit <a href="#">multi-section exam requests</a> for Spring semester courses	4	4:30 p.m. Monday Jan. 27
Classes end	4	6 p.m. Tuesday Jan. 28
J-term break (no classes, college open)	B	Wednesday-Tuesday, Jan. 29 - Feb. 4
J-Term grades due (process through <a href="#">Arches</a> )	B	Noon Thursday, Jan. 30
Grades posted to <a href="#">Arches</a>	B	Friday, Jan. 31

## Spring semester 2024-25

Open Registration: Spring for all students (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m.)	B	7 a.m. Wednesday, Jan. 22 - 4:30 p.m. Friday, Jan. 24
Open Registration: Spring for all students (Process through <a href="#">Arches</a> ) ( <a href="#">online add form</a> reopens at 8 a.m.)	B/1	7 a.m. Monday, Feb. 3 - 4:30 p.m. Friday, Feb. 7
Classes begin for S71 and 14-week courses	1	7 a.m. Wednesday, Feb. 5
Graduation application deadline for Speech Language Pathology students (Process through <a href="#">Arches</a> )	1	4:30 p.m. Wednesday, Feb. 5
Dropping courses in <a href="#">Arches</a>	1-2	7 a.m. Monday, Feb. 10 - 4:30 p.m. Friday, Feb. 14
Adding courses using the <a href="#">online</a> add form only	1-2	8 a.m. Monday, Feb. 10 - 4:30 p.m. Friday, Feb. 14
Add/drop deadline for S71 courses ("W" grade appears on transcript for each drop processed after this date) (Process drops through <a href="#">Arches</a> and adds using the <a href="#">online add form</a> only.)	2	4:30 p.m. Tuesday, Feb. 11
Pass/no credit deadline for S71 courses (see <a href="#">P/NC policy</a> ) ( <a href="#">online P/NC form</a> )	2	4:30 p.m. Tuesday, Feb. 11
Last date for enrolling students to complete initial registration - see <a href="#">policy</a> in the catalog	2	4:30 p.m. Tuesday, Feb. 11
Drop deadline for 14-week courses (Process through <a href="#">Arches</a> only.) ("W" grade appears on transcript for each drop processed after this date.)	2	4:30 p.m. Friday, Feb. 14

Add deadline for 14-week courses (Process using the <a href="#">online add form</a> only.) Petitions required and late fees apply after this deadline.	2	4:30 p.m. Friday, Feb. 14
Pass/no credit deadline for 14-week courses ( <a href="#">online P/NC form</a> ) (see <a href="#">P/NC policy</a> )	2	4:30 p.m. Friday, Feb. 14
First-year students may declare their academic majors (use online <a href="#">Major/Minor program change form</a> ) (new spring admits are not eligible until fall semester)	2	Friday, Feb. 14
J-term incomplete coursework due to instructors	4	4:30 p.m. Thursday, Feb. 27
Deadline to drop S71 courses and reuse course credits. ( <a href="#">online drop form</a> ) Courses that remain on the schedule after this date apply toward overload fees (see <a href="#">policy</a> ).	4	4:30 p.m. Friday, Feb. 28
J-term incomplete coursework due to Registrar	5	4:30 p.m. Thursday, March 6
Withdrawal deadline for S71 courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	5	4:30 p.m. Friday, March 7
Open Registration: Summer 2025 in <a href="#">Arches</a> ( <a href="#">online add form</a> reopens at 8 a.m.)	6	8 a.m. Friday, March 14 - 4:30 p.m. Thursday, May 29
Deadline to drop 14-week courses and reuse course credits. ( <a href="#">online drop form</a> ) Courses that remain on the schedule after this date apply toward overload fees (see <a href="#">policy</a> ).	7	4:30 p.m. Friday, March 21
Deadline to submit <a href="#">program declaration forms</a> for fall semester registration and advising	7	4:30 p.m. Friday, March 21
Last day of S71 courses	7	Friday, March 21
Spring break (no classes, college open)	B	Saturday, March 22 - Sunday, March 30
First day of S72 courses	8	Monday, March 31
Advisor holds placed on all students records	8	Monday, March 31
Add/drop deadline for S72 course (forms available <a href="#">online</a> ) ("W" grade appears on transcript for each drop processed after this date)	9	4:30 p.m. Friday, April 4
Pass/no credit deadline for S72 courses ( <a href="#">online P/NC form</a> ) (see <a href="#">P/NC policy</a> )	9	4:30 p.m. Friday, April 4
Registration for rising SR students and SLP graduate students for Fall semester and J-term (Process through <a href="#">Arches</a> by assigned date/time)	10	Tuesday-Thursday, April 15-17
Easter break (no classes, college closed Friday and open Monday)	10/11	Friday, April 18 - Monday, April 21
Withdrawal deadline for 14-week courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	11	4:30 p.m. Tuesday, April 22
Registration for rising JR students for Fall semester and J-term (Process through <a href="#">Arches</a> by assigned date/time)	11	Tuesday-Thursday, April 22-24



Deadline to drop S72 courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees. (see <a href="#">policy</a> ) ( <a href="#">online drop form</a> )	11	4:30 p.m. Friday, April 25
Class of 2025 Grad Days	12	Monday-Tuesday, April 28-29
Registration for rising SO students for Fall semester and J-term (Process through <a href="#">Arches</a> by assigned date/time)	12	Tuesday-Thursday, April 29 - May 1
Withdrawal deadline for S72 courses ( <a href="#">online drop form</a> ) No dropping permitted after this date	12	4:30 p.m. Wednesday, April 30
<a href="#">Major/Minor/Advisor program declaration form</a> reopens	13	8 a.m. Monday, May 5
*Application deadline for summer part-time non-degree student materials (application, official transcripts, letter of support, etc.)	13	4:30 p.m. Monday, May 5
<a href="#">Celebration of Learning</a> ( <a href="#">alternative day of learning</a> attendance required)	13	Wednesday, May 7
Deadline for <a href="#">final exam petitions</a>	14	Noon, Monday, May 12
Open Registration: Fall semester and J-term for all students in <a href="#">Arches</a> ( <a href="#">online add form</a> reopens at 8 a.m.)	14-E	7 a.m. Monday, May 12 - 4:30 p.m. Friday, May 23
Deadline to apply for fall semester graduation (process through <a href="#">Arches</a> )	14	Noon Friday, May 16
Last day of 14-week and S72 courses	14	6 p.m. Friday, May 16
Exam week ( <a href="#">see policies</a> )	E	Monday-Friday, May 19-23
Graduation date for transcript	SU	Friday, May 23, 2025
Master of Science in Speech-Language Pathology Hooding and Commencement Ceremony	SU	2:30-3:30 p.m. Friday, May 23
Baccalaureate Service	SU	10 a.m. Saturday, May 24
Undergraduate Commencement Ceremony	SU	2 p.m. Saturday, May 24
Memorial Day (college closed)	SU	Monday, May 26
Final grades due (process through <a href="#">Arches</a> )	SU	Noon Tuesday, May 27
Grades posted to <a href="#">Arches</a>	SU	Wednesday, May 28
Transcripts with spring grades and graduation available ( <a href="#">Arches</a> ) (Last day for Spring Grads to request free transcripts is 7/6/2025)	SU	Friday, May 30

## Summer term 2025

Start of the term (travel courses): Saturday, May 24

Memorial Day: Monday, May 26 (college closed)

Add/Drop deadline in Arches: 4:30 p.m. Thursday, May 29

Start of on campus classes: Monday, June 2

Deadline to add summer course ([online add form only](#)): 8 a.m. Monday, June 2 - Noon, Tuesday, June 3

Deadline to drop summer course without a "W" grade ([online drop form only](#)): Noon, Tuesday, June 3

Juneteenth: Thursday, June 19 (college closed)

Spring semester incomplete coursework due to instructors: Thursday, June 26^

End of on campus classes: Friday, June 27

On campus experiences grades due: Noon Wednesday, July 2

Independence Day: Friday, July 4 (college closed)

Spring incomplete grade due to Registrar: Monday, July 7

Deadline for part time non-degree fall application materials: Friday, Aug. 15\*

End of term (travel courses): Friday, Aug. 15

Graduation date for transcript: Friday, Aug. 15

Deadline to post summer term June grades: Noon Monday Aug. 18

Labor Day: Monday, Sept. 1 (college closed)

**Key:**

^ Some faculty may require an earlier deadline for incomplete coursework. Extensions beyond the published deadline are only granted under rare circumstances and through prior petition by the Committee on Advanced Standing and Degrees. Forms available [online](#).

\*Non-degree students must have all materials submitted for application by above deadlines (application, high school or college transcript, etc.)

F71 = Fall semester first seven week courses

F72 = Fall semester second seven week courses

S71 = Spring semester first seven week courses

S72 = Spring semester second seven week courses

B = Break Week (some days of break there are no classes but offices are open, others the campus is closed)

E = Exam Week

SU = Summer Break

## An overview of Augustana College

<https://www.augustana.edu/academics/catalog/overview>

### **2024-25 Academic Catalog**

Augustana is a college of the liberal arts and sciences related to the Evangelical Lutheran Church in America.

Founded in 1860 by Swedish university graduates who immigrated to the United States, Augustana has an enrollment of about 2,500 students and a faculty of more than 300. Located on 115 wooded acres in Rock Island, Ill., the college attracts students from diverse backgrounds.

## Mission and purpose

Augustana College, deeply rooted in the liberal arts and sciences and an inclusive expression of Lutheran higher education, is committed to offering a challenging education that develops the qualities of mind, spirit and body necessary for students to discern their life's calling of leadership and service in a diverse and changing world.

The purpose of Augustana College is to afford an opportunity for a higher education in the liberal arts that provides for the development of all dimensions of human existence, in a manner consistent with the higher education values of the Evangelical Lutheran Church in America. As a community dedicated to diversity, equity and inclusion, Augustana prizes interfaith engagement, commitment to justice, spiritual exploration, reasoned examination and vocational discernment. Freedom of academic inquiry and expression is assured in carrying out this purpose.

### **The goals of Augustana College are:**

- To develop in students the characteristics of a liberally educated person through a program of general studies.
- To develop in each student expertise in a major field of study.
- To encourage each student to confront the fundamental spiritual issues of human life by discerning their individual and communal callings, supported by the academic study of religion and the campus ministry program.
- To supplement students' formal curricular programs with a full range of opportunities for personal growth and vocational discernment through participation in co-curricular activities.
- To encourage the personal and social growth of students through its residential life programs and extracurricular activities.
- To offer the church and local communities the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

## Curriculum

Augustana's curriculum has been carefully developed over the years. Changes have been evolutionary, as the success of graduates continues to reflect strong academic programs.

In 2012, the faculty approved nine college-wide student-learning outcomes grouped within three broad categories — intellectual sophistication, interpersonal maturity and intrapersonal conviction — which reflect the range of abilities expected from each Augustana College graduate.

Every Augustana graduate should expect and be able to demonstrate high levels of competency in disciplinary knowledge, critical thinking, information literacy, quantitative literacy, collaborative leadership, intercultural competency, communication competency, creative thinking, ethical citizenship and intellectual curiosity. Our college-wide student-learning outcomes connect all aspects of an Augustana education both inside and outside of the classroom.

The college's ongoing commitment to the liberal arts is expressed in its general education requirements. Students take courses within a broad range of fields and meet academic requirements in writing, quantitative reasoning, a foreign language, the fine arts, humanities, natural sciences and social sciences.

Each student must complete study in at least one major field within the humanities, the natural or social sciences, or in one of the pre-professional categories. As seniors, all Augustana students create and complete a Senior Inquiry capstone project, working with a faculty mentor in their major field. Athletics are incorporated in the curriculum through courses in physical education.

For more, see [Academics](#).

## Augie Choice

All students have access to [Augie Choice: \\$2,000](#) to support a high-impact learning experience such as international study, an internship, or research with a professor during their junior or senior year.

## Faculty and students

Augustana's size and environment foster close working relationships between students and faculty. Many faculty members are engaged in research, but their primary goal is teaching. All faculty members teach students at all levels, and more than 80% also serve as student advisors.

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

## Honor Code

The [Honor Code](#) "sets the foundation and boundaries to ensure academic excellence and stability in an evolving and dynamic world." The code cites the need for honor and integrity in carrying out the college mission of "offering a challenging education that develops mind, spirit and body," concluding, "the Honor Code holds each individual accountable to the community of Augustana College."

## Non-Discriminatory Policy

<https://www.augustana.edu/academics/catalog/non-discriminatory-policy>

### 2024-2025 Catalog

Augustana College does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, military service, gender expression, disability or age in its educational programs and work environment. Inquiries regarding the Augustana College's non-discrimination policies should be directed to the Director of Human Resources, who can be reached at 309-794-7452 or via email at [humanresources@augustana.edu](mailto:humanresources@augustana.edu).

Additional information on the college's nondiscrimination policies, including sex discrimination, is available here:

### [Inside Augustana](#)

### [Title IX](#)

### Accommodations for students with special needs

Campus visitors requiring special accommodation or assistance should contact the Office of Public Safety at 309-794-7279. Enrolled students who require special accommodations should meet with the Dean of Students (Room 104, Founders Hall), preferably prior to enrollment.

The dean chairs the Committee for Students with Special Needs, which establishes accommodations on campus, including building modifications and curricular substitutions (i.e. foreign language and physical education substitution). The dean confers with students, faculty and staff to create appropriate and reasonable accommodations for students on a case-by-case basis.

A brochure entitled "Augustana College Building Access," available in the Dean of Students Office in Founders Hall, identifies the buildings with strobe lights, fire alarms, handicapped entrances and restrooms, Braille signage and fire refuges.

Students needing additional accommodations should confer with the Dean of Students regarding special needs and emergency evacuation procedures. When students requiring accommodations make a schedule change, they should contact the Dean of Students so the appropriate faculty can be notified.

## Academic Reputation

<https://www.augustana.edu/academics/catalog/academic-reputation>

### 2024-25

Classified by the Carnegie Foundation as an Arts and Sciences institution, Augustana has had a chapter of the prestigious Phi Beta Kappa academic honor society since 1950. Ten percent of U.S. colleges and universities have Phi Beta Kappa chapters.

Admission is selective. Students accepted to Augustana typically rank in the top quarter of their high school classes and score well above national norms on the ACT and SAT. For the Class of 2027, the ACT mid-range score was 21-28.

Twenty-six percent of Augustana's graduates attend graduate school. Eighty-five percent of the 2023 graduates who applied to graduate or professional school were accepted into their first or second choice. Ninety-nine percent of 2023 graduates were employed, continuing their education, in a service position or pursuing other opportunities within six months of graduation.

More than 90 percent of the full-time faculty hold Ph.D.s or the terminal degrees in their fields. All classes are taught by faculty; Augustana does not have graduate teaching assistants. The 11.5-to-1 student-faculty ratio allows students to work closely with professors and advisors while pursuing their academic careers. The largest majors at Augustana are business administration-management, biology and education, followed by psychology, accounting, communication sciences and disorders, and computer science.

Augustana College was ranked No. 100 in **U.S. News and World Report's** 2024 ranking of best national liberal arts colleges.

U.S. News and World Report also ranked Augustana as:

- No. 36 in Best Undergraduate Teaching
- No. 67 in Best Value Schools
- No. 120 in Top Performers on Social Mobility

Augustana's curriculum and faculty are consistently recognized through grants for innovative projects by major foundations, including the Margaret A. Cargill Foundation, National Institutes of Health, John Deere Foundation, National Science Foundation, Barbro Osher Pro Suecia Foundation, the Austin E. Knowlton Foundation, the Teagle Foundation and the Wallenberg Foundations of Sweden.

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

For more information and data about Augustana's academic community and reputation, see the [Office of Institutional Research](#).

## History

<https://www.augustana.edu/academics/catalog/history>

### 2024-25

Augustana College traces its origin to the Swedish universities of Uppsala and Lund, founded in 1477 and 1668 respectively. Graduates of these universities founded Augustana in 1860 in Chicago's near north side, providing leaders for the new churches being organized by Swedish immigrants and educating the youth of these new communities.

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

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

The college has always maintained a close relationship with the church — first the Augustana Lutheran Church, and, after 1962, the Lutheran Church in America. In 1988, Augustana established ties to the Evangelical Lutheran Church in America, a body of about 4 million American Lutherans formed in that year. The ELCA gives substantial support to the college and is represented on the Augustana College Board of Trustees.

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

[Nine presidents](#) have served Augustana since its founding in 1860. Current President Andrea Talentino began her tenure July 1, 2022.

See the college's [sesquicentennial history](#) for more information.

## Accreditation

<https://www.augustana.edu/academics/accreditation>

Augustana operates under a charter granted by the General Assembly of the State of Illinois, and is certified as a degree-granting institution by the state.

Augustana College is accredited by the [Higher Learning Commission](#), 230 S. LaSalle St. Suite 7-500, Chicago, Ill., 60604; 800-621-7440. The [status of the accreditation](#) can be found at this site.

Augustana is a member of the [Annapolis Group](#). Representing more than 130 leading national liberal arts colleges across the United States, the Annapolis Group hosts Liberal Arts Success as a way to promote the value of a liberal arts education.

### Additionally:

- The Augustana College Department of Chemistry is certified by the [American Chemical Society](#) (ACS).
- Augustana College is an accredited institutional member of the [National Association of Schools of Music](#). ([Music department handbook](#))
- The Master of Science (M.S.) education program in speech-language pathology (residential) at Augustana College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.
- The Engineering major ([Bachelor of Science in Engineering](#)) is being designed to meet the standards of the Engineering Accreditation Commission of ABET, the main accrediting body of engineering programs in the United States. An engineering program cannot apply for ABET accreditation until after it has graduated its first class. We intend to apply for ABET accreditation in fall 2025, after our first cohort graduates in May 2025. ABET accreditation will be applied retroactively to the previous years' classes.

A copy of accreditation, approval, or licensing documents may be requested from the Office of Academic Affairs in Founders Hall, 309-794-7328.

## Location

<https://www.augustana.edu/academics/catalog/location>

### 2024-25

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

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

Rock Island is one of several cities in the metropolitan area known as the Quad Cities. The other principal municipalities are Moline and East Moline, Ill., and directly across the river, Davenport and Bettendorf, Iowa. The total population of the area is more than 400,000, making the Quad Cities the largest population center between Chicago and Des Moines.

Many recreational, cultural and learning resources are available in this metropolitan center. Augustana has a strong network in the Quad-Cities community, with cooperative programs in many areas. Centennial Hall on campus is host to thousands annually for concerts, lectures and art exhibitions. Excellent schools, businesses, non-profit organizations, churches and community centers actively join in support of the college enterprise through internships, service-learning opportunities, student teaching and research assignments.

## Student Complaints

<https://www.augustana.edu/academics/catalog/complaints>

### 2024-25

Student complaints are handled institutionally in a variety of ways, depending on the area, nature and severity of the complaint. Students typically bring minor complaints directly to the institutional office most directly responsible, and a complaint will be handled in accordance with the policies and procedures of that office.

If the complaint cannot be resolved at that level, or is not minor, the matter should be brought to the appropriate higher level administrative office within the reporting structure. See the Augustana [Offices and Services](#) to find the appropriate contact.

To file an official complaint with the college, students also may use the [Suggestion Box](#) on the college website.

A complaint also may be filed by calling the Campus Conduct Hotline at [1-866-943-5787](tel:1-866-943-5787), a toll-free number available on a 24/7 basis to report complaints or concerns.

Students may report and receive assistance with unresolved complaints to the State at [Illinois Board of Higher Education](#).

A student may also file a complaint with the college's institutional reviewer; [The Higher Learning Commission](#).

Additionally, information regarding the college's accreditation and state authorization documents are available upon request from the Provost.

## Admissions

<https://www.augustana.edu/admissions>

Get to know Augustana College! Visit us and you'll learn about our mission and values, life on our beautiful campus, career development and study abroad, the Quad Cities, admissions and financial aid.

Our student tour guides can talk about what life is like as an Augustana Viking!

→ [Special visit days and scholarships events](#)

→ [Daily visits](#) also are always available.

### About Augustana

Augustana is home to 2,500 students from different social, ethnic, religious and cultural backgrounds.

They're all different, but they like to do a lot of the same things:

**50%** of them have double majors

**55%** of them study abroad, most on faculty-led trips

**35%** are in varsity sports

**25%** join music ensembles, even non-majors

**70%** complete at least one internship

Visit Augustana, meet our students and faculty, and see them in action. Look around our home in the Quad Cities, where the Mississippi River runs through it, and nothing runs like a Deere.

### The 'sticker price' is not the final price of college

Augustana is more affordable than families might think. Once they receive their financial aid packages, students and families can be surprised at the cost difference between a private, independent college and a large, regional public university.

It's a difference that can be missed during a family's initial review of college costs. And it can make all the difference to a student's college choice. ([Read more](#))

### Tuition

<https://www.augustana.edu/about-us/offices/business/student-charges-2024-25>

#### Schedule of student charges 2024-2025

The following costs are for the 2024-25 academic year. There are two semesters in the academic year.

The schedule of student charges is published as a supplement to the [Augustana College Catalog](#).

Basic student charges	Academic year
Tuition	\$51,438
Standard housing and meals	\$12,502
Health care/clinic fee*	\$160
<b>Total comprehensive fee</b>	<b>\$64,100</b>



<b>Basic student charges</b>	<b>Academic year</b>
Part-time or overload tuition per credit and/or private study per credit (including courses audited)	\$2,020

*When determining eligibility for aid, allowances are made for the following expenses:*

Books and supplies	\$1,000
Personal expenses	\$2,529
Travel expenses	\$2,146

<b>Campus housing</b>	<b>Per semester</b>	<b>Per academic year</b>
<b>Hall double/triple</b> Westerlin, Erickson, Seminary and Andreen halls	\$3,134	\$6,268
<b>Deluxe double/triple</b> A double or triple with a bathroom	\$3,655	\$7,310
<b>Hall single</b> Westerlin, Erickson, Seminary and Andreen halls	\$4,232	\$8,464
<b>Deluxe single</b> A single with a private bathroom	\$4,592	\$9,184
<b>Transitional Living Area (TLA) double</b> TLA with shared double or triple occupancy bedrooms, available starting junior year	\$4,232	\$8,464
<b>TLA single</b> TLA with private bedrooms	\$4,817	\$9,634

*Transitional Living Areas (TLAs) are available to third-year students. Meal plans are optional for TLA students.*

<b>Meal plans</b>	<b>Per semester</b>	<b>Per academic year</b>
<b>On-campus options (available to all students)</b>		
<b>Gerber Unlimited</b> 20 retail swipes and \$75 Viking Bucks	\$3,401	\$6,802
<b>Full Meal Plan</b> 19 meals per week	\$3,117	\$6,234
<b>Any 15 Plus**</b> 15 meals per week plus \$110 Viking bucks	\$3,117	\$6,234
<b>Any 12 Plus</b> 12 meals per week plus \$250 Viking bucks	\$3,117	\$6,234

Meal plans	Per semester	Per academic year
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**Off-campus options** (available only to TLA residents and commuters)

<b>Any 10</b> 10 meals per week	\$1,608	\$3,216
<b>Any 100***</b> 100 meals plus \$50 Viking bucks	\$1,154	
<b>Any 80***</b> 80 meals plus \$235 Viking bucks	\$1,154	

\*\*Any 15 Plus automatically will be assigned to first- and second-year students living in standard housing. However, you may choose a different meal plan from the on-campus options; please contact Dining Services to select a different on-campus meal option.

\*\*\*Any 80 and Any 100 meals are valid until used in full or to the end of the academic year. These meal plans can be purchased at any point during the year.

Fall semester meal plans will continue for those enrolled in a January term (J-term) on-campus experience.

## Tuition

### Basic student charges

Full-time tuition for the academic year covers enrollment in 34 credits (includes credits for two semesters and one J-term.) To be considered full-time and qualify for the full-time tuition rate, students must enroll in a minimum of 12 credit hours in the fall and spring semesters. In addition to the fall credit hours (12), traditional first-year students are required to register for J-term, while returning students have the option of registering for J-term. Students who register for J-term will not incur additional tuition charges; in some cases, they may incur a program fee. J-term classes are typically 4 credits, but study-away experiences may vary.

Tuition is charged on a per-credit basis for enrollment in fewer than 12 credits in any one semester or enrollment in more credits than the maximum covered by full-time tuition. Overload fees will be assessed and charged to the student bill during the spring semester. See [Costs and Financial Assistance](#) for more information.

### Overload and distribution of credits

Overload fees are assessed to students who exceed 34 credits of instruction for the academic year (two semesters and J-term), or who exceed 17 credits of instruction if enrolled in only a single semester for the academic year (either fall semester, fall semester plus J-term, or spring semester). Applied music credits for which a fee is paid are not included in the determination of overloads, but are counted toward normal tuition charges and credit loads. See the [Augustana College Catalog](#) for the complete policy on credit load, overload fees and full academic policy.

### Applied music fees for all students

First half-hour lesson each semester (1 credit): \$500

Additional half-hour lesson each semester (1 credit): \$315

One credit: \$500; 2 credits: \$815; 3 credits: \$1,130; 4 credits: \$1,445

Chamber music fee: \$100 each semester of participation in chamber music courses.

### Health insurance

It is required for all full-time students to [provide proof of health insurance](#) each year. For those students who aren't on a family medical plan, there may be cost involved in purchasing a plan out on the marketplace, but cost for individual health plans will vary.

**Health care/clinic fee:** \$160

### **Late registration and add/drop fee**

If they do not meet the registration deadline, students will not be allowed to enroll for the semester after the fifth day of classes, will be asked to vacate campus housing and leave campus, and will be denied card access. Students also must adhere to the published drop deadlines. In extenuating circumstances, students given special permission by the Committee on Advanced Standing and Degrees (AS&D) to register after published deadlines will be subject to additional late fees:

- Late registration processing fee of \$160, plus an additional \$80 fee per section.
- Individual late add/drops approved by the committee on Advanced Standing and Degrees (AS&D) are subject to a \$80 late fee per section, plus an additional \$25 for every week beyond the published deadlines.
- A pro-rated amount may be calculated for courses under three (3) credits.

### **Late petition processing fee**

Students who submit academic petition requests beyond communicated or published deadlines are subject to a \$25 per day late processing fee. These include final exam petitions, petitions to AS&D, overload petitions, late fee waiver petitions, late submission of add/drop forms, registration load exception petitions and many other appeals, petitions and requests.

**Instrument rental fee:** \$83 per semester

**High-maintenance instrument rental fee:** \$125 per semester (includes bassoons, harp and string bass)

**Late payment fee:** Charged to students who have not made payment to the Business Office by the first day of classes each semester: \$210

**Graduation application fee:** \$100

**Special examination fee:** \$220 per credit

**Automobile registration fee** (annual charge)

Full year decal: \$230 (includes J-term)

Semester decal: \$130 (14 weeks)

A partial semester: \$75 (7 weeks)

J-term only: \$45 (if full year is not purchased)

**Transcript fees:** available through [Office of the Registrar](#)

[CSD Masters \(Academic Year\)](#)

**Tuition and fees:** \$34,850

**Summer:** \$6,970

**Fall:** \$13,940

**Spring:** \$13,940

## Payments

Students will be billed prior to the start of each semester for tuition, housing and meal plans. Payment is expected in full by the published due date unless the family utilizes the monthly payment plan offered through Transact Campus. Enrollment is not complete until these fees have been paid.

A non-refundable tuition deposit is required of all students new to campus by May 1. New students are affected by policies appearing in the Admissions section of the [Augustana College Catalog](#) and posted on the website. All financial obligations to the college must be met and all borrowed college property must be returned before academic records (diplomas and transcripts of grades) will be released.

*Augustana College is an equal opportunity employer and is in compliance with the requirements of Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973, as amended. Augustana administers its educational programs in conformity with all applicable statutes concerning non-discrimination with regard to age, sex, race, color, disability, sexual orientation, marital status, physical or mental handicap, military status, national origin or any other unlawful basis. Evidence of practices which are inconsistent with this policy should be reported to the Associate Dean of the College, 639 38th St., Founders Hall, Rock Island, Ill. 61201-2296; phone 309-794-7328.*

## Financial Aid

<https://www.augustana.edu/admissions/financial-aid>

Financial aid is an important part of the college search and experience, and we are here to help.

With your Augustana education you are investing in your future, and throughout your experience, Augustana College invests in you. It all begins with financial support for your journey.

Financial aid staff are ready to assist with any questions you may have. Just stop by the Office of Financial Aid during open hours, or make an appointment for an in-person or virtual meeting by emailing [financialaid@augustana.edu](mailto:financialaid@augustana.edu) or calling 309-794-7207.

[FINANCIAL AID GUIDE](#)

[TUITION AND COSTS](#)

[PAYMENT AND FINANCING](#)

[FAFSA INFORMATION](#)

[ESTIMATE YOUR COSTS](#)

[CONTACT FINANCIAL AID](#)

## Veteran Affairs payment

<https://www.augustana.edu/academics/catalog/veteran-affairs-payment>

### **2024-25 Academic Catalog Page**

#### **Veteran Affairs Pending Payment Compliance**

Students using either Post 9-11 GI Bill® (Ch. 33) or Veteran Readiness and Employment (Ch.31) and are awaiting pending payments from the United States Department of Veterans Affairs will not have any of the following measures taken against them:

1. Will not be prevented from enrolling/registering;
2. Will not have a late fee assessed on their billing statement;
3. Will not be required to secure alternative or additional funding while waiting for their payment;
4. Will not be denied access to any college resources that are available to all students who have paid their tuition/fees due to the college. College resources include access to classes, library, or other school facilities.

To qualify, students may be asked to provide their Certificate of Eligibility (from the VA) by the first day of class; a written request to be certified; and additional information if needed to correctly certify enrollment as described in other institutional policies.

Information on tuition and billing may be found on the [Schedule of Student Charges](#).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## Student Life

<https://www.augustana.edu/student-life>

### Campus Life (student life)

Living your best life means being yourself to the fullest — with opportunities to explore boldly and the support to shine.

Life outside class is how you learn more, lead more, find what sparks you and surprise yourself.

At Augustana and in the Quad Cities you can stretch your creativity, curiosity, endurance, intellect, empathy, spirituality, sense of adventure, and more.

### Events and activities

There's always something happening on campus, and ways to get involved.

[The Office of Student Life and Leadership \(OSL\)](#) hosts events throughout the year, and supports about 160 student organizations.

### Residential life

Augustana's residential life focuses on your lived experience, year by year.

This approach helps you make connections between what you learn and how you live—and that's good for everything from your friendships to your future career.

### The Quad Cities

You'll love this metro area along the Mississippi River. These four (or five) cities (pop. about 470,000) are great for your downtime, professional life, your need to explore, and the arts and/or sports fan in you.

## Academic Policies

<https://www.augustana.edu/academics/catalog/academic-policies>

### *2024-25 Academic Catalog*

### Policy Oversight

Academic policies are set by the Augustana College faculty. The Committee on Advanced Standing and Degrees (AS&D) is responsible for overseeing academic policies and degree requirements set forth in the college catalog. The committee consists of a non-voting chair (Registrar) and five faculty members elected every two years.

### Statement of AS&D Procedure

By providing numerous planning tools and opportunities for academic advising, the college makes every attempt to see that all students may graduate with a single major [within four years](#). However, students may choose programs or opportunities that include additional requirements which may extend the degree beyond four years. The student assumes the responsibility for seeing that all requirements are complete regardless of the time required and agrees to pay all tuition and fees associated with those choices. The Committee on Advanced Standing & Degrees (AS&D) does not waive degree requirements, tuition or fees for participation in those programs.

Students who feel they have a rare and exceptional circumstance, may [petition](#) for a waiver. Waivers for degree requirements or academic policies must be made by *the student* in writing to the Office of the Registrar a minimum of two business days prior to a scheduled AS&D meeting. The agenda deadline is typically the Thursday at noon of odd weeks and meetings typically happen on Mondays of even weeks (contact the [Office of the Registrar](#) for the exact meeting schedule). All petitions require a detailed rationale statement *supplied by the student*, as well as other relevant details, such as instructor name(s), sections titles/number/details, and relevant dates/deadline if applicable. Requests will not be considered if information is missing and will be denied due to expiration after 10 days or less. Waivers are granted only in rare and exceptional circumstances. In some cases, policy cannot be waived due to state or federal regulations of the Department of Education, or standards set by our auditors and accreditors. The AS&D committee wishes to inform students that petitions are not routinely granted for:

- scheduling convenience of the student;
- creating a lighter course load for the student;
- changes in major/minor or adding multiple majors/minors;
- poor planning on the part of a student;
- failure to adhere to well published policies and deadlines;
- failure to read and respond to email;
- acceleration of graduation timeline (graduate in fewer than equivalent of 8 semesters);
- students who have repeatedly dropped coursework;
- poor performance or poor attendance in coursework;
- avoidance of tuition and/or fees;
- requests from prior academic terms and those from prior academic year are rarely considered, or
- students who interrupt their enrollment at the college for one or more semesters.

Students should consult the college catalog for all current faculty academic policies.

Note: The following [degree requirements](#) are not eligible for substitution or waiver under any circumstances.

- Total credits required to graduate (undergraduate BA/BS or MS-SLP)
- Total credits in residence required (undergraduate BA/BS or MS-SLP)
- Total upper-level credits required (40, undergraduate BA/BS)
- Earn an academic major
- 2.00 grade point average in an academic major
- 2.00 grade point average overall
- Changes to the college's grade scheme or grading procedures (see [Grade Appeals](#))
- Application to graduate

Petition forms are available from the Registrar's Office [forms page](#). Petitions expire within 3-5 business days of submission if proper action is not taken. Students will be notified of the committee decision by email within 5 business days of the scheduled meeting or a status update will be provided within 8 business days of submission of the form for matters considered by the Registrar with an approximate timeline for a decision. Start-of-term and end-of-term processes may delay these response timelines. Students requiring a printed and signed copy of the committee decision may request one from the Registrar. All approved petition results and actions of the AS&D Committee expire one year from the date of the email notice.

Written appeals to Committee decisions may be made to the Associate Dean in the Office of Academic Affairs within 10 days of the date of the email notification from the Committee by sending an appeal to [academicaffairs@augustana.edu](mailto:academicaffairs@augustana.edu). Appeals will be considered only when it is determined that the committee did not follow faculty policy, procedures or committee protocols when a decision was rendered, or if new and relevant information becomes available that was not available at the time the petition was considered.

SPECIAL NOTE ABOUT CAMPUS RESOURCES AND MEETING DEADLINES: The college understands all of our students experience some degree of challenge while in college. The college has repeatedly communicated many resources and supports to students to help manage their college experience. Students are expected to reach out to campus offices and take advantage of those supports when they are needed and follow all published faculty policies and academic deadlines. Students are expected to petition for exceptions within the same academic term and within the deadlines communicated. The AS&D committee should not be used as a means for seeking exceptions retroactively for students who do not make use of campus supports, nor communicate with campus offices, faculty and advisors in a timely fashion.

### [Specific J-Term Policies, Procedures and Deadlines](#)

**STUDENT RESPONSIBILITY:** *While the senior audit, student degree progress report in Arches, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

## First-Year Program

<https://www.augustana.edu/academics/catalog/academic-policies/first-year-program>

### [2024-25 Academic Catalog Page](#)

During their first year, students enroll in either the First-Year Inquiry (FYI) sequence or First-Year Honors (FYH) programs. Students will enroll in FYI-101 or FYH-101 in the fall, FYI-102 or FYH-102 in the spring. See [degree requirements](#).

First-year students may also enroll in courses within the six Learning Perspectives: the Arts, Human Existence and Values, Individuals and Society, Literature and Texts, the Natural World, and the Past. Students also may choose courses which offer a global or human diversity perspective. Other choices include physical education activity classes and classes to complete the equivalent of at least one year of college-level second language study.

Most first-year students will take three 4-credit courses, plus one or two 1-credit courses, during the first semester (a total of 13-14 credits.)

## Credits

<https://www.augustana.edu/academics/catalog/academic-policies/credits>

### [2024-25 Academic Catalog](#)

The number of academic credits assigned to a course is based on the amount of work required in the course. Courses carry from 0 to 12 credits, but most offer 4 credits. Once credit has been earned in a course, that course may not be repeated for credit unless specifically designated.

See [Definition of a Credit Hour](#) for a complete explanation.

### [Parameters for Earning Credits](#)

In accordance with accreditor and regulatory guidelines enforced by the Department of Education, students must start and complete all coursework within the published start and end dates of the term of enrollment as defined on the college [Academic Calendar](#). Students may not extend coursework beyond the term, except under the explicit guidelines outlined in the [Incomplete Grade Policy](#). In addition, the college is not permitted to enroll students in [overlapping coursework](#) or truncate the required enrollment period for any student, so all students are required to participate in their registered coursework from day 1 of the term through their exam week obligations. Students must enroll for coursework during the term the work is started and completed. This includes all credit-bearing and non-credit bearing,

graded and ungraded, senior inquiry, internships, service learning, study away and all modalities and instructional delivery methods. Similarly, transfer credits are awarded according to the maximum credits displayed on an official transcript. See [Policies on Awarding Transfer Credit](#). Credit will not be earned if they fall outside of these parameters. In accordance with these regulations, changes in enrollment for student error must be requested within the same academic year, students may not add coursework from prior academic year. For information on limitations on section registration and seat time see also [Registration and Attendance](#).

### Mode of Instruction

Augustana understands that the foundation of our exceptional curriculum is rooted in the relationships developed in the classroom through meaningful dialog between students and faculty. Therefore, in accordance with our accreditation status, Augustana offers no online programs. All courses taught during the academic year are assigned a physical classroom and are taught in a face-to-face modality. However, Augustana students are expected to have regular access to technology and the internet in order to be successful. All Augustana courses will make use of Moodle, our online learning management system. Some courses may only use Moodle to post the syllabus, assignments and grades, while other courses may use it more broadly to engage students with supplemental reading, videos and/or discussion groups. Students should contact the faculty member to learn exactly how online resources and modalities will be used in the class. Starting in the summer 2015, Augustana began offering a few summer-only online courses. These offerings have increased each year, but continue to only be offered in summer session. These courses use Moodle and other course-specific technologies to deliver the course content.

**NOTE!** *In March of 2020, Augustana was granted a temporary exception by the Department of Education and the Higher Learning Commission to offer courses online as a response to the Covid-19 global pandemic. In spring 2020, the second half of the semester (7 weeks) was taught 100% online for all courses. During the 2020-21 academic year approximately 7% of our courses were offered in an online modality and some students elected to be a remote learner for one or two semesters. Augustana cannot validate which courses or students were taught in a remote modality. Please contact the individual student or instructors for this information if it is needed.*

### Classification

A full-time student carries 12 or more credits per semester. Audit hours do not count toward full-time status, but are included among tuition charges. A part-time student carries fewer than 12 credits per semester.

The following classifications apply to students working toward a degree either full-time or part-time:

- A sophomore has 29 credits
- A junior has 61 credits
- A senior has 91 credits

Students not working toward a degree, such as post-baccalaureate students, are classified as special students.

### Registration Course Load and Tuition Overload Policies

(Credit Reuse Policy)

Augustana has carefully planned the [degree requirements](#) so that it may be completed in four years (eight semesters) if students stay on track and plan accordingly. Full-time tuition for a single academic year covers enrollment in 34 credits (includes credits for two semesters and one January-term in the same academic year.) In order to be considered full-time, students must register for a minimum of 12 credits in a semester. Coursework in J-term does not count toward Fall full-time enrollment status. Students may register for a maximum of one J-term experience per J-term. J-term courses are typically 4 credits, but some study-away experiences may vary.



Students who register full-time (minimum of 12 credits) during the fall semester may register for one J-term course with no additional tuition (additional program or travel fees may apply.) Those credits in J-term are included in the **34** maximum for the year. The following limitations apply to overload fees:

1. Students who have previously enrolled full-time with the college for a minimum of 8 semesters have these limitations based on enrollment with regular full time tuition for a single semester:

- Enroll in Fall only: students have a maximum of 18 credits in fall alone before overload fees apply.
- Enroll in Fall + J: students have a maximum of 20 credits across that period (16 Fall + 4 J) before overload fees apply.
- Enroll in Spring only: students have a maximum of 18 credits in spring alone before overload fees apply.

2. Students who have enrolled in fewer than 8 semesters as a full time student have a maximum of 17 credits across a billing period (FALL: 13 Fall + 4 J or SPRING ONLY: 17 credits) before overload fees apply in their final semester of enrollment. (See also Transfer\* below).

3. Any student enrolled part-time in the fall are billed a per-credit rate and are not eligible for J-term. Spring only, part-time students are also billed at the per-credit rate.

4. No students are permitted to begin enrollment in J-term or enroll in only J-term during an academic year. See the J-Term Policies for more information.

\*Transfer students have special considerations based on the credits earned prior to enrollment to determine if they have met the 8 semester minimum. Overload fees will be charged for students who exceed these limits. Students may not register only for a J-term course during the academic year. Students must use their annual allotment of credits within the single academic year for which they are paid.

The overload credit reuse deadlines are published on the [Academic Calendar](#) for all 14-week and 7-week courses. J-term courses that remain on the schedule after the Add/Drop deadline will apply toward overload. Students who withdraw from coursework by the published deadlines may reuse those credits at a later time during the same academic year. Students who withdraw from a course after the overload credit reuse deadline has passed, have used the college resources to the point that they will not be able to reuse those credits. Private MULS lessons do not count in overload. Students who study away on an international program or with an off-campus program are bound to these same credit limits. While courtesy notifications will be sent to students in overload, it is the responsibility of the student to monitor their enrollment limits, drop courses according to published deadlines and make plans to pay for overload if they exceed the enrollment limitations noted above. Students who are required to take credit-bearing classes to become employed as a campus tutor will not have to pay for overload associated with those credits.

Students should consult the overload/per credit fee on the [Schedule of Student Charges](#) and consult the [Business Office](#) about payment plans. Tuition is charged on a per-credit basis for enrollment in fewer than 12 credits in any one semester or in more credits than the maximum covered by full-time tuition. Overload fees will be assessed and charged to the student bill during the spring semester. Some zero and .25 credit internships may be exempt from overload fees. See [Internship policy](#) for more information.

Students who wish to appeal the overload fees may complete the [appeal form](#) on the Office of the Registrar forms web page no later than a week before the [published credit reuse deadline](#). Students should carefully consult the [eligibility qualifications for an appeal](#) before completing the appeal form. Appeals of institutional fees from third parties (instructors, advisors, parents, etc.) will not be considered.

Students are limited to 18 enrolled credits per semester. Students who wish to enroll in more than 18 credits in a semester should consult the [Registration Surplus policy](#).

**STUDENT RESPONSIBILITY:** *While the senior audit, student progress report in Arches, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at*

*all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

### Normal progress toward a degree

Students are making normal progress toward the Bachelor of Arts degree if they earn at least 29 credits after two semesters, 61 after four semesters, 91 after six semesters, and 120 after 8 semesters of enrollment.

To maintain normal progress toward the degree, students must file a Declaration of Major form after earning 61 credits. These forms are available on the Office of the Registrar [forms page](#). Students who fail to meet this requirement will be restricted from registration at the point when they have earned 61 credits but have not declared a program of study.

### Credit Hour Policy

<https://www.augustana.edu/academics/catalog/academic-policies/credit-hour-policy>

#### **2024-25 Academic Catalog**

#### Semester Credit Hour Policy Information and Syllabus Templates

In accordance with Department of Education guidance, Augustana defines a credit hour as the amount of work represented in intended learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week. All courses are required to adhere to the course meetings times published in Arches and faculty should use published [alternative days of learning](#) in their teaching plans and syllabus.

Credit Hour Templates per credit hour appear at the bottom of this page.

#### **Non-credit-bearing laboratory sections:**

Most laboratory courses include the lab component within the 4-credit course. However, some laboratory sections on campus are non-credit bearing but impact the grade of the co-requisite course. Student time spent in these laboratory sections will be factored into the out-of-class student work requirement of the co-requisite lecture section.

#### **Independent Study**

Independent Study is advanced critical study or research on a specific topic under the guidance of a faculty member in a department. Students may register for course 400 in the related academic department with the permission of the faculty member and the department chair. No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one semester, no more than 1 course of independent study and 1 course of directed study may be earned in a given department. In order to comply with Department of Education seat time [regulations for credit hours](#), registration for IND/DIR should be made within regular enrollment periods for 14 week or 7 week courses as published on the [Academic Calendar](#).

#### **Directed Study**

Directed Study is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor. No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one semester, no more than 1 course of independent study and 1 course of directed study may be earned in a given department. In order to comply with Department of Education seat time [regulations for credit hours](#), registration for IND/DIR should be made within regular enrollment periods for 14 week or 7 week courses as published on the [Academic Calendar](#).

#### **Private Study**

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

### Music Lessons

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

### Internships

A minimum of 40 on-site hours are required for any internship. Internships range from 0-12 credits and span varying time frames. While 40 on-site hours are required for a zero, .25 or 1 credit internship, additional credits require an additional 35- 40 hours of student work for each unit of credit awarded. Additional hours outside of the internship site are required to complete the required reflective component for successful completion of any internship.

### Credit Hour Templates

**4 credit courses:** students are expected to be in class 750 minutes per credit earned (3000 minutes). They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 100 hours.

MWF example:

In class activities: (75 minutes x 37 class days ) = 2775 minutes	46.25 hours
Required readings and class preparation	56 hours
Assignments and projects	30 hours
Tests - preparation	16 hours
Final exam period	2 hours
Total	150.25 hours

TTH example:

In class activities: (100 minutes x 28 class days ) = 2800 minutes	46.67 hours
Required readings and class preparation	56 hours
Assignments and projects	30 hours
Tests - preparation	16 hours
Final exam period	2 hours
Total	150.67 hours

4 days per week (language classes):

In class activities: (55 minutes x 53 class days ) = 2915 minutes	48.58 hours
Required readings and class preparations	54 hours
Assignments and projects	30 hours
Tests – preparation	16 hours
Final exam period	2 hours
Total	150.58 hours

J-term example:

In class activities: (180 minutes x 17 class days ) = 3060 minutes (no additional exam period scheduled; final exams/presentation included in these class minutes)	51 hours
Required readings and class preparation	34 hours
Assignments and projects	50 hours
Tests – preparation	15 hours
Total	150 hours

In class activities: (100 minutes x 28 class days ) = 2800 minutes	46.67 hours
Laboratory activities (12 lab periods x 110 minutes)	22 hours
Required readings and class preparation	50 hours
Assignments and projects	15 hours
Tests – preparation	15 hours
Final exam period	2 hours
Total	150.67 hours

**2 credit class:** Students are expected to be in class 750 minutes per credit earned. For a 2 credit class, this would be 1500 minutes. They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 50 hours.

MWF example:

In class activities: (# minutes x # class days) = 1350-1425 minutes	23 hours
Required readings and class preparation	27 hours
Assignments and projects	15 hours
Tests – preparation	8 hours
Final exam period	2 hours
Total	75 hours

TTH example:

In class activities: (# minutes x # class days ) = 1300-1400 minutes	23 hours
Required readings and class preparation	27 hours
Assignments and projects	15 hours
Tests – preparation	8 hours
Final exam period	2 hours
Total	75 hours

**1 credit class:** Students are expected to be in class 750 minutes per credit earned. For a 1 credit class, this would be 750 minutes. They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 25 hours.

MWF example:

In class activities: (# minutes x # class days) = 750 minutes	12.5 hours
Required readings and class preparation	12.5 hours
Assignments and projects	10 hours
Tests – preparation & exam period	2 hours
Total	37 hours

TTH example:

In class activities: (# minutes x # class days ) = 750 minutes	12.5 hours
Required readings and class preparation	12.5 hours
Assignments and projects	10 hours
Tests – preparation & exam period	2 hours
Total	37 hours

Note: Individual departments are responsible for implementing, enforcing, and including in their assessment process changes to the credit hour policy which impact their course offerings. This includes retaining syllabi for all non-standard format courses and providing copies of these for review by the various accrediting bodies.

## Individual Studies & Auditors

<https://www.augustana.edu/academics/catalog/academic-policies/individual-studies-programs>

### 2024-25 Academic Catalog

#### Internships

Please see the [Internships page](#) for policies and process for internships.

#### Independent and Directed Study

Faculty may choose to offer IND/DIR courses for 1-2 credit per course as determined by the department (see catalog listing under each program for options.) Faculty are not required to participate as an instructor for IND/DIR courses as this coursework is taken on as an addition to their teaching load with no financial compensation from the college. Students are responsible for making arrangements and registering for the IND/DIR coursework within the published policies and deadlines. With the exception of some study away experiences and limited internships, students are required to take a 4-credit experience in J-term, therefore, IND/DIR are not offered in J-term.

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

**Directed Study (DIR)** is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor.

No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. IND or DIR courses may be taken for 1 or 2 credits as determined by each department (see the departmental catalog page for the major for more information.) In one term, no more than 1 course of independent study and 1 course of directed study may be enrolled for a student in a given department. Students may repeat IND/DIR courses for credit, as long as it is approved by the department, and all other policies about earning credit apply. Courses in IND/DIR may not replace coursework regularly offered and/or are part of the faculty-approved curriculum and may not carry Learning Perspectives, Suffix or Skills designations. Students may not fulfill general education requirements with IND/DIR coursework. Courses in IND/DIR courses cannot be taken to avoid paying tuition and fees. Students should keep in mind that IND/DIR courses will count in the total credits allowed with full-time tuition. In order to comply with Department of Education seat time [regulations for credit hours](#), registration for IND/DIR should be made within regular enrollment periods for 14 week or 7 week courses as published on the [Academic Calendar](#).

#### Private study

In exceptional cases, a student who is a graduation candidate and who critically needs a course may petition to take a required course through private study with an instructor. Courses must carry the same credits as the regularly offered course. The student must petition the Committee on Advanced Standing and Degrees and the Provost for final approval. The student is responsible for all fees above and beyond regular tuition. Private Study is charged at the per-credit rate.

Approvals will only be considered when:

- The course is not offered at a time when the student must take it.
- The course is required for the student to complete their only major and/or degree.
- The course is not enabling early graduation.
- The student has been continuously enrolled each semester.
- The student has not repeatedly dropped, withdrawn or failed coursework.
- The student is responsible for securing a faculty member who will agree to teach the course in a Private Study arrangement\*
- The student is responsible for making a petition to the Committee on Advanced Standing and Degrees with a supporting statement from the department in which the course will be offered.
- Pre-payment is required in the business office prior to enrollment

All regular academic policies, including enrollment and grading deadlines, apply for private study courses. For information, students should consult their advisor, a faculty member and the Provost. Private Study courses may not be taken in J-term.

\*The college is not obligated to offer this option to a student and faculty are not obligated to teach in a Private Study arrangement.

### Auditors

Generally, most degree-seeking students will not want to take a course as an auditor. Audited coursework does not complete any requirements, it does not appear as completed work on the student record and students may not use financial assistance to audit a course. An audited course does not factor in the grade-point average. Audited courses do not count toward major, minor or degree requirements of any kind. Students needing to repeat a course for proficiency only (to improve grade for departmental requirements) must request prior permission from the [Committee on Advanced Standing and Degrees](#), register as an auditor and pay for the course. Non-Augustana students who wish to audit a course must apply using the [Special Student Application](#) available on the website and will pay the full tuition fees associated with the coursework. (See [Schedule of Student Charges](#) on the website for tuition and fees.)

Students who elect to audit a course will acknowledge they understand the following with choosing audit status for a course:

- they have read the college policy on auditing coursework noted above;
- change to audit status must happen prior to the start of the term;
- once enrolled in a course for audit, a student is not permitted to change that enrollment status to a credit bearing status;
- enrollment in a course for credit are not permitted to change to audit status once the term has started;
- audited courses do not serve as prerequisites for other Augustana courses;
- audited courses do not count toward full-time status or financial aid calculations, but do count toward calculating tuition credits.

### Internships

<https://www.augustana.edu/academics/catalog/academic-opportunities/internships>

Internships combine classroom theory with a structured, supervised work experience, providing the opportunity to link the academic experience with future career aspirations or community service objectives. Students undertake internships with intentional learning goals and a plan for reflection on the experience. An internship enhances personal, professional and educational development, bridging the gap between the classroom and the "real world".

Depending on the area of study, students may receive credit towards major/minor requirements, senior inquiry, or elective credit. Internships can be paid or unpaid. Students are able to receive academic credit for paid internships.

### **Qualifications for Internships**

Students are eligible to apply for an internship following successful completion of one term at Augustana College. However, most students will not be approved for an internship until they have completed at least one year of college coursework at Augustana. [Part-time and non-degree students](#) are not eligible for internships. This includes students who have already earned their degree.

Students are required to have internship counseling preparation within their major department or in CORE prior to starting any internship. In order to receive credit for the experience, the internship experience must meet the following criteria:

- Takes place during an academic term (Fall Semester, J-Term, Spring Semester, Summer.)
- Takes place at an established organization, non-profit, agency, business, etc. Internships should generally not be conducted at a student's family-owned business, but may be reviewed on a case-by-case basis.)
- Includes meaningful work that focuses on developing skills, knowledge, and abilities applicable to future career or academic pursuits.
- Includes a supervisor (on site or remote) with regular check-in meetings to discuss progress toward work, review internship goals, and write a final evaluation

### **Credits**

Internships range from 0-12 credits and span varying time frames. Students must log 40 work hours for a 0, .25, and 1 credit internship. Internships for more than 1 credit require an additional 35- 40 hours of student work for each unit of credit awarded. Students must also complete several assignments including an internship reflection. Internships must be approved by the academic advisor and the faculty member supervising the internship. Students must register for internships through the Assistant Director of Internships in the Career Development & Vocation Office. All registered internships will appear on the official transcript.

International students must register internships (paid or unpaid) for credit per [federal regulations](#). The .25 credit option fulfills this federal regulation and allows students to complete an experiential internship without incurring additional tuition fees. Domestic students may choose to register 0 or .25 credit internships in order to receive grant funding and have their experience reflected on their academic transcript. This provides the flexibility of allowing students to have the experience on their transcript and receive supervision and support from the college. Students are limited to two internships at .25 credit toward their degree.

If an internship is taken during the academic year, credits included with tuition can include internship credits. Students should carefully consult the [overload fee policy](#) before registering for an internship so they understand how their internship credits may be applied toward their regular tuition and fees for the year. Students who take a .25 internship and these credits take them over the maximum credits allowed with full time tuition will not have to pay an overload for the .25 credits.

J-term internships require a minimum of 1 credit of enrollment, and cannot be taken for more than 4 credits. J-term internships cannot be taken for credit if the student is enrolled in another J-Term course.

If the internship is taken in the summer there are two options: For internships taken for 0 or .25 credit, there is no charge for credit. For internships taken for 1 or more credits, the cost per credit is the current summer credit rate as determined by the college and is not covered by financial aid.

Credits must be earned in the term for which the internship was completed. See [credit policy](#) for details. Internship credits cannot be earned retroactively. Students engaged in an internship that requires more than one term to complete (including during summer term) will need to register for separate internship experiences. All hours and graded work for the internship must be completed by the last of the term as defined in the [Academic Calendar](#).

Internship credits (or similar experiences) are not accepted as part of the transfer process. However, if a current student wishes to participate in a pre-approved, special internship program with another institution, they may consult with the internships office and the registrar about obtaining an exception.

Due to regulatory reporting requirements, registration for internships must meet all [published enrollment deadlines](#). In rare circumstances, students may petition the Committee on Advanced Standing and Degrees to be granted permission to add an internship past the deadline. In those cases, students will be charged a late registration fee, as determined by the College. Students must register the internship during the term the work is completed.

In the event of an error in a student's internship credit registration, the student must notify the Registrar's Office or the Assistant Director of Internships as soon as possible, and no later than the end of the academic term where the student participated in the internship.

### **Grading**

The majority of credit-bearing internships are graded pass/no-credit.\* The internship supervisor (faculty member or CORE staff member) will assign a final grade of P or NC for internships. Pass/No Credit internships do not impact the student grade point average, but unsuccessful completion may impact financial aid and satisfactory progress toward the major and/or the degree. Zero-credit internships are given a letter grade (A-F) but will not impact the grade point average.

\*Some special Augustana study away experiences and programs may have a graded component. Some departments have chosen to have graded internships. In these cases, a letter grade (A – F) may be assigned for all or part of the experience and will impact the student grade point average. If you have a question as to whether your program or internship is one of the graded experiences, see your major requirements in the academic catalog or speak to the Assistant Director of Internships.

### **Internships and Credits toward the Major and Degree**

The academic department determines the maximum number of internship credits a student may count toward the major and if a staff member in CORE or a faculty member may supervise the internship. Students should see their academic advisor to determine how many credits are advised and if requirements toward the degree may be fulfilled with internship credits. Internship credits are exempt from the departmental credit maximum hours that may be applied to the major.

Internship credits that are not taken to fulfill requirements for a student's major can be taken as 300- level elective credits.

Regardless of the kind of internship taken, whether the student is part-time or full-time, degree-seeking or not, and regardless of the total number of credits taken at the college, Augustana awards a maximum of twelve (12) credits of internship to a student record. If a student wishes to participate in additional internship opportunities beyond the twelve credits, those credits will not count toward the 124 credits to graduate or a student may take the internship for zero credit.

### **Summer Internships**

Summer Internships take place after spring term graduation, meet all hourly requirements of the internship and conclude on or before the end of the summer session. Incomplete grades are not permitted and all hours must be completed within the defined parameters of the academic term. Students may not overlap summer internship hours with summer coursework at Augustana. Students who wish to take a summer course may take a maximum of 8 internships hours in July and August. Student are limited to a maximum of 12 credits of combined coursework, internships, research, study away and independent work in the summer. Registration, tuition, fees and policies related to these internships will be applied to the summer record.



Students cannot participate in an internship after they have graduated. If a graduating senior wants to participate in an internship after their final term of coursework, they will need to delay their graduation to the end of the summer term. Students in this situation should consult the [delay in graduation guide](#) and understand that an intentional delay of graduation may result in forfeiture of institutional and federal aid and/or scholarships. Students who wish to be summer graduates may not participate in an internship experience if the internship experience is required. Some exclusions for participation in a late summer internship apply (such as restrictions on international study.)

### Procedures for Internship Registration

Students must register for all internships through Handshake with the Assistant Director of Internships (visit the [Career Development & Vocation website](#) for more information on internship registration). Visit the Career Development & Vocation office in CORE (Olin Center) for more information about finding and preparing for an internship. Please contact the Assistant Director of Internships in the Career Development & Vocation Office (Olin Center) with questions regarding internship registration and credits.

### Placement Examinations

<https://www.augustana.edu/academics/catalog/academic-policies/placement-examinations>

#### **2024-25 Academic Catalog Page**

#### Second Languages

Students who have studied a second language in high school are encouraged to use that knowledge at Augustana. They may apply it toward meeting the graduation requirement in a second language and may qualify for enrollment in advanced courses.

Students who want to study a language offered at Augustana (Chinese, French, German, Greek, Japanese, Latin, Spanish, Swedish) **and** who have experience in that language — whether in high school or in a non-academic context — must take a placement test before registering. The World Languages, Literatures and Cultures department conduct online placement tests prior to Orientation and Registration. These departments and the students' faculty advisors then continue to provide advising regarding language study as needed.

Students who have satisfied the second language requirement are not required to take a placement test if they do not plan to continue language study.

#### Mathematics

Placement into mathematics courses is determined by a student's Math Index Score (MIS) calculated from the high school GPA and the math subscore of the ACT or SAT. Incoming students can see their [Math Index Score](#) by logging in to Arches prior to their Orientation & Registration date.

Students who did not take the ACT or SAT but need a math placement can use the [ALEKS PPL program](#) to demonstrate their skill level. For more information, contact the Office of Advising at [advising@augustana.edu](mailto:advising@augustana.edu).

NOTE! Students should also consult the [college policy on providing placement scores](#) to external audiences if they have questions.

### Pre-enrollment earned credit for first-year students (advanced placement)

<https://www.augustana.edu/academics/catalog/academic-policies/advanced-standing/earned-credit>

#### **2024-25 Academic Catalog**

First-year students who earn college-level credit prior to the first term of enrollment at Augustana may transfer this credit to the college as follows:

### Dual enrollment credit:

Students who dual enroll with a local college while in high school have no limit on those college level credits. Courses are subject to official transfer evaluation by the college registrar, see Transcript Policies for details on how to send your transcripts for evaluation.

### Testing credit:

A maximum of 24 credits of combined testing credit may be applied toward the degree. This includes a combination of Advanced Placement (AP), International Baccalaureate (IB), an A-Level.

First-year students who have earned more than 24 credits of testing credit have until the end of their first semester of enrollment to declare their 24 credits of testing credits. Once applied to the record these credits may not be changed and it is an irreversible decision. See below for additional policies governing pre-enrollment credit. See the [college catalog](#)

Additional policies on transfer and testing credits:

- Augustana does not accept College Level Exam Program (CLEP) exams or life/work experience to be applied toward the degree.
- Augustana only accepts one ACE credit for HEPE credit for military service.

### Advanced Placement Credit

First-year students who have taken the College Board Advanced Placement Examination may be eligible for as many as 24 credits. Students who have taken AP tests are expected to send their scores to Augustana for evaluation. Official scores sent from College Board should be sent directly to Augustana College. Scores of 4 or 5 may result in credit.

Credit will not be awarded from a high school or college transcript. Students earning more than 24 testing credits (see policy above) should complete the necessary form in the Office of the Registrar no later than the first term of enrollment to declare the courses, up to 24 credits, that they wish to have applied to their record.

Academic departments determine which scores result in credit. [See chart of departments and credits possible](#). Once declared, this is an irreversible decision. See below for additional policies governing pre-enrollment credit.

AP course/test	Score	Semester equated course	LP/suffix	Credits	Apply to maj/minr?
African American Studies	NA	Not accepted	None	NA	NA
Art Studio: Drawing	4	ART-101-AP	None	4	Yes
Art Studio: 2D Design	4	ART-elective	None	4	Yes
Art Studio: 3D Design	4	ART-elective	None	4	Yes
Art History	4	ARHI-161AP	PA	4	Yes
Biology	4	BIOL-101AP	PN	4	No
Calculus AB	4	MATH-160AP	Q	4	Yes
Calculus BC	4	MATH-160AP, 220AP & 230AP	Q	8	Yes
^Chemistry	4	CHEM-132	PN	4	Yes
Chinese	4	CHNS-202	2nd lang.	4	Yes

Computer Science A	4	CSC-elective	None	4	No
Computer Science Principles+	4	CSC-121	Q	3	No
Economics Macro	4	ECON-elective	None	3	See dept.
Economics Micro	4	ECON-elective	None	3	See dept.
English: Language/Composition#	4	ENGL-elective	None	4	No
English: Literature/Composition#	4	ENGL-elective	None	4	No
Environmental Science	4	ENVR-100	PN	4	Yes
French Language	4	FREN-200	2nd lang.	4	Yes
German Language	4	GRMN-200	2nd lang.	4	Yes
Geography: Human	4	GEOG-120	None	4	Yes
Government: American	4	POLS-101AP	None	4	Yes
Government: Comparative	NA	Not accepted	None	NA	NA
*History: American	4	HIST-130AP, 131AP	None	8	Yes (see dept.)
History: European	4	HIST-115, 116	None	8	Yes
Italian	NA	Not accepted	None	NA	NA
Japanese	4	JPN-201	2nd lang.	4	No
Latin	4	LATN-216	None	2	Yes
Latin	5	LATN-316	None	2	Yes
Math	NA	Not accepted	None	NA	NA
Music Theory	NA	Not accepted	None	NA	NA
Physics I	4	PHYS-151AP	None	4	Yes
Physics II	4	PHYS-152AP	None	4	Yes
Physics C (Mechanics)	4	PHYS-211AP	PN	4	Yes@
Physics C (Electricity & Magnetism)	4	PHYS-212AP	PN	4	Yes
Psychology	4	PSYC-100	PS	4	Yes
Research	NA	Not accepted	None	NA	NA
Seminar	NA	Not accepted	None	NA	NA
Spanish Language	4	SPAN-202	2nd lang.	4	Yes
Spanish Literature	4	SPAN-200	2nd lang.	4	No
Statistics	4	PSYC-240	Q	4	Yes

World History	4	HIST-170	None	4	Yes (see dept.)
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### International Baccalaureate

Students who have earned the International Baccalaureate diploma may be awarded credit for Higher Level passes with scores of five (5) or higher if approved by the department. In some academic disciplines a score of four (4) may be considered, but is subject to individual evaluation and the discretion of the academic department. No credit is awarded for Subsidiary or Standard Level examinations.

The specific amount of credit and course equivalencies awarded for each Higher Level pass are determined through evaluation by the appropriate academic department. The following assessments have already been made:

Level	Test	Score	Equivalent course (credits)
HL	Amharic	5 or 6	WLLC-200 (Amharic 4 credits elective, 2nd language fulfilled)
HL	Arabic	5 or 6	WLLC-200 (Arabic 4 credits elective, 2nd language fulfilled)
HL	Biology	5	Biology-elective (4 non-major elective credits)
HL	Business courses	NA	This exam not accepted for credit
HL	Chemistry	5	CHEM-132 (4 credits, PN, applied to major)
HL	Chinese B: Lit.	5	CHNS-202 (4 credits, 2nd language fulfilled, may apply to minor*)
HL	Computer Science	5	CSC elective (4 credits of 100-level non-major elective)
HL	Design Tech.	NA	This exam not accepted for credit
HL	Economics	5 or 6	ECON-200 (4 credits)
HL	English A: Lit	5	ENGL elective (4 non-major elective credits)
HL	English B	NA	This exam not accepted for credit
HL	Film	5	WLLC intro to film (4 credits, PA)
HL	French B	5, 6, 7	FREN-200 elective credit
HL	Geography	5 or 6	GEOG-120 (4 credits, PS may apply to major*)
HL	German B	5	GRMN-200 (4 credits, 2nd language fulfilled)
HL	Hindi	5	WLLC-200 (Hindi 4 credits elective, 2nd language fulfilled)
HL	History - Americas	5	HIST-130AP, 131AP (8 credits <a href="#">see AP list</a> for limitations)
HL	History-Asia/Oceania	5 or 6	HIST-151 (4 credits, PP may apply to major)
HL	History - Europe	5	HIST-115AP, 116AP (8 credits <a href="#">see AP list</a> for limitations)
HL	Info Tech Global	5 or 6	BUSN elective or CSC elective (4 credit) only
HL	Math Analysis	5	MATH-160 (4 credits) A score of 4 places student into MATH-160 with no credit
HL	Math Application	4+	Placement into MATH-160, no credit given

HL	Physics	5	PHYS-211IB (4 credits, PN, may apply to major*)
HL	Psychology	NA	This exam not accepted for credit
HL	Soc, Cultural Anth	NA	This exam not accepted for credit
HL	Spanish B	5	SPAN-200 (4 credits, 2nd language fulfilled, may apply to major*)
HL	Theatre	4 or 5	THEA-100 (4 credits, PA, applies to minor not major)
HL	Visual Arts	NA	This exam not accepted for credit

Students should understand not all courses equivalencies meet graduation requirements. Once students have committed to Augustana College, they should arrange to have their official IB scores sent directly to the college from the testing agency. For other tests not listed above, those assessments will be made by the Registrar in consultation with the appropriate department in early fall semester after scores are received.

### A-Level credits

Students who have taken the Cambridge Examinations or Cambridge International Examinations at the A-level and have earned a grade of A\*, A, or B+ may be awarded credit if approved by the department. Scores of B and below will not be awarded credit. The specific amount of credit and course equivalencies awarded for each grade are determined through evaluation by the appropriate academic department. Students should visit the [Cambridge website](#) and arrange to have official scores sent directly from Cambridge Assessment to the Office of the Registrar at Augustana College for evaluation. Please note we do not take copies delivered from the student, hand-delivered copies, photo copies or pdf versions. See our policies on sending official records to the college. Scores already approved appear below.

Level	Test	Score	Equivalent course (credits)
Advanced	Accounting	A*	ACCT-200 (4 credits)
Advanced	Biology	A*	BIOL-101-IB (4 credits) PN, does not apply to major
Advanced	Business	A*	BUSN elective course (4 credits)
Advanced	Chemistry	NA	No credit accepted
Advanced	Chinese	NA	No credit or placement accepted
Advanced	Computer Science	A*,A,B	CSC-121 (4 credits, Q suffix)
Advanced	Economics	A*	ECON-200 (4 credits)
Advanced	Mathematics	A*, A, B	Placement into MATH-160, no credit given
Advanced	Physics	A*	PHYS-151 & PHYS-152

### Credit and placement by examination

Most examinations for advanced standing are intended only to permit the exceptionally qualified student to enter an advanced course without taking preliminary courses. In most instances, credit will not be given, but a higher level course placement allowed. Such examinations are administered at the discretion of the department involved and a \$150.00 fee is charged for each test.

If a grade of "C" or better is achieved on the final examination (or final presentation, paper, evaluation, etc.) for the course, placement will be awarded.

A petition to the [Committee on Advanced Standing & Degrees](#) is required if a student is requesting to test for credit. Support of the provost and the department where the course is offered is required. Approvals will be considered only in rare and unusual circumstances and only where no other options under college and faculty policy are possible (waiving final 12 credits, Acadeum, program substitutions, etc.).

If approved, prepayment to the business office is required for each examination before a test will be scheduled. Examinations will adhere to a maximum two-hour testing time, which is the same as allotted for final exams during [exam week](#). The final grade will be reported to the Office of the Registrar by the department chair within two days of the exam. Credit for the course will be applied to the official record (transcript) with a grade of "P" if a grade of "C" or better is earned. There will be no impact on the grade point average. If a grade of "C" or better is not earned, nothing will be reflected on the student transcript.

The final exam, paper and/or assessment becomes the property of the college and will remain in the permanent record for the student. See the Office of the Registrar for details.

#Students who have taken only one ECON AP test will need to take the new principles course.

\*History majors are limited to 8 credits of AP work in any combination to be applied toward the History major/minor. Please see the HIST department for more information.

^All students who need the chemistry sequence for their major are required to take CHEM-131 or CHEM-235. If they have AP scores as noted above, they will be given credit for CHEM-132 after successful completion of CHEM-131 or CHEM-235.

@Students with qualifying scores will be given credit for PHYS-211 after successfully passing PHYS-313.

## Advanced Standing

*Transfer credits processes and procedures*

<https://www.augustana.edu/academics/catalog/academic-policies/advanced-standing>

### **2024-25 Academic Catalog**

#### Transfer credit procedures and processes

Upon admission of a transfer student, the Office of the Registrar will issue an evaluation of previous work for advanced standing delineating the number of credits transferred, unless the student is a first-year student. Additional policies for pre-enrollment credit apply for prospective first-year students, see below. Students are required to release their complete prior academic record to the college for evaluation.

To be transferred, coursework taken at another institution need not be an exact match to courses offered at Augustana, but should be in an academic program and at an academic level comparable to examples from the Augustana curriculum and consistent with a liberal arts degree. Stricter criteria may be applied to a course for it to fulfill a general graduation requirement or a requirement for a major. Augustana does not accept transfer work under any circumstances after an Augustana degree is awarded.

Augustana does not accept technical or specialty courses such as: welding, truck driving, vehicle repair, CDL/transportation, CAD, HVAC repair, industrial coursework, cosmetology, medical/dental/veterinary assistant/technician, massage therapy, EMT, specialized military training, nursing/phlebotomy, safety, childcare, hotel and restaurant management, food preparation, agriculture or agri-business, greenhouse/hydroponics/gardening, computer repair/networking, continuing education, office certificate or competency courses from Microsoft/LinkedIn Learning, crime investigation/police work, forensics, paralegal, clerical studies, typing/keyboarding, transcription, medical coding, human resources, etc.

Only a summary of credits accepted from other institutions with a grade of C or higher will be noted on a student's Augustana transcript, grades will not be noted. Specific information on transfer credit is recorded in the student's permanent file and included in degree audits. By sending official scores and official transcripts to Augustana College, individuals consent to post all eligible coursework to the academic record. In accordance with legal regulations and best practice standards, coursework posted to the record may not be removed. Students are required to release/disclose their entire academic record to Augustana when applying for admission and requesting work be accepted for transfer. Students who choose not to disclose all prior educational experiences may be turned in to the Honor Council and are subject to the consequences outlined in the Honor Code, which may include forfeiture of all transfer credits, a reduction in financial aid or scholarships, suspension or dismissal. Students are required to petition all coursework for transfer in advance of sending transcripts for evaluation. The Office of the Registrar will not do partial evaluations on transcripts where petitions are missing. Coursework approved for transfer credit after a student enrolls at Augustana is treated in the same manner.

Augustana does *not* accept the following coursework:

- DANTES courses - College Level Exam Program (CLEP) exams or DSST
- Straightliner or StraightlinerLine
- Sophia Learning, LLC or Sophia.org
- Coursera.org
- Study.com
- HiSET exams or credits by ETS
- Credly badges or certificates
- Credits for life or work experience or any prior learning not officially transcribed.

The process for transfer work evaluation is based on the criteria set-forth in the catalog and within the published transfer initiatives/policies noted in the college catalog and on the college website. The processes and protocols for transfer evaluation are strictly followed and adhere to industry best-practice standards established by AACRAO. When necessary, the college will follow guidance outlined by [CHEA](#). The following processes are followed:

- [Official transcripts](#) and scores should be sent to the college according to the timeline established by the [Academic Calendar](#) and the [Admissions Office](#);
- Only coursework that appears on an [official college transcript](#) for credit will be applied to the student record;
- On behalf of the faculty, official transcripts and official score reports are evaluated by the Office of the Registrar and applicable coursework is posted to the academic record;
- Transfer credits are awarded according to the maximum credits displayed on an official transcript, unless an academic department wishes to award fewer credits based on an Augustana course that has fewer credits. See also [Policies on Awarding Credit](#);
- *Equivalent*, qualifying coursework will be posted to the record using a direct equate to the Augustana course and any applicable general education designations if approved by the faculty. In some instances a semi-equate applies only some institutional requirements and designations;
- *Comparable*, qualifying coursework without a direct equate will be posted according to faculty policy, which may include applying coursework as an elective within a department that may or may not apply toward a major/minor and will not include a general education designation;
- Courses and scores that the Office of the Registrar has determined are not faculty approved for credit, are below college-level coursework, are neither comparable nor equivalent, or coursework/scores where the student has earned Augustana credit will not receive credit for transfer;
- Courses/scores not previously evaluated for transfer and with which the Office of the Registrar has no previous evaluation experience will be forwarded to the appropriate academic department chair for evaluation (students may choose to provide a syllabus and additional assignments/tests from the transfer course directly to the department chair as supporting documentation);

- Students who have official college transfer work and/or credit from official scores posted to their academic record may not repeat those courses for credit at Augustana. See [Grading](#) for more information about the policies on repeating coursework for credit;
- Students will have all applicable coursework and credits applied to the record, students may not pick and choose what prior credit they will have applied to the record, except under the Pre-Enrollment Policy noted below;
- Once credits from transfer work and scores are posted to the official educational record, coursework will not be removed or edited. Under the regulations of the Department of Education, the Higher Learning Commission, and best practices established by AACRAO, the official academic record shall not be altered or amended unless a documented clerical error has been proven. See the policies governing the [Academic Record](#) for more information.

After enrollment with the college, transfer students (\*) who have a question about how transfer coursework was applied to their record may follow these steps to obtain a further review of the coursework. Students should wait for the results of the review following each step below before pursuing the next step:

1. Contact the [Office of the Registrar](#) for a review of the transfer coursework (for credits and requirements).
2. Send a syllabus to the appropriate department chair (for credits and requirements). Do not send links to institutional webpages.
3. Appeal the transfer evaluation to the [Committee on Advanced Standing and Degrees](#) ;
4. Request a full transfer course vetting by following the General Education Designation [online guide](#) (only for request of additional General Education designations).

(\*) This additional review process is only available to new transfer students after their initial enrollment with the college. After first enrollment with the college all current Augustana students are required to follow the pre-approval process prior to taking coursework elsewhere. That approval process will clearly identify how transfer coursework will be applied to the record. See below.

#### [Regulations governing transfer credit for transfer students upon admission to Augustana](#)

1. Please also see the "Pre-Enrollment Policy" noted below
2. Students seeking a degree at Augustana as a transfer student must submit for transfer evaluation an official transcript of all work attempted at other colleges and universities. Grade sheets and transcripts generally issued to students are not acceptable. Official transcripts should be sent to the Office of Admissions directly from the other institutions attended.
3. To be transferable, coursework should be completed at an accredited institution. Schools in Illinois and surrounding states should be accredited by the applicable Higher Learning Commission (230 S. LaSalle St., Suite 7-500, Chicago, Ill., 60604) regional accrediting body. A directory of accredited institutions is available on-line at <https://www.hlcommission.org/Directory-of-HLC-Institutions.html>.
4. Only coursework from other colleges and universities awarded the grade of "C" (i.e., 2.00) or higher will be evaluated for transfer credit.
5. Institutions without accreditation cannot provide a reliable, third-party assurance that they meet or exceed minimum academic standards. Therefore Augustana does not routinely accept coursework from institutions who are not regionally accredited. On behalf of and along with the faculty, the Office of the Registrar may take special steps to validate credits that have been previously earned at unaccredited programs or institutions if requested by the student in advance of their enrollment.
6. **Semester credits:** Augustana credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] = [(2/3) x (quarter credits)].
7. **Repetition of courses:** Once credit has been earned for a course at another institution, it cannot be earned again at Augustana. The same is true for Augustana courses. If a student earns credit for a course at Augustana, an equivalent course may not be transferred in from another institution.
8. **Pass/No Credit:** A course graded Pass/No credit is not transferable if "C-" or "D" is considered Pass under the other institution's grading system.



9. **Residence requirement:** At least 60 credits (exclusive of physical education activities) must be earned at Augustana. The last 12 credits applied to the degree must be earned at Augustana.
10. **Upper-division credits:** Except under rare circumstances, no lower level transfer coursework will be equated to 300/400 level Augustana courses. Lower-level courses from another institution may be equated to a lower-level transfer elective instead. A major/minor substitution for the elective transfer course may be requested to substitute for the Augustana requirement at the discretion of the department. Students who have unique circumstances where they feel an upper-level equate is necessary may request the department and AS&D approve a waiver and will be limited to no more than two courses (6-8 credits) applied toward the degree. [updated by faculty 12.6.23]
11. **Credit by examination**, including Advanced Placement, credit for experience, and correspondence coursework are transferable to the extent that Augustana standards are met.
12. **Mathematics credit:** No credit is given for work in mathematics below the level of college algebra. A Quantitative (Q) designation is not awarded for college algebra.

### Regulations governing transfer credit after a student enrolls at Augustana

Enrollment is defined as the date which an individual becomes a student. The college defines a student as attending their first day of coursework at Augustana. The above policies also apply to transfer work taken after initial enrollment unless specific exceptions are noted here:

1. **Prior approval:** Transfer credit is only awarded when approval by the Committee on Advanced Standing and Degrees has been approved prior to a course being taken. An official petition form for this purpose is available through secure Arches login or clicking [HERE](#) (network login required). Petitions must include the name of the institution in which the coursework is to be taken; titles and descriptions of courses; length of the session or term; statements of support from the student's advisor and from the chairs of the departments responsible for the degree requirement fulfilled by the course to be taken.
2. **Repetition of failed courses:** Students who fail an Augustana course are expected to repeat the course at Augustana if they wish to repeat the course. Students may not retake failed Augustana coursework at another college or university. Under very rare and unusual circumstances, a student may seek approval of the Committee on Advanced Standing and Degrees for an exception. It is expected that courses retaken to fulfill general education requirements or requirements within a major or minor will be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the department of the student's major or minor, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.
3. **Concurrent registration:** Full-time Augustana students (those enrolled in 12 or more credits in a semester or enrolled for one J-term course) are prohibited from enrolling concurrently (carrying coursework) at any other institution. Students who feel they have an unusual circumstance that requires concurrent registration must request prior approval of the Committee on Advanced Standing and Degrees. The Department of Education has restrictions and limitations on concurrent enrollment, so exceptions are rarely approved. The guidelines for prior approval of transfer credit once a student has enrolled at Augustana apply also to petitions for concurrent registration. Students who wish to petition for concurrent registration should continue to attend all Augustana classes during this period. The following guidelines also apply:
  - Only students who have earned 61 credits or more and have a strong academic record will be considered for concurrent registration.
  - Students assume the risk for understanding that violations to Department of Education regulations may result in students having to return dispersed funds to the college or the government.
  - Petitions for this privilege are approved only if the committee judges that the student's valid educational objectives for an Augustana degree can be met only through concurrent registration.
  - Career objectives and enrollment goals beyond Augustana will not be considered as a valid rationale for concurrent registration.

Students who seek to take coursework between terms when they are not enrolled at the college (i.e. summer or J-term if not enrolled at Augustana) must seek prior approval of the coursework through the regular transfer policies and procedures. The dates of the proposed transfer course (start and end dates) may not overlap with any dates a student is enrolled full time at Augustana. Full time is defined as 12 credits during a semester and one course for J-term.

**4. Online and Distance Coursework:** While students may choose to take online coursework for transfer during the summer or any other period they are not enrolled at Augustana, prior approval is required and all other policies governing transfer credits and graduation requirements apply. (updated 3.16.22)

**5. Final Official Transcripts Required:** All transfer work must be validated through an official transcript sent directly to the Office of the Registrar (mail or an approved e-service vendor.) Transcript must include the number of credits earned and a final grade. It is the responsibility of the student to verify an official transcript will be released documenting completion of the coursework and to arrange to have those [transcripts sent to the college](#).

**6. Exception for Washington Internship Institute:** Continuing students may apply to take coursework for transfer through an approved arrangement between Augustana College and the Washington Internship Institute. Students must apply for the program through the Office of International and Off-Campus Programs and petition coursework approval in advance. A current list of approved courses is available in the Office of the Registrar. (Approved by Senate on 5-5-11)

#### [Credit for military service](#)

Augustana generally accepts the recommendations of the American Council on Education (ACE) for accreditation of military service training and experience if Augustana offers the equivalent coursework. One physical education ([HEPE](#)) credit is given for military experience of more than one year. This credit may be used to partially satisfy the physical education (PEA) graduation requirement.

[See also the Pre-enrollment earned credit policy for first-year students](#)

#### [International study transfer credit](#)

Augustana regularly offers programs for both language study and multidisciplinary study in a variety of regions of the world including Augustana-approved programs and exchange programs. For a complete list of programs, visit the [international internship opportunities site](#). The quality of instruction on these sponsored and affiliated programs meets college standards and the curricula are consistent with on-campus academic programming.

The following policies apply to Augustana-approved and sponsored programs:

- Once students are selected/approved to participate on an Augustana international study program, they follow the normal college registration procedures.
- Study abroad in non-Augustana programs should be planned for the junior or senior year. Prior to leaving campus, students interested in participating in these programs must work with the Office of International and Off-Campus Programs in filling out appropriate petitions for transferring coursework back to Augustana. Petitions are available in the Office of the Registrar and in the Office of International and Off-Campus Programs.
  - Courses that meet general education requirements should have the signature of the student's advisor. Courses that meet major or minor requirements need the signatures of the advisor and the appropriate department chair.
  - Submit the completed application to the Office of International and Off-Campus Programs for the signature of the International and Off-Campus Programs Coordinator.
  - Petitions are forwarded to the Advanced Standing and Degrees Committee for a final decision.

Students who wish to study abroad in other non-approved programs will not be an Augustana student during the time they are enrolled elsewhere. Students who desire to pursue this option should consult with the Office of International and Off-Campus Programs and the Office of the Registrar before leaving the college. Students are required

to notify the Dean of Students Office they are leaving the college and are required to petition to transfer these courses in advance. All transfer policies apply for this coursework.

Students returning to Augustana following a non-approved study abroad program should re-apply for admission with the Dean of Students Office.

### Special designations for transfer credits

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

- 1. Augustana students in non-resident and consortial programs.** Students are registered at Augustana and have all the privileges and responsibilities of regular resident students including financial assistance, ID cards, insurance, etc. They are included in statistical reporting as Augustana students, even though they may pay tuition at a different institution. Continuance at Augustana upon their return is contingent upon meeting academic standards comparable to those in effect at Augustana while away. Examples of non-resident programs are the Augustana international study programs, including summer language study, and Augustana internships.
- 2. Augustana students not returning.** Students who travel individually to study in a foreign country or engage in some special educational program, are processed as a non-returning student from Augustana and are not entitled to any student benefits or privileges contingent upon enrollment. Students who return must complete a brief readmission application. Work submitted for advanced standing or transfer credit is subject to normal review procedures for transfer work. Examples are approved programs of foreign or domestic study and international exchange programs.

## Registration, Enrollment & Attendance

<https://www.augustana.edu/academics/catalog/academic-policies/registration>

### **2024-25 Academic Catalog Page**

**STUDENT RESPONSIBILITY:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

**DEADLINES:** *It is the responsibility of the student to check and maintain a current and accurate course schedule at all times by reviewing the official schedule on Arches. Students are expected to do this as they register for the next semester and immediately after an official enrollment change has been made within the published deadlines and according to published college policies. Students should plan ahead with registration when Arches is open or completion of on [online add/drop forms](#) to obtain all required approvals prior to the deadlines. Petitions may be required for missed deadlines and approval to add/drop after deadlines are made only under rare and exceptional circumstances (fees apply.) Only Arches reflects the official enrollment with the college. All published dates and deadlines are strictly enforced to meet compliance standards. No unregistered student will be permitted to register for the semester after day five. Academic Programs and access to Arches for unregistered students will be promptly ended after the published deadline and students must vacate campus housing immediately.*

### Attendance policies

Students are expected to attend classes for which they have registered, and any exceptions to this rule will be made explicit by the instructor at the first class meeting. Any individual who is attending a course section must be properly registered and attending the course by 4:30 pm day five of the semester (day two for 7-week courses and day two for J-term). **No student will be permitted to register or attend the term after this deadline.** Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section attendance policy include college-approved guests,

such as prospective students who are officially scheduled through the Office of Admissions, college employees approved in advance by the instructor, other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor, department chair and when necessary, the Office of Campus Security and Public Safety. These guests should be limited to attending one or two class meetings. Visits exceeding this amount require registration and tuition payment.

#### Student Attendance Expectations and Responsibilities:

- register for no more than 5 credits of non-standard length classes (less than 14 weeks) in any semester (see policy below);
- attend classes regularly and participate fully in class activities.
- familiarize themselves with the instructor's attendance policy and abide by it.
- if necessary, request an excused absence during the first week that course meets (or as soon as possible if the activity is rescheduled) in order to participate in a pre-scheduled, college-sponsored activity.
- recognize that there are courses that place significant weight on in-class participation and in-class projects, for which missing class for any reason could have an impact on the grade.
- in the case of illness or family emergency, notify instructors as soon as they are able about the length of time they will be absent from a course.
- provide written verification to the instructor for extended or irregular absences (e.g., from the Coordinator of Medical Support, the Dean of Students office, etc.)
- assume responsibility for work missed during absences.
- understand that faculty members are not obligated to accept late assignments or to permit late examinations resulting from unexcused absences.
- recognize that they must occasionally make choices between competing priorities, and take responsibility for those choices.

#### Faculty Attendance Practices

While not every faculty member will take attendance in the same way, faculty are expected to know who is "in attendance" on any given day, particularly if there is a pattern of absences. Attendance policies will be listed in the syllabus for every course. Starfish flags may be raised for students who are not in regular attendance. Actions below are indicators that student has been in attendance and may be used by faculty for virtual courses (summer only) or in-person modality.

- Submitting an academic assignment
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course
- Participating in an online discussion about academic matters (e.g., online forum, video chat, email string, teleconference, etc.)
- Taking an exam, an interactive tutorial, or computer-assisted instruction (such as watching a video-recorded lecture)
- Virtually (via Skype, teleconference, etc.) attending a class where there is an opportunity for direct interaction between instructor and students
- Attending a study group that is assigned by the institution

#### **Excessive Absences**

*The following policies should guide students and faculty in navigating issues related to excessive absences. College policy, along with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, mandate that no otherwise qualified individual with a disability be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in, any program, service or activity of the College by reason of that disability. To fulfill this mandate, students with disabilities may request modifications to College policies, including attendance policies, to enable their participation in the education program. These requests are assessed individually and will be granted to the extent they do not fundamentally alter the nature of the program, service or activity. In compliance with Title IX, students who*

are pregnant or experiencing pregnancy related conditions may request and receive academic modifications. Reasonable modifications are provided according to an interactive process between the student and the Chief Title IX Coordinator.

1. **The importance of attendance for formal coursework:** Face-to-face interaction with faculty, other students, and guest speakers is a critical component of engaged learning in the classroom at Augustana and is a key feature that distinguishes us from many other universities and colleges. Students should strive to attend every session of every class in which they are enrolled. In rare instances it might be necessary for students to miss one or more class sessions. Students are responsible for minimizing such conflicts and for notifying their faculty and advisers when missing class is unavoidable. All absences “count” toward the limits discussed below. That is, “excused” absences do not increase the *total number of allowed absences* discussed in this policy.
2. **The rule of faculty autonomy.** Each subject area and pedagogy comes with their own special challenges and rewards. Each faculty member is responsible for setting and explaining the policies unique to their classes. This policy expresses the rules followed by most faculty in most courses. Individual faculty members may determine that their policies will differ from these, *so long as they conform to the minimum and maximum allowable absence parameters explained below*. Faculty members will share their attendance expectations by the first week of each term.
3. **Alternative arrangements for missed coursework:** students may seek and faculty are expected to provide alternative arrangements for missed coursework **if**
  - a. The number of missed days is reasonable. The faculty broadly agrees that students shall be allowed to miss up to a total of 5 MWF classes in a 14-week semester, 3 TuTh classes in a 14-week semester, and 2 classes in a 17-day J-term (hereafter referred to as the “specified minimum”) without penalty (i.e. students should expect make-up opportunities for missed work for up to the specified minimum of class meetings OR be allowed to drop missed work for up to the specified minimum of missed class meetings, as determined by the individual instructor). Classes with other meeting schedules should use a specified minimum that is equal to 10% of all meeting days, rounded up to the nearest whole number. Absences beyond a *combined* total of the specified minimum *for any and all reasons* will not be considered “reasonable,” but rather will be considered excessive (see below). Please also see language regarding College-recognized accommodations above.
  - b. The student has notified their instructors, in advance whenever possible, and has otherwise maintained regular attendance. Students will not be expected to provide documentation concerning health-related absences, unless the absences occur on mandatory days\* (see note below).
  - c. The alternative arrangement does not significantly disrupt the course or other students’ learning, which occurs when a student’s absence affects an entire group’s performance.
  - d. On mandatory\* days, proper documentation has been provided.
4. **Missing more than the specified minimum of class meetings:**
  - a. Faculty *may* consider missing more than the specified minimum in any course to be excessive, and thus academic penalties may result. Students missing this much class time are at enhanced risk for reduced comprehension and retention of course content. Alternative arrangements for absences greater than the specified minimum are at the discretion of each instructor.
  - b. Faculty *will* consider missing more than *8 MWF classes in a 14-week semester, 5 TuTh classes in a 14-week semester, or 3 classes in a 17-day J-term (classes with other meeting schedules should use a cutoff that is equal to 20% of all meeting days, rounded up to the nearest whole number)* to be excessive. As a result, this will almost certainly result in a significant academic penalty, including but not limited to failing a course, being asked to drop the course or counseled to withdraw from the term.
  - c. Students will ordinarily be administratively withdrawn from a course when total absences exceed *11 MWF classes in a 14-week semester, 8 TuTh classes in a 14-week semester, or 5 classes in a 17-day J-term (classes with other meeting schedules should use a cutoff that is equal to 30% of all meeting days, rounded up to the nearest whole number)*.
5. **Timely notification of missed work and missed work policies.**
  - a. In the case of college-sponsored or college-sanctioned events, the employee responsible for student participation in the event will ordinarily notify faculty affected of impending absences no less than one week before the absences.

- b. Students bear primary responsibility for notifying their instructors in advance of any absence due to scheduled events and for seeking alternative arrangements. They cannot rely solely on notifications from coaches or other college employees.
- c. Faculty should include a clear statement about their attendance policy on each syllabus.

\*Note regarding mandatory days: in most courses there will be certain assignments, activities, and experiences (e.g. exams, presentations, performances, field trips) that cannot reasonably be made up at another point in time. Faculty are under no obligation to provide make-up opportunities for these types of experiences; if faculty do consider granting requests for make-up work related to mandatory days, they may require documentation or assess a grade penalty for the missed assignment. Faculty should clearly indicate which types of activities would qualify as mandatory days in their course syllabi.

### **Deregistration for Non-Attendance**

Students are expected to be on campus and attending on the first day of each term. Students not in attendance at the first class meeting are responsible for finding out on their own the instructor's policy regarding attendance. Instructors may elect to drop a registered student from their course roster for non-attendance on the first day of the semester. However, in most cases where a student has attended a section, dropping coursework from the student schedule is the responsibility of the student.

Students who have exceptional circumstances that require late arrival on day two or day three of a semester must communicate their circumstances and provide documentation of the emergency to the Office Academic Affairs prior to the start of the term ([academicaffairs@augustana.edu](mailto:academicaffairs@augustana.edu)). Students who do not report to their courses by day five of the semester (day three for J-term) will not be permitted to attend for the term regardless of circumstances. Late start for J-term beyond day three is not allowed under any circumstances. Failure to report to campus and attend registered courses will result in:

- automatic deregistration of current coursework
- dining hall and library card deactivation
- the student being required to vacate campus housing
- potential additional late processing fees

Students who fail to attend individual courses during a term will not be dropped from courses by the college. Students are responsible for keeping a current and accurate enrollment each term. Changes to enrollment requested after published deadlines will involve a petition process and, if approved, late fees. See the sections below on [Change of Registration](#) and [Student Schedule](#).

Students who have been deregistered for the semester must [reapply to the College](#) to return to student status in subsequent terms.

### ***International Student Arrival and Late Arrival Policy***

For their first term of enrollment, international students must report to the Office of International Student Scholars and Services (OISSS) by the program start date, which is the first day of the term and is printed on the I-20/DS -2019. All new international students (including all first-year, transfer and non-degree seeking students) are expected to participate in orientation activities prior to the start of the term to help ensure their success at Augustana College, and should arrive on campus with sufficient time to fully participate in these activities, but must arrive prior to the program start date. International students who are unable to arrive by the program start date should contact the Office of International Admissions immediately to understand their options prior to departing for the U.S. While a late arrival will generally require a student to defer their entrance to the following term, a student with extenuating circumstances who is able to arrive within three (3) academic days of the program start date may request that the College provide a late arrival permission letter. It is important that an international student understand that such a letter does not guarantee entrance in the U.S, and that late arrivals can create other challenges to student success. The decision to grant such a

letter will be determined by the College and will involve the Office of Admissions, OISSS, and Academic Affairs after consideration of the extenuating circumstances resulting in the late arrival and the College's ability to accommodate the student's late arrival.

In the event a late arrival permission letter is issued, it shall include the following information:

- Date letter is issued
- Student's name as printed on passport
- Student's ID number
- Student's Date of birth
- A statement that indicates the institution is aware of the student's late arrival and that the student should arrive to campus no later than mm/dd/year (enter date that is within the first 3 academic days of the term) and that the student will be enrolled in a full course load upon arrival. Please note: If a student is going to be more than 3 days late, they must defer to the following semester.
- DSO contact information in case the Port of Entry officer has any follow-up questions regarding the student's academic program.
- Letter will be issued on the institution's letterhead and signed by Academic Affairs

A late arrival permission letter does not guarantee admission in the United States. Students are expected to enter the U.S. prior to the program start date listed on their Form I-20/DS-2019; failure to do so represents the student's failure to maintain status. Entry to the U.S. after the program start date is not guaranteed and is at the discretion of the Port of Entry Officer at the border. Upon entry to the U.S. and arrival on campus, international students must immediately complete a check-in with the OISSS office so they can properly activate their SEVIS record. After this check-in, students must also immediately check-in with residential life, public safety, and advising. For purposes of this policy, 'academic days' are days in which the college is in session and classes are offered.

This policy is in effect only for the first term of enrollment. International students must meet the attendance and enrollment policies outlined in the section above for all subsequent enrollment terms.

### Religious Holiday Policy

Augustana College celebrates the importance of religious expression in the lives of our students and "offers every student the opportunity to develop a life-shaping spirituality." (See also [The Five Faith Commitments of Augustana College](#)). Consistent with our commitment to creating an academic community that welcomes and respects religious diversity, we commit ourselves to making every reasonable effort to support students in observing major religious holidays without academic or co-curricular penalty.

Students are required to notify their instructor in advance that they must miss class in order to observe a religious holiday and must make prior arrangements with the instructor to complete work missed during their absence. Faculty and/or students who seek college support in this process should contact the Registrar well in advance of the anticipated holiday. Final exams or other exam week requirements that may overlap with a religious holiday must be petitioned using the [Exam Week Policies](#) standards adopted by the faculty.

The Office of Campus Ministries will maintain on its website a calendar of the most important holidays in major religious traditions. While the college encourages students to celebrate any cultural customs and traditions that hold personal significance, we are not able to excuse students from class attendance or participation in course requirements for cultural observations.

Questions that arise in carrying out this policy should be addressed to the College Registrar or the Office of Academic Affairs.

### Registration

#### New students

New students entering in the Fall semester register on designated days in during the summer or just prior to the start of classes. Students entering of Spring semester register during Spring Welcome event prior to the start of Spring semester. The Admissions Office communicate the exact dates to students.

### Continuing and former students

See the [Academic Calendar](#) for the current registration dates and times.

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

### Special Registration Arrangement Policies

In general all students will follow the [registration priority assignment policies and procedures](#) outlined by the Office of the Registrar. However, there are a few exceptions to those protocols as well as a few specific guidelines regarding limitations on registration noted here.

**Enrollment for Sports:** The same registration expectations and policies exist for HEPE courses as published for all coursework. Students are exclusively responsible for registration.

- **Priority Registration:** NCAA rostered student-athletes will not be provided priority registration and shall register with their cohort as assigned, with one exception. When practice facility space is at a premium, the college will institute priority registration for one rotating NCAA varsity athletic program for Spring semester. Implementation will be coordinated annually between the Office of the Registrar, Advising, and the Athletic Department. Registration procedures will be communicated to the designed student-athletes from the Office of Advising and the Office of the Registrar. Rostered student-athletes on the designated team must adhere to all other registration policies and procedures, including required advising meetings and clearing all registration restrictions in advance of their priority registration. This will be extended only to rostered, eligible student-athletes in the designated program.
- **Credit for Varsity Sport or Club Sport:** Student athletes may register for their varsity sport for credit one time to fulfill one of the required [HEPE \(PEA\) requirements for graduation](#). Other students participating in club sports may check to see [if their club sport is eligible](#) for HEPE (PEA) credit. Each student must take the responsibility to register themselves for their course [during the semester it is taken](#) and it may not be added for a previous term or academic year. Students who do not make a varsity team, leave a team or club sport, become injured or cannot successfully complete the season or stop attending are required to drop the course. While the instructor should report attendance or enrollment irregularities to the Registrar immediately, student are responsible for accurate enrollment. The enrollment and drop process will *not* be handled by the Registrar, the advisor or the athletic department. As is the case with all credit-bearing coursework, it is the responsibility for the student to assure proper registration. Club sports that do not have a paid employee coach are not eligible for late add under any circumstances.

**Enrollment for First-Year Plus Students:** Registration times after the first term of enrollment for FY+ students are determined by the number of [pre-enrollment credits](#) earned prior to first enrollment with the college and as outlined in the [Registration Priority Assignment Policy](#). Students who wish to be identified as First-Year Plus Students must [complete an application](#) prior to the end of the first semester of enrollment at the college. First-Year Plus students are determined by meeting the following requirements:

- Are first-year, degree-seeking students, whose most recent educational experience prior to first enrollment at Augustana was in high school
- Have completed 45 or more transferable credits of dual enrollment coursework (does not including testing credit)



- Has official transcript(s) including 45 or more transferable credits on file in the Registrar's Office prior to the first day of classes of their first term of Augustana enrollment.

While the Augustana degree is designed by faculty as a 4-year (8 semester) degree path culminating in the 8th semester, the college does not prohibit students from graduating early if they make best use of their credits to do so. However, the college does not guarantee early graduation for FY+ students and will not waive faculty policy to enable early graduation.

**Enrollment for Students with Approved Accommodations:** Students who have an approved priority registration accommodation will be provided priority registration one day prior to the students in their cohort for the first registration window of each enrollment cycle. Only the [Office of Disability Services](#) will approve a priority registration accommodation. Students with accommodations who wish to make changes to their enrollment after their first assigned time, will not be provided priority registration in successive enrollment windows, and will need to use the standard enrollment times published on the [Academic Calendar](#).

**Enrollment in Non-Standard Length Courses:** Most Augustana courses are 14-weeks in length and considered "standard length." Full-time students may not enroll in more than 5 credits of "non-standard length" coursework in a given semester.

**Enrollment in Overlapping Coursework:** Department of Education regulations stipulate that students may not enroll in courses with overlapping meeting times. Regardless of the type of educational experience (lab, lecture, lesson, ensemble, internship, field experience, etc.), instructional modality (online, face-to-face, synchronous or asynchronous) number of credits (credit or no-credit) or grading type (graded, audit, pass/no-credit), students cannot be in two places at one time, which would truncate their required seat time, and therefore this is prohibited.

**Concurrent Registration:** Registration with another institution is also prohibited for full time degree-seeking students. See policies on [Advanced Standing](#).

#### [Authentication of identity and registration for summer online courses](#)

Students will register for online summer school courses through Arches. Faculty teaching an online summer course will use Moodle as the learning platform. Students are required to authenticate their identity by logging in to Moodle by using their college-assigned username and password. Students are reminded they should never share their username and password. As a condition of continued enrollment, students have signed the [Communication and Technology Acknowledgement](#) form and have read the [Honor Code](#) and signed the Honor Pledge.

#### **Auditors**

Degree-seeking students should not enroll for coursework as an auditor as it will not count toward full-time status and is not eligible for financial aid or scholarships. See [Course Repeat and Replacement Policy](#) for details on repeating coursework. An audited course does not factor in the grade-point average. Non-Augustana students who wish to audit a course must apply using the [Special Student Application](#) available on the website and will pay the full tuition fees associated with the coursework. (See [Schedule of Student Charges](#) for tuition and fees.) These additional parameters apply to audited courses:

- Once enrolled in a course for audit, a student is not permitted to change that enrollment status to a credit bearing status.
- Students enrolled in a course for credit are not permitted to change to audit status once the term has started.
- Students enrolled for an audit need not complete course assignments or tests unless their home department needs that assessment information for their prerequisite purposes.
- Audited courses do not serve as prerequisites for other Augustana courses.
- Audited courses do not count toward full-time status or financial aid calculations, but do count toward calculating tuition credits.

- A final assessment of the assignments, tests and overall performance will not be available for the student for any courses taken as an auditor.

### Enrollment limitations and restrictions

An enrolled student is defined as an individual who has credits on their official schedule with the college for the defined term. During the academic year, students must carry a credit load above zero credits in order to be considered and counted as an enrolled student. If a student enrolls in a zero credit experience, they must also enroll in additional coursework that carries credits during that term. During the summer term, student may carry a zero credit load. Students are not permitted to register for courses that meet during the same time block/period.

The college may restrict students from enrollment in any coursework for future terms for a variety of reasons:

- Failure to adhere to academic or administrative policies or incomplete paperwork
- Behavioral/disciplinary reasons
- Medical/health reasons
- Outstanding financial obligations

Students will be notified in writing (hard copy and/or by email) of the above restrictions in time for students to make arrangements to clear the hold in the appropriate administrative office prior to registration. While this is not an exhaustive list, some of the most common requirements for continued enrollment include:

- Final high school and/or college transcript on file
- Updated emergency contact information
- Declaring a major at the point of 60 credits earned
- Current immunization records on file
- Signed honor pledge on file
- Signed communication agreement on file
- Completed "Alcohol Edu" online program
- Completed sexual assault awareness training
- Completed the "Diversity" on-line program
- Meeting with an academic advisor
- Financial Aid documents complete
- Tuition and fees paid
- Required service hours complete (as assigned by Dean of Students)
- Application to graduate complete (for those with senior standing or near-senior status, see email reminders)
- Student is in good academic and social standing with the college
- Student is deemed to be in good physical and mental health (as determined by the Dean of Students Office)

### Registration Term Credit Limit Policy and Registration Surplus Requests

Students may register for up to 18 credits per semester and one 4-credit J-term experience through Arches. Students seeking to register for a surplus (more than 18 credits in a single term) are required to make a Registration Surplus Request to the Committee on Advanced Standing and Degrees (AS&D) with support of their academic advisor.

Students who have music coursework (MULS, MUEN, MUCH) courses that will take them above 18 credits for the semester do not need to seek a registration surplus approval. The student should contact their advisor and the Office of the Registrar at the time the [online add form](#) is submitted at [registraroffice@augustana.edu](mailto:registraroffice@augustana.edu) in order to enroll in these additional sections. Forms will be deleted after 10 days if no support is provided.

Students enrolling in Summer Session are limited to one 4-credit course. In rare instances, students may request to take a summer internship that begins after the Augustana summer session ends for a total maximum of 12 maximum credits

across the summer. Summer surplus beyond those limits are not approved. Only petitions from students with a strong academic record will be considered. First-year students require the approval of the Director of Advising. Students will be notified by email of the results within five business days. If approved, students are responsible for understanding and monitoring their annual credit limits and, if term surplus approvals take them over the caps noted below, they will be responsible for any overload fees incurred. Completed forms are due prior to day two of the term of anticipated enrollment surplus. [Forms are available online.](#)

## Overloads

Please see the catalog section of [Registration Course Load and Tuition Overload Policies](#) for detailed information. See also the [Schedule of Student Charges](#) for overload fees.

## Change of registration

Enrollment changes happen during [published registration periods](#) when Arches is open, or when add and drops may be performed by [online form](#). Generally, if a late add/drop is approved, late fees starting at \$80.00 are applied after the add/drop period is over, including \$20.00 per week after the deadline has passed. A change of registration may be made with the approval of the student's academic advisor and the instructor, and is valid only when completed and submitted by the student and approved by the Office of the Registrar. Students must consult the [Academic Calendar](#) for all add/drop/withdrawal deadlines. Students may request an exception to these policies only under rare and exceptional circumstances beyond the student's control, but within the requirements of the college auditor and accreditor regulations. To petition, see the [Academic Policy](#) section of the catalog.

**Students who wish to petition a change in registration from a previous term due to clerical error must petition the change within the same academic year.** Petitions received after this deadline will not be accepted in order to meet regulatory requirements. See also [Credits](#) and Registration & Attendance policies on this page. Late fees apply for missed deadlines (see [Schedule of Student Charges](#).) Requests for changes in enrollment from a previous academic year are strictly prohibited.

In accordance with state regulations, students who drop any coursework after the published deadlines will have a "W" (withdrawal) grade marked on the transcript.

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

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

In accordance with accreditor and regulatory guidelines, students must start and complete all coursework within the published start and end dates of the term of enrollment as defined on the college [Academic Calendar](#). Students may not extend coursework beyond the term, except under the explicit guidelines outlined in the [Incomplete Grade Policy](#). Students must enroll for coursework during the term the work is completed. This includes all credit-bearing and non-credit bearing, graded and ungraded, senior inquiry, internships, service learning and all modalities and instructional delivery methods. Credit will not be earned if they fall outside of these parameters.

## Student schedule

Students will have academic advising assistance available to them in the weeks prior to registration. The college requires all students seek out their academic advisor prior to registration. **Arches** is available 24 hours a day and displays the student schedule with a secure login. With the exception of a required remedial course required for some student enrollment or courses required for scholarship, the college will **not** automatically register students for coursework. Adding and dropping courses within published deadlines is the responsibility of the student. The responsibility for

registering for appropriate classes for satisfactory progress toward the degree within all published enrollment deadlines and maintaining an accurate class schedule each term rests entirely with the student.

### Important dates and deadlines for the term

See the [Academic Calendar](#) for exact add and drop deadlines. Students submitting electronic add/drop will be routed to advisor and instructor for support. Incomplete enrollment forms will not be processed.

For information about open courses please consult **Arches**, the [official online catalog](#) or the academic department.

After submitting enrollment permits, students should check **Arches** the same day to see that their schedules are correct. It is the responsibility of the student to check and maintain a current and accurate course schedule. If you see inconsistencies, please contact the Office of the Registrar immediately.

All drops must be processed in Arches or by a properly completed form and submitted by the published deadline. Instructors may drop you from the roster for failure to attend the first two class meetings and allow another student to add. However, it is the responsibility of the student to check and maintain a current and accurate course schedule.

A complete list of dates and deadlines appears on the [Academic Calendar](#).

### Full-Time Status

As always, consult your academic advisor and your financial aid package before dropping courses that may impact your billing, campus housing eligibility, financial assistance and NCAA eligibility. To maintain full-time status at Augustana, you must have a minimum load of 12 credits per semester.

### Special Policies Related to J-term Enrollment

January-term (J-term) is designed as a single, unique and intensive learning opportunity for our entire campus community. To meet that objective, students may only register for **ONE** J-term experience. In nearly all cases, that experience is a 4-credit course (some study away experiences have a different model in J-term). Students may not combine a J-term course registration with an internship, research or directed study experience.

A comprehensive list of J-term all academic and administrative policies and procedures for J-term may be found [HERE](#).

### January term policies, services and office information

<https://www.augustana.edu/academics/january-term>

### Registration and academic policies

While not an exhaustive list of all policies, procedures and deadlines related to J-term, the following sections outline some key policies applied specifically to J-term. Students are reminded to consult the [Academic Calendar](#) for important dates and deadlines.

#### The following students are required to enroll in J-term courses:

- First-year degree-seeking students

### Eligibility for J-term

Full-time tuition for the year will cover 34 credits (credits for two semesters plus one J-term). Students who enroll for J-term must be enrolled full time (a minimum of 12 credits) for fall term. Students who graduate in December are not eligible to enroll in J-term. Students who need J-term credits to complete their degree will need apply for May graduation. See [graduation polices](#) for details pertaining to conferral of degrees and participation in Commencement.

Students who enroll all year may distribute those credits as they choose, with 18 credits in fall or spring being the maximum. Students who feel they may have a special case to take more than 18 credits in a semester may make a request to exceed maximum registration limits through a petition and support of an advisor. Students are responsible for fees if they exceed the maximum credits allowed with full-time tuition.

Tuition for half of the year covers 17 credits. J-term is billed as part of fall semester tuition. A student who enrolls for half of the year (i.e., fall semester and J-term, or only spring semester) can take 17 credits. Any additional credits will incur overload fees. For example, a student who enrolls in the entire year could take 16 credits fall semester, 4 credits in J-term and 14 credits in the spring. But a student who does not enroll in spring semester would pay overload fees if the credits in fall semester and J-term exceed 17.

### ***Academics policies, procedures and deadlines***

In general, most regular college academic and social policies apply to J-term. Please consult the [Academic Calendar](#), the [Student Handbook](#) and [Academic Policies](#) section of the college catalog for a complete record of these policies. In some cases there is special mention of process, practices and policies that are either strictly reserved for J-term only or those practices that are prohibited or that differ in J-term. It is up to each student to carefully review the catalog policies as they related to J-term.

### **Martin Luther King, Jr. Day**

Martin Luther King Day is a day devoted to learning and celebrating the legacy of Dr. King at Augustana. Regular classes will be held on an abbreviated 90-minute schedule, with classes being held on a [modified J-term schedule](#) from 8:30-10 a.m. or from 2:30-4 p.m. The college will host a keynote event during the 10 a.m.-2 p.m. block. Students are required to attend the keynote event, and faculty are encouraged to meaningfully incorporate the keynote into their courses. More details about the keynote will be shared as they become available.

### ***J-term start and return***

Generally, students begin their studies at Augustana in either fall semester or spring semester. Students who begin enrollment in fall semester as a full-time students may register for J-term with no additional fees. Under some rare and exceptional circumstances, students may find they want to begin enrollment or return and enroll in January under one of three scenarios:

**Returning student:** This is a student who did not enroll during fall semester but previously was enrolled at Augustana. These students must [reapply as an auditor student](#) for J-term. They may audit a J-term course, which means they will not earn credits or a grade for the course, but it will appear on their transcript as an audit. These students will be billed a set amount of \$800 which covers room and board for J-term. These students must work closely with the Office of Advising and the Office of the Registrar as they begin J-term. To continue enrollment in the spring semester, students must [reapply as a degree-seeking student](#) for spring.

**Fall withdrawn student:** If a student withdraws from fall semester after attending, they must [reapply as an auditor student](#) for J-term. These students may audit a J-term course, which means they will not earn credits or a grade for the course, but it will appear on their transcript as an audit. These students must work closely with the Office of Advising and the Office of the Registrar as they begin J-term. If the student withdrew from fall at a point in the semester at which they already have paid 100% of their fees for fall semester, they can participate in the J-term audit without additional fees. If a student withdrew from fall and has only paid a portion of the fall semester fees, they must [reapply as a non-degree seeking student](#) and can audit a course. These students will be charged a fee per credit for the audited course, not to exceed the total cost of tuition they would have paid for fall semester had the student stayed for the full semester. The Business Office will determine the cost of the audit for these students on a case-by-case basis. These students must work closely with the Business Office, the Office of Advising and the Office of the Registrar as they begin J-term. Students who remain in good academic and social standing may enroll for spring semester. To continue enrollment in the spring semester, students must reapply as a degree-seeking student for spring.

**New student:** New students seeking to begin their studies for the first-time at Augustana in J-term, should work first with their admissions counselor about this process. These students will apply to the college both as [an auditor student](#) for J-term and as [a degree-seeking student](#) for spring semester. All regular admissions standards and tuition deposit requirements will apply. Students who are accepted as a [J-term Auditor](#) may audit a J-term course, which means they will not earn credits or a grade for the course, but it will appear on their transcript as an audit. These students will be billed a flat fee in the amount of \$800.00 for J-term which covers administrative fees, tuition, campus supports and resources, room & board, access to the library and campus recreation and athletic events, as well as the other campus activities and amenities available to those joining the campus community. These students must work closely with the Business Office, the Office of Advising and the Office of the Registrar as they begin J-term and consult with their new advisor as they prepare to begin spring semester. Students who remain in good academic and social standing may enroll for spring semester. (updated August 2023).

### ***Attendance policies***

Attendance guidelines and policies that are utilized during the academic semesters are also utilized during the J-term. Students should ensure that their travel plans and other commitments will enable them to meaningfully participate in courses and have a reasonable chance to be successful in their courses. In general, if a student is absent from 20% or more of all class sessions, the student should expect a failing grade. Faculty may decline to permit a student to continue in the course if the faculty member determines that the student has missed too many class meetings to be successful or if their late addition to the roster impedes the learning of the other students. Thus, if a student knows in advance that he or she will not be able to attend at least 80% of all J-term classes, the student should not enroll in the J-term.

### ***J-term grades, academic honors and standing***

The college does not have a dean's list for J-term. J-term grades appear on the student record as an individual term grade point average. Students registered for J-term courses do not receive an academic standing at the end of fall semester. These students' J-term grades are counted with fall semester grades to calculate academic standing at the end of J-term to determine eligibility to remain enrolled at the college. For more information see [Academic Standing](#).

### ***Exceptions***

While exceptions to any academic policies, including these J-term policies, are approved only in extraordinary circumstances, any exception to published policy must be approved by the [Committee on Advanced Standing and Degrees](#).

### **Residence life policies**

#### **January term housing**

In order for a student to be eligible to live in campus housing (residence hall or TLA) and use their meal plan during J-term the following conditions must be met:

1) The student must have been enrolled as a full-time student (minimum of 12 credits) during the fall semester.

AND

2) The student must be actively engaged in at least one of the following meaningful J-term experiences:

- Enrolled in a credit-bearing J-term course or experience (these include on campus coursework, internships, study away or faculty-led research);
- Participating in non-credit, faculty-led research for the duration of J-term (validation by the supervising faculty member required);

- Participating in an in-season varsity athletic program (in-season is defined as a team that is authorized under NCAA and CCIW regulations to be practicing and/or competing under coach-supervised activities);
- Working an on-campus job that involves a minimum of 10 hours per week (international students may qualify for additional hours and residential life paid positions are included).

Students who need to request approval of a "meaningful J-term experience" must complete [this form](#) and receive approval by the supervising employee by December 20, 2023. If at any point in J-term a student stops attending or actively engaging in their activity, they must immediately vacate campus housing. Judicial fines will be doubled for any student found responsible for a code of conduct violation during J-term or, depending on the severity of the infraction, be removed from their J-term experience and required to leave campus housing. The only exception to these policies are for J-term auditors noted in the auditor policies on this page.

### **Financial aid policies related to J-term**

J-term is combined with fall semester when awarding financial aid. Because there are no additional charges for students participating in an on-campus J-term course, there is no additional aid eligibility for J-term. Students participating in an off-campus J-term course, with an additional fee, may be eligible for additional loan eligibility (alternative and PLUS loans, and in very limited cases Direct Loans) to help cover the additional fees. Contact the Office of Financial Aid for additional information.

Students who are eligible for the Illinois MAP Grant must be enrolled in a minimum of 15 credit hours (fall plus J-term) to receive a full fall semester award.

J-term courses will be considered when evaluating Satisfactory Academic Progress for financial aid. See the [Financial aid](#) for full details.

Students who never attend a class or classes, causing their enrollment to drop to part-time, will no longer qualify for institutional funds for that semester (including J-term). All financial aid will be recalculated based on part-time enrollment. The student should notify the Office of Financial Aid of enrollment changes at any point in the semester. MAP recipients dropping below 15 credit hours will have their MAP grant reduced.

### **Athletics policies during J-term**

While student-athletes who are participating with their NCAA team are not required to be enrolled in a J-term experience, they are encouraged to do so as it fits into their academic planning and graduation timeline.

### **Dining service during J-term**

Fall semester meal plans will continue for those meeting the requirements for campus housing noted above during January term (J-term) on-campus experience or if you are on campus for a portion of your J-term experience. Dining hours will remain the same during this time for Gerber Dining, Gus' Snack Bar, The Brew and Westerlin Market hour are subject to modification to best suit the needs of students on campus.

### **Student employment during J-term**

Students who wish to live in campus housing during J-term and be employed must meet at least one of these requirements:

- Be employed in 10 hours of campus employment each week, or
- Be enrolled in a J-term experience

## **Withdrawal and Military Leave of Absence**

<https://www.augustana.edu/academics/catalog/academic-policies/withdrawal>

## Leave of Absence (LOA)

Augustana does not have a Leave of Absence for students who choose not to return to campus. Students who decide not to return to campus for a semester must notify the [Dean of Students Office](#) in writing (email) prior to the start of the semester in order to avoid additional charges. Students in this situation will have their academic program ended and will not have access to the campus network (Arches, Moodle, etc.). Students who leave and wish to return to Augustana, must [apply for readmission](#) through the [Dean of Students Office](#) if they are not enrolled for the prior term (not including J-term).

Students who choose to leave the college during a term of enrollment may opt to withdraw from all coursework according to the college's [published enrollment deadlines](#). Students are required to make formal notice to the college by working directly with the [Dean of Students Office](#) to begin the withdrawal process. Students should meet with their advisor(s), family members and review all [dates and deadlines](#) for this process, as well as the financial aid withdrawal policies (see below) before making a final decision. Students who are not continuously enrolled at the college are required to [apply for readmission](#).

## Augustana Military Service Leave of Absence (LOA) Policy

The college will assist students with their departure from the college for involuntary call to active military duty, training for active duty, or full-time National Guard duty or reserve activation. Qualifying students must be members of the United States military or National Guard prior to initial enrollment at Augustana. Students who provide advance notice are entitled to either complete their courses at a later time without penalty or withdraw from their courses with a full refund of tuition and fees paid. **NOTE!** Please note that students enlisting for initial service once the semester begins are not eligible for a LOA under this policy (please read below). The following stipulations and requirements apply.

**Notification:** Students must provide written advanced notice using their Augustana email account of their need to report for required, involuntary service to the [Office of the Registrar](#) immediately upon notification from their superior officer.

**Documentation:** The student must provide an official copy of the military orders or other official military documentation for review by the [Office of the Registrar](#). It must contain the date the student needs to report for duty.

**Applicable Terms:** Fall or spring semester, or summer term only. Due to the highly intense nature of January- Term coursework, students enrolled in J-term will automatically be withdrawn. Since J-term fees are tied to fall semester tuition, no refunds will be available. However, if a student finds they need those additional 4 credits at a future time, they can appeal to have 4 credits of fees waived for a future term of enrollment by contacting the Office of the Registrar.

### **Departure Options:**

- A) *Withdrawal from Augustana:* For students who have completed less than 50% of a semester (departure at week 7 or before) or are enrolled in J-term, or for students who do not wish to complete their Augustana coursework for the current semester. Students are required to work directly with the [Dean of Students Office](#) to begin the withdrawal process. A full refund of charges will be applied to the student account when the required documentation noted above is provided.
- B) *Leave of Absence (LOA):* Students who have completed at least 50% of the semester (departure at week 8 or later). Students who have completed less than half of their coursework must follow the withdrawal procedures above.

**Completion of Coursework:** Students on LOA will have [incomplete grades \(I\)](#) on their records for 90 days. At the conclusion of 90 days, a final grade should be reported by the faculty member to the college using the Grade Change Request System linked in Arches. The LOA expires in 90 days and is renewable for up to an additional 30 days if requested by the student *prior to the initial expiration* (use [petition to AS&D](#) to request an extension). If a student



doesn't complete their coursework according to the arrangements outlined by the faculty incomplete agreement, the student will be withdrawn from the coursework and will forfeit all tuition and fees.

### ***Initial Enlistment***

*During the Academic Year:* The policies noted here are *not* in effect for students who begin their initial service or enlist for military service after the semester begins. Students who join a branch of the military during the academic year must complete the semester according to the published college attendance policies as enrolled or choose to withdraw according to the college's regular withdrawal policies and [deadlines](#) if their required service begins prior to the conclusion of the semester. Under [Department of Education credit regulations](#), students are not be permitted end the semester early. Refunds will not be given for students who join military service and choose to depart during a semester of enrollment.

*In Between Terms:* Students who choose to enlist for military service between academic terms or prior to the start of the academic year, should provide notice of their status as a non-returning student. Students must email the of [Dean of Students Office](#) from their Augustana email address to provide notice. Students who are in good academic standing upon departure may return at a future semester. Returning students are required to complete the [reapplication process](#) prior to the [registration periods](#). All academic policies about returning students are in effect, including the possibility of additional requirements in place for a [new catalog year](#) at the time of their return.

### **All Students Seeking to Return**

Students who were in good academic and social standing at the time of their departure and seek to return to Augustana, must [apply for readmission](#). Returning students are subject to the parameters for readmission and the policies surrounding [degree requirements in place upon return](#). Students who have questions about the dates and deadlines for readmission should consult the Academic Calendar or contact the [Dean of Students Office](#).

### **Financial Aid Policies for Withdrawal**

Federal Title IV and other aid funds are awarded and disbursed to students under the assumption that the student will attend the school for the entire period for which the funds are awarded. When a student leaves the institution before completing the semester, the student may no longer be eligible for the full amount of Title IV and other aid funds. Students who withdraw from fall semester are necessarily withdraw from J-term as well and are not eligible for enrollment in J-term.

Students who officially withdraw from the college or stop attending during the semester without notifying the Dean of Student Life must [reapply for admission](#) for any future term.

See also [Deregistration for Non-Attendance policies](#) for administrative withdrawals.

See withdrawal policies at:

[Withdrawal - Return of Title IV Federal Student Aid \(semester\)](#)

[Withdrawal - Refund of Institutional Charges \(semester\)](#)

### **Alternative Days of Learning**

<https://www.augustana.edu/academics/catalog/academic-policies/alternative-days-of-learning>

### ***2024-25 Academic Catalog Page***

During the academic year, classes meet daily according to the [daily schedule](#), and align with the college's [Academic Calendar](#) and [credit hour policies](#), unless there is a scheduled break period or if the college has a recognized alternative day of learning. On each Alternative Day of Learning, students and faculty are expected to participate. Below are the alternative days of learning recognized by the college.

## Reading Day - Fall Semester (starting in fall 2025)

Monday of week 8 fall semester is recognized as a Reading Day for the college. On this alternative day of learning, faculty are discouraged from holding formal class sessions, conducting exams, having assignments due, and mandating attendance at review sessions. However, faculty are expected to be accessible to students for academic purposes and colleges/departments could require attendance at or participation in activities such as recitals, internships, clinicals, travel study, etc. Students and faculty are encouraged to use this time to read, study, prepare for upcoming assignments, and engage with others in meaningful, academic ways.

## Symposium Day - Fall Semester [learn more here](#)

Once a semester, Augustana devotes a full day to an alternative approach for learning and opens the process to the entire campus community. This multidisciplinary approach to discuss a theme exemplifies the value of liberal learning. Symposium Days include invited speakers, alumni, advising sessions and opportunities to practice the liberal arts and be involved with the community. Fall Symposium Day has a rotating theme connected to Augie Reads. Spring Symposium is Celebration of Learning featuring original research and scholarship by Augustana's students and faculty.

## Martin Luther King Jr. (MLK) Day) - J-Term [learn more here](#)

Augustana honors the life and legacy of Dr. Martin Luther King Jr. annually with a campus wide celebration that includes an open invitation to the wider Quad Cities Community. Classes will be limited to 90 minutes that day (rather than the usual 3 hours). Classes run from 8:30AM-10:00AM and 2:30PM-4:00PM (whichever of those two blocks falls within the usual schedule for the given course). A keynote address will occur from 10:30AM-12:00 Noon. Attendance at the keynote should be viewed as a requirement for all students, and faculty are encouraged to incorporate the keynote address into their courses.

## Celebration of Learning - Spring Semester [learn more here](#)

The annual Celebration of Learning showcases work by students, faculty and staff at Augustana. Celebrating the academic excellence of all community members, the day includes poster presentations, interactive sessions and panel presentations. This year's featured presenters include Augustana students, faculty, and alumni as well as keynote and featured speakers that align with the annual theme. Poster presentations are held in the Gerber Center Gävle Rooms from 9-10 a.m. and 1-2:15 p.m. Oral presentations are offered in sessions from 10 a.m.-3:45 p.m. across campus in the Olin Center, Old Main, Hanson Hall, Wallenberg Hall in the Denkmann Memorial Building and at the Augustana Teaching Museum of Art.

## Academic Standing Policy

<https://www.augustana.edu/academics/catalog/academic-policies/academic-standing>

### ***2024-25 Academic Catalog Page***

Academic Standing review is performed for all degree-seeking students. Student cumulative and term grade-point average (GPA) are reviewed at the end of fall and spring semester for students not enrolled in credit bearing courses during J-term, and at the end of J-term and spring semester for students enrolled in a credit bearing course during J-term to determine Academic Standing. Academic Standing classifications are defined below. While academic standing does not impact the ability of a non-degree-student to continue enrollment, it may impact satisfactory academic progress for financial aid eligibility. All courses completed while a student is at non-degree status will always count in the overall grade point average and may impact the ability to move to degree-seeking status.

**Good Standing.** The C or 2.00 GPA is the mark of acceptable work and good standing.

**Academic Probation (AP).** Students are placed on Academic Probation under the following conditions: (1) if the term GPA is less than 2.0; (2) if the Augustana Cumulative GPA is below 2.00 but at or above the minimum required GPA for continued enrollment (see table below). Students on Academic Probation will be allowed to continue the following

term provided they agree to the terms of their Academic Recovery Plan; however, students on academic probation are not permitted to participate in off-campus J-term courses or experiences.

**Suspended for Academic Reasons (SAR).** Students are Suspended for Academic Reasons if the Augustana Cumulative GPA is below the minimum required GPA for continued enrollment (see table below). The student is suspended for the next 15-week semester and the phrase "Suspended for Academic Reasons" is included in the student's official college permanent record, which includes the official transcript. Students suspended after Fall semester may request to participate in J-term courses or activities through the appeal process. See the Academic Standing Appeal Process to appeal a suspension for academic reasons.

**Dismissed for Academic Reasons (DAR).** Students who re-enroll after being suspended for academic reasons are required to obtain a semester/J-term GPA of higher than 2.00 until their cumulative Augustana GPA is at or above 2.00. Failure to achieve the higher than 2.00 GPA for any term prior to re-establishing a 2.00 cumulative GPA results in the student being Dismissed for Academic Reasons, which is permanent dismissal from the College. "Dismissed for Academic Reasons" is included in the student's official college permanent record, which includes the official transcript. See the Academic Standing Appeal Process to appeal a dismissal for academic reasons.

**Continued Academic Probation.** Students who re-enroll after being Suspended for Academic Reasons are placed on Continued Academic Probation and are required to obtain a semester/J-term GPA of higher than 2.00 until their cumulative Augustana GPA is at or above 2.00.

#### **Minimum Grade-Point Averages (GPA) Required for Continued Enrollment\***

<b>Number of Credits Completed</b>	<b>Minimum GPA Required</b>
0-29.99	1.500
30-60.99	1.700
61+	2.00

\*Academic standing for transfer students is determined by review of the Augustana cumulative GPA and the total number of earned credits posted to the Augustana transcript. The number of credits posted to the Augustana transcript includes credits transferred to Augustana. Half-time students will be expected to maintain the appropriate cumulative GPA for the number of credits completed.

\*\*Credits Completed is defined as receiving one of the following grades: A, B, C, D, F, FA, NC, NR or P. Grades of audit (X), withdrawal (W), academic withdrawal (AW), incomplete (I), and missing (M) grades are not considered as credits completed. Course withdrawals are, however, considered in financial aid academic progress decisions (see [Financial Aid Satisfactory Academic Policy](#)) and for registration limits per term and academic year (see [Course load](#)). Academic standing decisions are postponed until Incomplete grades are resolved and a letter grade has been issued. Students who do not meet the criteria for continued enrollment once a grade is assigned are required to withdraw from the institution at that time. Refunds are based on the withdrawal policy. Students may not graduate with Incomplete grades on their record.

**Readmission after Suspension.** Students Suspended for Academic Reasons may apply for re-admission after demonstrating academic success at another accredited institution. To be eligible for re-admission students must: complete a minimum of six credits of pre-approved coursework; and successfully complete all attempted coursework to earn a minimum cumulative GPA of 2.50. One-credit courses are not counted toward the six credit requirement. Students may not enroll concurrently at another institution and Augustana. Instructions on how to obtain course pre-approval and how to re-apply for admission are included in the Suspended for Academic Reasons letter. All courses must be completed and grades reported to Augustana College prior to re-enrollment. Students must reapply at least three weeks before the start of the semester.

**Academic Standing Appeal Process.** Students Suspended for Academic Reasons or Dismissed for Academic Reasons may appeal their mandatory academic leave and request to continue their enrollment in the next 15-week semester. The appeal process, instructions, and deadline for receipt are included in the suspension or dismissal letter. All appeals must be made in writing. Student appeals should include explanations of significant extenuating circumstances or additional information relevant to the student's academic performance and a compelling plan for academic improvement. Appeals are reviewed by a panel chaired by the Associate Dean, Director of Student Well-being and Resiliency and includes the Associate Vice President for Retention and Student Success, the Dean of Students or the Associate Dean of Students, the Vice President of Diversity, Equity, and Inclusion, and the College Registrar. The Panel attempts to balance concern for the individual student against concerns for equity across the student body. Appeal decisions are final. When an appeal is granted, students are required to comply with the guidelines outlined by the Appeals Panel or the original mandatory academic leave will take effect. Students granted an appeal are not eligible to appeal subsequent suspension or dismissal.

**Class repeats.** Any class that can be repeated for credit will count toward full-time or half-time status. See the [Financial Aid Satisfactory Academic Policy](#) and the [Financial Aid Eligibility and Policies](#) for financial aid policies regarding repeat coursework.

### Maximum Time Frame to Complete Degree

For information on Financial Aid satisfactory progress toward a degree see the [Financial Aid Satisfactory Academic Policy](#) page.

### Exam Week Policies

<https://www.augustana.edu/academics/catalog/academic-policies/exam-week-policies>

### 2024-25 Academic Year

Please note the following specific information about the end of the term.

- All students should follow the guidance provided by their faculty in the syllabus and consult the Exam Week policies below.
- More information regarding exam week may be found in the recent email from the Registrar's Office and in the faculty policies on this page. Requests for exceptions to this policy - including a faculty need to reschedule a final exam - must be made as through the Office of the Registrar (student requests) or Academic Affairs Office (faculty requests) prior to the Monday of Week 14. Faculty should email [academicaffairs@augustana.edu](mailto:academicaffairs@augustana.edu) to request a petition for a change. Students must meet the requirements for a change noted below and complete the online form linked below no later than Monday of week 14. Requests made after that deadline will not be considered.
- Requests for moving final exams will not be considered for leaving campus early or transportation home.
- All other questions should be addressed to your instructors.

The final examination schedule for the following academic year is published annually in the summer.

Students traveling in groups for an Augustana-sanctioned event must have a group form submitted by the program director, coach or department supervisor by Monday of Week 12. The group/team coach/advisor/faculty member should contact [Liesl Fowler](#) regarding travel and submit a copy of the [Group Travel Form](#).

Please see the final examinations schedules and policies for the appropriate year below. The schedule for the following academic year will be available annually in April. Please be careful in consulting the correct academic year; see future year schedules at bottom of the page if available.

### Exam Week Schedules 2024-25

The exam week schedules are based upon the start time for each instructional "block." See the instructional blocks below.

## Fall Semester - [click here for Exam Blocks Fall 2024](#)

### Fall Multi-Section Exams

		9-11 a.m.	Noon-2 p.m.	3-5 p.m.	6-8 p.m.
Monday	12/9	H Block	A Block	D Block	Evening/multi-section
Tuesday	12/10	F Block	B Block	First-Year Language*	J Block or Multi-section
Wednesday	12/11	G Block	Calculus courses	Multi-section	I Block or Multi-section
Thursday	12/12	C Block	Multi-section	Multi-section	Multi-section
Friday	12/13	E Block	Multi-section	No exams	No exams

\*students in first-year language need to consult their instructor to confirm their exam time

## January Term 2025

Any J-term final exams, papers, projects and/or final presentations will take place at the end of J-term in one of the final class meeting times for the course. Consult your syllabus and instructor for more information.

## Spring Semester - [click here for Exam Blocks Spring 2025](#)

### Spring Multi-Section Exams

		9-11 a.m.	Noon-2 p.m.	3-5 p.m.	6-8 p.m.
Monday	5/19	D Block	E Block	B Block	Evening/multi-section
Tuesday	5/20	H Block	A Block	First-Year Language*	I Block or Multi-section
Wednesday	5/21	F Block	Multi-section	Multi-section	J Block or Multi-section
Thursday	5/22	G Block	Calculus courses	Multi-section	Multi-section
Friday	5/23	C Block	Multi-section	No exams	No exams

\*students in first-year language need to consult their instructor to confirm their exam time

2025-26 Exam Schedule (will be available in July 2025)

The following policy statements apply for exam week.

- 1. Final Exam Week:** The fifteenth week of each term is set aside for final examinations. The term "final examination" here means the last examination of the term, either comprehensive or unit examination.
- 2. Unit Exams:** During the last week of classes no final examination may be given. A unit exam may be given only if it is in addition to the regularly scheduled final exam. The Provost must approve exceptions. Papers/presentations may be due during the last week of classes with or without an additional final exam/assignment.
- 3. Change of Exams/Presentations:** No final examination/presentation may be changed from its scheduled period except with the approval of the College Registrar. Travel arrangements, vacations, employment plans and convenience will not be viewed as sufficient reasons to change an examination/presentation. The following are examples of reasons that are *not approved*: family events, transportation home or on vacation, flight times (regardless of booking date or destination), start dates for internships, job or graduate school interviews, summer coursework, employment, legal proceedings or jury duty, non-emergency or elective medical procedures and appointments, special events, etc. Students who make travel arrangements for any reason that conflicts with exams will be expected to adjust their

travel plans, even if there are additional financial consequences for the student. *Final exams at Augustana should be considered a priority over other plans.* The deadline to [submit a petition](#) requesting to change a scheduled exam is the Monday of week 14 each term. Requests after this deadline will not be considered.

**4. Take home examinations:** Take home finals may be assigned with the final examination period as the due date.

**5. Major assignments:** Major assignments due during Exam Week in a class with no final exam must be assigned with a due date of the class's final examination period or 6:00 p.m. on Friday of exam week. Exceptions include assignments, such as art projects for public display, that have special scheduling needs.

**6. Rescheduling Exams:** A student may petition the instructor and the College Registrar to reschedule an examination if they are scheduled to have three examinations/presentations in one day. First-Year Foreign Language, Calculus or evening course examinations may not be the one rescheduled. A student desiring to reschedule an examination/presentation for a reason other than as stated here in #5 may petition the Office of the Registrar. A decision will be made by the College Registrar who may consult with the faculty member(s). Students scheduled for three or more final examinations/presentations in one day because of a multiple section examination [may petition the College Registrar](#) to be released from that final and reschedule it for another time during exam week. Such students must be given the option of a make-up examination (or other suitable arrangement) by the instructor of the department giving the multiple section final examination (see multi section exams in #9 below.) No final exams will be rescheduled to take place outside of exam week (i.e. week 14.). Under the Department of Education guidelines the college is not permitted to truncate the required enrollment period for any student, so all students are required to participate in their registered coursework from day 1 of the term through their exam week (exam day for J-term) obligations. The only exception is in the case of an emergency when an incomplete is assigned, and the exam would be taken at a later time following the conclusion of the term. For the purposes of rescheduling an exam for three exams in one day, a music jury may not be considered one of the three exams and music juries must be scheduled so they do not conflict with other exams/presentations.

**7. Schedule Rotation:** The final examination schedule will be rotated each semester and each year.

**8. First-Year Second Language and Calculus:** Rooms for these examinations will be available three weeks prior to the end of the term.

**9. Multi-Section Exams:**

- *Faculty Requests:* The exam blocks from 3:00-5:00 p.m. Wednesdays/Thursdays and from 6:00-8:00 p.m. Mondays/Thursdays are reserved for the scheduling of common final examinations for courses with multiple sections. An additional time period for multi-section exams alternates in the noon-2:00 pm block on Wednesdays/Thursdays each semester. Instructors or departments may request a multi-section exam by completing the [on-line request form](#) prior to the start of the semester. Requests made after the semester begins will not be considered. Faculty will receive a confirmation email when the multi-section exam date/time/location has been scheduled. All final exam blocks with the date/time/locations should be published on the course syllabus and adhere to the final examination policies of the college noted here as well as meet the policies in the [Faculty Handbook](#). Departments who wish to combine events including Senior Inquiry (SI) presentations into a single exam period may request to schedule those events through the Academic Affairs office *prior to the start of the term* by completing the [on-line request form](#). Requests made after the term begins will not be considered. Department chairs will receive a confirmation email when the combined event's date/time/location has been scheduled.
- *Student Requests:* Students scheduled for three or more final examinations in one day because of a multiple-section examination may petition the College Registrar (see #6 above) to be released from that final. Students with approved petitions must be given the option of a make-up examination (or other suitable arrangement) by the instructor of the department giving the multiple-section final examination.

**10. Hourly Periods:** Sections meeting during hourly periods, including labs and FYI-100, should consult their instructor regarding the time of their final exam. Some hourly-period courses will have their final exam at the scheduled time of

the closest corresponding period (i.e. an 8:30 a.m. hourly class meeting on Tuesdays corresponds with 8:30 class, both beginning at 8:30 a.m.) or meet the guidelines for module course exams below.

11. **Module Courses:** Courses that meet for fewer than 14 weeks, or are offered for 1-2 credits may, upon the discretion of the instructor, give a final examination during the 14-week semester or at the conclusion of the course. This alternate final exam time will be listed in the syllabus, or the exam will be given according to the published annual schedule.

12. **Senior Inquiry & Independent/Directed Study:** Finals Week presentations that fall outside the scope of regular courses should be scheduled at a time that does not conflict with students' other scheduled final examinations/presentations and on a day when students do not have two or more other examinations/presentations already scheduled.

13. **Evening Classes:** Courses that regularly meet in the evening will give their final exam on Monday of exam week from 6:00 - 8:00 pm or according to the schedule for J and K blocks linked above.

14. **End of the Semester:** The Faculty Handbook notes that "the Committee on Advanced Standing and Degrees and the Faculty have determined the end of the semester to be 6:00 p.m. on Friday of exam week, or the last meeting day of J-term, unless an earlier date is specified in the instructor's syllabus." If the course meets a non-standard length, the end of the term is defined as the last day of the course as defined in Arches.

**Instructors who violate these rules should be reported to the Office of the Provost.**

**The Provost shall confer with the instructor and take appropriate action.**

**Make-up Examinations** - If a student is absent at the giving of an examination, permission to make it up is at the discretion of the instructor. Appeals may be made by following the normal procedures for appealing a grade.

## Grading system

<https://www.augustana.edu/academics/catalog/academic-policies/grading>

### **2024-25 Academic Catalog Page**

**STUDENT RESPONSIBILITY:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule or grading error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

### Grading Scale

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

Faculty will assign their own grading scale/rubric for assignments and exams in their courses. Faculty may assign final grades on the following scale. With the exception of an emergency situation (I grades) all courses require that coursework is completed and submitted by the end of the term and a final grade assigned and entered by the faculty member by the published grading deadline (see [Academic Calendar](#)).

Quality points are given for each credit as follows:

**A+, A** 4.00

**A-** 3.67

**B+** 3.33  
**B** 3.00  
**B-** 2.67  
**C+** 2.33  
**C** 2.00  
**C-** 1.67  
**D** 1.00  
**F, FA** 0.00

### Calculating Grade Point Average

Students who wish to calculate a grade point average other than what is printed on the transcript or My Progress report should use the above figures to calculate this for themselves.

1. Multiply the **point** value of the letter **grade** (see scale above) by the number of credit hours. The result is the **quality points** earned.
2. Total the credit hours for the term (or the list of courses for consideration). These are **total credits**.
3. Total the **quality points**.
4. Divide the total **quality points** by the **total credit hours**. The result is the **G.P.A.**

See also the [Augustana Grade Point Calculator](#)

Grades used by Augustana are:

**A+, A, A-** Excellent

**B+, B, B-** Good

**C+, C, C-** Fair

**D** Poor

**F** Below passing; failure without privilege of re-examination. Course may be repeated for credit, see course repeat policy below. Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees. Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken. All "F" grades count in the [maximum credits allowed with full time tuition](#). An "F" grade may impact your ability to take further courses within these limits or may create an overload where [additional fees apply](#). Registration to repeat a failed course at Augustana does not require prior approval, but does require an [online add form](#).

**X** Audit (no credit)

**FA** Failure to Attend; given to a student who never attended any class meetings. Same policies for "F" grade apply.

**P** Passing; Awarded for a Pass-No Credit course or Passing a non-credit bearing internship, lab or other registered educational experience. Also may appear as **CR** grade for some passing coursework for internal degree audit sorting purposes.

**NC** No credit where Pass-No Credit option was requested. See Pass-No Credit option, below. Course may be repeated for credit at Augustana, no prior permission required. Add form required to register.

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

These grades factor in as a failing grade until resolved. Unresolved I grades turn into F grades in 40 days. See Incomplete Grades policy and requirements, below.

**W** Authorized withdrawal after the [add/drop deadline](#). A "W" grade might count in the [maximum credits allowed with full time tuition](#) depending on the date of a drop. A "W" grade may impact your ability to take further courses within these limits or may create an overload where [additional fees apply](#). The grade may be noted as AW on the transcript if specific withdrawal criteria and documentation is provided to the Dean of Students Office within a maximum two-week timeline.



**NR** Not Recommended; for Education students only. A student receiving an NR grade in Student Teaching will not be recommended for certification but will receive college credit for the experience.

**M** Missing Grades are recorded when a faculty member does not meet the grading deadline. Faculty are expected to resolve the missing grades immediately through Arches. Students should contact their instructor with questions. These grades factor in as a failing grade until resolved. Unresolved M grades turn into F grades in 10 business days.

### Pass-no credit grading

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

- Students are reminded that only students who carry 12 or more credits with letter grades are eligible for [Dean's List](#).
- Once a P/NC form is submitted they are final and irreversible. Students may not change back to letter grades once a course grading status has changed to P/NC status.
- The Pass-No Credit (P/NC) option is available during the first 5 days of the semester for 7-week courses and through day 8 for 14-week courses. After the deadline has passed, students may no longer elect to take a course P/NC nor reverse a status of a course for which a form was previously submitted. See the [Academic Calendar](#) for exact dates.
- Students registering for a J-term course must make this change by the add deadline.
- A student may use the Pass-No Credit option to the point where it does not exceed 10 percent of the total credit hours completed or in progress. Courses which are mandatory Pass-No Credit (internships, field experiences, etc.) will not be counted in the 10-percent figure.
- A student may elect to register for more than one Pass-No Credit course in a given term. Students may not move all courses for a semester to P/NC status.
- General Education Core Requirements may not be taken Pass-No credit, with the exception of one HEPE activity course. If taken Pass-No Credit the coursework will not be applied for General Education requirements. Students will not be able to petition to reverse this action after the deadline.
- Courses required for a major or minor may be taken Pass-No Credit only by permission of the appropriate department chair.
- Music doesn't allow P/NC for their music courses in MULS, MUEN, MUCH, or course MUSC-110, MUSC-111, MUSC-112, MUSC-211 and MUSC-212.
- Instructors will turn in letter grades for all students. In cases where students have elected the Pass-No Credit option, the grade will be converted for A, A-, B+, B, B-, C+ and C grades into P; and C-, D and F grades into NC. This rule will not apply to courses which are mandatory Pass-No Credit which will be graded by instructors as P or NC. Grades that are converted to P will appear as a CR grade. The original grade reported by the faculty member will be replaced entirely with the P or NC grade and no record of the original reported grade will be available at a later time.
- Neither P (or CR) nor NC grades will be used in computing Augustana grade-point averages, but these courses do impact the number of credits earned. Students should be aware that Augustana cannot control the use made by other colleges and graduate and professional schools of Pass (P) and No-Credit (NC) grades that appear on the transcripts of Augustana students.
- The college cannot produce a final letter grade to students for classes that are processed as P/NC.
- **NOTE!** Due to state licensure regulations, students in the teacher education program will be required to obtain permission for the EDUC department prior to requesting the P/NC option for any coursework.
- Students may exercise the Pass-No Credit option until the posted P/NC deadline. See the [Academic Calendar](#) for exact dates.

The appropriate form is available [online](#) or in the Office of the Registrar.

For the complete policy and deadlines, please see the current [Academic Calendar](#) and the Pass/No Credit registration agreement available in the Office of the Registrar.

### Incomplete grades

An incomplete grade (I) may be given only for a valid reason and upon written stipulations entered by the faculty member in the electronic Incomplete Agreement form sent via email to the student's Augustana email account from the instructor and copied to the Registrar. Once a student accepts the incomplete on their record at the time the grade is posted, a request for a late withdrawal is not an option; a final grade will be recorded for the course. Students may not graduate with an I on their record.

The deadline for completion of all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. An extension beyond the 30-day period may be granted only by the Committee on Advanced Standing and Degrees with a written statement of support from the instructor. An extension request must be submitted with any supporting documentation, before the end of the 30-day incomplete period. This extension would normally be for at most an additional 30-day period, unless a longer period is granted by the committee because of some unusual circumstance such as serious illness. All supporting statements and documentation must be provided within this timeline. See the [Academic Calendar](#) for exact dates.

Unless the student has petitioned the committee for such an extension, the instructor will assign a grade no later than one week following the 30-day period. If the Office of the Registrar does not receive a grade or a petition within 37 days from the date grades were due at the end of the semester, a grade of F will be recorded for the incomplete. Students who do not complete the work for a course may not withdraw from the course once a grade of "I" is assigned. A final grade must be posted.

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

### Course Repeat and Replacement Policy

Generally, students may not repeat courses for credit at Augustana. A student may repeat a course at Augustana under any of the following exceptions and within the following guidelines:

- 1) **Planned Repeat Course:** The course listing in the Courses and Programs of Study section of the catalog is followed by the "+" symbol. [Example: 400 Independent Study (1+)]; or
- 2) **Course Failure or No-Credit:** The final course grade was "F" (failure) or NC (no credit). Students may not retake failed or NC Augustana courses at another college or university. Exceptions are rarely made, but requests for an exception be made to the Committee on Advanced Standing and Degrees. Students who fail or receive a grade of NC for an Augustana course do not have to seek approval of the college to enroll in the course a second time. However, Arches will not permit registration, therefore an online add form will be required. Students who failed a course at Augustana may not replace that course with the same course or equivalent course through the Acadeum consortium. The parameters for course replacement also apply to failed and NC courses, as noted in #3 below; or
- 3) **Course Replacement:** Students who repeat a course will have the most recent grade replace the prior grade in the gpa calculation. Where the earned passing grade is not sufficient to prove a required proficiency in order for the student to continue in the current undergraduate major. Under these circumstances, the student may petition the Committee on Advanced Standing and Degrees to repeat the course at Augustana. Students may not transfer coursework to repeat and replace Augustana coursework. See [Repeat and Replacing](#) coursework and [Advanced Standing](#) for those policies and procedures. All petitions must include
  - i.) a statement of support from the department chair or official department representative in the student's primary major and
  - ii.) the support of the academic advisor.

The following parameters also govern approval for any replaced courses, whether the original course earned a passing grade or not:

- Students who repeat a course will have the grade and credits of the most recent course replace the course and credits of the first attempt;
- All course attempts and grades will appear on the transcript, but only the most recent course will factor into the grade point average. Previous attempts will not count;
- Only three attempts at a course are allowed (this means the original course, plus two repeated attempts). Strict financial aid restrictions apply toward full time status eligibility for the third attempt. Students are encouraged to see the financial aid office prior to registration for any replaced courses;

This policy is in effect for all course repeat requests that take place in Fall 2021 and beyond. Students who have graduated and earned a degree may not repeat and replace courses. See [Finalizing the Academic Record](#).

**NOTE!** A special exception may be made for Augustana students pursuing a major in CSD seeking to enroll in the Augustana Speech Language Pathology Masters of Science Program. Under rare and unique circumstances, students who do not meet the [minimum grade requirement for admission](#) to that program may work with their CSD advisor to petition to repeat a course. Support of the department is required. CSD students seeking to enroll in a graduate program outside of Augustana are not eligible to petition to repeat a course.

### Sequenced course requirements and Waiving Into Higher Level Courses

Augustana courses that are sequenced require successful completion of the previous course to continue in the sequence. Successful completion is defined by a minimum of a passing grade or in some cases a higher grade may be required, when noted in the course description. In particular, this applies to the first year foreign language courses. In some cases, students may start at an advanced or intermediate level based on one of the following:

- Official placement test administered and recorded by the college
- Transfer coursework (or dual enrollment credit) equivalent
- Advanced Placement (AP), International Baccalaureate (IB) and A-Level scores that meet with college policy standards.

Once these credits have been applied to the student record, they may not be waived or removed. In addition, once a student enrolls in a course, successful completion is required (as designated on the course) to continue in the next course in the sequence.

Students will not be awarded general education requirements or waiver of requirements for courses they skip due to the above circumstances. For example, if a student waives beyond a course with a Learning Perspective (LP) or suffix designation into a more advanced course that does not carry that LP/suffix, the student will be required to fulfill the "skipped" LP/suffix with a different course.

The first year FYI sequence is an exception to this policy. Students may continue in FYI-102 with a failing grade, but must repeat courses until they have successfully completed all courses in the sequence to meet the graduation requirement.

Students who do not meet the minimum grade required to continue in the sequence should see the policy on repeating courses above.

### Performance alerts (Starfish)

During the term, faculty are asked to provide feedback to the advising office on each student whose classroom performance is less than satisfactory. Students and advisors are informed of reported difficulties routinely throughout the term. These reports are not part of the permanent record and are used only for advising, academic, social and medical counseling. Students who receive a Starfish flag will also be provided ways to connect with campus resources. Students should consult their Starfish record, Moodle account and work with their advisor to find appropriate campus resources for assistance.

## Grade Reports

Grade reports are made available to students and advisors in Arches after the conclusion of each term. Grades for seven-week courses will post to the record at the end of the term with all other grades for the term. Students who wish to have an official grade report should use Arches to make an official, legal [transcript request](#). The college does not print or send grade reports.

## Reporting Grading Errors and Grade Appeals

Students who suspect an ***error in reporting a grade*** should report the error immediately to their instructor. NOTE! Errors must be reported by the grading deadline of the term immediately following the grade in dispute (e.g. a fall semester and J-term grading error or appeal must be reported by the grading deadline for spring, a spring grading error or appeal must be reported by the grading deadline for fall). The exception to this timeline is for grades in the final semester of enrollment when the degree is posted. Students and faculty must report errors/complaints for the final semester within 30 days of posting the degree to the student record. Faculty who have a clerical error to report, will use the Grade Change Request system to login and request a change in grade and have the same timelines as noted above. Requests will be reviewed by the [Committee on Advanced Standing and Degrees](#) (AS&D) at their bi-weekly meetings and approved changes made within three business days of the meeting. Changes for reason other than a documented clerical/technical error are rarely approved.

Students who have a ***complaint about a grade or wish to file a grade appeal***, should complete the [grade appeal form](#) and submit it to the instructor immediately after the final grade is posted. While complaints and errors should be reported immediately, they must be reported by the grading deadline of the term immediately following the grade in dispute (e.g. a fall semester and J-term grading error or appeal must be reported by the grading deadline for spring, a spring grading error or appeal must be reported by the grading deadline for fall). Faculty who have a clerical error to report, will use the Grade Change Request system to login and request a change in grade and have the same timelines as noted above. Please be aware most faculty will not discuss grades with students over email. If it is necessary to carry the grade change inquiry beyond the faculty member, the student should then provide the appeal form to the department chair, and then the appropriate [Division Dean](#) for an appeal of grade.

Faculty who wish to make a grade change request will do so through the online form in Arches and all requests will be reviewed, approved or denied by the Committee on Advanced Standing and Degrees. Above timelines apply.

**NOTE! All grade complaints appeals and reporting errors in grade must be made by the conclusion of the following semester's grading deadline.** This includes reporting clerical errors or requests for withdrawals. Requests made after that deadline will not be considered.

## Complaints of Bias or Discrimination

For complaints regarding alleged discrimination or harassment, the College's [Policy Against Discrimination & Harassment](#) and [Policy Against Sex Discrimination, including Sexual Harassment and Sexual Misconduct, and Other Interpersonal Misconduct](#) are followed. Students who have complaints of discrimination on the basis of sex or gender, should contact a Title IX Coordinator. For all other complaints of discrimination or harassment, students should talk to the Dean of Students, Director of Human Resources, or the appropriate Associate Dean. The [Bias Response Team](#) also receives complaints related to bias of all types. Academic freedom, as described in the [Faculty Handbook](#), is protected in the complaint resolution process.

## Academic Complaints

Generally, students who have a complaint about a course or instructor outside of the policies described above should first contact the instructor of the course. If it is necessary to carry the inquiry further, the department chair, the division chair, and then the appropriate Associate Dean of the College should be consulted. Academic freedom, as described in the [Faculty Handbook](#), is protected in the complaint resolution process.

## Transfer Student Policies

<https://www.augustana.edu/academics/catalog/academic-policies/transfer-policies>

### 2024-25 Academic Catalog

#### Transfer Students Coursework

This policy content has been developed to help new students transferring to Augustana for the first-time. If you are a current student seeking information about transfer policies or a returning student with transfer work visit our [Transferring Coursework Page](#).

Some of these policies have been modified for students who enrolled during the semester transition (2016-2018 academic years). See your *My Progress* report in Arches and your advisor for the most current information regarding requirements for your cohort. Additional information about transfer work and how it is applied to the student record may be found on the [Advanced Standing page](#).

Students who transfer to Augustana fulfill, with one exception, the same requirements as students who begin their college study at Augustana. The exception is the sequence of courses designed for first-year students. Transfer students do not complete the FYI/FYH sequence. However, they are expected to complete all other requirements of the college either through transfer coursework or while enrolled at the college. These requirements include:

1. FYI-101 or equivalent college-writing or Composition I transfer course (if taken prior to initial enrollment);
2. LSC-300, a course specifically designed for transfer students at Augustana;
3. 60 credits earned at Augustana, and the last 12 in residence at the college;
4. 40 credits at the 300-400 level;
5. Minimum competency through coursework or testing in a second language;
6. Minimum competency through coursework or testing in quantitative reasoning;
7. One course in Reasoned Examination of Faith at the 200 level;
8. One course in each of the six Learning Perspectives;
9. One 4-credit global perspective course and one 4- credit diversity course; and
10. Two credits of physical activity courses (PEA) or a comparable transfer course.

#### Semester Transition Notice Regarding Transfer Credits

Due to the recent transition to a semester calendar and curriculum, transfer coursework is evaluated by comparing courses taught during the same time period in Augustana's curriculum. For example, a course taken in Fall 2017 at another institution is compared to Augustana courses taught under trimesters, while courses taken after June 1, 2019 will be compared to the semester curriculum.

Students are required to send their final transcripts (from their most recent high school and/or college experience) to Augustana as a condition of continued enrollment. Please see [Transcript Policies](#) for further information about the parameters for sending your transcripts to Augustana and how transcripts are accepted.

#### Augie Next

Augie Next is a special partnership between partner community colleges and Augustana. This program seeks to make the transfer process seamless for qualifying students by engaging students in Augustana coursework at the same time students are completing their coursework at their home institution.

Through Augustana Next, students applying to a partner institution with the intention of completing an associate of arts degree may apply to Augustana at the same time. After completing the associate's degree, they can continue at Augustana to complete their bachelor of arts degree.

The agreement provides Community College students the opportunity to use Augustana's resources from Day One. Students are provided an Augustana ID card, which grants them access to the library, databases, campus facilities, sporting and cultural events, and program evaluation software. These opportunities allow students to become involved at Augustana before they transfer.

*Partner Institutions:*

- Black Hawk College
- College of Lake County
- Eastern Iowa Community College
- Harper College
- Sauk Valley Community College

### Additional Transfer Agreements for Students with an Associate of Arts Degree

Under the Augustana community college transfer agreement, Augustana will consider the six Learning Perspective (LP) requirements fulfilled when a student has earned an Associate of Arts degree from an institution already vetted and approved by the college faculty, found below. This policy only applies to students who earn their Associate of Arts degree prior to their first enrollment at Augustana. On a case-by-case basis, Academic Affairs and the Registrar's Office shall be permitted to extend the agreement to students earning an AA from other community colleges when their curricula similarly reflect the broad range of general education requirements at Augustana College. Qualifying students are required to obtain an Associate of Arts degree and achieve a minimum of 33 credits of transferable coursework (a grade of C or better.) Individual credits for all transfer students are evaluated on a case-by-case basis. Requirements not fulfilled by this agreement include:

- FYI-101 or college-writing (or equivalent course if taken prior to transfer);
- Suffixes (Q, D, G);
- LSC-300;
- Reasoned Examination of Faith;
- Health and Physical Education (PEA) activity requirement;
- Second Language; and
- 300-400 level requirement

However, the qualifying transfer work may meet some of these requirements:

- FYI-101 or college-writing or equivalent;
- Health and Physical Education (PEA) activity requirement;
- Second Language; or
- 300-400 level requirement

### Approved institutions:

[Black Hawk College](#)

[College of DuPage](#)

[Eastern Iowa Community Colleges \(Clinton, Scott and Muscatine\)](#)

[Harper College](#)

[Kirkwood College](#)

[McHenry College](#)

[Oakton College](#)

Please see the degree requirements for a complete list of the coursework required for a [Bachelor of Arts Degree](#).

This agreement is not extended for students with an Associate of Science (AS) or Associate of Applied Science (AAS) degrees.

### Academic and official records

## **2024-25 Academic Catalog**

**STUDENT RESPONSIBILITY:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within one year. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

### The Official Student Record

Augustana has a legal obligation to record and track the coursework, credits, enrollment, and attempted credits, as well as final grades for the student on the academic record. The academic record reflects the unabridged academic history of each student at the institution, as well as those reported transfer and testing credits officially reported to the college. The Augustana record represents a chronological listing of the total quantitative and qualitative learning experiences and achievements of the student. Within the American higher education system the commonly held practice for producing the information contained in the academic record is the official academic transcript. Amending an academic record or transcript for a reason other than a well-documented administrative/clerical error or through a faculty-approved waiver of published policy not only compromises the integrity of the record and the college, it may break state and/or federal law. In addition, changing the record must meet regulatory compliance standards related to required, external reporting requirements. Altering the record or transcript for any other reason runs contrary to the ethical standards of our profession and best practices established by AACRAO, the Department of Education and our accreditors. See more about [requesting transcripts](#) or [sending transcripts/scores to the college](#).

### Release of Records Policy

In accordance with the Family Educational Rights and Privacy Act (FERPA) the release of an educational record to any third party requires an original written signature included in the request or a secure login authentication through a college-provided Arches account. Privacy waiver forms are available [online](#) and must be completed by the student. Completed waivers do not grant access to request a transcript, each transcript request must be made individually by the student. No direct access is granted to any third parties to student records in online systems, including Arches, Moodle and Starfish. The college does not accept electronic or proxy signatures. Students are strongly discouraged from sharing their login information with anyone at any time.

### Final High School and College Transcripts Required for Enrollment

All degree-seeking students are required to provide the college a final, official copy of their high school (8th semester transcripts) noting their high school diploma and graduation date and/or college transcripts from all other institutions attended as [a condition of continued enrollment](#). Final, official transcripts are due to the college by July 31 prior to the start of the first term of enrollment. In some rare circumstances, a waiver will be granted and a student may be permitted to continue enrollment in fall semester. Students in this situation who do not meet the July deadline for this requirement will be restricted from registering for future terms starting with their second term of enrollment. Reminders of the requirement are sent from the admissions office in the spring and summer prior to fall enrollment. Further reminders are sent from the Office of the Registrar once the fall semester has started. For details about how to submit an official transcript to the college visit our [transcript page](#).

### Academic Permanent Record

The Office of the Registrar maintains each student's official academic record. The official record of the student's academic work is stored in the student information system (Colleague) and includes all courses

registered, enrolled, dropped, withdrawn and completed. The external document recording the academic record is known as the official transcript which contains:

- a record of all completed Augustana classes (including those withdrawn and failed)
- a record of officially evaluated transfer coursework
- course titles
- section numbers
- final grades
- credits attempted and earned
- grade point average for each term
- an overall grade point average
- academic standing
- Dean's List
- academic Latin honors applied at graduation
- once conferred the degree earned is posted along with majors/minors completed

Official records (including transcripts and diplomas) may be withheld if the student has any outstanding financial obligation to the college. By sending official scores and official transcripts to Augustana College, individuals consent to post all eligible coursework to the academic record. In accordance with legal regulations and best practice standards, coursework posted to the record may not be removed.

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

### Obtaining Documents and Data Originating from Another Agency or Institution

In accordance with national record release standards, we do not release documents that have become the property of Augustana College through a legal release to a third party (Augustana). In addition, the college does not release or verify other pieces of personal information such as visa numbers, social security numbers, passport numbers, health conditions, etc. We are not the official, legal custodian of record for any data that was not assigned by the institution or for documents that did not originate at Augustana College and therefore do not have the legal authority to release them. This includes documents such as high school records and transcripts, ACT/SAT scores, AP/IB/A-Level scores or degree information and college transcripts from other institutions. These records are the property of the college and are for our internal college purposes only. In alignment with the policy information above, we do not make copies of these records for students. Please contact the originating agency, organization or institution that produced the original records to obtain a legal copy.

NOTE! Augustana cannot certify, verify or validate documents as "original" - "authentic" - "verified" - "certified" (etc.) with the college seal and official signatures unless they originate at the college. This includes copies of diplomas, transcripts or other documents previously released to the student or a third party. Students who require an additional certified or notarized diploma, transcript or other official Augustana document, should [contact us](#) to order one.

### Augustana Placement Scores, Examinations, and Admissions Records

The college uses several internal methods to determine placement in some of our courses that require it. Some of these scores are based on Index Scores calculated from high school grades and/or ACT/SAT information. Other scores are based on placement testing administered internally or contracted externally based on the subject area. In most cases, these scores are not retained beyond the time period of their original use. The college does not provide placement exam scores or index scores used for internal purposes to external agencies, institutions or organizations. While the college will not share or release this data, students may see some of these scores in Arches and may self-report that data as they feel appropriate.



Augustana does not validate proficiency in any areas of study other than what is reflected on the official college transcript. Students who seek to validate their proficiency for other agencies, institutions or organizations may [request an official transcript](#), seek letters of recommendations from individual faculty members, or take assessments offered from external resources.

Records submitted by the student for the purposes of admission to the college (personal essays, resumes, letters of recommendation, portfolios, presentations, writing samples, etc.) are generally not retained by the college. These would either be returned to the student, if requested, prior to enrollment or destroyed.

### Applying the Official Augustana College Seal

Because the official college seal represents the validity and authenticity of the information contained in an official document and, in order to meet industry best-practice standards, the official college seal is securely housed in the Office of the Registrar. The seal will be affixed only to an official college document and/or used for official college business (see [forms originating from external sources](#) above), therefore it may be performed only by an employee from the Office of the Registrar (or under the direct supervision of a student employee in that office). The following parameters also apply:

- *Verifying information:* The Office of the Registrar will only verify official college information, and affix the college seal, if the data is securely housed within the official records retained by the college. Exceptions to this policy appear below.
- *All documents:* If the signature of a college employee outside of the Office of the Registrar is required on a college form or document, an employee of that campus office must either a) complete the form in the presence of the an employee in the Office of the Registrar or b) hand deliver the completed form to the Office of the Registrar in Founders Hall.
- *Delivery method:* Forms which seek to certify the accuracy of the information contained on any document will only be accepted if delivered by the office or employee who signs the form. Forms will not be accepted/completed if they are delivered by students or non-employees.

### Verifying Official College Information

Students or employees who seek to validate official college information or data should seek out the appropriate office to verify and certify that information on behalf of the college. See policies about forms and documents requiring the [college seal](#) above. Offices that may release information are as follows:

- *Office of the Registrar:* student enrollment, student dates of attendance, grade point averages, transcripts, academic standing, graduation information;
- *Business Office:* student billing and payments, student debt and collection;
- *Financial Aid Office:* student aid and eligibility for aid, scholarship information;
- *Dean of Students Office:* student disciplinary and conduct records, health records, parent information;
- *Institutional Research:* Historical data, external reporting data, survey data.

Keep in mind most requests will require a [legal privacy release](#) to share information with third parties. This is not an exhaustive list. For more information please see the [data reporting and request policies](#), the [Office of Institutional Research](#), or the [Office of the Registrar](#).

Same day service may not always be available, so please make your requests in advance. You may contact [registraroffice@augustana.edu](mailto:registraroffice@augustana.edu) with your questions and requests.

### Degree Progress Evaluation

The Office of the Registrar provides support and assistance in the degree audit. However, it is ultimately the responsibility of each student to meet degree requirements. Students and advisors may monitor their progress on an unofficial transcript or through the Program Evaluation on [Arches](#). Advisors are available to assist the student in this responsibility.

### Certification of Major or Minor

Upon declaring a major or minor, a student should track their own progress in Arches on their program evaluation. During a student's final semester at Augustana, the Registrar may provide a complimentary audit to students who have applied to graduate as a courtesy. However, it is the student's responsibility to check to see that the program of study and any additional majors and/or minors are listed correctly on their record, and report any concerns to the Office of the Registrar at least one semester prior to graduation.

### Application for Graduation

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

### The Augustana Degree

Augustana College awards the Bachelor of Arts degree, Bachelor of Science in Engineering or Master of Science degree upon completion of the degree requirements. Augustana confers degrees three times per year following fall semester, spring semester and summer term. Degrees are not conferred following J-term. Individuals may not earn more than one Bachelor of Arts or Masters of Science degree. See below for students wishing to return to take courses for additional majors and/or minors.

Individuals who require proof of a degree should use the National Student Clearinghouse for these services or request an official transcript through Arches be sent following the awarding of a degree.

### Finalizing the Academic Record

The college confers degrees at the conclusion of Fall semester, Spring semester and Summer term only (see above). All final grades and [official transcripts](#) for transfer work must be received by the [degree conferral date](#). According to college auditor policy and federal reporting requirements, a very brief grace period is allowed to receive the final work. This grace period deadline will not be extended under any circumstances. If you have questions about the grace period, contact the [Office of the Registrar](#). Students who do not meet this deadline will be removed from the graduation candidate list for that semester and must apply for a future term of graduation in Arches.

Once the degree is conferred at the date of graduation, the academic record is considered complete and final. In accordance with our auditor requirements, no further changes will be made unless there is a documented clerical error. It is the responsibility of the student to notify the Office of the Registrar of a clerical error within 30 days of the recorded graduation date. See additional [policies on enrollment](#) and [grade change requests](#).

### Adding Majors & Minors Following Degree Completion

A student may return to campus and take additional Augustana coursework towards completion of additional majors or minors, or towards teacher certification as a non-degree student after the degree is conferred. These limitations apply to students returning to add programs:

- Students must [apply to return as a non-degree student](#) in order to continue enrollment. If at any point enrollment stops, application to return will be required.
- If the student is not continuously enrolled immediately following completion of the degree, the student will be required to follow the program requirements listed in the catalog for the semester in which they return as a non-degree student, not under their original catalog for their initial enrollment term.
- Students who have previously completed a minor with the degree and seek to finish coursework to turn the minor into a major, may do so with the understanding the minor will be removed and replaced with the major when requirements are completed and reported. Students may not earn a [major and a minor](#) in the same discipline.
- Students are not permitted to participate in [Academeum](#) consortial courses, third party or exchange programs, or consortial study agreements with other institutions after a degree is posted.
- [Repeating and/or replacing coursework](#) is not permitted after a degree is awarded.
- No [transfer work](#) will be accepted after the degree is conferred.
- [Internships](#) are not permitted for non-degree students.
- Arches Progress Tracking is not available for non-degree students. The student is entirely responsible for working with their academic department to develop a plan and for tracking additional coursework for additional programs.
- The student is responsible for notifying the academic department and the Office of the Registrar prior to the conclusion of the semester that work toward additional majors/minors is complete.
- The department must verify the coursework completes the additional major/minor. If notification is not made in writing (via official Augustana email from the chair) within 30 days of the coursework completion, no further major/minors will be added to the student record.
- Students may receive one complimentary paper copy of their transcript noting the new program completion upon request to the Office of the Registrar. Additional copies and electronic copies are subject to our policies and fees, and may be requested using our [online request processes](#).
- Generally, financial aid and scholarships are not available for non-degree students, so students should plan ahead regarding the cost for taking coursework after the degree is completed. Questions should be addressed to the business office or financial aid.
- All other policies regarding [part-time non-degree students](#) apply.

### Degree Completion Timeline and Study Away

Senior students who are participating in all study away experiences should be aware of the completion date of their study away coursework relative to their planned Augustana graduation date. In order to meet institutional regulatory reporting obligations, all transcripts for study away must be received before the degree completion date for the transcript. This date may be found on the [Academic Calendar](#) for each semester. A very brief grace period of less than a week is permitted to receive official transcripts and post the work to the student record. However, after the college submits the degree list to the government, no additional students may be reported for [degree completion](#) for that semester. This applies to all transfer courses, all Augustana-sponsored study away, all official coordinated study away exchange programs with Augustana partners and any third-party study away experiences. Transcripts received after the reporting deadline will be posted to the student record and the students may apply to graduate for a future semester in Arches.

### The Educational Record

Under the Family Educational Rights and Privacy Act (FERPA) a student has the right to request to view the educational record.

Individuals who wish to **view** their record must:

- Make a request in writing to the Office of the Registrar with the printed name as it appears in the Augustana records and a written signature.
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.

- The request must include current email address, phone number and mailing address.
- An appointment to view the record will be scheduled no sooner than seven days from the date of the request.
- Appointments will be no more than two-hours in length and will take place within business hours.
- Students are not permitted to bring a phone or camera with them to the appointment.
- Requests expire within 60 days.
- Those who do not respond to a request to make an appointment or fail to report to their appointment must make a new request.

Individuals who are unable to view the record may request a **copy** of their educational record. In these cases the individual must:

- Make a request in writing to the Dean of Students Office with the printed name as it appears in the Augustana records and a written signature.
- The request must include proof of why the individual is unable to appear in-person to inspect their records.
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.
- The request must include current email address, phone number and mailing address.
- Pay a copy fee of \$1 per page (payable in advance of mailing).
- The individual must pay a flat fee of \$10.00 for postage (payable in advance of mailing).
- Requests will be fulfilled within ten business days of the payment.
- Unpaid requests expire within 60 days. Those who do not pay fees within this timeline must make a new request.

Under The Family Educational Rights and Privacy Act (FERPA), an eligible student has the right to request that "inaccurate or misleading information" in his or her education records be amended. Individuals who seek to amend their educational record must:

- Make an amendment request in writing to the Office of the Registrar with the printed name as it appears in the Augustana records and a written signature (or an email from the Augustana email account if the individual is a current student).
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.
- The request must include current email address, phone number and mailing address
- A complete statement that addresses which specific sections are "inaccurate or misleading" in the eyes of the student. Please read below about the guidelines for amendment procedures from FERPA.

The individual will receive written response of the decision, by email, within 45 days of the date the request was received. If the college decides not to amend the record, the student may make a request for a hearing. These are the amendment hearing guidelines:

- Request for a hearing must be made in writing (or an email from the Augustana email account if the individual is a current student) within 10 days of the date of the notice of the decision not to amend.
- The hearing will take place within 45 days of the request for a hearing on the Augustana campus during business hours.
- The committee will consist of three college officials (as selected by the Registrar) and one currently enrolled student in good standing and appointed by the Student Government Association.
- The individual may appear in person to speak at the hearing or submit a statement to be read at the hearing in lieu of appearing.
- The individual may present relevant materials or statements in advance or bring them to the hearing.
- The committee will make a decision and notify the individual within 45 days of the hearing.

"If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained." (Taken directly from the Family Educational Rights and Privacy Act, General Guidance for Students [Department of Education](#)).

FERPA guidelines for amendment requests: "FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair record-keeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter." (Taken directly from the Family Educational Rights and Privacy Act, General Guidance for Students [Department of Education](#)).

**NOTE:** Augustana does not provide copies of transcripts from high schools, colleges, Advanced Placement or International Baccalaureate that are property of the college and part of the education record. Students needing those records must obtain copies from the originating institution or organization. See policy above.

### Verifying the Death of a Student

Please contact the [Dean of Students Office](#).

### Policy on the Awarding of Posthumous Degrees

The achievements and contributions of Augustana students are formally recognized at graduation. In case of the untimely death of a student who has made substantial progress toward a degree, it is important that the college acknowledge the work of this individual. Upon written request from a family member, the Committee on Advanced Standing and Degrees may recommend conferral of the posthumous degree under the following policy requirements:

- The student should have had senior status (91 earned credits or more) at the time of his/her death.
- The student should have been in good academic and social standing at the college at the time of his/her death.
- The student should have been enrolled for coursework at the college at the time of his/her death. Courses in-progress at the time of the student death may be awarded a grade of "P" at the discretion of the faculty member.
- As with other candidates for graduation, the posthumous degree will be recommended to the Faculty by the Committee on Advanced Standing and Degrees. The Faculty recommendation will then be passed to the Board of Trustees for approval.
- The student's name will appear in the graduation program. The student's family will decide if the name will be read and the degree is to be conferred during the graduation ceremony or in a private ceremony.
- The degree will be marked as awarded posthumously for the academic record and a diploma noting the Bachelor of Arts will be available to the family.

In instances where the student had not reached senior status at the time of his/her death, a certificate of achievement will be presented to the family.

### Release of Record of Deceased Student

Following the death of a student, the College will release the educational records of the individual student under the following condition(s):

- The student has submitted a signed *Authorization to Release Educational Records* form which designated the person(s) eligible to request and/or receive educational records. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Office of the Registrar.
- The student has officially designated the person(s) as an emergency contact. This information is held in the student's e-record on the EMER screen. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Office of the Registrar.
- In response to a legal subpoena.

## Scholastic Recognition

<https://www.augustana.edu/academics/catalog/academic-policies/scholastic-recognition>

### **2024-25 Academic Catalog**

#### **Graduation Honors**

Graduating seniors who are pursuing their BA or BS, have earned at least 60 credits at Augustana and whose Augustana grade-point average meet the following minimum standards are eligible for graduation honors:

3.9000 *summa cum laude*

3.7500 *magna cum laude*

3.5000 *cum laude*.

Students qualify for honors on the basis of their overall grade-point averages for the semester the degree is conferred. Honors for the Commencement ceremony and printed program will be printed based on the overall gpa after the term prior to the graduation term. Graduation for the permanent record and diploma are based on the final grades in the term in which the student graduates. Honors are withheld from students found guilty of violations of college policies regarding academic honesty, such as cheating or plagiarism. Grade point averages **are not** rounded up to meet the honors standards noted above. Graduation honors are recorded on the student's permanent academic record following graduation processing. Honors will not be changed or updated for courses taken after the degree is conferred. Graduate students are not eligible for Latin Honors.

#### **Class Honors**

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

#### **Phi Beta Kappa**

Phi Beta Kappa, Zeta Chapter of Illinois, was established at Augustana in 1950.

#### **Dean's Honor List**

Following Fall and Spring semesters, degree-seeking students who earn a grade-point average of 3.50 or above for that semester are included on the Dean's Honor List for that semester, subject to the following criteria:

1. All work is completed by the end of the semester with final grades posted (no incomplete (I) grades on record still in place after 30 days).
2. Twelve hours of credit are graded on the plus-minus grade scale during the term (see [Grading System](#)). Courses taken Pass-No Credit or Pass-Credit-Fail or Audit count neither toward the student's grade-point average nor toward inclusion on this list.

The Dean's List is published following the 30-day incomplete deadline after the conclusion of each semester. The Fall list will be published in early February and the Spring list will be published in late summer.

The college does not have a Dean's List for J-term. Students registered for J-term courses do not receive an Academic Standing at the end of Fall Semester. These students' J-term grades are counted with fall semester grades to calculate academic standing at the end of J-term to determine eligibility to remain enrolled at the college. For more information see [Academic Standing](#).

### ***Class Rank***

Augustana College does not calculate class rank.

### ***Graduation Recognition***

The college recognizes honors at Commencement in the program. The college does not provide students cords or stoles for honors.

## **Academic Standards**

<https://www.augustana.edu/academics/catalog/academic-policies/academic-standards>

### ***2024-25 Academic Catalog***

***STUDENT RESPONSIBILITY:*** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

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

### **Eligibility for Extra-curricular Activities**

Participation in extra-curricular activities at Augustana reflects two basic principles:

1. All extra-curricular activities in an educational institution should recognize the priority of academic work.
2. Although appropriate rules for eligibility have a proper place in the program of a college, these rules should be designed to allow maximum opportunity for participants to structure every aspect of their college lives in as free and responsible a way as possible.

To be eligible for extra-curricular activities, a student must be enrolled in at least 12 credits unless he or she is a senior registered only for sufficient credits to graduate at the end of that semester. (Students should keep in mind that registering for fewer than 12 credits can jeopardize financial aid and athletic eligibility.)

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

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

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

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

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

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

### Eligibility for Athletics, Intramural and Club Activities

To participate in **intramural or club sports**, a student must be registered for at least 12 credits unless he or she is a senior graduating at the end of the semester. (Registering for fewer than 12 credits can jeopardize financial aid and athletic eligibility.) Students on academic probation may participate in intramural athletics.

In addition, to remain eligible for a club sport, a first-year student must maintain a 1.50 cumulative grade-point average; a sophomore must maintain a 1.75 cumulative grade-point average; and a junior or senior a 2.00 cumulative grade-point average.

To participate in **intercollegiate athletics** a student must be enrolled in 12 credits or more. Eligibility is retained during a student's 8th semester provided the number of credits carried will enable the student to graduate at the end of the semester. (However, students who register for fewer than 12 credits may jeopardize their financial aid.) Except for first semester, a first-year student must have passed 12 credits of the previous semester's work in which he or she was enrolled as a full-time student.

In addition, to remain eligible, a first-year student must maintain a 1.50 cumulative grade-point average, a sophomore must maintain a 1.75 cumulative grade-point average, and a junior or senior, a 2.00 cumulative grade-point average. To compete in the next season of a sport an athlete must have completed 24 credits for the second season, 48 credits for the third season and 72 credits for the fourth season. **COVID-19 NOTATION:** student athletes who were eligible for a COVID waiver during the spring season for 2019-20 academic year and/or all enrolled athletes during the 2020-21 academic year, 96 credits for the fifth season. Post baccalaureate/Graduate students must have a cumulative grade-point average of 2.00 or above to compete. **Athletes adding or dropping classes should be aware of the impact this might have on eligibility.**

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

### Academic Resources

<https://www.augustana.edu/academics/catalog/academic-resources>

#### **2024-25 Academic Catalog Page**

**NOTE:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

A variety of academic resources are available to students to ensure their success at Augustana and after graduation. Assistance is available to help students set and reach academic goals, identify and participate in experiences outside the classroom that enrich and expand the curriculum, and integrate skills development and learning across all aspects of the Augustana experience.

### Orientation and Registration



Prior to their first semester of enrollment at Augustana, students and their parents or guardians are invited to participate in Orientation and Registration activities. Students and families will learn about living and learning at Augustana, and students will register for their first semester courses.

Incoming students receive information from the Admissions Office explaining how to prepare for Orientation and Registration.

### Welcome Week

New students begin their Augustana education by participating in Welcome Week (Fall semester) or Spring Welcome (Spring semester). These events begin on move-in day, and help new students adjust to college life and meet fellow students. Special activities and programs provide a comprehensive introduction to the campus, faculty and community.

Small groups of new students are accompanied through this programming by upper-class students and faculty members. Auditions for band, choir and orchestra also are held at this time.

### First-Year Students

The Office of Advising assigns a faculty advisor and peer mentor to each first-year student. Advisors and peer mentors assist first-year students in their academic and social transition to college life. Advisors play a key role in helping students learn policies and procedures, choose classes each term, and understand the campus culture. Peer Mentors teach students about campus resources and help them make connections to the people and values of campus.

During their first year, students enroll in either the First-Year Inquiry (FYI) or First-Year Honors (FYH) sequence during Fall and Spring semesters

First-year students might also enroll in courses within the six Learning Perspectives: the Arts, Human Existence and Values, Individuals and Society, Literature and Texts, the Natural World, and the Past. Students may also choose courses which offer a global or human diversity perspective.

Other courses include physical education activity classes and classes to complete the equivalent of at least one year of college-level second language study. Most first-year students will take three 4-credits courses during their first semester (a total of 12 credits.)

### Transfer Students

Each transfer student is assigned an advisor and peer mentor who will assist students in their transition to Augustana. All transfer students are required to take LSC-300 during their first semester on campus. Students transferring more than 60 credits toward their degree will declare their major and be assigned a major advisor early in their first semester. Students transferring fewer than 60 credits will work with their transfer advisor until they declare a major.

### Academic Support

The Learning Commons offers resources and services that facilitate student academic success. Services include credit-bearing courses and workshops focused on academic skill building, drop-in tutoring in a variety of disciplines, one-on-one peer tutoring, faculty support for English Language Learners, support in improving reading and writing strategies, academic coaching, advising, and disability services. The Learning Commons is located on the third floor of Olin (Academic Coaching, Advising, Disability Services and Tutoring) and in the Gerber Center (the Reading/Writing Center).

### Academic opportunities

<https://www.augustana.edu/academics/catalog/academic-opportunities>

**2024-25 Academic Catalog Page**

Special academic opportunities include faculty-student research projects, international study, summer language programs, exchange programs with foreign universities, internships and more.

Students interested in such experiences should contact the Augustana [Careers, Opportunities, Research and Explorations](#) (CORE) offices.

Many fieldwork experiences and individual studies also are available through academic departments. College-wide, academic resources and opportunities are described here.

**NOTE:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within three terms. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

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CORE: Careers, Opportunities, Research and Exploration

[Augustana Careers, Opportunities, Research, and Exploration \(CORE\)](#) assists students to bring together knowledge from the classroom and real-life experience in ways that increase their learning and meet the needs of the community. CORE is committed to enhancing students' articulation of the connection between what they know and how that knowledge interacts with the real world.

CORE is designed to build a more active and robust community of alumni, parents, and employers; lead students through vocational discernment; assist students to develop skills for employment and internships; and integrate a student's professional development with opportunities for a wide range of experiences that enhance and deepen their educational experience. These experiences may relate to career development and internships, international and off-campus programs, student research, and community based programs. CORE's comprehensive approach will better position Augustana graduates to pursue meaningful careers that honor their aspirations and investments in their education.

Offices and functions in Augustana CORE include:

**[Augie Choice](#):** The Augie Choice program provides individual sophomore, junior or senior students up to \$2,000 to support a high-impact learning experience in an area such as faculty-student research, internships and international study. This one-time funding can apply to a wide variety of expenses related to these experiences, such as airfare and travel fees, a stipend for an otherwise unpaid summer internship or materials needed for a project. For more information and specific policies, see the Augustana CORE office or [Augie Choice FAQ page](#).

**[Careers Development](#):** The career development staff helps students link their exploration and accomplishments in college to meaningful lives of professional achievement and contribution. From the first year to beyond graduation, the staff helps students with career advising, internships and job search, interviews, resumes and graduate school preparation. The office also works to create a community of alumni, parents and friends to expand career opportunities and potential sources of useful career-related information.

**[Internships](#):** Internships combine classroom theory with a structured, supervised work experience. CORE helps students in all aspects of internships, from helping with site placement to providing a supervised work experience. To register an internship, meet with your Career Coach in CORE, which can be done through [Handshake](#).

**[International & Off-Campus Programs](#):** Augustana College offers an array of domestic and international study opportunities. These experiences are designed to be a part of a general liberal arts education and are not limited to regional language or cultural specialists. Programs range from two weeks to a full semester in many different locations. International and Off-Campus Programs provides support and information about both Augustana and non-Augustana study-abroad programs. Students should check with the financial assistance office regarding eligibility for financial assistance for international study programs approved by Augustana.

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

Types of international and off-campus programs include:

- Academic Spring or Fall Semester Programs
- Faculty-led Programs (January/June)
- International and domestic summer internship programs (Fall, Spring, Summer)

### **Student Research and Creative Scholarship:**

“A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge.” (From the National Council on Undergraduate Research)

The Office of Student Research will work with the following groups on campus to collect names, ID #s and project titles of students whose projects will count as research under this definition:

- Student Research Committee
- Faculty Research Committee
- Freistat Center
- Augie Choice coordinator
- Department/Program chairs

In addition, the Office of Student Research keeps track of students who present at the National Conference of Undergraduate Research and will include these projects as well.

Toward the middle of the Spring semester, the coordinator of student research will reach out to the chairs of the two committees, the Freistat Center and the AC coordinator, to ask for the names, ID numbers and project titles of students who have been funded to conduct their own research (mentored by a faculty member) or to work with faculty on a collaborative research project.

In addition, during the Spring semester the coordinator will attend a chairs meeting (with a follow-up email) requesting information on students working with faculty on research projects.

### **Community Based Learning: includes the following departments**

**Upper Mississippi Center:** The Upper Mississippi Studies Center uses Augustana's resources to help communities solve sustainability challenges facing urban and rural working landscapes of the Upper Mississippi River. The center creates unique learning opportunities for students to acquire a collective set of knowledge, skills, and attitudes necessary to solve 21st century sustainability challenges.

**Center for the Advancement of Community Health and Wellness:** This new interdisciplinary center, led by Dr. Kimberly Murphy, strengthens campus and community well-being through applied student research, internships, community service and other experiential learning opportunities. The center's focus aligns with the six dimensions of wellness developed by Dr. Bill Hettler of the University of Wisconsin. These are occupational, physical, social, intellectual, spiritual and emotional. The center's mission connects broadly with the Augustana's curricular and co-curricular programs.

**Entrepreneurial Center (EDGE):** The Entrepreneurial Center connects students with community organizations in need of communications, marketing and creative services, including web design. The students gain real experience to enhance their portfolios and résumés. Businesses and not-for-profit organizations gain a low-cost resource for their marketing needs.

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### Special research and learning facilities

Augustana maintains a number of on- and off-campus facilities that support specialized research and learning opportunities for our students and the community.

#### Augustana Center for Visual Culture

The Augustana Center for Visual Culture serves the college and community through art collection, preservation and exhibition. It provides a valuable component to an Augustana liberal arts education through study, teaching and research using original art.

#### Center for Speech, Language, and Hearing

The Center for Speech, Language, and Hearing is the on-campus internship site for undergraduate students majoring in Communication Sciences and Disorders. Faculty and student interns provide assessment and intervention services to people with a variety of speech, language, and hearing disorders. The center offers both speech and audiology services. Located in Augustana's Brodahl Building, 851 34th St., Rock Island.

#### Environmental Field Stations

Augustana College owns and manages ecologically significant habitats divided among three field stations in northern Illinois. The mission of the college field stations is to promote the understanding and protection of Illinois native ecosystems through field-based education, research and other scholarly activities.

The 420-acre Green Wing Environmental Laboratory south of Dixon in Lee County is a mosaic of forests, wetlands and grassland remnants, with permanent buildings to house students and faculty during summer classes and field research. It is owned by the Illinois Audubon Society but the college has retained 15 acres and buildings for student and faculty use.

Encompassing 80 acres of upland forests and two high quality hill prairies, the Collinson Ecological Preserve in Milan was purchased from The Nature Conservancy in 1992 with a gift from the Collinson Stone Company. In 2007, the hill prairies were formally dedicated as the Josua Lindahl Hill Prairies Nature Preserve by the Illinois Nature Preserves Commission.

The 98-acre Beling Ecological Preserve was a gift to the college from the Earl Beling family in 1998. Located on the north shore of the Rock River at the junction of Rock Island and Moline, this wetlands preserve includes tiny William Carr Island.

#### Fryxell Geology Museum

The museum, named after Dr. Fritiof Fryxell, has become one of the largest and finest collections of rocks, minerals and fossils in the Midwest. Begun in the late 1880s with a modest natural history collection, the museum now boasts over 1,500 rock, mineral, and fossil specimens. The museum is free and open to the public. Museum staff also host free school field trips for K-12 students.

#### John Deere Planetarium

The John Deere Planetarium and Carl Gamble Observatory are used for various classes as well as community programs. Featuring a Celestron C14 computer-driven 14-inch reflector telescope, the observatory is open to the public for special occasions such as the annual open houses for viewing Comet Hyakutake, Comet Hale-Bop and lunar eclipses. In December the planetarium is open to the community for the annual Season of Light program.

#### Student research grants and fellowships

Augustana College offers [funding for students](#) to do independent research, summer research fellowships, faculty-student projects, undertake special projects and participate in professional conferences. These funds are available to students in all disciplines, including the arts and humanities. Deadlines vary.

### Freistat Grant opportunities

The William F. Freistat Center provides funding for student-faculty research fellowships; student in-country language and cultural enhancement grants; student on-site intensive language study grants; student fellowships in public health, peace, and justice hosted at Baylor College of Medicine's Center for Globalization; and student awards to present papers at undergraduate and professional conferences. Support is for student research and work connected to the various initiatives encouraged by the Freistat Center, including peace studies and research about and/or carried out in Africa, Asia, Europe and Latin America.

For more information visit the [Freistat Grant Center](#).

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### National fellowships and external scholarships

External scholarships and fellowships are available to current students and students that will allow you to pursue graduate study, research at some of the world's finest universities, and explore the world. Each scholarship or fellowship opportunity has different application and eligibility requirements and deadlines. Most disciplines and concentrations are represented. They are all highly competitive, and require careful preparation and consultation with faculty mentors.

The Fellowship Research Guide provides expanded information for awards from Carnegie, Jack Kent, Rhodes, Ford Foundation, Fulbright, Mitchell, Boren, Gilman, Udall, Barry M. Goldwater, Marshall, Mellon, National Science, and National Security Education to name just a few.

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### Symposium Days

Once per term, Augustana devotes a full day to an alternative approach for learning and opens its doors to the entire community. [Symposium Days](#) include invited speakers, alumni, advising sessions and opportunities to practice the liberal arts and be involved with our community.

Fall Symposium has a rotating theme connected to Augie Reads; Winter Symposium's theme is Social Justice; Spring Symposium is Celebration of Learning featuring original research and scholarship by Augustana's students and faculty.

## Degree requirements

<https://www.augustana.edu/academics/catalog/curriculum-organization/degree-requirements>

### General Policies

#### **2024-25 Academic Catalog**

The [Augustana Bachelor of Arts Degree](#) and Bachelor of Science in Engineering are four-year programs of study, designed by the faculty, which includes the general education core and a single major. The [Master of Science in Speech Language Pathology](#) and [Bachelor of Science in Engineering](#) share the same academic policies as the Bachelor of Arts (unless noted otherwise in the catalog) but will have different degree requirements as noted on their degree pages and detailed major requirements (see the drop down menu to the right).

The college makes many unique, optional opportunities available to our students if they choose to participate. Some of those opportunities include study away, internships and additional programs of study beyond the first major. When a student chooses to pursue these opportunities, the student assumes the responsibility for not only completing any associated requirements, but also for any tuition and fees necessary to complete the additional credits of those options. Augustana College makes every attempt to see that students may complete the undergraduate degree with a single

major, within four years (or equivalent for transfer students based on transfer credits), assuming the student makes good choices with the following:

- stays on track with required courses;
- does not drop majors they have started;
- enrolls in courses applicable to the program of study;
- performs well in the enrolled coursework to maintain [satisfactory progress](#);
- declares a major at or before the point 60 credits are earned;
- does not repeatedly drop coursework, fail coursework or repeat courses;
- stays continuously enrolled every semester;
- maximizes the use of the [annual credits](#) allowed with full time tuition each year.

Many students will find it possible to pursue more than one major and/or additional minors, within their [allotted annual credits](#). However, students who choose to pursue those additional opportunities may experience a need for additional tuition or time to degree completion for those choices. The college and the faculty do not set aside fees, policies or requirements for participation in optional programs or to enable early graduation.

Students are subject to all degree requirements in place at the time they first enrolled, including all major, minor and general education requirements for the degree (except for those who interrupt their studies as noted below). With some exceptions, if degree requirements are changed, students have the option of graduating under the requirements in effect when they first enrolled at Augustana or under a more recent, active catalog. Students should see their department chair to determine which set of major/minor requirements will apply to their degree based on changes to the major/minor during their time of enrollment with the college. **NOTE!** Students who begin their studies at Augustana College prior to Fall 2024 (20241FA) are not eligible to adopt a more recent catalog unless under the guidelines noted below.

Students who wish to adopt a new catalog will be subject to all major, minor and general education requirements of the new catalog and must sign a form in the Office of the Registrar at least one semester prior to graduation. Exceptions to this option include changes made by the full faculty that may specify a student's requirements to adhere to a particular catalog, set of newly adopted college-wide requirements or if changes are made to accommodate changes in college resources.

However, students who interrupt their attendance for more than two consecutive semesters (excluding the summer term) are subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement. If an academic program (major/minor) is no longer active in the new catalog, a student cannot complete that program if readmitted. **NOTE!** Students who first enrolled prior to (20241FA) and did not complete their FYI/FYH-102 course, are required to replace this course with a pre-approved substitution. See the Office of the Registrar for the list of approved substitutions.

Students must earn an average of at least 31 credits per year to maintain satisfactory progress towards the degree (some programs may require more credits). Any interruption in studies or under-earning credits below 31 credits may mean additional time to degree completion. Any student who does not remain continuously enrolled every term/semester, should expect a need to make up those missed credits at a future time with one or more of the following: a) prior approved transfer coursework, b) enrolling in an overload of credits (additional fees apply) or c) extending their planned graduation timeline with additional terms of enrollment.

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

Exceptions to degree requirements or policies are made by the [Committee on Advanced Standing and Degrees](#) when circumstances warrant. Students who wish to file a petition with this committee should complete the proper [online form](#) maintained by the Office of the Registrar.

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

**STUDENT RESPONSIBILITY:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within one year. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

## Augustana Core Requirements

<https://www.augustana.edu/academics/catalog/curriculum-organization/core-requirements>

### **2024-25 Academic Catalog**

During their first semester, students enroll in either the first-year inquiry (FYI-101) or in the honors (FYH) course.

These courses are designed to help students develop as active, critical learners and to develop skills that provide the foundation for further study at Augustana. Although FYI/FYH courses are taught by faculty from many different disciplines, all faculty frame their courses around a central question.

Students will actively engage topics and methods that are the hallmarks of a liberal arts education, and they will develop skills that define independent thought and by making new connections across multiple fields and engaging in scholarly research and writing. Honors courses have a specialized curriculum prepared by the honors faculty and program directors. (See [Honors Program](#).)

Before completion of the sophomore year, students also will select one course from a menu of classes that examine religious traditions through a Reasoned Examination of Faith.

To assure that students receive a well-rounded education in the liberal arts, the Core also engages students in perspectives on the past, the arts, individuals and society, literature and texts, the natural world, and human values and existence. These learning perspectives (LPs) examine how knowledge in a variety of areas is discovered or created.

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

During the senior year, students will take a Senior Inquiry (SI) capstone course that integrates disciplinary and general education coursework.

**STUDENT RESPONSIBILITY:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

## Bachelor of Arts

<https://www.augustana.edu/academics/catalog/curriculum-organization/bachelor-of-arts>

### **2024-25 Academic Catalog, Degree Requirements for 2024-25 Academic Year**

**NOTE:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in*

*planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

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

Graduation requirements for the Bachelor of Arts reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities. The Augustana Bachelor of Arts Degree is designed so students may complete a single major in four years or the equivalent of eight semesters.

Transfer students have a modified set of the requirements noted below. See the [Transfer Policies](#) section of the catalog for details.

**Requirements for the Bachelor of Arts degree include:**

I. **Credits.** At least 120 credits of college-level work as defined by Augustana\*, subject to the following conditions:

A. Residency requirements:

1. At least 60 credits (excluding physical education activities) must be earned at Augustana College.
2. The last 12 credits applied to the degree must be earned at Augustana.

B. At least 40 credits must be in 300- or 400-level courses. No more than 4 credits of MULS, MUEN, and MUCH courses may count toward this requirement.

C. No more than 40 credits with the same subject code designation may be applied to the degree-required minimum of 124. Students who exceed the 40 credit maximum will need to exceed the required 124 credits minimum by the equivalent amount. Courses listed under more than one course code are counted toward the limit under each code. Internship credits are exempt from these limits.

D. No more than 3 credits may be from physical education activities (HEPE with PEA designation).

E. No more than 8 credits may be from participation in music ensembles.

F. No more than 12 credits may be from participation in internships.

G. No more than 8 credits of IND/DIR courses.

II. **Grade-point Average.** The final grade-point average must be at least 2.00:

A. for all Augustana coursework.

B. for all Augustana coursework in the major - major coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside of the department and additional elective courses within the department that a student chooses to take beyond what is required. Students may choose a minor and the minor must also have a 2.0 gpa.

III. **Major.** A major of at least 24 credits must be completed, including at least 8 credits in 300- and 400-level courses taken at Augustana. A major must be declared at the point a student has earned 60 credits. Major requirements are given in the [Courses and Programs of Study](#) section of this catalog.

IV. **General Education Core Requirements.** Any General Education Core Requirement taken Pass/No Credit will not fulfill the General Core Requirement, with the exception of one HEPE activity course. No General education requirement may be replaced with IND/DIR coursework. The General Education requirements consist of the following components:



## A. First-Year Program.

1. **FYI or FYH-101, 4 credits.** The undergraduate program begins in the first year (typically the fall semester) with a FYI or FYH course, which count toward a student's general studies requirements rather than the academic major or minor program of study. The goals and objectives of the first year liberal studies course are specifically designed to address an important question, with themes and reading unique to the approved course and cannot be substituted or waived based on participation in other programs, coursework or experiences other than those outlined in the above degree requirements. Students are also required to take a 0 cr. FYI/FYH-100 advising course.

2. **J-Term.** All new first-time, first-year students are required to enroll in an on-campus J-term experience in the first-year of enrollment

**\*NOTE!** Transfer students will take a college-writing or Composition I course prior to initial enrollment at the college. If an equivalent course is not taken prior to transfer, they must enroll in FYI-101 (please note that [AP tests](#) do not meet this requirement). All transfer students will take the LSC-300 transfer advising course instead of FYI/FYH-100.

## B. Reasoned Examination of Faith. 4 credits.

1. Students must take one Reasoned Examination of Faith course - REF courses are 200-level courses (see course offerings in Arches for specific REF courses). No other courses will fulfill this requirement.

2. Students may not take more than one Reasoned Examination of Faith course to count toward degree requirements.

3. Completion of FYI-101 or FYH-101 (or equivalent) is a prerequisite for the Reasoned Examination of Faith requirement.

4. Students must complete this requirement before the end of the sophomore year.

5. Successful completion of the Honors Minor fulfills the Reasoned Examination of Faith requirement.

## C. Learning Perspective Distribution Requirements. 24 credits.

1. Students must take one course in each of the six Learning Perspectives (see below) for a total of six courses.

2. A maximum of two courses with the same subject code may count toward satisfying the total Learning Perspective distribution requirement.

3. A course which is cross-listed under more than one subject code will *not* count as the second area of study if either of its listings is from the same area as the first course in that Learning Perspective.

The six Learning Perspective distribution categories are as follows:

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

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

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

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

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

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

#### D. Skills Requirements.

1. **Physical Education.** Two HEPE courses noted as activity courses ([PEA](#)). The PEA requirement is a stand alone requirement and may not substitute for any other degree or major requirements.

2. **Second Language.** 0-8 credits.

i. Students must demonstrate mastery of English and competence in a second language. Mastery of English will be evident via completion of a Bachelor of Arts degree at Augustana. Competence in a second language can be demonstrated via one of the following ways:

a. Four years of a single second language in high school with passing grades through the 8th semester of a full year (2 semesters) of language IV. Completion of the same language through a full year of graded coursework in Language IV (equivalent of eight semesters) fulfills the requirement. Grades of P, CR, or other "pass" grades for high school coursework is not accepted to complete this requirement. Please see the college policy on Pass/No credit Grading. NOTE: Added 11.11.20: In cases where a high school student did not have a choice in the grading scheme for the course (the school determined the course would be graded with the equivalent of Pass/No-Credit or Pass/Fail), the college may consider the requirement fulfilled with a passing grade. A transcript notation or a letter from the high school stating that all grades for the school were required to be taken P/NC or P/F for the relevant terms, due to the pandemic or other school policy, will be required.

b. Satisfactory performance on a competency test. Tests are administered online prior to confirming the registration date. Students with fewer than eight semesters of a second language who place beyond 102 will be required to retake the exam on campus. Students may be responsible for payment of a placement test if the college does not offer the language they have studied.

c. Successful completion of the 102 or 201 course in any language at Augustana. Students placing into 101 or 102 must successfully complete the prior coursework at Augustana with a passing grade in order to continue with the next course in the sequence. See the policy on [sequenced courses](#).

d. Seal of Biliteracy from an Illinois High School. A student who has earned the Seal of Biliteracy from the state of Illinois, or the Seal of Biliteracy from a state with the same or higher proficiency standards as those of Illinois, will fulfill the second language requirement for graduation. The granting of credit or course equivalencies toward a major or minor will be determined by the corresponding academic program. If the language in which a student earned the Seal of Biliteracy is offered at Augustana College, the student should take a placement test before enrollment in order to establish their current level of proficiency. Performance on the placement test does not supersede the Seal's fulfillment of the graduation requirement but rather is used during course registration in the event the student chooses to continue study of that language. (adopted 5.19.23)

e. Equivalent (one year) at another college or university.

ii. Students who can verify that they are unable to produce a domestic secondary school transcript showing completion of four years of a second language, should see the information in (a) and (b) below to determine eligibility to complete the second language proficiency requirement as noted below. If it is determined by the Registrar that the student qualifies, the college offers these options in addition to those offered above:

a. Provide verified documentation in a language other than English, e.g. through secondary school transcripts.

b. Provide a verified letter of support from appropriate verified sources. (See the [Registrar's webpage](#) for more information).

iii. Students who have completed the second language requirement through criteria above, but who desire to continue language study, may continue in the language for credit in placement of 102, 201 or higher as determined by the placement exam. Any student who has any high school or college language experience is required to take a placement exam in that language before they can study that language further at Augustana.

#### **E. Suffix Requirements.**

1. *Quantitative Reasoning.* One 4-credit course (designated by the Q suffix) that features quantitative skills. Q courses can also fulfill other learning perspective distribution requirements and/or major requirements. Satisfactory performance on a competency exam can satisfy this requirement

2. *Diversity/Global Perspectives.* 8 credits.

a. One 4-credit course (designated by the G suffix) which focuses on the global and social identities of groups outside of the United States.

b. One 4-credit course (designated by the D suffix) which focuses on cultural and social identities of groups within the United States.

c. G and D courses can also fulfill other learning perspective distribution requirements or major requirements.

d. G and D requirements cannot be met in a first-year inquiry or honors course.

F. **Senior Inquiry:** Every student will complete a college-approved senior inquiry experience. If a student has more than one major, they may be required to complete multiple senior inquiry experiences based on requirements of their majors.

V. **Application for Graduation.** The application form must be filed electronically with the Office of the Registrar at least one semester before the semester of graduation. However, students with senior, or near-senior, standing who do not apply will be restricted from registration in advance of this date to assure proper planning and assist with a timely graduation. Majors must be declared a minimum of one semester prior to degree conferral. In accordance with auditor requirements and our governing body, students who were awarded prior approval to complete requirements away or are participating in a study away experience in their final semester must have all official transcripts received in the Office of the Registrar and posted to the record by the published graduation date. Students who complete requirements between conferral dates should apply for the next graduation date. It is the responsibility of the student to complete all degree requirements and reapply for a future term by the published deadlines. Students who complete their requirements between official conferral dates are not required to enroll during the term of graduation, but must be applied by all published deadlines in order to keep their program active for graduation. Degrees are conferred three times per year following fall semester, spring semester and summer term. Graduation is not processed after J-term. Reminders of this process and deadlines are sent to rising seniors annually in July prior to their senior year. Restrictions for May graduation will be placed the prior September each year. See the [Graduation Policies page](#) for additional policies regarding graduation and conferral of degrees.

**Note about additional incomplete programs:** Students who have made an application to graduate but have incomplete major(s) and minor(s) at the conclusion of their intended semester of completion will be contacted about the status of their programs by communication to their Augustana email within 5 days of their intended graduation date. Students must respond to indicate they are electing to delay graduation to complete their additional major(s) and/or minor(s) in a future semester with approval of the financial aid office. Students who fail to respond to the inquiry within the deadline noted in the email will have all incomplete programs dropped and will have graduation processed. Students with incomplete degree requirements who fail to respond about their deficiencies within this timeline will be removed from the candidate list and their program will be ended. Application for a future semester will be required.

\*Transfer coursework that is not [eligible for transfer](#) and Augustana courses that are preparatory, and below college-level (MATH-090) will not apply toward the 120 credits required for graduation.

**Interrupted Studies Notation:** If a student leaves the college for more than two consecutive semesters (or more than three trimesters), they are required to follow all of the current degree and major requirements in place for the catalog under which they reenroll. Students enrolling prior to the 2019-20 academic year and who remain continually enrolled will follow [their catalog year requirements](#) for their year of initial enrollment. Most of the requirements for students in the transition have had some modification which can be found in the [semester transition page](#) or by consulting with the student's academic department.

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

## Bachelor of Science

*Bachelor of Science in Engineering*

<https://www.augustana.edu/academics/catalog/curriculum-organization/bachelor-of-science>

### **2024-25 catalog**

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

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

Graduation requirements for the Bachelor of Science reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities. The Augustana Bachelor of Science degree is designed so student can complete a single major in four years or the equivalent of eight semesters.

The Bachelor of Science in Engineering (BSE) program aims to educate engineers that will be able to design solutions to problems of the future. This program is multidisciplinary so students will be exposed to physics, mathematics, and engineering, while incorporating ethics, humanities, and social sciences. Students will gain an understanding of engineering that recognizes the importance of human-centered design in all aspects of engineering solutions.

The Engineering major ([Bachelor of Science in Engineering](#)) is being designed to meet the standards of the Engineering Accreditation Commission of ABET, the main accrediting body of engineering programs in the United States. An engineering program cannot apply for ABET accreditation until after it has graduated its first class. We intend to apply for ABET accreditation in fall 2025, after our first cohort graduates in May 2025. ABET accreditation will be applied retroactively to the previous years' classes.

A. [General Education and Degree Requirements](#): All of the same college-wide, General Education requirements are in place for the Bachelor of Science program that are in place for the Bachelor of Arts.

B. The Engineering Major:

- I. Credits: 124. The number of credits to graduate with this degree is the same as the Bachelor of Arts requirements.
- II. Grade-point Average: 2.00. The minimum, final grade-point average is the same as the Bachelor of Arts.

III. Program: 82 credits. The major program requirements will be tracked in the student's individual degree audit under the Program Evaluation in Arches once a student has declared a major.

Every BSE student will choose a concentration from mechanical engineering and environmental engineering.

### Program Educational Objectives

Within five years of graduation, Augustana engineers will be:

1. Using their broad liberal arts education to flourish as practicing engineers: independent but effective in collaboration and communication; reliable but willing to take initiative and innovate.
2. Producing imaginative engineering solutions that contribute to the health of their organizations.
3. Assuming mentoring and leadership roles in their workplace and/or communities.
4. Incorporating professional standards, diverse perspectives, and an awareness of the broader impacts of their work into their decision-making processes.
5. Engaging in continued professional development.

### Student Learning Outcomes

When they graduate from the Bachelor of Science in Engineering at Augustana, students will have acquired:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

**Note about additional incomplete programs:** Students who have made an application to graduate but have incomplete major(s) and minor(s) at the conclusion of their intended semester of completion will be contacted about the status of their programs by communication to their Augustana email within 10 days of their intended graduation date. Students must respond to indicate they are electing to delay graduation to complete their additional major(s) and/or minor(s) in a future semester with approval of the financial aid office. Students who fail to respond to the inquiry within the deadline noted in the email will have all incomplete programs dropped and will have graduation processed. Students with incomplete degree requirements who fail to respond will be removed from the candidate list and their program will be ended. Application for a future semester will be required.

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

### Master of Science in Speech-Language Pathology

<https://www.augustana.edu/academics/catalog/curriculum-organization/master-of-science>

**NOTE: STUDENT RESPONSIBILITY:** While the senior audit, student degree progress report in Arches, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to maintain an accurate schedule at all times and pay for all tuition and fees associated with their registration in accordance with all published fees and deadlines. Students must report any printed schedule error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

The Master of Science in Speech-Language Pathology program seeks to develop in every student an appreciation of the importance of communication in a person's sense of being and self-worth and of the need to treat all individuals with dignity and respect. Students complete a rigorous program of study that includes coursework, clinical experiences, service learning, research, and opportunities for positions of ethical leadership and service in the community.

Students participate in departmental experiences that draw upon and further develop the habits of open-mindedness, reflective inquiry, critical thinking, and independence that are central to the liberal arts.

To prepare students who are eligible for certification by the American Speech-Language-Hearing Association, academic and clinical faculty provide intentional and individualized teaching, mentoring, and advising that foster a firm knowledge base, an emerging clinical competence, strong written and oral communication skills, and respectful interactions. Through study in the Master of Science in Speech-Language Pathology program, students improve the quality of life for others and through this service, lead committed lives. To see the course specific requirements visit the [catalog page](#) for the current year.

Requirements for the Master of Science in Speech-Language Pathology include:

I. **Credits.** At least 84 credits of graduate college work as defined by Augustana, subject to the following conditions:

A. **Residency requirements:**

1. At least 42 credits must be earned at Augustana College.
2. The last 8 credits applied to the degree must be earned at Augustana.

II. **Grade-point Average.** The final grade-point average must be at least 3.00:

A. for all Augustana coursework.

B. for all Augustana coursework in the MS-SLP program—graduate coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside the department and additional elective courses within the department that a student chooses to take beyond what is required.

III. **Program.** The program of at least 84 credits must be completed. MS-SLP requirements are given in the Courses and Programs of Study section of this catalog.

IV. **Application for Graduation.** The application form must be filed electronically with the Office of the Registrar by Friday of week 2 of spring semester. Students who complete their requirements between official conferral dates are not required to enroll during the term of graduation, but must be applied by all published deadlines to keep their program active for graduation. Degrees are conferred three times per year following fall semester, spring semester, and summer term. Graduation is not processed after J-term. Reminders of this process and deadlines are sent to graduate students annually in July prior to their second year. Restrictions for May graduation will be placed the prior September each year.

## Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential) at Augustana College is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

## Separated Student Policies

<https://www.augustana.edu/academics/catalog/curriculum-organization/separated-students>

### 2024-25 Academic Catalog

#### Graduation Requirement Substitutions for Separated Students

Students who have not completed their Augustana degree and interrupted their studies for at least two years (6 trimesters or 4 semesters, excluding summer) or more may be considered a *separated student* and may qualify for a substitution of some of the requirements. Qualifying students\* must meet these requirements:

- not earned a bachelor's degree from Augustana or another institution
- interrupted their studies at Augustana for two or more academic years (6 trimesters or 4 semesters, excluding summer)
- students participating in a coordinated degree program with Augustana and another institution may not be considered a Separated Student.
- need up to a maximum of 16 credits to complete the degree
- will have completed 60 or more credits in residence at Augustana at the completion of their degree
- will have completed the final 12 credits in residence at Augustana, unless an exception is granted
- will meet all of the degree requirements in effect at the time of re-enrollment, including general education coursework and grade point requirements for the major/minor. See the [current catalog](#) for those requirements.
- must have a minimum of a 2.000 grade point average overall and within the major
- must be preapproved as a separated student by the Registrar (form required) The following exceptions may be approved for qualifying students:

**A. Other Learning Perspective (LP)/Suffix coursework or other General Education Requirements.** Qualifying students may complete up to four (4) courses with a learning perspective in one of three ways:

- 1) successful completion of applicable Augustana learning perspective coursework;
- 2) petition the Committee on Advanced Standing and Degrees (AS&D) to transfer up to three (3) preapproved courses with the necessary learning perspectives to Augustana from another institution; or
- 3) petition AS&D for approval to complete a portion of required coursework at Augustana through private study arrangement (maximum of one 4-credit course of private study).

**B. Coursework to complete the major.** Students are required to meet all requirements for the major (or minor) as outlined in the catalog. Substitutions and transfer work must be approved in advance and in-writing by the department chair and must be completed within one year (12 months) of the approval.

#### Procedures for pre-approval as a separated student and completion of requirements

Steps for completing requirements through **regularly scheduled Augustana coursework**:

- 1) Reapply for acceptance by returning the [Special Student Application](#) and be certified, in writing, by the Registrar as a qualifying Separated Student.
- 2) If readmitted, the student must clear all existing financial and/or personal obligations to the college.
- 3) Register for coursework as instructed following admission.
- 4) Complete required coursework. If prior approval is granted by the faculty member, the requirements may be met in a distance arrangement (e-mail, Moodle, phone, blog, Skype, etc.)

Steps for completing requirements through up to four (4) courses, not to exceed sixteen (16) credits, of **transfer work from another institution**:

- 1) Petition AS&D for a special substitution of graduation requirements.
- 2) If approved, the student must reapply for acceptance to the college by returning the [Special Student Application](#). (Individuals must be an active student in order to apply for graduation.)
- 3) If readmitted, the student must clear all existing financial and/or personal obligations to the college prior to graduation
- 4) Obtain preapproval for individual coursework, not to exceed 16 credits (4 courses), by [paper petition](#) available on line (or from the Office of the Registrar.) Students are encouraged to consult the list of courses already equated to Augustana coursework on the [transfer site](#).
- 5) Complete preapproved coursework as arranged by the institution.
- 6) Upon completion of coursework, the student must arrange to have the official transcripts sent directly to Augustana College, Office of the Registrar. Official transcripts must be received no later than one day prior to the date of graduation for the term of intended graduation or graduation will be delayed by a minimum of one term. Students who have more than 16 credits to complete should return to Augustana to take remaining coursework.

Steps for completing requirements through **private study at Augustana College**:

- 1) Petition AS&D for a special substitution of graduation requirements.
- 2) If approved, the student must reapply for acceptance to the Dean of Students Office by returning the [Special Student Application](#).
- 3) If readmitted, the student must clear all existing financial and/or personal obligations to the college.
- 4) Arrange for the private study work with the instructors in advance of the term. Instructors must send an e-mail acknowledgement to the student and copy the Registrar.
- 5) Pay the full tuition in advance of registration in the business office.
- 6) Register in the Office of the Registrar with receipt of tuition payment.
- 7) Complete required coursework. If prior approval is granted by the faculty member, the requirements may be met in a distance arrangement (e-mail, Moodle, phone, blog, Skype, etc.)

NOTE: Students will not be permitted to enroll in more than one private study course per term. Each private study course requires a separate petition process and prepayment.

### **Completion of the degree**

In all cases, application to graduate must be made through Arches at least one semester prior to the semester of graduation. At this point, an audit of the degree requirements (and any exceptions) will be made by the Office of the Registrar, and the student will be notified by e-mail of any outstanding requirements. All outstanding grades from Augustana or transfer coursework must be posted to the student record one day prior to the graduation date for that term. Please visit the [Academic Calendar](#) for exact dates.

### **Additional Requirements and Policy information**

**Academic Policies.** Unless noted here, qualifying students must adhere to all policies set forth in the Augustana Catalog and the Student handbook at the time of re-enrollment or at the time of intended graduation if not re-enrolling.



**Credits limitations.** For any combination of arrangements in A, B, and/or C above, the total number of transfer credits that may be applied in the final 24 credits toward the degree may not exceed sixteen (16) credits or four courses.

**Expiration of Qualification.** Qualified and approved separated individuals have one calendar year from the approval date to complete the degree requirements before the agreement expires. If the degree requirements are not met within a calendar year, the individual must reapply for approval. All new degree requirements in place at the time of re-approval must be met.

Coursework applied toward the degree may be either:

- 1) Augustana coursework;
- 2) Credits that meet the [requirements for transfer coursework](#) as defined in the college catalog; or
- 3) Advanced Placement (AP), International Baccalaureate (IB) or A-Level Exam scores that meet the [minimum scores required](#). Augustana does not accept College Level Exam Program (CLEP) exams or life/work experience to be applied toward the degree.

**\*Non-qualifying students** have two options for completing their degree:

- 1) Apply to return to Augustana to complete degree requirements in residence as defined by the [current catalog](#), or
- 2) Pursue graduation requirements for degree completion at another institution.

## Baccalaureate Degree Program

<https://www.augustana.edu/academics/catalog/curriculum-organization>

### ***2024-25 Academic Catalog***

Augustana College offers two undergraduate programs, a Bachelor of Arts degree in many areas of study and a Bachelor of Science in Engineering. In addition, the college has a Master of Science in Speech Language Pathology. Requirements for these degrees are listed in the [Degree Requirements](#) section of this catalog and can also be accessed in the drop down menu to the right. For major requirements, see the [Areas of Study page](#).

The undergraduate degrees require study in courses representing a broad base of knowledge as well as coursework focused in a specific area. Electives may be taken according to an individual student's interests or needs. The intent of the Liberal Arts Core Curriculum is to introduce students to college discourse and help them develop skills for their active participation in an academic community. The Liberal Arts Core Curriculum begins in the first year with FYI/FYH courses, which count toward a student's general studies requirements rather than the academic major or minor.

For the well-prepared student whose high school background includes four years of study in a foreign language, approximately 40 percent of the credits required for the Bachelor of Arts degree are in general education distribution and course requirements, one-third are elective, and one-third are in the student's selected major. Students may earn minors in areas of study which complement or supplement the major, but may not earn a major and minor in the same discipline. Credits which apply to minors are typically included in the elective credits and general education distribution credits.

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

### **Curricular Structure and Divisional Design**

Departments are groupings of faculty and disciplines that ascribe to a similar content area or pedagogy. A department may consist of a variety of programs of study (majors and minors). See [Departmental and Divisional structure](#). In addition, Augustana has several programs of study which have no "home" department because they are by design

interdisciplinary. Descriptions of the organizational areas of the curriculum appear below. The Classification for Instructional Program (CIP) Codes for each of our programs is reviewed every five years by the Office of Institutional Research and the Office of the Registrar. The [current CIP codes](#) reflect the IPEDS 2020 code table.

## Majors

Graduation with a Bachelor of Arts degree requires completion of a major. There are two types of majors — departmental and interdisciplinary—and many options within these. A major must be completed with a grade-point average of 2.00 or better in all Augustana courses. All courses listed in the catalog as required courses for the major, including those outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. At least 12 credits applicable to the major must be in 300- and 400-level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless approved by the appropriate department chair. The completion of a major is recorded on the student's permanent academic record and transcript. Students are required to declare a major at the point they have earned 60 credits.

Departments offer majors consisting of a minimum of 24 credits, often with options, and may offer a major for secondary school teaching. While the general requirements for the baccalaureate degree provide breadth of study in several disciplines, the major provides depth of study and advanced work in one area. With limited discretion, the department chair may request to substitute a major requirement with other coursework in rare and unusual circumstances. A list of our programs and their specific requirements for each major are listed in the [Courses and Programs of Study](#) section of this catalog.

## Areas of Study

Augustana offers a broad selection of coursework in areas of study where no major or minor is awarded, but complementary coursework is offered. These courses often provide students the opportunity for exploration within disciplines they hope to pursue in their graduate studies or potential career paths following completion of their degree program at Augustana.

## Contract Majors

The purpose of the Contract Major (CM) is to allow highly motivated students to follow a course of study outside the boundaries of established majors. In offering the option of a CM, the faculty of Augustana College encourages students to be creative in constructing their learning experiences. The CM allows students to draw upon the wealth of coursework offered at the College to develop a major that corresponds to their particular interests and goals. In addition, this program allow students to create a course of study outside department and interdisciplinary majors.

Eligible students must be pursuing the Bachelor of Arts degree, be in good standing, with an overall grade-point average of 3.30 or above at the time of application. Contract majors consist of a minimum of 28 credits and are represented by at least three different academic disciplines. Students with a contract major will not double or triple major, but may pursue a minor if they choose.

See the [Contract Major](#) section of the catalog for the proposal process and requirements.

## Minors

Students pursuing a degree and who have declared an academic major may elect to add a minor (or minors) to their degree pursuits under their major program of study if their schedule allows. A broad selection of minors is available to complement or supplement work in a major. A minor also may be used to study an area which holds a special interest for the student. The minor must be completed with a grade-point average of 2.00 or better in all applicable Augustana courses. All courses listed in the catalog as required courses for the minor, including those outside of the department or with a different subject coding, are considered part of the minor and will count in the grade point average. At least 6 credits applicable to the minor must be 300- and 400- level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless specific approval is granted by the advisor. The completion of a minor is recorded on the

student's permanent academic record and transcript. Students may not major and minor in the same discipline/program.

Most departments offer minors consisting of 17 to 24 credits for students who wish to concentrate in a second area. For a list of minors and their specific requirements see the [Courses and Programs of Study](#) section of this catalog.

### Experiential Minors

A student pursuing an Augustana experiential minor must meet all of the requirements of a minor noted above. These programs will demonstrate an academic value consistent with the mission, values and programs at Augustana. These experiential minors are tied to the college-wide Student Learning Outcomes, respond to actual or potential demand and in instances where they are not tied to a major or other program, should have some sort of application process or entrance standards. Like other minors, experiential minors, are not stand-alone programs and cannot be pursued alone. These programs must be attached to a Bachelor of Arts degree.

Experiential minors are distinct from disciplinary and interdisciplinary majors and minors in that they:

- Are focused on outcomes-based problem solving skills and/or use of specific practical knowledge that may meet future educational or career goals.
- Include a substantial experiential and/or experiential learning component beyond the borders of the classroom and/or campus.

### Participation and completion requirements

- At least 75 percent of the credits applied to the program requirements must be taken at Augustana.
- Students must have declared an academic major before they can pursue an experiential minor and must complete the requirements for a degree to earn the experiential minor (unless enrolled in an approved one-year, international exchange program.)
- Include a reflective paper or culminating experience or project.

### Experiential Minor proposals will:

- Include a clear statement of the purpose of the program and the anticipated benefits to the department(s), college, and students.
- Identify target audience(s) and evidence of long term or short term need as appropriate.
- Identify an academic team of faculty members or a department to house the program, provide administrative oversight and assure continuity.
- Reflect consultation with appropriate colleagues to assure that this program will not impinge on the quality and availability of regular programs and opportunities for degree-seeking students. The proposal should be endorsed by all affected departments.
- Establish the availability of resources needed to support the program, including the availability of qualified staff to teach the courses and supervise other activities.
- Define standards of minimum success for students and point to how the quality of student experiences outside the classroom will be measured.
- Propose arrangements for ongoing advising for students enrolled in the program.
- Draw from courses regularly offered at the college and generally available to the student body, and that, whenever possible, apply toward requirements for graduation.

## Assessment and review

Because experiential minor programs are new at Augustana, there is a particular need to monitor developments and provide for adaptation based on experience. Accordingly, approval of experiential programs will be contingent on an understanding that the programs will be submitted for renewal after a trial period of five years. The renewal process could lead to permanent approval of the program, extension of the trial period, a request for modifications, or other actions.

The renewal process would consider, among other things:

- Evidence that the program meets the learning goals of the program.
- Evidence that the program is operating with sufficient interest from the students and sufficient support from the faculty, administration, and other stakeholders.
- Evidence that the program has not had an adverse impact on other aspects of the college curriculum and has had a beneficial impact in terms of recruitment or post-graduate outcomes.

## Experiential Minor Programs

[Aging Studies](#)

[Entrepreneurial Studies](#)

[Food Studies](#)

[Inter-religious Leadership](#)

[Non-profit Leadership Development](#)

[American Cultural Exploration](#)

## STEM Programs for International Students

In alignment with our mission, Augustana College encourages every student to pursue a major that helps develop their gifts, skills and talents toward a career and/or graduate school path meaningful to them.

With this in mind, some international students who are interested in STEM majors (science, technology, engineering, math) and wish to extend their OPT beyond one-year post-graduation, may wish to consider a STEM field which can help facilitate this. The chart of [SEVIS-approved](#) Augustana STEM majors linked below is provided as a courtesy and was collected as of the date noted above. It is the responsibility of every student to verify this information for themselves with SEVIS.

Augustana makes no guarantee that pursuing or completing a Bachelor of Arts degree with one of these majors will qualify any student to extend their stay in the United States following graduation. The sole responsibility for verification of this information with the [Department of Homeland Security](#) lies entirely with the student.

The CIP code information provided by SEVIS in consultation with the Department of Education has been adapted for the qualifying Augustana programs and may be found [HERE](#). A complete list of all Augustana programs of study and their CIP codes is linked above.

**NOTE:** While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

## Academic Divisions and Departments

<https://www.augustana.edu/academics/catalog/curriculum-organization/departments>

### **2024-25 Academic Catalog**

Each academic division is made up of several academic departments as noted below. For a complete listing of all majors, minors and programs of study housed in each department, see [Areas of Study](#).

See also the complete listing of all [Current Department, Program and Division Deans](#).

## 1. STEM

- Biology
- Chemistry and Biochemistry
- Environmental Studies
- Geography
- Geology
- Mathematics and Computer Science
- Physics, Engineering and Astronomy

## 2. Social Sciences

- Accounting
- Business Administration
- Communication Sciences & Disorders
- Data Analytics
- Economics
- Education
- Health & Physical Education
- Political Science
- Psychology & Neuroscience
- Public Health
- Sociology & Anthropology

## 3. Arts & Communication

- Art
- Communication Studies
- Music
- Theatre & Film

## 4. Humanities

- Africana Studies
- American Studies
- Asian Studies
- Classics
- English
- FYI
- History
- Latin American Studies
- Philosophy
- Religion
- Women, Gender & Sexuality Studies
- World Languages, Literatures, and Cultures

## Pre-Professional Studies

<https://www.augustana.edu/academics/catalog/curriculum-organization/pre-professional>

## **2024-25 Academic Catalog Page**

Pre-professional studies are programs for students interested in particular professional fields and preparing for application to professional schools. Unlike the departmental and interdisciplinary majors, these programs are not majors. Therefore, a student working on one of these programs and intending to graduate from Augustana will also complete a major (see [Curriculum Organization](#)). Additional information about these programs and the names of advisors are given in the [Courses and Programs of Study](#) section of this catalog.

Students should seek information and advice from the program advisor in the first year of study. Augustana offers pre-professional programs and some advising in the following areas:

- [Dentistry](#)
- [Law](#)
- [Library Science](#)
- [Nursing](#)
- [Occupational Therapy](#)
- [Optometry](#)
- [Pharmacy](#)
- [Physician Assistant](#)
- [Physical Therapy](#)
- [Veterinary Medicine](#)

## **Coordinated Degree Programs**

<https://www.augustana.edu/academics/catalog/curriculum-organization/coordinated-degree>

## **2024-25 Academic Catalog Page**

Augustana College offers the opportunity for exceptional students to apply to coordinated degree programs with other institutions. A coordinated degree program is a program where some of the coursework is taken at Augustana, and some of the coursework is transferred back to Augustana at a later time to complete the BA degree. Students wishing to participate will generally spend three years at Augustana before attending another institution to begin study in another degree program. Students wishing to pursue this kind of program have two options:

- 1) Transfer Augustana credits at any point in their Augustana experience to another institution and complete their bachelor of arts program at that institution. Students will not receive a degree from Augustana College.
- 2) Participate and complete a coordinated program with the assistance of an Augustana faculty advisor within a participating department (signed agreement required.)

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

- [Engineering](#)
- [Environmental Management & Forestry](#)
- [Landscape Architecture](#)
- [Occupational Therapy](#)
- [Optometry](#)
- [Veterinary Medicine](#)
- Masters of Science in Exercise Physiology (MSEP)
- Doctor of Physical Therapy (DPT)

The following standards apply for students wishing to earn a Bachelor of Arts degree from Augustana. Prior to enrollment in a coordinated degree program at a receiving institution, a qualifying student must:

Requirements of the Augustana Bachelor of Arts Degree. Student is responsible for:

- Completing a minimum of six (6) semesters of full-time enrollment at Augustana.
- Completing a minimum of 90 credits at Augustana (transfer and AP work cannot be included.)
- Seeing that all General Education coursework is complete prior to enrollment at the receiving institution.
- Seeing that all transfer coursework from the receiving institution meets all requirements of the Augustana transfer policy (see catalog.)
- Communicating with the Augustana faculty advisor for particular advising needs.
- Applying to graduate within all published deadlines (see Academic Calendar.)
- Arranging to have official transcripts sent directly to the Office of the Registrar before the intended date of graduation.
- Adhering to all other degree requirements set-forth in the Augustana Catalog. Students participating in a coordinated degree program are not eligible to petition to waive the final 12 credit policy.
- Submitting a completed Coordinated Degree Program Agreement before enrollment at the receiving institution and adhering to this agreement and completing the program. Coordinated Degree Program Agreement forms may be found on the [Office of the Registrar forms page](#).

Students who do not adhere to the parameters of the agreement noted above, with the terms on the agreement form, and with the requirements of individual programs, will be expected to return to Augustana to take any remaining coursework for the degree or withdraw from the agreement by sending a formal letter of withdrawal to [registrar@augustana.edu](mailto:registrar@augustana.edu).

Augustana also cooperates with Trinity School of Nursing so that students will complete the bachelor of arts degree at Augustana and then continue their studies in the Trinity School of Nursing. Please see the [Nursing Program page](#) for more information.

## Austin E. Knowlton Honors Program

<https://www.augustana.edu/academics/honors-program>

The Austin E. Knowlton Honors Program is an exclusive academic opportunity for high-achieving students.

Students admitted into the honors program have the opportunity to explore the basis of peculiar beliefs, facilitate change using a variety of perspectives, investigate how cultural differences shape worldviews and solve problems in new and unique ways.

If you are an intellectually curious, highly motivated student, the Austin E. Knowlton Honors Program is a great way to start your college career. You will take part in seriously fun and invigorating discussions, read thought-provoking texts, and advance your reading and writing skills in ways that will impact any major you choose.

**Have questions about the program?** Email Cassidy Belcher and Rob Williams at [honors@augustana.edu](mailto:honors@augustana.edu).

## Courses and areas of study

<https://www.augustana.edu/academics/catalog/courses>

### **2024-25 Academic Catalog Page**

**NOTE:** *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Augustana College offers a wide variety of courses in the traditional liberal arts and in several areas of pre-professional and special studies. Nearly 90 majors and related academic programs are available.

Minors in most fields allow students to pursue secondary interests or to augment their major studies. These options, plus opportunities for individual studies, result in much flexibility in the planning of each student's program of study, and choices can be made according to individual needs and interests. Students are encouraged to consult often with their academic advisors.

The Schedule of Course Offerings is published annually by the Office of the Registrar and Academic Affairs. Students can view offerings in Arches Self-Service for the following year in mid-February. In addition, some classes are offered during summer school. ([See Summer Programs.](#)) Any course that has not been taught in three consecutive years and is not on a regular departmental rotation frequency of at least once every four years, is removed from the course catalog.

### Numbering and symbols

- 100-level courses are beginning courses open to first-year students.
- 200-level courses are sophomore-level courses, some of which are open to first-year students.
- 300- and 400-level courses are upper-division courses intended primarily for juniors and seniors. Students may enroll in sequential courses for which they qualify, and in advanced courses with the approval of the academic advisor.
- 500 level and above are reserved for graduate level coursework
- (4) — the number of credits.
- + — the course may be repeated for credit, e.g. (4+).
- Hyphenation (e.g. 101-102-103) indicates that the courses must be taken in sequence.
- Suffix designations applicable to particular courses appear after the course number.

### Credits and credit maximums

Augustana credits are semester credits.

**Course load.** Full-time tuition for one semester in an academic year covers enrollment in 12-17 credits of instruction. Full-time tuition for fall semester and J-term in an academic year covers enrollment in up to 17 credits (e.g. 13+4 will not result in an overload charge). Full-time tuition for the entire academic year (fall semester, J-term, and spring semester) covers enrollment in up to 34 credits with at least 12 credits per semester (e.g. 16+4+14 will not result in an overload charge). Classes dropped after the midpoint of the term are included in determining overload charges. Overloads will be charged as specified by the Costs and Financial Assistance section of this catalog and in the Schedule of Student Charges.

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

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

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

**Internships.** No more than 12 credits from internships may apply toward a Bachelor of Arts degree. Augustana-sponsored J-term internships may be taken for 1-4 credits.

**Sequenced Courses.** Courses are noted in Arches if they have a required prerequisite to enroll. Students must complete an online add form to enroll if they have not met the prerequisite. Many courses at Augustana are not sequenced, meaning that a student may take them at any point in their academic career in no particular order. However, in some departments courses are required to be taken in a particular order or sequence. While this is not an exhaustive list, here are some examples of courses that must be taken in sequence:



- CHEM-131 & 132
- MATH-140-160-220-230
- MUSC-111-112-211-212
- PHYS-211-212-213
- FYI-101 & 102 (if a student fails a FYI course or enters Augustana for the first time during spring semester an exception may be made.)
- All language-based courses that fulfill the second-language requirement. Students may not receive credit for an upper-level course (i.e. 201, 301) and then take a lower level sequence course after successful completion. See the World Languages and Literature department for all policies and procedures on placement exams and consequences for withholding prior language experience from the college.

**Course leveling limitations.** In most academic subjects, students are not able to take a lower level course after they have successfully passed and/or proven proficiency in a higher level or higher sequenced course. This includes transferring in coursework at a lower level. Examples of this include CHEM, MATH, PHYS, MUSC, second languages, [some HEPE courses](#) and others. See also Sequenced Courses above.

NOTE! Required prerequisites and placement exams may impact sequencing requirements.

HONOR CODE ALERT! Students are required to submit all prior coursework to Augustana at the time of application or face sanctions of the Honor Council. If a student elects not to send official transcripts for prior coursework to the college at the point of enrollment, the student is waiving their ability to take sequenced (or prerequisite) coursework at a higher level at a later point in their career and also waives their ability to receive credit for the transfer work at a later time.

For more information about sequence requirements contact the Office of the Registrar or the academic department.

**Independent and directed studies.** No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 course of independent study and 1 course of directed study may be earned in a given department. These courses do not carry Learning Perspectives.

## Areas of study

<https://www.augustana.edu/academics/catalog/areas-of-study>

Along with majors and minors, Augustana offers coordinated-degree and pre-professional programs (requiring a major), concentrations within majors, tracks or advising programs within certain fields, and more.

All programs prioritize learning by doing, and problem-solving through experience—on campus, in the Quad Cities and around the world.

Half of Augustana students have more than one major, building on their skills and versatility for the future. For each major and minor you choose, you will have an **advisor**. Your **career coach in CORE** will focus on opportunities that stem from your ideas and broader field of interest, and not only your academic major(s).

### Key:

+ Major

~ Minor

# Coordinated degree program

\* Advising track

[See requirements for majors and minors, listed by area of study.](#)

- |   |   |   |
|---|---|---|
| • <a href="#">Accounting</a> <sup>+</sup> ~       | • <a href="#">Aging Studies Experiential Minor</a> <sup>~</sup> | • <a href="#">Exploration</a>                   |
| • <a href="#">Africana Studies</a> <sup>+</sup> ~ | • <a href="#">American Culture</a>                              | • <a href="#">American Studies</a> <sup>+</sup> |

- [Art](#) <sup>+~</sup>
- [Art History](#) <sup>+~</sup>
- [Asian Studies](#) <sup>+~</sup>
- [Astronomy Minor](#) <sup>~</sup>
- [Biochemistry](#) <sup>+~</sup>
- [Biology](#) <sup>+~</sup>
- [Business Administration](#) <sup>+</sup>
- [Business Intelligence](#) <sup>+</sup>
- [Chemistry](#) <sup>+~</sup>
- [Chinese](#) <sup>~</sup>
- [Classics](#) <sup>+~</sup>
- [Communication Sciences and Disorders](#) <sup>+</sup>
- [Communication Studies](#) <sup>+~</sup>
- [Computer Science](#) <sup>+~</sup>
- [Contract Majors](#) <sup>+</sup>
- [Data Analytics](#) <sup>+~</sup>
- [Disability Studies](#) <sup>~</sup>
- [Economics](#) <sup>+~</sup>
- [Education](#) <sup>+</sup>
- [Engineering \(Bachelor of Science\)](#) <sup>+</sup>
- [English and Creative Writing](#) <sup>+~</sup>
- [Entrepreneurial Studies](#) <sup>~</sup>
- [Environmental Management & Forestry](#) <sup>#</sup>
- [Environmental Studies](#) <sup>+~</sup>
- [Ethics](#) <sup>~</sup>
- [Film](#) <sup>+~</sup>
- [Finance](#) <sup>+</sup>
- [First Year Inquiry \(FYI\)](#)
- [Food Studies Experiential Minor](#) <sup>~</sup>
- [French](#) <sup>+~</sup>
- [Geographic Information Science and Technology Minor](#) <sup>~</sup>
- [Geography](#) <sup>+~</sup>
- [Geology](#) <sup>+~</sup>
- [German Studies](#) <sup>+~</sup>
- [Graphic Design](#) <sup>+~</sup>
- [Health and Physical Education](#)
- [History](#) <sup>+~</sup>
- [Integrative Medicine and the Humanities Experiential Minor](#)
- [International Business](#) <sup>+</sup>
- [International Business \(concentration\)](#) <sup>+</sup>
- [Interreligious Leadership](#) <sup>~</sup>
- [Japanese](#) <sup>~</sup>
- [Kinesiology](#) <sup>+~</sup>
- [Landscape Architecture](#) <sup>#</sup>
- [Latin American and Latinx Studies](#) <sup>~</sup>
- [Liberal Studies Courses \(LSC\)](#)
- [Library and Information Science Advising](#)
- [Linguistics](#) <sup>~</sup>
- [Management](#) <sup>+</sup>
- [Marketing](#) <sup>+</sup>
- [Mathematics](#) <sup>+~</sup>
- [Multimedia Journalism and Mass Communication](#) <sup>+~</sup>
- [Music](#) <sup>+~</sup>
- [Music Education](#) <sup>+</sup>
- [Neuroscience](#) <sup>+</sup>
- [Nonprofit Leadership Development Experiential Minor](#) <sup>~</sup>
- [Philosophy](#) <sup>+~</sup>
- [Physics, Engineering, and Astronomy](#) <sup>+~</sup>

- [Political Science](#) <sup>+~</sup>
- [Pre-Dentistry](#) \*
- [Pre-Law](#) \*
- [Pre-Medicine](#) <sup>+</sup>
- [Pre-Music Therapy](#) \*
- [Pre-Nursing](#) <sup>#\*</sup>
- [Pre-Occupational Therapy](#) <sup>#\*</sup>
- [Pre-Optometry](#) <sup>#\*</sup>
- [Pre-Pharmacy](#) \*
- [Pre-Physical Therapy](#) <sup>#\*</sup>
- [Pre-Physician Assistant](#) \*
- [Pre-Seminary](#) \*
- [Pre-Veterinary](#) \*
- [Psychology](#) <sup>+~</sup>
- [Public Health](#) <sup>+~</sup>
- [Religion](#) <sup>+~</sup>
- [Scandinavian Studies](#) <sup>+~</sup>
- [Sociology and Anthropology](#) <sup>+~</sup>
- [Spanish](#) <sup>+~</sup>
- [Speech-Language Pathology, Master of Science](#) <sup>+</sup>
- [Theatre](#) <sup>+~</sup>
- [Undecided](#) \*
- [Women, Gender, and Sexuality Studies](#) <sup>+~</sup>
- [World Languages, Literatures, and Cultures](#)
- [World Literature](#)

## Accounting course catalog

<https://www.augustana.edu/academics/areas-of-study/accounting/courses>

### **2024-25 catalog**

MARTIN COE, Professor

BA, St. Ambrose University; MBA, St. Ambrose University; DBA, St. Ambrose University; CPA, Illinois; CISA, CISM, CMA, CGMA, CGFM

JOHN DELANEY, S. James Galley Professor in Accounting

BA, Loras College; MBA, University of Iowa; DBA, St. Ambrose University; CPA, Illinois; CMA, CIA

CHRIS HELLER, Part-time Instructor of Accounting

BA, MBA, St. Ambrose University

NADIA SCHWARTZ, Associate Professor, Chair

BA, Ryazan State Agricultural Academy; MAcc, Western Illinois University; CPA, Illinois

**MAJOR IN ACCOUNTING.** 32 credits including ACCT-200 or 201, ACCT-202, ACCT-311, ACCT-313, ACCT-314, ACCT-321, ACCT-322, ACCT-456, and 2 credits of electives. Required supporting courses (12 credits): DATA-101, ECON-200 and BUSN-211 or MATH-315.

**MINOR IN ACCOUNTING.** 16 credits including ACCT-200 or 201, ACCT-202, ACCT-321, and 4 additional accounting credits. Required supporting courses for the major are not required for the minor.

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

### **ACCOUNTING EXTENDED LEARNING PROGRAM**

To assist accounting students reach 150 credits, as is required by most states for an eligible candidate to sit for the CPA exam, Augustana has designed a program for students with this goal in mind. The Accounting Extended Learning

Program provides an opportunity for students to complete the additional coursework beyond the requirements of the accounting major with a reasonable annual participation fee.

All degree-seeking Augustana students are allowed to take up to 34 credits each academic year under the Augustana tuition plan. Students who enroll in the Accounting Extended Learning Program will be allowed to enroll in an additional four credits per year (6 credits if internship) for an additional fee of \$1600 per year. The additional credits under this program can apply to any term, including summer school.

To participate in this program, students must:

- submit completed paperwork to declare a major in accounting no later than week six of spring semester in the year under which they first participate;
- complete an application for the Accounting Extended Learning Program;
- pay the participation fee within published deadlines;
- meet with their accounting advisor every term prior to registration;
- register within all published deadlines and continuously pursue coursework for an accounting major in order to maintain progress toward a degree;
- plan to attend a minimum eight (8) semesters at Augustana (excluding J-term and summer school). Students who graduate in less than eight (8) semesters will be charged the differential between the normal overload fee and the fee charged under the Accounting Extended Learning Program.

Additional policy information:

- Acadeum classes are not be included in the program, students will need to pay for Acadeum classes outside of this program based on regular summer school tuition;
- students will be billed in July for the following academic year or at the time of enrollment if it occurs at another time during the academic year;
- students will continuously be enrolled and billed for the program unless they end participation;
- students may receive a refund for the program if they complete the paperwork to end their participation by the end of the first week of fall semester;  
the fees are non-refundable after week one of fall semester.

In addition, students may choose to register up to six of the annual credits at the conclusion of the academic year for an advisor-approved summer internship, for a maximum of 12 internship credits.

Unused credits do not roll over year to year. Students who exceed 38 credits (40 if they choose internship credit) including summer, will be responsible for the associated overload fees. Students who do not annually meet the above criteria will be dropped from the program, but may choose to continue to pursue an accounting major or other majors outside of this program. Students may choose to rejoin the program a subsequent year if they meet the above criteria.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (ACCT)

### ACCT-200 Accounting Fundamentals (4 Credits)

(Q) This course is an introduction to fundamental accounting and related business topics to students who are majoring

in areas other than accounting or business administration. Topics covered include the accounting cycle, elements of financial statements, preparation and interpretation of financial statements, internal controls, management accounting, payroll accounting and related human resource management issues. (Not open to students having previously completed ACCT-201.)

**ACCT-201 Financial Accounting (4 Credits)**

(Q) Basic theory, concepts, and procedures necessary to develop and interpret financial (external) accounting reports. Q suffix became active as of 04/18/2021.

**ACCT-202 Managerial Accounting (4 Credits)**

(Q) Basic theory, concepts, and procedures necessary to develop and interpret managerial (internal) accounting reports. Prerequisite: ACCT-200 or ACCT-201 or permission of instructor. Q suffix became effect on October 23, 2020 for J-Term 2020-2021 and forward.

**ACCT-311 Accounting Information Systems (4 Credits)**

Information systems concepts; computer technology; system analysis; design and application of computer-based accounting systems that provide adequate internal control. Prerequisite: ACCT-200 or ACCT-201.

**ACCT-313 Auditing (4 Credits)**

Accounting principles underlying auditing; the objectives and fundamentals of auditing procedures, introduction to the professional code of ethics, classical ethical concepts and models as well as specific ethical guidelines for the accounting profession. Prerequisite: ACCT-321

**ACCT-314 Tax Accounting (4 Credits)**

Introduction to the role of taxes in today's society and their impact on individuals and business entities; emphasis on federal individual income taxation and the responsibilities of tax practitioners.

**ACCT-321 Intermediate Accounting I (4 Credits)**

In-depth coverage of the theory and practice of financial accounting focusing on assets, including additional topics of conceptual framework of accounting, standard setting, accounting cycle, multi-step income statement, classified balance sheet, and time value of money. Prerequisite: Take ACCT-200 or 201..

**ACCT-322 Intermediate Accounting II (4 Credits)**

In-depth coverage of the theory and practice of financial accounting for liabilities and equity, including earnings per share, deferred taxes, pensions, leases, accounting changes, error corrections, and cash flows. Basic theory, concepts, and procedures to effectively conduct research in the accounting professional standards including the Accounting Standards Codification. Prerequisite: ACCT-321

**ACCT-341 SI-Business Law (2 Credits)**

Environmental study of legal influences, concepts, institutions, emphasizing social forces shaping business law. Introduces business students to interrelationships of law and society, jurisprudence and business.

**ACCT-399 Directed Study (1-2 Credits)**

**ACCT-400 Independent Study (1-2 Credits)**

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

**ACCT-401 Seminar in Accounting Topics (1 Credits)**

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

**ACCT-444 VITA Seminar (1 Credits)**

Students complete a service learning activity through VITA.

**ACCT-445 Audit Seminar (1 Credits)**

Students complete a professional experience activity through the academic audit; enrollment in ACCT445 would be coordinated with ACCT313, Auditing

**ACCT-451 SI-Fraud Detection & Prevention (2 Credits)**

Techniques and procedures for fraud prevention, detection, and investigation.

**ACCT-452 SI- Government & Non Profit Accounting (2 Credits)**

Theory and practice of governmental and non-profit accounting including financial reporting requirements for government-wide consolidations/reconciliations and CAFR. Prerequisite: ACCT-321

**ACCT-454 SI-Advanced Auditing (2 Credits)**

Expand on technical skills students need to conduct audits, reviews, and compilations, focusing on case studies and advanced topics covered in the AUD section of the CPA exam. Prerequisite: ACCT-313

**ACCT-455 SI-Advanced Managerial Accounting (2 Credits)**

Continues the analysis of managerial accounting issues, focusing on advanced tools for assisting managers. Achieve competency in; using the appropriate decision modeling techniques for the situation using capacity analysis, creating balanced scorecard analysis, capital budgeting techniques. Achieve an awareness of; alternative inventory pricing models, complexities of ABC strategies, cost hierarchies, pricing strategies and legal requirements for pricing policies. Prerequisite: ACCT-202

**ACCT-456 SI-Advanced Tax (2 Credits)**

This course covers certain common and special federal tax laws for individuals, partnerships, and corporations, estates, trusts, and miscellaneous entities. Topics include income tax returns for partnerships and business corporations as well as survey coverage of corporate tax issues, including formation, taxable income, and distributions. The course also covers IRS audits, exposure to partnerships, estate and gifts, and international taxation. Prerequisite: ACCT-314

**ACCT-457 SI-Advanced Accounting (2 Credits)**

Accounting for business combinations, foreign currency translation, consolidations, and derivatives and hedging, focusing on advanced topics covered in the FAR section of the CPA exam. Prerequisite: ACCT-321

**Africana Studies course catalog**

<https://www.augustana.edu/academics/areas-of-study/africana-studies/courses>

**2024-25 catalog**

ASHLEY BURGE, Assistant Professor

B.A., M.A., University of Montevallo; Ph.D., University of Alabama

JOHN HILDRETH, Professor (Music)

B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

M WOLFF, Associate Professor (Religion)

B.A., Westmont College; M.T.S. Duke Divinity School; Ph.D. Duke University

**MAJOR IN AFRICANA STUDIES.** 32 credits, including AFSP-201 and AFSP-441/442. No more than 12 credits taken within the same departmental course code other than AFSP.

Two tracks: students will choose an emphasis

- Africa
- African Diaspora

At least 4 courses in track of emphasis is required, and at least 1 course in other track.

One additional requirement is one course taken that provides some methodology on how to study these communities. The selection of this course should be made in consultation with the faculty advisor.

**MINOR IN AFRICANA STUDIES.** 20 credits, including 4 credits at the 200-level or higher. No more than 8 credits taken within the same departmental course code other than AFSP.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

#### Courses (AFSP)

##### **AFSP-199 Directed Study (1-2 Credits)**

##### **AFSP-201 Introduction to Africana Studies (4 Credits)**

(PH,G) Examination of histories and experiences of African peoples and their descendants throughout the globe. Exploration of the commonality of experience across the African Diaspora, examining global slavery, emancipation and the different ways Africans and their descendants continue to creatively survive and thrive in, and shape their new environments. Discussion of the various methodologies used to study these communities. PH became active as of 04-08-2020

##### **AFSP-299 Directed Study (1-2 Credits)**

##### **AFSP-380 Special Topics (4 Credits)**

##### **AFSP-393 International Study Colloquium (3-4 Credits)**

##### **AFSP-399 Directed Study (1-2 Credits)**

##### **AFSP-400 Independent Study (1-2 Credits)**

##### **AFSP-441 Senior Inquiry (2 Credits)**

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

##### **AFSP-442 Senior Inquiry (2 Credits)**

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

##### **AFSP-499 Directed Study (1-2 Credits)**

#### **Additional courses**

**ART-342** (PA, G) Studio Art of Africa

**ARHI-374** (PP, G) African Art

**COMM-220** (PS, D) Communication and Social Relationships

**COMM-360** (PH, G) Intercultural Communication

**ECON-406** (PH, G) Development Economics

**ENGL-275** (PH, D) Introduction to African-American Literature

**ENGL-285** (PH, G) Introduction to Postcolonial Literature  
**ENGL-350** (PL, G) Anglophone Literature  
**ENGL-390** (PH, D) Contemporary African-American Literature  
**FREN-370** World Literature in French (2 Credits)  
**FREN-371** (G) World Culture  
**FRST-248** (PA, G) World Cinema in French  
**HIST-124** (PP, G) Shades of Black/Brown  
**HIST-170** (PP, G) World History (when taught by particular faculty)  
**HIST-220** (PP, D) Hearing History: Black Women in America  
**HIST-345** (PP, D) African-American History  
**LING-201** (PS, D) Language Myths  
**MJMC-420** (D) Race, Gender & Media  
**MUSC-305** (PH, G) The Music and Culture of West Africa  
**MUSC-316** (PA, D) African-American Music  
**POLS-334** (PS, D) Race, Wealth and Inequality  
**POLS-362** (PP, D) Constitutional Law II  
**RELG-362** (PS, D) Race, Ethnicity and Religion  
**SOAN-102** (PS, G) Introduction to Anthropology  
**SOAN-325** (G) Global Connections: Nations, Communities, Cultures  
**SOAN-329** (D) American Race and Ethnic Relations  
**WGSS-250** (PH, D) Critical Race Feminism  
**WLIT-217** (PL) Topics in French/Francophone Literature (when focus is on Africa)

## Aging Studies Experiential Minor course catalog

<https://www.augustana.edu/academics/areas-of-study/aging-studies-experiential-minor/catalog>

### 2024-25 catalog

The demand for professionals with training in Aging Studies is high. Resources from the [Association for Gerontology in Higher Education](#) (AGHE) clearly show how this demand translates into career options.

Many of these careers are possible for our students in multiple majors or advising tracks on campus, including but not limited to: Pre-Medicine, Pre-OT, Pre-PT, Nursing, Pre-Music Therapy, Communication Sciences and Disorders, Psychology, Social Work/Welfare, Sociology, Public Health and Business.

The administration of the Aging Studies experiential minor is coordinated by [Sangeetha Rayapati](#), who is responsible for applications, advising, and assessment of completion of program requirements, with support from CORE.

### Program requirements

Two core courses, and an additional eight credits, plus an internship (credit or non-credit bearing) or significant volunteer experience with aging populations.

### Core courses

PSYC 216: Human Development, 4 credits  
SOAN 326: Social Gerontology (PS, D), 4 credits  
Internship or Volunteering, 0-4 credits  
**Total core credits 8-12**

**Additional 8 credits**, taken from two different departments:



MUSC 344: Creative Therapies, (PH) 4 credits  
 CSD 315: Audiology, 4 credits  
 CSD 405: Aural Rehabilitation, 2 credits  
 PSYC 228: Psychology of Prejudice 4 credits  
 COMM 250: Intro to Health Communication 4 credits  
 RELG 370: Suffering, Death, and the Vitality of Hope, (PH) 4 credits  
 PHIL 105: Life and Death, (PH) 4 credits  
**Total credits for experiential minor 16-20**

### Experiential component

Students in this minor program will be expected to spend significant time with the aging population or agencies that serve them. A minimum of 100 hours of volunteer or internship experience is required. Those hours may be spread out over two or three terms, but they must occur at one site or with one partner facility or program.

Students may use hours completed in a Senior Inquiry internship experience in their major toward these 100 hours. If fewer than 100 hours were completed for the SI experience, the remaining hours should still occur with the same organization, however. The goal is consistency in the experience.

Students who work with elderly populations, for example as a Certified Nursing Assistant, may count their work hours toward the total required but they do not begin to accrue until the student has declared the minor.

If a student chooses to complete these hours for credit, they will be administered through CORE policies regarding internships. Students must log 40 work hours for a 0, .25, and 1 credit internship. Internships for more than 1 credit require an additional 35- 40 hours of student work for each unit of credit awarded. (Register for 3 credits of INTR for the 100 hours) Students must also complete several assignments including an internship reflection. Students must register for internships through the Assistant Director of Internships in CORE/Career Development with approval from the minor adviser.

Credit hours	Minimum hours interned
0	40
1	40
2	70
3	105

### Assessment

Standards of minimum success include successful completion of courses in the program with a GPA of 2.0 or higher. Students in this Experiential Minor program will communicate the impact the courses and internship/volunteerism had on their educational development and plans for the future through an exit interview and survey to be administered by the minor advisor.

### American Culture Exploration

<https://www.augustana.edu/academics/areas-of-study/american-culture-exploration>

#### 2024-25 catalog

Advisor: Mischa Hooker

American Culture Exploration (ACE) is designed for international students who come to Augustana College for one year. The purpose of ACE is to acknowledge international students who desire to focus their academic career on the study of culture in the United States.

By following a curriculum with various interdisciplinary options, ACE provides students the opportunity to develop a more thorough understanding of American culture.

International students who spend one year on campus come through various institutional programs (Fulbright, Swedish-American Foundation) and exchange agreements (Uppsala, Kobe City University). After satisfactory completion of the following requirements, these students will receive an acknowledgement verifying their successful completion of the ACE curriculum.

**Completion requirements:**

- International students must successfully complete ENGL 110, a 4-credit course specifically designed for international students.
- A minimum of 12 additional credits taken from the approved list of courses.
- Complete 2 semesters and one J-term (one full year) of coursework in good standing and maintain a minimum GPA of 2.0.
- Application to receive the ACE curriculum must be completed no later than the conclusion of J-Term.

Applications are available online on the Registrar's Office forms page.

Take 12 credits from:

AFSP-201	Intro to Africana Studies
ARHI-368	American Art
BUSN-305	Employment Law*
BUSN-333	Financial Markets*
COMM-220	Communication & Social Relationships
ECON-404	U.S. Economic History*
EDUC-217	Urban Education
ENGL-110	American Rhetoric and Culture of the U.S.
ENGL-270	Multicultural Literature of the U.S.
ENGL-275	Intro to African-American Lit
ENGL-378	Modern American Poetry
GEOG-339	Historical Geography of North America
GEOL-105	Rocky Mountain Geology
HIST-130	Rethinking American History, to 1877
HIST-131	Rethinking American History, 1877-Present
HIST-133	American Environment
HIST-235	American Film History & Theory
HIST-345	African-American History
MJMC-345	Culture & History of Media

MUSC-315	Music in American History
MUSC-316	African American Music
POLS-101	American Government - National
POLS-203	Identity in American Politics
POLS-260	The Legal System
POLS-320	American Foreign Policy
POLS-330	American Political Participation
POLS-338	The American Presidency
POLS-361	Constitutional Law I*
PSYC-416	Psychology & Law*
RELG-205	American Christianities
RELG-361	American Catholicism
SOAN-221	Inequality in America
SOAN-321	Native North America*
SOAN-335	Citizenship
WGSS-335	Masculinity in American Culture*

\*Courses denoted with a star (\*) are only appropriate for students with advanced study in this area and require permission of the department.

Not all classes are offered every year and students should begin planning for their courses as soon as they arrive on campus. Students may petition for substitutions to the requirements listed in the 12 additional credits by petitioning the Committee on Advanced Standing and Degrees. The petition must be submitted **prior** to the student's registration time and prior to the program application deadline noted above.

For a complete list of the college policies and guidelines about experiential minors, see the catalog section on [Organization of the Curriculum](#).

## American Studies courses

<https://www.augustana.edu/academics/areas-of-study/american-studies/courses>

### **2024-25 catalog**

BRETT BIEBEL, Continuing Lecturer

B.A., St. John's University; M.A., University of Minnesota-Twin Cities; M.F.A, Minnesota State University

JANE SIMONSEN, Professor, Chair

B.A., Gustavus Adolphus, M.A.; Ph.D, University of Iowa

MAJOR IN AMERICAN STUDIES. 28 Credits, including AMST101 (4 credits) and AMST 401 (2 credits); one course from each of the three Foundations areas: History, Politics, Arts & Culture (12 credits); at least 10 additional credits from Elective courses. At least 16 credits from 300-level courses; no more than 8 credits from any course code other than AMST.

MINOR IN AMERICAN STUDIES. 18 Credits, including AMST101 (4 credits); one course from each of the three Foundations areas: History, Politics, Arts & Culture (12 credits); at least 2 additional credits from Foundations or Elective courses. At least 6 credits from 300-level courses; no more than 8 credits from any course code other than AMST.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (AMST)

### **AMST-101 Intro American Studies (4 Credits)**

(PH,D) This course is designed to introduce you to the interdisciplinary field of American Studies, for which the object of study is the complex and changing concept of "American culture." The idea of America - as a place, identity, set of values, and as a political ideal - both unifies and divides, and has meaning at local and global scales. Its meaning is also expressed in an almost infinite variety of forms and locations, from the Senate floor to the sports field, from the Constitution to comic books. Thus, rather than focusing on a single method of investigating the past or present--by conducting experiments, collecting quantitative data, or closely reading a novel--American Studies instead looks for points of intersection between seemingly vastly different kinds of information. It seeks connections and disconnections between individual experiences and shared ways of thinking, between what we know and what we make, between the worlds we live in and those we imagine.

### **AMST-360 Big American Novel (2 Credits)**

### **AMST-380A Special Topics (2 Credits)**

An upper-level seminar on special topics within American Studies. Sections may focus on themes as diverse as urban planning, film, popular culture, and athletics.

### **AMST-401 Senior Inquiry (2 Credits)**

Self-chosen focused study utilizing methods of inquiry central to American Studies. Individual or small group directed research paper option that is designed and facilitated by a single instructor. This course could enable most students to delve deeper into one of the themes the student learned about in their previous coursework. SI might require students to articulate methods and theories unique to American Studies that they learned in their Intro to American Studies class.

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## Courses: Foundations: History, Politics, Arts and Culture

Take one class from each area.

### Area I: American History

HIST-130	Rethinking American Hist, to 1877
HIST-131	Rethinking American Hist, 1877-Present
HIST-133	American Environment
HIST-220	Hearing Hurstory: Black Women in America
HIST-340	Gender in U.S. History
HIST-345	African-American History

SCAN-350	Immigration History
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Area II: Politics and American Communities

COMM-110	Communication and Controversy (selected sections)
COMM-210A	Presidential Rhetoric
COMM-230	Comm, Politics, and Citizenship
COMM-240	Advertising and Consumer Culture
COMM-330	Public Rhetoric: Msg, Power, Influence
COMM-380	Rhetorical Theory
ECON-345	Money and Banking (prereq: ECON 200 Principles of Economics)
ECON-404	U.S. Econ History (prereq: ECON 200 and BUSN 311 or MATH 430)
GEOG-123	Intro Urban Studies
POLS-101	American Government
POLS-107	Contemporary Political Ideas
POLS-203	Identity in American Politics
POLS-260	The Legal System
POLS-320	American Foreign Policy
POLS-325	Public Policy: Process & Politics
POLS-330	American Political Participation
POLS-335	Gender and Sexuality in Amer Politics
POLS-338	The American Presidency
POLS-352	Capitalism and Modernity
POLS-361	Constitutional Law I
POLS-362	Constitutional Law II
POLS-334	Race, Wealth, and Inequality in American Politics
PUBH-180	Health Disparities
SOAN-101	Intro to Sociology
SOAN-321	Native North America
SOAN-221	Inequality in America
SOAN-329	American Race & Ethnic Relations
SOAN-335	Citizenship

SOAN-341	Crime and Society
WGSS-250	Critical Race Feminism
WGSS-370	Gender and Social Justice

Area III: American Arts and Culture

ART-343	Art of Americas
ARHI-368	American Art
ENGL-125S	Literature and Sports
ENGL-265	History of American Literature
ENGL-270	Multicultural Literature of the U.S.
ENGL-275	Intro to African American Lit
ENGL-278	Native American Indian Literature
ENGL-370	American Realism
ENGL-375	American Modernism
ENGL-385	Contemporary Literature
ENGL-390	Contemporary African American Literature
FILM-10-	Introduction to Film Studies
FILM-200	History of Film and Television
HIST-235	Reel History
HIST-232	Picturing the Other: American Indians in Visual Culture
HIST-335	Am West in Hist & Memory
HIST-336	A Consumer's Republic
KINS-320	Sporting Hollywood
MJMC-345	Cultural History of Media
MUSC-132	Music and Activism
MUSC-315	Music in American History
MUSC-316	African American Music
MUSC-317	Jazz History and Analysis
RELG-205	American Christianities
RELG-313	Race, Ethnicity, and Religion
SOAN-222	Popular Culture

THEA-343	Modern & Contemporary Theatre
THEA-344	Musical Theatre History
WGSS-235	Gender & Sexuality
WGSS-335	Masculinity in American Culture

### Courses: Electives

Take additional credits above the American Foundations classes to meet a minimum of 28 credits. Elective courses include all of those listed for American Foundations and the additional courses listed below. The same course cannot count as both a Foundations course and an Elective course.

AMST-360	Big American Novel
AMST-380A	Special Topics
CSD-215	Phonetics
CLAS-250	Classics and Film
CLAS-258	Greek Warrior Myths and Combat Trauma
EDUC-217	Urban Education
GEOG-339	Historical Geography of North America
HIST-333	Disease and Health
HIST-338	The Long Sixties
LING-201	Language Myths
RELG-372	Redemption, Reconciliation, and Restorative Justice
SOAN-326	Social Gerontology
SOAN-342	Sociology of Education

### Art courses

<https://www.augustana.edu/academics/areas-of-study/art/courses>

#### **2024-25 catalog**

PAUL LANGE, Part-time Instructor  
B.A. Southern Illinois; M.A. Bradley

VICKIE R. PHIPPS, Associate Professor, Chair  
B.F.A., Emory & Henry College; M.F.A., University of Tennessee

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

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

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

**MAJOR IN STUDIO ART.** 36 credits, including 101 or 102, 123 or 124, 492, 16 additional credits (including 4 credits at the 300-400 level). A media sequence is required which is included in the 16 credits above: 211 and 302 or 303 or 311 or 228 and 328; or 225 and 325; or 261 and 361; or 231 or 232 and 331; or 241 and 341; or 251 or 252 or 253 or 342 or 343 or 343A and 351. Required supporting courses: 8 credits in ARHI, or ART-377 + 4 credits in ARHI (Students planning to go to graduate school in studio art should take additional studio and art history classes).

**MINOR IN STUDIO ART.** 20 credits, including 101, 123 or 124, 8 credits in ART (any level), 4 credits at the 300-400 level. Recommended supporting course: ARHI-161.

**ART EDUCATION SPECIALIST.** 41 credits, including ART-101 or ART-102, ART-211, ART-228, ART-493 (1 credit), and ARHI-161; one 300 level or above ART or one 300 level or above ARHI; and one course from each of the following 5 categories—ART-342, ART-343, ART-343A, ARHI-374 or ARHI-372; ART-311, ART-302, ART-328, ART-331, ART-341, or ART-351; ART-123 or ART-124; ART-231 or ART-241; ART-252 or ART-261. See Director of Secondary Education for more details.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (ART)

### **ART-100TR Art Elective (3-4 Credits)**

#### **ART-101 Drawing (4 Credits)**

(PA) Fundamentals of drawing such as value, line, form, space and composition, exploring abstraction as well as traditional subject matters through observational studies. Theory and practice through a variety of drawing media including use of color. \$60.00 lab fees

#### **ART-101AP AP Drawing (4 Credits)**

#### **ART-102 Drawing Inquiry (4 Credits)**

(PA) Fundamentals of drawing, including introductory life drawing, for art majors and minors. Form, space, color and composition explored in a variety of drawing media through contemporary and historical lenses. For students with drawing experience; highly recommended for art majors and minors in place of ART 101. \$60.00 lab fee.

#### **ART-123 Design: Two Dimensional (4 Credits)**

(PA) Theories of basic design, with emphasis on both formalism and expression in art. Design fundamentals of color, texture, shape, line, value and principles of balance, repetition, variety, harmony and unity explored. A variety of media will be investigated. \$60.00 lab fee

#### **ART-124 Design: Three Dimensional (4 Credits)**

(PA) The theory and language of three-dimensional design and its application to artistic communication, with an emphasis on contemporary practice. Projects emphasize understanding intellectual aspects of three-dimensional form, working processes and techniques in a variety of media. \$60.00 Lab fee



**ART-199 Directed Study (1-2 Credits)**

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

**ART-200TR Art Elective Transfer (3-4 Credits)****ART-211 Painting (4 Credits)**

(PA) Basics of color theory and practice of painting in oil and/or acrylics. Emphasis on developing fundamental painting approaches, conceptual development and individual expressions through color. Art periods, movements and practice researched. \$100.00 lab fee

**ART-226 Black & White Photography I (4 Credits)**

(PA) Black and white film and darkroom photography. An introduction to the basics of film exposure, processing, and darkroom printing. Individual and collaborative workshop methods are employed to develop competency. While focus is on fundamental techniques, students are encouraged to develop their own unique vision. Film and paper are included in the lab fee. A 35mm Manual SLR film camera is needed; some are available to borrow from the Art Department. \$120.00 lab fee

**ART-228 Digital Photography I (4 Credits)**

(PA) An introduction to digital photography: This studio-based class provides an opportunity for students to explore image-making within a culture context. \$40.00 lab fee and access to Adobe Photoshop required. \$40.00 lab fee

**ART-231 Ceramics: Hand Construction (4 Credits)**

(PA) This course explores methods of hand building in clay with an emphasis on creative thinking and technical facility. Assignments emphasize developing surface design, use of glazes, and a research project. Lectures include viewing and analysis of a broad spectrum of historical and contemporary ceramic work. \$50.00 lab fee

**ART-232 Ceramics: Wheel Thrown Constr. (4 Credits)**

(PA) This course focuses on learning to use the potter's wheel and various other techniques as a vehicle for creating expressive forms in clay. Emphasis on creative thinking while developing facility in forming, painting and glazing ceramics. Students will engage in a research project and master study culminating in a visual response. A broad spectrum of historical and contemporary ceramics will be studied. \$60.00 lab fee

**ART-235 Design Sources: Joined by A River (4 Credits)**

(PA) Investigation of creative design sources utilizing the resources of local cultural institutions, peoples, and local flora and fauna. The community will be our "laboratory" as each student generates new ideas for designs and develops an individual design aesthetic, and creative and critical thinking skills. One component of the coursework will include an investigation of and participation in a public art project in the Quad City area. \$60.00 lab fee.

**ART-241 Sculpture (4 Credits)**

(PA) The emphasis of this course is sculpting the figure from life, in a variety of media. A component of the course will be moldmaking. Coursework will also involve viewing, analysis and research of a broad spectrum of historical and contemporary sculpture as a source of ideas. \$60.00 lab fee

**ART-251 Fibers: Loom Weaving (4 Credits)**

(PA) Exploration of weaving methods on the multi-harness floor loom. Materials and processes of tapestry weaving, pattern weaving, and rug weaving investigated through traditional and contemporary applications. Survey of historical and contemporary developments in textile arts, including individual research projects. Development of weaving as a creative, personal expression. \$65.00 lab fee

**ART-252 Fabric Design (4 Credits)**

(PA) Exploration of surface design methods on fabric. Fabric painting, printing, tie and dye, and batik. Textile repeats and applications used in the textile industry also studied. Development of fabric design as a creative, personal expression.

Survey of historical and contemporary developments in surface design. Student will engage in a research project and master study culminating in a visual response. \$60.00 lab fee

**ART-253 Fibers: Sculpture (4 Credits)**

(PA) Exploration of non-loom textile structures of feltmaking, basketry, plaiting, coiling, handmade papermaking, twining, and other methods investigated. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium, and formal elements of design such as line, space, texture, and shape explored through the fiber medium. Student will engage in a research project and master study culminating in a visual response. \$60.00 lab fee

**ART-261 Relief Printmaking (4 Credits)**

(PA) Introduction to basic monotype and relief printmaking methods including linoleum and woodcut techniques. Methods of registering multi-colored prints will be employed. Students will work collectively on a print portfolio with a common theme of their choosing. \$80.00 lab fee

**ART-299 Directed Study (1-2 Credits)**

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

**ART-300 Intro Drawing in China (4 Credits)**

Introduction to drawing, appreciation of China and its ideographic language. Offered only on Asian Term.

**ART-301 Drawing in Situ (4 Credits)**

(PA) Art 301 Drawing in Situ combines introduction of drawing fundamentals with art appreciation in the context of international study and the artistic tradition of the host country. Students practice drawing and color concepts during exposure to great art, architectural gems and culture traditions historical and present in the locations and environment that nursed them. (foreign study only)

**ART-302 Figure Drawing I (4 Credits)**

(PA) This class will explore the human figure through a variety of approaches, with an emphasis on structural and expressive possibilities. Graphite, wash and color will be used. Students work primarily from nude models. Prerequisite: ART-101 \$60.00 lab fee

**ART-303 Figure Drawing II (4 Credits)**

Exploration of the human figure via drawing with emphasis on a basic understanding of the human skeletal and muscular structures in relation to surface appearance. A variety of materials will be used. Students work primarily from nude models. Prerequisite: ART-101, ART-102 or ART-301. One of these courses must be completed prior to taking this course. \$60.00 lab fee.

**ART-311 Painting II (4 Credits)**

Theory and practice of painting at intermediate level emphasizing historical and contemporary practice and personal expression. Prerequisite: ART-211. \$100.00 lab fee

**ART-326 Black & White Photography II (4 Credits)**

Continuation of ART-226. Having established basic competency with the process, this class will delve deeper into photographic history and methodology, as both a cultural force and a means of individual expression. Advanced printing and processing techniques, and alternative photographic processes, including supplementing analog with digital photography. Prerequisite: ART-226 or permission of instructor \$120.00 lab fee

**ART-328 Digital Photography II (4 Credits)**

Continuation of ART-228. Emphasis on visual thinking and exploring the relationship between concept and image while encouraging multiple solutions to any given problem. Prerequisite: ART-228 or permission of instructor and access to a DSLR camera. \$60.00 lab fee.

**ART-331 Ceramics II (4 Credits)**

Advanced study of clay forms and forming techniques using hand-built, wheel- thrown or a combination of these techniques. Investigations in clay and glaze formulation and kiln firing. Research into contemporary expressions in the ceramic field is a component of this course. Prerequisite: ART-124, ART-231 or ART-232 \$60.00 lab fee

**ART-341 Advanced Sculpture (4 Credits)**

Investigations of sculptural forms and expressions in a variety of media including continued figurative study. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a basis. \$75.00 lab fee

**ART-342 Studio Art of Africa (4 Credits)**

(PA, G) Investigation of the art of several African culture groups. African aesthetic and cultural expressions explored through West African stamping and dyeing methods, kente weaving, clay mask making, beadwork, and resist fabric methods including adire, batik and tie-dye. Ceremonial vs. utilitarian function of artmaking. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. \$60.00 lab fee.

**ART-343 Art of Americas (4 Credits)**

(PA, D) Exploration of the art of the first peoples of North America, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium will be examined. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. \$60.00 lab fee.

**ART-343A Art of the Americas (4 Credits)**

(PA) Exploration of the art of the first peoples of Latin America, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium will be examined. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. ART-343A will only be taught in Latin America. \$50.00 lab fee

**ART-351 Fibers II (4 Credits)**

Individualized investigation of advanced textile techniques. Students will learn double weave, open weave, advanced tapestry methods. Design fundamentals including color theory will be explored while learning advanced loom-woven fiber methods. Prerequisite: ART-251, 252, or 253, 342, 343, or 343A. \$60.00 Lab fee.

**ART-361 Intaglio Printmaking (4 Credits)**

(PA) Etching, engraving, drypoint, and aquatint techniques will be explored along with press operation, printshop etiquette and professional standards in editioning. Emphasis on technical development, aesthetics and contemporary issues in intaglio printmaking. Students will work collectively on a print portfolio with a common theme of their choosing. \$100.00 lab fee

**ART-362 Screen Printing (4 Credits)**

(PA) This course explores the techniques and processes of fine art printmaking methods in the category of Screen Printing (Serigraphy). General techniques covered are reduction printing, photo silkscreening, fabric printing, and multi-color registration. These general methods will be accompanied by a discussion of the history of printmaking and the rise of mechanical reproductive technology to provide context. \$90.00 lab fee.

**ART-372 Illustration (4 Credits)**

Drawing, composition, color, and materials all will be addressed in this course, but the idea is king. How do you use your art skills to say what you want to say? How do you get past "style" and concisely illustrate a message? How do you tell someone else's message in a predefined space? We will try a variety of traditional mediums. We will also incorporate some of that traditional work into the digital world. I encourage you to take chances, fall on your face, put the bad work in the garbage and take another chance. The less you worry about how to put it on paper, the easier it is to think about what you are creating. \$40.00 Lab fee

**ART-373 Digital Illustration (4 Credits)**

Using primarily the Adobe Creative Suite, this class will focus on exploring digital art making. Illustrator and Photoshop are cornerstones of the commercial art world. Illustration is more than just a pretty picture. Developing original ideas is key. We will explore ways to develop your ideas and how to tell your stories succinctly. Strongly recommend taking Art 372 Illustration before this class. \$40.00 lab fee.

**ART-377 Issues in Contemporary Art (4 Credits)**

(PA) This course examines art from the 1960s through the present day, organized around key issues that shaped artistic practice across the globe during this period. The course looks at traditional modes of artmaking (painting, sculpture) while considering the simultaneous rejection of modernist modes in favor of more collaborative, ephemeral, and multimedia approaches that further blur the boundaries between high and mass culture. Emphasis placed on examining artworks and a broader visual culture through the lens of a variety of contextual frameworks: formal, authorial, socio-cultural, and identity-based (race, class, gender, and sexuality, for instance). \$60.00 lab fee

**ART-382 Teaching Elementary Art (4 Credits)**

(PA) Introduction to art media, techniques and teaching philosophies relating to the elementary classroom teacher. Design fundamentals, classroom management strategies also covered. Prerequisite: Admission to Teacher Education and EDUC-301. \$60.00 lab fee.

**ART-393 International Study Colloquium (3-4 Credits)****ART-399 Directed Study (1-2 Credits)**

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of the instructor. \$40.00 lab fee may be applicable.

**ART-400 Independent Study (1-2 Credits)****ART-411 Adv. Studio Problem: Drawing & Painting (4 Credits)**

Advanced exploration in two-dimensional media, emphasizing historical and contemporary practice and personal expression. Prerequisite: ART-311. Repeatable for credit. \$100.00 lab fee

**ART-431 Advanced Studio Problem: Ceramics (4 Credits)**

Continuation of ART-331 with an emphasis on development of personal expression. Glaze material study and testing is part of the coursework. Prerequisite: ART-331 Repeatable for credit. \$60.00 lab fee.

**ART-441 Advanced Studio Problem: Metals (4 Credits)**

Continuation of 341 with emphasis on development of personal expression. Welded and/or cast metal included. Prerequisite: ART-341. Repeatable for credit. \$60.00 lab fee.

**ART-451 Advanced Studio Problem: Fibers (4 Credits)**

Continuation of 351 with emphasis on development of personal expression. Research on textile materials and processes, advanced design applications including color theory. Prerequisite: ART-351. Repeatable for credit. \$60.00 lab fee.

**ART-492 Senior Art Inquiry I (4 Credits)**

Concentrated study in one medium or related media to produce a coherent body of original work for the senior exhibition. An artist statement is developed. Consists of weekly working sessions and periodic group critiques with faculty in relevant media. Portfolio development and capstone experience culminating in exhibition of the work. Prerequisites: a media sequence by the end of junior year in the media chosen for the exhibition.

**ART-493 Art Education Studio (1 Credits)**

A compilation of the work accomplished, demonstrating expertise in five areas of art over four years of coursework in studio art. Capstone experience culminating in exhibition of the work is required. (Art Education Specialist Only)

### **ART-499 Directed Study (1-2 Credits)**

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

## **Art History course catalog**

<https://www.augustana.edu/academics/areas-of-study/art-history/courses>

### **2024-25 catalog**

HAYAN KIM, Visiting Assistant Professor

B.A., Hong-Ik University; M.A. Hong-Ik University; M.A. Illinois; Ph.D. Illinois

MARGARET MORSE, Professor, Coordinator of Art History

B.A., Temple; Ph.D., Maryland

**MAJOR IN ART HISTORY.** 28 credits, including ARHI-460; ARHI-461; at least two courses from ARHI-161, ARHI-165, ARHI-166; one course from ARHI-372 or ARHI-374; one course from ARHI-361, ARHI-362, ARHI-363, ARHI-365; one course from ARHI-366, ARHI-367, ARHI-368; and one 4-credit elective course from the following: any ARHI prefix at the 200-level or above; any ART or GRD course; CLAS 330, HIST 232, HIST-260, HIST-330, HIST-337, PHIL-318, SOAN-321, or SOAN-336. Students wishing to complete an SI in another major should speak with their departmental advisor for approval; students approved for completing an SI elsewhere will be required to take another ARHI course at the 300-level instead of ARHI-460 and ARHI-461.

**MINOR IN ART HISTORY.** 20 credits, including at least two courses from ARHI-161, ARHI-165, ARHI-166; one course from ARHI-372 or ARHI-374; one course from ARHI-361, ARHI-362, ARHI-363, ARHI-365; one course from ARHI-366, ARHI-367, ARHI-368.

Any Studio Art or Graphic Design major can fulfill the minor in Art History with 16 credits, including at least two courses from ARHI-161, ARHI-165, ARHI-166; and two courses from two different 300-level sequences: 1) ARHI-372 or ARHI-374; 2) ARHI-361, ARHI-362, ARHI-363, or ARHI-365; 3) ARHI-366, ARHI-367, or ARHI-368.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### **Courses (ARHI)**

#### **ARHI-101TR Art Appreciation (3 Credits)**

#### **ARHI-102TR Art History Elective (3-4 Credits)**

#### **ARHI-161 Global Art in Perspective (4 Credits)**

(PA, G) Works of art from around the world examined thematically and chronologically as visual evidence of cultural heritage.

#### **ARHI-161AP AP Art History (4 Credits)**

#### **ARHI-165 Survey World Art I: Prehistoric-Medieval (4 Credits)**

(PP, G) A chronological survey of the art and architecture from around the world, from Paleolithic cave paintings to medieval cathedrals and mosques. Students learn to analyze the formal elements of works of art and architecture,

examine works within the original cultural and historical contexts, and compare art across cultures and from different time periods.

**ARHI-166 Survey World Art II: Early Mod-Contemp (4 Credits)**

(PP, G) A chronological survey of the art and architecture from around the world from the Renaissance in Europe to the contemporary global art market. Students learn to analyze the formal elements of works of art and architecture, examine works within the original cultural and historical contexts, and compare art across cultures and from different time periods.

**ARHI-202TR Art History Elective (3-4 Credits)**

**ARHI-270 Art History in Context (4 Credits)**

(PA) Focuses on a specific art-historical topic, and students learn to interpret works of art in context while engaging in discussions around that theme from a broader historical perspective. The class will take field trips to regional museums such as the Figge Art Museum, the Art Institute of Chicago and the University of Iowa's Museum of Art and will study works in Augustana's collection. May be taken more than once as topics change. Please note: this course will have field trips that may extend beyond class time. Fee \$40.

**ARHI-361 Greek & Roman Art (4 Credits)**

(PP, G) Ancient Greek and Roman art and architecture from early Aegean culture to the fall of the Roman empire examined within political, social, religious and mythological contexts. May be team taught with faculty from Classics.

**ARHI-362 Medieval Art (4 Credits)**

(PP,G) Art and architecture of Europe, the Byzantine empire, and the Islamic world, including cathedrals and mosques, stained glass, textiles, and manuscripts, from the early medieval through the Gothic periods (c. 500-1500), examined within their political, social and religious contexts.

**ARHI-363 Renaissance Art (4 Credits)**

(PP,G) An examination of European artistic production from predominantly Italy, France, Germany, England, and the Netherlands from the 15th and 16th centuries. Issues explored include devotional practices, humanism, patronage across social classes, artistic training and workshop practices, global trade, and developments in production techniques and materials.

**ARHI-365 Baroque and Rococo Art (4 Credits)**

(PP,G) An examination of European artistic production in Italy, Spain, France, the Netherlands, and the Americas from the end of the 16th century through the first half of the 18th century. Explores how religious revolution and reformation, scientific discoveries, and political and economic transformations spurred the production of art and architecture, from artists such as Caravaggio, Bernini, Rubens, Rembrandt, and Watteau, within the sacred, political, and private spheres.

**ARHI-366 Modern I: Revolutions to Impressionism (4 Credits)**

(PP,G) European art of the mid-18th and 19th centuries examined within the political, social, literary and scientific developments of the historic periods of the Enlightenment, Neo-classicism, Romanticism, Realism, Impressionism and Post-Impressionism including Goya, Courbet, Morisot, Monet and Van Gogh.

**ARHI-367 Modern II: Post-Impress to Contemporary (4 Credits)**

(PP,G) American and European art of the late 19th through 21st centuries examined chronologically while exploring the conflicts inherent in the development of modern art and new definitions of the relationship of the work of art to its artist and audience, including Van Gogh, Picasso, O'Keeffe, Pollock, Warhol and Gonzáles-Torres.

**ARHI-368 American Art (4 Credits)**

(PP,D) American art and architecture from America's indigenous roots and Colonialism through the establishment of modernism in the 20th century examined within the historic struggle toward establishing a national identity, including Copley, Homer, Cassatt, Whistler, Hopper, Stieglitz and Wright.

**ARHI-369 British Art (4 Credits)**

(PP,G) British art, architecture and collections from around the world from Neolithic Stonehenge through the early 20th century examined within the context of establishing a national character, including Tudor and Elizabethan portraits, British palaces, churches and castles, as well as illuminated manuscripts and paintings by Gainsborough, Hogarth, Blake, Turner and the Pre-Raphaelites.

**ARHI-371 History of Printmaking (4 Credits)**

(PP) Chronological developments in European and American printmaking traced from their origins in early 15th-century woodcuts through the present day. Explores a variety of printmaking techniques within historical contexts, the materiality of prints, and the implications of images in multiples. Emphasis is on study of prints first-hand. Artists discussed include Dürer, Rembrandt, Goya, Cassatt, and Warhol. May be taught during J-term or semester.

**ARHI-372 Asian Art (4 Credits)**

(PP,G) Architecture, painting, sculpture and minor arts of the Middle East and Asia, including India, China and Japan. The development of images of Buddha, cave paintings at Ajanta, Chinese bronzes and scroll paintings, Japanese landscape paintings, gardens and ukiyo-e woodblock prints, and relationships with art of the West.

**ARHI-374 African Art (4 Credits)**

(PP,G) Arts of past and present African cultures. Examines architecture, sculpture, painting, textiles, ceramics, metals and body arts, and explores the relationships of gender and power, art and ritual, tradition and today's global culture. This course moves geographically throughout the continent as a whole.

**ARHI-375 Dutch Art & Identity (4 Credits)**

(PP) Visual constructions of Dutch identity over time through the critical examination of painting, graphics, and architecture of the Netherlands from the fifteenth century through the present day. Site visits throughout Amsterdam as well as possible travel to other cities in the Netherlands. Possible J-term course (Offered in Amsterdam).

**ARHI-393 International Study Colloquium (3-4 Credits)****ARHI-399 Directed Study (1-2 Credits)**

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

**ARHI-400 Independent Study (1-2 Credits)**

400 Independent Study (1+) Independent investigation and research in selected topics in art history. Prerequisite: permission of instructor.

**ARHI-460 Art History SI Methods (2 Credits)**

First part of a two-course, two-term SI sequence. Intensive reading and research of art historical methods in preparation of Senior Thesis ARHI-461. Students will also formulate SI topics/research plans and develop bibliographies for spring term research and writing.

**ARHI-461 Art Hist SI Thesis (2 Credits)**

Following successful completion of ARHI-460, Senior Seminar, art history majors are required to enroll in one term of ARHI-461, the final component of art history senior inquiry. Students will execute their SI projects and any further research relating to SI. During the course of the term students will explore research and writing strategies, make connections with other areas of their liberal arts education, work through drafts with instructor and peers, and present their work publicly at Celebration of Learning or another venue. Prerequisite: ARHI 460.

**ARHI-499 Directed Study (1-2 Credits)**

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

## [Asian Studies course catalog](#)

**2024-25 catalog**

Umme Al-Wazedi, Professor of English

B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

Hua-Mei Chang, Adjunct Assistant Professor of Chinese

B.A., National Sun Yat-Sen University; M.A., University of Wisconsin- Madison

Ann Ericson, Professor of Business Administration

B.A., Augustana; M.S., Illinois; Ph.D., Iowa; C.P.A., Illinois; C.M.A.

Hayan Kim, Visiting Assistant Professor of Art

Chikahide Komura, Instructor of Japanese

B.A., Kansai University, Cincinnati; M.A., Cincinnati, Utah

Hua-Mei Chang, Adjunct Assistant Professor of Chinese

B.A., National Sun Yat-Sen University; M.A., University of Wisconsin- Madison

Elizabeth Lawrence, Co-Chair, Associate Professor of History

B.A., History and English, Grinnell College; Ph.D. and M.A., East Asian Languages and Cultures, Columbia University

Jen-Mei Ma, Professor of Chinese

B.A., Fu-jen Catholic University; M.A., M.Ph., Ph.D., Kansas

Mamata Marmé, Instructor and Advising Coordinator of Business Administration

B.Stat., M.Stat., Indian Statistical Institute; M.S., Illinois

Christopher Marmé, Professor of Economics

B.A., St. Ambrose; M.S., Ph.D., Illinois UIUC

Mari Nagase, Professor of Japanese

B.A., M.A., University of Tokyo; Ph.D., British Columbia

Trang Phan, Associate Professor of Business Administration

B.C.S., Hanoi University of Technology; M.C.S., Vietnam National University, Hanoi; M.B.A., University of Arizona; Ph.D., University of Hawaii at Manoa

Nirmala Salgado, Professor of Religion

B.A., M.A., London; Ph.D., Northwestern

Laurel Williams, Professional Faculty, Clinical Supervisor

B.A., Augustana College; M.A., University of Northern Iowa

Peter Xiao, Co-Chair, Professor of Art

B.A., Coe; M.F.A., Temple

Lina Zhou, Professor of Business Administration

B.E., M.A., Central South University, China; M.A., Ph.D., Mississippi; C.F.A.

Zhang Xiaowen, Professor of Political Science

BB.A., Peking University; Ph.D., Southern California

**PROGRAM OVERVIEW**



Asian Studies is an interdisciplinary program that fosters students' understanding of certain regions in Asia through multiple disciplinary approaches. By acquiring more than one disciplinary perspective and by interconnecting them, students will be able to critically and creatively examine a certain Asian region's history, religions, literature, society, economy, politics, languages, and art. Richly developed Asian cultural, social, and economic systems are worthy of study in their own right, and the study challenges students to clarify their own values. The program prepares them to live more effectively and responsibly in an interdependent world where actions are based on differing value systems, historical experiences, geographical perspectives, economic and political realities, and cultural norms.

**MAJOR IN ASIAN STUDIES.** 28 credits, of which 16 credits must be at the 300 level or higher.

Required courses: ASIA 451, at least 8 credits in Chinese or Japanese language, at least 4 credits in RELG from 284, 287, 384, or 387, and at least 4 credits in HIST 250, 252, 350, 355, or 358. These courses, if not required, can be used as electives.

The remaining credits can be fulfilled from the following electives:

Chinese or Japanese language 200 levels and above;

Non-language courses including ARHI 372, ASIA 200 and ASIA 300 CHST 240, 260, 340, ECON 406, ENGL 295, HIST 150, 151, 250, 252 350, 355, 358, ISS 353/354, ISS 355, JPST 210, 220, 230, 250, 370 KINS 270, POLS 318, RELG 212, 284, 287, 384, 387, and any of the courses not already taken as a required RELG or HIST course. Other courses approved by the Asian Studies program faculty on a case-by-case recommendation may be added.

**MINOR IN ASIAN STUDIES.** 20 credits, of which *no more than* 8 credits may be in Asian languages (Chinese or Japanese), and the remaining 12-20 credits would be from other Asia –focused classes listed below. Other courses approved by the Asian Studies program faculty on a case-by-case recommendation may be added.

ARHI-372 (PP, G) Asian Art

ASIA-200 (PH, G) Intro to Asian Studies

ASIA-300 (PH, G) Intro to Asian Studies

ASIA-451 Senior Project

CHNS-101 First Year Chinese I

CHNS-102 First Year Chinese II

CHNS-201 Second Year Chinese I

CHNS-202 Second Year Chinese II

CHNS-301 Third Year Chinese I

CHNS-302 Third Year Chinese II

CHNS-401 Fourth Year Chinese I

CHNS-402 Fourth Year Chinese II

CHST-240 (PH, G) Intro Chinese Culture

CHST 260 (PA, G): Intro to Chinese Cinema

CHST-340 (PH, G) Intro Chinese Culture

ECON-406 (PH, G) Development Economics

ENGL-295 (PH, G) Women, Health In/& South Asian Lit

HIST-150 (PP, G) Problems in East Asian History to 1600

HIST-151 (PP, G) East Asia Making Modern World

HIST-250 (PP, D) Parade of Nations

HIST-252 (PP, G) Epic China

HIST-350 (PP, G) Modern China in a Century of Revolution

HIST-355 (PP, G) Japanese Empire & Its Ashes

HIST-358 (PP, G) History Versus Heritage

ISS-353 / 354 Beautiful Bangladesh

ISS-355 Service Learning in Cambodia

JPN-101 First Year Japanese I

JPN-102 First Year Japanese II  
JPN-201 Second Year Japanese I  
JPN-202 Second Year Japanese II  
JPN-220 (G, 8 credits) Second Level Japanese  
JPN-221 (G, 6 credits) Second Level Japanese  
JPN-301 Third Year Japanese I  
JPN-302 Third Year Japanese II  
JPN-320 (G, 8 credits) Third Level Japanese  
JPN-321 (G, 6 credits) Third Level Japanese  
JPN-401 (2 credits) Japanese Language Practicum I  
JPN-402 (2 credits) Japanese Language Practicum II  
JPN-420 (G, 8 credits) Fourth Level Japanese  
JPN-421 (G, 6 credits) Fourth Level Japanese  
JPST-210 (PP, G) Japanese Folk Tales  
JPST-220 Japanese Masterpieces in Translation  
JPST-230 (PA, G): Japanese Theatre  
JPST-250 (PH, G) Japanese Culture & Society  
JPST-370 (PL, G) Women's Literature From Japan  
KINS-270 (PS, G) Japan Sport and Culture  
POLS-318 (PS, G) China in World Affairs  
RELG-284 (PH, G) Buddhism and Film  
RELG-287 (PP, G) Religion & Philosophy of India  
RELG-384 (PH, G) Buddhism and Film  
RELG-387 (PL, G) Religions of China and Japan

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## **Courses (ASIA)**

### **ASIA-100TR Asian Studies Elective (1-12 Credits)**

### **ASIA-393 International Study Colloquium (3-4 Credits)**

### **ASIA-400 Independent Study (1-2 Credits)**

### **ASIA-451 Senior Project (4 Credits)**

Independent research and seminar supervised by faculty who have offered courses in the Asian Studies program. As part of the seminar, students survey the literature, identify key topics, develop thesis statements, analyze primary and secondary sources, develop original work and complete an individual research project with the Asian Studies advisor and faculty supervisors. This course should be taken in the fall of senior year.

### **ASIA-499 Directed Study (1-2 Credits)**

## **Astronomy course catalog**

<https://www.augustana.edu/academics/areas-of-study/astronomy/courses>

### **2024-25 catalog**

**Advisor:** LEE CARKNER, Professor (Physics)

B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

WILLIAM PETERSON, Professional Faculty Instructor  
B.S., Ph.D., University of Iowa

## Courses (ASTR)

### **ASTR-135 Planets (4 Credits)**

(PN) A non-calculus course intended for all majors on planets and planetary systems. Topics include the history of planetary astronomy, formation and evolution of the solar system, solar system physics, properties of solar system objects and the discovery of extrasolar planets. Results of recent space discoveries and the methods and tools used by astronomers will be emphasized. Evening observing sessions in the Carl Gamble observatory will be required. Suggested prerequisite: A math-index score of 840 or higher is recommended (pre-calc ready).

### **ASTR-145 Stars and Galaxies (4 Credits)**

(PN) A non-calculus course intended for all majors on stars, galaxies and the universe. Topics include the formation and evolution of stars, basic stellar astrophysics, the interstellar medium, galaxy evolution and cosmology. Observational techniques and scientific methodology will be discussed. Evening observing sessions in the Carl Gamble observatory will be required. Suggested prerequisite: A math-index score of 840 or higher is recommended (pre-calc ready).

### **ASTR-305 Advanced Astronomy (4 Credits)**

The class covers key topics in physical astronomy including electromagnetic radiation, stellar astrophysics, galactic structure and cosmology. The course will emphasize the physics behind the methods astronomers use to understand the universe. Course work will consist of daily homework, in-class exercises, laboratory activities using remote telescope observations, three exams and a final. Prerequisites are ASTR-145 and either PHYS-151 or PHYS-211. The class is offered every other Fall term.

### **ASTR-367 Advanced Astronomical Instrumentation (2 Credits)**

The aim of this course is to introduce students to advanced experimental techniques and instrumentation used by professional astronomers. Students work in groups on a series of independent projects that cover a range of instruments/observational techniques such as spectroscopy, optical astronomy, radio astronomy, and exoplanet observations. Students will study engineering and design aspects of the instruments used, methods of calibration and data analysis, the theoretical basis for and conclusions from observations, as well as computer software used in each stage of experimental design. Students also learn skills for working in research teams, presenting findings, and supporting conclusions with verifiable data. This course thus provides students with the foundation for holistic advanced experimental scientific work in a range of fields, including but not limited to professional astronomy. Depending on student interest and availability, project work may consist of portions of Augustana faculty research. Prerequisite: PHYS-151 or PHYS-211

### **ASTR-393 International Study Colloquium (3-4 Credits)**

## Biochemistry course catalog

<https://www.augustana.edu/academics/biochemistry/courses>

### **2024-25 catalog**

#### **Advisors:**

PATRICK CRAWFORD, Professor (Chemistry)  
B.A., Hanover; Ph.D., Miami (Ohio)

PAMELA TROTTER, Professor, Robert W. Beart Chair in Chemistry  
B.S., Pacific Lutheran; Ph.D., Harvard

Biochemistry is ideal for the student interested in the chemistry of living things and the close examination of the molecules that carry out such functions as metabolism, movement, and gene expression. A degree in biochemistry prepares a student for many fields beyond biochemistry or biomedical sciences, as it is the core basis for many more

applied fields such as biotechnology, molecular genetics, immunology, pharmacology, toxicology and forensic science. A biochemistry major is ideal preparation for graduate study in such applied fields.

The degree is also appropriate for students interested in health professions (i.e. medicine, dentistry), as well as students interested in the biotechnology and pharmaceutical industries. A biochemistry background could also be useful for students interested in business, law, regulation, journalism or technical writing related to the molecular life sciences. The biochemistry major includes courses in chemistry, biology, mathematics and physics.

**MAJOR IN BIOCHEMISTRY.** 28 credits in CHEM beyond CHEM-132/235, including CHEM-255, CHEM-321, CHEM-322, CHEM-361, CHEM-441, CHEM-442, CHEM-471 and one Senior Inquiry chosen from CHEM-474, CHEM-475 or CHEM-476. 12 credits in BIOL, including BIOL-130, BIOL-250, and one biology elective. Required supporting courses: PHYS-151/152 or 211/212 and MATH-160, 220, and 230. Recommended supporting courses: CHEM-181, CHEM-365, CHEM-455, CHEM 435, COMP 211 and COMP-212.

### **Biology Electives for BCHM Major on Semesters**

343 Microbiology

360 Comparative Physiology

362 Human Physiology

373 Developmental Biology

375 Molecular Biology

392 Cancer Biology

348 Cell signaling and Regulation

371 Introduction to Biomolecular Research

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### **Biology course catalog**

<https://www.augustana.edu/academics/areas-of-study/biology/courses>

#### **2024-25 catalog**

TIERNEY R. BROSIUS, Associate Professor

B.S., Wayne State College; M.S., Ph.D., University of Nebraska - Lincoln

KRISTIN DOUGLAS, Associate Dean of the College, Professor

A.S., Waubensee Community College; B.S., Iowa; M.S., Ph.D., Michigan

KEVIN GEEDEY, Professor, Bohdan Dziadyk Distinguished Chair in Environmental Science and Conservation

B.A., B.S., Ohio State; Ph.D., Michigan State

SCOTT GEHLER, Associate Professor

B.A., Cornell College; Ph.D., University of Minnesota

JACOB GROTHJAN, Visiting Assistant Professor

B.S., Augsburg University; Ph.D., University of Wisconsin-Milwaukee

STEPHEN B. HAGER, Professor

B.A., M.A., California State; Ph.D., New Mexico State

BRADLEY KENNEDY, Assistant Professor

B.A., University of Northern Iowa; M.S., Creighton University

JASON A. KOONTZ, Professor

B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

BRITTANY L. MCCALL, Assistant Professor

B.S., Austin Peay State University; M.S., Arkansas State University; Ph.D., Arkansas State University

TIMOTHY MUIR, Professor, Co-Chair

B.A., Kalamazoo; M.S., Ph.D., Miami University (Ohio)

KIMBERLY MURPHY, Professor, Co-Chair

B.A., Winona State; Ph.D., Washington State

DARA L. WEGMAN-GEEDY, Professor, Robert & Patricia Hanson Endowed Chair of Health & Human Performance

B.S., Mount Union; Ph.D., Delaware

YOUNG YOO, Assistant Professor

B.A., Oberlin College; Ph.D., Northwestern University

Potential majors in biology and the pre-health science advising areas must begin their curriculum with one year of general chemistry (CHEM-131 and CHEM-132), and the major with BIOL-130 and BIOL-140.

NOTE: A student majoring in Biology may not also major in Pre-Medicine.

**MAJOR IN BIOLOGY.** 32 credits, including three core courses (BIOL-130, 140, 250), an approved 4 credit SI, and 16 elective credits at the 300-400 level. Also 1 year of General Chemistry (CHEM-131 and 132).

A student who completes a sanctioned SI experience as a requirement of a second major may substitute a non-SI biology course at the 200 level or above for the 4-credit SI experiences listed above, with prior approval granted by the departmental coordinator. A student can count multiple courses from BIOL-464, BIOL-465, BIOL-466 toward the biology major; because the option to enroll in additional SI courses is based on enrollment demands, prior approval must be granted by the departmental coordinator. A student can apply only 2 credits from this list toward the biology major: BIOL-299, BIOL-399, BIOL-499, BIOL-400, BIOL-INTR-xx. Required supporting courses (8 credits): CHEM-131 and CHEM-132 or equivalent. Recommended supporting courses: statistics. Additional recommended supporting courses for students expecting to work toward a M.S. or Ph.D. in the biological sciences: CHEM-321, CHEM-322; MATH-160; PHYS-151, PHYS-152 or PHYS-211, PHYS-212.

**MAJOR IN BIOLOGY EDUCATION.** 28 credits, including BIOL-130, BIOL-140, BIOL-250, BIOL-310, BIOL-343, One of BIOL-360 or BIOL-362, one of BIOL-386 or BIOL-387; one 4 credit SI experience from biology chosen from BIOL-464, BIOL-465, BIOL-466 or the combination of EDUC-422, EDUC-450 and INTR-EDA90 as part of the Secondary Education program. See the Director of Secondary Education for more details. Required supporting courses (28 credits): CHEM-131, CHEM-132, PHYS-151, PHYS-152, ASTR-142, GEOG-105, GEOL-101

**MINOR IN BIOLOGY.** 20 credits, including 130, 140, 250, and 8 elective credits at the 300-400 level. Also 1 year of General Chemistry (CHEM-131 and 132). A student can apply only 2 credits from this list toward the biology minor: BIOL-299, BIOL-399, BIOL-499, BIOL-400, BIOL-INTR-xx. Required supporting courses (8 credits): CHEM-131 and CHEM-132 or equivalent.

**NOTE ON LABORATORY COURSES:** In courses that require a co-requisite lab section, the lecture and lab grades are both factored into the final lecture grade. Successful completion of all BIOL lab courses require registration and a passing grade in both the lecture and lab sections.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (BIOL)

### **BIOL-100 Our Microbial World (4 Credits)**

(PN) Microorganisms are ubiquitous, even though we cannot see them with our naked eye. During this J-term, we will focus on the role of microbes in many of life's activities. You may be familiar with microbes as disease causing organisms, but we'll also think about the role that microbes play in our diet, health, and civilization. Our discussions and activities will explore the role of microbes in societal topics. This course will include opportunities for hands-on lab activities. Seniors by permission only.

### **BIOL-100B Science & Pseudoscience (4 Credits)**

(PN) Are vaccines safe? Is evolution real? We are surrounded by claims about what is safe and healthful, about how nature works, and about extraordinary things. How reliable are these claims? In this class you will research and present a case study on the controversial scientific or pseudoscientific topic of your choice. This class is intended for non-science majors, and has no prerequisites. Seniors by permission only.

### **BIOL-100C Insects & Society (4 Credits)**

(PN) Insects are the little creatures that run the world. In this course we will study the many ways in which insects impact human lives. The strange world of insects provides an exciting lens to examine the mechanisms of evolution. In addition to the study of the insect natural history and its implication on our lives, we will use our study of insects to broadly examine how science informs decision making in terms of risk assessment. Students will examine how the use of insecticides and GMOs are assessed and regulated leading to an understanding of how scientists help make decisions that broadly impact society. In this course students will read and discuss material ranging from news articles and pop culture to peer-reviewed scientific articles. In addition to classroom time students will spend time in the lab immersed in hands-on learning that will incorporate the Augustana Insect Museum collections and live insect cultures. Seniors by permission only.

### **BIOL-100D Expl. Biology-Physics (4 Credits)**

(PN) The purpose of this course is to provide you with a conceptual framework for understanding how major principles of physics are use to understand and explain how biology, and life, works. Topics will include how organisms sense their surroundings and move with intention, how plants and animals convert energy into different useable forms, and how radiation is used for destruction and disease treatment. Hands-on labs will be integrated into the course to put the concepts into action. In support of the goal of promoting scientific literacy for all, this course will culminate in a group presentation where you will propose and carry out a lesson plan that seeks to the public on a topic of interest using engaging, hands-on activities.

### **BIOL-101A Gen Biology-A Level (4 Credits)**

### **BIOL-101AP AP Biology (4 Credits)**

### **BIOL-101IB General Biology IB (4 Credits)**

### **BIOL-105TR Nutrition Transfer (0-9 Credits)**

### **BIOL-130 Molecules to Cells (4 Credits)**

This course serves as an introduction to macromolecules, cellular processes, and cellular organization of diverse organisms. Emphasis on the molecular mechanisms of cell structure and function, including metabolism, replication,

gene expression, signal transduction and cell cycle regulation. Includes one two-hour lab weekly. Prerequisite: This course is intended for Biology Majors. Students can take BIOL-130 and BIOL-140 in any order, but cannot enroll concurrently.

**BIOL-130L Lab for 130 (0 Credits)**

**BIOL-140 Organisms to Ecosystems (4 Credits)**

An exploration of the diversity of life, its origins, structure, function and interactions among organisms and their environment. We introduce key concepts in evolution and ecology, provide an overview of the features of major taxonomic groups and their evolutionary relationships. Includes one two-hour lab weekly. Prerequisite: This course is intended for Biology Majors. Students can take BIOL-130 and BIOL-140 in any order, but cannot enroll concurrently.

**BIOL-140L Lab for 140 (0 Credits)**

**BIOL-199 Directed Study (1-2 Credits)**

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

**BIOL-250 Genetics (4 Credits)**

Basic genetic principles of heredity and variation, including transmission genetics, molecular genetics and population genetics. Research methods and techniques are stressed throughout the course. This course extends the study of genetic principles introduced in BIOL-130. Prerequisite: BIOL-130 and BIOL-140.

**BIOL-251 Anatomy & Physiology I (4 Credits)**

A concentrated introduction to the biology of human beings. Emphasis on the structure and function of the cell, tissue types, skeletal, muscular, nervous and endocrine systems. Four hours of lecture and two hours of anatomy/physiology laboratory per week. This class does not count towards the Biology major. Credit in biology will not be given for both BIOL-251 and 252 and BIOL-351 and 362.

**BIOL-251L Lab for 251 (0 Credits)**

**BIOL-252 Anatomy & Physiology II (4 Credits)**

A concentrated introduction to the biology of human beings. Emphasis on the structure and function of the cardiovascular, lymphatic, digestive, urinary, and reproductive systems. Four hours of lecture and two hours of anatomy/physiology laboratory per week. This class does not count towards the Biology major. Credit in biology will not be given for both BIOL-251 and 252 and BIOL-351 and 362

**BIOL-252L Lab for 252 (0 Credits)**

**BIOL-255TR A & P I Transfer (3-4 Credits)**

**BIOL-256TR A & P II Transfer (3-4 Credits)**

**BIOL-299 Directed Study (1-2 Credits)**

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

**BIOL-301 Anatomy of Italy (4 Credits)**

Investigate the development of anatomy and medicine in Renaissance Italy. This course explores the roots of anatomy as a modern science. During J-term students and instructors will study in Rome, Florence, and Padua. While in Italy, students will compare anatomical waxes to modern anatomical representations, as well as study the anatomy in works of art by Michelangelo, da Vinci, and others. Visit the universities where anatomy as a modern science began. Walk the same halls as Vesalius and Harvey and stand in the dissection theaters of influential anatomists.

**BIOL-310 Evolutionary Biology (4 Credits)**

The mechanisms for evolutionary change at both the population and species level, as well as an overview of the history of life and phylogenetic inference. Prerequisite: BIOL 250 Genetics.

**BIOL-324 Tech in Nat History (4 Credits)**

Lab and field based course to learn professional methods used in natural history collections and their value for the advance of science and society. The course will use plants and insects as model organisms and students will learn how to collect, mount and curate specimens. They will also gain skills on digitization, participation in Citizen Science projects, illustration techniques, and DNA extraction.

**BIOL-327 Conservation Biology (4 Credits)**

(PH) Discussion based investigation and survey of questions centered on the science of natural resource protection and management including the human dimension. Prerequisite: BIOL-130 and BIOL-140, or ENVR-100 and ENVR-101 or permission of instructor.

**BIOL-329 Global Change Biology (4 Credits)**

This course will provide opportunities for students to examine (a) evidence for global climate change, (b) model forecasts of various climate change scenarios, and (c) predicted responses of living systems, e.g., individuals, species, and ecosystems, to climate change. In class research projects will assess predicted responses of living systems to climate change using relevant published data in journal articles and Internet sources. Includes an appraisal of the human social, economic, and political dimensions (i.e., causes and consequences) of global change biology. Prerequisite: BIOL-140.

**BIOL-335 Entomology (4 Credits)**

(PN) Insects impact human life in many important ways as drivers of ecological systems. This discussion based course will give an overview of the diversity and evolution of insects as well as focus on important areas such as medical entomology, agricultural entomology, conservation biology, and cultural entomology. Prerequisite: BIOL-140 or permission of instructor.

**BIOL-343 Microbiology (4 Credits)**

An overview of the morphology, physiology, epidemiology, and evolution of diverse microorganisms with an emphasis on bacteria. Students will also investigate the current impact of specific microbes on a human population. Includes one three-hour lab weekly. Prerequisite: BIOL-250 or Permission of Instructor.

**BIOL-343L Lab for 343 (0 Credits)****BIOL-345 Principles of Immunology (4 Credits)**

An overview of the human immune system with an emphasis on understanding the humoral and cell-mediated responses at the cellular and molecular levels. Students will present on current advances in applied immunology (e.g., autoimmunity, vaccination, transplantation, tumor immunology, inherited immunodeficiencies). Prerequisite: BIOL-250.

**BIOL-348 Cell Signaling (4 Credits)**

Overview of cell signaling pathways, regulation of cell shape, growth, division, and differentiation. Students will develop an understanding of information flow through the various cell signaling pathways and networks. Prerequisites: BIOL-250.

**BIOL-351 Human Anatomy (4 Credits)**

Study of the structure and three-dimensional relationships of the human body, as taught from a regional perspective. Includes one two-hour lab weekly.

**BIOL-351L Lab for 351 (0 Credits)****BIOL-358 Neuroanatomy (4 Credits)**

The structure, three-dimensional relationships and function of the central and peripheral nervous system of humans, correlated with abnormal function. Prerequisite: BIOL-351 or permission of instructor.



**BIOL-360 Comparative Physiology (4 Credits)**

This course is a comparative study of animal physiology from a cellular, organ, and organismal perspective. Students will examine nervous, endocrine, muscle, cardiovascular, respiratory, renal, and digestive systems among mammals and other vertebrate animals. Students will develop skills in data acquisition, analysis, and presentation through the use of primary literature and laboratory experiments. Includes one two-hour lab weekly. Credit may not be earned in both Human Physiology and Comparative Physiology. Prerequisites: BIOL-130 and BIOL-140.

**BIOL-360L Lab for 360 (0 Credits)****BIOL-362 Human Physiology (4 Credits)**

Looks at the structural and functional organization of various organ systems, including the endocrine, nervous, muscle, cardiovascular, respiratory, renal, and digestive systems in humans. Furthermore, this course explores the homeostatic control systems as well as mechanisms of coordination between the various organ systems. Students will develop skills in data acquisition, analysis, and presentation through the use of primary literature and laboratory experiments. Includes one two-hour lab weekly. Credit may not be earned in both Human Physiology and Comparative Physiology. Prerequisite: BIOL-130 and Sophomore status. Both the lecture section and lab section must be taught by the same professor.

**BIOL-362L Lab for 362 (0 Credits)****BIOL-371 Intro Biomolec Research (4 Credits)**

This course provides students opportunities for a rich collaborative research experience. The content will include learning relevant background material around the guiding questions, in addition to the fundamentals of the research process itself, such as productivity skills (organization, planning, preparation, time management), laboratory skills (use of equipment, protocols), experimental skills (experimental design, execution and interpretation, controls), presentation skills (communication), and laboratory/community citizenship. Prerequisite: BIOL 250 or permission of instructor. May not take this course if BIOL-375 has already been taken.

**BIOL-373 Developmental Biology (4 Credits)**

This course studies the principles of development in animals. A study of the developmental processes that occur within the organelles, cells, tissues, organs and organ systems of animals. Topics will include fertilization, embryology, growth, differentiation, and morphogenesis. These are examined from classical morphological to experimental perspectives. Lectures include primary literature discussions and conversations about the ethical implications of developmental topics. Prerequisites: BIOL-250. Offered every other year.

**BIOL-375 Molecular Genetics (4 Credits)**

A study of the structure, function and regulation of prokaryotic genes with emphasis on the organization of metabolic pathways. This predominantly lab-based course uses techniques commonly performed in a molecular genetics lab, including bioinformatics, recombinant DNA, DNA sequencing, and site-directed mutagenesis. Includes one three-hour lab weekly. Prerequisites: BIOL-250 and permission of instructor. May not take this course if BIOL-371 has already been taken. This course can be taken either as an elective or in fulfillment of SI requirements, but not both.

**BIOL-375L Lab for 375 (0 Credits)****BIOL-380 Special Topics (4 Credits)**

Treatment in depth of selected topics not covered in the general undergraduate offering. Past offerings have included virology, local flora, and animal behavior. May be repeated for credit if course content differs significantly. Course description for J Term 2025 Nature Photography Students will explore their relationship with the natural world through photography. More specifically, students will: (1) engage with a digital camera (DLSR or mirrorless) to learn the features that control the variables that affect exposure and depth of field in a photograph, (2) study the nature photography of professional photographers and nature-related research of professional scientists, (3) engage with the material/spiritual worlds of nature for inspiration and guidance, and (4) make high quality, meaningful photographs in context of exposure, composition, self-reference (who they are as scientists and humans), and metaphor (photograph has to tell a story through the use of tone and form). These activities will prepare students to complete a photography portfolio with

thematically-related images as part of a photo project of their choosing and a reflective essay that details students' relationships with the natural world. Additional fees: \$30 lab fee Required Software: LinkedIn Learning account (free to students); any decent laptop-based photo editing software, e.g. Photos (Apple application), Fotor (Windows application), etc. Required Hardware: digital camera (DSLR or mirrorless, no

#### **BIOL-380A Basic Virology (4 Credits)**

In this course, students will learn to discern the different families of viruses and understand the characteristics (e.g., genome types and replication processes) used to characterize viral families. Students will also be able to describe the various effects that viruses have on host cells and will be able to explain the three current theories of viral evolution. Infection by sub-viral disease agents (e.g., prions, viroids, satellite viruses/virusoids) will also be discussed in this course. As a final project, each student will investigate (via literature review) one unusual virus that we have not covered in the course and present their findings to the class, showing proper use of terminology and an understanding of basic virology concepts. Current topics in the primary literature and/or case studies of historical viral outbreaks will be the focus for weekly synchronous discussions. Prerequisite: BIOL130 or BIOL210. A genetics course (BIOL250 or BIOL370) is strongly suggested.

#### **BIOL-380B Hist Biological Thought (4 Credits)**

By taking the History of Biological Thought, students are seeking to understand the history of biology. In order to understand, you must explain, interpret, apply, and analyze the ideas of the people who have influenced the history of biology. We will focus on the great biologists and their contributions to the development of biological concepts from ancient Greece to the present. Prerequisite: Take BIOL-130 and BIOL-140.

#### **BIOL-386 Ecology (4 Credits)**

The ecology of prokaryotes, plants, and animals at the organism, population, community, and ecosystem level. Includes one three-hour lab weekly which focuses on data analysis and design of hypothesis testing experiments. Prerequisite: BIOL-140 or ENVR-100.

#### **BIOL-386L Lab for 386 (0 Credits)**

#### **BIOL-387 Aquatic Biology (4 Credits)**

The ecology of freshwater ecosystems. This course is project based, and students will work in teams to provide and interpret professional quality environmental data for a selected habitat. Includes one three-hour lab weekly. Prerequisite: BIOL-130, BIOL-140 and BIOL-250 or permission of instructor. This course can be taken either as an elective or in fulfillment of SI requirements, but not both.

#### **BIOL-387L Lab for 387 (0 Credits)**

#### **BIOL-392 Cancer Biology (4 Credits)**

This course will explore the cellular and molecular mechanisms associated with various hallmarks of cancer, such as uncontrolled growth, evasion of cell death, and activation of cell invasion and metastasis during tumor progression. Experimental strategies and primary research literature will be used to facilitate our understanding of the origins, progression, and treatment of cancer. Finally, we will discuss the story of cancer from historical, societal, public health, and women's health perspectives in order to understand the broader implications of cancer within and outside of the science discipline. Prerequisite: BIOL-250.

#### **BIOL-399 Directed Study (1-2 Credits)**

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

#### **BIOL-400 Independent Study (1-2 Credits)**

400 Independent Study (1+) Opportunity for students to complete a project independently with a faculty mentor. Prerequisite: permission of department chair and instructor.

**BIOL-455 Human Gross Anatomy Lab (2 Credits)**

In-depth study of the structure of the human body utilizing cadaver dissections. The course will discuss body donation and the ethics of cadaver usage as well as give students an opportunity to reflect on the overall experience.

Prerequisites: BIOL-351 Human Anatomy and permission of instructor.

**BIOL-464 SI: Biological Literature (4 Credits)**

Advanced study of the scientific process in biology, completed in the senior year. Students develop a research question and complete an extensive literature search on a topic, culminating in a formal report. Reflective essay component.

coordinator; some sections may have added prerequisites determined by instructor.

**BIOL-465 SI: Laboratory/Field Research (4 Credits)**

Senior Inquiry-Laboratory/Field Research Advanced study of the scientific process in biology, completed in summer following the junior year or in the senior year. Students participate in a laboratory/field research project under the direction of an Augustana faculty mentor, culminating in a laboratory research notebook and at least one form of formal scientific reporting. Reflective essay component.

**BIOL-466 SI: Off Campus Lab/Field Research (4 Credits)**

Advanced study of the scientific process in biology, completed in summer immediately preceding the senior year.

Students participate in a lab/field research project as part of an 8-10 week research program at another institution, culminating in a laboratory research notebook and at least one form of scientific reporting as coordinated with the sponsoring institution and the departmental coordinator. Student secures approval of departmental coordinator in spring term of junior year prior to registering for fall term of senior year. Reflective essay component.

**BIOL-499 Directed Study (1-2 Credits)**

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

**BIOL-ELEC AP Biology (4 Credits)****Business course catalog**

<https://www.augustana.edu/academics/areas-of-study/business-administration/courses>

**2024-25 catalog**

AMANDA BAUGOUS, Professor

B.S., Drake University; M.B.A., Ph.D., University of Tennessee

ANGELA BOELEN, Visiting Instructor

B.A., Western Illinois University; M.B.A., University of Iowa

ERIN ELGIN, Visiting Instructor

B.A., University of Iowa; M.B.A., University of Connecticut

ANN E. ERICSON, Professor, Co-chair

B.A., Augustana; M.S., University of Illinois; Ph.D., University of Iowa; C.P.A., Iowa; C.M.A.

DESIREE GRACE, Part-time Instructor

B.A., Augustana College; M.B.A., University of Iowa

NAVEEN JAIN, Assistant Professor

B.S., Delhi University; M.B.A., Indian Institute of Management; Ph.D., Florida International University

MELINDA R. MAHON, Assistant Professor

B.S., Western Illinois University; M.B.A., University of Iowa; D.B.A., St. Ambrose University

MAMATA MARMÉ, Assistant Professor and Advising Coordinator  
B.Stat., M.Stat., Indian Statistical Institute; M.S., University of Illinois

DENNIS NORLING, Part-time Assistant Professor  
B.A., Augustana College; J.D., University of Illinois

TRANG PHAN, Associate Professor  
B.C.S., Hanoi University of Technology; M.C.S., Vietnam National University, Hanoi; M.B.A., University of Arizona; Ph.D., University of Hawaii at Manoa

DAVID THORNBLAD, Associate Professor  
B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

LINA ZHOU, Professor, Co-chair  
B.E., M.A., Central South University, China; M.A., Ph.D., University of Mississippi; C.F.A.

**MAJOR IN BUSINESS ADMINISTRATION.** The required four foundation courses (16 credits) are typically completed during the sophomore year but must be completed by the end of your junior year. A GPA of at least 2.0 must be earned in the foundation courses - BUSN-205, BUSN-211, ACCT-201, ECON-200. (MATH-315 or PSYC-240 may be substituted for BUSN-211.)

Required core courses (12 credits): BUSN-301, BUSN-321, BUSN-331.

Students are required to choose at least one major concentration. If more than one concentration is selected, only one course is necessary. A course can only be recognized as part of one concentration:

**Management** (BUMG- 10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-303 (q), BUSN-304, BUSN-305, BUSN-307, BUSN-309, BUSN-310, BUSN-311 (q), BUSN-313 (q), BUSN-315, BUSN-316, BUSN-354 (q), DATA-331.

**Marketing** (BUMK - 10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-311 (q), BUSN-322, BUSN-323, BUSN-324 (q), BUSN-325 (q), BUSN-327, BUSN-328, BUSN-329 (q), BUSN-363.

**Finance** (BUFN -10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-311 (q), BUSN-333, BUSN-334 (q), BUSN-335 (q), BUSN-337, BUSN-338, BUSN-354 (q), and ECON-345, ECON-362.

**International Business** (BUIB - 10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-363 plus 6 credits from BUSN-311 (q), BUSN-329 (q), ECON-361, ECON-362, ECON-406. To fulfill the senior inquiry requirement, students are encouraged to either enroll in BUSN 475 or engage in an independent research project

**Business Intelligence** (BUMS - 10 credits, at least 2 credits from a quantitatively oriented (q) course): DATA-101 (q), DATA-331, DATA-332, BUSN-311 (q), ACCT-311, BUSN-316.

Note: A BUSN-389 Special Topics Seminar may be an elective for a concentration and/or a quantitatively oriented (q) course as approved by the Chair of the Business Administration department.

Required Senior Inquiry experience in one of the following:

*Business Simulation* (4 credits): BUSN-474

*International Business Strategy* (4 credits) BUSN-475

*Strategic Management* (4 credits): BUSN-479

*Independent Research Seminar* (4 credits): BUSN-476 & BUSN-477 .

See [International Business](#) for a description of the major. Students cannot major in both Business Administration and International Business.

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## Courses (BUSN)

### **BUSN-205 Business Communication (4 Credits)**

Business Communications focuses on developing communication competence, an essential component of the skill set necessary to be effective in business. Students will begin by exploring their own personality, emotional intelligence and cultural influences which, in turn, will allow them to better understand others in an increasingly diverse workforce. They will use this awareness to enhance their ability to sell their value to potential employers through written and verbal means. They will practice everyday business communication such as giving and receiving feedback, writing an effective email, and providing impromptu project updates. They will progress to learning how to make organizational contributions by leading meetings and proposing organizational changes in writing and presentation. Finally, they will learn to use effective written and verbal communication to manage organizational conflict. Pre-requisite: BUSN major or permission of instructor

### **BUSN-211 Business Statistics (4 Credits)**

(Q) Methods of analyzing data in economics and business; collection and presentation of data, averages, dispersion, probability, probability distributions, sampling techniques, statistical inference, correlation and simple regression, multiple regression. Credit may not be earned in more than one of BUSN-211, COMM-380, PSYC-240 and SOC-230. Credit may not be earned in 211 after completion of MATH-315. Pre-requisite: BUSN major or permission of instructor. Credit may not be earned for more than one of BUSN-211, MATH-130, PSYC-240 or SOAN-227,

### **BUSN-299 Directed Study (1-2 Credits)**

### **BUSN-301 Organizational Behavior (4 Credits)**

Concentrates on individual differences, group processes, motivation, leadership, and organizational change. These topics are approached from a "contingency" perspective, which holds that, because of the complexity and dynamism of the factors that are at play, there is no best way to manage an organization. Students will learn to recognize and explain relevant organizational behavior concepts in organizational applications, and will understand how to integrate organizational theory and behavior concepts into real world experiences. They will be able to critique management's use of organizational theory and behavior concepts and its impact upon organizational effectiveness, particularly through the lens of a modern, diverse workforce. Pre-requisite: BUSN-205 PH designation is no longer valid beginning Fall Semester 2021 and forward.

### **BUSN-303 Human Resource Management (4 Credits)**

Using research in Industrial Psychology and Human Resource Management, case analyses and projects with local organizations, this course explores leading-edge practices in selection, performance measurement and management, and compensation. Pre-requisite: BUSN-211, BUSN-301

### **BUSN-304 Organization Leadership (4 Credits)**

This course concentrates on the study of leadership in organizations for preparation to enter modern workplaces. This course will examine major theories on the practice of leadership (both historical and modern) from multiple settings (dyadic leadership, group leadership, and organizational leadership). In addition to theoretical examination this course will engage in practical leadership application through a variety of team and individual activities and exercises. Students

will develop a profile of their organizational leadership styles through various self-assessments and leadership inventories. Students will also examine their own areas of further growth and development as well as their strengths and competencies.

#### **BUSN-305 Employment Law (4 Credits)**

Introduction to the law of the workplace and exploration of the tension in employment relationships. Topics include employment relationships, including employment at will; common workplace torts; status discrimination; employee privacy issues; business protection issues, including duty of loyalty, trade secrets and employee inventions; alternative dispute resolution in the workplace and other remedies.

#### **BUSN-307 Diversity & Other Social Issues in Mgmt (4 Credits)**

(D) An exploration of the bases of the legal and social environments of business, moral awareness, moral philosophy and moral leadership. After gaining a basic understanding of methods of moral reasoning, the focus is on current social issues facing managers in business. Emphasis will be on critical thinking and viewing situations from a variety of perspectives. Students will explore and critically evaluate their personal value systems, focusing on preparing for the ethical dilemmas that occur in business settings.

#### **BUSN-308 Entrepreneurship for Non-Business Majors (4 Credits)**

An overview of the process of starting a business. Students will learn the basics of starting a business, hear from guest speakers who have started their own businesses, and work on a business idea of their own throughout the term. Not to be taken by Business or International Business majors. When BUSN-308 is taken during the summer it will count toward the Management Concentration for both Business and International Business majors.

#### **BUSN-309 Entrepreneurship (4 Credits)**

An overview of this increasingly popular and important area of management education and practices, designed to ignite the entrepreneurial flame and equip students with an appreciation and understanding of the skills, attitudes and knowledge needed to achieve entrepreneurial success. Pre-requisite: BUSN-301, BUSN-331, ACCT-201

#### **BUSN-310 Managing Innovation (4 Credits)**

One of the most complex and important activities firms engage in is the development of new products and services. Historically, most new products fail either in development before launch, or fail financially after launch. By the end of this course, you should have a solid understanding of the product development process and managing innovation, including the pitfalls of product development, as well as how the product development process and innovation management can be improved in firms. Please note: this course will have field trips that may extend beyond class time.

#### **BUSN-311 Applied Business Statistics (2 Credits)**

Project-based course in which students choose a project topic related to their concentration, decide on appropriate statistical analysis, collect data, conduct analysis, and present results. Regression and correlation, multiple regression with an emphasis on regression diagnostics, time series analysis and forecasting are among the potential statistical analyses included. Pre-requisite: BUSN 211 or instructor's permission.

#### **BUSN-313 Operations & Supply Chain Management (4 Credits)**

An overview of supply chain and operations management, including logistics, inventory management, quality assessment and management, capacity and layout. The course incorporates hands on exercises and tours of local manufacturing and service organizations to illustrate course concepts in action. Pre-requisite: BUSN-211

#### **BUSN-315 Sports Management (2 Credits)**

This course is an introduction to sports management. The course will explore sporting strategy, non-profit sport, professional sport, organizational design, leadership, sport culture, financial management in sport and sport marketing. Students will have the opportunity to research and analyze course topics in order to integrate and increase knowledge of business functions. Readily available performance data makes sports an interesting area for applying business concepts including management, marketing, and finance. Prerequisite: Junior Standing or permission of instructor.

**BUSN-316 Project Management (2 Credits)**

This course examines the traditional project management life cycle and related knowledge areas defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager. Students are guided through the fundamental project management tools and behavioral skills necessary to successfully launch, lead, and realize benefits from projects in both profit and nonprofit organizations. Students explore project management with a practical, hands-on approach through team-centric practice and class exercises. For students pursuing a career in the field of Project Management, this course satisfies the educational requirements of the Project Management Institute (PMI) -a certification designed to reflect an individual's knowledge of project management processes and terminology. Prerequisite: Junior Standing or permission of instructor.

**BUSN-320 Marketing for Non-Business Majors (4 Credits)**

This course provides an overview of marketing strategies and professional practice issues for the various functions of promotion-related careers. It introduces concepts and terminology in business and promotion fields from the perspective of a creative professional. Not to be taken by Business or International Business majors. Prerequisite: Junior Standing or permission of instructor.

**BUSN-321 Marketing (4 Credits)**

A principles of marketing course covering marketing strategic planning including target market selection, product planning, pricing strategy, distribution systems and communications strategy. These marketing activities are influenced by an organization's resources and external factors such as culture and competition. The course also gives an overview of marketing research methods and consumer behavior. Pre-requisite: BUSN-205, BUSN-211.

**BUSN-322 Marketing Strategy (4 Credits)**

An overview of the critical aspects of marketing management; application of principles of marketing in analyzing marketing problems that recognize the influences of cultural, social, political and economic forces. Case analysis is used extensively. Pre-requisite: BUSN-321

**BUSN-323 Strategic Promotion (4 Credits)**

The process and the practice of advertising in the business communication plan. This course correlates integrated marketing communications with the overall business planning function. Practice and theory are combined in the analysis of traditional mass communication, as well as sales promotion, interactive media, direct marketing and public relations. Pre-requisite: BUSN-320 or BUSN-321

**BUSN-324 Marketing Research Methods (4 Credits)**

This class is to provide a comprehensive understanding of the marketing research process, including qualitative, quantitative research, survey design, sampling, A/B testing, experimental methods, and statistical analysis. Pre-requisite: BUSN-211, BUSN-321

**BUSN-325 Digital Marketing (4 Credits)**

This course is designed to build a comprehensive understanding and application of digital marketing strategies across multiple channels that govern online presence and actionable online activities of organizations. Pre-requisite: BUSN-320 or BUSN-321

**BUSN-327 Consumer Behavior (4 Credits)**

Introduction to a wide range of behavioral concepts, and the strategic implications of consumer behavior for marketers. Topics will include internal and external factors that influence consumer buying decisions and processes, buyer-seller relationships, positioning, branding and a consumer's information processing. Pre-requisite: BUSN-320 or BUSN-321

**BUSN-328 Retail Marketing (2 Credits)**

This course is designed to provide a comprehensive application of marketing concepts as they relate to retail environments. Considering aspects of the retailing mix (Product, Promotion, Place, Price, Personnel, and Presentation) as they relate to traditional and e-commerce retailing formats, this course provides in-depth understanding of retail, services, and non-store retail marketing. Prerequisite: Junior Standing or permission of instructor.

**BUSN-329 Marketing Analytics (2 Credits)**

This course is designed to introduce the topics of marketing analytics, an area that encompasses a diverse set of customers' online activities by enabling decision makers to analyze online traffic data and act on customer information. This course is designed to cultivate a strong conceptual and practical understanding of utilizing Google Analytics. Students will gain the competency to communicate, interact, and strategize marketing plans using Google Analytics. Prerequisite: BUSN-211 and BUSN-320 or BUSN-321

**BUSN-331 Financial Management (4 Credits)**

An introduction to the decision-making process and techniques used by finance managers. Topics include: financial statement analysis, time value of money and discounted cash flow analysis, bond and stock analysis, capital budgeting, capital structure, working capital management, dividends and payout policy, mergers and acquisitions, and an introduction to derivatives. Pre-requisite: BUSN-211, ACCT-201, ECON-200. For summer enrollment, pre-requisites are waived but permission of instructor is required.

**BUSN-333 Financial Markets and Institutions (4 Credits)**

The role of major financial markets and institutions in the U.S. economy, with an emphasis on commercial bank management. Topics include financial intermediation, asset securitization and derivative markets. Pre-requisite: BUSN-211, ACCT-201, ECON-200

**BUSN-334 Security Analysis & Portfolio Mgmt (4 Credits)**

This course is about the theories and practices of investments and portfolio management. We will cover four themes. The first is the basics of investing which includes the variety of securities available, the markets in which they are traded and the mechanics of trading. The second is common stock investing which includes valuation models, market efficiency and investing strategies. The third includes modern portfolio theory, portfolio management and investment performance evaluation. The fourth is derivatives which includes futures and a brief introduction to options. The trade-off between return and risk will be emphasized when we cover every theme. During the entire term, students will individually manage a hypothetical portfolio and join a competition. Pre-requisite: BUSN-205, BUSN-331

**BUSN-335 Options & Other Derivatives (4 Credits)**

Derivatives, an important financial instrument in addition to stocks and bonds, are big business and growing rapidly. In this course, you will learn (i) How derivatives market work and the impact of derivatives on the economy and society; (ii) How they can be used: trading strategies (arbitrage, hedging and speculation) involving derivatives; (iii) What determines derivative prices (valuation models). Study of derivatives is particularly helpful for students who plan to take Series 7 license exam for stockbrokers and the CFP/CFA exams. Pre-requisite: BUSN-331

**BUSN-337 Investment Ethics (2 Credits)**

This course covers the CFA Code and Standards with principles, interactive exercises, CFA Standards of Professional Conduct video series and case studies. The objective is to reinforce ethical behavior in the global investment management industry. Pre-requisite: BUSN-331

**BUSN-338 Alternative Investments (2 Credits)**

BUSN 338 provides an overview of alternative investment assets beyond the two traditional instruments (stocks and bonds). We will discuss risks and rewards evaluation, strategies, and portfolio management. Topics include private equity; real estate; structured investment products/derivatives, hedge funds; and cryptocurrencies. This course is particularly helpful for students who plan to take the CFA or CAIA exams. Prerequisite: BUSN-331

**BUSN-354 Problem Solving With Excel (2 Credits)**

This course is an introduction to business problem solving using critical thinking skills to analyze data and solve real-life business problems. Students are introduced to problem solving and decision-making skills they will need to be successful in their college career, in the business environment and to support personal and professional lives. Problems that students will solve come from the areas of accounting, finance, marketing, management, and statistics. Prerequisite: BUSN-211, MATH-130, PSYC-240 SOAN-227 or permission of instructor



**BUSN-363 International Marketing and Management (4 Credits)**

Exploration of the opportunities and challenges in formulating global marketing strategy and managing multinational operations. Includes the impact of culture, competition, legal frameworks, and trade policies on international business operations. Pre-requisite: BUSN-301 BUSN-321

**BUSN-380 Topics in Business (1 Credits)**

Seminar on special topics in business administration.

**BUSN-381 Personal Finance (1 Credits)**

Seminars will cover business topics of special interest to instructor and students.

**BUSN-389 Special Topics Seminar (2 Credits)**

Seminars will cover business topics of special interest to instructor and students. For Spring 2025 Innovation and Technology Management Description: One of the most complex and important activities firms engage in is the development of new products and services. Historically, most new products fail either in development before launch, or fail financially after launch. By the end of this course, you should have a solid understanding of the product development process and managing innovation, including the pitfalls of product development, as well as how the product development process and innovation management can be improved in firms. Students cannot take this course if they have already taken BUSN 310 Managing Innovation.

**BUSN-393 International Study Colloquium (4 Credits)**

Cross-cultural Management is currently in the course approval process. It will count as an elective in the Management concentration.

**BUSN-399 Directed Study (1-2 Credits)**

399, 499 Directed Study (1-2+) Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: permission of department and instructor.

**BUSN-400 Independent Study (1-2 Credits)**

Research on specific topics for seniors in Business Administration. Prerequisites: a grade-point average of 3.0 or higher in major field, completed business administration major, and department permission.

**BUSN-474 Business Simulation (4 Credits)**

(SI) Capstone course completed in the senior year focused on a competitive virtual business simulation requiring student teams to make and rationalize strategic decisions based on the consideration of multiple perspectives including, but not limited to, ethics and social responsibility, strategy, accounting, finance, marketing, operations, and human resources. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing. Course fee \$100 (no textbook)

**BUSN-475 International Business Strategy (4 Credits)**

(SI) Capstone course completed in the senior year that requires integrating business functional areas through the analysis of business cases and related readings. Study of how business is conducted across borders and cultures by considering the social, political, economic, and competitive environments in which multinational corporations operate. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

**BUSN-476 Independent Research Seminar (2 Credits)**

Capstone experience completed in the senior year. Literature review and research proposal in a selected area of business in preparation for 477. Can be taken concurrently with 477. Reflective assignments in addition to completion of research proposal required. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

**BUSN-477 Independent Research Seminar II (2 Credits)**

(SI) Implementation of research proposal prepared in 476. Reflective assignments in addition to implementation of research proposal required. Can be taken concurrently with 476. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

### **BUSN-479 Strategic Management (4 Credits)**

(SI) Capstone course completed in the senior year that requires applying knowledge from diverse business disciplines in an examination of the organization. The goals are to develop a strategic perspective and to develop an understanding of how and why an organization relates to both its internal and external environments. Prerequisites: BUSN-301, BUSN-321, BUSN-331, Senior Standing.

### **BUSN-499 Directed Study (1-2 Credits)**

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

## **Business Intelligence**

<https://www.augustana.edu/academics/areas-of-study/business-administration/business-intelligence>

Business intelligence (BI) is one of five concentrations in the business administration major. Business administration majors may choose more than one concentration, and also combine with other majors.

Augustana's academic emphasis in BI replaces a previous focus in MIS (management information systems), with MIS now playing a smaller role within the more advanced, more comprehensive BI processes of data collection, analysis, reporting and decision-making.

→ See [Business Administration](#).

## **Chemistry course catalog**

<https://www.augustana.edu/academics/areas-of-study/chemistry/courses>

### **2024-25 catalog**

MARY ELLEN BIGGIN, Professor  
B.S., Clarke; Ph.D., Illinois

JOSÉ R. BOQUÍN, Associate Professor  
B.Phi, Ave Maria College of the Americas; Ph.D. Baylor University

SALLY BURGMEIER, Laboratory Coordinator and Assistant Professor  
B.S., Marycrest; M.S., Western Illinois

PATRICK A. CRAWFORD, Professor, Chair  
B.A., Hanover; Ph.D., Miami (Ohio)

GREGORY J. DOMSKI, Associate Dean of the College, Professor  
B.A., Augustana; Ph.D., Cornell

A. RAYFORD HARRISON, Assistant Professor  
B.S., Tuskegee; Ph.D., Iowa

DELL JENSEN, Associate Professor  
B.S., Nevada–Reno; Ph.D., Kentucky

TODD MILLER, Laboratory Coordinator and Associate Professor  
B.A., Dubuque; Ph.D., Iowa

PAMELA TROTTER, Professor, Robert W. Beart Chair in Chemistry  
B.S., Pacific Lutheran; Ph.D., Harvard

AMANDA WILMSMEYER, Associate Professor  
B.S., Allegheny College; Ph.D., Virginia Polytechnic Institute and State University

CHAD YUEN, Continuing Lecturer Associate Professor  
B.S., Ph.D., Iowa State

**MAJOR IN CHEMISTRY.** 28 credits beyond CHEM-132/235, including CHEM-255, CHEM-321, CHEM-322, CHEM-361 or 365, CHEM-441, CHEM-435, CHEM-471 and one Senior Inquiry chosen from CHEM-474, CHEM-475 or CHEM-476. Required supporting courses: PHYS-151/152 or 211/212 and MATH-160, 220, and 230

Recommended supporting courses: CHEM-181, BIOL-130, MATH-260, MATH-320, MATH-250, COMP-211, COMP-212.

**ACS APPROVED MAJOR IN CHEMISTRY.** Students desiring an ACS-certified major must complete 36 credits beyond CHEM-132/235, including CHEM-255, CHEM-321, CHEM-322, CHEM-361, CHEM-365, CHEM-455, CHEM-441, CHEM-435, CHEM-471 and one Senior Inquiry chosen from CHEM-475 or CHEM-476. Required supporting courses: CHEM-181, PHYS-151/152 or 211/212 and MATH-160, 220, and 230.

- Strongly recommend 200-level physics and Math 260 and/or 320.

Recommended supporting courses: BIOL- 130, MATH-260, MATH-320, MATH-250, COMP-211, COMP-212.

**MAJOR FOR CHEMISTRY EDUCATION.** See the Director of Secondary Education and chair of the chemistry department for program requirements.

**MINOR IN CHEMISTRY.** 12 Credits in chemistry beyond CHEM-132/235 at the 200-level or above. Required supporting course MATH 160 (Calculus I).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (CHEM)

### **CHEM-101 Fundamentals of Chemistry (4 Credits)**

(PN) Fundamentals of General Chemistry is a brief study of general chemistry, requiring a minimum of algebraic mathematics. Emphasis is placed on relating chemistry to selected everyday issues and applications. Especially appropriate for non-science majors. Does not count toward a chemistry or biochemistry major. May not be taken for credit after 131. May be taught as a J term course.

### **CHEM-110 Cooking Is Chemistry (4 Credits)**

(PN) This course is an introduction to the principles of chemistry through cooking. No prior knowledge of chemistry is required. Students will gain an understanding of the principles of preparing and cooking food, while developing an appreciation of chemistry through the practice of cooking and explore its significance in everyday life. Does not count toward a chemistry or biochemistry major. May be taught as a J term course.

### **CHEM-111 Busting Myths (4 Credits)**

(PN) CHEM-111 introduces students to experimental design and how to communicate experimental findings to the community. In this course, students will confirm or disprove, through experimentation, a host of societal perceptions, urban legends, and/or viral videos. Experimental results will be presented to the community using digital media. Laboratory work will be a major component of the course. Does not count toward a chemistry or biochemistry major.

**CHEM-112 Solving Crimes With Science (4 Credits)**

(PN) An investigation of the scientific and technological aspects of forensic science. Topics will include evidence collection and preservation, trace evidence, drug analysis, toxicology, DNA profiling, and arson investigation. Does not count toward a chemistry or biochemistry major. May be taught as a J term course.

**CHEM-114 Molecules That Changed the World (4 Credits)**

(PN) This course is intended to give students an appreciation of how chemists and chemistry affect everyday life by studying the impact of a class of molecules on our lives today. Students will gain an understanding of the molecular paradigm of chemistry and how it enables chemists to design molecules to address essential human needs and wants. Does not count toward a chemistry or biochemistry major.

**CHEM-117 Chemistry in the Environment (4 Credits)**

(PN) An introductory course covering general chemistry topics as they relate to the environment. Throughout the course you will improve your scientific literacy by studying topics including atmospheric chemistry, water quality, reaction rates, and energy sources. The course has no prerequisites and may not be taken for credit after successful completion of CHEM 132. Does not count toward a Chemistry or Biochemistry major.

**CHEM-131 General Chemistry I (4 Credits)**

(PN) Atoms, Ions, and Molecules This course introduces the fundamentals of bonding to form ions and molecules from atoms, as well as how atoms and molecules interact with each other resulting in the properties of matter. Topics include atomic structure, chemical bonding theories, symmetry as it pertains to chemical equivalence, coordination compounds, gases, intermolecular forces, and colligative properties. Lecture and two hours of laboratory weekly.

**CHEM-131L Lab for 131 (0 Credits)****CHEM-132 General Chemistry II (4 Credits)**

Driving Forces (PN) This course focuses on chemical reactions and how quickly and why they occur. Topics include stoichiometry, kinetics, thermochemistry, equilibrium, electrochemistry, and nuclear chemistry. Lecture and two hours of laboratory weekly. Prerequisite: CHEM 131 with a minimum grade of C or permission of the department.

**CHEM-132L Lab for 132 (0 Credits)****CHEM-181 Chemical Safety (0 Credits)**

This course will enable students to develop a broad background in the principles of chemical safety, provide a familiarity with common laboratory hazards, and introduce emergency response procedures.

**CHEM-199 Directed Study (1-2 Credits)**

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

**CHEM-200TR Chemistry Elective (1-12 Credits)****CHEM-215 Intro to Molecular Nutrition (4 Credits)**

(PN) CHEM-215 examines molecular structures and chemical reactions as they relate to the digestion, absorption and utilization of nutrients. Consequences of nutrient deficiency and excess, as well as their roles in human disease and prevention are included. Applied topics will also be addressed. The course is tailored to provide needed conceptual background for students majoring in public health, for those having interest in health policy, and those with an interest in their own health and nutrition. Although the course has no pre-requisites, successful completion of at least one high school or college level course in chemistry is expected. Does not count toward a chemistry or biochemistry major.

**CHEM-221LTR Tran Lab for CHEM-221TR (0-1 Credits)****CHEM-221TR Organic Chem Transfer (3-5 Credits)****CHEM-222LTR Trans Lab for CHEM-222TR (0-1 Credits)**

### **CHEM-222TR Organic Chem Transfer (3-5 Credits)**

### **CHEM-235 Intro to Inorganic Chemistry (4 Credits)**

(PN) This course is an alternative to the one year of general chemistry (CHEM 121 and 122) curriculum. Students with a strong preparation in high school chemistry, such as credit for AP Chemistry (or equivalent) or two years of high school chemistry are encouraged to take this course. Topics covered include: atomic structure, periodic properties, descriptive inorganic chemistry, ionic solids, bonding theories, symmetry, electrochemistry, and coordination chemistry. Lecture and 3 hours of laboratory weekly. Credit may not be earned for CHEM 235 and 131. In order to have a full year of chemistry as required by many professional schools students may have to take another CHEM course (see the chair of the chemistry department) in addition to this course.

### **CHEM-235L Lab for 235 (0 Credits)**

### **CHEM-255 Quant Analytical Chemistry (4 Credits)**

Theory and practice of chemical analysis, statistics, and basic laboratory instrumental analysis. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 132 or 235 or permission of department.

### **CHEM-255L Lab for 255 (0 Credits)**

### **CHEM-299 Directed Study (1-2 Credits)**

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

### **CHEM-321 Organic Chemistry (4 Credits)**

Survey of organic compounds: molecular structures, physical and spectroscopic properties, equilibrium, thermodynamics and introduction to reactivity and mechanisms. Specifically substitution, elimination, and addition reactions will be discussed. Lecture and three hours of laboratory weekly. Prerequisite: CHEM 132 or 235 with a minimum grade of C or permission of instructor

### **CHEM-321L Lab for 321 (0 Credits)**

### **CHEM-322 Organic Chemistry II (4 Credits)**

Continuation of CHEM 321. Radical reactions, conjugated systems, aromatic substitutions, and reactions of carbonyl compounds, carboxylic acid derivatives, and amines will be discussed. A major topic of this course will be chemical synthesis. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 321 with a minimum grade of C or permission of instructor.

### **CHEM-322L Lab for 322 (0 Credits)**

### **CHEM-345 Fundamentals of Biochemistry (4 Credits)**

An introduction to the chemistry of biomolecules covering such topics as the functional groups of life, the structure and function of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. Additionally, this course will provide an introduction to metabolism and biological energetics. Prerequisite: CHEM321 and BIOL 130 or permission of instructor. Does not count toward a chemistry or biochemistry major or minor. Can not earn credit for both CHEM 345 and 441.

### **CHEM-361 Physical Chemistry (4 Credits)**

Thermodynamics and Kinetics Survey of thermodynamic principles with application to physical and chemical equilibria and of kinetics at the microscopic and macroscopic levels. Prerequisite: CHEM 131 or 235, PHYS 152 or 212, MATH 220 , or permission of instructor

### **CHEM-365 Physical Chemistry II (4 Credits)**

Quantum Chemistry and Spectroscopy Survey of quantum theory with applications to systems of chemical interest - atoms, molecules, spectroscopy and reaction dynamics. Lecture and four hours laboratory weekly. Lecture and four hours laboratory weekly. Prerequisite: CHEM 131 or 235, PHYS 152 or 212, MATH 220 , or permission of instructor

**CHEM-365L Lab for 365 (0 Credits)****CHEM-380 Special Topics in Chemistry (2-4 Credits)**

This course will be an in-depth study of an advanced topic related to special interests of the faculty or to significant current developments in the field. May be lecture, laboratory, or both. Prerequisite: Permission of instructor. May be repeated if the topic is different. May be taught as a J-Term class

**CHEM-393 International Study Colloquium (3-4 Credits)****CHEM-399 Directed Study (1-2 Credits)**

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

**CHEM-400 Independent (1-2 Credits)**

Research on specific topics for seniors in Chemistry. Prerequisites: Department permission.

**CHEM-435 Advanced Inorganic Chemistry (4 Credits)**

Bonding, structure, spectra, and reactions of inorganic and organometallic materials. Prerequisites: 322.

**CHEM-441 Biochemistry I (4 Credits)**

Chemistry of proteins, enzymes, carbohydrates, and lipids with an emphasis on the structure-function properties of biomolecules. Additional topics include membranes, enzyme catalysis and regulation, bioenergetics and introduction of catabolic metabolism pathways and their control. Prerequisite: CHEM 322 and BIOL 130 or permission of instructor.

**CHEM-442 Biochemistry II (4 Credits)**

A continuation of CHEM 441, with an emphasis on metabolic processes involved in synthesizing biomolecules, molecular control of DNA replication, transcription and protein translation, biomolecular methods, and current topics of interest. Much of the reading materials will be from the primary biochemical literature. Prerequisites: CHEM 441 and BIOL 250 or permission of instructor. Lecture plus three hours laboratory weekly.

**CHEM-442L Lab for 442 (0 Credits)****CHEM-455 Instrumental Analysis (4 Credits)**

Critical survey of spectroscopic, chromatographic, and electrochemical instrumental methods, principles, theory of operation and interpretation of results. Scanning probe and electron microscopies and thermal methods of analysis will also be covered. Lecture and four hours laboratory weekly. Prerequisites: 255 and 322 or permission of instructor.

**CHEM-455L Lab for 455 (0 Credits)****CHEM-471 Inquiry in Chemistry (2 Credits)**

Introduction to chemical literature sources and their use, online searching techniques, and presentation of literature research results. Other topics include research proposals and ethics in scientific inquiry. Prerequisites: 322.

**CHEM-474 Senior Inquiry Research Proposal (2 Credits)**

Senior Inquiry: Research Proposal. Literature search of an approved topic and formulation of a polished research proposal that includes an explanation of experimental approaches designed to answer a set of specific questions relating to the topic, and a discussion of possible outcomes and conclusions. Culminates in a polished written proposal, an oral presentation, and a reflective essay. Prerequisite or Corequisite: 471

**CHEM-475 Senior Inquiry Lab Research (2 Credits)**

Senior Inquiry: Laboratory Research. Laboratory research project performed under the direction of a faculty mentor at Augustana College. At least 80 clock hours are spent in the laboratory during the first two terms of the senior year and/or during the summer preceding fall term of the senior year. Culminates in a laboratory research notebook, a polished research paper conforming to the style of relevant disciplinary journals, an oral departmental presentation, and a reflective essay. Prerequisite or Corequisite: 471.

### **CHEM-476 Senior Inquiry Off Campus Lab Research (2 Credits)**

Senior Inquiry: Off-Campus Laboratory Research. Laboratory research project performed as part of an undergraduate 8-10 week research program at another institution during the summer immediately preceding the senior year. Approval by the chemistry department chair is secured during the spring term of the junior year prior to registering for fall term of the senior year. Culminates in a laboratory research notebook, a polished research paper conforming to the style of relevant disciplinary journals, an oral departmental presentation, and a reflective essay. Prerequisite or Corequisite: 471

### **CHEM-499 Directed Study (1-2 Credits)**

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

## Chinese course catalog

<https://www.augustana.edu/academics/areas-of-study/chinese/courses>

### **2024-25 catalog**

HUA-MEI CHANG, Adjunct Assistant Professor

B.A., National Sun Yat-Sen University; M.A., University of Wisconsin-Madison

JEN-MEI MA, Professor

B.A., Fu-jeu Catholic University; M.A., M.Ph., Ph.D., Kansas

**MINOR IN CHINESE.** 20 credits beyond 102, including four language courses (CHNS-201, CHNS-202, CHNS-301, CHNS-302, CHNS-401, CHNS 402), and one culture course taught in English (CHST-240, CHST-260, CHST-340, HIST-350, HIST-351).

For an interdisciplinary minor related to Chinese, see [Linguistics](#).

**MAJOR IN ASIAN STUDIES:** See [Asian Studies](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (CHNS)

### **CHNS-100 First Year Chinese Refresher (2 Credits)**

For students placed into CHNS 102. These students may, with consent of the department, register for 100 and attend a 101 class, then continue with 102. Prerequisite: placement in 102 and consent of the department.

### **CHNS-101 First Year Chinese I (4 Credits)**

Introduction to Mandarin Chinese language, both written and spoken. Includes study of the cultures of Chinese-speaking countries and an introduction to intercultural communication. For students with no prior study of Chinese.

### **CHNS-102 First Year Chinese II (4 Credits)**

Continued study of Chinese language, both written and spoken. Includes study of the cultures of Chinese-speaking countries and further development of intercultural communication skills. Prerequisite: CHNS 100, 101 or placement.

### **CHNS-199 Directed Study (1-2 Credits)**

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

### **CHNS-200AP AP Chinese Language (4 Credits)**

#### **CHNS-201 Second-Year Chinese I (4 Credits)**

Continued development of Chinese language and culture. Mastery of new vocabulary, conversational skills, grammatical structure of modern Mandarin Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: CHNS-102 or placement.

#### **CHNS-202 Second-Year Chinese II (4 Credits)**

Continued development of Mandarin Chinese language and culture. Mastery of new vocabulary, conversational skills, grammatical structure of modern Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: CHNS-201 or placement.

#### **CHNS-299 Directed Study (1-2 Credits)**

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

#### **CHNS-301 Third Year Chinese I (4 Credits)**

Continuation of second-year Chinese, with increased emphasis on current Chinese conversation and vocabulary build up. Reading materials of selected literature masterpieces will be added. Prerequisite: CHNS-202 or placement.

#### **CHNS-302 Third Year Chinese II (4 Credits)**

Up to date videos, movies in addition to classical pieces are added to help students grasping first-hand information on advanced level Chinese study. Prerequisite CHNS 301 or placement

#### **CHNS-393 International Study Colloquium (3-4 Credits)**

#### **CHNS-399 Directed Study (1-2 Credits)**

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

#### **CHNS-400 Independent Study (1-2 Credits)**

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

#### **CHNS-401 Fourth Year Chinese I (4 Credits)**

Transition from textbooks to the language of film, video, newspapers and internet materials. Prerequisite CHNS 302 or placement. May be taken twice for credit as topics change.

#### **CHNS-402 Fourth Year Chinese II (4 Credits)**

Transition from textbooks to the language of film, video, newspapers and internet materials. Prerequisite CHNS 401 or placement. May be taken twice for credit as topics change.

#### **CHNS-499 Directed Study (1-2 Credits)**

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

#### **CHNS-INTR Chinese Internship (0-12 Credits)**

CHNS-INTR Academic Internship (0-12) Prerequisite: a declared minor in CHNS. Departmental internships must be approved by the department. DEPT-INTR are letter graded unless noted otherwise. See the Internships page for detailed information.



**CHST-200TR Transfer Elective (1-12 Credits)**

(PH, G) An overview of Chinese culture, with emphasis on various aspects within Chinese society, including religions, literature, art, language and philosophy. Readings are supplemented by audiovisual material, discussion and projects. Taught in English. May not take CHST-240 if CHST-340 has already been taken.

**CHST-240 Intro Chinese Culture (4 Credits)**

(PH, G) An overview of Chinese culture, with emphasis on various aspects within Chinese society, including religions, literature, art, language and philosophy. Readings are supplemented by audiovisual material, discussion and projects. Taught in English. May not take CHST-240 if CHST-340 has already been taken.

**CHST-260 Introduction to Chinese Films (4 Credits)**

(PA, G) Introduction to Chinese films and culture produced in the Chinese-speaking world.

**CHST-340 Intro Chinese Culture (4 Credits)**

(PH, G) Meets with 240 but expects extra in-depth work incorporating Chinese language texts. Also encourages critical thinking and creativity through analysis of various aspects of Chinese society. Prerequisite: consent of instructor. May not take CHST-340 if CHST-240 has already been taken.

## Classics course catalog

<https://www.augustana.edu/academics/areas-of-study/classics/courses>

**2024-25 catalog**

Augustana offers a wide variety of classes in Classics - the study of Greek and Roman antiquity - including courses in beginning through advanced Greek and Latin, along with related courses taught in English. See requirements for the Classics (Greek and Latin) major and minor and the Classical Studies (Greek or Latin) major and minor. The Classics Department also offers a minor in Biblical Languages.

KIRSTEN DAY, Professor, Chair

B.A., Rice University; M.A., Ph.D., University of Arkansas at Fayetteville

NICHOLAS DOBSON, Adjunct Assistant Professor

B.A., Rice University; M.A., Ph.D., University of Texas at Austin

MISCHA A. HOOKER, Continuing Lecturer

B.A. Calgary; M.A., Ph.D., Cincinnati

**MAJOR IN CLASSICS** GREK or LATN 191 and 192 or equivalent; four (2-credit) classes at the 200 or 300 level in GREK and/or LATN with at least one course at the 300 level; at least one (4-credit) course from each of categories I-III (below); four additional credits from GREK or LATN 200 or 300 levels or from courses in categories I-IV; and the Classics SI (CLAS 401).\*

**MAJOR IN CLASSICAL STUDIES** Three (2-credit) classes at the 200 or 300 level in GREK or LATN with at least one at the 300 level; at least one (4-credit) course from each of categories I-III (below); eight additional credits from GREK or LATN 200 or 300 levels or from classes in categories I-IV; and the Classics SI (CLAS 401).\*

\*Students who complete a substantial SI in another major may substitute an additional 2-credit upper-level Greek or Latin course or a 300-level 4-credit Classics course from categories I-IV in consultation with their advisor.

**MINOR IN CLASSICS** GREK or LATN 191 and 192 or equivalent; three (2-credit) classes at the 200 or 300 level in GREK and/or LATN with at least one at the 300 level; and at least one (4-credit) course from two of categories I-III (below).

**MINOR IN CLASSICAL STUDIES** Three (2-credit) classes at the 200 or 300 level in GREK or LATN with at least one at the 300 level; at least one (4-credit) course from two of categories I-III (below); and four additional Classics credits taken from GREK or LATN 200/300-levels, or categories I-IV (below).

**MINOR IN BIBLICAL LANGUAGES** Eight credits taken from GREK at the 200 or 300 level (2-credits each), NTGR 201 (1-credit), or HEBR 101 (4-credits); and eight additional credits taken from HIST 306, CLAS 360, RELG 201, RELG 202, RELG 214, RELG 273, HEBR 101, NTGR 201 (1-credit), or 200/300 level Greek language courses (2-credits).

**CATEGORY I (History):** HIST 305, HIST 306

**CATEGORY II (Literature):** CLAS 212/212W/312/312W, CLAS 222, CLAS 224, CLAS 226, CLAS 228/228W/328/328W

**CATEGORY III (Culture & Society):** CLAS 230/330, CLAS 240/340, CLAS 245/345, CLAS 258, CLAS 260/360, CLAS 310/311, CLAS 332, RELG 214

**CATEGORY IV (Supporting Courses):** ARHI 361, CLAS 250, CLAS 290, CLAS 334, PHIL 201

Students who entered the college before the 2019-2020 academic year should refer to the [transition website](#) for requirements that apply to their transition cohort.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### Courses in Classics (CLAS)

No knowledge of Greek or Latin is required for the following courses.

#### **CLAS-212 Classical Mythology (4 Credits)**

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world. May not take CLAS-212 if CLAS-212W, CLAS-312 or CLAS-312W has already been taken.

#### **CLAS-212W Classical Mythology (4 Credits)**

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world. NB: CLAS 212W includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the Gender, Sexuality, and the Cultural Imagination concentration for the WGSS major and minor. May not take CLAS-212W if CLAS-212, CLAS-312 or CLAS-312W has already been taken.

#### **CLAS-222 The Art of History (4 Credits)**

(PL) In antiquity, history was considered a literary genre. Herodotus, known as "the father of history," composed a literary masterpiece that chronicles the Greeks' conflicts with their non-Greek neighbors, culminating in the Greeks' miraculous defeat of the Persian king Xerxes' attempt to conquer Greece in the early 5th century BCE. From a close reading of Herodotus' work, students will learn how he intertwined his investigations of the past with philosophical, political, and religious themes to create one of the most enduring stories of humanity itself.

#### **CLAS-224 Greek Tragedy (4 Credits)**

(PL) Murder, incest, human sacrifice, cannibalism?! Just a sampling of the shocking situations Greeks put on stage in their tragedies -- but what did they gain from such performances? In this course, students will survey the ancient dramatic genre in its historical and cultural performance context, using representative examples by the playwrights Aeschylus, Sophocles, and Euripides. Adaptations and mutations of the genre, from the Roman tragedy of Seneca to "Medea: The Musical" and modern film adaptations, will also be studied and discussed.

**CLAS-226 Classical Comedy (4 Credits)**

(PL) The comic plays of Greece and Rome not only offer insights into the social, political, and religious issues of their times, but also helped establish key trends in the development of comedy as we know it today. In this course, students will read representative plays from Aristophanes, Menander, Plautus, and Terence, examining them in their particular historical moment, considering particulars of production and staging while also looking at their continuing influence on our own comic productions.

**CLAS-228 Intro to Classical Epic (4 Credits)**

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization, while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time. May not take CLAS-228 if CLAS-228W, CLAS-328 or CLAS-328W has already been taken.

**CLAS-228W Intro to Classical Epic (4 Credits)**

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization, while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time. NB: CLAS 228W includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the Gender, Sexuality, and the Cultural Imagination concentration for the WGSS major and minor. May not take CLAS-228W if CLAS-228, CLAS-328 or CLAS-328W has already been taken.

**CLAS-230 Sites & Monuments of Greece (4 Credits)**

(PA, G) This course introduces students to the art and archaeology of Greece from the Bronze Age through the Hellenistic period. From the palaces of Minoan Crete to the Athenian Acropolis and beyond, students will have the opportunity to explore the ancient Greek world through its material remains, including art, architecture, and everyday objects. Questions of archaeological practice and cultural heritage will also be taken into account, along with consideration of the persistent influence of Greek art and architecture on our world today. May not take CLAS-230 if CLAS-310, CLAS-311 or CLAS-330 has already been taken.

**CLAS-240 Women in Antiquity (4 Credits)**

(PS, G) This course looks at the lives of women in antiquity from Bronze Age Crete to the early Roman Empire. Using textual, material, and artistic evidence, students will learn how women from slaves and prostitutes to the wives and mothers of emperors navigated their world. They will also examine how the Greeks and Romans defined the categories of masculine and feminine and how these categories were used in discourses of politics, law, religion, and medicine, while considering how ancient conceptions have shaped our contemporary views of gender roles. This course also contributes to the Gender and the Global Environment concentration for the WGSS major and minor. May not take CLAS-240 if CLAS-340 has already been taken.

**CLAS-245 Race Ethnicity & Antiquity (4 Credits)**

(PS, G) How did the people of ancient Greece and Rome think about race and ethnicity? This course centers on a broad examination of this question, including consideration of how prejudices in classical antiquity were located more in ethnic and cultural differences rather than in skin color; how slavery in the ancient world differed from its manifestation in the colonial US; how racial difference is presented in art and literature; and the influence of African cultures on Minoan, Greek, and Roman civilization. We will also consider contemporary issues touching on Classics and race, both within the discipline and beyond. NB: This course also contributes to the Identity and Difference concentration for the WGSS major and minor. May not take CLAS-245 if CLAS-345 has already been taken.

**CLAS-250 Classics and Film (4 Credits)**

(PL, G) Greek and Roman antiquity have captured the Western imagination for over 3,000 years. In this course, students

will be asked to consider how filmmakers draw on classical myths, legends, and history to create stories that appeal to modern audiences, considering how, where, and why ancient stories are represented, reframed, or distorted in cinema and how these modern narratives can serve as a lens through which to examine the values and ideologies of our own society.

#### **CLAS-258 Greek Warrior Myths & Combat Trauma (4 Credits)**

(PS, G) In antiquity, much of the literature about war was composed and performed by veterans who had experienced battle firsthand and knew the difficulties of long separation from home and family. Other myths dealt with chronic illness, suicide, the death of a child, and other difficult topics. In recent years, these texts have been used to help people in our own society who have suffered from war, suicide, racial violence, incarceration, and more process their trauma and communalize their grief. This class will explore these uses through selections from ancient epic and tragedy, supplemented by scholarly commentary. Content Advisory: this course includes consideration of topics that may be difficult for some students.

#### **CLAS-260 Greek & Roman Religion (4 Credits)**

(PH) How did the Greeks and Romans think about and worship their deities? In this course, students will examine how ancient Greeks and Romans conceptualized, interacted with, and even critiqued their gods through literature, cult practice, and philosophy; consider the role of religion in the communal and social settings of the Greco-Roman world; explore ideas about afterlife and immortality, and the relationship of the human world with the divine; and come to understand the "divine man" concept and the interaction of the "pagan" world with earliest Christianity. May not take CLAS-260 if CLAS-360 has already been taken.

#### **CLAS-290 Greek & Latin Roots for Science (2 Credits)**

The large vocabulary of technical terms used in the life sciences utilizes a relatively small number of Greek and Latin elements. A basic exposure to classical word roots can expand one's scientific vocabulary and help unlock the meaning of a multitude of technical terms. To this end, this course offers a systematic approach to learning these roots, understanding the patterns in which they change, and recognizing the forms they take in anatomical and scientific terminology.

#### **CLAS-299 Directed Study (1-2 Credits)**

A directed study course in classics is an opportunity for a student to study a particular subject under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term, receiving mentorship in scholarly activity and individualized feedback. While directed study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

#### **CLAS-310 Greek World From Afar (2 Credits)**

This course introduces students to the art and archaeology of Greece from the Bronze Age through the Hellenistic period. From the palaces of Minoan Crete to the Athenian Acropolis and beyond, students will have the opportunity to explore the ancient Greek world through its material remains, including art, architecture, and everyday objects. Questions of archaeological practice and cultural heritage will also be taken into account, along with consideration of the persistent influence of Greek art and architecture on our world today. Short units on modern Greek language and culture will help prepare students for travel to Greece. This course is only open to students participating in the Greece Program. All students in CLAS 310 are required to register for CLAS 311 (2 credits) the following term. May not take CLAS-310 if CLAS-230 or CLAS-330 has already been taken.

#### **CLAS-311 Greek World On-Site (2 Credits)**

(PA, G) As a continuation of CLAS 310 or CLAS-330, this course will bring the sites and monuments the students have been studying in the classroom to life by giving them a first-hand look at the material remains of ancient Greece. We will continue to emphasize issues of archaeological practice and cultural heritage, while immersing ourselves in the world of modern Greece and practicing some of the modern Greek language we've learned. This course is only open to students participating in the Greece Program. Prerequisites: CLAS 310, CLAS-330, or RELG-214 in the term preceding travel. PA and G designations awarded after successful completion of both CLAS 310 and CLAS 311.

**CLAS-312 Classical Mythology (4 Credits)**

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world. NB: CLAS 312 runs concurrently with CLAS 212, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-312 if CLAS-212, CLAS-212W or CLAS-312W has already been taken.

**CLAS-312W Classical Mythology (4 Credits)**

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world. NB: CLAS 312W runs concurrently with CLAS 212W, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. The W designation indicates that this section includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the Gender, Sexuality, and the Cultural Imagination concentration for the WGSS major and minor. May not take CLAS-312W if CLAS-212, CLAS-212W or CLAS-312 has already been taken.

**CLAS-328 Classical Epic (4 Credits)**

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization, while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time. NB: CLAS 328 runs concurrently with CLAS 228, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-328 if CLAS-228, CLAS-228W or CLAS-328W has already been taken.

**CLAS-328W Classical Epic (4 Credits)**

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization, while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time. NB: CLAS 328W includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the Gender, Sexuality, and the Cultural Imagination concentration for the WGSS major and minor. NB: CLAS 328W runs concurrently with CLAS 228W, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-328W if CLAS-228, CLAS-228W or CLAS-328 has already been taken.

**CLAS-330 Sites & Monuments of Greece (4 Credits)**

(PA, G) This course introduces students to the art and archaeology of Greece from the Bronze Age through the Hellenistic period. From the palaces of Minoan Crete to the Athenian Acropolis and beyond, students will have the opportunity to explore the ancient Greek world through its material remains, including art, architecture, and everyday objects. Questions of archaeological practice and cultural heritage will also be taken into account, along with consideration of the persistent influence of Greek art and architecture on our world today. NB: CLAS 330 runs concurrently with CLAS 230, but includes more specialized research requirements and is best suited for Classics

students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-330 if CLAS-230 or CLAS-310 has already been taken.

**CLAS-332 Ancient Science (4 Credits)**

(PP) Greek and Roman thinkers and practitioners established the foundations of the vocabulary and modes of thought of modern science, medicine, and mathematics. Students will survey the field of ancient science, beginning with the Pre-Socratic philosophers and continuing through Plato and Aristotle, Hellenistic science and technology, Lucretius and atomism, and into the Roman Empire. There is special focus on the cross-cultural definition of "science," the value of investigating rejected theories, and the historical question of the degree to which scientific progress stalled under the Roman Empire.

**CLAS-334 Myst Manuscripts & Secret Knowledge (4 Credits)**

(PP, G) This course is an introduction to the study of ancient manuscripts (palaeography, papyrology, and codicology), and the history of discovery and decipherment of mysterious texts from the ancient Mediterranean world (e.g., Egyptian hieroglyphs, Linear B, Etruscan). Students will explore the stories and contents of some famous "mystery texts" (e.g., Orphic Gold Tablets and Derveni Papyrus; Dead Sea Scrolls; Nag Hammadi Library / Gnostic Gospels); the ethical concerns about such artifacts; and the use of computers and technology in retrieving ancient texts and deciphering unknown scripts.

**CLAS-340 Women in Antiquity (4 Credits)**

(PS, G) This course looks at the lives of women in antiquity from Bronze Age Crete to the early Roman Empire. Using textual, material, and artistic evidence, students will learn how women from slaves and prostitutes to the wives and mothers of emperors navigated their world. They will also examine how the Greeks and Romans defined the categories of masculine and feminine and how these categories were used in discourses of politics, law, religion, and medicine, while considering how ancient conceptions have shaped our contemporary views of gender roles. NB: This course also contributes to the Gender and the Global Environment concentration for the WGSS major and minor. CLAS 340 runs concurrently with CLAS 240, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-340 if CLAS-240 has already been taken.

**CLAS-345 Race Ethnicity & Antiquity (4 Credits)**

(PS, G) How did the people of ancient Greece and Rome think about race and ethnicity? This course centers on a broad examination of this question, including consideration of how prejudices in classical antiquity were located more in ethnic and cultural differences rather than in skin color; how slavery in the ancient world differed from its manifestation in the colonial US; how racial difference is presented in art and literature; and the influence of African cultures on Minoan, Greek, and Roman civilization. We will also consider contemporary issues touching on Classics and race, both within the discipline and beyond. NB: This course also contributes to the Identity and Difference concentration for the WGSS major and minor. CLAS 345 runs concurrently with CLAS 245, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with instructor before registering for this section. May not take CLAS-345 if CLAS-245 has already been taken.

**CLAS-360 Greek & Roman Religion (4 Credits)**

(PH) How did the Greeks and Romans think about and worship their deities? In this course, students will examine how ancient Greeks and Romans conceptualized, interacted with, and even critiqued their gods through literature, cult practice, and philosophy; consider the role of religion in the communal and social settings of the Greco-Roman world; explore ideas about afterlife and immortality, and the relationship of the human world with the divine; and come to understand the "divine man" concept and the interaction of the "pagan" world with earliest Christianity. NB: CLAS 360 runs concurrently with CLAS 260, but includes more specialized research requirements and is best suited for Classics students. Students outside of Classics should consult with the instructor before registering for this section. May not take CLAS-360 if CLAS-260 has already been taken.

**CLAS-393 International Study Colloquium (3-4 Credits)**

**CLAS-399 Directed Study (1-2 Credits)**

A directed study course in classics is an opportunity for a student to study a particular subject under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term, receiving mentorship in scholarly activity and receiving individualized feedback. While directed study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

**CLAS-400 Independent Study (1-2 Credits)**

An independent study course in classics allows a self-motivated student with well-developed research skills to conduct a high-level individual research project under a faculty member's guidance. After a research proposal has been accepted, the student will work independently throughout the term, consulting the faculty mentor on an at-need basis. While independent study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

**CLAS-401 Classics Senior Inquiry (4 Credits)**

In the senior inquiry experience in classics, students work reflectively in conjunction with a faculty mentor to develop a research project that is both personally meaningful and significant to the field as a whole. Most SI projects in classics will result in a substantial (20+ page) research paper, but in the case of students planning on teaching at the primary or secondary levels, other possible outcomes (i.e., teaching portfolios, pedagogy-based projects) are encouraged. Prerequisite: permission of department chair and instructor.

**CLAS-INTR Classics Internship (0-12 Credits)**

CLAS-INTR-AXX Academic Internship (0-8). Students who participate in significant extramural academic learning experiences that significantly enhance their education in classics may, with departmental approval, qualify for academic credit. These experiences may include archaeological excavations, museum internships, or other related activities. Prerequisite: a declared major or minor in Classics or Classical Studies. CLAS-INTR-Exx Experiential Internship (0-4). Students who participate in significant extramural activities where they apply their skills in a job-like environment may, with departmental approval, qualify for academic credit. These activities may include but are not limited to teaching or museum internships. Prerequisite: a declared major or minor in Classics or Classical Studies.

**Courses in Greek (GREK) and (NTGR)**

GREK courses numbered 200 and above are offered on a rotating basis and may be repeated for credit.

**GREK-101 Elementary Greek I (4 Credits)**

Ancient Greek was the medium in which groundbreaking contributions in philosophy, history, and all manner of literary genres, from Homer's "Iliad" and "Odyssey" to the biblical book of Revelation, were made to our world. Because of the Greeks' pioneering work in medicine and other sciences, Greek remains the basis of much medical and scientific terminology today, and there are also many words derived from ancient Greek in our everyday English. As the first term of the introductory Greek sequence, this course offers a thorough introduction to the grammar, syntax, and vocabulary of classical Attic Greek. May not take GREK-101 if GREK-191 has already been taken.

**GREK-102 Elementary Greek II (4 Credits)**

In this continuation of the two-term introductory Greek sequence, students will continue to build their knowledge of the grammar, syntax, and vocabulary used in classical Greek texts, while also pursuing a general knowledge of the culture of the Greeks and recognizing the profound influence that their language and culture have had on our world today. By the end of this course, students have the basic skills needed to read classical and later Greek texts (including koine Greek, the language of the New Testament). Prerequisite: GREK 101 or equivalent. May not take GREK-102 if GREK-192 has already been taken.

**GREK-191 Greek I as a 2nd Classical Language (1 Credits)**

This course covers content similar to the GREK 101 course but is designed for students who have completed the LATN 101-102 sequence or equivalent. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary

and apply it to acquiring proficiency in ancient Greek. NB: Does not fulfill Augustana's general education foreign language requirement. May not take GREK-191 if GREK-101 has already been taken.

### **GREK-192 Greek II as a 2nd Classical Language (1 Credits)**

This course covers content similar to the GREK 102 course but is designed for students who have completed the LATN 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in ancient Greek. Prerequisite: GREK 101 or 191. NB: Does not fulfill Augustana's general education second language requirement. May not take GREK-192 if GREK-102 has already been taken.

### **GREK-199 Directed Study (1-2 Credits)**

A directed study course in Greek is an opportunity for a student to study the fundamentals of classical Greek under a faculty member's close guidance. Prerequisite: permission of department chair and instructor.

### **GREK-216 Hellenistic Literature (2 Credits)**

In the period after Alexander the Great, the spoken Greek language evolved into the so-called koine ("common" dialect) that was ultimately the language of the New Testament. Meanwhile, poetry and prose writing developed distinctively new forms and content such as literary epigram and prose fiction (the "Greek novel"). Through reading and analysis of selected material from the Hellenistic era and beyond in the original Greek, students will gain a deeper understanding of Greek language and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

### **GREK-218 Greek Philosophy and Rhetoric (2 Credits)**

The ancient Greeks were pioneers in philosophy and rhetoric. Through reading and analysis of selections in the original Greek from authors such as Plato, Aristotle, Lysias, and Demosthenes, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

### **GREK-222 Greek Historical Prose (2 Credits)**

Herodotus, Thucydides, and Xenophon collectively created the discipline of history as it was understood in antiquity. Through reading and analysis of selections from one or more of these historians in the original Greek, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

### **GREK-224 Greek Tragedy (2 Credits)**

The Greek tragedians of the 5th century BCE (Aeschylus, Sophocles, and Euripides) put on stage the often shocking storylines from mythological sources, integrating the traditions of personal iambic poetry and choral lyric. In this course, students will gain a deeper understanding of the Greek language and poetic style, as well as the cultural and historical contexts in which these works were created, through reading and analysis of selections from one particular tragic poet in the original Greek. Prerequisite: GREK 102 or equivalent.

### **GREK-226 Greek Comedy (2 Credits)**

Comedy as we know it today from film, television, and theater has its roots in the highly political Old Comedy of Aristophanes from the 5th century BCE and in the less topical New Comedy of Menander from the 4th and 3rd centuries. Through a close reading of selections from one or both of these playwrights in the original language, students will gain a better understanding of ancient Greek while positioning these works in their cultural and historical contexts. Prerequisite: GREK 102 or equivalent.

### **GREK-228 Greek Epic (2 Credits)**

Homer's 8th century BCE "Iliad" and "Odyssey" were central in the culture and education of both the Greeks and the Romans and have exerted a profound influence on our own art, literature, and film as well. Through a close reading of selections from these epic poems in the original Greek, students will hone their language skills while developing a greater appreciation for the cultural and historical contexts of these formative works. Prerequisite: GREK 102 or equivalent.



**GREK-299 Directed Study (1-2 Credits)**

A directed study course in Greek is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as its cultural and historical context. Prerequisite: permission of department chair and instructor.

**GREK-314 Greek Lyric Poetry (2 Credits)**

Lyric poetry, poetry that was sung to the accompaniment of the lyre, is the medium in which we hear the first truly individual and personal expressions of ancient Greek authors. Through reading and analysis of selections in the original Greek from poets such as Archilochus, Sappho, Solon, and others, students will gain a deeper understanding of Greek language, poetic meters, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-316 Hellenistic Literature (2 Credits)**

In the period after Alexander the Great, the spoken Greek language evolved into the so-called koine ("common" dialect) that was ultimately the language of the New Testament. Meanwhile, poetry and prose writing developed distinctively new forms and content such as literary epigram and prose fiction (the "Greek novel"). Through reading and analysis of selected material from the Hellenistic era and beyond in the original Greek, students will gain a deeper understanding of Greek language and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-318 Greek Philosophy & Rhetoric (2 Credits)**

The ancient Greeks were pioneers in philosophy and rhetoric. Through reading and analysis of selections in the original Greek from authors such as Plato, Aristotle, Lysias, and Demosthenes, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-322 Greek Historical Prose (2 Credits)**

Herodotus, Thucydides, and Xenophon collectively created the discipline of history as it was understood in antiquity. Through reading and analysis of selections from one or more of these historians in the original Greek, students will gain a deeper understanding of Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-324 Greek Tragedy (2 Credits)**

The Greek tragedians of the 5th century BCE (Aeschylus, Sophocles, and Euripides) put on stage the often shocking storylines from mythological sources, integrating the traditions of personal iambic poetry and choral lyric. In this course, students will gain a deeper understanding of the Greek language and poetic style, as well as the cultural and historical contexts in which these works were created, through reading and analysis of selections from one particular tragic poet in the original Greek. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-326 Greek Comedy (2 Credits)**

Comedy as we know it today from film, television, and theater has its roots in the highly political Old Comedy of Aristophanes from the 5th century BCE and in the less topical New Comedy of Menander from the 4th and 3rd centuries. Through a close reading of selections from one or both of these playwrights in the original language, students will gain a better understanding of ancient Greek while positioning these works in their cultural and historical contexts. Students will also conduct a research project relevant to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200 level.

**GREK-328 Greek Epic (2 Credits)**

Homer's 8th century BCE "Iliad" and "Odyssey" were central in the culture and education of both the Greeks and the Romans and have exerted a profound influence on our own art, literature, and film as well. Through a close reading of selections from these epic poems in the original Greek, students will hone their language skills while developing a greater appreciation for the cultural and historical contexts of these formative works. Students will also conduct a short research project relevant to course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

**GREK-393 International Study Colloquium (3-4 Credits)****GREK-399 Directed Study (1-2 Credits)**

A directed study course in Greek is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as the cultural and historical context, often supplemented by a short research project. Prerequisite: permission of department chair and instructor.

**NTGR-201 Ekklesia (1 Credits)**

Greek was the common language of the Eastern Mediterranean world in the Hellenistic period and beyond, and for this reason the Hebrew texts of the Old Testament were translated into Greek beginning in the 3rd century BCE; for this reason too, Greek was the natural choice of language for the authors of the New Testament. Ekklesia is a weekly reading group that offers ecumenical, scholarship-based reading and discussion of texts from the Septuagint and the Greek New Testament. Prerequisite: GREK 102 or equivalent. This course may be repeated for credit.

**Courses in Latin (LATN)**

Courses numbered 200 and above are offered on a rotating basis and may be repeated for credit.

**LATN-100 Elementary Latin Refresher (2 Credits)**

Designed for students who place into LATN 102 after taking the Latin Placement Exam, this course provides a comprehensive review of LATN 101 material and reinforcement of key grammatical concepts in preparation for entry into LATN 102. Prerequisites: placement in 102 and consent of department. Changed from 1 credit to 2 credits on 09/29/19.

**LATN-101 Elementary Latin I (4 Credits)**

The Latin language has had a profound influence on our world: Latin terminology is heavily used in law, medicine, and ministry; Latin is the ancestor of the Romance languages, including French, Spanish, Italian, and Portuguese; and much of our vocabulary in English is indebted to Latin roots. As the first term of the introductory Latin sequence, this course offers a thorough introduction to the grammar, syntax, and vocabulary of classical Latin. May not take LATN-101 if LATN-191 has already been taken.

**LATN-102 Elementary Latin II (4 Credits)**

In this continuation of the two-term introductory Latin sequence, students will continue to build their knowledge of the grammar, syntax, and vocabulary used in classical Latin texts, while also pursuing a general knowledge of the culture of the Romans and recognizing the profound influence their language has had on our world today. By the end of this course, students have the basic skills needed to read classical, Roman, medieval, and later Latin literature. Prerequisite: LATN 101 or equivalent. May not take LATN-102 if LATN-192 has already been taken.

**LATN-191 Latin I as a 2nd Classical Language (1 Credits)**

This course covers content similar to the LATN 101 course but is designed for students who have completed the GREK 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in the Latin language. NB: Does not fulfill Augustana's general education foreign language requirement. May not take LATN-191 if LATN-101 has already been taken.

**LATN-192 Latin II as a 2nd Classical Language (1 Credits)**

This course covers content similar to the LATN 102 course but is designed for students who have completed the GREK 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in Latin. Prerequisite: LATN 101 or 191. NB: Does not fulfill Augustana's general education foreign language requirement. May not take LATN-192 if LATN-102 has already been taken.

**LATN-214 Latin Lyric and Elegiac Poetry (2 Credits)**

The Latin lyric and elegiac poets Catullus, Horace, Propertius, and Tibullus produced innovative and influential short-form Latin poetry on love and other themes. Through reading and analysis of selections from one or more of these poets in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context, potentially including the relationship of this literature with Greek lyric poetry.

Prerequisite: LATN 102 or equivalent.

**LATN-216 Literature of the Roman Empire (2 Credits)**

In the imperial period, there emerged new forms and developments of Latin literature such as Ovid's witty and urbane poetry on love (and mythology), Petronius' rollicking "Satyricon", the misanthropic satires of Juvenal, and the gossipy and salacious biographies of Suetonius. Through reading and analysis of selections from literature of this era in the original Latin, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context of the Roman Empire. Prerequisite: LATN 102 or equivalent.

**LATN-218 Roman Philosophy and Rhetoric (2 Credits)**

While the Romans came late to both philosophy and rhetoric, authors such as Lucretius, Cicero, Seneca and others were crucial in transmitting and continuing the Greek precedents in these areas. Through reading and analysis of selections in the original Latin from one or more of these authors, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context in which these authors worked. Prerequisite: LATN 102 or equivalent.

**LATN-222 Latin Historical Prose (2 Credits)**

The Romans brought their own unique methods and concerns to the writing of history. Through reading and analysis of selections in the original Latin from authors such as Caesar, Sallust, Livy, Velleius, and Tacitus, students will gain deeper understanding of Latin language, prose style, and literature, as well as the crucial cultural and historical contexts in which these authors' works were created. Prerequisite: LATN 102 or equivalent.

**LATN-226 Latin Comedy (2 Credits)**

The Roman comedies that have come down to us were Greek plays adapted for a Roman audience, and these Roman interpretations in turn have influenced comedy as it appears in television, film, and theater today. Through a close reading of selections from the plays of Plautus and Terence, students in this class will improve their understanding of the Latin language as well as the historical and cultural contexts in which these works were created and performed.

Prerequisite: LATN 102 or equivalent.

**LATN-228 Latin Epic (2 Credits)**

The definitive Roman epic is Vergil's "Aeneid", which recounts the traditional tale tracing Roman origins back to the Trojan Aeneas, including the famous "Trojan Horse" story, the struggles of this Trojan refugee to find a new home, and his tragic love affair with Queen Dido. Through reading and analysis of selections from the "Aeneid" in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context of Vergil's work. Prerequisite: LATN 102 or equivalent.

**LATN-299 Directed Study (1-2 Credits)**

A directed study course in Latin is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper

understanding of the selected text's language and style, as well as the cultural and historical context. Prerequisite: permission of department chair and instructor.

#### **LATN-314 Latin Lyric and Elegiac Poetry (2 Credits)**

The Latin lyric and elegiac poets Catullus, Horace, Propertius, and Tibullus produced innovative and influential short-form Latin poetry on love and other themes. Through reading and analysis of selections from one or more of these poets in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context, potentially including the relationship of this literature with Greek lyric poetry. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent.

Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-316 Literature of the Roman Empire (2 Credits)**

In the imperial period, there emerged new forms and developments of Latin literature such as Ovid's witty and urbane poetry on love (and mythology), Petronius' rollicking "Satyricon", the misanthropic satires of Juvenal, and the gossipy and salacious biographies of Suetonius. Through reading and analysis of selections from literature of this era in the original Latin, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context of the Roman Empire. Students will also carry out a research project related to the course material.

Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-318 Roman Philosophy and Rhetoric (2 Credits)**

While the Romans came late to both philosophy and rhetoric, authors such as Lucretius, Cicero, Seneca, and others were crucial in transmitting and continuing the Greek precedents in these areas. Through reading and analysis of selections in the original Latin from one or more of these authors, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context in which these authors worked. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-320 Medieval Latin Literature (2 Credits)**

Latin continued to be spoken and written after the fall of the Roman Empire, from the prose of histories, philosophy, and saints' lives to the poetry of monks, visionaries, and rowdy students, from Thomas Aquinas to the "Carmina Burana". Through reading and analysis of selections from this literature in the original Latin, students will gain deeper understanding of Latin language, style, and literature, across the post-classical centuries. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-322 Latin Historical Prose (2 Credits)**

The Romans brought their own unique methods and concerns to the writing of history. Through reading and analysis of selections in the original Latin from authors such as Caesar, Sallust, Livy, Velleius, and Tacitus, students will gain deeper understanding of Latin language, prose style, and literature, as well as the crucial cultural and historical contexts in which these authors' works were created. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-326 Latin Comedy (2 Credits)**

The Roman comedies that have come down to us were Greek plays adapted for a Roman audience, and these Roman interpretations in turn have influenced comedy as it appears in television, film, and theater today. Through a close reading of selections from the plays of Plautus and Terence, students in this class will improve their understanding of the Latin language as well as the historical and cultural contexts in which these works were created. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

#### **LATN-328 Roman Epic (2 Credits)**

The definitive Roman epic is Vergil's "Aeneid", which recounts the traditional tale tracing Roman origins back to the Trojan Aeneas, including the famous "Trojan Horse" story, the struggles of this Trojan refugee to find a new home, and his tragic love affair with Queen Dido. Through reading and analysis of selections from the "Aeneid" in the original Latin,

students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context of Vergil's work. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

### **LATN-393 International Study Colloquium (3-4 Credits)**

#### **LATN-399 Directed Study (1-2 Credits)**

A directed study course in Latin is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as the cultural and historical context, often supplemented by a short research project. Prerequisite: permission of department chair and instructor.

### [Courses in Hebrew](#)

#### **HEBR-101 Beginning Hebrew (4 Credits)**

In this course, students will learn the basics of reading Biblical Hebrew - they will acquire the most essential grammar and vocabulary and get acquainted with the tools (such as lexica and reference grammars) needed to approach the Hebrew Bible / Old Testament independently in the original language. Special emphasis is placed on investigating the nature of the Hebrew verb system and the ways in which scholars have tried to explain and understand it. Students will end up with a solid basic grasp of Hebrew, sufficient to allow them to pursue autonomous reading and research in the text of the Hebrew Bible / Old Testament.

### [Other supporting courses](#)

#### **ARHI-361 Greek & Roman Art (4 Credits)**

(PP, G) Ancient Greek and Roman art and architecture from early Aegean culture to the fall of the Roman empire examined within political, social, religious and mythological contexts. May be team taught with faculty from Classics.

#### **HIST-305 Ancient Greece (4 credits)**

(PP) A survey of the history and culture of the ancient Greeks from the beginnings of their civilization in the Bronze Age down to the conquests of Alexander the Great in the late fourth century BCE, a span of well over a thousand years. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Greek history, and also to the problems and limitations of these sources.

#### **HIST-306 Ancient Rome (4 credits)**

(PP) A survey of the history and culture of the ancient Romans from the beginnings of their civilization in the 8th century BCE through the fall of the western Roman Empire in the 5th c. CE, a span of over 1200 years. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Roman history, and also to the problems and limitations of these sources.

#### **PHIL-201 Classical Philosophy (4 Credits)**

(PP) Study of the beginnings of philosophical thought in Classical Greece, with particular attention to the fragments of the pre-Socratics, the dialogues of Plato, and the treatises of Aristotle. Topics will include early physics and metaphysics, theories of knowledge, human nature, happiness and virtue ethics.

#### **RELG-214 Angels and Demons (4 Credits)**

(REF) The interactions of paganism and Christianity are examined through Greek and Latin literature of the 4th-5th centuries CE — from Diocletian's Great Persecution to the triumph and establishment of Christianity, including the momentous and controversial reigns of Constantine the Great and Julian the Apostate. Study of the encounter highlights tradition and innovation in literary genres, dialogue, and conflict in the relations between the two traditions. In the end, the establishment of Greco-Roman paganism and Christianity as twin poles in an ongoing tension continues to produce new ways of thinking about their relationship.

## Communication Sciences and Disorders course catalog

<https://www.augustana.edu/academics/areas-of-study/communication-sciences-and-disorders/courses>

### **2024-25 catalog**

KAREN AUMULLER, Professional Faculty, Clinical Supervisor & Externship Coordinator  
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B.S., M.S., Southern Illinois University-Carbondale

TERRINA GOSA, Instructor  
B.A., Augustana College; M.S., Illinois State University

ALLISON M. HASKILL, Florence C. and Dr. John E. Wertz Professor in Liberal Arts & Sciences, Department Co-Chair, MS-SLP Program Director  
B.S., M.S., Ph.D., University of Nevada–Reno

STACIE M. HATFIELD, Assistant Professor, Center Director  
B.S., Illinois State University; M.S., Western Illinois University; Ed.D., Nova Southeastern University

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B.S., Augustana; M.A., Eastern Illinois University

ANN PERREAU, Associate Professor, Department Co-Chair, Undergraduate Program Director, Audiology Clinic Coordinator  
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JILL POTRATZ, Assistant Professor  
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MELISSA SCHAEFER, Professional Faculty, Clinical Supervisor  
B.S. & M.S., Western Illinois University

CATHERINE WEBB, Assistant Professor  
B.A., Augustana College; M.S., Nazareth College; Ph.D., University of Illinois at Chicago

LAUREL WILLIAMS, Professional Faculty, Clinical Supervisor  
B.A., Augustana College; M.A., University of Northern Iowa

**MAJOR IN COMMUNICATION SCIENCES AND DISORDERS.** 42 credits including CSD-110; CSD-205; CSD-210; CSD-215; CSD-220; CSD-305; CSD-310; CSD-315; CSD-405; CSD-410; two from CSD-415; CSD-420; CSD-425; CSD-430; CSD-460; CSD-490; optional: CSD-105. Required supporting courses (20 credits): LING-100; Any PSYC or SOAN course; Statistics such as PSYC 240 or MATH 130; any course carrying BIOL prefix that is human- or animal-based, such as BIOL-130 or BIOL-140; CHEM 131 or 132 or PHYS 121 or 151.

Departments of Education in selected states may require a Human Development Course such as PSYC 216 therefore, this course is recommended for CSD majors.

**Course repeat policy:** An exception to the [institutional course repeat policy](#) may be available for students who intend to apply for graduate study in Speech-Language Pathology (SLP) at Augustana. With the support of the CSD department, a student may [petition the Committee on Advanced Standing and Degrees](#) to repeat and replace a course if the student has not met the minimum grade required for admission to Augustana's MS-SLP program. This option does not apply for students pursuing graduate programs elsewhere.

**Grade Point Average Notation:** Students must have a cumulative G.P.A. of 3.0 or higher to enroll in CSD-425 and CSD-430. All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (CSD)

### **CSD-100 Comm: Disab, Diff, Disorder (4 Credits)**

(PS) Course involves the examination of linguistic, behavioral, physiological, and multicultural aspects of human communication. Specific focus will be placed on considering how disability, difference, and/or disorders are constructed in communication interactions. Students will learn about how communication is culturally constructed, as well as the characteristics of a variety of communication disorders. Non-CSD majors only.

### **CSD-105 Sign Language (1 Credits)**

Students will comprehend and express basic vocabulary in sign language. English word order. Manual fingerspelling. Develop a basic understanding of Deaf culture.

### **CSD-110 Intro Communication Sciences & Disorders (4 Credits)**

Students in this course will learn about human communication systems and variations in communication, including cultural differences, with emphasis on the multiple aspects of disordered communication related to speech, language, and hearing deficits. Specific communication disorders will be examined. Students will also learn about the roles and responsibilities of the professions in the field of Communication Sciences and Disorders. CSD majors only.

### **CSD-205 Anatomy, Physiology, & Science of Speech (4 Credits)**

The primary objective of this course is to provide students with an understanding of how humans produce speech. This will lead into the study of the human speech mechanism and how it works. The study of speech encompasses an array of interrelated scientific disciplines, including mathematics, physics, psychology, biology, medicine, and communication sciences and disorders. In this course, students will study the multidisciplinary nature of speech as we explore the topics of respiration, phonation, articulation, and resonance.

### **CSD-210 Anatomy, Physiology & Science of Hearing (4 Credits)**

The primary objective of this course is to introduce students to the hearing mechanism by examining its structure and function, and the acoustical properties of sound. We will discuss fundamental principles and theories of sound waves and their propagation in space, and will learn how sound is measured by solving problems using the decibel. We will discuss structures of the peripheral and central auditory system and the vestibular system, and explain their functions. Students will also differentiate the acoustical characteristics of sound (e.g., pitch vs. loudness) and explain how they contribute to auditory perception. Finally, we will discuss audio systems, including the functions of audio devices and how they process auditory signals.

### **CSD-215 Phonetics (4 Credits)**

The primary objective of this course is to provide students with the science of speech production and perception. Students will learn the mechanisms involved in segmental and suprasegmental production in a variety of the world's languages. The study of these mechanisms includes the study of respiration, phonation, articulation, and resonance. The

study of speech acoustics and acoustic analysis will be introduced and students will learn how to conduct basic analyses. Students will begin to learn the phonology of speech sounds in Standard (spoken) American English. Students also will learn to phonetically transcribe normal and disordered speech using symbols from the International Phonetic Alphabet. Development of both the art and science of IPA transcription will be fostered in this class.

#### **CSD-220 Speech and Language Development (4 Credits)**

The primary objective of this course is to explore multiple aspects of speech and language developmental milestones and language development theories. Students will discover distinctions between communication, speech, and language. They will consider how and why humans develop language and how factors such as socioeconomic status, intelligence, culture, and language difference influence language and speech development. Typical speech and language development norms will be used to inform assessment and intervention decisions for children with atypical communication development. Labs will allow students to quantify, describe, and analyze language data.

#### **CSD-305 Speech Sound Disorders (4 Credits)**

The primary objective of this course is to provide students with an understanding of various disorders of speech that can affect individuals throughout the lifespan. We only briefly will review normal speech development, and then will spend a considerable amount of time learning how to assess individuals with speech disorders. Following assessment, we will talk about intervention issues. A variety of special populations in which individuals exhibit a high incidence of speech disorders will be presented, and we will explore multicultural issues related to assessment and intervention of disorders and differences of speech. Students will discuss competing theories of speech acquisition, while learning how to evaluate theoretical approaches in assessment and intervention.

#### **CSD-310 Language & Lit Disorders (4 Credits)**

The primary objective of this course is for students to gain understanding of the types, causes, and possible characteristics of child oral language and literacy disorders. Students will connect applied and theoretical linguistics and develop evidence-based procedures to identify, assess, and generate functional and measurable goals and related intervention plans for children with language disorders. They will use standardized tests and qualitative language data to describe language development in children with language disorders and write professional clinical reports for children with disordered oral or written language. Students will apply the study of typical language development to children with language and literacy disorders. Throughout the course, concepts of the language-cognition relationship, special issues pertaining to culturally and linguistically diverse populations, and service delivery in various pediatric settings also will be explored. Prerequisite: CSD-220 or permission of instructor.

#### **CSD-315 Audiology (4 Credits)**

The primary objective of this course is to introduce students to the field of audiology that includes diagnosis and treatment of hearing disorders. We will also discuss the roles and responsibilities of hearing healthcare professionals working with patients with hearing loss, and summarize the important technologies that are used to assess hearing. Students will perform basic hearing testing and interpret their results through hands-on labs. We will discuss hearing disorders as they affect hearing and vestibular function, and investigate the effectiveness of treatments available to address hearing and vestibular dysfunction. A special emphasis will be placed on multicultural issues, including Deaf culture.

#### **CSD-393 International Study Colloquium (3-4 Credits)**

#### **CSD-399 Directed Study (1-2 Credits)**

#### **CSD-405 Aural Rehabilitation (2 Credits)**

The primary objective of this course is to enable students to thoughtfully address questions and issues related to the d/Deaf and hard-of-hearing community, including aural habilitation and aural rehabilitation. Emphasis will be placed on total communication, defined as the use of all available modalities (auditory, verbal, sign language, and visual communication systems) to teach language and speech to individuals with hearing loss. Students will also learn about relevant legislation related to the d/Deaf and hard of hearing population.



**CSD-410 Neural Bases of Human Comm (4 Credits)**

The primary objective of this course is to identify the structures of the central and peripheral nervous systems of the body, and how they connect and contribute to communication impairments. Students will apply principles governing brain function through case studies. Students will also be able to describe how development of neural systems occurs and how abnormalities produce developmental disabilities and neurological disorders affecting communication. We will review the major parts of a nerve cell and describe how electrical signals are conducted through the nervous system. Students will explain how blood is circulated in the brain and how involvement of cerebrovascular systems results in damage to the brain.

**CSD-415 Community Practicum 1 (0 Credits)**

Students will complete one or two community-based practicums, depending on total number of internship hours and as determined on an individual basis in conference with advisor. Prerequisite: Approval by CSD advisor.

**CSD-420 Community Practicum 2 (0 Credits)**

Students may complete one or two community-based practicums, depending on total number of internship hours and as determined on an individual basis in conference with advisor. Prerequisite: Approval by CSD advisor; GPA of 3.0 or permission of Center Director.

**CSD-425 Clinical Practicum I (0 Credits)**

Students will complete two internship clinical practicums in the Roseman Center for Speech, Language, and Hearing. In weekly seminars, clinical internship students will learn about professional practice issues, evidence-based practice, clinical documentation, the clinical supervision process, the ASHA Code of Ethics and Scope of Practice, and intervention planning. Prerequisite: 3.0 cumulative GPA or permission of instructor obtained through the CSD Department's clinical petition process.

**CSD-430 Clinical Practicum 2 (0 Credits)**

Students will complete two internship clinical practicums in the Roseman Center for Speech, Language, and Hearing. In weekly seminars, clinical internship students will learn in weekly seminars about professional practice issues, evidence-based practice, clinical documentation, the clinical supervision process, the ASHA Code of Ethics and Scope of Practice, and intervention planning. Prerequisite: 3.0 cumulative GPA or permission of instructor obtained through the CSD Department's clinical petition process.

**CSD-460 CSD Research Methods (2 Credits)**

The primary objective of this course is to examine scientific methods and research designs employed in CSD research and to review the process and importance of evidence-based practice in CSD. Issues related to population sampling, data collection methods, and statistical analyses will be covered. Special emphasis will be placed on the protection of human participants and research ethics. Students will develop a research question to be expanded upon in CSD-490: Research Writing.

**CSD-480 Senior Inquiry - Research Methods (4 Credits)**

The primary objective of this course which is foundational for a graduate-level research methods course is to examine the various designs of scientific methods employed in CSD research, including clinical trials and single-subject designs, and to review the importance of evidence-based practice in CSD. We will also study the research process and discuss issues related to population sampling, adequate data collection, and statistical analyses. An emphasis will be placed on protection of human participants and research ethics. We will practice scientific writing in CSD, as well as present research in a professional format. Development of a research question or topic will be the culminating product.

**CSD-490 Senior Inquiry - Research Writing (2 Credits)**

Students will develop a multi-draft research essay or thesis that will culminate in a substantial written document and a public presentation. Students also will engage in a reflection discussion or write a reflective paper about their research process, the theoretical and clinical implications of their work, and its connection to their liberal arts experience.

## [Communication Studies course catalog](#)

**2024-25 catalog**

GEORGE BOONE, Continuing Lecturer

B.A., Rowan University; M.A., Villanova University; Ph.D., University of Illinois, Urbana-Champaign

LUCY BURGCHARDT, Assistant Professor

B.A., Ripon College; M.Phil., Cambridge., Ph.D., North Carolina

MICHAEL DAVIS, Visiting Assistant Professor

B.A., Iowa; M.A., Missouri; Ph.D., Iowa

DONNA HARE, Continuing Lecturer

B.F.A., University of Montevallo, M.F.A., Western Illinois

WENDY HILTON-MORROW, Dean of the College and Professor

B.A., Augustana; M.A., Ph.D., Iowa

MARGARET KUNDE, Associate Professor

B.A., College of St. Benedict; M.A., Ph.D. Minnesota

JESSICA NODULMAN, Associate Professor

B.A., M.A., Eastern Illinois University; Ph.D., New Mexico

ANGELA NORMOYLE, Part-time Assistant Professor

B.A., Augustana; M.A., Ph.D., Northwestern

DAVID A. SCHWARTZ, Associate Professor, Chair

B.A., Iowa; M.S., Northwestern; Ph.D., Iowa

DAVID SNOWBALL, Professor, Chair

B.A., Pittsburgh; M.A., Ph.D., Massachusetts

DOUG TSCHOPP, Instructor of Communication Studies and Director of Entrepreneurial Development

B.A., St. Ambrose; M.B.A., Iowa

SHARON VARALLO, Professor

B.A., William and Mary; M.A., North Carolina; Ph.D., Ohio State

CAROLYN YASCHUR, Associate Professor

B.A., Gettysburg College; M.A., University of Missouri, Ph.D., Texas

**MAJOR IN COMMUNICATION STUDIES.** 28 credits, including two gateway courses (COMM-220, COMM-230, COMM-240, COMM-250, COMM-260); COMM-101, Public Speaking (4 cr.) **plus at least two credits** from COMM-201, COMM-202, COMM-203, COMM-204, COMM-205 or COMM-206; one theory course (COMM-380, COMM-381, MJMC-382); and an SI capstone (COMM-480). [Exceptions: With pre-approved SI in a second major and with the completion of 28 credits and a second theory course, then the SI capstone could be waived.] A minimum of six credits of elective courses. MJMC 225 Strategic Communication; MJMC 345 Cultural History of Media; 350 Issues in Contemporary Media and 403 Public Relations may be used to fulfill this requirement. Up to two additional credits from Comm 201, 202, 203, 204, 205, and 206 may count toward satisfying this requirement.

**MINOR IN COMMUNICATION STUDIES.** 18 credits, including COMM-101 plus at least two credits from the advanced skills modules (COMM-201, COMM-202, COMM-203, COMM-204, COMM-205, COMM-206) two gateway courses (COMM-220, COMM-230, COMM-240, COMM-250, COMM-260) and four elective credits.

**Internships:** COMM-INTR-Senior Inquiry/Academic Internship (0-12) Prerequisite: a declared major or minor in communication studies, at least 6 earned COMM credits and at least a 3.0 in the major. Departmental internships must be approved by the department. COMM-INTR are letter graded unless noted otherwise. COMM-INTR (0-12) Departmental internships also must be approved by the department. INTR-COMM supervised through CORE internships are graded P/NC only. A maximum of three internship credits may be applied toward the Communication Studies major or minor. See the [Internships page](#) for detailed information.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (COMM)

### **COMM-101 Public Speaking (4 Credits)**

Public Speaking will help develop the foundational skills on which all effective public communication depends. This course will teach students how to adapt to different occasions and audiences, how to effectively support and deliver ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations. This course is required for all COMM majors and minors, and should be completed by the end of the sophomore year. Juniors and seniors need permission from the department chair to register.

### **COMM-110 Communication and Controversy (4 Credits)**

This will be a rotating topics course designed to introduce first-year students to some of the hot topics in communication and how scholars sort them out. Potential focuses include Media and Identity, Discourses of the American Family, Family Communication, the Bully in the Bully Pulpit, or A Century of Nativist Rhetoric. J-only, FY-only.

### **COMM-111 Confident Communication (4 Credits)**

Confident Communication will help students with communication apprehension from all disciplines feel more confident about voicing their ideas in front of others, whether it's in the classroom, on the job, or engaging in civil discourse with groups large and small. This high-engagement course will empower students by focusing on anxiety-reducing techniques. Students will grow these skills through improvisation work, group discussions, community outreach, and small speech assignments in a supportive environment. J-only, FY-only.

### **COMM-199 Directed Study (1-2 Credits)**

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

### **COMM-201 Presenting With Technology (2 Credits)**

Presentations are increasingly mediated, so we'll work through effective use of both visual presentation programs (e.g., PowerPoint and Prezi) and mediation technologies (e.g., SharePoint, Zoom), as well as the "rules" for when and how to effectively incorporate visual support. Prerequisite: COMM-101

### **COMM-202 Incorporating Narrative (2 Credits)**

Incorporating Narrative focuses on how to effectively incorporate storytelling to enliven a presentation. Students will examine elements needed to create a successful narrative, why narratives enhance presentations, learn how to listen more closely to the stories of others, and how to integrate stories as a means to become a more dynamic communicator in their future career. Prerequisite: COMM-101

### **COMM-203 Listening (2 Credits)**

The first step in effective speaking is effective listening, and most folks are atrocious at it. We either listen for the wrong

purpose (to plan our rebuttal) or we barely listen at all. There are strategies for correcting both. We'll pursue them.

Prerequisite: COMM-101

### **COMM-204 Mediating Conversation (2 Credits)**

For many of us, our skills are limited to saying our piece, then withdrawing or sparring. 205 will work on the response, framing, and guiding skills related to mediation, negotiation and conflict resolution that come into play in business, political, and relational contexts. Prerequisite: COMM-101

### **COMM-205 Deliberation & Dialogue (2 Credits)**

Informed by the Sustained Dialogue training, this course teaches skills and techniques for productive engagement in discussion of complex and meaningful issues. Prerequisite: COMM-101

### **COMM-206 Small Group Leadership (2 Credits)**

This is a performance-intensive course designed to help you understand and practice a series of communication-related skills. Those focus on how to keep a small group or team running smoothly and attain its goals. You will learn how to problem-solve, deal with dysfunctional group mates, become more comfortable speaking in front of others as well as how to become a more effective listener and time manager. Prerequisite: COMM-101

### **COMM-210A Presidential Rhetoric (4 Credits)**

(PL) This course investigates the genre of presidential rhetoric in different contexts and what it means to be constituted as citizens through that rhetoric.

### **COMM-210B Sexual Communication (4 Credits)**

(PH)How we communicate about sex and sexuality is shaped by a variety of factors - family, friends, health providers, religion, media - and it can be a key part of our personal development and relationship satisfaction. This course will apply a theoretical lens to sexual communication in order to better understand its practical importance in psychosocial and behavioral development; sexual relationship development, maintenance, and dissolution; safe-sex decision making; social stigma perpetuation; and, broader cultural understandings of gender and sexuality roles. Students will gain valuable knowledge and skills that will prepare them to navigate their own sexual communication in an intentional and informed way.

### **COMM-210C Digital Games & Cult (4 Credits)**

(PL) Digital games and culture focuses on the interpretation of video games and how they reflect and circulate cultural values.

### **COMM-210F Art of Fundraising (4 Credits)**

America's 1.5 million non-profit organizations, employing 11.4 million people, represent the third-largest segment of the economy. Their collective mission is to change the world for the good of all people, not just for the good of their owners or stockholders. Saving one life, or saving the entire planet, costs a lot. Fund-raisers annually convince Americans to voluntarily share nearly \$400 billion -- and another \$200 billion in volunteered time and skills - each year. This course will help you understand their challenges and the strategies they use to overcome them. We'll learn (1) what motivates people to give and serve and (2) how to build the case - with individuals and organizations - for gifts; our capstone will be a fund-raising practicum in which you and your team craft an actual fund-raising campaign for a non-profit, including a proposal for a large mission-centered grant.

### **COMM-210L Leadership & Communication (4 Credits)**

In this course, students will explore their individual strengths and values and build the necessary communication skills to lead diverse groups with heart, humanity, and hope.

### **COMM-220 Comm and Social Relationships (4 Credits)**

(PS,D)Examines how family, peer and cultural socialization influences communication in close relationships.

Consideration of race, class, gender and sexual orientation as they relate to communication in diverse relationships.

**COMM-230 Comm, Politics, and Citizenship (4 Credits)**

(PL) Addresses issues of communication effects and ethics as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features rhetorical tactics, communication strategies and argument patterns in political campaigns, public policy, and the media.

**COMM-240 Advertising and Consumer Culture (4 Credits)**

(PS) COMM240 traces the evolution of the persuasive strategies, effects and messages in commercial discourse, from its origins in colonial America to today, with special emphasis on portrayals of race, class, family and gender in contemporary America. Course assignments will incorporate instruction on media content analysis and textual analysis as research methods.

**COMM-250 Health Communication (4 Credits)**

An introductory examination of major communication challenges, theories and practices as they relate to health. This interdisciplinary course examines patient-caregiver communication, narrative medicine, diversity and cultural conceptions of health, social support, and health in the media.

**COMM-260 Communication and Culture (4 Credits)**

(PH,G) Examines how communication helps create culture and how culture constrains communication, reasoning, and morality; introduces similarities and differences in understanding self and other in cultural contexts.

**COMM-299 Directed Study (1-2 Credits)**

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

**COMM-310 January Advanced Seminar (4 Credits)**

This will be a rotating topics course taught by different faculty designed primarily for junior and senior majors in Comm Studies or MJMC though some topics might be attractive to junior and senior majors in other fields.

**COMM-311 Communication, Time & Technology (4 Credits)**

(PH) Human communication is profoundly affected by time cultures. People understand, experience, "use" and measure time largely according to cultural socialization. This interdisciplinary course interrogates assumptions about time and resulting links to everyday life and relationships.

**COMM-320 Dark Side of Relationship Communication (4 Credits)**

"The dark side" is a metaphor for areas of relational communication which are underexplored, correctly or incorrectly presumed to be destructive and dysfunctional, or incorrectly presumed to be unambiguously constructive and functional. COMM 320 will build off the foundations laid in COMM 220.

**COMM-330 Public Rhet: Msg, Power, Influence (4 Credits)**

(PL) Public Rhetoric: Messages, Power, Influence Critically and historically addresses public discourses revolving around a particular issue or genre with regard to how rhetoric is used to initiate change or maintain power. Through contemporary methods of rhetorical criticism, considers how context shapes messages and messages shape context in a way that constructs U.S. identities and ideologies. Past topics have included social movement rhetoric and the rhetoric of public memory.

**COMM-340 Propaganda (4 Credits)**

(PP) National crises are manufactured with some regularity. Examples include the world wars, the Great Depression, the cold war, immigrant "invasions," drug wars and "the global war on terrorism." These crises, though grounded in real-world events, are also rhetorical events as propagandists on both sides look for ways to create and demonize "them" while uniting "us." 340 examines their strategies, constraints, themes and effects. Course assignments will incorporate instruction on historiographic research.

**COMM-350 Loss, Hope and Support in Health Comm (4 Credits)**

Communicating effectively and gracefully during times of interpersonal crisis is a vital skill for adults to learn. However,

there are few opportunities to learn these skills. This course will teach social support skills using theories of health communication. In addition it will focus on how to cope with loss, find hope during grief, and build an effective social support system.

**COMM-360 Intercultural Communication (4 Credits)**

To be "intercultural" means to be interactive. Accordingly, this course engages both theory and practice through intentional service-learning/community engagement across racial, ethnic, and national cultures. Thorough engagement with scholarship and with people showcases the necessity of intercultural skills to professional, political, and relational communication competence.

**COMM-370 Comm, Technology & Society (4 Credits)**

Communication scholars observe how technologies such as writing, printing, broadcasting and social media often disrupt social practices. This course investigates 1) the cultural conversation around new technologies and 2) the ways in which new technologies change communication norms. Students will be asked to consider what technology does to us and why we talk about it the way that we do.

**COMM-380 Rhetorical Theory in Comm (4 Credits)**

Addresses definitions and frameworks of rhetoric from theorists ranging from ancient Greeks like Plato and Aristotle to modern theorists such as Kenneth Burke and Michel Foucault. Considers the role of rhetoric in the liberal arts and the relationship of rhetoric to knowledge, ethics, and public life. Prerequisite: completion of at least one of the Comm gateway courses (COMM-220, -230, -240, -250 or -260) or permission of instructor.

**COMM-381 Social Scientific Theory in Comm (4 Credits)**

Examines the rise of the social sciences and reviews contemporary social science theories and perspectives in communication. Prerequisite: COMM-220, COMM 240, COMM 250 or COMM 260 or permission of instructor.

**COMM-393 International Study Colloquium (3-4 Credits)**

**COMM-399 Directed Study (1-2 Credits)**

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation. Permission of Instructor.

**COMM-400 Independent Study (1-2 Credits)**

Original research in an area of particular interest not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: Permission of Instructor.

**COMM-402 Organizational Communication (4 Credits)**

Discusses how structure, leadership, values, goals and climate contribute to organizational culture and communication, and explores how individuals and groups are impacted by these variables.

**COMM-410 Seminar in Communication (4 Credits)**

In-depth analysis of communication topics offered for advanced students. Typically reading and discussion intensive, with an expectation that students take active roles in the classroom. Seminar topic changes every year. Can be repeated.

**COMM-450 Health Communication Campaigns (4 Credits)**

This course focuses on the purpose, design, implementation, and evaluation of public health communication campaigns-promotional messages or interventions aimed at health behavior education or change. Students gain an overview of relevant theory and research and the opportunity to study, design, implement, and evaluate health communication campaigns.

**COMM-460 Comm, Diversity & Leadership (4 Credits)**

Effective leadership draws on the strengths, perspectives and abilities of all members of an organization, not just those of a single leader or small, insulated leadership cadre. Building on the foundations laid in courses such as COMM-260

and COMM-360, this course pursues advanced studies on the application of organizational and leadership communication models to corporate and nonprofit organizations which serve diverse constituencies.

### **COMM-480 Senior Inquiry (2 Credits)**

A semester-long capstone experience that allows each student to refine, crystallize and document their understanding of the process and effects of communication. Students completed an approved Senior Inquiry project in a different major may substitute a second communication theory course (COMM-380, COMM-381, MJMC-382) for COMM-480.

### **COMM-499 Directed Study (1-2 Credits)**

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

## Computer Science course catalog

<https://www.augustana.edu/academics/areas-of-study/computer-science/courses>

### **2024-25 catalog**

DIANE C. MUELLER, Adjunct Assistant Professor  
B.A., Concordia; M.S., Illinois State

NIDHI MOURYA, Adjunct Professor  
Master of Computer Application (MCA), Rajiv Gandhi Technical University

PRATHAP (PATRICK) SIDDAVAATAM, Assistant Professor  
Ph.D. IoT Security, Communication & Hardware Optimization, Ryerson University

FORREST STONEDAHL, Associate Professor  
B.A., Carleton, M.S., Ph.D., Northwestern

ANDREW SWARD, Associate Professor, Chair  
B.S., Northeastern University; M.S., Ph.D., University of Illinois

**MAJOR IN COMPUTER SCIENCE.** 36 credits, including MATH 160, MATH 250, CSC 201, CSC 202, CSC 305, CSC 330, CSC 371, CSC 490, and four additional credits from CSC 300 – 400 level or MATH 340 or MATH 440 or DATA 350.

**MINOR IN COMPUTER SCIENCE.** 20 credits, including CSC 201, CSC 202, CSC 330, and four credits from the CSC 200 – 400 level or MATH 340 or MATH 440, and four additional credits from CSC 300 – 400 level.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (CSC)

#### **CSC-110 Introduction to R (1 Credits)**

R is a freely available language and environment for statistical computing and graphics. This course is a one-credit introduction to R. Course objectives include navigating an integrated development environment, importing data, using data structures and functions, writing scripts and using packages.

#### **CSC-121 Explorations in Computing (4 Credits)**

(Q) A broad study of the fundamental ideas in computer science. Topics include the history of computing, data

representation, machine architecture, networking and the Internet, algorithms, programming languages, information systems, artificial intelligence, limitations of computing, and ethical issues. Includes in-class laboratory work. Intended primarily for non-majors. May not be taken for credit after 202.

#### **CSC-150 Artful Computing (4 Credits)**

(PA) A studio-based course on the use of computer programming to create generative art in various forms, including 2-D, 3-D, and animated images. Additional topics may include cinematic effects, particle systems, ray-tracing, autostereograms, and computer-generated music and poetry.

#### **CSC-201 Introduction to Computer Science (4 Credits)**

Problem solving and program development using the Python programming language. This course covers fundamental ideas of procedural and object-oriented programming, including elementary control structures (loops, conditionals, functions), objects and classes, and structured data types. These ideas will be explored using application areas such as graphics/games, data analysis, business, and science. Prerequisite: Placement into MATH-140 or higher.

#### **CSC-202 Data Structures and Object Oriented Prog (4 Credits)**

A study of standard data structures including lists, stacks, queues, trees, sets, and maps, with an introduction to space and time complexity analysis. Coursework requires object-oriented programming in the Java language, including the use of polymorphism and inheritance. Co-registration with CSC-202L (lab) is required. Prerequisite: C or better in CSC 201 or permission of the department.

#### **CSC-202L Lab component of CSC-202 (0 Credits)**

#### **CSC-215 Web Programming (4 Credits)**

Introduction to web programming, including HTML and CSS, as well as both the server side and client-side use of scripting languages such as JavaScript and PHP. Includes significant project work and in-class lab work. Prerequisite: C or better in CSC 201.

#### **CSC-260 Modeling Our World (4 Credits)**

(PN) Introduces the use of computer programming to model various phenomena in the natural and social sciences. Includes agent-based modeling, the emergence of complex patterns from simple rules, and fundamental questions about the nature of models. Connections between quantitative data and qualitative understanding are explored. Application areas may come from a wide range of disciplines, including geology, physics, chemistry, biology, economics, political science, and sociology. Prerequisite: CSC-201 and either MATH-140 or placement into MATH-160.

#### **CSC-299 Directed Study (1-2 Credits)**

#### **CSC-305 Software Development (4 Credits)**

This project-based course covers intermediate programming concepts in event-driven/GUI programming, object-oriented analysis and design, with a strong focus on teamwork, and the tools/skills necessary for collaborative team software development. Software engineering concepts, such as the software life cycle, models, requirement analysis, design, implementation, and testing are also discussed, and agile methodologies for project management are introduced. Significant programming required. Prerequisite: C or better in CSC 202.

#### **CSC-310 Database Management (4 Credits)**

A study of the design, implementation, and application of database systems. Topics include entity relationships, the relational model, data constraints, and the use of SQL to query and update information. Database applications are explored through hands-on laboratory work with modern DBMS, as well as programming activities/projects. Prerequisite: C or better in CSC 201.

#### **CSC-320 Principles of Artificial Intelligence (4 Credits)**

(PH) An introduction to key concepts of artificial intelligence, including knowledge representation, search algorithms, optimization techniques, and machine learning. Application areas will be selected from natural language processing,



image recognition, game playing, problem solving, pattern-finding, and autonomous robotics. Philosophical questions and ethical implications of A.I. will be explored. Prerequisite: C or better in CSC 202 and MATH 250.

#### **CSC-325 Machine Learning (4 Credits)**

Fundamentals of applied machine learning using Python, Scikit-Learn, and a modern deep learning framework. This course takes a project-based hands-on approach with a focus on using existing tools and libraries to solve problems, rather than developing ML algorithms from scratch. Topics include supervised learning (classification and regression) and unsupervised learning (clustering and dimensionality reduction), as well as semi-supervised and self-supervised ML. Applications may be drawn from areas such as computer vision, natural language processing, business data mining, recommendation systems, and cybersecurity. Prerequisites: CSC 201, MATH 160 and one of the following statistics classes MATH 330, BUSN 211, PSYCH 240, SOAN-227, or MATH 130.

#### **CSC-330 Principles of Computer Systems (4 Credits)**

Fundamental ideas of computer systems/organization, including memory, control processing, machine language, assembly language, data representations and number systems, and digital logic. Basic operating systems concepts such as process and memory management will also be discussed. Prerequisite: C or better in CSC 202.

#### **CSC-332 Operating Systems (2 Credits)**

Explores fundamental concepts about how an operating system manages shared hardware/resources. Topics include process scheduling, memory allocation, persistent data storage, concurrency, and caching mechanisms at multiple levels of system architecture. This course also discusses some design/implementation choices of modern operating systems. Prerequisite: C or better in CSC 330

#### **CSC-335 Networking Fundamentals (2 Credits)**

Fundamentals of computer communication network concepts and protocols at the application, transport, network and link layers. Provides a deep understanding about how local and wide-area networks (such as the Internet) operate, and how applications are built on top of this infrastructure. This knowledge also forms the basis for network security. Includes hands-on lab experience. Prerequisite: C or better in CSC 330.

#### **CSC-336 Internet and Cybersecurity (2 Credits)**

This course introduces several security challenges related to the Internet, various services/protocols that use it, and the myriad devices now connected to it. Discussion topics include: cyberattacks, counter-measures, hacktivism, the dark web, cryptography, and ethical issues regarding information security. Prerequisite: CSC 335. May not be taken for credit after taking CSC 337

#### **CSC-350 Programming Language Principles (2 Credits)**

Provides a brief survey of several different programming languages while discussing some core concepts underlying programming language design. Functional and declarative (logic-based) paradigms will be contrasted with procedural/object-oriented approaches. Prerequisite: C or better in CSC 202

#### **CSC-371 Algorithms and Computational Theory (4 Credits)**

A rigorous study of the design, implementation, and analysis of algorithms, with a light introduction to theory of computation. Topics include worst-case vs. average-case performance, complexity classes, problem-solving strategies, heuristics, and NP-complete problems. Illustrative algorithm examples are chosen from classic data structures such as heaps, balanced trees, graphs, and hash tables. Additionally, theoretical models of computing such as finite state machines, regular languages, and Turing machines are introduced. Significant programming required. Prerequisite: C or better in CSC 202 & MATH 250

#### **CSC-380 Special Topics Seminar (2-4 Credits)**

In-depth treatment of a computer science topic not regularly offered in the general curriculum. Topic announced for each offering. Prerequisites: C or better in CSC 202 or permission of instructor.

#### **CSC-391 Coding Challenges (1 Credits)**

Hands-on practice solving challenging programming problems. Solutions may require the implementation of algorithmic

strategies such as recursive backtracking, dynamic programming, graph manipulation, and computational geometry. This course is intended for students interested in preparing for coding contests or technical job interviews, or simply improving their problem solving and programming skills. Prerequisite: CSC 202 and permission of instructor.

#### **CSC-393 International Study Colloquium (3-4 Credits)**

#### **CSC-399 Directed Study (1-2 Credits)**

#### **CSC-400 Independent Study (1-2 Credits)**

Prerequisite: 6 upper-division credits in computer science and consent of department chair.

#### **CSC-480 Special Topics Seminar (2-4 Credits)**

In-depth treatment of a computer science topic not regularly offered in the general curriculum. Topic announced for each offering. Prerequisites: CSC 202 or permission of instructor.

#### **CSC-490 Senior Inquiry (4 Credits)**

Synthesizing skills and knowledge acquired from previous courses and the broader liberal arts experience, this course involves the completion of a major computer science project. A typical example would be a team-based software development project including the specification, design, implementation, and testing of a mobile application. Prerequisite: Senior standing. (Open to graduating seniors or by permission of instructor only.)

#### **CSC-ELEC AP Computer Science A (4 Credits)**

### Contract Majors

<https://www.augustana.edu/academics/areas-of-study/contract-majors>

#### **2024-25 catalog**

The purpose of the Contract Major (CM) is to allow highly motivated students to follow a course of study outside the boundaries of established majors. In offering the option of a CM, the faculty of Augustana College encourages students to be creative in constructing their learning experiences. The CM allows students to draw upon the wealth of coursework offered at the College to develop a major that corresponds to their particular interests and goals.

Designing a major: Students who are in good academic standing, with a GPA of 3.3 or above, can submit a proposal for a major to the Educational Policies Committee (EPC) by week seven of spring semester of their sophomore year (prior to obtaining the final 60 credits necessary for graduation). Students with a contract major will not have a double or triple major but may pursue a minor if they choose. EPC will review the proposal, approve or deny it, or return it to the student for revisions.

**Format of the proposal:** The proposal should be developed with the advice and support of a faculty member from the field with the greatest number of credits represented. This faculty member should also agree to be the student's advisor. The document should include a rationale for the major, a specific list of courses to complete the major, a brief description of a senior project, and an endorsement from the faculty advisor. Each of these sections is discussed further below.

**Rationale:** The student must convince EPC that the major represents a rigorous, focused, cohesive area of study. Cohesion can be achieved in a variety of ways such as thematically (the history of health as depicted in works of literature) or chronologically (the medieval world view). Students must explain how each course they designate contributes to the major. The proposal should address why the student could not obtain the same coursework or desired study experience within an existing major.

**Courses:** Contract majors consist of 28 credits of coursework, 16 of which must be 300-level courses or above. The courses must be distributed across at least three disciplines. Independent and directed study coursework within the contract major can be taken only for one-credit and must adhere to college policies for IND/DIR coursework. Major

courses may also fill general education requirements. As with other majors, an average GPA of 2.0 or above in major courses is necessary for graduation.

**Senior project:** The student must propose and complete a senior project. Students must propose the project by week seven of spring semester of their junior year to a panel of at least three faculty members including the student's major advisor and two additional faculty from areas represented by the major. That panel shall determine the activities and outcomes necessary for the successful completion of the project. The project proposal should be reported to EPC and must meet the standards for Senior Inquiry adopted by the faculty (see below).

**Faculty endorsement:** The student's faculty advisor should write a brief statement of support for the proposed contract major, including the coursework and senior project, affirming that the major is both well-designed and feasible. The advisor should also assert his/her willingness to advise the student until graduation.

**Endorsement of participating departments:** The student must secure a brief statement of support for the courses selected for the proposed contract major from the chairs of each department with courses represented in the proposal. The statement should affirm that the courses selected by the student are appropriate for the student's stated purposes as described in the contract major proposal.

**Guidelines for Senior Inquiry:** (Prepared for the Faculty by the General Education Committee)

- The SI project is substantial in meaning and impact. The project should be meaningful to the student in that the student identifies the question/topic independently or in collaboration with the instructor. The student will communicate why the project is meaningful and impactful via a reflective component.
- The SI project is communicative of the discoveries made in the project. It includes substantial writing and/or visible results.
- The project is reflective of one or more of (a) the nature of knowledge and inquiry; (b) self-awareness and connection with others; (c) the relationship of individuals to a community. This will be demonstrated through appropriate forms of reflection on learning.
- The project integrates various elements of the student's education, with specific emphasis (i.e., two or more areas) of the Gen Ed curriculum.
- The project results in a permanent record.

Students should use the [Contract Major Checklist](#) and the [Contract Major Senior Inquiry Approval form](#) as they develop their proposal and complete the major.

## Data Analytics course catalog

<https://www.augustana.edu/academics/areas-of-study/data-analytics/courses>

### **2024-25 catalog**

JOHN BROSIUS, Part-time Instructor of Data Analytics

Bachelor of Science in Business Administration – Management; Masters Information Technology Management, St. Ambrose University

MARTIN COE, Professor, Robert A. Hanson Chair of Data Analytics

BA- Accounting, St. Ambrose University; MBA, St. Ambrose University; DBA, St. Ambrose University; CPA, Illinois; CISA, CISM, CMA, CGMA, CGFM

MICHAEL DOWNEY, Visiting Assistant Professor of Data Analytics

BS-Industrial/Manufacturing Engineering, University of Iowa; MBA, University of Iowa; MS - Business Analytics, University of Iowa

MATTHEW PELHAM, Part-time Instructor of Data Analytics

BA - Information Systems & Business Administration, Mount St. Clare College; MBA, University of Notre Dame; MS - Business Analytics, University of Iowa

**MINOR IN DATA ANALYTICS.** 24 credits, including: DATA 101; DATA 360; CSC 201; Statistics - one of BUSN 211, MATH 130, MATH 330, PSYC 240 or SOAN 227; Content elective - one of ACCT 311, BUSN 325, GEOG 273 or GEOG 274; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.

**MAJOR IN DATA ANALYTICS.** The major includes two tracks: BUSINESS ANALYTICS which focusses on the use of statistical concepts to extract insights from business data and DATA SCIENCE which focusses on data inference, algorithm building, and systems to gain insights from data. The major requires students to select one of the tracks.

**MAJOR IN DATA ANALYTICS - BUSINESS ANALYTICS TRACK.** 32 credits, including: DATA 101; DATA 331; DATA 332; DATA 340; DATA 490; CSC 201; Statistics - one of BUSN 211, MATH 130, MATH 330, PSYC 240 or SOAN 227; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.

**MAJOR IN DATA ANALYTICS - DATA SCIENCE TRACK.** 32 credits, including: DATA 101; DATA 490; CSC 201; CSC 325; MATH 250; MATH 330; MATH 420; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (DATA)

### **DATA-100 Spreadsheet Software (1 Credits)**

Introduction to the use of spreadsheet software to manage and present data. Data entry, editing and formatting, relative and absolute addressing, formulas and built-in functions, sorting, database features, graphing, presentation quality output. Uses Microsoft Excel spreadsheet software.

### **DATA-100TR Transfer Elective (1-12 Credits)**

### **DATA-101 Introduction to Data Analysis (4 Credits)**

(Q) The course objective is to ensure that students gain knowledge and skills to gather, store, and manipulate data to conduct an analytical study including describing events that have already occurred, utilizing predictive and prescriptive analytical approaches, and exploiting the results. Topics include an overview of business analytics, decision support systems, business intelligence, data science, artificial intelligence, data mining, predictive analytics, prescriptive analytics, big data, and ethics. Spreadsheet and data analytics software are utilized.

### **DATA-200TR Transfer Elective (1-12 Credits)**

### **DATA-299 Directed Study (1-2 Credits)**

### **DATA-300TR Transfer Elective (1-12 Credits)**

### **DATA-331 Data Engineering (4 Credits)**

The study of the data engineering landscape. The course will apply the concepts of data generation, ingestion, orchestration, transformation, storage, and governance that are critical in any data environment regardless of the underlying technology. Prerequisites: DATA 101 and one course from BUSN-211, MATH-130, MATH-330, PSYC-240 or SOAN-227. Minimum grade of C in all prerequisites.

### **DATA-332 Applied Business Analytics (4 Credits)**

The course provides comprehensive coverage of data analytics concepts, techniques and tools used in the process of data-driven business decision-making. Students will gain hands-on experience with a variety of analytical models and tools and apply them to datasets in a variety of industries. Prerequisites: DATA-331 with a minimum grade of C.

### **DATA-340 Data Mining (4 Credits)**

The course objective is to ensure that students gain knowledge and skills to recognize opportunities for data mining approaches and exploit the results. The course utilizes an applied approach to data mining concepts and methods including specific methods used for different domains of data such as text data, time-series data, sequence data, graph data, and spatial data. The course also covers applications such as stream mining, Web mining, ranking, recommendations, social networks, and privacy preservation. Prerequisites: CS 201, DATA 101, DATA-331 and one course from BUSN-211, MATH-130, MATH-330, PSYC-240 or SOAN-227. Minimum grade of C in DATA-101

### **DATA-360 Practicum in Data Science (4 Credits)**

The course objective is to ensure that students gain knowledge and skills to manage and implement an analytics project. This project-based course will engage students in the complete life-cycle of a data analysis project, including: identifying data sources/acquiring data, importing and transforming data formats, data cleaning/wrangling, exploratory analysis, quantitative analysis, visualization, and communication of findings. A variety of data analytics software packages are utilized. NOTE: DATA 360 and 490 will meet jointly; however the DATA 360 project component will utilize a published case and the DATA 490 project component will utilize actual projects provided by firms. Prerequisites: DATA 101, CSC 201, and one of BUSN 211, MATH 330, PSYC240, SOAN 227. Minimum grade of C in DATA-101.

### **DATA-490 Senior Inquiry (4 Credits)**

The course objective is to ensure that students gain knowledge and skills to manage and implement an analytics project. This project-based course will engage students in the complete life-cycle of a data analysis project, including: identifying data sources/acquiring data, importing and transforming data formats, data cleaning/wrangling, exploratory analysis, quantitative analysis, visualization, and communication of findings. A variety of data analytics software packages are utilized. NOTE: DATA 360 and 490 will meet jointly; however the DATA 360 project component will utilize a published case and the DATA 490 project component will utilize actual projects provided by firms. Prerequisites: DATA 101, CSC 201, and one of BUSN 211, MATH 330, PSYC240, SOAN 227. Minimum grade of C in DATA-101.

### **DATA-INTR Core Internship (0-12 Credits)**

## **Disability minor course catalog**

<https://www.augustana.edu/academics/areas-of-study/disability-minor/courses>

### **2024-25 catalog**

**Coordinator:** Catherine Webb, Assistant Professor (Communication Sciences and Disorders), B.A., Augustana College; M.S. Nazareth College; Ph.D., University of Illinois at Chicago

### **Requirements (Disability Minor)**

#### **20-22 credits**

Required credits: 6

Elective credits: 14-16

### **Required courses**

- **DISA 200** (PH, D) Disability and Society (4 credits; offered Spring)
- **DISA 400** Capstone\*\* (2 credits)

This course serves to tie together the electives chosen by students on the topic of disability through independent

study. Students will produce a substantial project (research or creative) that reflects their interest in disability and their chosen vocation.

\*\*Must have completed 14 credits toward the minor, including DISA 200, prior to taking DISA400

### **Electives**

- No more than two courses may be taken per course code.
- At least 4 credits of electives must be at the 300/400 level.
- Students must take at least 8 credits from Group A and no more than 4 credits each from Groups B & C

#### **Group A (at least 8 credits)**

- CSD 100 (PS) Human Communication: Disability, Difference, and Disorder
- ENGL 295 (PH, G) Disability in/and Asian American Literature
- HIST 333 (PP) Disease & Health
- PUBH 273 (PH, D) Reproductive Justice
- RELG 263/363 (PH) Sexual Ethics
- SOAN 221 (PP, D) Inequality in America
- WGSS 350 (PL, D) Queer Theories

#### **Group B (no more than 4 credits)**

- CSD 410 Neural Bases of Communication
- EDUC 340 (D) Methods of Inclusion
- PUBH 100 (PS) Introduction to Public Health
- PSYC 224 Psychological Disorders
- SOAN 324 (PS, G) Anthropology of Global Health
- WGSS 130 (PS) Intro to Gender Studies

#### **Group C (no more than 4 credits)**

- COMM 250 Health Communications
- CSD 405 Aural Rehabilitation (2 credits)
- ENGL 125M (PH) Lit and Medicine
- PHIL 105 (PH) Life and Death
- PHIL 312 (PH) Philosophy of Medicine
- PSYC 228 (D) The Psychology of Prejudice
- RELG 355 (PH) Medical Ethics

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### **Courses (DISA)**

#### **DISA-200 Disability and Society (4 Credits)**

(PH, D) People with disabilities make up the largest minority group in the world, with approximately 25% of adults in the United States (pre-COVID) having one or more impairments that would be considered disabilities. Additionally, it is the only minority group that people can join at any time (via age, accident, etc). Despite the large number of people with disabilities in the U.S. and around the world, the majority of nondisabled people are not knowledgeable about the barriers faced by people with disabilities and how to be good allies to their disabled family members, friends, and co-workers. This course will explore some of the social, structural, and medical barriers faced by people with disabilities. A

Disability Studies perspective will be used to help students explore the systemic issues faced by disabled people in our society, and intersectionality will be emphasized throughout the course. PH was approved by faculty on 10/11/23

### **DISA-400 Capstone (2 Credits)**

Prerequisites: DISA 200: 10 credits toward the minor As the capstone course to the Disability minor, this course serves to tie together the electives chosen by students on the topic of disability. Students will produce a substantial project (research or creative) that reflects their interest in disability and their chosen vocation. Over the course of the semester, students will be mentored as they gather resources and produce work that demonstrates their understanding of disability as diversity, and they will reflect on how personal beliefs and systems of oppression impact their chosen topic.

## **Economics course catalog**

<https://www.augustana.edu/academics/areas-of-study/economics/courses>

### **2024-25 catalog**

RAJAN BISHWAKARMA, Assistant Professor  
B.A. Anderson University, M.A., Ph.D., University of New Mexico

CHRISTOPHER B. MARMÉ, Professor  
B.A., St. Ambrose; M.S., Ph.D., Illinois UIUC

JOANNA SHORT, Associate Professor, Chair  
B.B.A., Iowa; M.A., Ph.D., Indiana

**MAJOR IN ECONOMICS.** 30 credits, including ECON-200, ECON-301, ECON-302, ECON-317, ECON-404, ECON-406, and two of ECON-221, ECON-225, ECON-345, ECON-361, and ECON-362. (MATH-350, or with permission, MATH-160 and Econ-318 may be substituted for ECON-317.)

Required supporting courses: BUSN-211 and BUSN-311 or MATH-330 and MATH-430.

**MINOR IN ECONOMICS.** 20 credits. ECON-200, ECON-301, ECON-302, and two of ECON-221, ECON-225, ECON-345, ECON-361, ECON-362, ECON-370, ECON-404, and ECON 406.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## **Courses (ECON)**

### **ECON-199 Directed Study (1-2 Credits)**

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

### **ECON-200 Principles of Economics (4 Credits)**

Survey of basic economic theory. The theory of consumer behavior, firm behavior and the role of markets and prices in the allocation of resources, economic fluctuations including national income analysis, aggregate supply and demand models and stabilization policy.

### **ECON-221 Environmental Economics & Policy (4 Credits)**

This course uses economic analysis to examine environmental problems and policy responses to those problems.

**ECON-225 Health Economics (4 Credits)**

(PS)The tools and perspectives of economic analysis applied to the health care industry. Emphasis is on the changing nature of the industry and alternative methods of structuring and financing it.

**ECON-245TR Money & Banking Transfer (1-12 Credits)****ECON-299 Directed Study (1-2 Credits)**

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

**ECON-301 Intermediate Macroeconomics (4 Credits)**

Intermediate Macroeconomics. Descriptive and analytical exploration of the U.S. economy including national income and growth analysis, aggregate market models and stabilization policy. Prerequisite: 200. Recommended: 345.

**ECON-302 Intermediate Microeconomics (4 Credits)**

Intermediate Microeconomics Price and distribution theory, the mechanics and efficiency of various market structures. Prerequisite: 200. Recommended: 317.

**ECON-317 Mathematical Methods in Economics (2 Credits)**

Mathematical Methods in Economics An introduction to the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: 200

**ECON-318 Advanced Mathematics for Economists (1 Credits)**

Topics in the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: ECON-200, MATH-160 or equivalent, senior standing. Credit cannot be earned in this course if ECON 317 has been completed and vice versa.

**ECON-345 Money and Banking (4 Credits)**

American financial institutions with particular emphasis on commercial banking, the central bank mechanism, monetary analysis and policy. Prerequisite: 200.

**ECON-361 International Trade (4 Credits)**

An analysis of the determinants of international trade with consideration of issues involving nations' foreign trade policies. Prerequisite: 200.

**ECON-362 International Finance (4 Credits)**

International finance theory with consideration of the major current problems in the international economy. Prerequisite: 200.

**ECON-366 Intro to the Chinese Economy (4 Credits)**

This course is intended to offer a broad introduction to China's economic transition and development since market-oriented reforms began in 1978. Combined with economics, this course will introduce this philosophy, culture, and values of China.

**ECON-370 Topics in the International Economy (4 Credits)**

The political economy of a selected country or countries. Topics may include monetary, trade, environmental, or development theory applied to selected countries.

**ECON-393 International Study Colloquium (3-4 Credits)****ECON-399 Directed Study (1-2 Credits)**

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

**ECON-400 Independent Study (1-2 Credits)**

Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.



### **ECON-404 U.S. Economic History (4 Credits)**

(PP) U.S. Economic History. An analysis of selected topics in U.S. history using economic methodology. A comparison of the economic methodology to other methods of historical analysis. Controversies within the discipline. Prerequisites: 200 and BUSN-311 or MATH-430. Recommended: 301, 302. For economics majors, it is highly recommended that ECON-404 be taken before taking ECON-406 and during senior year. The research project developed in this course will be continued and extended in ECON 406.

### **ECON-406 Development Economics (4 Credits)**

(PH, G, SI) Development Economics. Examination of various explanations of poverty and slow growth in the developing countries of Latin America, Africa, and Asia. Prerequisite: 200 or consent of instructor. For economics majors, it is highly recommended that ECON-406 be taken after having completed ECON-404 and in their senior year. A research project developed in 404 will be continued and extended in this course.

### **ECON-499 Directed Study (1-2 Credits)**

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

### **ECON-ELEC AP Econ Elective (3 Credits)**

### **ECON-ELEC2 IB Economics (1-12 Credits)**

## Education courses

<https://www.augustana.edu/academics/areas-of-study/education/courses>

### ***2024-25 catalog***

BERNADETTE CARMACK, Part-time Instructor

B.S., Illinois State; M.S., (Early Childhood Education) Western Illinois; M.S., (Educational Leadership) Western Illinois

MICHAEL EGAN, Professor, Chair, Director of Elementary Education

B.S., Notre Dame; Ed.M., Harvard; Ph.D., Boston College

KATIE HANSON, Associate Professor, Director of Field Experiences, Secondary Education Clinical Coordinator

B.A., Luther; M.A., St. Mary's (Minnesota)

Michelle Hinzman-Ferris, Assistant Professor

B.A., Clarke College; M.A., Northern Iowa; M.A., Iowa; Ed.S., Northern Iowa; Ph.D., Iowa

MICHAEL SCARLETT, Associate Professor

B.A., Macalester College; M.A., Ph.D., Minnesota

MICHAEL SCHROEDER, Professor, Director of Secondary Education

B.S., M.Ed., Ph.D., Illinois

CHARLOTTE SHEPHERD, Professional Faculty

BSW, Western Illinois; MAT, Western Governors University

### **Entering the First Education Course**

Admission to the first Education course, EDUC 301: Educational Psychology and Assessment.

Students may be enrolled in EDUC 301 when they have:

- Declared an education major or a minor in educational studies.
- Met with an education advisor to plan their schedule and discuss qualifications.

- Earned a minimum Augustana GPA of 2.75. Students with overall GPAs of 2.50-2.74 may be enrolled if space is available and they have had at least one term with a 2.75 + GPA. This GPA requirement does not apply to educational studies minors, but minors can only be enrolled in EDUC 301 if space is available.
- Earned an average grade of "B-" or higher in College Writing (FYI-101 or equivalent). This grade provision does not apply to educational studies minors.

Admission to the Teacher Education Program is by written application and is required for students to take any education program course beyond EDUC 301. Note: Grades lower than a C- or lower are not accepted by the State of Illinois in courses required for licensure. See your Education Department advisor for more information about this requirement. Successful applicants will meet these criteria:

1. Earned an Augustana grade-point average (GPA) of 2.75.\*
2. Secured the signature of the major advisor of the field in which the student is preparing to teach.
3. Secured the signature of the Education Department advisor.
4. Earned a minimal average grade of "B-" in College Writing (FYI 101 or equivalent); earned a minimum grade of "B-" in EDUC 301. (For grades below B- see your Education advisor for remediation expectations).

\*The minimum GPA requirement for standard admission to the Teacher Education Program is 2.75. Any student with a GPA in the 2.50- 2.74 range shall also be considered for provisional admission to the program providing that they:

- 1) Secure an oral or written statement of support from their academic advisor;
- 2) Earn a 2.75 in the term during which EDUC301 was taken; and,
- 3) If asked by the committee chair, meet with the Subcommittee on Admission to and Retention in Teacher Education and present a convincing case for their admission to the program.

Students dismissed from the Teacher Education Program because of GPA deficiencies will be required to wait a minimum of one term (not including J-Term) before reapplying to the program. Reapplication procedures will be monitored closely, taking individual student considerations into account. A student may be readmitted to the program only once. In order to be readmitted the student must secure a letter of support from their major advisor. If asked by the committee chair, the student may also be required to personally meet with the Subcommittee on Admission to and Retention in Teacher Education. At that particular meeting the student must present a convincing case for readmittance.

### **Admission to Student Teaching**

Admission to student teaching is by written application. Prior to admission the student must be in good standing in the Teacher Education Program and have:

1. Earned grades of at least C- or equivalent in all education courses with a grade lower than a B- in no more than one education course.
2. Earned credits at Augustana in the areas of educational psychology, methods and clinical experience.
3. Earned a minimum of 24 credits with grades of at least C- or equivalent in the field in which student teaching is to be completed.
4. Completed 80 or more clock hours of pre-student-teaching clinical experience.
5. Secured the recommendation of the advisor(s) or the chair(s) of the field(s) in which the student is preparing to teach.
6. Secured the recommendation of the Education Department advisor.
7. Met all conditions of any provisions applied at the time of admission or established during the course of enrollment in the Teacher Education Program.
8. Completed all work from previous terms in which "I" (incomplete) grades were received.
9. Passed the Illinois Content Test in the field for which licensure is being sought.

The minimum Augustana GPA requirement for student teaching will be 2.75 unless the Subcommittee on Admission to and Retention in Teacher Education makes allowances for a student in the 2.50-2.74 range.

### **Grading for Student Teaching**

P (Pass): A student receiving a Pass grade receives credit for the experience and is allowed to continue in the professional education sequence.

NR (Not Recommended): A student receiving a Not Recommended grade will not receive departmental recommendation for licensure but will receive college credit for the experience.

F (Fail): A student receiving a Fail grade does not receive credit for the experience and may not, except by petition, continue in the professional education sequence.

### **Recommendation for Licensure and Program Graduation**

To be eligible for an Augustana College recommendation to the State of Illinois for licensure the student must have:

1. Satisfied all requirements of the Teacher Education Program.
2. Secured the recommendation of the chair(s) of the teaching field(s).

To be licensed in Illinois the student must have:

1. Met the standards established by the Illinois State Board of Education.
2. Secured the recommendation of the institution providing the preparation for teaching.

**NOTE:** Students completing all teacher education program requirements will be awarded an Augustana degree in an approved teacher education major. However, completion of a major and awarding of the degree do not guarantee licensure.

Provision for appeal of decisions: A decision by the Subcommittee on Admission to and Retention in Teacher Education may be appealed to the Teacher Education Committee. A decision by the Teacher Education Committee may be appealed to the Faculty. The student has the right to be represented by an attorney during the appeal process.

### **Education Major Extended Credit Program**

To meet state licensure standards, Augustana students pursuing a major in an education field are eligible to participate in an annual extended credit program.

All Augustana students are allowed to take up to 34 credits each academic year under the Augustana tuition plan. Students who enroll in an education major are allowed to enroll in an additional four credits per year (38 total) with full time tuition with full time enrollment for two semesters (J-term credits included in tuition and J-term credits count toward the 38 for the year).

To participate in this program, students must:

- submit completed paperwork to declare a major in education no later than week six of spring semester in their first year;
- meet with their education advisor every term prior to registration;
- register within all published deadlines and continuously pursue coursework for their education major in order to maintain progress toward a degree;

Credits must be used within an academic year and do not roll over year to year. Students who exceed 38 credits, will be responsible for the associated overload fees. [[Schedule of Student Charges](#)] Students who do not meet the above criteria each year do not qualify for the additional credits.

**MAJOR IN ELEMENTARY EDUCATION.** A professional sequence consisting of 32 credits including EDUC-301, EDUC-340, EDUC-351, EDUC-352, EDUC-360, EDUC-360R, EDUC-364, EDUC-366, EDUC-366R, EDUC-391F, EDUC-391S, and EDUC-450. To be eligible for teacher licensure for grades 1-6 in Illinois the student must also successfully complete these 13

additional credits: EDUC-422 and INTR-EDA95. See your education department advisor for information regarding a minimum of 48 credits of supporting courses taught through other departments that are also required for licensure.

**Reading Teacher Endorsement with ELEMENTARY EDUCATION MAJOR.** Candidates have the option of including a Reading Teacher Endorsement as part of their undergraduate preparation. The additional 5 credits of coursework include: EDUC354, EDUC456, and EDUC456C. All 5 credits are taken in spring of the senior year after student teaching during the fall semester. Candidates must also successfully complete an additional licensure test given through the Illinois State Board of Education.

**SECONDARY/PK12 EDUCATION PROGRAM.** Teacher candidates in PK-12 and secondary education complete 38 credits of professional courses including Education EDUC-301, EDUC-310, EDUC-340, EDUC-370, EDUC-396, EDUC-397, EDUC-412, EDUC-422, EDUC-450, INTR-EDA9x (Student Teaching), and one of EDUC-381, EDUC-382, EDUC-383, EDUC-384, EDUC-386, EDUC-387. Exceptions apply to Music candidates. Teacher candidates in Art replace EDUC-396 or EDUC-397 with EDUC-395. Music requirements are listed under the Major in Music Education. See your Education Department Advisors for details. All teacher candidates must also complete an education content major in one of: Art, Biology, Chemistry, English, History, Mathematics, Music, Physics, French, or Spanish. See each department for information on its major requirements.

**MIDDLE GRADES EDUCATION: MATHEMATICS.** Teacher candidates majoring in Middle Grades (5-8) Mathematics complete 32 credits from the Secondary Education Program professional sequence and 28 credits of Mathematics content including: MATH 110, 120, 160, 220, 250, EDUC 280 and 384, and PSYC 240. Candidates who successfully complete the Mathematics for Secondary Education program (9-12) will also satisfy the Middle Grades Mathematics content requirements. See the Director of Secondary Education for more details.

**MIDDLE GRADES EDUCATION: ENGLISH.** Teacher candidates majoring in Middle Grades (5-8) English complete 32 credits from the Secondary Education Program professional sequence and 42 credits of language arts content which includes: ENGL 215, 260, 265, 210, 310, and COMM 203; ENGL 250, 327; one from ENGL 370, 375, 385; one from ENGL 270, 275, 278, 290, or 390; ENGL 350, 285, 345, or 295 or WGSS 230; an ENGL elective 300 or higher; and EDUC 382. Candidates can also earn licensure to teach English Language Arts in grades 9-12 by completing the major in English Education.

**MIDDLE GRADES EDUCATION: SCIENCE.** Teacher candidates majoring in Middle Grades (5-8) Science complete 32 credits from the Secondary Education Program professional sequence and 36 credits of science content which includes: BIOL 130 and 140; CHEM 131 and 132; PHYS 151 and 152; GEOG 105; GEOL 101; ASTR 145; and EDUC 386. Candidates can also earn licensure to teach Science in grades 9-12 by completing a major in Biology Education, Chemistry Education or Physics Education.

**MIDDLE GRADES EDUCATION: SOCIAL SCIENCE.** Teacher candidates majoring in Middle Grades (5-8) Social Science complete 32 credits from the Secondary Education Program professional sequence and 48 credits of social science content which includes: HIST 114, 115, or 116; HIST 130 or 131; HIST 335, 340, 336, or 324; HIST 305 or 306; HIST 120, 121, 123, 124, or 323; HIST 150 or 151; HIST 300; PSYC 100; GEOG 120 or 130; ECON 200; and EDUC 387. Candidates can also earn licensure to teach social science in grades 9-12 by completing a major in History Education.

**ART EDUCATION SPECIALIST.** 41 credits, including ART-101 or ART-102, ART-211, ART-228, ART-493 (1 credit), and ARHI-161; one 300 level or above ART or one 300 level or above ARHI; and one course from each of the following 5 categories—ART-342, ART-343, ART-343A, ARHI-374 or ARHI-372; ART-311, ART-302, ART-328, ART-331, ART-341, or ART-351; ART-123 or ART-124; ART-231 or ART-241; ART-252 or ART-261. See Director of Secondary Education for more details.

**MAJOR IN BIOLOGY EDUCATION.** 28 credits, including BIOL-130, BIOL-140, BIOL-250, BIOL-310, BIOL-343, One of BIOL-360 or BIOL-362, one of BIOL-386 or BIOL -387; and EDUC-422, EDUC-450 and INTR-EDA90 as part of the Secondary Education program. See the Director of Secondary Education for more details. Required supporting courses (28 credits): CHEM-131, CHEM132, PHYS-151, PHYS-152, ASTR-145, GEOG-105, GEOL-101.

**MAJOR FOR CHEMISTRY EDUCATION.** 28-32 credits, including CHEM-131 and CHEM-132 (can be replaced by CHEM 235); CHEM-321 and CHEM-322; CHEM-255, CHEM-441; one of CHEM-361 or CHEM-365; and CHEM-435. Required supporting courses (36 credits): ASTR-145; BIOL-130 and BIOL-140; PHYS-211 and PHYS-212 or PHYS-151 and PHYS-152; GEOL-101 and GEOG-105; and MATH-160, MATH-220 and MATH-230. See the Director of Secondary Education for more details.

**MAJOR IN ENGLISH EDUCATION.** 42 credits. 40 credits in English including 215, 260, 265, 210, 310; a Shakespeare class (250 or 327); two American literature classes (one from 370, 375, or 385, and one from 270, 275, 278, 290, 390, or others pre-approved by the ELA advisor); a world literature class (285, 295, 345, 350 or WGSS 230); one elective ENGL (300 or higher) OR ENCW (200 or higher); plus two credits in Communication Studies (COMM 203 Listening). The English department allows the combination of EDUC422, EDUC450, and INTR-EDA90 to fulfill the English Senior Inquiry requirement. See the Director of Secondary Education for more information.

**MAJOR IN HISTORY EDUCATION.** 32 credits, distributed as follows: 4 credits from HIST130 or 131; 4 credits from HIST114, HIST115, or HIST116; HIST300; HIST305 or HIST306; 4 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level); 8 credits from 2 of the following geographic areas: Asia, Africa, Latin America, or World history; 4 additional credits from a history course selected in consultation with the advisor; at least 12 credits at the 300 level. See Department of Secondary Education for required supporting courses.

**MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION.** 32 credits, including MATH-160, 220, 230, 250, 330, 350, 410, 450, and 470. The student teaching experience serves as the Senior Inquiry for these students. CSC 201 is highly recommended.

**MAJOR IN MUSIC EDUCATION.** Music students who successfully complete the music education degree and meet Illinois State requirements will be recommended for a Professional Educator License endorsed in K-12 music. *See Department of Education and the Department of Music Handbook for specific requirements.*

**CONCENTRATION IN VOCAL MUSIC EDUCATION.** 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits of applied voice, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 15 credits in EDMU 120, 250, 330, 386, 387; 4 credits in vocal methods MUSC 323, 325; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION.** 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits in one area of applied instrumental lessons, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 19 credits in EDMU 121, 250, 330, 386, 387; 4 credits in instrumental methods chosen from EDMU 272, 273, 274, 275 (required for orchestra majors), 276; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**MAJOR FOR TEACHING PHYSICS.** 28 credits, including PHYS-211, PHYS-212, PHYS-213, PHYS-360, PHYS-366, and PHYS-368 and two of the following: PHYS-300, PHYS 339, PHYS-313. See the Director of Secondary Education for more details. 100-level courses do not count toward the major. Required supporting courses (40 credits): ASTR-145; BIOL-130 and BIOL-140; CHEM-131 and CHEM-132; GEOL-101 and GEOG-105; MATH-160, MATH-220, MATH-230, and MATH-260.

**MAJOR FOR TEACHING SPANISH.** 34 credits, including SPAN-301, SPAN-302, SPAN-311; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Students are required to complete a study abroad program that focuses on study of Spanish language and culture. See the Director of Secondary Education for more information.

**MINOR IN EDUCATIONAL STUDIES.** 21 credits including: EDUC 301, EDUC 340 (or CSD 310 for CSD majors); EDUC 370 (or a content area methods course, with consultation from an Education advisor); 8 credits in another major or the Education Department based on the interests of the students selected in consultation with an advisor in the Educational Studies minor; and a 1-credit school-based or other education-related experiential internship (INTR-EDUC) or study abroad experience based on the interests of the student.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Education majors may have higher grade point average requirements to stay in the major due to state licensing compliance. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## **Courses (EDUC)**

### **EDUC-100TR Education Transfer Elective (1-5 Credits)**

### **EDUC-121A College Algebra for Elem Tchrs (2 Credits)**

The content goals of this course are aligned to the College Algebra standards articulated in the Illinois Administrative Code's "Standards for Endorsements in Elementary Education" document. Declared Elementary Education Major, permission of Department.

### **EDUC-121S Statistics for Elem Teachers (2 Credits)**

The content goals of this course are aligned to the Statistics standards articulated in the Illinois Administrative Code's "Standards for Endorsements in Elementary Education" document. Declared Elementary Education Major, permission of Department.

### **EDUC-210TR Computers in Educ Transfer (1-12 Credits)**

### **EDUC-217 Urban Education (4 Credits)**

(PH,D) In this course, students will engage with challenging questions related to urban schooling in America via academic study (reading, discussion, research) and direct experience in partnering urban schools. Issues explored include the impacts of racial segregation, disparities in resource allocation, disparities in access to challenging curricula, the profound impacts of poverty, conflicting beliefs regarding equality of educational opportunity, challenges posed by immigration, and proposed yet unproven "reform solutions" to urban school problems. Prerequisite: FYI 101.

### **EDUC-261 Education in Jamaica (0 Credits)**

Introduction to Jamaican history, culture, and education system. Pre-requisite course for J-term Jamaica study away experience. Permission of instructor required.

### **EDUC-262 International Comparative Educ: Jamaica (4 Credits)**

(PH,G)An exploration of Jamaican history and culture, including ways the culture is transmitted to children and adolescents through formal and informal education. Includes a tour of the island and a school-based experiential component in partnering Jamaican schools. Prerequisite: Permission of instructor.

### **EDUC-280 Special Topics in Education (1-4 Credits)**

Intensive study of issues relating to K-12 education. Topics may be selected by faculty or students but will be associated with at least one of the departmental guiding questions: What are schools for? What does it mean to learn? What does it mean to teach? Prerequisite: Permission of instructor

### **EDUC-301 Educ Psych & Assessment (4 Credits)**

Examination of issues related to what schools are for and how people learn emphasizing the active construction of meaning by learners. An introduction to fundamental concepts and skills needed to assess student learning, including

educational goals and learning objectives, purposes and development of formative and summative assessments, standardized tests, performance assessments, and practices of grading. Prerequisites: Declared Major or Minor, Sophomore Standing (27 credits), permission of Department

**EDUC-310 Computers in Education (1 Credits)**

Examination of the use of computers and related technology as learning and instructional tools in middle and high schools. Prerequisites: 301, Retention in the Teacher Education Program.

**EDUC-340 Methods of Inclusion (4 Credits)**

(D) Examination of evidence-based strategies that are designed to facilitate the successful inclusion of students with various needs across academic, social/emotional, and physical/sensory areas. Theory is connected to practice through a 20-hour clinical experience. Prerequisites: PSYC-100, EDUC-301 and Retention in Teacher Education Program.

**EDUC-351 Development Literacy Methods Grades 1-3 (4 Credits)**

Develop a foundational understanding for the complex processing related to effective reading and writing at the emergent level. Includes instruction based in the science of reading of how to teach and support diverse learners including native speakers and English Language Learners in becoming strategic readers, writers, listeners, and speakers in primary classrooms. A variety of genres of text and digital literacies are explored. Prerequisites: 301, 340 and retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

**EDUC-352 Development Literacy Methods Grades 4-6 (4 Credits)**

Examination of current literacy methods including reading, writing, listening, speaking, language, and foundational skills at the intermediate level. Includes reading and writing in the content areas. A variety of advanced reading skills based on the science of reading for native speakers and English Language Learners are examined. Prerequisites: 301, 340, 351, and retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

**EDUC-354 Remedial Reading Meth 1-6 (2 Credits)**

Emphasis placed on teaching reading with individual and small groups in grades 1-6. Selection of appropriate reading materials, research-based strategies for literacy development, and written evaluation of intervention reports for school districts are the topics emphasized. The theoretical underpinnings of reading difficulties are explored as well as ways to integrate research and theory into classroom instruction to assist students in the reading process and becoming more capable readers. Prerequisites: 301, 340, 351, 352 and retention in Teacher Education Program. Course changed from 3 credits to 2 credits on May 15, 2020.

**EDUC-354C Clinical Remedial Reading (1 Credits)**

Experience implementing the strategies identified in EDUC-354 while working with elementary- aged students, grades 1 to 6, during individual and small group instruction for a minimum of 30 clock hours. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in EDUC-354 is required.

**EDUC-355 Reading in the Content Areas (2 Credits)**

The teaching and mastery of content area reading requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within a discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Prerequisites: 301, and 340; retention in Teacher Education Program.

**EDUC-360 Methods 1-6 Soc Studies (3 Credits)**

Examination of constructivist, inquiry-oriented methods to engage students in the study of history and the social sciences for the purpose of becoming active participants in a democratic society. Students will develop a unit integrating technology and multiple content areas, including the criteria to judge the quality of the unit. Concurrent registration in 360R is required. Prerequisites: 301 retention in Teacher Education Program.

**EDUC-360R Content Area Reading in Social Studies (1 Credits)**

The teaching and mastery of content area reading in social studies requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within the discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Concurrent registration in EDUC 360 is required.

**EDUC-364 Methods 1-6 Mathematics (4 Credits)**

Examination of constructivist, inquiry-oriented methods that engage students in the doing of mathematics. The use of hands-on and model-based approaches are addressed. Uses of technology are incorporated. Prerequisites: 301. Retention in Teacher Education Program.

**EDUC-366 Methods 1-6 Sci/Health (3 Credits)**

Examination of constructivist, inquiry-oriented methods that engage students in the doing of science. Use of technology is incorporated. Current approaches and materials used in teaching health and wellness are introduced. Concurrent registration in EDUC 366R is required. Prerequisites: 301. Retention in Teacher Education Program.

**EDUC-366R Content Area Reading in Science (1 Credits)**

The teaching and mastery of content area reading in science requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within the discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Concurrent registration in EDUC 366 is required. Prerequisites: 301, retention in Teacher Education Program.

**EDUC-370 Methods 5-12 General (4 Credits)**

Examination of and practice teaching experiences with a broad spectrum of constructivist methodologies and techniques used in middle/high school classrooms. Investigation of student learning styles, critical thinking, the middle school model, classroom management and current issues in secondary education. Prerequisites: 301, Retention in Teacher Education Program.

**EDUC-380 Special Topics in Education (1-4 Credits)**

Intensive study of issues relating to K-12 education. Topics may be selected by faculty or students but will be associated with at least one of the departmental guiding questions: What are schools for? What does it mean to learn? What does it mean to teach? Prerequisite: Permission of instructor

**EDUC-381 Methods PK-12 Art (4 Credits)**

Examination of and practice with current aims and methods of art education at the elementary and secondary levels. Includes supervised clinical practice in the Augustana Kaleidoscope Art Program. Prerequisite: Retention in Teacher Education Program.

**EDUC-382 Methods 5-12 Lang Arts (4 Credits)**

Examination of and practice with current research-based, best practices for teaching literature and composition in the secondary schools. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

**EDUC-383 Methods PK-12 Foreign Lang (4 Credits)**

Examination of and practice with current approaches to the teaching of foreign languages. Study of materials used in secondary schools. Includes selected clinical experiences. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

**EDUC-384 Methods 5-12 Mathematics (4 Credits)**

Examination of and practice with current approaches and materials in the teaching of mathematics in secondary schools. Includes selected clinical experiences. Prerequisites: 370 or 412 and Retention in Teacher Education Program.



**EDUC-386 Methods 5 -12 Science (4 Credits)**

Examination of and practice with constructivist methods in teaching science in high school classrooms. As part of this experience, students will plan and teach lessons in a local classroom. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

**EDUC-387 Methods 5-12 Soc Studies (4 Credits)**

Examination of and practice with current approaches to teaching social studies secondary schools. Development of a unit integrating technology and promoting democratic multicultural citizenship. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

**EDUC-388 Teaching CLD Students (4 Credits)**

(D) This course is designed to provide an overview of the experiences of culturally and linguistically diverse (CLD) students (sometimes also called English Language Learners) in the classroom. Students will gain understanding of the legal, historical, social, and educational implications of CLD programming. They will also gain familiarity with theories of second language development and classroom methods that benefit CLD students.

**EDUC-391F Elementary Clinical 1 (1 Credits)**

First of two clinical experiences in elementary school classrooms. Includes a minimum of 40 clock hours. Formal observations of a candidate's teaching is conducted by college faculty twice during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in an elementary methods course required. Prerequisites: 301. Retention in Teacher Education Program.

**EDUC-391S Elementary Clinical 2 (1 Credits)**

Second clinical experience in elementary school classrooms. Includes a minimum of 40 clock hours. Formal observations of a candidate's teaching is conducted by college faculty twice during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in an elementary methods course required. Prerequisites: 301 391F, Retention in Teacher Education Program.

**EDUC-395 Clinical Experience K-6 (1 Credits)**

Assignment to an elementary school classroom in grades K-6. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, 340, Retention in Teacher Education Program.

**EDUC-396 Clinical Experience 5-8 (1 Credits)**

Assignment to a middle/junior high school. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, Retention in Teacher Education Program.

**EDUC-397 Clinical Experience 9-12 (1 Credits)**

Assignment to a high school. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, Retention in Teacher Education Program.

**EDUC-398 Clinical Experience: Other (1 Credits)**

Assignment to a classroom for additional clinical experience. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, 340, Retention in Teacher Education Program.

**EDUC-399 Directed Study (1-2 Credits)**

Prerequisite: permission of instructor.

**EDUC-400 Independent Study (1-2 Credits)**

Advanced critical study or research on a specific topic related to education. P/NC option available for cooperating teachers. Prerequisite: permission of instructor. Prerequisite: permission of instructor.

**EDUC-400TR Education Elective (1-12 Credits)****EDUC-411 Methods 5-12 Literacy (2 Credits)**

Examination of current, research-based methods for improving reading effectiveness in all content area middle and secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language acquisition, and teaching with a wide range of texts. Prerequisites: EDUC-301, EDMU-330 and retention in Teacher Education Program.

**EDUC-412 Methods 5-12 Literacy (4 Credits)**

Examination of current, research-based methods for improving reading effectiveness in all content area middle and secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language acquisition, and teaching with a wide range of texts. Prerequisites: EDUC-301 and retention in Teacher Education Program.

**EDUC-422 Classroom Management Seminar (1 Credits)**

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

**EDUC-450 School and Society (2 Credits)**

(PH) A historical, ethical and philosophical investigation of the relationship between American schools and American society. Exploration of contemporary educational issues and practices. Prerequisites: Retention in Teacher Education Program. Concurrent registration in Student Teaching and EDUC 422 is required.

**EDUC-450A School and Society II (3 Credits)**

A historical, ethical and philosophical investigation of the relationship between American schools and American society. Exploration of contemporary educational issues and practices. Completion of a Senior Inquiry research project. Prerequisites: Retention in Teacher Education Program. Concurrent registration with EDUC 451 is required. Permission of education advisor needed if a prerequisite is not met.

**EDUC-451 Service Learning Intern (1 Credits)**

A service learning course coupled with EDUC 450 as a Learning Community. Teacher candidates complete a 30-hour internship at a local middle school under the supervision of the 450A instructor(s) and school faculty. Full group discussion sessions are also required. Prerequisite: Retention in Teacher Education Program, Concurrent Enrollment in EDUC-450A.

**EDUC-456 Assessment of Reading Problems (2 Credits)**

Expansion of an understanding of theoretical and practical aspects of pedagogy as applied to research-based methods of identifying and remediating reading problems. Candidates will examine foundational concepts of assessment in reading, administer and interpret assessments to evaluate reading skills, and analyze reading assessment results to make instructional decisions. Prerequisite: Retention in Teacher Education Program, Completion of Student Teaching, Concurrent Enrollment in EDUC 456C. Course changed from 3 credits to 2 credits on May 15, 2020.

**EDUC-456C Reading Diagnosis Clinical (1 Credits)**

Experience implementing the strategies identified in EDUC-456 while working with students in one elementary school grade level, 1 to 6, during individual and small group instructions for a minimum of 30 clock hours. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in EDUC-456 is required.

### **EDUC-499 Directed Study (1-2 Credits)**

Prerequisite: permission of instructor.

### **INTR-EDA90 Student Teaching 9-12 (12 Credits)**

Placement in a high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval

### **INTR-EDA91 Student Teaching Art PK-12 (12 Credits)**

Placement at two levels, one in PK-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

### **INTR-EDA92 Student Teaching Music PK-12 (12 Credits)**

Placement at two levels, one in PK-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Music Comprehensive Examination; Piano Proficiency; Senior Classification; Retention in Teacher Education; Committee Approval

### **INTR-EDA93 Student Teaching 5-8 (12 Credits)**

Placement in a middle school/junior high for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

### **INTR-EDA95 Student Teaching 1-6 (12 Credits)**

Placement in an elementary school or middle/junior high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty at least four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

## **Bachelor of Science *in Engineering***

<https://www.augustana.edu/academics/catalog/curriculum-organization/bachelor-of-science>

### **2024-25 catalog**

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

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

Graduation requirements for the Bachelor of Science reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities. The Augustana Bachelor of Science degree is designed so student can complete a single major in four years or the equivalent of eight semesters.

The Bachelor of Science in Engineering (BSE) program aims to educate engineers that will be able to design solutions to problems of the future. This program is multidisciplinary so students will be exposed to physics, mathematics, and engineering, while incorporating ethics, humanities, and social sciences. Students will gain an understanding of engineering that recognizes the importance of human-centered design in all aspects of engineering solutions.

The Engineering major ([Bachelor of Science in Engineering](#)) is being designed to meet the standards of the Engineering Accreditation Commission of ABET, the main accrediting body of engineering programs in the United States. An engineering program cannot apply for ABET accreditation until after it has graduated its first class. We intend to apply for ABET accreditation in fall 2025, after our first cohort graduates in May 2025. ABET accreditation will be applied retroactively to the previous years' classes.

A. [General Education and Degree Requirements](#): All of the same college-wide, General Education requirements are in place for the Bachelor of Science program that are in place for the Bachelor of Arts.

B. The Engineering Major:

I. Credits: 124. The number of credits to graduate with this degree is the same as the Bachelor of Arts requirements.

II. Grade-point Average: 2.00. The minimum, final grade-point average is the same as the Bachelor of Arts.

III. Program: 82 credits. The major program requirements will be tracked in the student's individual degree audit under the Program Evaluation in Arches once a student has declared a major.

Every BSE student will choose a concentration from mechanical engineering and environmental engineering. Listed here are requirements and electives for each of these concentrations. Each concentration includes 32 credits, bringing the total for each concentration to 78 credits. Classes are 4-credit courses, unless noted in parentheses.

#### [Requirements for all concentrations](#)

ENGR 190: Intro to Engineering Design  
ENGR 290: Experimentation and Design  
ENGR 390: Junior Design  
ENGR 490/491: Senior Design

#### [Ethics Requirement \(one course from the following\)](#)

BUS 307: Diversity and Other Social Issues in Management  
ENGR 315: Engineering Ethics  
ENVR 101: Social Dimension  
PHIL 103: Social Ethics  
PHIL 330: Applied Ethics  
RELG 203: Christian Ethics  
RELG 355: Medical Ethics  
RELG 356: Business Ethics  
RELG 359: Environmental Ethics

### Mechanical engineering concentration requirements

MATH 160: Calculus  
MATH 220: Integration Methods  
MATH 260: Multivariable Calculus  
MATH 320: Differential Equations and Linear Systems  
PHYS 211 and 212: Foundational Physics  
PHYS 200: Modeling and Simulation for Scientists and Engineers

One molecular science course from: PHYS 201: Material Science; CHEM 131: General Chemistry I; or PHYS 213: Foundational Physics III.

ENGR 310: Statics (2)  
ENGR 311: Mechanics of Deformable Bodies (2)  
ENGR 320: Fluid Mechanics  
ENGR 321: Heat Transfer (2)  
ENGR 375: Advanced Mechanical Design and Analysis  
PHYS 313: Thermodynamics  
PHYS 360: Classical Mechanics

### Mechanical engineering elective courses (10 credits total)

ENGR 330: Structural Engineering  
ENGR 331: Geotechnical Engineering  
ENGR 340: Principles of Environmental Engineering  
ENGR 350: Revit (2)  
ENGR 351: Computational Fluids and Heat Transfer (2)  
PHYS 339: Electronics  
PHYS 366: Advanced Numerical Techniques (2)  
PHYS 367: Advanced Experimental Design (2)

### Civil engineering concentration requirements

MATH 160: Calculus  
MATH 220: Integration Methods  
MATH 260: Multivariable Calculus  
MATH 320: Differential Equations and Linear Systems  
PHYS 211 and 212: Foundational Physics  
PHYS 200: Modeling and Simulation for Scientists and Engineers

One molecular science course from: PHYS 201: Material Science; CHEM 131: General Chemistry I; or PHYS 213: Foundational Physics III.

ENGR 310: Statics (2)  
ENGR 311: Mechanics of Deformable Bodies (2)  
ENGR 320: Fluid Mechanics  
ENGR 321: Heat Transfer (2)  
ENGR 330: Structural Engineering  
ENGR 331: Geotechnical Engineering  
GEOL 309: Geomorphology  
PHYS 313: Thermodynamics

Civil engineering elective courses (6 credits total)  
ENGR 340: Principles of Environmental Engineering

ENGR 350: Revit (2)  
GEOG 303: Resource Management  
GEOG 323: Urban Planning  
PHYS 360: Classical Mechanics  
PHYS 366: Advanced Numerical Techniques (2)  
PHYS 367: Advanced Experimental Design (2)

#### Environmental engineering concentration requirements

MATH 160: Calculus  
MATH 220: Integration Methods  
MATH 260: Multivariable Calculus  
PHYS 211: Foundational Physics  
PHYS 200: Modeling and Simulation for Scientists and Engineers

One molecular science course from: PHYS 201: Material Science; CHEM 131: General Chemistry I; or PHYS 213: Foundational Physics III.

ENVR 100: Ecological Systems, Geology 101: Physical Geology.

ENGR 310: Statics (2)  
ENGR 311: Mechanics of Deformable Bodies (2)  
ENGR 320: Fluid Mechanics  
ENGR 321: Heat Transfer (2)  
ENGR 331: Geotechnical Engineering  
ENGR 340: Principles of Environmental Engineering  
GEOL 309: Geomorphology  
GEOL 330: Hydrogeology  
PHYS 313: Thermodynamics

#### Environmental engineering elective courses (64 credits total)

ENGR 330: Structural Engineering  
ENGR 351: Computational Fluids and Heat Transfer (2)  
ENVR 300: Sustainability Problems and Solutions  
GEOG 303: Resource Management  
GEOG 273: GIS for Science  
PHYS 366: Advanced Numerical Techniques (2)  
PHYS 367: Advanced Experimental Design (2)

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### Program Educational Objectives and Student Learning Outcomes, Augustana College Bachelor of Science in Engineering

#### Program Educational Objectives

Within five years of graduation, Augustana engineers will be:

1. Using their broad liberal arts education to flourish as practicing engineers: independent but effective in collaboration and communication; reliable but willing to take initiative and innovate.
2. Producing imaginative engineering solutions that contribute to the health of their organizations.
3. Assuming mentoring and leadership roles in their workplace and/or communities.

4. Incorporating professional standards, diverse perspectives, and an awareness of the broader impacts of their work into their decision-making processes.
5. Engaging in continued professional development.

### Student Learning Outcomes

When they graduate from the Bachelor of Science in Engineering at Augustana, students will have acquired:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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**Note about additional incomplete programs:** Students who have made an application to graduate but have incomplete major(s) and minor(s) at the conclusion of their intended semester of completion will be contacted about the status of their programs by communication to their Augustana email within 10 days of their intended graduation date. Students must respond to indicate they are electing to delay graduation to complete their additional major(s) and/or minor(s) in a future semester with approval of the financial aid office. Students who fail to respond to the inquiry within the deadline noted in the email will have all incomplete programs dropped and will have graduation processed. Students with incomplete degree requirements who fail to respond will be removed from the candidate list and their program will be ended. Application for a future semester will be required.

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

### Engineering Physics course catalog

<https://www.augustana.edu/academics/areas-of-study/engineering/engineering-physics-courses>

#### 2024-25 catalog

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B.S., University of California, Berkeley; M.S., Ph.D., University of Minnesota

JAMES VAN HOWE, Professor  
B.A., University of Chicago; Ph.D., Cornell

The major in engineering physics combines coursework in fundamental physics with specialized courses in applied physics and engineering. The major is intended for students interested in participating in our 3-2 engineering program or working in engineering or industry after graduation from Augustana.

**MAJOR IN ENGINEERING PHYSICS** 44 credits, including PHYS 200, PHYS 211, PHYS 212, PHYS 213, PHYS 366, PHYS 368 (or PHYS 367 and PHYS 421), ENGR-190, and 10 credits of 300-400 level PHYS, ENGR, and CHEM courses based on advising (excluding ENGR-315/315A), and 10 credits of MATH-160, MATH-220, and MATH-260.

Students are free to take any combination of 10 credits, but are typically advised to follow one of three engineering tracks: chemical, mechanical, or electrical. A student interested in mechanical or civil engineering would take ENGR-310 and PHYS-360, students interested in electrical or computer engineering would take PHYS-339 and PHYS-377, while students interested in chemical engineering would take CHEM-321 and CHEM-322. Students may NOT major in both Physics and Engineering-Physics.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (PHYS)

### **PHYS-111 Understanding the Universe (4 Credits)**

(PN) A non-calculus based course covering ideas and technology in physics and engineering that have drastically changed the way we live and how we think about the universe. Topics may include black holes, dark matter, quantum information, lasers, atomic energy, medical imaging, 3D printing, transistors, rf electronics and wireless communication, and aeronautics. Labs will be integrated into the course and may include building simple circuits on Arduino boards, 3D printing, working with the scanning electron microscopy, and measuring entangled photons. Possible field trips may be taken to local industry, the Corps of Engineers, and QCA's maker space. A math-index score of 840 or higher is recommended (pre-calc ready). Please note: this course will have field trips and studio time that may extend beyond class time.

### **PHYS-121 Elementary Physics (4 Credits)**

(PN, offered J-term) A quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. This class meets during January term. Daily class meetings consist of multiple short lecture/discussion sections interspersed with group problem solving activities and hands-on laboratory exercises. Nightly required readings are reinforced by warm-up exercises. There are quizzes at the end of each week and a summative final exam.

### **PHYS-142 Science-Ing (4 Credits)**

(PN) Specifically designed for non-STEM majors, this class aims to upend the idea that only scientists do science. English majors are not the only folks allowed to read, art majors are not the only folks allowed to paint, so why are scientists the only ones allowed to science? As the history of STEM reveals, the distinction between those who do science and those who do not was largely brought about through sociopolitical forcings. Students will be tasked with investigating this history, making it possible to disentangle science as a verb from science as a profession. Simultaneously, students will practice "science-ing" through in-class lab activities designed to develop students' abilities to make observations, recognize patterns, design experiments, and draw conclusions from data.



**PHYS-151 Principles of Physics I (4 Credits)**

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non-majors and is not a prerequisite for any other physics courses. In addition, this course is designed to be taken by upper-level science students. Unless a lower-level or non-science student has a solid background in math and a particular interest in physics, it is not recommended as a general education course. Topics include mechanics, fluids, waves, and thermodynamics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly."

**PHYS-151AP AP Principles of Physics I (4 Credits)****PHYS-151L Lab for 151 (0 Credits)****PHYS-152 Principles of Physics II (4 Credits)**

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non-majors and is not a prerequisite for any other physics courses. In addition, this course is designed to be taken by upper-level science students. Unless a lower-level or non-science student has a solid background in math and a particular interest in physics, it is not recommended as a general education course. Topics include electricity and magnetism, electronics, optics, and an introduction to modern topics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly."

**PHYS-152L Lab for 152 (0 Credits)****PHYS-180TR Physics Elective (1-12 Credits)****PHYS-199 Directed Study (1-2 Credits)**

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

**PHYS-200 Modeling/Simulation (4 Credits)**

Much of our work in the sciences involves trying to understand the behavior of systems that are too complex and/ or large to measure directly. Modeling such systems involves simplifying these systems by removing extraneous details and then using mathematical tools to predict the behavior of the simplified model. Simulation utilizes computational tools to allow us to add complexity and additional variables to our model. This course provides an introduction to modeling and simulation (including the computational tools necessary to perform simulations). In doing so, it provides instruction in conceptualizing, solving, and reporting on complex problems as scientists and engineers. Prerequisite: MATH-140

**PHYS-200TR Calc Based Physics Transfer (4 Credits)****PHYS-201 Material Science (4 Credits)**

This course provides an introduction to the relationships between molecular structure, material microstructure, and material properties in solid materials. The course begins at the molecular level and explores the bonds and structures that govern the interactions of molecules in a solid. The remainder of the course delves into the ways that these interactions lead to the mechanical, electrical, and other properties of different materials.

**PHYS-201TR Transfer Elective (1-12 Credits)****PHYS-211 Foundational Physics I (4 Credits)**

(PN) A calculus based introduction to fundamental concepts in physics. Topics include mechanics, fluids and thermodynamics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up one MTWF course slots (110 min duration each class period) Prerequisite or Corequisite: MATH-160.

**PHYS-211AP AP Foundational Physics I (4 Credits)****PHYS-211IB IB Foundation Physics I (4 Credits)**

**PHYS-212 Foundational Physics II (4 Credits)**

(PN) A calculus based introduction to fundamental concepts in physics. Topics include simple harmonic motion, waves, electricity and magnetism, and optics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up two MTWF course slots (110 min duration each class period). Prerequisite: MATH-160 and PHYS-211. Prerequisite or Corequisite: MATH-260.

**PHYS-212AP AP Foundational Physics II (4 Credits)****PHYS-213 Foundational Physics III (4 Credits)**

A calculus based introduction to fundamental concepts in physics. Topics include electromagnetic waves, Maxwell's equations, relativity, quantum phenomena, atomic spectra and structure, radioactivity, nuclear structure and reactions, and elementary particles. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up one MWF course slot and a separate 120-minute lab. Prerequisite: MATH-260 and PHYS-211.

**PHYS-213TR Thermodynamics Transfer (1-4 Credits)****PHYS-239LTR Lab for Phys-239tr (0 Credits)****PHYS-239TR Electronics Transfer (1-4 Credits)****PHYS-260TR Class Mechanics Transfer (1-4 Credits)****PHYS-299 Directed Study (1-2 Credits)**

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

**PHYS-300 Optics (4 Credits)**

This course will study advanced physical optics and modern optical phenomena. Specific topics will include interference, coherence, optical beams, ray-tracing and lenses, applications of lenses, Fourier optics, optical pulse propagation, and quantum optics. An emphasis will be placed on using computational tools for visualizing optical waves, optical phenomena, and designing optical systems. (Offered in alternate years) Prerequisite: PHYS-212. Suggested prerequisite: MATH-350. Corequisite: PHYS-213.

**PHYS-313 Thermodynamics (4 Credits)**

Classical thermodynamics and Statistical Mechanics. Topics will include temperature, heat transfer, work, the first law, ideal gases, engines, refrigerators, the second law, entropy, Maxwell's relations, ensembles, and quantum statistics. Prerequisite: PHYS-211 and MATH- 260.

**PHYS-316 Advanced Computer Applications (2 Credits)**

This course will build on programming skills learned throughout the 200-level sequence. Students will learn additional programming skills in LabVIEW culminating in a final project. Prerequisite: PHYS-213.

**PHYS-339 Electronics (4 Credits)**

This course will concentrate on designing, building, debugging, analyzing, and taking measurements on electronic circuits. Most of course time will be spent in the electronics lab. Specific topics will include DC circuits, complex impedance, AC signals, AC circuits, diodes, transistors, Op Amps, oscillators, timers, logic gates, digital arithmetic, and memory. Lecture and lab (3 hours) meet once a week. Prerequisite: PHYS-212.

**PHYS-339L Lab for 339 (0 Credits)****PHYS-355 Observational Astronomy (1 Credits)**

An evening class where students use the facilities of the Carl Gamble Observatory to make observations of stars, planets, galaxies, and nebulae. Topics covered include telescope properties, using a computer controlled telescope, digital

photography, photometry, astrometry, and data analysis. (Offered in alternate years) Prerequisites: PHYS-211 and PHYS-212.

#### **PHYS-360 Classical Mechanics (4 Credits)**

This course develops advanced problem solving skills and conceptual thinking beyond the introductory mechanics topics covered in PHYS-211 and 212. Topics include dynamics of single and multiple particles, central forces, celestial mechanics, harmonic oscillators, and non-inertial reference frames. New mathematical frameworks based on path length minimization such as Lagrangian and Hamiltonian dynamics will be developed. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212, MATH-260. Prerequisite or Corequisites: MATH-220. Suggested or Supporting: MATH-320, MATH-350.

#### **PHYS-366 Advanced Numerical Techniques (2 Credits)**

The aim of this course is to introduce students to common advanced analysis techniques used by experimental physicists, engineers, and astronomers. Work in the course is project-based, consisting of 4-6 experiments, each spanning more than 2 weeks. Projects emphasize data analysis and reduction using statistics, computational modeling, and advanced graphical representation. Students will learn analysis techniques common to all fields for the first 7 weeks and will then specialize in a track of their choice for the last 7 weeks: Physics, Mechanical Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Optics, Quantum Optics or Astronomy. Depending on student interest and availability, project work may consist of portions of Augustana faculty research. Prerequisites: PHYS 213 and PHYS 200, or ENGR 290.

#### **PHYS-367 Advanced Experimental Design (2 Credits)**

The aim of this course is to introduce students to advanced experimental techniques and design common to physicists, engineers, and astronomers. The course is set up to be a continuation of and complement to PHYS 366 but can be taken on its own. Whereas PHYS 366 focuses on advanced methods to analyze data from an experiment or instrument, PHYS 367 focuses on building or designing an experiment or instrument to produce meaningful data. PHYS 366 and PHYS 367 together, therefore, seeks to provide students the foundation for holistic advanced experimental scientific work for experimental research or product development: the ability to build a device that interacts with the physical world as well as interpret data into something meaningful for the end user. The focus of this course is on a single, advanced independent project along one of the following tracks: Physics, Mechanical Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Optics, Quantum Optics, or Astronomy. Depending on student interest and availability, project work may consist of portions of Augustana faculty research. Prerequisites: PHYS 366 or ENGR290.

#### **PHYS-368 Advanced Experimental Design (2 Credits)**

This course covers the same content as PHYS 367 and is taken alongside PHYS 367 with additional competencies for senior inquiry: students will further learn how to frame their project by reading and using literature in their field as well as complete a reflection paper. Prerequisites: PHYS 366

#### **PHYS-377 Electricity and Magnetism (4 Credits)**

This course will focus on the advanced study of electrostatics, magnetostatics, electric and magnetic fields in matter, time-varying fields, induction, and electromagnetic waves. An emphasis will be placed on using computational tools for visualizing electromagnetic fields and solving Maxwell's equations. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212 and MATH-260. Prerequisites or Corequisites: MATH-220.

#### **PHYS-380 Advanced Topics in Physics (4 Credits)**

This course will cover an advanced topic in physics; topic will be determined each year based on student and faculty input. Possible topics include astrophysics, solid state physics, electricity and magnetism, statistical physics, nuclear physics and quantum physics. (Offered in alternate years) Prerequisites: MATH-160. Additional prerequisites may apply depending on topic.

#### **PHYS-393 International Study Colloquium (3-4 Credits)**

**PHYS-399 Directed Study (1-2 Credits)**

199, 299, 399, 499 Directed Study (1+) Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

**PHYS-400 Independent Study (1-2 Credits)**

Research or study in physics. Prerequisites: approval of department chair and instructor.

**PHYS-401 Introductory Quantum Physics (4 Credits)**

Quantum theory, development of quantum mechanics and application to atomic phenomena. Students will solve the Schrodinger equation for "toy" models, working up to realistic, simple atomic systems such as hydrogen and helium. Numerical modelling will be used throughout the course. (Offered in alternate years.) Prerequisite: PHYS-213, MATH-260. Prerequisites or Corequisites: MATH-220. Suggested prerequisites: MATH-230, MATH-320, MATH-350.

**PHYS-421 Senior Inquiry - Novel Work (0 Credits)**

An alternative way to meet the requirements for physics SI is through novel research in physics or engineering or a novel engineering design project. Some ways that a student may accomplish this novel work prior to enrollment in this course include participation in an approved undergraduate research program at Augustana or another institution, or satisfactory completion of a senior design project at an ABET-accredited engineering program. Presentation and reflection will be required. Prerequisites: PHYS-212 and approval of academic and research advisor(s).

**PHYS-499 Directed Study (1-2 Credits)**

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

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**Courses (ENGR)****ENGR-190 Introduction to Engineering Design (4 Credits)**

This is an introduction to engineering design course where students will learn the process of human-centered design. Students will participate in a design project that requires engineering solutions but also includes elements outside of the traditional STEM framework. Students will be taught strategies to ensure that solutions meet the user's broad needs. A variety of basic skills will be introduced such as fabrication and computer modelling. Students will also explore pathways to engineering careers through guest speakers, and skills in resume writing and networking will also be developed.

**ENGR-210TR Engineer Statics Transfer (1-4 Credits)****ENGR-211TR Mech of Def Bodies Xfer (1-4 Credits)****ENGR-290 Experimentation and Design (4 Credits)**

This is the second core project course for engineering students. It focuses on the interplay between the design process and experimental testing. The "project" for the course will be to imagine multiple designs in response to an engineering problem, and then test and rework those designs. In the process, the course will address all phases of the experimental process: designing a test, creating an experimental setup, building and calibrating sensors, taking data, analyzing data (including statistical analysis), iterating our design, and reporting our results. A significant focus of the course will be on written and oral communication. Prerequisite: ENGR-190 and PHYS-200

**ENGR-310 Engineering Statics (2 Credits)**

Forces, moments, couples, equipollent systems, distributed forces, equilibrium analysis, trusses, methods of joint and sections, shear-force and bending-moment diagrams, coulomb friction, centroids and center-of-mass. (Offered in alternate years) Prerequisite: PHYS-211, Co-requisite: MATH-260.

**ENGR-311 Mechanics of Deformable Bodies (2 Credits)**

Mechanics of Deformable Bodies deals with the forces and moments created within a structural piece. So while Statics focuses on how an engineered structure will function, this course analyzes the structural strength and resilience of a

single object (such as a beam). The topics needed to gain this understanding include stress, strain, bending, torsion, buckling, and deflection. Prerequisite: ENGR-310

#### **ENGR-315 Ethics in Engineering (4 Credits)**

(PH) This course traces 20th century German and Swiss scientific and technological ideas, institutions, achievements, and events of the past, both in relation to one another and in relation to the present. Students will explore ethical decision-making using historical, scientific discoveries, institutions, and achievements as case studies. Students will also develop a personal ethical framework with which to analyze and make ethical decisions and incorporate others' perspectives into their decision-making process. We will also examine how science and other disciplines have been funded and the biases that continue to exist.

#### **ENGR-315A Ethics in Engineering (2 Credits)**

A course in ethics accessible to all majors that supports the Alps program. Students will explore ethical decision-making using historical, scientific discoveries, institutions, and achievements as case studies. Approved for one semester only

#### **ENGR-320 Fluid Mechanics (4 Credits)**

This course introduces the principles of fluid mechanics: students will investigate the characteristics of fluid behavior in static and flow environments using a range of different approaches. Because it is important to develop an intuition about these physical processes, the course will stress understanding the fundamental concepts and theoretical underpinnings of fluid mechanics in addition to the application of equations to practical problems. Prerequisite: MATH-260 and PHYS-211

#### **ENGR-321 Heat Transfer (2 Credits)**

This course introduces the principles of heat transfer by conduction, convection, and radiation. Because it is important to develop your intuition about these physical processes, the course will stress understanding the fundamental concepts and theoretical underpinnings of heat transfer in addition to the application of equations to practical problems.

Prerequisite: MATH-320 and ENGR-320

#### **ENGR-330 Structural Engineering (4 Credits)**

Structural Engineering concerns itself with the durability and suitability of built structures, from buildings to bridges to transmission lines. Every structure experiences a range of loads: gravity, wind, temperature changes, and earth movement, among others. In constructing a structure, it is crucial to identify these loads and understand how the structure will respond to these loads. So the structural engineer must determine the materials to be used in structural members as well as their arrangement; in addition, the engineer must be able to define an assembly process and monitor not only this process but the continued health of the structure over its lifetime. This course will provide an introduction to these aspects of structural engineering. Prerequisite: ENGR-311 and MATH-260

#### **ENGR-331 Geotechnical Engineering (4 Credits)**

Geotechnical engineering concerns itself with the interaction of built structure with the landscape, so it involves understanding the nature of natural materials that are found close to the earth's surface (i.e. soil and rock). The practical applications of geotechnical engineering include the design of structural foundations, as well as the design of retaining walls and shaped landscapes. This course provides an introduction to this field, which is a crucial tool for civil and environmental engineers in particular. Prerequisites: ENGR-311 and MATH-260

#### **ENGR-340 Principles of Environmental Engineering (4 Credits)**

This course aims to introduce you to the principles of environmental engineering through both theory and field work. In this context, "theory" entails models of chemical, physical, or biological processes relevant in environmental settings; "field work" entails lab analyses of water samples taken from the Slough. The practicing environmental engineer needs a solid background in both modeling and field work, which is why this course emphasizes both endeavors equally. Additionally, the ability to understand and draw conclusions from environmental time series data has become an increasingly important skill for the environmental engineer in the age of the Anthropocene. As such, students will learn important techniques for analyzing trends in environmental time series data and apply these techniques to the field data collected throughout the semester.

**ENGR-351 Comp Fluid Dyn & Heat Transfer (2 Credits)**

This course provides an introduction to the foundations of computational fluid dynamics (and heat transfer) as well as to its application to engineering problems. The course will focus on hands-on work: the assignments for the course will involve both coding basic CFD program algorithms and using commercially available CFD code to solve more complex problems. Prerequisites: ENGR-320 and PHYS-200 Corequisite or Prerequisite: ENGR-321

**ENGR-375 Engineering Design (4 Credits)**

The fundamentals of mechanical design, including pressure vessels, fasteners, teamwork, model and prototype building. In-class, hands-on work with computer-aided design (CAD) software and parametric modeling of associative models at the component and assembly levels. (Offered in alternate years). Prerequisite: ENGR-190 and ENGR-311, or permission of instructor.

**ENGR-380 Advanced Topics in Engineering (4 Credits)**

This course will cover an advanced topic in engineering; topic will be determined each year based on student and faculty input. Possible topics include advanced design, signal processing, RF electronics, fluid mechanics, and heat transfer. (Offered in alternate years) Prerequisites: MATH-160. Additional prerequisites may apply depending on the topic.

**ENGR-390 Junior Design Experience (4 Credits)**

This is the third Project course for engineering students. It focuses on the design, implementation, and evaluation of an automated system. In doing so, the course will provide an introduction to actuation systems, interfaces between sensors and mechanical devices, and logical controls. In the course of the term, each project group will design, build and test an automated device. The group will then present their device to the class, and each group will be in charge of evaluating and providing feedback on another group's project. Prerequisite: ENGR-290

**ENGR-393 International Study Colloquium (3-4 Credits)****ENGR-490 Senior Design I (2 Credits)**

This course is part of the fourth Project course for engineering students. ENGR 490 is the first course in a two-semester sequence, which serves as the Senior Inquiry project for BSE students. The ENGR 490/491 sequence also fulfills the ABET degree requirement for "a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints." In this first part of the course, students will complete the exploratory part of the design process: researching related solutions, determining potential economic, environmental, and safety issues, determining product specifications and functions, performing a market analysis, conceiving of a concept product, and detailing your initial design. Prerequisite: ENGR-390

**ENGR-491 Senior Design II (2 Credits)**

This course is part of the fourth Project course for engineering students. ENGR 491 is the second course in a two-semester sequence, which serves as the Senior Inquiry project for BSE students. The ENGR 490/491 sequence also fulfills the ABET degree requirement for "a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints." In this second part of the course, students create a physical prototype, test the prototype, and iterate the design. The course concludes with a presentation in which you demonstrate the effectiveness of the design. The main deliverable for the course will be a detailed design paper that documents all aspects of the design process. Prerequisite: ENGR-490

## English and Creative Writing course catalog

<https://www.augustana.edu/academics/areas-of-study/english-and-creative-writing/courses>

**2024-25 catalog**

UMME AL-WAZEDI, Professor and Divisional Dean

B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

BRETT A. BIEBEL, Lecturer

B.A., Saint John's; M.A., Minnesota-Twin Cities; M.F.A., Minnesota State

ASHLEY BURGE, Assistant Professor  
B.A., M.A., Montevallo; Ph.D., Alabama

DAVID CROWE, Professor, Dorothy J. Parkander Chair in Literature, and Department Chair  
B.A., Luther; M.A., Ph.D., Minnesota

KELLY R. DANIELS, Professor  
B.A., San Francisco State; M.F.A., Georgia State; Ph.D., Western Michigan

MEG GILLETTE, Professor  
B.A., Iowa; M.A., Ph.D., Illinois

LAURA E. GREENE, Professor  
B.A., Williams; M.A., Ph.D., Cornell

KATIE HANSON, Associate Professor  
B.A. Luther; M.A., St. Mary's (Minnesota)

JOSEPH McDOWELL, Professor  
B.A., M.A., Ohio State; Ph.D., North Carolina

SARAH McDOWELL, Adjunct Assistant Professor  
B.A., Augustana; M.A., Wisconsin

REBECCA WEE, Professor  
B.A., St. Olaf; M.F.A., George Mason

#### **READING/WRITING CENTER:**

FARAH MARKLEVITS, Assistant Director and Associate Professor  
B.A., Augustana College; M.A., Chicago; M.F.A., Syracuse

JACOB ROMANIELLO, ELL Specialist and Assistant Professor  
B.S., Nyack College; M.A., Azusa Pacific; Ph.D., Biola

LUCAS A. STREET, Director and Assistant Professor  
B.A., Knox College; M.F.A., Wyoming

**MAJOR IN ENGLISH.** 32 credits, including ENGL 215, 1 class in American literature (ENGL 265, 370, 375, 385), 1 class in British literature (ENGL 260, 262, 315, 327, 335, 340), 1 class in literature written pre-1800s (ENGL 250, 262, 315, 325, 326 327), 1 class in Diverse literature (ENGL 255, 270, 275, 278, 285, 290, 295, 345, 350, 355, 390), 8 credits of electives (in either ENGL or ENCW), and Senior Inquiry (ENGL 401). Only one 1xx level class will count towards the major, and at least 4 classes must be at the 3xx level.

Note: courses may satisfy only one major requirement (e.g., ENGL 315 can count for British or pre-1800s, but not both).

**MINOR IN ENGLISH.** 20 credits, including ENGL 215, 1 class in American literature (ENGL 265, 370, 375, 385), 1 class in British literature (ENGL 260, 262, 315, 335, 340), and 2 electives (in either ENGL or ENCW). Only one 1xx level class will count towards the minor, and at least 2 classes must be at the 3xx level.

**MAJOR IN CREATIVE WRITING.** 30 credits, including one 2xx level ENGL class, two 2xx level ENCW classes, three 3xx level ENCW classes, one ENCW or ENGL elective at the 2xx level or higher, a 0-credit internship (may be completed by working one year on Saga, taking ENGL 300: Book Publishing, or completing a community internship with faculty supervision and creative writing faculty approval), and Senior Inquiry (ENCW 490).

**MINOR IN CREATIVE WRITING.** 20 credits, including three classes from ENCW (at least one of which must be at the 300 level) and two classes from ENGL (at least one of which must be at the 300 level)

**MAJOR IN ENGLISH EDUCATION.** 42 credits. 40 credits in English including 215, 260, 265, 210, 310; a Shakespeare class (250, 325, or 326); two American literature classes (one from 370, 375, 385, and one from 270, 275, 278, 290, 390, or others pre-approved by the ELA advisor); a world literature class (285, 295, 345, 350 or WGSS 230); one elective ENGL (300 or higher) OR ENCW (200 or higher); plus two credits in Communication Studies (COMM 203 Listening). The English department allows the combination of EDUC422, EDUC450, and INTR-EDA90 to fulfill the English Senior Inquiry requirement. See the Director of Secondary Education for more information.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## English courses (ENGL)

### **ENGL-101 Introduction College Discourse (1 Credits)**

Instruction and practice in the careful writing, close reading, and critical thinking that a liberal arts education requires of students. Conducted in an individualized tutorial with Reading/Writing Center tutors. Recommended for first-year students. Permission of instructor required.

### **ENGL-102 Strategies College Discourse (1 Credits)**

An individualized tutorial with Reading/Writing Center tutors in conducting research on a topic of the student's choice. Methods and practice in managing liberal arts processes of inquiry, critical reading, research, reasoned evaluation and written expression. Recommended for first-year or sophomore students. Permission of instructor required.

### **ENGL-104TR Tech Writing Transfer Elec (3 Credits)**

### **ENGL-105 Grammar Bootcamp (2 Credits)**

A 7-week study of the basic elements of grammar with a focus on the function of parts of speech within sentences. Course will also include units on sentence combining and fundamental mechanics (particularly punctuation).

### **ENGL-110 Rhetoric and Culture of the U.S. (4 Credits)**

A seminar course for international students in transition to academic life at a liberal arts college, with a focus on development of formal and informal language skills for non-native speakers of English in conjunction with a study of academic, regional, and national culture.

### **ENGL-125B Literature and Business (4 Credits)**

(PL) A literature course for students interested in professional work, finances, consumerism, and the so-called American Dream. Texts will include classic and contemporary works (both written and visual) on work, earning, spending, and seeking economic justice. For First Year and Sophomore students only.

### **ENGL-125F Literature and Food (4 Credits)**

(PL) This class examines the subject of food in literature. Since characters don't need to eat to stay "alive" and readers can't actually share in the food being described, what are the purposes of literary food scenes? In this class, we will look at important food scenes in fiction and poetry (and make and share this food together) to better understand the complex social relations (including identity, community, race, gender, class, and ecology, etc.) that these scenes express.

### **ENGL-125M Literature and Medicine (4 Credits)**

(PH) A literature course for students interested in those who suffer with injuries or illness, and those who care for such people: doctors, nurses, aides, even pastors and counselors. Readings will include classic and contemporary novels, stories, poems, and other genres concerning professional ethics and philosophical-religious commitments amid suffering, death, and recovery.



**ENGL-125R Literature of Faith and Doubt (4 Credits)**

(PH) A study of the creative tensions and interactions between faith and doubt and between ambiguity and certainty through works drawn from several periods and genres of English Language literature. This course will be taught in Holden Village J Term 2021-2022. Permission is required.

**ENGL-125S Literature and Sports (4 Credits)**

(PL) A literature course for students interested in sports writing and the drama of sports competitions. Readings will include stories from the sports page, longer essays on the meaning of sports, and novels, poems, and other genres depicting athletes competing while seeking greater meaning in their lives. For First Year and Sophomore students only.

**ENGL-125TR Literature Transfer Elective (3-5 Credits)****ENGL-180 Special Topics in Literature (3-4 Credits)**

This course focuses on significant literary works, themes, periods, writers, or genres not normally taught or covered in the traditional lower-level electives.

**ENGL-199 Directed Study (1-2 Credits)**

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

**ENGL-201 Tutoring Theory and Practice (2 Credits)**

This weekly colloquium prepares selected students to be peer tutors in the Reading/Writing Center. Through readings in writing center theory, written assignments, and observations of experienced tutors, the course enables students to define their roles as tutors and to understand and respond to the reading/writing processes of a diverse group of college students. Students are selected through application to the Reading/Writing Center director. Permission of instructor required.

**ENGL-202 Tutoring Theory and Practice II (2 Credits)**

This second weekly colloquium is taken concurrently with a student's first semester of tutoring in the Reading/Writing Center. It examines in greater complexity the tutor/student relationship, writing center theories, and current research in the field, while supporting new tutors as they apply their preparation to actual tutoring sessions. Increased emphasis is placed on the expectations of writing in various disciplines and on assisting writers from cultures and backgrounds different from one's own. Prerequisite: 201 and permission of instructor.

**ENGL-205TR Children's Lit Elective (3-5 Credits)****ENGL-210 The Language of Literature (4 Credits)**

(PL) An analysis of the ways that ordinary language and literary language communicate meaning. Half of the course will consider grammatical standards and fluent, stylish sentences. This learning should help students both to write with more control and to understand their reading at a deeper level. The other half of the course will consider specifically literary communication, such as biblical and classical allusions, symbols, forms and genres, and figurative language. This learning should help students to read literature with deeper understanding. Required for English Language Arts majors; strongly encouraged for literature majors in any language, especially English.

**ENGL-215 Writing About Literature (4 Credits)**

This writing-intensive course is designed to equip potential English majors/minors with the tools they need to read, interpret, and write about literature. In particular, we'll study some fundamental methods that informed readers use to interpret literature, learn how to distinguish between more and less effective interpretations, and practice using textual analysis to support a compelling argument. We will also examine a variety of theoretical lenses that readers can apply to literature, such as New Historicism, Postcolonialism, and Feminism.

**ENGL-230 Environmental Literature (4 Credits)**

(PH) An introduction to the history of and trends in nature writing and environmental literature.

**ENGL-235 Science Fiction and Fantasy (4 Credits)**

(PL) An introduction to the alternative worlds of myth, fantasy, utopia and dystopia. Students will develop the close-reading skills and vocabulary of the discipline as they explore deeper meaning, ambiguity, and complexity in classic and contemporary works of fantasy and science fiction.

**ENGL-240 Poetry (4 Credits)**

(PL) Readings of selected poems to acquaint students with historical and contemporary trends and to promote an appreciative and critical understanding of poetry.

**ENGL-250 Shakespeare and Film (4 Credits)**

(PL) An introduction to Shakespeare's tragedies and comedies. Reading the plays and watching popular mass-market film versions, students will learn to appreciate Shakespeare's ability to combine complex ideas with compelling entertainment. Special attention paid to Shakespeare's historical moment. In order to make time for film-watching during January, students will read a book over break. Since proof of this reading will be due when the course begins, be certain to contact the professor or respond to his emails before Winter Break for details.

**ENGL-255 Women in Literature (4 Credits)**

(PL,D) This course examines representations of women in literature and introduces students to women's literary traditions.

**ENGL-260 History of British Literature (4 Credits)**

(PP) English literature and social history from Beowulf and the Middle Ages to Virginia Woolf and the modern world. This course will introduce students to the study of literature, emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors and with genre and historical context in a way that will carry over to more advanced classes.

**ENGL-262 Origins of English Culture (4 Credits)**

(PL) This immersive J-term class studies the development of the British Nation through classic and contemporary works of literature in the places that inspired their authors. We will explore the literary landscapes of Oxford, Stratford-upon-Avon, and London with a focus on three figures of history who helped shaped the sense of being British: King Alfred of the Anglo-Saxons, King Arthur of the Britons, and William Shakespeare, chronicler of the new United Kingdom that began to emerge in the Renaissance. While studying these figures of the past, we will read modern authors that represent the Britain of today—from crime novelists, to Science Fiction and Fantasy writers, to voices from the growing numbers of immigrant British.

**ENGL-265 History of American Literature (4 Credits)**

(PP) American literature and social history from 1620 to the present. This course will introduce students to the study of literature by emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and historical context in a way that will carry over to more advanced classes.

**ENGL-268 American Writers in Paris (4 Credits)**

(PL) Taught in Paris, this immersive J-Term class on the cultural moment of modernism explores the intersections between modern literature, art, music, and politics. This course will travel to Paris J-Term 2021-2022.

**ENGL-270 Multicultural Literature of the U. S. (4 Credits)**

(PL,D) This course offers students the opportunity to study the literary traditions of the United States and how they have been influenced by various factors like race, ethnicity, gender, religion, national origin, geography, lifestyle, and socioeconomic status. The selection of contemporary writers including African American, Hispanic, Asian American, Jewish, and Native American writers will enable students to discover the varieties of both common and distinguishing factors in the life experiences and literary expressions of writers and other artistes of different backgrounds.

**ENGL-275 Intro to African-American Lit (4 Credits)**

(PL,D) Principal works by African Americans representing literary forms and significant currents of thought from the era of slavery to the present.

**ENGL-278 Native American Indian Literature (4 Credits)**

(PL,D) Through the study of fiction, poetry, myth, and memoir by American Indian writers, American Indian Literature explores the tragic history and enduring culture of indigenous non-Europeans on the North American continent. Special attention to the writers of the Native American Renaissance, such as Simon Ortiz, Joy Harjo, Leslie Marmon Silko, James Welch, Louise Erdrich, and Sherman Alexie-and to the diverse kinship groups (Ojibwe Laguna Pueblo, Wampanoag) with which these and other writers identify.

**ENGL-283 Intro to Irish Literature (4 Credits)**

(PL) Irish Literature has long been considered both a sub-field of British literature and a national literature of its own. This course is designed to illustrate the long development of Irish literature in Gaelic and in English over the centuries, as well as to highlight some of the most celebrated individual Irish works and authors. This course will travel to Ireland during the month of June 2024.

**ENGL-285 Introduction to Postcolonial Literature (4 Credits)**

(PH,G) A literature course for students interested in English as a world language, and the struggles for justice and identity of people in former colonies of Britain. Readings will include classic and contemporary novels, stories, poems, and other genres written in English in or about the nations of Africa, Asia, and the Indian subcontinent.

**ENGL-290 Introduction to Arab-American Literature (4 Credits)**

(PH,D) Through the novels of Naome Sihab Nye and Mohja Kahf and poems of Sam Hamod, this course will focus on the question of Arab-American identity and political racism that targets this group. These readings also portray the communal life and what it means to be an Arab as well as an American.

**ENGL-292 Illness Narratives (4 Credits)**

(PL) This course explores the different stories told about illness: by our culture, by the medical profession, and by sick people themselves. Our aim will be to examine how such stories can help, and sometimes hurt, people trying to understand and come to terms with their illnesses. In addition to fictional literary texts, we will read nonfictional accounts of illness written by the sick and suffering, and study different "types" of illness narratives, and the effect they have on the ill.

**ENGL-295 Women, Health In/& South Asian Lit (4 Credits)**

(PH,G) This course will focus on how South Asian women writers examine the interaction among biological, behavioral, and sociocultural factors in women's health. In particular, the class will examine the representation (in fiction, non-fiction, and films) of the challenges local communities face in managing education, health care, their environment, borders, capital, and families in the context of increasing urbanization, immigration and digitization. We will be motivated by two interrelated concerns: 1) how can we understand the question of women's voices and "agency" in the South Asian context? And 2) how do women writers mobilize the category of gender to define alternative understandings of "individual" and "community" in this region? In order to answer these questions, we will trace the intersections between gender, caste, class, religion, and sexuality in women's fiction and non-fiction writing, giving particular regard to concepts such as "tradition," "modernity," "nation," and "genre."

**ENGL-298 Career Discovery (1 Credits)**

This class provides a personalized framework for English majors to help them discover how they might apply their major after college. The class focuses on student self-assessment, including personal attributes such as values, interests, personality, skills, and purpose. Students begin the process of exploring possible career pathways. No prerequisite, but students are encouraged to take the course in their sophomore or junior year.

**ENGL-299 Directed Study (1-2 Credits)**

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

**ENGL-300 Book Publishing (4 Credits)**

An introduction to the history of book printing and publishing with practice in publishing books through Augustana's East Hall Press.

**ENGL-305 Children's Literature (4 Credits)**

(PL) Advanced study of literature for children exploring poetry, folktales, picture books, nonfiction, multi-cultural texts, and several genres of fiction. Students will experience different ways of reading text (such as reading aloud, literature circles, literary criticism) and consider historical context, genre, and culture in order to determine the merit and value of specific texts.

**ENGL-310 Adolescent Literature (4 Credits)**

(PL) Advanced study of literature appropriate to the needs and interests of high school students, with theoretical issues relevant to the teaching profession and individual reader.

**ENGL-315 Medieval Literature (4 Credits)**

Advanced study of medieval literature, emphasizing how genres carry meaning and reveal the social configurations and cultural richness of the Middle Ages.

**ENGL-327 Advanced Shakespeare (4 Credits)**

(PH) This course, open to both English majors and other interested students, explores all four of Shakespeare's dramatic genres (comedies, histories, tragedies, and romances) along with corollary biographical resources; scholarship on Elizabethan and Jacobean social, colonial, and religious history; and relevant literary criticism. Prerequisite: FYI or FYH 101.

**ENGL-335 Developing English Novel (4 Credits)**

This course studies the development of the novel in England during the 19th century, the pinnacle of literary realism. We'll pay particular attention to the novel in its social/historical context, studying the ways in which the novel shaped, challenged, or reinforced readers' understandings of gender, class, race, and empire. Authors include Jane Austen, Charlotte Bronte, Charles Dickens, and George Eliot.

**ENGL-340 Modernism in British Literature (4 Credits)**

Advanced study of major British poets and novelists of the 20th century with special attention to critical definitions of modernism.

**ENGL-345 Empire and Outsiders (4 Credits)**

(G) In this course we will study major literary and cinematic texts written/directed during the British colonial period as well as the postcolonial period. You, as a reader, will have an opportunity to appreciate and respect diverse centralities and to cultivate an awareness that honors different cultural perspectives. We must remember, as Chimamanda Adichie notes, that there is a great danger in believing in one single story. To understand Africa or South Asia we must listen to all stories. It is in this sense that this class breaks barriers, crosses borders and opens boundaries. As you read, write, and think over the course of the semester, and as you immerse yourselves in these works and the historical periods in which they were written, you will become more adept at analyzing human thought (perception, motivation, relation), philosophy (free will, determinism, good, evil), and social issues (racism, feminism, economics).

**ENGL-350 Anglophone Literature (4 Credits)**

(PL,G) Advanced study of postcolonial writing in English-speaking countries like India, Nigeria, and Jamaica. Topic and critical emphasis will vary to include a range of authors, genres and global issues.

**ENGL-355 Women Writers & Feminist Theory (4 Credits)**

(D) This course examines women's literary traditions in England and America from the 19th century to the present. In particular, it explores how literary texts written by men have represented and defined women, and how female writers have responded to, revised, or challenged those representations, in both their literary and theoretical writings. We will also examine whether the category of "women writers" is itself a problem, given the wide variety of female voices, and critiques of Anglo-American feminist theory by African American, postcolonial, and lesbian feminist critics.

**ENGL-370 American Realism (4 Credits)**

Advanced study of American prose from the late-nineteenth century with emphasis on how writers developed new representational strategies to negotiate the upheavals of the era, including the aftermath of reconstruction, mass urbanization and immigration, new technologies (railroads, photography), the rise of consumer capitalism, and the beginnings of modern feminism.

**ENGL-375 American Modernism (4 Credits)**

Advanced study of major American poetry and prose fiction of the first half of the 20th century with special attention to critical definitions of modernism.

**ENGL-380 Advanced Study in Special Topics (3-4 Credits)**

This course focuses on significant literary works, themes, periods, writers, or genres not normally taught or covered in the traditional upper-level electives, with attention to literary criticism, history, and theory that enriches their study.

**ENGL-385 Contemporary Literature (4 Credits)**

Advanced study of American (and some British) poetry and fiction from 1950 to present, reflecting tensions of the Cold War, the youth movements of the 1960s, debates over civil rights, and varying literary styles.

**ENGL-390 Contemporary African American Literature (4 Credits)**

(PL,D) Advanced study of African American fiction, drama and poetry from the Harlem Renaissance to the present.

**ENGL-392 Narrative Medicine (4 Credits)**

Many people are frustrated with a healthcare system that often dehumanizes patients and healthcare workers alike. The emerging field of narrative medicine attempts to address these concerns by applying skills learned in the literature classroom to medical encounters. In this class, we will learn techniques for reading closely and carefully-being curious, noticing details, and interpreting what they mean in a particular context-and explore how these skills can help healthcare workers better engage with, diagnose, and treat patients. Further, we'll study how reading literature can help doctors and nurses imagine their way into the experiences and suffering of the ill, so that they might better and more humanely care for them. Finally, we will learn reflective writing techniques that can help those in the medical profession address and heal from the moral injuries they suffer in an increasingly corporate and profit-driven healthcare system. Note: this course is designed for those who want to enter the medical profession, but all are welcome.

**ENGL-393 International Study Colloquium (3-4 Credits)****ENGL-395 Major Authors (4 Credits)**

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history, and biography that enriches an understanding of those works.

**ENGL-398 Advanced Book Publishing (1 Credits)**

Advanced practice in the fundamentals of book publishing, emphasizing the techniques of editing and electronic formatting. Prerequisite: ENGL 220.

**ENGL-399 Directed Study (1-2 Credits)**

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

**ENGL-400 Independent Study (1-2 Credits)**

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

**ENGL-401 Senior Inquiry (4 Credits)**

Intensive study of a literary problem, genre, period, or major author (topics vary). Students produce a researched essay on some aspect of the seminar topic. Course should normally be taken in the senior year, but some students (particularly those planning graduate school in English or comparative literature) may take the seminar in junior year with permission of department chair and instructor. Prerequisites: declared English major, junior or senior standing.

**ENGL-499 Directed Study (1-2 Credits)**

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

**ENGL-ELEC AP English Elective (4 Credits)****ENGL-ELECIB IB English (1-12 Credits)****Creative writing courses (ENCW)****ENCW-100TR Creative Writing Elective (1-5 Credits)****ENCW-199 Directed Study (1-2 Credits)**

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

**ENCW-201 Writing Poetry (4 Credits)**

(PA) Practice in writing poetry with an introduction to poetic form, voice and techniques. Emphasis will be on generating, critiquing and revising student work, but students will also study the work of published poets.

**ENCW-202 Writing Fiction (4 Credits)**

(PA) Practice in writing with introduction to the basic techniques of fiction writing, emphasizing the conventions of the modern short story and the revision process.

**ENCW-203 Writing Creative Nonfiction (4 Credits)**

(PA) Practice in writing with an introduction to the various forms the genre assumes (memoir, profile, literary journalism, nature writing, spiritual autobiography) and emphasis on techniques writers use to translate personal and researched experience into artful nonfiction. The class stresses drafting, workshopping, and revising.

**ENCW-204 Screenwriting (4 Credits)**

(PA) Practice in writing screenplays with an introduction to narrative structure. Emphasis will be on generating, critiquing and revising student work, but students will also study contemporary scripts and films.

**ENCW-299 Directed Study (1-2 Credits)**

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

**ENCW-300 Literary Residency (4 Credits)**

This intensive course replicates the experience of serving an art residency, adapted to the special circumstances of a college curriculum. Students will spend several hours per day writing under the supervision of an instructor. Course ends with a community project, either teaching a course, giving a reading, or some other useful way to share students' work and knowledge.

**ENCW-301 Poetry Workshop (4 Credits)**

Advanced poetry writing techniques in workshop tutorial format. Prerequisite: ENCW-201 or consent of instructor

**ENCW-302 Fiction Workshop (4 Credits)**

Advanced fiction writing techniques in workshop tutorial format. Prerequisite: ENCW-202, ENCW-203, or consent of instructor

**ENCW-303 Creative Nonfiction Workshop (4 Credits)**

Advanced theory and practice in creative nonfiction in workshop tutorial format. Prerequisite: ENCW-202, ENCW-203 or consent of instructor

**ENCW-304 Screenwriting Workshop (4 Credits)**

Advanced theory and practice in screenwriting in workshop tutorial format.

### **ENCW-310 Special Top: Global Creative Nonfiction (4 Credits)**

(PH,G) Taught in Norway, this immersive J-term class acquaints students with key aspects of modern Norway--especially its cradle-to-grave social welfare system--along with key figures contemporary Norwegians tend to celebrate, such as playwright Henrik Ibsen, artists Edvard Munch and Gustav Vigeland, and resistance fighters who fought against Hitler's occupation of the country.

### **ENCW-330 Forms of Poetry (4 Credits)**

Theory and practice of poetic forms (sonnet, sestina, villanelle, and others) as well as meter, stanza, and figures of speech. Considers goals of various genres and the merits and challenges of found, occasional, concrete and performance poetry. Prerequisite: ENCW-201 or permission of the instructor.

### **ENCW-350 Digital Travel Writing (4 Credits)**

(PA, G) Taught as part of a study away program, this course immerses students in an "away" environment, either domestic or foreign, while practicing the art and craft of travel writing in various digital forms. This course will only be taught during J-term or summer sessions that take place off campus.

### **ENCW-393 International Study Colloquium (3-4 Credits)**

### **ENCW-399 Directed Study (1-2 Credits)**

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

### **ENCW-400 Independent Study (1-2 Credits)**

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

### **ENCW-490 Creative Writing Senior Inquiry (4 Credits)**

Practicum in revising and publishing. Students will work on individual projects, focused on the practical application of their writing to date. This may include sending work out for publication in literary journals, contacting literary agents with query letters, gathering and revising a portfolio to apply for graduate school, or for grants, conferences, employment, residencies, and so on. To be taken senior year.

### **ENCW-499 Directed Study (1-2 Credits)**

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

## **Entrepreneurial Studies course catalog**

<https://www.augustana.edu/academics/areas-of-study/entrepreneurial-studies/courses>

### **2024-25 catalog**

**Advisor:** DAVID THORNBLAD, Associate Professor  
B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

The purpose of the experiential minor Entrepreneurial Studies is to help prepare liberal arts majors (specifically non-business majors) for either starting their own business or working in small business and to provide them with formal documentation of their competence for doing so.

Unlike traditional programs, a substantial fraction of the program involves an experiential component in which students work with either a faculty member in concert with the EDGE Center or at a small business in a role which applies the concepts learned in the academic component to a real-world setting.

The program offers a valuable, rigorous experience and, at the same time meets the need of our students who could benefit from entrepreneurial experience to realize their goals and aspirations. The course work and experiential learning opportunities incorporated in the minor are intended to develop professional leaders who can:

- Build and communicate a shared organizational vision. (Lead and Communicate)
- Use systems thinking to analyze and address complex situations from multiple perspectives (i.e. financial, ethical, and managerial).(Analyze, Interpret, Respond)
- Encourage collaboration and synergy among diverse constituents. (Lead and Relate)
- Demonstrate an understanding of the fundamental objectives and operations of a business.(Understand)
- Question and evaluate assumptions and models that guide practice (Create).

\* ( ) indicate relationship of goal to college learning outcomes

The requirements are as follows:

A. Core Academic Component: Three core area courses (12 credits) Students must receive at least a C in each of the three core area courses in order to be awarded the minor.

- Competent marketing and communication

BUSN 320 - Marketing for Non-Business Majors or BUSN 321 - Marketing

- Effective financial management

ACCT 200 - Accounting Fundamentals or ACCT 201 - Financial Accounting

- Knowledge of entrepreneurial skills

BUSN 308 - Entrepreneurship for Non-Business Majors or BUSN 309 - Entrepreneurship

B. Elective Academic Component: Students should take at least one four-credit course to explore an additional area of Augustana's liberal arts curriculum to gain skills that can aid them in the area of entrepreneurship. Students may choose from the following courses:

- ACCT 314- Tax Accounting
- HIST 336 – A Consumer's Republic
- PUBH 350 – Health Behavior and Promotion
- PHIL 301 – Game Theory
- PHYS 370 – Engineering Design
- REL 356 – Business Ethics

C. Experiential Component: To culminate the experiential minor, students will be expected to engage in a four credit experience to fulfill the requirements of the minor. This four credit component can be fulfilled by completing one of the two following options.

- The student writes an in-depth and extensive business plan. The plan will include extensive customer research, marketing plan, financial projections and break even analysis. The student will be expected to research the smallest details of their business, including insurance and utility costs for their enterprise. Students are also expected to validate their idea with bankers, investors, or SCORE throughout the planning process. This is expected to take 150 hours of work supervised by the director of the EDGE center. This will be considered an internship for credit purposes.
- The student can complete a four-credit internship at an entrepreneurial firm or organization. The firm is expected to be in the formative stage of the life cycle. Managers must agree to train the student and provide them a unique experience at the firm that they would not receive at a more mature organization. This must be pre-approved by the director of the EDGE Center.



Business Administration majors are eligible to complete the minor. However, a student does not automatically earn the minor by completing a Business Administration major.

For a complete list of the college policies and guidelines about minors, see the catalog section on [Organization of the Curriculum](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the minor and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the minor depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Environmental Management & Forestry

<https://www.augustana.edu/academics/areas-of-study/environmental-management-forestry>

*2024-25 catalog*

The Environmental Management and Forestry program at Augustana is recommended for students interested in combining natural science and social science perspectives in managing the environment.

Augustana is affiliated with the [Nicholas School of the Environment](#) at Duke University, Durham, N.C. Through the Cooperative College Program of the School of the Environment, a student in a five-year coordinated program can earn both a Bachelor of Arts degree from Augustana and either the Master of Forestry or Master of Environmental Management from Duke.

This 3-2 cooperative program generally requires three years in residence at Augustana College followed by two years in residence at Duke University. It is also possible for a student to spend four years at Augustana to complete the B.A. degree and then attend Duke for two years under a 4-2 cooperative program. Students majoring in one of the natural or social sciences or in pre-engineering or business will be considered for admission to Duke University upon completion of three or four years at Augustana.

Since all general education requirements for the Augustana degree together with a departmental major should be completed before transferring to Duke, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of the requirements alone does not guarantee admission to Duke University. Admission to the University is based on grade-point average (recommended minimum 3.4), recommendations and test scores. Students should initiate the application procedure in the fall term of the junior year.

Coursework at Augustana must include BIOL 140 and 386, ECON 200, GEOG 303, MATH 160, 220 and 230, and one term of statistics. Depending on the student's intended concentration at Duke, other recommended courses include BIOL 327, GEOG 273, an introductory physical geography or geology course, and CHEM 131. A good preparation in the social sciences is important even though such preparation may reduce the number of advanced courses a student is able to take in the natural sciences. In this program all general education requirements for Augustana's Bachelor of Arts degree must be completed together with a departmental major.

At Duke students choose to specialize in one of the following eight concentrations:

- Business and Environment (BE)
- Coastal Environmental Management (CEM)
- Energy and the Environment (EE)
- Ecotoxicology and Environmental Health (EEH)
- Environmental Economics and Policy (EEP)
- Ecosystem Science and Conversation (ESC)
- Water Resources Management (WRM)

In recent years, Augustana students have shown particular interest in and enrolled in Duke's coastal management program. In this program, students spend their second year at Duke at the excellent marine lab at the coastal town of Beaufort, N.C.

When a student has satisfactorily completed one year of study at Duke University and has satisfied the Augustana graduation requirements, he or she will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded either the degree of Master of Environmental Management or Master of Forestry by Duke University.

## Environmental Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/environmental-studies/courses>

### **2024-25 catalog**

JEANETTE C. ARKLE, Assistant Professor (Environmental Studies), Program Manager of Upper Mississippi Center for Sustainable Communities

B.S., B.A., M.S. California State University, Fullerton; Ph.D., University of Cincinnati

C. KEVIN GEEDEY, Professor (Biology)

B.A., B.S., Ohio State; Ph.D., Michigan State

JASON KOONTZ, Professor (Biology), Co-Chair

B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

SARAH LASHLEY, Associate Professor (Environmental Studies)

B.A., Allegheny College; M.S., Ph.D., University of Michigan

BRITTANY L. MCCALL, Assistant Professor (Biology)

B.S., Austin Peay State University; M.S., Arkansas State University; Ph.D., Arkansas State University

MICHAEL REISNER, Associate Professor, (Environmental Studies), Co-Chair, Director Upper Mississippi Studies Center for Sustainable Communities

B.S., Montana State; J.D., University of Oregon; Ph.D., Oregon State University

### **VISION**

The world faces pressing environmental, social, and economic sustainability challenges. Augustana College's Environmental Studies Program equips students with the tools they need to understand and solve these challenges.

- We believe that sustainability demands improving human well-being for present and future generations while ensuring the resilience of the Earth's ecosystems
- We believe that sustainable stewardship of social-ecological systems requires that such systems continue to provide the ecosystem services necessary to ensure human and community well-being of present and future generations.
- We believe that solving complex sustainability challenges requires using an interdisciplinary framework to evaluate interactions between the human and environmental dimensions of social-ecological systems.
- We believe that students should be capable of addressing complex, context-dependent problems that involve contested values, complex systems, and high uncertainty
- We believe that students should solve problems practically, contextually, and cooperatively in ways that serve society's common interests
- We believe that the knowledge, skills, and values consistent with this vision are best taught by bringing students, to the degree possible in each course, into the real world of complex environmental problem solving.

Consistent with this vision, our program emphasizes the process of synthesis, integration, and analysis across disciplines to create new knowledge in the form of practical, effective solutions to sustainability challenges.

Graduates of the program will be able to make a substantial contribution towards solving complex, pressing problems within the context of helping a community address a sustainability challenge. Students will be capable of using an interdisciplinary, problem-based, solution-oriented perspective that integrates a diverse array of disciplinary knowledge, perspectives, methods, and skills. Students will be able to collaborate with academic colleagues, disciplinary professionals, and a diverse array of stakeholders to formulate alternative solutions to such problems. Students will construct knowledge and collectively apply this constructed knowledge, perspectives, methods, and skills within the context of real world sustainability problem solving.

**MAJOR IN ENVIRONMENTAL STUDIES.** 36 credits, distributed among Core Courses (20 credits), 1 required (4 credits), and 3 elective courses (12 credits).

Take the following five core courses (20 credits): ENVR 100 (or GEOG 106 or GEOL 102), 101, 300, 401, and 402.

Take 1 course (4 credits): GEOG 273 (Intro GIS for Natural Sciences), GEOG 274 (Intro GIS for Social Sciences), or GEOG 375 (Applied Environmental GIS).

Electives. Students must work with their advisor to design an integrated sequence of electives prior to enrolling in ENVR 300. Take 12 credits from the following courses: BIOL 324 (Techniques in Natural History), BIOL 327 (Conservation Biology), BIOL 386 (Ecology), CHEM 117 (Environmental Chemistry), ECON 221 (Environmental Economics), ENGL 230 (Environmental Literature), ENVR 385, ENVR 386, ENVR 387, ENVR 388, GEOG 105 (Weather, Climate, and Society), GEOG 106 (Earth's Dynamic Landscape and Society), GEOG 303 (Natural Resource Management), GEOG 306 (Soil Science), GEOG 307 (Our Environmental Legacy and Our Future), GEOG 323 (Urban Planning and Environmental Justice), GEOL 101 (Physical Geology), GEOL 102 (Environmental Geology), HIST 133 (American Environment), HIST 330 (Public History and Memory), POLS 326 (Politics of Environmental Policy), SOAN 101 (Introduction to Sociology and Social Justice), SOAN 102 (Introduction to Anthropology), or SOAN 340 (Environmental Sociology).

At least two of the electives (8 credits) must be taken at the 300 or 400 level. No more than two of the electives (8 credits) can be taken from the same department. ENVR 380 may be substituted for one of the above electives on a case-by-case basis depending on the specific course offering.

**MINOR IN ENVIRONMENTAL STUDIES.** 24 credits, distributed among Core Courses (12 credits), 1 required (4 credits), and 2 Elective Courses (8 credits).

Take the following three core courses (12 credits): ENVR 100 (or GEOG 106 or GEOL 102), 101, and 300

Take 1 course (4 credits): GEOG 273 (Intro GIS for Natural Sciences), GEOG 274 (Intro GIS for Social Sciences), or GEOG 375 (Applied Environmental GIS)

Electives. Students must work with their advisor to design an integrated sequence of electives prior to enrolling in ENVR 300. Take 8 credits from the following courses: BIOL 324 (Techniques in Natural History), BIOL 327 (Conservation Biology), BIOL 386 (Ecology), CHEM 117 (Environmental Chemistry), ECON 221 (Environmental Economics), ENGL 230 (Environmental Literature), ENVR 385, ENVR 386, ENVR 387, ENVR 388, GEOG 105 (Weather, Climate, and Society), GEOG 106 (Earth's Dynamic Landscape and Society), GEOG 303 (Natural Resource Management), GEOG 306 (Soil Science), GEOG 307 (Our Environmental Legacy and Our Future), GEOG 323 (Urban Planning and Environmental Justice), GEOL 101 (Physical Geology), GEOL 102 (Environmental Geology), HIST 133 (American Environment), HIST 330 (Public History and Memory), POLS 326 (Politics of Environmental Policy), SOAN 101 (Introduction to Sociology and Social Justice), SOAN 102 (Introduction to Anthropology), or SOAN 340 (Environmental Sociology).

ENVR 380 may be substituted for one of the above electives on a case-by-case basis depending on the specific course offering.

#### Core courses

ENVR 100, 4 credits (or GEOG 106 or GEOL 102)

ENVR 101, 4 credits

ENVR 300, 4 credits

ENVR 401, 4 credits

ENVR 402, 4 credits

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Integrative Studies

### **ENVR-100 Sustainability: Ecological Dimension (4 Credits)**

(PN) In-depth interdisciplinary examination of complex sustainability problems (water, food systems, climate change, forests, etc.) including their systemic structure, dynamics, future development, and normative issues. In-depth examination of human dependence upon and alteration of supporting (biodiversity, disturbance regimes, soil resources, hydrological cycle, and nutrient cycles), regulating, provisioning, and cultural ecosystem services. Emphasis on formulating an interdisciplinary model to understand the resilience and vulnerability of complex social-ecological systems (SES) to disturbances and stresses and using such model to assess the social, economic, and environmental dimensions of local and regional sustainability problems. Introduction to key methods used to identify, analyze, and solve the ecological dimensions of such problems. Students will complete an ecologically-oriented campus-based sustainability project. The culminating project and case study will require students to place the ecological component of such systems within the context of the entire SES by emphasizing the two-way interactions (dependence of human well-being on ecosystem services and influence of human pursuits of well-being on such services) between the ecological and social components. Includes one two-hour lab per week that focuses on a campus or local sustainability problem. Seniors by permission only.

### **ENVR-100L Lab for 100 (0 Credits)**

### **ENVR-101 Sustainability: Social Dimension (4 Credits)**

(PS) This course provides an in-depth examination of the structure and dynamics of complex sustainability problems. We pay particular attention to the role of humans in creating and responding to these problems by investigating the relationships between our natural world and social, cultural, and political institutions. Particular topics may include: population and consumption dynamics; environmental justice; social and behavioral change; environmental policy; and food, energy, and water systems. Students will complete a campus-based sustainability project focused on social and/or behavioral change. Seniors by permission only.

### **ENVR-150 Variation & Conservation (4 Credits)**

(PN) Population genetics is at the intersection of molecular biology, genetics, and population biology with the aim to study genetic variation in populations. Genetic variation is the foundation for species and ecosystem diversities, as well as the raw material for evolution to act upon. This course will introduce students to the basics of population genetics by studying how genetic variation occurs and how genetic variation can change within and between populations. Students will use and derive basic quantitative models from published genomic datasets to understand different evolutionary forces. Students will have developed a population genetics portfolio with step-by-step protocols that can be referenced and built upon in future endeavors. Lastly, students will discuss how their derived genetic results can inform conservation management and policy.

**ENVR-300 Sustainability Problems & Solutions (4 Credits)**

Intermediate level examination of the complex sustainability problem of climate change and access to modern energy production, emphasizing the complex direct and indirect cross-scale interactions between the social and ecological components of such systems. In-depth examination of relationship between access to modern energy and human well-being and climate change challenge facing humanity. Emphasis on refining the interdisciplinary model developed in ENVR 100/101 sequence and using such model to compare and contrast the environmental, social, economic, political, and ethical/moral dimensions of alternative energy resources and technologies (coal, natural gas, wind, solar, geothermal, nuclear, biofuels, biomass, hydro, etc.) and assess future alternative scenarios of systems. Students formulate an action-oriented portfolio of solution strategies to drive a transition to a more sustainable society by avoiding dangerous climate change and improving human well-being without exceeding the Earth's life support systems. Students will complete a significant team-based project that develops a solution to a local energy problem in collaboration with a campus or external stakeholder. Includes one four-hour lab per week that focuses on field trips to energy generating facilities and real-world simulations and negotiations. Prerequisites: ENVR 100 and ENVR 101 or consent from instructor.

**ENVR-300L Lab for 300 (0 Credits)****ENVR-380 Special Topics (4 Credits)**

Students use an interdisciplinary and systems approach to conduct an in-depth analysis of the social, economic, and environmental dimensions of a real-world sustainability problem facing campus or a community in the region.

**ENVR-385 Plant Diversity (2 Credits)**

Morphology, evolution, and taxonomy of plants with emphasis on plant families, especially those local to Rock Island and the Augustana campus. Certain groups may be emphasized based on instructor's expertise.

**ENVR-386 Animal Diversity (2 Credits)**

Morphology, evolution, and taxonomy of animals with emphasis on animal families, especially those local to Rock Island and the Augustana campus. Certain groups may be emphasized based on instructor's expertise.

**ENVR-387 Environmental Justice (4 Credits)**

(D) Although environmental conditions impact all people, environmental risks and amenities are not equitably distributed across places or populations. These inequities have prompted a consideration of the linkages between environmental issues and social justice. This course explores those linkages. We will work to understand the connections between environmental and human health, the evidence and explanations for differential distributions of environmental risks and amenities across populations, and the differing community responses to environmental injustices. By applying social concepts and examining a wide range of environmental justice case studies, we can better understand how and why inequalities arise, and why some communities are able to work more effectively towards environmental justice

**ENVR-388 Env. Conflict & Neg. (4 Credits)**

(PH) Environmentalism is contentious and environmental conflicts are constantly taking shape. Negotiation is a process for managing environmental conflicts; it is a process of jointly making decisions to reconcile different interests. This course will focus on developing negotiation skills that can be applied to situations of environmental conflict. Through the use of negotiation simulations and case studies, we will examine contemporary environmental conflicts, identify the opportunities and challenges of using negotiation processes to manage environmental conflicts, and develop and practice our own negotiation skills. While the cases we discuss in class will pertain to environmental issues, the negotiation skills learned and developed in this course are easily transferable to other domains.

**ENVR-393 International Study Colloquium (3-4 Credits)****ENVR-399 Directed Study (1-2 Credits)****ENVR-400 Independent Study (1-2 Credits)**

### **ENVR-401 Sustainability Seminar (4 Credits)**

Investigation of the structure and dynamics of a local sustainability problem in preparation for the capstone experience (ENVR 402). Students are introduced to the key concepts, theories, and methods through case studies of model sustainability issues as well as those local to the Quad Cities. Taken in the spring term of the junior year. Prerequisites: ENVR 300 (including simultaneous enrollment) or consent from instructor.

### **ENVR-402 Capstone Experience (4 Credits)**

Working as teams and mentored by an interdisciplinary team of faculty, students use a sustainability science approach (combining interdisciplinary and collaborative methods) to conduct an in-depth assessment of the social, economic, and environmental dimensions of a real-world sustainability problem facing a community. Emphasis on the collection and analysis of information and data on the social ecological system. Advance training on the functionally linked complex of knowledge, skills, and attitudes necessary to solve complex, controversial sustainability problems including: collaborative team work, impactful stakeholder engagement, comprehensive project management, effective and empathic communication, and conflict resolution. Includes one 4-hour lab per week. Prerequisite: ENVR 401.

### **ENVR-402L Lab for 402 (0 Credits)**

### **ENVR-499 Directed Study (1-2 Credits)**

## Ethics course catalog

<https://www.augustana.edu/academics/areas-of-study/ethics/courses>

### **2024-25 catalog**

TIMOTHY BLOSER, Associate Professor (Philosophy)

B.A. Princeton; Ph.D., Stanford

DAN LEE, Professor (Religion)

B.A. Concordia (Moorhead); M.A., M. Phil, Ph.D. Yale

The religion and philosophy departments offer a jointly-administered minor in ethics. The minor draws upon course offerings in both departments, giving students the opportunity to pursue an interdisciplinary study of ethics. The minor is open to all Augustana students. Requirements for completing the minor are listed below (for descriptions of these courses, please see the Religion and Philosophy course offerings).

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Complementary courses: two of RELG 259, RELG 263, RELG 355, RELG 356, RELG 385, PHIL 122, PHIL 312, PHIL 322, PHIL 324, PHIL 330.
- At least one complementary course must carry a RELG designation.
- A student may substitute RELG 357 and RELG 358 for one of the complementary courses listed above.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Film course catalog

**2024-25 catalog**

STACY BARTON, Associate Professor, Film Program Director  
B.F. A., University of Wisconsin-Milwaukee; M.F.A., Syracuse University

MAJOR IN FILM. 32 credits, including 200, 250, 300, 350, and 450 or 4-credit approved FILM-INTR taken in the senior year. An additional 12 credits must be taken from approved electives in two categories. 4 credits are required from the Critical Media Studies category, choose one course from the following: CLAS 250, CHST 260, COMM 240, COMM 260, COMM 340, FILM 100, FRST 248, GRD 392, GRST 353, MJMC 225, MJMC 301, MJMC 420, MUSC 131, PHIL 318, or SOAN 231. 8 credits are required from the Production Skills category, choose two courses from the following: CSC 150, ENCW 204, ENCW 304, FILM 270, FILM 420, FRST 248, GRD 374, GRD 375, MJMC 235, MULS 353, MUSC 133, THEA 240, THEA 242, THEA 314, THEA 315, THEA 410, 2 or 4-credits of approved FILM-INTR.

MINOR IN FILM. 16 credits, including 250 and at least one additional FILM course of the student's choosing. An additional 8 credits must be taken from any remaining offerings in FILM, and/or from approved electives in two categories. Critical Media Studies category options include CLAS 250, CHST 260, COMM 240, COMM 260, COMM 340, FILM 100, FILM 200, FRST 248, GRD 392, GRST 353, MJMC 225, MJMC 301, MJMC 420, MUSC 131, PHIL 318, and SOAN 231. Production Skills category options include CSC 150, ENCW 204, ENCW 304, FILM 270, FILM 300, FILM 350, FILM 420, FILM 450, FRST 248, GRD 374, GRD 375, MJMC 235, MULS 353, MUSC 133, THEA 240, THEA 242, THEA 314, THEA 315, THEA 410, and 2 or 4-credits of approved FILM-INTR.

Film majors or minors who opt for an approved film internship must enroll in 2 or 4-credits FILM-INTR and complete 75 or 150 supervised hours with the employer. Approved film internships count as a 2 or 4-credit Production Skills elective toward the film major or minor. Approved 4- credit film internships completed in the senior year substitute for the 4-credit Senior Film Inquiry major requirement, if a Senior Inquiry course has been added to the transcript for another major. A total of 4-credits maximum of approved FILM-INTR can be applied toward the film major or minor. No-credit or partial credit internships do not count toward the film major or minor unless a combined total of 2 or 4-credits are completed. Credit-earning film internships can be paid or unpaid.

**Courses (FILM)**

**FILM-100 Introduction to Film Studies (4 Credits)**

(PA) A foundational knowledge of film theory and criticism increases understanding and appreciation of the elements, structure, form, aesthetics, symbolism, representational codes, and goals of movies originating from many different periods and regions worldwide. Considering various technical and creative components, genres, cultural and socio-political movements, students learn to decipher established codes and formulate new meanings in cinematic expression through the practice of reading film as text and engaging in active critical analysis.

**FILM-200 History of Film & Television (4 Credits)**

(PP) This course looks at the history of motion picture media from its invention to contemporary times, covering cinema and television from inception to today. Framed by the technological, narrative, aesthetic, thematic, economic, and cultural trends of the various formats, the course explores prominent directors, studios, and platforms originating from the U.S. and abroad. PP was awarded on 02/20/2023.

**FILM-200TR Film Transfer Elective (1-12 Credits)**

**FILM-250 Production Fundamentals (4 Credits)**

Single-camera video production process is practiced from start to finish on two short individual projects, guiding wholistic creators through basic conception, writing and development, pre-production, production, and post-production. Students engage with topical research, logistics and planning, manual video and audio terminology, equipment operation, and production process, video image and soundtrack composition, lighting terms and operation, and video editing software and aesthetics. The course offers constructive criticism through project drafts to help students achieve quality video stories that communicate creatively and meaningfully with purpose.

**FILM-270 Documentary Filmmaking (4 Credits)**

(PA) nformed on various storytelling modes and forms that are commonly utilized in documentary filmmaking, students put that knowledge into practice through the planning, production, and editing of complete, short- subject documentaries that tell compelling stories. The basics of video pre-production, production, and post-production process, documents, and technology are explored as they relate to the genre of documentary short film.

**FILM-300 Business of Film Producing (4 Credits)**

Guiding the aspiring film producer hands-on through many of the legal, logistical, technical, and creative duties and processes that film producing requires, solving problems creatively, students gain experience navigating the business-side of production and leave with the toolkit needed to see the next film project through to the end as producer. Topics include fictional narrative and documentary research and development, budgeting, funding, hiring, scheduling, permits, contracts, licenses, document preparation, finishing, marketing, distribution, and exhibition.

**FILM-350 Crew Production (4 Credits)**

Collaborative film production is the focus of this professional-practice course in audiovisual storytelling. Students work in standard industry roles as a crew with their classmates on script- based film/TV/web-series projects, contributing collectively to the planning and recording of live- action content that they work with in post-production as individuals. The full crew production process is practiced hands-on from start to finish utilizing standard industry protocol, professional film equipment, and video editing software. Prerequisite: Take FILM-250.

**FILM-420 Practicum (0-1 Credits)**

Participation in film production activities. Requires significant amount of experience and responsibility. Prerequisite: permission of department. (May be repeated for credit).

**FILM-450 Senior Film Inquiry (4 Credits)**

In preparation for graduation, seniors lead their own film crew as (at least) producer, director, and editor, to take a project of choice from idea to completion under guided professor mentorship in this immersive capstone experience. Student directors organize self-assigned film crews to help bring productions to life that best represent their personal vision and full ability as graduating professionals in the medium, drawing upon inspiration and expertise gleaned from other courses taken across campus throughout the span of their liberal arts education. Depending on enrollment from one semester to the next, the course will run as a multi-student class where directors are provided some crewmember support built into the curriculum, and in turn are also required to provide crew service to their peers as well, or as an independent study where students will assemble their entire crew on their own. Permission of instructor required.

**FILM-INTR Film Internship (4 Credits)**

Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisite: a declared major or minor in Film. Departmental internships must be approved by the department.

## Finance

<https://www.augustana.edu/academics/areas-of-study/business-administration/finance>

Finance is one of five concentrations in the business administration major. Business administration majors often choose more than one concentration, and may also combine with other majors.

→ See [Business Administration](#).

## First Year Inquiry (FYI)

<https://www.augustana.edu/academics/areas-of-study/first-year-inquiry-fyi>

*2024-25 catalog*



All students must complete a first-year sequence. Honors students complete the FYH sequence, but most first-year students complete the FYI 100-101-102 sequence. Transfer students must complete a college writing course equivalent to FYI-101 prior to enrollment or take FYI-101 at Augustana if they did not take it prior to transfer.

## Courses

### **FYI-100 Intro to the Liberal Arts (0 Credits)**

A zero credit advising course taken alongside FYI-101. FYI-100 asks "Who are you and what do you want out of this liberal arts education?" In this class, students will work with their FYI-100 classmates to explore campus resources and the liberal arts core curriculum. They will also work to understand and strengthen their approaches to studying, managing time, setting goals, and communicating professionally with the goal of understanding who they are and exploring what direction their lives might take

### **FYI-101 First Year Inquiry (4 Credits)**

All incoming first-year students at Augustana College will have the opportunity to reflect on the question "How do you know what you think you know, and to what extent can you be certain?" In FYI 101, students will actively engage topics and methods that are the hallmarks of a liberal arts education, and will thereby develop the skills that define independent thought. Throughout the term, students will work to improve their active reading skills, their understanding of information literacy, and their appreciation of writing as an ongoing process of inquiry and reflection.

### **FYI-101A Where Do Ideas Come From? (4 Credits)**

Where do ideas come from? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-101AA What Are Schools For? (4 Credits)**

What are schools for? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-101AB Your Plan for Your Wild & Precious Life? (4 Credits)**

What is it you plan to do with your one wild and precious life? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-101AC Why Do We Educate the Way We Educate? (4 Credits)**

Why do we educate the way we educate? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-101B Should All Brains Be Treated Equal? (4 Credits)**

Should all brains be treated equal? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101C Why Do We Work? (4 Credits)**

Why do we work? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101D Responsibility to Our Environment (4 Credits)**

What is our responsibility to our environment? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101E Why Do Emotions Matter? (4 Credits)**

Why do emotions matter? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101F What Should I Eat? (4 Credits)**

What should I eat? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101G How Do We Express the Inexpressible? (4 Credits)**

How do we express the inexpressible? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101H What Are Friends For? (4 Credits)**

What are friends for? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101I Humans Respond to Climate Change? (4 Credits)**

How will humans respond to climate change? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101J Resist Evil and Work for Justice (4 Credits)**

How can we resist evil and work for justice? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through

a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101K What Makes A Good Leader? (4 Credits)**

What makes a good leader? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101L How Does Reading Change Us? (4 Credits)**

How does reading change us? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101M What Should We Pay Attention To? (4 Credits)**

What should we pay attention to? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101N Is It Wrong to Lie? (4 Credits)**

Is it wrong to lie? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101O How Do We Know What We Know? (4 Credits)**

How do we know what we know? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101P Which Identities Matter? (4 Credits)**

Which identities matter? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101Q Why Study? (4 Credits)**

Why study? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101R What A Healthy Body-Mind Is? (4 Credits)**

How do we know what a healthy body-mind is? With this big question, we will explore major social implications with no

easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101S What Does It Mean to Be A Good Citizen? (4 Credits)**

What does it mean to be a good citizen? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101T How Should We Live? (4 Credits)**

How should we live? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101U Environ Challenges of Changing Climate? (4 Credits)**

How do we tackle the environmental challenges of a changing climate? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101V Radically Transform Social Connections? (4 Credits)**

What does it mean to radically transform our social connections? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101W What Are Schools For? (4 Credits)**

What are schools for? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101X Is Media Good Or Bad for Us? (4 Credits)**

Is Media Good or Bad for Us? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

**FYI-101Y Does Black Rage Matter? (4 Credits)**

Does Black rage matter? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-101Z How Identities Shape Exp? (4 Credits)**

How do our identities shape our experiences? With this big question, we will explore major social implications with no easy answers. Students will hone skills as active readers, researchers, and persuasive writers. Students will encounter multiple genres and perspectives, consider issues of authority and credibility, and refine evidence-based claims through a process of reflection and revision. By promoting original thought and the clear expression of ideas, this course prepares students for a rigorous education in the liberal arts.

### **FYI-102 First Year Inquiry (4 Credits)**

As a continuation of their academic first-year experience, all first-year students in FYI 102 will reflect on the question "How is difference constructed and what differences matter?" Each FYI 102 course examines that shared question by exploring unique course content, with titles such as "East Meets West," "Engineering and Empire," "The Art of Comedy," and more. FYI 102 will help students become accustomed to the distinctive qualities of a liberal arts education by helping them to make new connections across multiple fields, and by exercising students' active reading, communication, and information literacy skills. Students will accomplish these goals through scholarly research and writing.

## **Food Studies Experiential Minor**

<https://www.augustana.edu/academics/areas-of-study/food-studies-experiential-minor>

### **2024-25 catalog**

#### **Coordinators**

BRIAN LEECH, Associate Professor (History)  
B.A., University of Montana; M.A., Ph.D., Wisconsin-Madison

CHRISTOPHER R. STRUNK, Associate Professor (Geography)  
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

#### **Program overview**

The Food Studies Experiential Minor allows students to explore issues of nutrition, food security and accessibility, sustainability, and social justice in local and global food systems. The minor is 17 credits and requires a food-related internship of 80 hours and a capstone project.

#### **Requirements**

The Food Studies Experiential Minor is 17 credits, distributed as follows: 4 credits from GEOG 120, ENVR 101, PUBH 247, SOAN 380 (if special topics is food-related), or ENVR 380 (if special topics is food-related); 4 credits from CHEM 110, CHEM 115, GEOG 306, or GEOG 307; 4 credits from ENGL 125F, ENGL 230, HIST 133, or HIST 333. One additional 4-credit elective from any of the above courses.

Food Studies also requires a food-related 0-4 credit internship of at least 80 hours. Arrange for the completion of this requirement via enrollment in FOOD INTR. (See advisor; advisor permission required).

Students also should complete a capstone project (taken as FOOD 399, a one-credit course), typically done in conjunction with the internship, that results in both a written and oral presentation.

**Grade point average notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## French course catalog

<https://www.augustana.edu/academics/areas-of-study/french/courses>

### **2024-25 catalog**

TADDY KALAS, Professor of French  
B.A., M.A., Ph.D., Wisconsin (Madison)

KIKI KOSNICK, Associate Professor of French  
B.A., B.S., Michigan State; M.A., Ph.D., Wisconsin (Madison)

KIMBERLY ROONEY, Visiting Assistant Professor of French  
B.A., Luther College; M.A., ABD, Wisconsin (Madison)

**MAJOR IN FRENCH.** 32 credits, including FREN-301, FREN-331\*, FREN-441; 12 credits of coursework in literature, culture, and civilization, which must include the following distribution: 2 credits of early period literature, 2 credits of late period literature, 2 credits of civilization/cultural studies, 2 credits of an immersive experience, 4 more credits in any of the above; 8 additional elective credits. FREN-101 and FREN-102 may not be counted toward the major. \*In the case of a scheduling conflict, another advanced course may be substituted for 331 in consultation with the department.

**MAJOR FOR TEACHING FRENCH.** 34 credits. An immersive study abroad experience in Dijon, France is highly recommended.

**MINOR IN FRENCH.** 20 credits, including FREN-301, FREN-331, and at least 4 credits of coursework from FREN 351-373; 8 additional elective credits. FREN-101, FREN-102, FRST, and WLIT may not be counted toward the minor.

For an interdisciplinary minor related to French, see [Linguistics](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### **French Courses (FREN)**

#### **FREN-100 Elementary French Review (2 Credits)**

Elementary French Refresher. A review course, covering the same material and meeting at the same time as FREN 101, but restricted to students placed in 102. These students may not register for 101 (4 credits) but register for 100 (2 credits), then continue with 102 upon completion of the course. Prerequisite: placement in 102 and consent of department.

#### **FREN-100TR French Transfer Elective (1 Credits)**

#### **FREN-101 French Language/Culture I (4 Credits)**

Introduction to French language and the cultures of the French-speaking world. Develops skills in both written and spoken French. For students with no prior study of French.

#### **FREN-102 French Language/Culture II (4 Credits)**

Introduction to French language and the cultures of the French-speaking world. Develops skills in both written and spoken French. Prerequisite: FREN-100, FREN-101 or placement.

**FREN-199 Directed Study (1-2 Credits)**

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

**FREN-200 IB French Elective (4 Credits)****FREN-201 Global French (4 Credits)**

(G) This course considers relations between French-speaking places, people, and organizations internationally. It provides a survey of the francophone world that centers engagement with key issues of global relevance including human rights, climate change, public health, and sustainable development. Focuses on oral and written communication in French including grammar development and vocabulary expansion. Prerequisite: FREN-102 or equivalent.

**FREN-202 Social Change (4 Credits)**

This course explores social change in the French-speaking world. Considers topics such as (de)colonization, (im)migration, reconstruction, urbanization, consumerism, and modernization through the study of authentic cultural documents (literary and popular texts, film, photography, songs, advertisements, etc.). Provides grammar review and refinement, vocabulary expansion, conversation and pronunciation practice, and an introduction to critical writing in French. Prerequisite: FREN-201.

**FREN-211TR French Elective (3-4 Credits)****FREN-242 Everyday French (4 Credits)**

This course focuses on French-language communication skills for everyday life, while also exploring pop culture and current events of the francophone world. Includes review and refinement of appropriate grammatical concepts, relevant vocabulary expansion, and analysis of authentic cultural documents. Prerequisite: FREN-201 or equivalent or permission of instructor.

**FREN-243 Verb and Verse (4 Credits)**

Study of the relationship between grammar and poetics in assorted literary texts. Students will work on different texts according to their level. The course will function both as an enhanced grammatical workshop and an introduction to literary analysis. Prerequisite: FREN-101 or equivalent.

**FREN-299 Directed Study (1-2 Credits)**

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

**FREN-301 French and the Past (4 Credits)**

(PP) Builds on the critical writing skills developed in 202, but with a focus on French literary history. Students read short literary texts from the Middle Ages through the twentieth century, deepening their ability to read and analyze literature in the context of different time periods and movements. Intensive reading, writing, and speaking practice around these topics aims to develop greater fluency and sophistication in both spoken and written French. Prerequisite: FREN-202, FREN-242 or placement. PP Learning Perspective as awarded as of 02/17/2022/

**FREN-313 The Human Condition (2 Credits)**

What do the moralistes and épistoliers of the seventeenth century tell us about what it means to be human? We will engage in conversation with Descartes, Pascal, La Fontaine, La Rochefoucauld, Sablé, Sévigné, La Bruyère. Prerequisite: FREN-301 or 331.

**FREN-314 Nineteenth Century Poetry (2 Credits)**

Exploration of the major poetic movements in the nineteenth century, from Romanticism through fin de siècle. Students will have the opportunity to practice producing different poetic forms and styles themselves. Prerequisite: FREN-301 or 331.

**FREN-315 Life Writing (2 Credits)**

Study of life writing from the francophone world, including autofiction, autobiography, essays, letters, graphic novels,

film, and self-portraiture. Interrogates the distinctions between various genres, and explores the contexts and intentions of given works. Students will produce creative writing in French as a component of the course. Prerequisite: FREN-301 or 331.

#### **FREN-331 Exploring Genres (4 Credits)**

(PL) Builds on the analytical reading and writing skills developed in 301, but with a focus on the different analytical terms and tools applicable to different genres. Organized by genre (poetry, prose, theatre) rather than by chronology. Prerequisite: FREN-301 or 331.

#### **FREN-335 Advanced Grammar/Translation (4 Credits)**

Intensive study of French grammar, syntax, semantics, and stylistics. Course focuses on linguistic problem solving and translation from French to English and English to French. Students deepen and refine their knowledge of the French language while also exploring interpretative strategies for reading and translating different types of texts. Prerequisite: FREN-301 or permission of instructor.

#### **FREN-341 Dangerous Liaisons (4 Credits)**

Intensive study of Laclos' novel *Les Liaisons dangereuses*, followed by viewing and analysis of the multiple film versions of the novel. As a final activity, students will produce their own short cinematic version. Prerequisite: FREN-301 or 331.

#### **FREN-361 French Women Writers (4 Credits)**

Study of selected poetry and prose by French women writers from the Middle Ages through the early 20th century, looking at ideas and styles across time. Writers such as Marie de France, Marguerite de Navarre, Louise Labé, Madame de Sévigné, Isabelle de Charrière, Riccoboni, Sand, Desbordes-Valmore, Colette. Prerequisite: FREN-301 or 331.

#### **FREN-362 The Tragicomic Muse (4 Credits)**

Study of tragedy, comedy, and tragicomedy from the 17th through the 19th centuries: Corneille, Molière, Racine, Marivaux, Beaumarchais, Hugo, Musset, Dumas fils. Examination of the development of various theatrical genres and conventions, and the shifting definitions across time. Prerequisite: FREN-301 or 331.

#### **FREN-363 Birth of the Novel (4 Credits)**

Study of French experiments in novelistic form, beginning with the seventeenth century text often called "the first modern novel," *La Princesse de Clèves*, and concluding with some of the great narrative voices of the nineteenth century. Prerequisite: FREN-301 or 331.

#### **FREN-370 World Literature in French (2 Credits)**

Study of literary texts from the Francosphere (the Maghreb, Sub-Saharan Africa, the Antilles, Quebec, Louisiana, mainland Europe, and diasporas). Explores the role of literature in generating and challenging dominant cultural narratives. Rotation of regions/topics. May be taken twice for credit with permission of instructor. Prerequisite: FREN-301 or 331.

#### **FREN-371 World Cultures (4 Credits)**

(G) Introduction to the French-speaking world through historical, cultural, and literary texts, media, and visual arts. Includes discussion of the Maghreb, Sub-Saharan Africa, the Antilles, Quebec, and relations between these regions and France/Europe. Explores the role of literature and art in generating and challenging dominant cultural narratives. Prerequisite: FREN-301 or 331.

#### **FREN-372 Text and Environment (4 Credits)**

Study of literature's engagement with the environment, including natural and human-made landscapes and structures, weather, and natural disasters. Considers consumption, waste, ecology, indigeneity, migration, and environmental ethics. Students will explore the use of rhetorical devices in contemporary texts and canonical works with a focus on the literary representation of sensory experience. Course includes site-specific local/regional travel. Prerequisite: FREN-301 or 331.



**FREN-373 Love and Resistance (4 Credits)**

This course draws on a variety of 20th- and 21st-century texts from the French-speaking world to explore forms of love and resistance during challenging times. Includes discussion of war, political unrest, grief, illness, and personal or cultural trauma, and the interplay between these events and the forces of gender, sexuality, race, ethnicity, class, age, and disability. Prerequisite: FREN-301 or 331.

**FREN-380 Special Topics (4 Credits)**

Investigation into selected topics in francophone literary and cultural studies. May be repeated for credit with permission of instructor. Credit towards distribution requirements varies by topic. Prerequisite: FREN-301 or 331.

**FREN-380A Special Topics (2 Credits)**

Investigation into selected topics in francophone literary and cultural studies. May be repeated for credit with permission of instructor. Credit towards distribution requirements varies by topic. Prerequisite: FREN-301 or 331.

**FREN-399 Directed Study (1-2 Credits)**

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

**FREN-400 Independent Study (1-2 Credits)**

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

**FREN-440 Junior Seminar (2-4 Credits)**

An optional variable-credit seminar experience for junior majors or senior minors. Students will meet with senior majors enrolled in FREN-441 for part of the term, participating in the intensive study and discussion of a particular author or issue, but not completing the final research project. Prerequisite: FREN-301 or 331, junior standing, and permission of instructor.

**FREN-441 Senior Seminar (4 Credits)**

Intensive study of a particular problem, genre, movement, or author, culminating in a major research project. Prerequisite: FREN-301 or 331 and senior standing.

**FREN-499 Directed Study (1-2 Credits)**

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

**Francophone Studies Courses (FRST)****FRST-248 World Cinema in French (4 Credits)**

(PA, G) Intensive study of a variety of films from the French-speaking world (France, Quebec, Haiti, Senegal, Morocco, Belgium, etc.). Course situates the films in their historical and cultural contexts, and explores questions of globalization, migration, multiculturalism, and reception. Students acquire skills in film analysis and comparative cinema. Course taught in English and open to the general public. Can be taken for credit towards French major.

**FRST-499 Directed Study (1-2 Credits)**

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

**Geographic Information Science and Technology Minor**

<https://www.augustana.edu/academics/areas-of-study/geographic-information-science-and-technology-minor>

2024-25 catalog

Program coordinators

Dr. Jeanette C. Arkle, assistant professor of environmental studies, program manager of Upper Mississippi Center for Sustainable Communities; B.S., B.A., M.S. California State University, Fullerton; Ph.D., University of Cincinnati.

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

### Program overview

This experiential minor in geographic information science and technology is designed for students who want to enhance their chosen major with increased geospatial analysis skills and boost job marketability or graduate school preparation. The courses that are part of this minor are designed to provide students with (1) a broad base of knowledge and skills in GIST and (2) applied experiences using GIST in class projects. Students are also encouraged to complete a GIS-related internship during their Junior or Senior year.

Internships can take place on campus or off. On-campus internships will use GIS as part of student-faculty research collaborations or applied projects for the college. For off-campus internships, Augustana maintains connections with more than a dozen local agencies and companies that offer GIST internships, including the U.S. Army Corps of Engineers, U.S. Fish and Wildlife Service, USDA Natural Resources Conservation Service, and numerous county and city offices.

### Requirements

The Geographic Information Science and Technology Experiential Minor is 16 credits, distributed as follows: GEOG 273 or 274, GEOG 372, GIST 375, and GIST 475.

#### **GEOG 273 Intro GIS for Natural Sciences (4 Credits)**

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the natural sciences. Students will learn how GIS is used in fields such as ecology, biology, hydrology, environmental studies, and/or geology. Course includes a student-selected final project. Cannot receive credit for both GEOG 273 and 274.

#### **GEOG 274 Intro GIS for Social Sciences (4 Credits)**

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the social sciences. Students will learn how GIS is used in fields such as public health, sociology, urban planning, environmental studies, and/or business. Course includes a community-based GIS project. Cannot receive credit for both GEOG 273 and 274.

#### **GEOG 372 – Digital Cartography and Design (4 credits)**

This course is an introduction to the principles of digital cartography and map design. Various forms of data visualization techniques (dot map, choropleth, graduated circle, isolines, etc.) will be practiced on a digital platform using GIS and Illustrator software. Emphasis is placed on map user considerations and constraints, and cartographic ethics. GIS is not a prerequisite for the course, but previous knowledge is helpful.

#### **GIST 375 – Drone Mapping and GIS**

This intermediate-level GIS course will explore the use of drones for mapping and GIS data creation. Students will learn the basics of drone piloting, flight safety, mission planning, photogrammetry, and application of drone data in ArcGIS Pro software. The course will prepare students to pass the Federal Aeronautic Administration (FAA) commercial drone pilot's test. Prerequisite: GEOG 273 or GEOG 274 or consent from instructor. Offered in alternate years.

#### **GIST 475 – Advanced GIS (4 Credits)**

Examination of advanced GIS applications and essential GIS skills including process automation and programming. Essential skills include metadata writing, data conversions, re-projections of spatial data, and spatial data editing. Additional advanced GIS topics will vary based on instructor expertise and interest and will be announced in the spring term in the year before the class is offered. Offered in alternate years. Prerequisite: GEOG 273 or GEOG 274 or consent from instructor.

### **GIST-INTR – GIST Internship (0 to 4 Credits)**

An internship that provides students with applied experience using GIST to meet needs or solve problems. Internships can be with Augustana faculty or staff members or with off-campus employers. Minimum of 80 hours. Internships must be approved by a GIST program coordinator. Prerequisites: GEOG 273 or GEOG-274.

## **Geography course catalog**

<https://www.augustana.edu/academics/areas-of-study/geography/courses>

### **2024-25 catalog**

JEANETTE C. ARKLE, Assistant Professor (Environmental Studies), Program Manager of Upper Mississippi Center for Sustainable Communities

B.S., B.A., M.S. California State University, Fullerton; Ph.D., University of Cincinnati

JENNIFER BURNHAM, Professor and Division Dean of STEM

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

THEODORE DINGEMANS, Part time Instructor

M.S., Ph.D., University of Nevada, Reno

REUBEN A. HEINE, Professor

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

CHRISTOPHER R. STRUNK, Associate Professor and Chair

B.A., Wesleyan University; M.A., Ph.D., Minnesota

**MAJOR IN GEOGRAPHY.** 34 credits. Geographic Fundamentals (12 credits) includes one course with a physical geography orientation from GEOG-105 or GEOG-106; one course with an urban and cultural geography orientation from GEOG-120, GEOG-123 or GEOG-130; one course with a human-environment orientation from GEOG-230, 303, 307, 331 or 332. Geographic Skills and Inquiry (14 credits) includes all of: GEOG-270, GEOG-273 or 274, GEOG-372, GEOG-472, and GEOG-473. Electives (8 credits) includes two courses selected from one of three advising tracks (GIS and Technology, Urban and Cultural Geography, or Physical and Environmental Geography). See geography advisor for details.

Recommended supporting courses: J term regional field experience (GEOG-230), a statistics course (PSYC-240, BUSN-211, or SOAN-227), writing courses (ENGL-225), Public speaking and communications courses (COMM-101, 201 or 204), research methods skills (SOAN -201 or HIST-300), geography internship, or participation in a study away program. See geography advisor for additional recommended courses depending upon student interests.

**MINOR IN GEOGRAPHY.** 20 credits. Geographic Fundamentals (12 credits) includes one course with a physical geography orientation from GEOG-105 or GEOG-106; one course with a urban and cultural geography orientation from GEOG-120 or GEOG-130; and one course a human-environment orientation (GEOG-230, 303, 307, 331 or 332). Geography Skills and Inquiry (4 credits) includes GEOG-270 and GEOG-472. Electives (4 credits) includes one of the following courses (different from Geographic Fundamentals courses)GEOG- 100, 200, 273 or 274, 303, 306, 307, 323, 331, 332, 339, 372, 375, or 475.

Geography is a "bridge" discipline that overlaps the traditional division between the natural and the social sciences. Some courses in the department have a natural science orientation (PN) while others have a social science orientation (PS or PP and may have a D or G designation).

**MINOR IN GEOGRAPHIC INFORMATION SCIENCE AND TECHNOLOGY.** 16 credits. The Geographic Information Science and Technology Experiential Minor is 16 credits, distributed as follows: GEOG 273 or 274, GEOG 372, GIST 375, and GIST 475. The GIST minor also recommends a GIS-related 0-4 credit internship of at least 80 hours.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (GEOG)

### **GEOG-100 Our Digital Earth (4 Credits)**

The Digital Earth is an introduction to the role that geospatial data and technologies play in our lives. From Google Earth to GIS, Facebook to Snapchat, we examine how geospatial data are collected and used, how geospatial technologies have transformed the way we think and make decisions, and the important geographic societal issues that result. Please note: this course will have field trips that may extend beyond class time.

### **GEOG-100TR Geography Elective (1-12 Credits)**

### **GEOG-105 Weather, Climate, and Society (4 Credits)**

(PN) An introduction to elements of weather and climate systems and the hazards they may pose to society. How can we (or should we?) prepare and adapt to live in areas of natural atmospheric hazards? Topics include a study of the earth's atmosphere, ocean systems, precipitation processes, severe weather (tornadoes, hurricanes), drought, and climate change. Includes one two-hour lab per week.

### **GEOG-105L Lab for Geography 105 (0 Credits)**

### **GEOG-106 Landforms & Landscapes Dynamics (4 Credits)**

(PN) An introduction to the forces that shape Earth's landforms, landscapes, and water resources and the benefits and hazards that our dynamic planet poses to human society. This course uses theoretical principles and field experiences to analyze and understand the character, behavior, and evolution of landforms and considers the responses of these systems to human disturbance. Topics include a study of tectonic forces, erosion and deposition by water, wind, and ice, and humans as agents of change. J-Term: Includes one two hour lab per week and a five-day field experience Jan 18-23-2024. The course includes a field trip fee. Spring Semester: Includes one two-hour lab per week and a three-day field experience March 8-10, 2024. The course includes a field trip fee.

### **GEOG-106L Lab for Geography 106 (0 Credits)**

### **GEOG-120 Human Geography of Global Issues (4 Credits)**

(PS, G) Human geography focuses on social, economic, political, cultural, and human-environment processes and patterns and how they change over space and time. This course examines the interconnections between places around the world and how global flows intersect in our local communities. Major topics include economic globalization, geopolitics, the spatial aspects of population growth and distribution including international migration, health, urbanization, cultural differentiation and the spread of ideas and innovation, and the environmental impacts of development. The course aims to engender a critical geographical perspective on the past, present and future development of the social world.

### **GEOG-120AP Human Geography of Global Issues (4 Credits)**

### **GEOG-123 Introduction to Urban Studies (4 Credits)**

(D) This course is an introduction to the interdisciplinary field of Urban Studies. The course focuses on the interactions

between humans, urban ecosystems, and the built environment. Students will learn about the history of cities and suburbs in the United States, the causes and consequences of racial segregation, and the geography of environmental risk and vulnerability in cities.

#### **GEOG-130 Geography of World Regions (4 Credits)**

(PS, G) Geography of World Regions is an exploration of the critical, interrelated, and diverse characteristics of the world's major geographic regions. This course will explore issues of global and regional significance facing our planet through the diverse lenses of geography. Our primary focus is on globalization and the linkages between places, the impact of globalization on diversity, and the importance of "local" and "global," unevenness in development, the legacy of colonialism, capitalism, and imperialism on world regions, and the relationships between societies and environments at various scales.

#### **GEOG-199 Directed Study (1-2 Credits)**

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

#### **GEOG-200 Geography & Film (4 Credits)**

(PH) This course is a critical geographic exploration of the social, environmental, and cultural dimensions of landscape, place, and culture through film and filmmaking. We examine the ways place is represented through the camera's lens and the director's vision. We consider the ways in which film is used to tell a story about place. We will explore the ways in which space, place, and landscape are socially constructed through the lens. Moreover, this course is a critical geographic investigation into the multiplicity of social and geographic worlds that comprise and collide within our social spaces.

#### **GEOG-200TR Geography Elective (1-12 Credits)**

#### **GEOG-230 US Regional Immersion Exp (4 Credits)**

(D) This J term course will explore a region of the United States through the lens of geography. Topics of the course will focus on human geography, physical geography, human-environment interactions, regionally important topics, and professional careers in geography. The course will begin and end on campus, with a 7-10 day field trip in between. For geography majors in good standing only (or permission of the instructor). Course fees will apply. Region varies by year.

#### **GEOG-270 Geographic Perspectives (2 Credits)**

Introduction to the major traditions and perspectives of geography. This course has a focus on geographic inquiry and includes a proposal-writing assignment. Students will gain skills in using library resources, digital maps, and fieldwork to address geographic questions. Course should be taken as soon as possible after declaring a major. Offered in the first half of the spring semester.

#### **GEOG-273 Intro GIS for Natural Sciences (4 Credits)**

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of the ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the natural sciences. Students will learn how GIS is used in fields such as ecology, biology, hydrology, environmental studies, and/or geology. Course includes a student-selected final project. Cannot receive credit for both GEOG 273 and 274 SUMMER 2019-2020 "NOTE: Students taking GEOG-273-ONLN must have access to a Windows-based PC computer running Windows 10 or Windows 8 operating system. Macintosh and Chromebook computers are not compatible."

#### **GEOG-274 Intro GIS for Social Sciences (4 Credits)**

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of the ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the social sciences. Students will learn how GIS is used in fields such as public health, sociology, urban planning, environmental studies, and/or business. Course includes a community-based GIS project. Cannot receive credit for both GEOG 273 and 274.

**GEOG-299 Directed Study (1-2 Credits)**

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

**GEOG-303 Natural Resource Management (4 Credits)**

Analysis of problems in the use of water and land resources, including land use planning, soil and water conservation, recreational uses of resources, urban open space and runoff, flood plain management, wetlands preservation and solid waste disposal. Course uses decision-making approaches to these problems and includes an introduction to environmental perception, resource economics and environmental law.

**GEOG-306 Soil Science (4 Credits)**

This course will explore the basics of soil morphology, classification, mapping, microbiology, theories of soil formation, and pedoturbation. Other topics include the societal importance of soils, human modification of soils, and the important role that soils play in climate change. Several local field trips will be conducted to learn field-based skills of soil pit digging, soil describing, and landform analysis. Intended for juniors and seniors. Includes one two-hour lab per week.

**GEOG-306L Lab for 306 (0 Credits)****GEOG-307 Food and Our Future (4 Credits)**

The main focus of this class is the question "How are we going to feed ourselves?" This course examines the connections/disconnections between humans and the natural world and how this has led to our mistreatment of our planet, with a focus on soil and agriculture. These connections are explored in a philosophical, historical, and economic context to better understand the reasons behind our problems in feeding a growing human population under threat of climate change.

**GEOG-323 Urban Planning (4 Credits)**

Urban geography is the study of the spatial organization of the city and the interactions between humans, urban ecosystems, and the built environment. This course provides an introduction to the principles and practices of urban geography and planning, focusing on community development, land use, transportation, housing and sustainability. The course emphasizes both theory and practice, and we will assess efforts by planners and grassroots organizations to develop walkable, transit-oriented, and more environmentally just cities. Students design and carry out a community-based research project in the Quad Cities. Prerequisite: One course from ENVR-101 GEOG-120, GEOG-123 or permission of the instructor. "D" suffix removed as of May 5, 2021.

**GEOG-331 Geography of Latin America (4 Credits)**

(G) This course provides an introduction to the geography of Latin America, including its people, politics, cultures, and environments. Latin America is home to a diverse set of landscapes and ecosystems, including tropical rainforests, snowcapped mountains, plains, deserts, and expanding megacities. In this course, we will examine the relationship between the environment and Latin American societies, focusing on the history of pre-Columbian peoples, European colonialism, uneven economic development, urbanization and migration, and environmental conservation. Case studies include Bolivia, Brazil, Costa Rica, Guatemala, Nicaragua, and Latino/as in the United States. Offered in alternate years.

**GEOG-332 Geography of the Arctic (4 Credits)**

(G) A regional geographic course exploring the unique and rapidly changing region of the circumpolar Arctic. The course will provide an in-depth focus on the people, politics, economy, and natural environment of the Arctic, with an emphasis on "big picture" topics like climate change, resource extraction, indigenous rights, polar law, and human health. Although we don't live in the Arctic, we'll learn why this region has important implications and connections to the midlatitudes. Offered in alternate years. For Spring 2025, this course is part of a study away experience with a required ten day field experience in Northern Sweden.

**GEOG-339 Historical Geography of North America (4 Credits)**

(PP) Historical Geography introduces students to the field of historical geography and emphasizes its contribution to understanding North America's past. The objectives of the course are 1) to offer a broad survey of North America's past human geographies, emphasizing the period between 1600 and the present and 2) to explore the questions, methods,

and sources used within the field of historical geography including archival research, historical Geographic Information Science, and field methods. Offered in alternate years.

**GEOG-372 Digital Cartography and Design (4 Credits)**

This course is an introduction to the principles of digital cartography and map design. Various forms of data visualization techniques (dot map, choropleth, graduated circle, isolines, etc.) will be practiced on a digital platform using GIS and Illustrator software. Emphasis is placed on map user considerations and constraints, and cartographic ethics. GIS is not a prerequisite for the course, but previous knowledge is helpful.

**GEOG-380 Special Topics (1-4 Credits)**

In-depth treatment of topics selected by faculty and/or students. Prerequisite: Consent of Instructor.

**GEOG-393 International Study Colloquium (3-4 Credits)**

**GEOG-399 Directed Study (1-2 Credits)**

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

**GEOG-400 Independent Study (1-2 Credits)**

Advanced studies on specific subjects; research problems.

**GEOG-472 Seminar on Geographic Research (2 Credits)**

Research in design and research methodologies, data collection techniques, analysis and use of quantitative methods in geographic research, selection of an original topic for the senior research paper and preparation of a preliminary outline and chapter for that paper. Should be taken in the second half of spring term of the junior year. Students participating on spring foreign term will need to make special arrangements with department advisors.

**GEOG-473 Seminar on Geographic Research II (2 Credits)**

Collection and analysis of primary data, selection and preparation of cartographic material for the senior research paper and research writing and presentation; completion and presentation of a major original research paper. (For geography majors in the second half of the fall term of the senior year.) Prerequisite: 472.

**GEOG-474 Geog Resrch Dbl Major (0 Credits)**

This course is intended to be a substitution for double majors who elect not to take the traditional SI path in geography. Permission of department chair required to register. Prerequisite: GEOG-472

**GEOG-475 Advanced GIS (4 Credits)**

Examination of advanced GIS applications and essential GIS skills including process automation and programming. Essential skills include metadata writing, data conversions, re-projections of spatial data, and spatial data editing. Additional advanced GIS topics will vary based on instructor expertise and interest and will be announced in the spring semester in the year before the class is offered. Offered in alternate years. Prerequisite: GEOG 273/274, GEOG 373/ 374, or consent from instructor.

## Geology course catalog

<https://www.augustana.edu/academics/areas-of-study/geology/courses>

**2024-25 catalog**

KELSEY M. ARKLE, Associate Professor,  
B.A., Cornell College; M.S., Ph.D., University of Cincinnati

JEANETTE C. ARKLE, Professional Faculty, Assistant Professor, Program Manager of the Upper Mississippi Center  
B.A., B.S., M.S., CSU Fullerton; Ph.D., University of Cincinnati

JEFFREY C. STRASSER, Professor, Chair  
B.A., Carleton; M.S., Ph.D., Lehigh

MICHAEL B. WOLF, Professor, Fritiof M. Fryxell Chair in Geology  
A.B., Hamilton; M.S., Ph.D., Caltech

**MAJOR IN GEOLOGY.** 40 credits: One gateway GEOL course (GEOL-101, GEOL-105, GEOL-112, or GEOL-123); six core courses (GEOL-201, GEOL-205, GEOL-240, GEOL-309, GEOL-350, GEOL-360), three senior inquiry courses (GEOL-450, GEOL-451, and GEOL-452); and two additional elective GEOL courses (including GEOG-273, GEOG-306, and ENVR-300).

Upper-level geoscience courses assume math skills equivalent to those covered in a high school or college pre-calculus course. Students planning to pursue graduate studies or careers in the geosciences are strongly recommended to take MATH-160 (Calculus) as well as additional courses in chemistry, physics, mathematics, geography, and/or biology.

**MINOR IN GEOLOGY.** 17 credits (4 courses + 1 credit), including one gateway course (GEOL-101, 112, 105, 112, or 123), GEOL-399 (1-credit), and 12 additional credits (or 3 courses) from GEOL courses at or above the 200-level. GEOG-273, GEOG-306, and ENVR-300 may be substituted for GEOL courses. GEOL-399, coordinated with a faculty member, requires completion of a research paper that addresses some aspect of geology and relates it to the student's primary major, and it must incorporate an additional reflective component demonstrating an understanding of the connectivity between subject areas. This paper could conceivably be an extension of the Senior Inquiry effort within the student's primary major.

**GEOLOGY MAJOR WITH DISTINCTION.** Students can earn a departmental distinction upon successful completion of a superior senior research thesis, GEOL-451, **and** the geology degree with a grade-point average of at least 3.50 for all geology courses and the supporting courses that are required for the major, and demonstrated leadership and service roles within the department.

**GEOLOGY MAJOR WITH MERIT.** Students can earn this departmental honor upon successful completion of **either** a superior senior research thesis, GEOL-451, **or** the geology degree with a grade-point average of at least 3.50 for all geology and supporting courses that are required for the major.

The subject of geology addresses both the materials that form the Earth and the processes of Earth formation and evolution. Sub-disciplines include but are not limited to: study of life and evolution as preserved in the rock record; study of resources upon which our industrial society is based; study of environmental problems and remediation solutions; study of geologic hazards and hazard mitigation. The interdisciplinary study of geology relies upon mastery of geological principles and oral and written communication skills as well as the application of fundamental principles of physics, chemistry, biology and mathematics to complex Earth systems.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (GEOL)

### **GEOL-101 Phys & Environ Geology (4 Credits)**

(PN) Introduction to the science of the Earth and our environment through topics of Earth materials and cycles, natural resources, tectonic processes, hydrologic systems, volcanoes, earthquakes, paleoclimatology, and geologic time. Additional themes include anthropogenic impacts on our environment, environmental hazards and environmental justice. Includes a weekly 2-hour lab that integrates experiential exercises, computer applications, collections of the



Fryxell Geology Museum, and local field trips. Gateway course to the geology major. GEOL-101L for this class is not required if taken during J Term.

#### **GEOL-101L Lab for 101 (0 Credits)**

#### **GEOL-104 Gemstones & Critical Minerals (4 Credits)**

(PN) Introduction to the science, geopolitics and economics of two very important but different groups of minerals. We will explore the materials that have shaped the course of human history, from obsidian blades, jade axes, bronze and iron alloy tools and weapons that enabled conquest and colonialism to the current group of critical minerals that form the foundation of our modern, "greening" civilization, e.g., lithium, metals and rare earth element-bearing minerals that allow iPhones, solar PV panels, electric vehicles, and wind turbines to work. Then we will focus on the nearly \$300-billion-dollar-a-year global jewelry market by studying a few of the important gemstones, e.g., diamond, emerald, ruby, sapphire, garnet - from their geologic formation, through exploration, mining, and cut-polish-processing, all the way to the jewelry store. You will learn non-destructive optical, spectroscopic and density methods to identify natural & synthetic gemstones. Includes a weekly 2-hour lab focusing on specimens from the Fryxell Geology Museum collections and gemstone identification.

#### **GEOL-104L Lab for 104 (0 Credits)**

#### **GEOL-105 Phys & Environ Geol Rocky Mtns (4 Credits)**

(PN) Introduction to the science of the Earth and our environment through the study of materials and processes of rock formation and mountain building during a rigorous 2-week summer field trip, preceding the fall semester. We will visit spectacular sites and study the physical geology and environmental science in the mountains of South Dakota and Wyoming. In addition, we discuss environmental justice issues of the region. Open only to incoming first-year students. For more information, contact SusanWolf@augustana.edu. Gateway course to the geology major.

#### **GEOL-106 Quakes, Tsunamis, Eruptions in Asia (4 Credits)**

(PN) J-term course. A focused introduction to dynamic geologic processes that have shaped this planet, in particular the earthquake, tsunami and volcanic activity of Japan. In addition to understanding the science of these destructive forces, we will study the human responses to recent disasters, how we can prepare for and mitigate future - inevitable - disasters, and what are the benefits of living in such tectonically active regions. This course counts towards the Asian Studies major or minor.

#### **GEOL-112 Dinosaurs & Extinction (4 Credits)**

(PN) The scientific study of dinosaurs in Earth history. Topics covered include: formation of rocks and fossils, geologic time, dinosaur evolution, ecology and the environments to which dinosaurs adapted, and hypotheses that attempt to explain their mass extinctions. Includes one weekly 2-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections. Gateway course to the geology major.

#### **GEOL-112L Lab for 112 (0 Credits)**

#### **GEOL-113 Geology of Myths/Legends (4 Credits)**

(PN) Students will learn to interpret geological data, integrate their knowledge of geology with other non-science disciplines, and then assess whether geologic evidence can explain whether certain ancient myths were based on real events or were fabricated or modified for other symbolic or metaphorical purposes. Analysis of myths will take place within the broader context of what actually constitutes valid scientific inquiries and evidence. Emphasis will be on myths from the Mediterranean and Mesopotamian regions. Includes one weekly 2-hour lab.

#### **GEOL-119 Open Water SCUBA (0 Credits)**

For students participating in the Bonaire J-Term Program (GEOL-123 or GEOL-321) who desire a no-credit path toward PADI SCUBA certification. Priority given to participants of the Bonaire J-term program. Instructor permission required.

#### **GEOL-123 Caribbean Geology (4 Credits)**

(PN) An introduction to the science of geology through study of the processes required for the formation of an island. A

week of on-campus Socratic discussions of topics such as deep time, plate tectonics, magma and volcano formation, biochemical and climatic controls on reef-building and destruction, erosion, and other rock cycle processes followed by two weeks of observation and testing of those concepts on the south central Caribbean island of Bonaire (Netherlands Lesser Antilles). Passing a basic swim/float test and having a valid passport are required. Gateway course to the geology major.

#### **GEOL-199 Directed Study (1-2 Credits)**

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

#### **GEOL-201 History of Life (4 Credits)**

(PN) An examination of the 3.5+ billion-year history of life on Earth, accompanied by discussions of the physical changes at and below Earth's surface. Popular science literature will serve as a gateway to concepts such as evolution, genetics, morphology, anatomy, taxonomy, paleoecology, and species distribution, among others. Includes one weekly 2-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections.

#### **GEOL-201L Lab for 201 (0 Credits)**

#### **GEOL-205 Minerals & the Environment (4 Credits)**

(PN) A nation's wealth and quality of life of its citizens are significantly determined by its control and extraction of mineral resources, but there is always a negative environmental consequence of resource extraction, transformation and use. In addition, our personal and environmental health is impacted not only by what we do with these mineral resources and their waste products but also where we happen to live, relative to certain potentially hazardous mineral deposits. In this course you will learn about minerals (the building blocks of our planet Earth) and then apply that chemical & crystallographic knowledge to more deeply understand a wide variety of environmental issues (e.g., groundwater contamination, soil development and swelling clays, asbestos, silicosis, acid mine drainage, radon, mercury and lead poisoning.). Prerequisites: none. PN was awarded on 02/20/2023.

#### **GEOL-205L Lab for 205 (0 Credits)**

#### **GEOL-240 Structural Geology & Tectonics (4 Credits)**

How do mountains form? This course studies how geologic materials are deformed through tectonic processes. It involves a descriptive analyses of 3-dimensional rock structures (e.g. faults, folds, and fabrics), and quantitative studies of strain and stress. Rock deformation and mountain-building processes are studied in the context of plate tectonics and regional geology. Includes one weekly 2-hour lab. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, 113, or 123 or consent of instructor.

#### **GEOL-240L Lab for 240 (0 Credits)**

#### **GEOL-299 Directed Study (1-2 Credits)**

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

#### **GEOL-309 Geomorph/Paleoclimate (4 Credits)**

Quantitative study of processes of weathering, sediment transportation and deposition, landforms, Quaternary paleoclimatology, and Quaternary dating methods. Includes one weekly 2-hour lab and occasional field trips. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123 or consent of instructor.

#### **GEOL-309L Lab for 309 (0 Credits)**

#### **GEOL-321 Island Geology (4 Credits)**

An upper-level interdisciplinary course designed as introduction to geoscience field research and data collection explored through the lens of sedimentology and paleoecology. Students will spend a week on campus building an intellectual framework upon which to understand the geology of Bonaire and developing research topics they will explore on-island. During the two weeks that we are on Bonaire, students will read primary literature, engage in

discussions, explore a variety of modern and fossil field localities, and work in small groups to collect information on their mini research projects. Course prerequisites include GEOL 201 (Historical Stratigraphy/History of Life) or approval by the instructors. Students must also pass a swim/float test and have a valid passport.

#### **GEOL-322 Mojave Geology (4 Credits)**

3+ week program travelling to the southern Mojave Desert to study the geology and develop standard geologic field skills. Students will learn to make observations and interpretations in the field, while using standard geological field equipment. Students will produce written reports of the geologic history as well as detailed geologic maps. Environmental justice issues of the southwest are studied and discussed.

#### **GEOL-325 Conservation Paleoecology (4 Credits)**

Application of paleontological tools (fossils) and techniques to the study of conservation. Students will read primary literature and engage in discussions regarding the important ways in which paleoecology can - and should - be incorporated into conservation efforts. Includes one weekly 2-hour lab in which students will learn to conduct quantitative analyses using the open source statistical software R. Prerequisite: One from GEOL-201, BIOL-327 (Conservation Biology), or BIOL-386 (Ecology).

#### **GEOL-325L Lab for 325 (0 Credits)**

#### **GEOL-330 Hydrogeology (4 Credits)**

Fundamental study of the hydrologic cycle, with broad relevance to environmental sciences. Topics include precipitation, infiltration, surface water/gggroundwater interactions, groundwater flow directions and rates. Includes case studies of environmental groundwater problems, contamination, and methods of remediation. Includes one 2-hour lab per week. Prerequisites: None. Familiarity with stream processes and common rocks and minerals is recommended. Familiarity with math through pre-calculus is recommended.

#### **GEOL-330L Lab for 330 (0 Credits)**

#### **GEOL-350 Sedimentology & Stratigraphy (4 Credits)**

Interpretation of processes and environments of fossil and sediment deposition preserved in the rock record through analysis of fossils, rocks, sediments, and thin-sections. In-depth study of stratigraphy emphasizes paleoenvironmental interpretations over geologic time. Includes one weekly 2-hour lab and occasional field trips. Prerequisites: GEOL-201, 205 or consent of instructor.

#### **GEOL-350L Lab for 350 (0 Credits)**

#### **GEOL-360 Volcanoes & Their Mineral Resources (4 Credits)**

Most of Earth's crust is associated with volcanic and hydrothermal processes; we will study why and where rocks melt, how magma rises to the surface, what controls the violence and geohazards of volcanic eruptions, and why so many economically valuable mineral resources form around volcanoes. We will answer these questions by studying the petrology, petrography, phase diagrams, and trace element and isotope geochemistry of igneous and metamorphic rocks. No prerequisite required. Includes a weekly 2-hour lab, GEOL-360L, that must be taken concurrently, and a required weekend field trip.

#### **GEOL-360L Lab for 360 (0 Credits)**

#### **GEOL-370 Special Topics (1 Credits)**

Seminar research and discussion of the regional and local geology of a departmental field trip destination. May be repeated for credit. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123, or consent of instructor.

#### **GEOL-373 Remote Sensing (4 Credits)**

#### **GEOL-380 Special Topics (4 Credits)**

In-depth study of the regional and local geology of a J-term field trip destination. Variable format. May be repeated for credit. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123, or consent of instructor.

### **GEOL-393 International Study Colloquium (3-4 Credits)**

#### **GEOL-399 Directed Study (1-2 Credits)**

Study of a particular subject under a faculty member's direction. As part of the minor, this study culminates in a research & reflective paper. May be repeated for credit. Prerequisite: consent of instructor and department chair.

#### **GEOL-400 Independent Study (1-2 Credits)**

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

#### **GEOL-450 Senior Inquiry 1 (2 Credits)**

Planning and development of a research proposal involving literature research, group discussions and analytical instrumentation instruction in preparation for GEOL-451. Includes one three-hour lab per week.

#### **GEOL-451 Senior Inquiry 2 (2 Credits)**

A required research project, performed under the direction of a faculty advisor, culminating in a written thesis and public oral presentations. Prerequisite: GEOL-450 or consent of department advisor.

#### **GEOL-452 Senior Inquiry 3 (0-2 Credits)**

Taken during spring semester senior year, this directed research experience requires students to complete the research process, write up the results in a written thesis, and present their results formally to the Department of Geology, the campus as a whole (Celebration of Learning) and at a professional meeting (North Central Section of the Geological Society of America). In addition, students finish their ePortfolios, which are a combination of personal reflection and materials related to their professional development in the geosciences.

#### **GEOL-499 Directed Study (1-2 Credits)**

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

### **GEOL-ELEC Geology Elective (1-12 Credits)**

## **German studies course catalog**

<https://www.augustana.edu/academics/areas-of-study/german/courses>

### **2024-25 catalog**

NICK DOBSON, Adjunct instructor  
B.A., Rice; M.A., Ph.D., Texas

MARK SAFSTROM, Associate Professor  
B.A., North Park University; M.A., Ph.D., University of Washington

LISA SEIDLITZ, Professor  
B.A., M.A., Illinois; Ph.D., Texas

**MAJOR IN GERMAN STUDIES.** 28 credits beyond GRMN 102, including four language courses (GRMN-200, GRMN-201, GRMN-202, GRMN-203, GRMN-220, GRMN-221, GRMN-222, GRMN-301, GRMN-302, GRMN-303, GRMN-320, GRMN-321, GRMN-322, GRMN-420, GRMN-421) and three culture courses, possibly taught in English (GRST-250, GRST-251, GRST-252, GRST-253, GRST-352; GRST-353, GRMN-470, GRMN-471, GRMN-490; HIST-316, HIST-317; RELG-270; SCAN-240, SCAN-341, SCAN-350, SCAN-361).

Senior Inquiry is not required for students completing SI in another department or program. Participation in a language & culture program or an approved internship in Germany is highly recommended. A maximum of 8 credits of coursework taken overseas may count toward the major.

Students interested in teaching German should contact the department chair.

**MINOR IN GERMAN STUDIES.** 20 credits beyond GERM-102, including three language courses (GRMN-200, GRMN-201, GRMN-202, GRMN-203, GRMN-220, GRMN-221, GRMN-222, GRMN-301, GRMN-302, GRMN-303, GRMN-320, GRMN-321, GRMN-322, GRMN-420, GRMN-421) and two culture courses, possibly taught in English (GRST-250, GRST-251, GRST-252, GRST-253, GRST-352, GRST-353; GRMN-470, GRMN-471, GRMN-490; HIST-316, HIST-317; RELG-270; SCAN-240, SCAN-341, SCAN-350, SCAN-361).

For an interdisciplinary minor related to German Studies, see [Linguistics](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (GRMN)

### **GRMN-100 First Year German Refresh (2 Credits)**

For students placed into GRMN-102. These students may, with consent of the department, register for 100 and attend a 101 class, then continue with 102. Prerequisite: placement in 102 and consent of the department.

### **GRMN-101 First-Year German I (4 Credits)**

Introduction to German language, both written and spoken. Includes study of the cultures of Germany and Austria and an introduction to intercultural communication. For students with no prior study of German.

### **GRMN-102 First Year German II (4 Credits)**

Continued study of German language, both written and spoken. Includes study of the cultures of Germany, Austria, and Switzerland and further development of intercultural communication skills. Prerequisite: GRMN 101 or placement.

### **GRMN-199 Directed Study (1-2 Credits)**

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

### **GRMN-200 AP German (4 Credits)**

### **GRMN-201 German Language and Culture (4 Credits)**

Intermediate German language and contemporary cultural topics. Includes vocabulary building, grammar review, writing, reading, and development of listening skills. Taught in German. Prerequisite: GRMN 102 or placement

### **GRMN-202 Austria and Switzerland (4 Credits)**

Intermediate German language and the cultures of Austria and Switzerland, including linguistic and cultural differences, history, music, art, and cuisine. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

### **GRMN-203 Love and Marriage (4 Credits)**

Intermediate German language and an exploration of love and marriage in German-speaking Europe, including discussion of demographic trends, cross-cultural comparisons, and literary and artistic representations of various kinds of relationships. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

**GRMN-220 Conversational German (4 Credits)**

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

**GRMN-221 Intensive German (4 Credits)**

Intensive German language instruction, including vocabulary development and grammar review. Includes written and spoken skills. Taught in Germany as part of a summer or semester program.

**GRMN-222 German in Germany (2 Credits)**

Intensive German language and culture instruction. Taught in Germany as part of a summer or semester program.

**GRMN-299 Directed Study (1-2 Credits)**

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

**GRMN-301 War and Its Aftermath (4 Credits)**

Intermediate German language and introduction to World War II and Nazi Germany. Considers factors in the rise of the Nazis, life during the war, and the process of coming to grips with the past after the war. Includes vocabulary building, grammar review, writing, reading, and development of listening skills. Prerequisite: GRMN-102 or placement.

**GRMN-302 German and the Workplace (4 Credits)**

Considers different kinds of jobs and attitudes toward work in German-speaking countries. Includes vocabulary building, grammar review, general principles of intercultural communication, and workplace norms of German-speaking Europe. Prerequisite: GRMN-102 or consent of instructor.

**GRMN-303 Crime and Justice (4 Credits)**

Intermediate German language and an exploration of the concepts of crime and justice in German-speaking Europe, including cross-cultural comparisons, and literary and artistic representations of quests for justice. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

**GRMN-320 Conversational German (4 Credits)**

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

**GRMN-321 Intensive German (4 Credits)**

Intensive German language instruction, including vocabulary development and grammar review. Includes written and spoken skills. Taught in Germany as part of a summer or semester program.

**GRMN-322 German in Germany (2 Credits)**

Intensive German language and culture instruction. Taught in Germany as part of a summer or semester program.

**GRMN-393 International Study Colloquium (3-4 Credits)****GRMN-399 Directed Study (1-2 Credits)**

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

**GRMN-400 Independent Study (1-2 Credits)**

Research project in German literature or culture for departmental or divisional majors. Prerequisite: consent of department chair.

**GRMN-420 Advanced Conversational German (4 Credits)**

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

**GRMN-421 Advanced Intensive German (4 Credits)**

Intensive advanced German language instruction, including vocabulary development and grammar review. Taught in Germany as part of a summer or semester program.

**GRMN-470 Literature in Germany (4 Credits)**

(PL) Reading, discussion, and writing about literature from various eras. Taught in Germany as part of a summer or semester program. May be repeated with department approval as topics vary.

**GRMN-471 Cultural Studies (4 Credits)**

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Germany as part of a summer or semester program. May be repeated with department approval as topics vary.

**GRMN-490 Senior Inquiry (4 Credits)**

Opportunity for individual research under a faculty member's guidance on literary, cultural, or linguistic topics. May involve a project completed as part of an international program. Prerequisite: permission of instructor

**GRMN-499 Directed Study (1-2 Credits)**

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

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**Courses (GRST)****GRST-250 Decadence & Decay (4 Credits)**

(PP) Traces cultural and social movements during the Weimar Republic in Germany, 1919-1933, considering economic and political events, literature, film, art, and architecture. Taught in English.

**GRST-251 Outsiders in German Literature (4 Credits)**

(PL) This course focuses on representations of outsider figures in German literature, written chiefly by people from marginalized groups. Students learn to analyze and critically evaluate ideas, themes, and techniques in short stories, novels, and feature films. Taught in English.

**GRST-252 East and West Germany (4 Credits)**

(PP) Traces the division of post-war Germany into East and West and provides an overview of the social, political, and economic differences between the two states, including the continued division more than thirty years after unification. Includes fiction, non-fiction, memoirs, and documentary and feature film. Credit may not be earned for both GRST-252 and 352. Taught in English.

**GRST-253 German Film (4 Credits)**

(PA) An overview of major films, movements, and directors of German cinema in the 20th and 21st centuries, along with the fundamentals of the analysis of film as an art form. Also considers the historical and political contexts in which films were produced. Credit may not be earned for both GRST 253 and GRST 353. Taught in English.

**GRST-299 Directed Study (1-2 Credits)**

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

**GRST-352 East and West Germany (4 Credits)**

(PP) Traces the division of post-war Germany into East and West and provides an overview of the social, political, and economic differences between the two states, including the continued division more than thirty years after unification. Includes fiction, non-fiction, memoirs, and documentary and feature film. Credit may not be earned for both GRST-252 and GRST-352. Taught in English.

**GRST-353 German Cinema (4 Credits)**

(PA) An overview of major films, movements, and directors of German cinema in the 20th and 21st centuries, along with

the fundamentals of the analysis of film as an art form. Also considers the historical and political contexts in which films were produced. Credit may not be earned for both GRST 253 and GRST 353. Taught in English.

### **GRST-393 International Study Colloquium (3-4 Credits)**

### **GRST-399 Directed Study (1-2 Credits)**

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

### **GRST-400 Independent Study (1-2 Credits)**

Research project in German literature or culture for departmental or divisional majors. Prerequisite: consent of department chair.

## Graphic design course catalog

<https://www.augustana.edu/academics/areas-of-study/graphic-design/courses>

### **2024-25 catalog**

PAUL LANGE, Part-time Instructor of Art  
B.A. Southern Illinois; M.A. Bradley

VICKIE R. PHIPPS, Associate Professor of Art and Graphic Design, Chair  
B.F.A., Emory & Henry College; M.F.A., University of Tennessee

KAY RODERICK, Visiting Assistant Professor of Art and Design  
B.A., Augustana College, M.F.A., Maryland Institute College of Arts

### **MAJOR IN GRAPHIC DESIGN: 32 credits.**

- 12 credits in core studies: GRD-222, GRD-225, GRD-325.
- 4 credit capstone experience: GRD-425, 4-credit internship, or completion of a capstone experience in another major.
- 4 credits: any ARHI course or GRD-392.
- 12 elective credits: any additional course offered with a GRD designation of which 8 credits may be completed in any course with an ART designation.

\*Students who complete a senior inquiry project in another major may substitute a four credit 300-400 level course in consultation with their adviser.

### **MINOR IN GRAPHIC DESIGN: 20 credits.**

- 12 credits in core studies: GRD-222, GRD-225, GRD-325.
- 8 elective credits: any course offered with a GRD designation. 4 credits may be completed in any course with an ART or ARHI designation.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Design courses

### **GRD-150TR Graphic Design Elective (3-4 Credits)**



**GRD-170 Process & Materials (4 Credits)**

(PA) This course provides an experimental studio environment focused on rapid iterative making. We explore a variety of media and consider how these ways of working are applied in a range of design practices. \$40 lab fee.

**GRD-180 Special Topics in Design (4 Credits)**

This course provides an experimental studio environment in which to focus on specialized topics in graphic design. Course content changes with every offering to expose students to the many diverse aspects of design that are part of the flux of the current profession. \$40 lab fee Fall 2022 & J-Term 2023.

**GRD-201TR Graphic Design Elective (3-4 Credits)****GRD-222 Graphic Design Studio (4 Credits)**

(PA) This studio-based course focuses on typographic design while encouraging experimentation with form-making and concept development. Methodically advancing technical skills while developing a process of working that is unique to the individual encouraged. \$40.00 lab fee

**GRD-225 Intro to Graphic Design (4 Credits)**

(PA) This studio-based course asks students to both leverage basic design principles to generate visual works and apply design processes to complex problems. While emphasis is placed on concept development, students methodically advancing technical skills while developing a process of working that is unique to the individual. \$40.00 lab fee.

**GRD-325 Graphic Design Studio (4 Credits)**

Acting as a professional design studio, this course asks students to build their own design process by refining their own way of working, effectively managing projects to realize engaging visual narratives, and actively reflecting on their personal design rationale. Prerequisites: GRD-222 and GRD-225. May be repeated one time. \$40.00 lab fee

**GRD-328 Expanded Media (4 Credits)**

(PA) This studio-based course explores the intersection of design and digital spaces ranging from mobile platforms to immersive environments. Includes an introduction to foundational skills. Surveys emerging trends/technologies. We leverage design processes to address complexities that arise as human beings interact with each other and/or artificial intelligence in digital spaces. Prerequisites: GRD-222 and GRD-225 or by permission of the instructor. \$40.00 lab fee.

**GRD-372 Illustration (4 Credits)**

(PA) Illustration is an important form of visual communication that is widely used in many fields. Learn strategies for generating clear and creative messages while exploring a variety of traditional mediums. \$40 lab fee.

**GRD-373 Digital Illustration (4 Credits)**

(PA) Leverage traditional illustration strategies with digital tools to develop and refine visual concepts. \$40

**GRD-374 Virtual Production (4 Credits)**

(PA) In this studio class, we experiment with contemporary virtual production as a means of generating dynamic content and enhanced storytelling. \$40.00 lab fee.

**GRD-375 Sound & Motion Design (4 Credits)**

(PA) In this studio class, we experiment with the expressive potential of motion and sound. While emphasis is placed on concept development, methodically advancing technical skills while developing a process of working that is unique to the individual is encouraged. \$40.00 lab fee.

**GRD-380 Special Topics in Design (4 Credits)**

This course provides an experimental studio environment in which to focus on specialized topics in graphic design. Course content changes with every offering to expose students to the many diverse aspects of design that are part of the flux of the current profession. Prerequisite: GRD-222 or GRD-225. May be repeated one time. \$40.00 lab fee

**GRD-392 Design & Culture (4 Credits)**

An exploration of culture through the lens of art and design. In this studio-based class, we leverage historical and

contemporary works as inspiration for making new work. Prerequisite: GRD-222 and GRD-225 or FILM-250. \$40.00 lab fee

**GRD-393 International Study Colloquium (3-4 Credits)**

**GRD-399 Directed Study (1-2 Credits)**

**GRD-400 Independent Study (1-2 Credits)**

**GRD-410 Design and Culture (4 Credits)**

(PH, G) The GRD-410 study abroad format provides a design environment on the move. This course provides an experimental studio environment and will explore design and culture by asking challenging questions about the role design plays in shaping culture. (no lab fee)

**GRD-425 Senior Inquiry in Design (4 Credits)**

This course continues a concentrated study to produce a coherent body of original work for exhibition. It is a self-motivated, intensive process of inquiry through which a Graphic Design major makes a culminating personal statement upon graduation in an exhibition of work at Augustana's Teaching Museum of Art. Students should expect to gain critical and creative thinking skills by extending thought processes into unexplored areas, improve problem solving skills and analytical ability through critique and other classroom interactions. Diverse viewpoints will be investigated and valued. Prerequisite: GRD-325 (no lab fee)

**GRD-499 Directed Study (1-2 Credits)**

## Health and Physical Education

<https://www.augustana.edu/academics/areas-of-study/health-and-physical-education>

**2024-25 catalog**

**HEPE courses for study only (no major offered)**

MARK BEINBORN, Instructor, Head Women's Basketball Coach  
B.S., University of Dubuque; M.A. Liberty University

STEPHEN BELL, Instructor, Head Football Coach  
B.S., Bemidji State University

KELLY BETHKE, Instructor, Head Women's Volleyball Coach  
B.S., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-La Crosse

JAY CLARK, Instructor, Associate Athletic Trainer  
B.S., Illinois State University; M.Ed., University of Virginia

JORDAN DELP, Instructor, Head Men's Basketball Coach  
B.A., Augustana College

DAVID DESIMONE, Instructor, Head Men's and Women's Tennis Coach  
B.A., Kalamazoo College; MBA, University of Nebraska

MICHAEL DUCEY, Instructor, Head Men's Volleyball Coach  
B.S., Graceland University

SEAN FAULKNER, Instructor, Assistant Athletic Trainer  
B.S., University of Iowa; M.S. Lindenwood University

AMY FELTZ, Instructor, Assistant Men's and Women's Swim Coach  
B.S., North Central College; M.S., Regis College

CHAD FLANDERS, Instructor, Head Men's Soccer Coach  
B.S., Illinois State University; M.S. Eastern Illinois University

KYLE FLORES, Instructor, Head Cross Country Coach and Assistant Track and Field Coach  
B.S., Grand Valley State University

CHAD GUNNELSON, Instructor, Director of Cross Country/Track and Field  
B.S. and M.S., University of Dubuque

JUSTIN HAUER, Instructor, Assistant Baseball Coach  
B.S., Illinois State University

JARED HEAD, Instructor, Assistant Men's and Women's Wrestling Coach  
B.S., St. Cloud State University

KEEGAN JONES, Instructor, Assistant Football Coach  
B.A., Monmouth College; M.S. East Stroudsburg University

BRIAN KRIER, Instructor, Assistant Football Coach  
B.A., Monmouth College

THOMAS LAWRENCE, Instructor, Director of Golf  
B.A., Augustana College

DANIEL LLOYD, Instructor, Head Men's and Women's Swim Coach  
B.S., Millikin University

ASHLEY MATHIAS, Instructor, Assistant Athletic Trainer  
A.A., Heartland Community College; B.S., Union College; M.S., Union College

RICHARD MALONEY, Instructor, Assistant Football Coach  
B.S., University of Massachusetts; M.S., University of Albany

SCOTT M. MEJIA, Instructor, Head Women's Soccer Coach  
B.S., Edgewood College; M.S., Western Illinois University

JOHN NELSON, Instructor, Head Softball Coach  
B.A., Grand Canyon University

JON PAUL, Instructor, Head Men's Lacrosse Coach  
B.S., Shorter College; M.S., St. Ambrose University

RYAN PRYOR, Instructor, Head Men's and Women's Water Polo Coach  
B.A., University of Michigan; J.D., University of Michigan

DAVID RAGONE, Instructor, Assistant Football Coach  
B.S., Ursinus College; M.S., Bemidji State University

MARTIN RESNER, Instructor, Head Women's Bowling Coach  
B.A., Augustana College; M.S., Old Dominion University; DEd., Drake University

ANNA SMITH, Instructor, Associate Athletic Trainer  
B.S., Weber State; M.S., Ohio University (Athens)

ISAAC SMITH, Instructor, Assistant Cross Country and Track Coach  
B.A., Augustana College

JORDAN TICE, Instructor, Head Women's Lacrosse Coach  
B.A., Goucher College; M.S., North Central College

PAYTON TUCKER, Instructor, Director of Esports  
B.S., University of Arkansas

GREGORY WALLACE, Instructor, Head Baseball Coach  
B.A., Augustana College; M.Ed., Frostburg State University

MALIK WILDERMUTH, Instructor, Assistant Men's Basketball Coach  
A.A., Carl Sandburg College; B.S., Central College; MEd., Grand Canyon University

ANTHONY WILLAERT, Instructor, Head Men's and Women's Wrestling Coach  
B.A., Saint Johns University-Minnesota

DENISE YODER, Instructor, Head Athletic Trainer  
B.A., Augustana College; M.S., Ohio University (Athens)

MICHAEL ZAPOLSKI, Instructor, HEPE Program Coordinator, Director of Athletics  
B.A., M.B.A., Pepperdine University

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### Health courses (HEPE)

Wellness Coordinator Denise Yoder

#### **241 Lifetime Wellness (1)**

Study of health and wellness as it relates to living a balanced life-style.

#### Other Health electives

(elective Health courses do not count to fulfill the PEA activity requirement for graduation)

#### **213 Prevention and Treatment of Athletic Injuries (2)**

Two hours of theory and lab weekly. Prerequisite: HEPE 140 or equivalent First Aid and CPR certification.

#### **250 Orthopedic Taping, Wrapping and Bracing (2)**

Taping, wrapping and bracing for the protection and prevention of sports injuries. Understanding the mechanism of injury as a crucial part for effective taping and bracing. Prerequisites: BIOL-213

#### **370 Orthopedic Evaluation of Athletic Injuries (4)**

This course is designed to provide students with specific knowledge and practical skills to perform a clinical evaluation of the upper extremity, lower extremity and spine. Prerequisites: BIOL-213, BIOL-255 or permission of instructor.

#### **371 Orthopedic Rehabilitation of Athletic Injuries (4)**

This class will focus on the treatment and rehabilitation of athletic injuries of the upper extremity, lower extremity and torso, including the phases of tissue healing and basic components and goals of a rehabilitation program. Prerequisites: BIOL-213, BIOL-370, BIOL-255 or permission of the instructor.

#### **470 Seminar in Sports Medicine (4)**

A senior seminar involving various topics associated with sports medicine. Topics will include administrative and budget considerations, therapeutic modalities and legal issues as they relate to sports medicine. Prerequisites: 213, BIOL 255, BIOL 358 or permission of instructor.

## Physical Education Activity Courses (HEPE)

Two activity courses are required for Bachelor of Arts and Bachelor of Science candidates. No activity courses may be repeated for credit. No more than 3 activity credits may count toward total number of credits for the degree. HEPE courses with a PEA designation will meet the minimum required seat time through in-class engagement in the activity for 15 weeks of contact or additional outside of class engagement. To meet the degree requirements, students must select two PEA suffix activity courses from the list below. Activity courses are open to students at all knowledge and skill levels with limitations on earning credits noted below.

### Activity Courses (PEA Suffix)

HEPE-101 Physical Conditioning

\*HEPE-103 Volleyball (may not also earn credit in varsity volleyball or volleyball club)

\*HEPE-111 Badminton (may not also earn credit in club badminton)

\*HEPE-112 Tennis (may not also earn credit in varsity tennis)

HEPE-116 Weight Training

\*HEPE-117 Swimming (may not also earn credit in varsity swimming)

HEPE-118 Racquetball

HEPE-119 Scuba Training

HEPE-121 Archery

\*HEPE-122 Aerobic Dance (may not also earn credit in dance company)

\*HEPE-123 Jazz Dance (may not also earn credit in dance company, THEA-250 or THEA-350)

\*HEPE-130 Bowling (may not also earn credit in varsity bowling or bowling club)

HEPE-131 Canoeing

\*HEPE-132 Golf (may not also earn credit in varsity golf)

\*HEPE-133 Ballet (may not also earn credit in dance company)

HEPE-134 Square and Folk Dance

\*HEPE-135 Beginning Modern Dance (may not also earn credit in dance company or intermediate dance)

HEPE-136 Skiing

HEPE-138 Cycling

\*HEPE-139 Social Dance (may not also earn credit in dance company)

HEPE-166 Movement in Elementary Classrooms

HEPE-200 Varsity Football

HEPE-201 Varsity Cross Country

\*HEPE-202 Varsity Basketball (may not also earn credit in club basketball)

\*HEPE-203 Varsity Swimming (may not also earn credit in beginning swimming)

HEPE-204 Varsity Wrestling

\*HEPE-205 Varsity Baseball (may not also earn credit in club baseball)

\*HEPE-206 Varsity Tennis (may not also earn credit in beginning tennis)

HEPE-207 Varsity Track & Field

\*HEPE-208 Varsity Golf (may not also earn credit in beginning golf)

\*HEPE-209 Varsity Volleyball (may not also earn credit in beginning volleyball or club volleyball)

\*HEPE-210 Varsity Bowling (may not also earn credit in beginning bowling or bowling club)

\*HEPE-222 Varsity Softball (may not also earn credit in club softball)

HEPE-223 Varsity Lacrosse

\*HEPE-224 Varsity Soccer (may not also earn credit in club soccer)

HEPE-225-01 Crew - Club

HEPE-225-02 Cheerleading - Club

\*HEPE-225-03 Dance Company - Club (may not also earn credit in jazz or aerobic dance or beginning modern dance or THEA-350, THEA-251)

\*HEPE-225-04 Equestrian - Club (may not also earn credit in competitive equestrian club)

HEPE-225-06 Poms - Club

HEPE-225-07 Men's Rugby - Club  
 \*HEPE-225-08 Men's Volleyball - Club (may not also earn credit in varsity volleyball or beginning volleyball)  
 HEPE-225-09 Ultimate Frisbee - Club  
 HEPE-225-10 Fencing - Club  
 \*HEPE-225-12 Water Polo - Club (may not also earn credit in varsity water polo)  
 \*HEPE-225-13 Badminton - Club (may not also earn credit in beginning badminton)  
 \*HEPE-225-15 Women's Soccer - Club (may not also earn credit in varsity soccer)  
 \*HEPE-225-16 Men's Soccer - Club (may not also earn credit in varsity soccer)  
 \*HEPE-225-17 Women's Volleyball - Club (may not also earn credit in varsity volleyball or beginning volleyball)  
 \*HEPE-225-18 Men's Basketball - Club (may not also earn credit in varsity basketball)  
 \*HEPE-225-23 Equestrian - Competitive Team (may not also earn credit in equestrian club)  
 HEPE-225-26 UNYK - Club  
 \*HEPE-233 Movement and Dance for Educators (may not also earn PEA credit in HEPE-236)  
 \*HEPE-235 Intermediate/Advanced Modern Dance (may no also earn credit in dance company)  
 \*HEPE-236 Movement and Dance for Educators (may not also earn PEA credit in HEPE-233)  
 \*THEA-250 Jazz Dance I (may not also earn PEA credit in HEPE-123, THEA-350 or dance company)  
 \*THEA-251- Basic Tap (may not also earn PEA credit in dance company)  
 \*THEA-350 Jazz Dance II (may not also earn PEA credit in HEPE-123, HEPE-225 or dance company)  
 THEA-410 Stage Combat

**NOTATION ABOUT CREDIT FOR CLUB SPORTS AND VARSITY SPORTS:**

- **Varsity Sports:** Student athletes may register for their sport for credit one time to fulfill one of the required [HEPE](#) (PEA) [requirements for graduation](#). Students must take the responsibility to register themselves for this course [during the semester it is taken](#) and it may not be added for a previous term or academic year. Students who do not make a varsity team, choose to leave a team, become injured or cannot successfully complete the season for any reason are required to drop the course. The enrollment and drop process will *not* be handled by the Registrar, the advisor or the athletic department. As is the case with all credit-bearing coursework, it is the responsibility for the student to assure proper registration.
- **Club Sports: ENROLLMENT LIMITATIONS ON ACTIVITY (PEA) DEGREE REQUIREMENTS:** The same stipulation regarding registration as noted for varsity sports above applies to club sports. Students may not earn credit twice in an area (such as varsity soccer and club soccer). These limitations are noted above. Select club sports can be utilized to fulfill the HEPE activity requirement toward the degree. Approved HEPE club sports will be graded [Pass/No Credit](#). Students enrolling in Pass/No Credit HEPE club courses must participate in a minimum of 70 percent of all of the club's practices and competitions to meet the requirements for passing. In addition, students who enroll in these courses are acknowledging they understand the Pass/No-Credit policy noted in the grading section of this catalog. Club sports that do not have a paid employee coach are not eligible for late adds under any circumstances. Information about the status of any of these courses should be addressed through Don Umland, Mike Zapolski or the Office of the Registrar. Graded HEPE courses may be taken P/NC by using a separate [form](#), but only one activity requirement (PEA) may be taken as P/NC in order to meet graduation requirements. Activity (PEA) courses may *not* be taken as IND or DIR courses to fulfill the PEA requirement. See the [Degree Requirements](#) or [Individual Studies](#) for more information.

**Exception:** Club sports with a paid coach will follow the standard letter grading system. See additional limitations on earning credit for these club sports above. Classes included for graded status:

HEPE - 225 - 01: Crew

HEPE - 225 - 02: Cheerleading

HEPE - 225 - 03: Dance Company

HEPE - 225 - 04: Equestrian

HEPE - 225 - 23: Equestrian - Competitive

**Graded club sport courses will have specific attendance and participation policies outlined in the course syllabus from the coach. If there is not a syllabus, then the 70% attendance policy for pass/no credit club sports will apply.**

All club sport courses will adhere to the college add/drop enrollment policies, attendance requirements, credit definitions and deadlines.

\*Students may not repeat a skill/topic with a different course number to fulfill the P suffix. Students may take one but not both skill/topic courses below to fulfill the P requirement:

### **HEPE Courses Elective**

Elective HEPE courses do not count to fulfill the HEPE activity requirement for graduation. Some courses are offered every other year; consult master schedule in Arches for terms offered

HEPE-140 First Aid and Cardiopulmonary Resuscitation

HEPE-225-28 ESports

HEPE-241 Health and Wellness

HEPE-239 Coaching and Officiating Volleyball

HEPE-241 Coaching and Officiating Football

HEPE-242 Coaching and Officiating Basketball

HEPE-243 Coaching and Officiating Baseball

HEPE-244 Coaching and Officiating Track & Field

HEPE-245 Coaching and Officiating Wrestling

HEPE-248 Coaching and Officiating Softball

### **HEPE Course Transfer Credit Policy**

The college will accept transfer credit only for approved health or physical education courses offered, taught and transcribed by accredited colleges and universities that meet our requirements for PEA or HEPE electives. Approved courses must be taught as a regular class and have a course description printed in the institution's official course catalog and receive prior approval.

### **History course catalog**

<https://www.augustana.edu/academics/areas-of-study/history/courses>

#### **2024-25 catalog**

LENDOL G. CALDER, Professor  
B.A., University of Texas-Austin; M.A., Ph.D., Chicago

DAVID L. ELLIS, Professor  
B.A., Wake Forest; M.A., Ph.D., Chicago

ELIZABETH LAWRENCE, Associate Professor  
B.A., Grinnell College; M.A., Ph.D., Columbia University

BRIAN LEECH, Associate Professor and Chair  
B.A., University of Montana; M.A., Ph.D., Wisconsin-Madison

JANE E. SIMONSEN, Professor  
B.A., Gustavus Adolphus; M.A., Ph.D. University of Iowa

### **Contributing Faculty**

MISCHA A. HOOKER, Continuing Lecturer  
B.A. Calgary; M.A., Ph.D., Cincinnati

MARK SAFSTROM, Associate Professor  
B.A., North Park University; M.A., Ph.D., University of Washington

### **Major in History**

30 credits, distributed as follows: 8 credits from 100- or 200-level history courses; (HIST114, HIST115, HIST116, HIST120, HIST123, HIST124, HIST130, HIST131, HIST133, HIST150, HIST151, HIST170, HIST199, HIST205, HIST220, HIST230, HIST232, HIST235, HIST250, HIST252, HIST260, HIST267, HIST280, HIST299, SCAN250) 4 credits for HIST300; 6 credits for Senior Inquiry Sequence, HIST440 (2 cr.) and HIST450 (4 cr.); 12 additional credits in history at the 300/400 level (HIST305, HIST306, HIST316, HIST317, HIST323, HIST324, HIST330, HIST333, HIST335, HIST336, HIST337, HIST338, HIST340, HIST345, HIST350, HIST355, HIST358, HIST370, HIST393, HIST399, HIST400, HIST499, SCAN 350). Majors may elect to choose 300-level courses from one of the Compass Points; see your adviser for information.

Additional Requirements: At least 4 credits in a geographic area outside the U.S.

Majors are strongly recommended to take 300 before taking any 300-or 400-level courses.

### **Major in History Education**

32 credits, distributed as follows: 4 credits from HIST130 or 131; 4 credits from HIST114, HIST115, or HIST116; HIST300; HIST305 or HIST306; 4 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level; 8 credits from 2 of the following geographic areas: Asia, Africa, Latin America, or World history; 4 additional credits from a history course selected in consultation with the advisor; at least 12 credits at the 300 level. See Department of Secondary Education for required supporting courses.

### **Minor in History**

The minor in history consists of 4 courses (16 credits), at least two of which must be at the 300/400 level. Minors may elect to choose 300-level courses from one of the Compass Points; see your adviser for information.

### **Advanced Placement Credit**

First-year students with scores of 4 or 5 on the College Board Advanced Placement Examination in European History and American History are eligible for as many as 8 credits applied to the history major, teaching history major, or history minor (4 credits if in World History). Students who wish to have their scores considered should request that the College Board send them directly to Augustana College. Students applying AP History credits toward the major should consult with their advisor about the possible value of taking a 100-level history course at Augustana.

[See chart of history credits possible.](#)

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses



offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (HIST)

### **HIST-114 Europe 200-1300 (4 Credits)**

(PP, G) This course will address crucial moments in late antiquity and the medieval era, including the collapse of the western Roman Empire, the flowering of Byzantium, periodic invasions and transigrations of peoples, the development of medieval Christianity, and birth of the university. Special emphasis will be laid on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

### **HIST-115 Europe 1300-1800 (4 Credits)**

(PP, G) This course will address foundational moments in early modern Europe, including the Renaissance, the Reformation, voyages of global exploration, absolutism, the Scientific Revolution, the Enlightenment, and revolutions against absolute monarchies. Special emphasis will be placed on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

### **HIST-115AP AP European History (4 Credits)**

### **HIST-115IB IB European History (4 Credits)**

### **HIST-116 Europe 1800-Present (4 Credits)**

(PP,G) This course will address central moments in modern Europe, including the Industrial Revolution, WWI, fascism, WWII, the Holocaust, the birth and death of Soviet Communism, the Cold War, and the foundation of the European Union. Special emphasis will be placed on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

### **HIST-116AP AP European History (4 Credits)**

### **HIST-116IB IB European History (4 Credits)**

### **HIST-120 Social Histories of the "New" World (4 Credits)**

(PP, G) Social Histories of the "New" World, 1492-1820. In 1492, Christopher Columbus set sail from Spain for the Indies, initiating a major sea change in world history that would see peoples from the Americas, Europe, and Africa come together in unprecedented ways. This class uses the lens of social history to survey the rich tapestry of the new societies that emerged in modern-day Latin America from the eve of European exploration to the stirrings for independence. Studying four units - the pre-colonial Atlantic World, encounter and conquest, the establishment and maturation of colonial society, and the crises of the late colonial period - course participants will explore themes such as conquest myths, conversion, honor, bigamy, revolt, rape, and murder, while paying close attention to race, class, gender, religion, and their intersections.

### **HIST-121 Latin America, 1820-PRESENT (4 Credits)**

(PP,G) Post-Colonial Problems and Conditions in Latin America, 1820-Present As Spain, Portugal, and France's New World colonies emerged from their respective independence struggles, each former colony would embark on a journey to build a national government, set borders, forge a distinct national identity, and exercise their sovereignty as equals on the world stage. Yet despite their best efforts, many found themselves increasingly hemmed in by a neo-colonial power - the United States. This class blends political and social history as it traces Latin America's post-colonial journey and the accompanying continuities and changes in the everyday lives of Latin Americans from 1820 to the present. Broken up into three units - independence, the early national period, and the modern era - course participants will explore major trends such as nationalism, neo-colonialism, authoritarianism, and human rights, while attending to the ways race, class, gender, national identity and their intersection shaped dynamics internal and external to the region.

**HIST-123 Women/Gender in LA 1492-Present (4 Credits)**

(PP, G) Women/Gender in Latin America, 1492-Present This course traces the continuities and changes in the lives of Latin American women through the lens of gender from the colonial era to the present. While the Spanish and Portuguese brought a set of normative gender values and sexual practices with them to the New World, these norms were contested, even in Iberia, and collided with indigenous and African beliefs about the roles and behavior of men and women in society in the centuries following conquest. Participants in the class consider these norms, their transfer to the Americas, and the various ways in which women - elite and non-elite, white and non-white - embraced and challenged them in Latin America and later in the United States. This inquiry will be guided by a variety of themes, including gender as an analytical category, intersectionality, hegemony, patriarchy, honor and virtue, feminism, marginality, violence, the border, and political power.

**HIST-124 Shades of Black/Brown (4 Credits)**

(PP, G) Shades of Black and Brown: Afro-Latin American and Afro-Latino Experiences, 1492-present In Seven Myths of the Spanish Conquest, Matthew Restall challenges our understanding of conquest and the very image of the conquistador by noting the presence of Africans who also bore arms for the Spanish King. In doing so, he calls attention to an important fact: Africans and their descendants, enslaved and free, have been present in Latin America and the Caribbean since its earliest days. Moreover, they can still be found in virtually every nation in Latin America and the Caribbean - from Mexico to Argentina, from core to periphery. As a result, they have played an important role in the establishment and development of Latin American society, culture, and identity. Cognizant of these facts, this course examines the experiences of Africans and their descendants in Latin America and the Caribbean from the 1500s to the early twenty-first century over three units - black life during enslavement, the fight to live as equals after abolition in Latin America, and the experiences of Afro-Latin Americans/Latin@s in the United States. After gaining an in-depth understanding of the concepts of diaspora and Afro-Latin America, participants will explore processes and themes such as acculturation, social death, agency and resistance, the meaning of citizenship, race and national inclusion, and the migrations of Afro-Latin American to the U.S.

**HIST-130 Rethinking American Hist, to 1877 (4 Credits)**

(PP) Rethinking American History, to 1877 Almost everything most people know about American history is at worst, wrong, and at best, oversimplified. This course examines enduring problems, powerful stories, and common misconceptions about the American past. Students will learn a set of problem-solving skills that historians use to make sense of the past, so that they can reach their own conclusions and recognize sense from nonsense.

**HIST-130AP AP Amer History (4 Credits)****HIST-131 Rethinking American Hist, 1877-Present (4 Credits)**

(PP) Rethinking American History, 1877-Present Almost everything most people know about American history is at worst, wrong, and at best, oversimplified. This course examines enduring problems, powerful stories, and common misconceptions about the American past. Students will learn a set of problem-solving skills that historians use to make sense of the past, so that they can reach their own conclusions and recognize sense from nonsense.

**HIST-131AP AP American History (4 Credits)****HIST-133 American Environment (4 Credits)**

(PP) Introduction to environmental history, which is the study of human interaction with the natural world over time. Students will learn how Americans have shaped their environment, as well as how they are shaped by it. Particular emphasis will be placed on Americans' changing ideas about nature during the past two centuries. Students will compose landscape histories, analyze artwork from the Augustana Teaching Museum of Art, write about changes in human-animal relationships, and debate past environmental policies through roleplaying.

**HIST-150 Problems in East Asian History to 1600 (4 Credits)**

(PP,G) The history of East Asia to roughly 1600 through a combined chronological and thematic approach. Beginning with Confucian thought as a worldview and political ideology, the course will then examine histories of the environment, of women, and of trade and commercial culture in the region. Taking for granted that it is impossible to adequately survey

thousands of years of history in a single semester, the course takes as a central concern why certain historical narratives are given priority while others are marginalized or excluded. Guided by input from course participants, any given section may explore additional topics, such as Buddhism, military history, and material culture.

#### **HIST-151 East Asia Making Modern World (4 Credits)**

(PP,G) Ever since East Asia played a crucial role in stimulating early modern globalization, East Asian countries, their empires, revolutions, wars, and social upheavals, have profoundly shaped our world. This course places East Asia at the center of modern world history while also investigating the internal social, cultural, and environmental conditions that shaped historical change in China, Japan, and Korea since roughly 1600.

#### **HIST-170 World History Since 1500 (4 Credits)**

(PP,G)The initial contacts between various global populations and how these inter-continental, cross-cultural encounters played out over time and affected those involved. Explores organic processes and their external impetuses in order to situate peoples in a global context and to show how the world has become increasingly integrated, ultimately enabling us to historicize the current globalization phenomenon.

#### **HIST-170AP World History Ap (4 Credits)**

#### **HIST-199 Directed Study (1-2 Credits)**

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

#### **HIST-205 The French Revolution (4 Credits)**

(PP,G) This J-Term course will intensively examine the French Revolution of 1789, with special attention to the problem of legitimizing authority amid rapid changes of regimes, from absolute monarchy through constitutional monarchy to the republican Reign of Terror and beyond.

#### **HIST-220 Hearing Hurstory:black Wmn in America (4 Credits)**

Hearing HURstory: Black Women in America. (PP, D) This course explores the lives of black women in the United States from 1619 to the present. It defines racism, patriarchy, slavery, and Jim Crow, as more than economic and social oppression, but as inherently political systems. These systems, and their legacies, have forged the web in which black women have found themselves entangled in the United States since the 1600s. As such, they have profoundly shaped the experiences of black women. With this in mind, we will employ an approach that foregrounds the identities of black women as they were shaped by, and attempted to shape, these systems over time. First, we will build an understanding of race, class/status, and gender, along with their intersections. After delving into these concepts, we will move on to explore a variety of themes, including hegemony and agency; the lives of ante-bellum black women - enslaved and free; the process of defining and enacting freedom; civil rights and black power; the womanist critique of feminism; and a variety of contemporary issues including colorism, hair politics, and violence against the black female body.

#### **HIST-230 Bodies of Evidence: Scientific Racism (4 Credits)**

(PP,D)Bodies of Evidence: Scientific Racism in the U.S. As a category that has been used to define and to assign power to groups of people, race has been a potent force in U.S. history. Combining reading, visual analysis, and museum visits, we'll investigate how evolving scientific theories have been used as tools to mark difference and, often, to justify economic and social systems that profit from those differences. We'll also discover how various individuals and groups harnessed the authority of science for themselves in order to undermine racist theory.

#### **HIST-232 Picturing the Other: American Indians (4 Credits)**

(PA,D) Picturing the "Other": American Indians and Visual Culture examines the way that visual depictions of "the Indian"- in paintings, photographs, and film--have functioned as a way of negotiating identity for both Euro-Americans and Indigenous Americans between colonization and the present. Beginning with early American images of indigenous people as "noble savages" and ending with postmodern reinterpretations of indigeneity by contemporary Native American artists, we'll come to understand how imagery reinforces powerful narratives about race and empire even as it provides the terms through which Native Americans have always negotiated their own self- representation.

### **HIST-235 Reel History (4 Credits)**

(PP) Examines how the past is represented in feature length movies, while providing students with the basic tools needed for film analysis. Students will become familiar with the language used to analyze films, while better understanding how film techniques and genre conventions change how the public understands historical events. Students will view films in and out of class, compare films from different eras, and research the historical context for important films of their choice. By the end of the term, students should be able to produce historically-informed, sophisticated film criticism. The particular historical topic under study will vary by instructor.

### **HIST-250 Parade of Nations (4 Credits)**

(PP, D) The modern Olympic Games are a product of the age of the nation state. This course examines the Olympic Games as a stage for twentieth-century international politics, from the Nazi Olympics and the Cold War to the rise of East Asian countries as economic powerhouses. The Olympics will also serve as a prism through which course participants will investigate the relationship between sports and society, including issues of gender, race, technology, and media. We will analyze primary sources from the digital archives of the International Olympics Committee, documentary and film, interviews of athletes and spectators, and academic scholarship. D suffix became effective as of May 5, 2021.

### **HIST-252 Epic China (4 Credits)**

(PP, G) This course examines the history of imperial China through three epic narratives: the unification of the Warring States by the First Emperor in 221 BCE, the rise and fall of dynasties, including those founded by nomadic invaders, and the collapse of imperial rule in the early twentieth century. Each unit of the course will be anchored by a critical viewing of a film. As appropriate to a course called "epic," storytelling is a central concern. In addition to films, students will examine an array of sources that can help or hinder attempts to tell reliable stories about the past. Students will also become responsible narrators of the special kind of story we call History. Course offered with foreign travel only.

### **HIST-260 Making a Museum (4 Credits)**

(PP) This course acts as a hands-on history workshop, during which students will, in the space of a few short weeks, conceptualize, build, and display a public exhibition of historical materials. Sometimes students will create physical exhibits; at other times, they'll create digital ones. The topic and form of the exhibition will change each term it is offered, largely due to the fact that the course will typically partner with a different community organization each time. After performing historical research themselves, students will consider best practices in museums, public, and digital history, then apply those skills immediately to their own exhibition.

### **HIST-265 Introduction to Museum Studies (4 Credits)**

(PH) An introduction to the history, purpose, and relationship of museums to society. Provides an overview of collecting practices, collections care, exhibitions, visitor experience, and education in museums.

### **HIST-267 Archival Research & Implementation (4 Credits)**

(PP, D) This course serves as an introduction to the archival resources located within Augustana College's Special Collections and within other institutions and communities. Through readings, hands-on activities, and discussions, students will learn how to ethically locate, assess, and implement primary sources in their research and creative projects. Further, students will also develop a critical understanding of the various tools and methods utilized for public engagement and collection development. Throughout the semester, we will discuss the silences and power structures present in cultural heritage institutions, as well as the ongoing movement and challenges towards equity and inclusion within them. By building their own research tool, students will gain a larger awareness of the value and limitations of archival data and research.

### **HIST-280 History Field School (4 Credits)**

The History Field School is an on-site learning experience joining travel with hands-on historical investigation such as oral history fieldwork, visits to museums, and/or archival research.

**HIST-299 Directed Study (1-2 Credits)**

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

**HIST-300 Gateway: Historical Research (4 Credits)**

Introduction to basic skills and methods of historical research and writing, including acquisition and analysis of primary and secondary sources. Required for majors; intended for students early in their historical studies. Prerequisite: any 100-level history course (not including AP or transfer courses). During the course, students will research important local, state, and regional events. Offered once per year.

**HIST-305 Ancient Greece (4 Credits)**

(PP) A survey of the history and culture of the ancient Greeks from their beginnings in the Mycenaean Bronze Age, through the "Golden Age" of Classical Athens and the Peloponnesian War, down to the life and impact of Alexander the Great. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Greek history, and also to the problems and limitations of these sources.

**HIST-306 Ancient Rome (4 Credits)**

(PP) A survey of the history and culture of the ancient Romans from their beginnings in the 8th cen. BCE, through the development and expansion of the Republic and its transformation into an Empire, down to the fall of Rome in the 5th cen CE. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Roman history, and also to the problems and limitations of these sources.

**HIST-316 Germany 1500-1914 (4 Credits)**

(PP,G) This course will explore the tumultuous course of German-speaking Europe, including the Reformation(s), religious warfare, the Thirty Years' War, absolutism, the Enlightenment, movements for unification, and Imperial Germany. We will examine the tensions between religious revival and the forces of secularization as well as the place of groups and individuals in a period of contested state-building and nation-building.

**HIST-317 Germany 1914-Present (4 Credits)**

(PP,G) This course will analyze the changing construction of the German nation in WWI, the Weimar Republic, WWII, the two Germanies during the Cold War, and the (re)unification of 1990. We will examine the processes of modernization and their persistent critics, the difficulties of establishing a flourishing democratic civil society, and the complexities of forming a German nation amid periodic regime collapses.

**HIST-323 Dictators, Death & Dirty Wars (4 Credits)**

(PP,G) During the twentieth century, anti-democratic regimes spread throughout Latin America and the Caribbean at an astonishing rate, at times taking root in unexpected places. The form varied, from brutal, one-man populism to military states to familial "dynasties" to one-party rule. Yet regardless of the guise, dictatorial regimes always seem to strike us as an aberration, and as a result, leave us with many questions: How do authoritarian regimes come to power and legitimize their rule? How can we make sense of the often horrifying violence? How have citizens and members of the international community, particularly the United States, aided anti-democratic governments? What happens in the dictatorship's aftermath? And how do individuals as well as nations remember regimes past? We will grapple with these questions and others over the course of the semester as we examine the Trujillo regime in the Dominican Republic, the Guatemalan and El Salvadoran civil wars, Castro's Cuba, and the Dirty War in Chile.

**HIST-324 Borders & Crossings 1830-PRESENT (4 Credits)**

(PP, D) Latin Americans and their descendants have been present in the geographical area we now understand to be the United States since the late 1500s, but the settlement of Anglo-Americans in northern Mexico and the subsequent Texas Revolution and Mexican-American War ushered in a new era in the Latin American experience. With the United States' incorporation of Mexicans living in what is now Texas, Latin Americans began to become Americans and Latino/a, with all the complications therein. This course uses both case study and comparative models of history to uncover and think deeply about the experiences of Latin Americans and Latinos/as of Mexican, Puerto Rican, Dominican, Cuban, and Guatemalan-descent in the United States from 1830 to the present. Thus, the key questions that animate the course are:

What circumstances led to the presence of Latin Americans/Latinos in the United States? Who and what is Latino/a? How have Latin Americans become Latino/a? And how have historical circumstances, race, gender, and class affected these processes and definitions for each group?

#### **HIST-330 Public History and Memory (4 Credits)**

(PP) Investigates the many and diverse ways in which history is put to work in the world. Includes basic principles for the collection, organization, preservation and public presentation of history in places like museums, archives, and public agencies, or through public projects, like oral and digital history. Includes both practical experience in the field and theoretical discussions of memory. During each term, students will apply what they've learned to two major public projects, both done in conjunction with other groups on campus and/or the community.

#### **HIST-333 Disease and Health (4 Credits)**

(PP) Changing perceptions, effects, and treatments of illness throughout American history. Covers major epidemics, industrial poisons, and attempts to manage sickness through public regulations and both conventional medical and alternative health care. Will show that current public health and healing practices were not predestined, but were produced by real people because of changing ideas about disease, bodies, and environments. Students will learn to analyze documents and artifacts about healthcare. Although the focus will be on the U.S., comparisons will be made with developments around the world.

#### **HIST-335 Am West in Hist & Memory (4 Credits)**

(PP) The American West is both a stunningly unique part of the country and a potent metaphor for the nation as a whole. Giving close attention to documentary film, this course examines the West in memory, popular culture, and historical scholarship. How has the American West been understood by the peoples, societies, and empires who shaped and reshaped the region? How do documentary filmmakers and historians today make sense of the history of the West? What stories have people told about the West, and who gets the story right? How does western history matter for the social, political, and environmental challenges we face today?

#### **HIST-336 A Consumer's Republic (4 Credits)**

(PP) Today, the dominant cultural experience for most Americans--and what people the world over think of as "The American Way of Life"--is the culture of consumption. This course examines the history of this new way of life: how it began, what it replaced; who benefited from it, who suffered; the development of its key institutions, rituals, practices, ideals, commodities, arenas, and power relations. Because ambivalence about wealth and luxury is one of the oldest American traditions, the building of a Consumers' Republic did not escape criticism. Critics have said that for the good of the planet and for our own well-being, we need to find ways of living that wreak less destruction on the Earth and build communities up instead of tearing them down. A key question of the course, then, is this: how does the history of American consumerism--and its critics--help us think better about how we want to live, but do not yet live?

#### **HIST-337 Images As History in US (4 Credits)**

(PA) Whether defined as art, memento, or propaganda, images are powerful tools for telling stories. This course will examine the storytelling power of images, using historical thinking to unpack the meanings latent in images, focusing particularly on how images have been used to construct and critique ideas about race, class, gender, and nationality in the U.S. What impact did images have at the time they were created, and how do they continue to shape our understanding of history? How do historians use images to tell new stories?

#### **HIST-338 The Long Sixties (4 Credits)**

(PP) Like the 1760s and 1860s, the 1960s casts a long shadow on American life. People don't agree on what it was all about. Historians don't agree. Liberals and conservatives don't agree. Hawks and doves on the Vietnam War don't agree. Men and women, church-goers and secularists, white radicals and black conservatives--people don't agree on the stories to tell about the Sixties. The disagreements are profound because they cut to the heart of how we as a society think we ought to live. This course attempts to come to terms with the historical moment we call "The Sixties," a watershed period in American history that continues to be celebrated, regretted, argued with, and debated. Most of all, it is misunderstood. This course addresses the following Big Questions: What is the best story for making sense of the

Sixties? What stories about the Sixties are overlooked? What stories are unworthy of belief? What stories about the Sixties have not yet been told? How do historians justify the stories they tell to make sense of the past?

#### **HIST-340 Gender in U.S. History (4 Credits)**

(PP,D) In this course you will develop skills for using gender as a category of analysis and as a tool for challenging the systems that perpetuate oppression and violence in the world we live in today. To that end, we will investigate how masculinity and femininity have changed over time, even as we question the universality of the categories "woman" and "man." By understanding the ways that gender has always operated intersectionally with race, class, ethnicity, status, religion, and sexuality from the pre-colonial era to the present, we gain critical insight into the mechanisms of power, privilege, and resistance.

#### **HIST-345 African-American History (4 Credits)**

(PP,D) Now a subfield of American history, African American history is American history that is "longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it" (James Baldwin). Since most people today learn their history at the movies, this course pays attention to how feature-length films tell the story of the African American past, asking: Has Hollywood got the story of African-American history right? What is the story of African-American history? How does one judge the quality of accounts of the past, whether told by filmmakers or historians?

#### **HIST-350 Modern China in a Century of Rev (4 Credits)**

(PP,G) Modern China in a Century of Revolution. In the twentieth-century, China was rocked by successive revolutions. From a nationalist revolt against a non-Chinese dynastic empire to a communist revolt against imperialism and class enemies, the history of modern China is a history of struggle. This course interweaves the political history of China's revolutionary twentieth century with stories of other types of change, harder to pinpoint in time, but no less significant. Themes include the urban-rural divide, the rise of Chinese feminisms, youth rebellion, and competing visions of local community, national identity, and a utopian world.

#### **HIST-355 Japanese Empire & Its Ashes (4 Credits)**

(PP,G) Japan is the only non-Western power to build an expansive colonial empire in the age of imperialism. This course examines Japan's empire from the colonization of Taiwan in 1895 through the devastation of World War II and its aftermath. Emphasis will be placed on the ways in which everyday people experienced Japanese imperialism in Japan and in the colonies during times of war and times of peace. Course participants will also analyze legacies and memories of Japanese imperialism, from the discriminatory treatment of people of Korean descent in post-war Japan to the neo-nationalist views expressed in the manga *On War*.

#### **HIST-358 Perspectives From East Asia (4 Credits)**

(PP, G) History vs. Heritage: Perspectives From East Asia History and heritage both reference the past, but they have different purposes and standards of evidence. This course examines heritage making as a way of building community, defining cultural values, and exercising power through a selective engagement with the past. Through a series of case studies from the recent history of East Asia, the course will examine the ways in which the past has been used, abused, and contested to serve the needs of the present. In teasing out the differences between history and heritage, the course will demystify icons of East Asian culture, like the Japanese samurai and the Confucian sage. We will also examine powerful heritage institutions, such as the modern museum and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as they relate to the history of East Asian countries.

#### **HIST-370 European Revolutions in Comparison (4 Credits)**

(PP) Modern Europe was frequently shaken by multiple revolutions, including the "Glorious Revolution" of 1688, several revolutions in France, the wide-spread revolutions of 1830 and 1848, the two Russian revolutions of 1917, and the revolutions that led to the end of Soviet communism. We will examine the causes, course, and consequences of at least three revolutions that reshaped civil societies and fundamental political structures in Europe.

#### **HIST-393 International Study Colloquium (3-4 Credits)**

### **HIST-399 Directed Study (1-2 Credits)**

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

### **HIST-400 Independent Study (1-2 Credits)**

Investigation of topics involving original research. Open only to seniors with a grade-point average in history of 3.0 or better, with consent of instructor.

### **HIST-440 Senior Inquiry Practicum (2 Credits)**

Majors will enroll in this course in the spring of their junior year. The course will meet once per week, during which time students will develop a proposal for their SI, to be conducted the following fall. Proposals must be approved by the department before students may enroll in HIST-450. Prerequisite: HIST-300 Offered once per year.

### **HIST-450 Senior Inquiry (4 Credits)**

Prerequisite: Successful completion of HIST440. The capstone seminar for students preparing to graduate with a history major. Students will first perform in-depth research on a significant topic, then they will begin drafting arguments, clarifying claims, and revising their writing. The final product will be a polished essay communicating the results of a significant project of historical research as well as a reflection about students' experience in the field of history. Offered once per year.

### **HIST-499 Directed Study (1-2 Credits)**

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

## **Integrative Medicine and the Humanities Experiential Minor**

<https://www.augustana.edu/academics/areas-of-study/integrative-medicine-and-humanities-experiential-minor>

### **2024-25 catalog**

HEIDI STORL, Professor (Philosophy)  
B.A. Capital University; Ph.D., The Ohio State University

This interdisciplinary, experiential minor is open to all Augustana students with an interest in any aspect of modern healthcare. The minor explores humanities-based skills that encourage value clarification and the development of moral courage. As a result of these skills, students in the minor will better understand and develop compassionate forms of care in health-related fields.

The minor requires successful completion of core courses and category-specific courses. For descriptions of category-specific courses, please see the departmental pages in which these courses are housed.

20 credits, including the following:

- Core courses: MEDH-200; MEDH-300; MEDH-400: Health Humanities Capstone; MEDH-INTR
- Category-specific courses: one course required from each of three categories

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).



### **MEDH-200 Applied Concepts in Healthcare (4 Credits)**

(PH) Applied Concepts in Healthcare serves as the gateway course for the Experiential Minor in Integrative Medicine & the Humanities. It is a course that will offer insights into themes, controversies, and future directions of society's most pressing issues in Healthcare. While other courses in the minor will focus on concerns related to Justice, Values, and Communication, our course will integrate concerns across disciplines and begin to develop a unique range of skills relevant to the challenges faced by those who directly or indirectly engage in clinical medicine, biomedical research, or any of many "support" disciplines. More specifically, while we will certainly keep an eye on issues of justice, value, and communication, in this course, we will focus on four areas vital to an integrative understanding of health care and a fifth area that will bring the more theoretical aspects of course to life

### **MEDH-300 Health Humanities Seminar (2 Credits)**

Seminar on health, healthcare, and clinical skills. Includes presentations and discussions led by faculty, community partners, and healthcare practitioners.

### **MEDH-INTR Medical Humanities Internship (0-12 Credits)**

## **International Business**

<https://www.augustana.edu/academics/areas-of-study/international-business>

### **2024-25 catalog**

AMANDA BAUGOUS, Professor, Co-chair

B.S., Drake University; M.B.A., Ph.D., University of Tennessee

ANGELA BOELEN, Visiting Instructor

B.A., Western Illinois University; M.B.A., University of Iowa

ERIN ELGIN, Visiting Instructor

B.A., University of Iowa; M.B.A., University of Connecticut

ANN E. ERICSON, Professor, Co-chair

B.A., Augustana; M.S., University of Illinois; Ph.D., University of Iowa; C.P.A., Iowa; C.M.A.

DESIREE GRACE, Part-time Instructor

B.A., Augustana College; M.B.A., University of Iowa

NAVEEN JAIN, Assistant Professor

B.S., Delhi University; M.B.A., Indian Institute of Management; Ph.D., Florida International University

MELINDA R. MAHON, Assistant Professor

B.S., Western Illinois University; M.B.A., University of Iowa; D.B.A, St. Ambrose University

MAMATA MARMÉ, Assistant Professor and Advising Coordinator

B.Stat., M.Stat., Indian Statistical Institute; M.S., University of Illinois

DENNIS NORLING, Part-time Assistant Professor

B.A., Augustana College; J.D., University of Illinois

TRANG PHAN, Associate Professor

B.C.S., Hanoi University of Technology; M.C.S., Vietnam National University, Hanoi; M.B.A., University of Arizona; Ph.D., University of Hawaii at Manoa

DAVID THORNBLAD, Associate Professor

B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

LINA ZHOU, Professor, Co-chair

B.E., M.A., Central South University, China; M.A., Ph.D., University of Mississippi; C.F.A.

### Major in International Business

The required four foundation courses are typically completed during the sophomore year but must be completed by the end of your junior year. A GPA of at least 2.00 must be earned in the foundation courses - BUSN-205, BUSN-211, ACCT-201, ECON-200. (MATH-315 or PSYC-240 may be substituted for BUSN-211.)

Required core courses (12 credits): BUSN-301, BUSN-321, BUSN-331.

Required international business course (4 credits): BUSN-363.

Required international business or economics course (4 credits): select one of ECON-361, ECON-362, ECON-366, ECON-406 or an international business or international economics course offered as part of an international academic program.

Required quantitatively-oriented BUSN course (2-4 credits): Select one course from the list: BUSN-303, BUSN-311, BUSN-313, BUSN-324, BUSN-325, BUSN-329, BUSN-334, BUSN-335, BUSN-354.

Note: A BUSN-389 Special Topics Seminar may qualify for a quantitatively oriented (q) course as approved by the Chair of the Business Administration department.

Required Senior Inquiry experience in one of the following:

*Business Simulation* (4 credits): BUSN-474

*International Business Strategy* (4 credits): BUSN-475

*Strategic Management* (4 credits): BUSN-479

*Independent Research Seminar* (4 credits): BUSN-476 & BUSN-477.

To fulfill the senior inquiry requirement, students are encouraged to either enroll in BUSN 475 or engage in an independent research project.

Required supporting areas: second year (through 202) or equivalent of a foreign language; international academic experience: 4 credits of Augustana international term, international study or international internship.

International Business offers an optional concentration in Management, Marketing, or Finance. See Business Administration for the list of the courses available in each concentration. Have a discussion with your advisor before selecting courses for a concentration.

See [Business Administration](#) for descriptions of BUSN courses. Students cannot major in both Business Administration and International Business.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### International Business (concentration)

<https://www.augustana.edu/academics/areas-of-study/business-administration/international-business>

International business is one of five concentrations in the business administration major. Business administration majors may choose more than one concentration, and may also combine with other majors.

→ See [Business Administration](#).

Augustana also offers a major in international business; a student may not major in both international business and business administration with a concentration in international business.

→ See [International Business](#).

## Interreligious Leadership

<https://www.augustana.edu/academics/areas-of-study/interreligious-leadership>

### **2024-25 catalog**

**Director:** Khalil Andani, Assistant Professor of Religion B.Math., University of Waterloo; M.Acc., University of Waterloo., MTS, Harvard Divinity School; Ph.D., Harvard University

The Interreligious Leadership Experiential Minor (IRLD) allows students at Augustana to explore various religious traditions, interreligious dialogue, and the application of such knowledge to private, government, non-profit, and advocacy work. Classes in the minor program also focus on intercultural awareness and leadership skills. Students with an IRLD minor should be able to display interreligious competency in both an academic and practical sense.

Students must apply to the program by sending a letter of intent to Dr. Khalil Andani or another advisor in Religion. The letter must include a description of ways in which study and leadership in interreligious dialogue will contribute to the student's potential career goals.

The requirements are as follows:

1. Any REF Course (four credits)
2. Two courses (eight credits) from **two** of the following three categories:
  - a. World Religions: RELG-150
  - b. Asian Religions: RELG 284, 287, 384, or 387;
  - c. Islam: RELG 285 or 385
3. One course (four credits) in either BUSN 304, COMM 210L, or COMM 260.
4. One area of practicum:
  - Participation in 0-4 credits of internship work done through CORE (Careers, Opportunities, Research and Exploration), "CORE-INTR." This will be for a minimum of 80 hours. A proposed description of this internship work, mapped out by the student and an advisor in CORE, must be submitted to Dr. Khalil Andani or another advisor in Religion for approval. Applicants are free to consider any relevant option for this internship, as long as the work involved advances interreligious awareness.

Students completing IRLD will be required to have passed each class in the program with a "C" or higher. Students majoring in any discipline are encouraged to participate. IRLD is housed in the Religion department. The minor will be granted to students after a 30-minute exit interview attended by two faculty members in Religion, conducted after submission of a short essay in which the student articulates knowledge and skills acquired in the program.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Japanese course catalog

<https://www.augustana.edu/academics/areas-of-study/japanese/courses>

### **2024-25 catalog**

CHIKAHIDE KOMURA, Continuing Lecturer  
B.A., Kansai University, Cincinnati; M.A., Cincinnati, Utah

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

### **Minor in Japanese**

20 credits; at least 16 from JPN-201, JPN-202, JPN-220, JPN-221, JPN-301, JPN-302, JPN-320, JPN-321, JPN-401, JPN-402, JPN-420, JPN-421. Remaining 4 credits from JPN language courses above and/or JPST-210, 220, 230, 250, 370, and HIST-355.

For an interdisciplinary minor related to Japanese, see [Linguistics](#) and [Asian Studies](#)

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### **Courses (JPN)**

#### **JPN-101 First Year Japanese I (4 Credits)**

Introduction to Japanese language, both written and spoken. Includes study of the culture of Japan and an introduction to intercultural communication. For students with no prior study of Japanese.

#### **JPN-102 First Year Japanese II (4 Credits)**

Fundamentals of spoken and written Japanese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking, listening, writing, and reading. Includes study of cultural aspects of Japanese society.  
Prerequisite: JPN101 or the equivalent.

#### **JPN-120 First Level Japanese (8 Credits)**

(G) An intensive language course offered at one of our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N5.  
Prerequisite: JPN101 or the equivalent.

#### **JPN-121 First Level Japanese (6 Credits)**

(G) An intensive language course offered at one of our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N5.  
Prerequisite: JPN101 or the equivalent.

#### **JPN-201 Second Year Japanese I (4 Credits)**

Continuation of the first-year sequence. Emphasis is placed on the development of practical conversation skills as students broaden their knowledge of vocabulary, kanji characters, more complex grammatical patterns, and Japanese culture and society. Prerequisite: JPN102 or JPN120 or the equivalent.

**JPN-202 Second Year Japanese II (4 Credits)**

Continuation of JPN201. Emphasis is placed on the students broadening their knowledge of vocabulary, kanji characters, more complex grammatical patterns, and Japanese culture and society. Prerequisite: JPN-201 or the equivalent.

**JPN-211TR Japanese Elective (3-4 Credits)****JPN-220 Second Level Japanese (8 Credits)**

(G) An intensive language course offered at our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N4. Prerequisite: JPN102 or the equivalent.

**JPN-221 Second Level Japanese (6 Credits)**

(G) An intensive language course offered at our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N4. Prerequisite: JPN102 or the equivalent.

**JPN-301 Third Year Japanese I (4 Credits)**

Continuation of the second-year sequence, designed for students who have acquired elementary levels of Japanese. Continues to expand vocabulary, grammar, and kanji, and cultural understanding. This course completes the introduction of essential Japanese syntactic forms and sentence patterns. Prerequisite: JPN-202 or JPN 220 or the equivalent.

**JPN-302 Third Year Japanese II (4 Credits)**

This course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning, based on a variety of authentic texts. While continuing to expand vocabulary, grammar, and kanji, the course focuses on developing proficiency in using the language with the deeper understanding of its social and cultural references. The primary language in class is Japanese. Prerequisite: JPN-301, or the equivalent.

**JPN-320 Third Level Japanese (8 Credits)**

(G) An intensive language course offered at our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N3. Prerequisite: JPN202 or the equivalent.

**JPN-321 Third Level Japanese (6 Credits)**

(G) An intensive language course offered at our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N3. Prerequisite: JPN202 or the equivalent.

**JPN-393 International Study Colloquium (3-4 Credits)****JPN-399 Directed Study (1-2 Credits)****JPN-401 Japanese Language Practicum I (2 Credits)**

More guided practice in speaking, reading, listening and writing in Japanese while expanding vocabulary, kanji, idioms, grammatical patterns, cultural knowledge and comprehension. While oral communication practice is central in the classroom, the assignment emphasis is placed on higher level of reading and writing. Prerequisite: JPN301, JPN320, or the equivalent. May be repeated for credit.

**JPN-402 Japanese Language Practicum II (2 Credits)**

More guided practice in speaking, reading, listening and writing in Japanese while expanding vocabulary, kanji, idioms, grammatical patterns, cultural knowledge and comprehension. While oral communication practice is central in the

classroom, the assignment emphasis is placed on higher level of reading and writing. Prerequisite: JPN302, JPN320, or the equivalent. May be repeated for credit.

#### **JPN-420 Fourth Level Japanese (8 Credits)**

(G) An intensive language course offered at our partner universities, in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N2.

#### **JPN-421 Fourth Level Japanese (6 Credits)**

(G) An intensive language course offered at our partner universities in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N2. Prerequisite: JPN310 or the equivalent.

#### **JPN-INTR Japanese Internship (0-12 Credits)**

JPN-INTR Academic Internship (0-12) Prerequisite: a declared minor in JPN. Departmental internships must be approved by the department. DEPT-INTR are letter-graded unless noted otherwise. A maximum of 4 internship credits may be applied toward the JPN minor. See the Internships page for detailed information.

#### **Courses (JPST)**

##### **JPST-210 Japanese Folktales (4 Credits)**

(PP, G) Gods, demons, shape-shifting animals, wizards, monsters, ghosts, and unworldly beauties. The images and stories of these supernatural beings transmitted from olden times are still alive in the contemporary Japanese imagination. Examining the representative Japanese myths, legends, folktales, and pictures recorded and produced at different historical points, this course examines the shifting cultural meanings and purposes of those folk stories and icons. It also explores the contemporary popular culture industry that draws inspiration from folklore traditions, considering how new retellings reinvent and re-inform folkloric worlds.

##### **JPST-220 Japanese Masterpieces in Translation (4 Credits)**

(PL,G) This course provides a broad overview of the representative literary works produced in Japan during the classical, medieval, early modern, and modern periods. While reading selected literature, we will discuss the historical and socio-cultural backgrounds in which the works were created. Our readings will cover various genres such as tales, diaries, poetry, drama, autobiographical writing, and fiction. The goal of this class is to cultivate familiarity and appreciation of the cultures, aesthetics, and social values of Japan that spawned the variety of literary works we will read in class. No prerequisite.

##### **JPST-230 Japanese Theatre (4 Credits)**

(PA, G) The primary goal of this course is to invite students into an intellectual and physical investigation of Japanese performing arts. It introduces the classical performance genres of No, Kyogen, Kabuki, and Bunraku (puppet theatre) in their historical, cultural and performative context, and considers their aesthetic formation. Students shall be able to analyze and appreciate different kinds of performance through lectures, readings, videos, and possibly some hands-on workshops. As such, a selection of plays will be examined in English alongside the work of theatre directors and performance makers including artists working to develop interdisciplinary and intercultural forms of expression.

##### **JPST-250 Japanese Culture & Society (4 Credits)**

(PH,G) This course will introduce students to Japanese culture and society while traveling in Japan on J-term. The topics and reading materials closely relate to each destination and include literature, history, religion, social systems, and current issues. Students will deepen their understanding of Japanese culture and society by having classroom study combined with firsthand experience, observation, and interaction with people living in Japan. Taught in English.

##### **JPST-370 Women's Literature From Japan (4 Credits)**

(PL,G) This course explores representative works of Japanese literature authored by women and/or written for female readership. We will first examine major works of fictional narratives and autobiographical accounts from premodern

Japan. The class then transits to analyze works from modern and contemporary times, focusing on short stories, novellas, and graphic novels. Through the course, students are encouraged to cultivate a comparative perspective. We will discuss shared themes that characterize women's experiences across cultures and times, as well as specific and particular concerns expressed in a certain work, considering its historical, social, personal, and literary context that shaped the work.

### **JPST-393 International Study Colloquium (3-4 Credits)**

## **Kinesiology Course Catalog**

<https://www.augustana.edu/academics/areas-of-study/kinesiology/courses>

### **2024-25 catalog**

SHAUN EDMONDS, Assistant Professor

A.S., Parkland College; B.A, University of Illinois, Urbana-Champaign; M.A., San Francisco State University; Ph.D., University of Maryland, College Park

JEFF METTLER, Assistant Professor

B.S., University of South Dakota; M.S., University of Kentucky; Ph.D., Iowa State University

**MAJOR IN KINESIOLOGY.** 36 credits, including KINS-100, KINS-250, KINS-251, KINS-300, KINS-330, KINS-464, and 12 elective credits. Students may take BIOL-351 and BIOL-362 instead of KINS-251. This is particularly important for students who plan to go to graduate school or continue into a health profession program of study. Note: BIOL-362 has BIOL-130 as a prerequisite.

**MINOR IN KINESIOLOGY.** 24 credits, including KINS-100, KINS-250, KINS-251, KINS-300, KINS-330, and 4 elective credits. Students may take BIOL-351 and BIOL-362 instead of KINS-251. This is particularly important for students who plan to go to graduate school or continue into a health profession program of study. Note: BIOL-362 has BIOL-130 as a prerequisite.

**NOTE ON LABORATORY COURSES:** In courses that require a co-requisite lab section, the lecture and lab grades are both factored into the final lecture grade. Successful completion of all KINS lab courses require registration and a passing grade in both the lecture and lab sections.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for Bachelor of Arts and information on Majors/Minors.

### **Courses (KINS)**

#### **KINS-100 Intro to Kinesiology (4 Credits)**

An overview of kinesiology, the interdisciplinary study of physical activity. Examines human motor behavior and its cultural forms such as sport from the physiological, psychological, sociological, historical, philosophical, and biomechanical perspectives.

#### **KINS-100L Lab for 100 (0 Credits)**

#### **KINS-100TR Kinesiology Elective (1-9 Credits)**

#### **KINS-200TR Kinesiology Elective (1-9 Credits)**

#### **KINS-220 Issues in Sports (4 Credits)**

Although we often consider sport and physical activity as recreational value-free activities, they often serve as a window

into societal norms and as a space for social change. This course is designed for majors and non-majors alike to explore some of the contemporary controversies found within sport and physical activity. In exploring these controversies, we will debate different perspectives in order to critically examine these controversies in the broader context of social, political, and cultural changes.

#### **KINS-250 Sociology of Sport & Phys Culture (4 Credits)**

(PS) To some, sport and physical culture seem to exist outside of society - somehow removed from the political, social, and cultural issues that shape our daily lives. This course seeks to challenge that separation: instead arguing that sport and physical culture are deeply intertwined with the values of our current socio-political moment. This course will ask you to think critically about a topic you may have taken for granted. From the local sporting experiences of high school athletes to the giant spectacles of the Olympics, we will investigate and interrogate the often overlooked exceptionalism of sport and physical culture. In the first module we will lay out the contemporary landscape of sport and physical culture and examine the ideologies, philosophies, and assumptions that we bring to these spaces. In the second module, we will explore the social construction of individual identities and groups, and how those groups both create, and are created by, their involvements in sport and physical activity. Finally, we will explore sport and physical activity's power to bring diverse groups together, and examine the ways in which that can be used for equitable and inequitable practices. As we delve into the complexities of sport and physical culture, you will take on the role of a potential agent of change. How can you, within your current and future spheres of power, help make sport and physical culture better for everyone?

#### **KINS-251 Anat & Phys for KINS (4 Credits)**

This course will cover the structure and function of the human body as it relates to the field of kinesiology. Topics will include the physiology and anatomy of the cardiovascular, nervous, musculo-skeletal, endocrine, and digestive systems. Includes one two-hour lab weekly.

#### **KINS-270 Japan Sport & Culture (4 Credits)**

(PS, G) This course will introduce students to the sporting culture and history of Japan while traveling to Japan during J-term. While our focus will be on physical culture, sport, and the active body, we will also engage in cultural activities and field trips to develop a greater understanding of broader Japanese culture. Through a combination of classroom study, guided experiences, and observation, students will develop a deeper understanding of Japanese culture. The topics and reading materials closely relate to each destination and include history, religion, social system, ritual, and contemporary issues. Finally, being in a different culture provides an opportunity for us to reflect on our own culture - examining the things we often accept as "normal" in our day to day lives. Taught in English. No prerequisite.

#### **KINS-300 Exercise Physiology (4 Credits)**

Building on previous coursework in anatomy and physiology, the exercise physiology course critically examines the body's responses and adaptations to exercise. Particular emphasis will be placed on the interaction between different physiological systems in healthy individuals during exercise, and changes that occur within those systems due to aging, disease, and lifestyle differences. Using primary scholarly articles, experimentation, and discussion, we will explore the ways that exercise and other forms of physical activity affect our body's capacity for performance. Prerequisite: KINS-100 and either KINS-251 or BIOL-362.

#### **KINS-300L Lab for 300 (0 Credits)**

#### **KINS-320 Sporting Hollywood (4 Credits)**

Sporting Hollywood is a course that seeks to shed light on an often overlooked, and quite powerful, form of narrative - the sport film. Sport films create stories that show a "version" of the truth that is dramatized and made accessible to a wide viewership. While some sport films attempt to recreate the past, others tell tales that could be true, but often are not. From the all-American rags to riches story of Rocky to the heavily embellished A League of Their Own, sport films are delightful myths filled with social, cultural, and political meanings.

#### **KINS-330 Biomechanics Human Mvmnt (4 Credits)**

Even as we marvel at the capabilities of the human body, it remains governed by the fundamental principles of physics.



During this course, we will examine the structure and function of the human body from the perspective of classical mechanics. Through an emphasis on quantitative analysis of the features and qualities of human movement, we will explore the relationship between movement (kinematics) and the causes of that movement (kinetics). We will investigate these relationships at both the full-body level and at the tissue level. We will then look at the implications of these interactions on both human performance and injury risk Prerequisite: KINS-100 or Permission of Instructor.

#### **KINS-330L Lab for 330 (0 Credits)**

#### **KINS-350 Strength & Conditioning (4 Credits)**

This advanced level course explores the principles and practices of strength and conditioning based on the content required to take the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist certification exam. Participants will delve into the science behind strength training, exploring topics such as exercise testing and prescription, the principles of progressive overload, and working with special populations. Through a combination of lectures, practical demonstrations, and hands-on training sessions, students will learn how to design safe and effective strength training programs tailored to individual needs and goals.

#### **KINS-380 Special Topics (4 Credits)**

Used for Special areas of interest in Kinesiology. Locomotor movements are governed by the interaction between our feet and the ground. Consequently, what we have on our feet affects our movements. By influencing the interaction between our feet and the ground, footwear attempts to do one of two things: reduce risk for injury or improve performance. In this course, we will investigate the role of footwear in sport. By first establishing the mechanical basis of locomotor movements with an emphasis on the foot and lower extremity, we will be able to investigate the effects that footwear can have on those movements. Through an emphasis on laboratory assessment and scientific literature, we will learn how to effectively collect data in a lab setting. This will allow us to evaluate footwear and objectively determine the ways in which it can help an athlete perform at their highest ability.

#### **KINS-464 Senior Inquiry (4 Credits)**

The Senior Inquiry is a culminating experience for students in the Kinesiology program. This course provides students an opportunity to explore an area of selected interest within the discipline while also examining issues relevant to the field.

#### **KINS-ELEC Kinesiology Elective (1-12 Credits)**

### **Landscape Architecture**

<https://www.augustana.edu/academics/areas-of-study/landscape-architecture>

#### **2024-25 catalog**

**Advisor:** Christopher Strunk, Associate Professor  
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

Augustana is affiliated with the [Department of Landscape Architecture at the University of Illinois at Urbana-Champaign](#) in offering a coordinated degree program through which a student can earn a B.A. from Augustana and a M.L.A. in Landscape Architecture from the University of Illinois. The 3-3 cooperative program normally requires three years of study at Augustana College followed by three years at the University of Illinois. The program is designed to integrate an undergraduate education with a professional education.

Students should major in geography at Augustana to be considered for admission to the University of Illinois Master of Landscape Architecture Program at the completion of three years at Augustana. During these first three years participating students are expected to complete all general education requirements, 30 credits of required geography classes (especially GEOG-323 Urban Geography and Community Planning), a good distribution of preparatory coursework — including BIOL-140 Organisms to Ecosystems, BIOL-386 Ecology, ART-101 Drawing, GRD-225 Introduction to Graphic Design – and recommended supporting courses, and a minimum of 90 semester hours applicable toward graduation. Geography senior inquiry research (GEOG-472/473) is not required.

Since all general education requirements for the Augustana degree and most of the geography major must be completed before transferring to the University of Illinois, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Special attention should be paid to the number of 300 and 400 level classes taken in the first three years at Augustana. Students should work closely with the advisor since completion of these requirements alone does not guarantee admission to the University of Illinois. Admission to the University is based on grade-point average (minimum 3.0, but Augustana advises 3.2), recommendations and test scores.

Students should initiate the application procedure in the fall term of their junior year. After satisfactorily completing one year of study at the University of Illinois and satisfying the Augustana graduation requirements, the student will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded the degree of Master of Landscape Architecture by the University of Illinois.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Latin American and Latinx Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/latin-american-studies/courses>

### 2024-25 catalog

#### Coordinator

CHRISTOPHER R. STRUNK, Associate Professor (Geography)  
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

#### Advising Faculty

MARIANO MAGALHÃES, Professor (Political Science)  
B.A., The University of Iowa; Ph.D. The University of Iowa

#### Program Overview

Augustana's Latin American and Latinx studies program allows students to expand their awareness and understanding of Latin America, the Caribbean and Latinx communities in the United States through a transdisciplinary curriculum made up of a combination of in-class and experiential requirements.

The program offers a minor in Latin American and Latinx Studies, requiring 16 credits, an experiential component, and a capstone essay. Coursework in several disciplines, augmented by experiential learning opportunities, encourages analysis of how historical experiences, cultural expression, geopolitical processes, and the physical environment interact to influence the ways in which the region and Latin American and Latinx societies at large respond to local, regional, national, and transnational dynamics.

#### Requirements

##### (1) LANGUAGE

Students must demonstrate proficiency in a second language by completing one of the following:

- pass a language proficiency exam at the second-year level
- successfully complete two years of course work in Spanish (through SPAN-202)

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

## **(2) COURSE WORK - 16 credits (4 classes)**

Students must complete 16 credits of course work

Note: The following course list is not exhaustive and changes may occur without notice. Please direct questions to the Latin American and Latinx Studies coordinators.

### **Latin American & Latinx Studies courses**

LTAM 100 (G) – Introduction to Latin American & Latinx Studies

ECON-406 (PH,G) - Development Economics GEOG-331 (G) - Geography of Latin America

HIST-120 (PP,G) - Social History of the " New" World, 1492- 1820

HIST-121 (PP,G) - Post Colonial Problems and Conditions in Latin America 1820-Present)

POLS-346 (PS,G) - Politics in Latin America

POLS-348 (PS,G) - Politics in Brazil

PSYC- 405: Risk & Resilience (2 credits; fall semester)

PSYC- 406: Childhood in Guatemala (2 credits; J-term, taught in Guatemala)

SPAN-202 (Intermediate Spanish II)

SPAN-343 (PP, G) - Latin/o Contemporary Culture I SPAN-344 (PP,G) - Latin/o Contemporary Culture II

SPAN-353 (PL,G) - Latin/o-American Literature I

SPAN-354 (PL) - Latin/o American Literature II

SPAN-457 – Literature and Culture of the Andes (taught in Ecuador)

SPAN-458 – Contemporary Latin American Society (taught in Ecuador)

SPAN-480 – Topics in Spanish Literature (when literature selected is Latin American)

SPST-251 – Latino/a Culture in the US

WLIT-219 (PL) - Hispanic Literature in Translation

WLIT-317 (PL) - Topics in French Literature (when literature selected is Caribbean)

WLIT-380 - Topics in World Literature (when literature selected is Latin American)

Please note that:

- at least 8 credits (2 classes) at the 300-level or above
- no more than 8 credits (2 classes) in one department will count toward LTAM minor
- courses (level 250 and higher) from Augustana's summer language program in Ecuador may be applied toward the LTAM minor

## **(3) EXPERIENTIAL LEARNING COMPONENT / FIELD EXPERIENCE**

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

- A study abroad program in a Latin American or Caribbean context, and with a minimum extension of three weeks (in Augustana, this would include Ecuador, Guatemala, Mexico, and Brazil, in addition to programs approved by Augustana through other institutions following approval from the LTAM program coordinators).
- An experiential learning experience offered through Augustana College including, but not limited to independent field research, and internships in Latin America or in a U.S. Latinx context.

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

## **(4) CAPSTONE PROJECT**

After completing the above requirements and prior to graduation, students should work with their advisor to complete a Latin American and Latinx Studies Capstone.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Courses (LTAM)

### **LTAM-100 Intro Lat Am Studies (4 Credits)**

(G) This course is an introduction to the interdisciplinary field of Latin American and Latinx Studies. It explores the cultures, histories, and environments of the region, as well as the different approaches to understanding Latin America and Latinx communities in the United States. Case studies include Chile, Mexico, Brazil, and Latinx communities in Chicago and the Quad Cities

### **LTAM-130 Climate Change & Ecology in Andes (4 Credits)**

(PN, G) This course is an introduction to the study of climate change, ecology, and sustainability in Ecuador. In this course, students will gain an understanding of the diverse cultures, natural environments, and worldviews about nature and well-being in the Ecuadorian Andes through classes, visits with Ecuadorian scientists and activists, and fieldwork on Augustana's campus and in Quito, Ecuador. Students will learn how to apply scientific methodology and demonstrate the ability to draw conclusions based on the observation of urban and rural ecosystems in Ecuador and analysis of data. The course is only taught as part of the Ecuador J-term study away program.

### **LTAM-180 Special Topics (4 Credits)**

### **LTAM-320 Listening Brazil: Popular Mus in Contxt (4 Credits)**

(PP) This course offers a cultural history of Brazil through the country's music production, and its ties and influence beyond national borders. Brazil's self-definition relies largely on the production and consumption of popular music. Its study is particularly useful to understand the country's social and cultural dynamics, both local and global.

### **LTAM-322 Citizenship and the City (4 Credits)**

(PP, G) This course addresses the complex ties between U.S. Latinos and transnational processes between the U.S. and the Latin American region as manifested through various forms of cultural expression (i.e. visual, oral, sonic, religious and filmic narratives), with a focus on the Quad Cities.

### **LTAM-330 Environment & Health in Central America (4 Credits)**

(PS,G) Introduction to the study of environmental and health issues in Central America; history of European colonialism, U.S. imperialism, and revolution in Central America; geography of environmental change, "natural" hazards, and disease; analysis of public health interventions in the region; environmental conflicts and social movements

### **LTAM-399 Directed Study (1-2 Credits)**

### **LTAM-400 Ind Study in Latin American Studies (1-2 Credits)**

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

## Liberal Studies Courses (LSC)

<https://www.augustana.edu/academics/areas-of-study/liberal-studies-courses-lsc>

### **2024-25 catalog**

Liberal Studies Courses (LSC) are offered to students in support of their academic curriculum. Students may explore ways to support their studies in classroom or tutorial settings. Students are often encouraged to add LSC courses to their schedule with support of their first-year advisor or a mentor in the Advising Office.

## LSC-199 Directed Study (1 Credits)

College Experience & Success is a one-credit course that addresses academic skills needed for students to be successful at the college level. This class uses research-based practices to help students gain insight into effective learning strategies and approaches to time management, while honing skills in reading, studying, writing, discussion, and oral presentation. This class is appropriate for any student interested in reviewing and expanding their set of strategies for successful learning.

## LSC-300 Transfer Transitions I (1 Credits)

LSC 300 is a one-credit course that addresses the specific needs of transfer students. The course will focus on addressing transition issues, careful reflection on the liberal arts, equipping students for writing and research projects at Augustana, and will help students engage with the Augustana community. LSC 300 is required for all incoming transfer students.

## Library and Information Science Advising

<https://www.augustana.edu/academics/areas-of-study/library-and-information-science-advising>

*2024-25 catalog*

### Library and Information Science Advising Program

**Contact:** [Stefanie Bluemle](#), director of Thomas Tredway Library, 309-794-7167

#### Overview

Graduate programs in Library and Information Science (LIS) do not specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-LIS major, minor or concentration, but does offer pre-LIS advising by Tredway librarians to assist students majoring in any discipline(s).

The key to preparing for graduate work in library and information science is a broad and demanding liberal arts education. Such an education develops the skills that will be needed for graduate study: critical thinking, reading and comprehending difficult material, writing and speaking clearly, and conducting thorough research using sources thoughtfully and effectively. Consider taking classes that help you develop these skills beyond the FYI sequence.

Strong computer skills are highly desirable for most librarian positions; additional courses in Computer Science are recommended if student is interested in library systems management, digital initiatives or database construction. Students may also choose additional courses that will prepare them for a specific area of LIS. For example, a student interested in K-12 school librarianship or children's librarianship may want to take Children's Literature or Adolescent Literature. Students interested in pursuing management positions in libraries might want to consider an Introduction to Business or Accounting.

#### Other services and activities

**Advising:** Tredway librarians can provide guidance in curriculum planning and the graduate admissions process. Pre-LIS students are welcome to consult them in addition to their major advisor(s). Students interested in becoming a Media Specialist (K-12) and seeking teacher certification should meet with an Education department advisor early in their academic career.

**Student employment:** It is strongly recommended that students interested in library and information science seek employment in a library, either at Augustana's Thomas Tredway Library, at a public library in the Quad Cities, or a library in the student's hometown. If applying to work at the Thomas Tredway Library, students should indicate their interest in studying library and information science on their employment application(s) each term.

**Additional activities:** Participation in extracurricular activities such as the Web Authors Guild or peer tutoring at the Reading/Writing Center are also recommended, as appropriate to each individual student's interests. Volunteering at a

local public or school library can also provide valuable experiences. There is also a Future Librarians group organized by Tredway librarians that can help you get in touch with other current students interested in these careers. Numerous Augustana alumni in varied library careers are willing to be contacts for our current Augustana students.

## Linguistics course catalog

<https://www.augustana.edu/academics/areas-of-study/linguistics/courses>

### **2024-25 catalog**

Coordinator

JEFFREY RENAUD, Associate Professor (World Languages, Spanish)  
B.A., M.A., Ph.D., Iowa

### **Program Overview**

Augustana's 20-credit linguistics minor engages students in the scientific study of language. The interdepartmental structure of the minor allows students to approach language and communication from different perspectives.

Linguistics students are encouraged to complement the minor with language study ([World Languages](#) and [Classics](#)) and to participate in study abroad opportunities offered by [International and Off-Campus Programs](#).

### **Requirements**

Linguistics minors take three required courses (12 credits) and at least eight (8) credits of electives for 20 total credits.

### **Required courses (12 credits)**

LING-100 Linguistics or SPAN-330 Introduction to Hispanic Linguistics  
CSD-215 Phonetics or SPAN-331 Spanish Phonetics and Phonology  
PHIL-314 (PH) Philosophy of Language

### **Electives (at least 8 credits)**

Students must select courses from different subgroups (1) through (5) for each elective to ensure as much breadth as possible; there is no restriction on the number of credits from group (6) Linguistics. Note: The following course lists are not exhaustive, and changes may occur without notice. Please direct questions to the Linguistics coordinator.

#### **(1) Etymology and writing systems**

CLAS-290 Greek and Latin Roots for Science (2 credits)  
CLAS-334 Mysterious Manuscripts and Secret Knowledge

#### **(2) Communication and society**

COMM-220 (PS, D) Communication and Social Relationships  
COMM-260 (PH, G) Communication and Culture

#### **(3) Language acquisition and development**

CSD-100 (PS) Human Communication and its Disorders  
CSD-220 Speech and Language Development

#### **(4) Translation and crosslinguistic analysis**

FREN-335 Advanced Grammar/Translation  
SWED-212 Swedish Translation

## **(5) Logic and the mind**

PHIL-300 (Q) Formal Logic

PHIL-310 (PH) Philosophy of Mind

## **(6) Linguistics**

LING-399 Linguistics Directed Study (1 or 2 credits)

LING-400 Linguistics Independent Study (1 or 2 credits)

For course descriptions, see the catalog pages for the corresponding departments and programs.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### **Courses (LING)**

#### **LING-100 Linguistics (4 Credits)**

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and cultural setting, language change, language contact, social and regional variation, and first and second language acquisition. Includes examples and data from languages other than English. Prerequisite: one year of college-level foreign language or equivalent.

#### **LING-200TR Linguistics Elective (3-4 Credits)**

#### **LING-201 Language Myths (4 Credits)**

(PS, D) Everybody has acquired at least one language and, consequently, has ideas about the nature of language, yet many popular notions about language are not shared by linguists who study it objectively. In this course, we explore common misconceptions about language and analyze how these myths shape the social, cultural, and political landscapes in two contexts: the world in general and the United States in particular. Specific issues in the U.S. context include Spanglish and Black English.

#### **LING-261 Intercultural Pragmatics (4 Credits)**

(PS, D) This course is meant to introduce and apply the most relevant pragmatic theories and topics to the study of communication between people of different cultures, and thus explore the source of some common problems in intercultural communication. Recommended to have completed one year of college-level foreign language or equivalent.

#### **LING-399 Directed Study (1-2 Credits)**

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

#### **LING-400 Independent Study (1-2 Credits)**

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

#### **LING-INTR Linguistics Internship (0-12 Credits)**

LING-INTR Academic Internship (0-12) Prerequisite: a declared minor in LING. Departmental internships must be approved by the department. DEPT-INTR are letter-graded unless noted otherwise. See the Internships page for detailed information.

## **Management**

<https://www.augustana.edu/academics/areas-of-study/business-administration/management>

Management is one of five concentrations in the business administration major. Business administration majors may choose more than one concentration, and some also add other majors.

→ See [Business Administration](#).

## Marketing

<https://www.augustana.edu/academics/areas-of-study/business-administration/marketing>

Marketing is one of five concentrations in the business administration major. Business administration majors may choose more than one concentration, and may also combine with other majors.

→ See [Business Administration](#).

## Mathematics course catalog

<https://www.augustana.edu/academics/areas-of-study/mathematics/courses>

### **2024-25 catalog**

AKM Bashar, Assistant Professor  
BS, MS, University of Dhaka, Bangladesh, MS, PhD, The University of South Florida

BEN CIVILETTI, Assistant Professor  
B.A., TCNJ ; M.S., Ph.D., University of Delaware

NIDHI MOURYA  
Master of Computer Application (MCA), Rajiv Gandhi Technical University

DIANE C. MUELLER, Adjunct Assistant Professor  
B.A., Concordia; M.S., Illinois State

BROOKE RANDAZZO, Assistant Professor  
B.A., Augustana College; M.S., Ph.D., Northern Illinois University

STACEY A. RODMAN, Professor  
B.A. Gustavus Adolphus; M.A., Ph.D. Oregon

FORREST STONEDAHL, Associate Professor  
B.A., Carleton College; M.S., Ph.D., Northwestern University

ANDREW SWARD, Associate Professor, Chair  
B.S., Northeastern University; M.S., Ph.D., University of Illinois

**MAJOR IN MATHEMATICS.** 34 credits at the Calculus level or above, including MATH 160, MATH 250, MATH 260, MATH 350, MATH 410, MATH 450, MATH 490 and two electives at least one of which must be at the 300 – 400 level. At most 2 credits of directed/independent study can count towards major.

Recommended supporting course: CSC 201

Recommended supporting course: PHIL 300

**MAJOR IN APPLIED MATHEMATICS.** 34 credits in MATH at the Calculus level or above, including MATH 160, MATH 220, MATH 250, MATH 260, MATH 320, MATH 340, MATH 460 and MATH 330 or MATH 350, plus one of MATH 360, MATH 410, MATH 430, MATH 440, MATH 450 or MATH 480. At most 2 credits of directed/independent study can count toward



the major. In addition students must take CSC 201 and 8 additional credits from outside of MATH to provide an area of specialization.

### **Areas of Specialization for the Applied Math major**

**Accounting:** 8 credits in ACCT including 4 credits from: ACCT 311 Accounting Information Systems, ACCT 321 Intermediate Accounting, ACCT 314 Tax Accounting

**Biology:** 8 credits in BIOL including 4 credits from: BIOL 310 Evolutionary Biology, BIOL 375 Molecular Biology, BIOL 386 Ecology, BIOL 387 Aquatic Biology

**Business:** 8 credits in BUSN including 4 credits from: BUSN 313 Operations Management, BUSN 324 Marketing Research Methods, BUSN 325 Digital Marketing and Analytics, BUSN 334 Security Analysis and Portfolio Management, BUSN 335 Options & Other Derivatives

**Computer Science:** 8 credits in CSC beyond CS 201, including 4 credits from: CSC 310 Database Systems, CSC 320 Principles of Artificial Intelligence, CSC 371 Algorithms & Computational Theory

**Chemistry:** 8 credits in CHEM including 4 credits from: CHEM 361 Physical Chemistry: Thermodynamics and Kinetics, CHEM 365 Physical Chemistry II: Quantum Chemistry and Spectroscopy

**Data Analytics:** 4 credits in DATA and 4 (additional) credits from: DATA 340 Data Mining, CSC 325 Machine Learning

**Economics:** 8 credits in ECON including 4 credits from: ECON 301 Intermediate Macroeconomics, ECON 302 Intermediate Microeconomics

**Geography:** 8 credits in GEOG including 4 credits from: GEOG 372 Digital Cartography and Design, GEOG 375 Applied Environmental GIS, GEOG 475 Advanced GIS

**Geology:** 8 credits in GEOL including 4 credits from: GEOL 309 Geomorphology, GEOL 325, GEOL 330 Hydrogeology, GEOL 360 Petrology

**Physics:** 8 credits in PHYS including 4 credits from: PHYS 300 Optics, PHYS 313 Thermodynamics, PHYS 360 Classical Mechanics, PHYS 377 Electricity and Magnetism, PHYS 401 Introductory Quantum Physics

**MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION.** 32 credits in MATH, including MATH 160, MATH 220, MATH 230, MATH 250, MATH 330, MATH 350, MATH 410, MATH 450 and MATH 470. Recommended supporting course: CSC201

**MINOR IN MATHEMATICS.** 20 credits at the Calculus level or above, including MATH 160, MATH 250, MATH 350, and two electives at least one of which must be at the 300-400 level. At most 2 credits of directed/independent study can count toward the minor.

Students who received Calculus AP credit with a score of 4 or above will receive 4-6 credits toward the major or minor.

Commercially available software is integrated into most of our classes. A graphing calculator is generally required for MATH 140, MATH 160 and MATH 220. The department uses the Texas Instruments TI-84 Plus in MATH 140 and MATH 160 and the TI-89 Titanium in MATH 220 and other courses. (Students planning to take MATH 220 may use the TI-89 in MATH 140 and MATH 160, so need not purchase both.)

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (MATH)

### **MATH-090 Preparation for College Math (3 Credits)**

This course focuses on algebra skills needed to be successful in future college math classes. Credit for this course does count toward current load, but does not count toward the credit total for graduation. Students will see these credits appear on the transcript and factor into the grade point average, but because the credits do not count toward graduation, students will note they do not appear in credits earned in their program evaluation. Students who are placed in MATH-090 will have to complete the coursework with a grade of B+\_ in order to be allowed to register for MATH-140 Pre-Calculus. MATH-090 is for incoming students only.

### **MATH-095 Supported Math Review (1 Credits)**

This 1-credit course is designed for students who need to review their math skills before starting a college level math class. It is intended for students whose ALEKS placement score is close to the cut-off for their desired math class. The goal is to ensure each student start their math experience at the right level. Credit for this course will count toward full time status and financial aid, but not toward the 124 credits needed to graduate.

### **MATH-110 Mathematics for Elementary Teachers (4 Credits)**

(Q) This course explores elementary school math topics, with emphasis placed on using various approaches to explain why standard and non-standard methods are valid and why incorrect methods are invalid. Topics covered include: addition, subtraction, multiplication and division of whole numbers, integers, fractions and decimals, ratio and elementary number theory, geometry, measurement, area and perimeter. Enrollment limited to majors in elementary education. Prerequisite: three years of high school math (Geometry, Algebra I and II) or equivalent.

### **MATH-120 Quantitative Reasoning (4 Credits)**

(Q) In this course students develop their quantitative reasoning skills through the study of topics important for engaged citizens in today's world. Topics include working with large numbers, percentages used to describe change, interest rates and exponential growth, group decision making, analyzing and making charts, probability and statistics. Not applicable to the Mathematics major or minor.

### **MATH-130 Statistics for Health Professionals (4 Credits)**

(Q) Statistics is a powerful tool for making informed decisions. The goal of this course is to provide students the background to be able to read and understand research results, specifically those involving health and the practice of medicine. The course will start with the planning and organization of a study, then back up to talk about collecting and managing data followed by probability, distributions, hypothesis testing and confidence intervals. Analysis of variance, linear, multilinear and logistic regression are introduced in the context of actual medical studies. How to access the strengths and weaknesses of conclusions drawn from scientific studies is a central theme. This course will finish with a brief introduction to the language of risk, survival concepts, clinical trials, epidemiology and Bayesian statistics. Credit may not be earned for more than one of MATH-130 BUSN-211, PSYC-240, or SOAN-227,

### **MATH-135 Pre-Calculus Support (3 Credits)**

This 3-credit course is designed for students who need extra support to be successful in Pre-Calculus. Taking this class will allow students who missed the ALEKS placement for Pre-Calculus and students who have completed MATH 095 Supported Math Review with a grade of C or better to register concurrently for MATH 140 Pre-Calculus. Other students may be considered based on the recommendations of their advisor and previous instructors.

### **MATH-140 Pre-Calculus (4 Credits)**

(Q) Linear, exponential, logarithmic, power, periodic, polynomial and rational functions are compared, contrasted, transformed, and combined in the context of real world problems. May not be taken for credit after the completion of any mathematics course numbered 160 or above. Prerequisite: B+ in MATH 090 or placement into Pre-Calculus

### **MATH-150 History of Math (4 Credits)**

(PP) This course will focus on the lives and works of diverse mathematicians throughout history. Topics will include some

subset of ancient mathematicians (e.g., Pythagoras), European mathematicians (e.g., Alan Turing), South Asian mathematicians (e.g., Brahmagupta), women mathematicians (e.g., Ada Lovelace), and modern day mathematicians (e.g., Terence Tao). Students will be able to explore the lives and potential obstacles of these mathematicians, as well as their mathematical work and its applications to modern day mathematics. The course has no prerequisites, so anyone with an interest in mathematics is welcome.

#### **MATH-160 Calculus (4 Credits)**

(Q) Calculus is the precise and quantitative study of change. This course explores the notions of an instantaneous rate of change and accumulation of infinitesimally small quantities. This course emphasizes conceptual understanding, not just computational fluency, and students will reason about the concepts in applied, numerical, graphical, algebraic/analytic, and verbal contexts. Topics include derivatives, definite integrals, and the Fundamental Theorem of Calculus.

Prerequisite: C or better in MATH 140 or placement into Calculus

#### **MATH-160AP AP Calculus (4 Credits)**

#### **MATH-199 Math Support (1 Credits)**

#### **MATH-201TR Math Transfer Elective (3-4 Credits)**

#### **MATH-220 Integration Methods (2 Credits)**

In this course students learn methods of anti-differentiation including integration by parts and partial fractions. Students construct applications of the definite integral and are introduced to differential equations. Prerequisite: C or better in MATH 160. Course can count as a lower level elective for the mathematics major.

#### **MATH-220AP AP Integration Methods (2 Credits)**

#### **MATH-230 Infinite Series (2 Credits)**

In this course students learn how to carefully work with infinite sums, determining when they converge and how to use them to approximate differentiable functions and model infinite processes. Prerequisite: C or better in MATH 160. Course can count as a lower level elective for the mathematics major.

#### **MATH-230AP AP Infinite Series (2 Credits)**

#### **MATH-250 Discrete Mathematics (4 Credits)**

(Q) An introduction to mathematical proof; students will develop skills for exploring patterns, parsing and using definitions, constructing and validating arguments, working with quantifiers, and communicating mathematical thinking with others. Discrete mathematics is the study of finite and countable phenomena including graph theory, modular arithmetic, and some sets and functions, which are both familiar and new enough to support learning about proof, contrast with the continuous phenomena studied in calculus, and support future work in modeling and computer science. Prerequisite: C or better in MATH 160

#### **MATH-260 Multivariable Calculus (4 Credits)**

(Q) In this course students apply the concepts of Calculus to functions that live in 3 or more dimensions. This will require an understanding of vectors and parametrically defined functions. Topics include partial derivatives, nested integrals and extensions of the Fundamental Theorem of Calculus. Prerequisite: C or better in MATH 160

#### **MATH-282TR Differential Equations Transfer (3-4 Credits)**

#### **MATH-285TR Linear Algebra Transfer (3-4 Credits)**

#### **MATH-299 Directed Study (1-2 Credits)**

#### **MATH-310 Introduction to Cryptography (4 Credits)**

How can we establish trust and security of information in an inherently distrustful and insecure world? This course provides an introduction to traditional and modern forms of cryptography. Topics may include: public/private key encryption, one-way hash functions, ciphers, pseudo-random number generators, zero-knowledge, and applications of

cryptography including blockchains. Prerequisite: Discrete Math and CSC 201. Course can count as an upper level elective for the applied mathematics major.

#### **MATH-320 ODEs and Linear Systems (4 Credits)**

A study of modeling continuous physical systems using differential equations of the first and second orders. Techniques for finding analytic solutions, numeric solutions, and the use of Laplace transforms. Series solutions and/or linear systems of differential equations are also discussed. Prerequisite: Grade of C or better in MATH 220.

#### **MATH-330 Probability and Statistics (4 Credits)**

In this course students use the principles of counting and probability to develop the foundations of Statistics from the ground up, learning both the theory and applications. Topics include confidence intervals and hypothesis testing and Experimental design. Prerequisite: Grade of C or better in MATH-250

#### **MATH-340 Mathematical Modeling (4 Credits)**

Discrete modeling with an emphasis on computation. Topics include difference equations, stochastics, Markov chains, simulations, graph theory, linear programming and optimization methods. Grade of C or better in MATH-250 and CSC-201.

#### **MATH-350 Linear Algebra (4 Credits)**

In this course students discover the connections between solutions to linear equations, subspaces of vector spaces, linear transformations and matrix properties. Topics include linear independence, spanning and eigenvectors. Prerequisite: Grade of C or better in MATH-250

#### **MATH-360 Complex Variables (4 Credits)**

Calculus of functions of a complex variable. Proof of the fundamental theorem of algebra, a study of residue calculus and the use of residues to compute improper real integrals. Prerequisite: Grade of C or better in MATH-260.

#### **MATH-393 International Study Colloquium (3-4 Credits)**

#### **MATH-399 Directed Study (1-2 Credits)**

#### **MATH-400 Independent Study (1-2 Credits)**

Prerequisites: 18 upper-division credits in mathematics and consent of department chair.

#### **MATH-410 Real Analysis (4 Credits)**

This proof-based course explores infinite processes carried out on the real line. Using the axiom of completeness and several equivalent statements we establish important topological properties of the real line and functions acting on it. These in turn are used to establish important properties of the derivative and Riemann integral, culminating in the Fundamental Theorem of Calculus. Prerequisite: Grade of C or better in MATH-230 and MATH 350.

#### **MATH-420 Intro to Statistical Learning (4 Credits)**

Statistical learning refers to a set of tools for making sense of complex data sets. In particular, this course will introduce statistical techniques for making predictions based on data. The course will concentrate on the application of these methods, with hands-on experience gained through labs and projects. Topics will include estimation of coefficients for various regression models: Ridge Regression, Lasso Regression, Regression Splines, and Generalized Additive Models, and classification with logit/probit models such as Logit and MLogit, naive Bayes and Bayesian Additive models, and survival analysis with censored data. Prerequisite: MATH-330

#### **MATH-430 Advanced Statistics (4 Credits)**

In this course students solidify and build on their understanding of inferential statistics, both the theory and applications. Students also evaluate the role of statistics in society. Topics include: moment generating functions, single and multilinear regression, analysis of variance and non-parametric statistics. Prerequisite: Grade of C or better in MATH 330.

**MATH-440 Numerical Methods (4 Credits)**

Numerical algorithms, roots of an equation, interpolation, curve-fitting and approximation of functions, numerical integration, solution of linear equations, solutions of systems of differential equations, programming of algorithms, use of computer software. Emphasis on determining uncertainty from numeric results. Prerequisites: Grade of C or better in MATH 260 and CSC 201

**MATH-450 Algebraic Structures (4 Credits)**

This course explores the abstract ideas of structure and operation. When are two structures the same? What maps preserve structure? Topics include groups, rings, fields, generators, sub-objects, quotients, and morphisms. Prerequisite: Grade of C or better in MATH 350.

**MATH-460 SI Applied Mathematics (4 Credits)**

Senior capstone course for applied mathematics majors with a focus on advanced mathematical modeling. Topics may include: Partial differential equations, advanced linear algebra, advanced probabilistic or statistical models, or other appropriate topics. The course emphasizes student research, reflection and presentation of mathematics. Prerequisites: Grade of C or better in MATH 260, MATH 320 and MATH 340.

**MATH-470 Foundations of Geometry (4 Credits)**

(PH) This course explores 2 dimensional geometry from an advanced perspective, emphasizing the philosophical and historical considerations of this perspective. What is the nature of geometric truth and knowledge, and what are its origins? The content and perspective of this course support future teachers. Prerequisite: Grade of C or better in MATH 350.

**MATH-480 Advanced Topics (4 Credits)**

This course will explore a topic outside of the existing curriculum. Prerequisite: MATH410, 450, 470 or permission of instructor.

**MATH-490 SI Mathematics (4 Credits)**

Continued development of mathematical inquiry skills, including the formulation, exploration, and communication of questions of personal interest. This course will integrate the major experiences by asking questions that blend concepts and skills from across the curriculum; this course will integrate the college experiences by reflecting on growth and the relationships between mathematics and the rest of the liberal arts. Prerequisite: Grade of C or better in MATH 410 and MATH 450

**MATH-499 Directed Study (1-2 Credits)**

## Multimedia Journalism and Mass Communication course catalog

<https://www.augustana.edu/academics/areas-of-study/multimedia-journalism-and-mass-communication/courses>

**2024-25 catalog**

GEORGE BOONE, Continuing Lecturer

B.A., Rowan; M.A., Villanova; Ph.D., University of Illinois, Urbana-Champaign

MICHAEL DAVIS, Visiting Assistant Professor

B.A., Iowa; M.A., Missouri; Ph.D., Iowa

WENDY HILTON-MORROW, Dean of the College and Professor (Communication Studies)

B.A., Augustana; M.A., Ph.D., Iowa

DAVID A. SCHWARTZ, Assistant Professor

B.A., Iowa; M.S., Northwestern; Ph.D., Iowa

DOUG TSCHOPP, Instructor and Director of Entrepreneurial Development

B.A., St. Ambrose, M.B.A., Iowa

CAROLYN YASCHUR, Associate Professor  
B.A., Gettysburg; M.A., Missouri; Ph.D., Texas

**MAJOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION** 30 credits, including three foundational courses (MJMC-215, MJMC-250 and MJMC-251); two advanced study courses (MJMC-301 and MJMC-382), senior inquiry (MJMC-450), an internship during junior or senior year taken for credit or no-credit and eight credits of elective courses; in addition to MJMC courses, COMM-230, COMM-240 and COMM-370 may be used to fulfill this requirement.

**MINOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION** 20 credits, including MJMC-215, MJMC-250, MJMC-251, and MJMC-301; at least 4 credits of MJMC electives.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### Courses (MJMC)

#### **MJMC-199 Directed Study (1-2 Credits)**

#### **MJMC-200 Special Topics in Media (4 Credits)**

Introduces methods and frameworks for considering the complex interrelationship between media and cultures/society. Topics will vary year to year and will integrate relevant approaches to help build understanding.

#### **MJMC-215 News Literacy (4 Credits)**

(PH) Examines forces that shape news today and how the news media have changed. Prepares students to understand journalism and critically evaluate news sources as well as analyze their own roles as news consumers and communicators using current events as a backdrop. Assignments and discussion focus on topics such as: news values, detecting bias, source credibility, journalistic constraints, and media economics.

#### **MJMC-225 Strategic Comm in Society (4 Credits)**

(PS) Strategic communication (journalism and mass communication-related concepts used in marketing, public relations, social media, crises communication, and advertising for the purpose of influencing behavior) is everywhere, yet if done right the consuming masses hardly notice the machinations. This course helps students identify strategic communication that occurs in their world, discover how it affects them and others, furthers their understanding through collaborative, creative role play, and asks them to consider the ethical implications of this booming profession.

#### **MJMC-235 Podcasting & Audio Storytelling (4 Credits)**

(PA) Podcasting and Audio Storytelling is an immersive, hands-on course that will introduce you to the art and craft of modern audio storytelling. We'll explore the history and concepts behind audio storytelling while introducing genres such as narrative nonfiction, creative storytelling, documentaries, analytical journalism, and professional communication. Then, using free, open-source software, you'll produce engaging podcasts from conception to launch both individually and collaboratively. This is an ideal class for students interested in learning how to make content for the annual 1.3 billion people who use podcasts for entertainment, information, and education.

#### **MJMC-250 Visualizing Society (4 Credits)**

(PA) Introduces a toolkit of conceptual and practical skills in multimedia journalism. Students learn about reporting in contexts that cut across the traditional barriers of online, broadcast, and print news. Students begin to consider journalism's moral and ethical underpinnings and how those considerations interact with everyday professional considerations made by journalists. PA was approved as of May 13, 2023.

#### **MJMC-251 Reporting Your World (4 Credits)**

Builds upon the skills learned in Visualizing Society, reinforcing journalism production concepts that transcend any single

technology system. Students will continue to master reporting, photojournalism, audio and video skills, and further integrate them in more in-depth multimedia projects. Prerequisite: 250 or Permission of Instructor.

#### **MJMC-299 Directed Study (1-2 Credits)**

#### **MJMC-300TR +mjmc Elective (1-12 Credits)**

#### **MJMC-301 Mass Communication Law (4 Credits)**

(PP) Provides an overview of the ethical and legal issues affecting free expression, media and multimedia journalism and prepares students to understand and articulate how these laws apply to our everyday knowledge of how mass media is produced, consumed, and shapes our world. Students will engage at the intersection of what is legal and what feels "right", and they will consider scenarios in which those two entities are in conflict with one another.

#### **MJMC-310 Specialized Reporting (2-4 Credits)**

Introduces key concepts and conventions behind genre-specific reporting and production. Topics vary each term, but may include sports media, film/television criticism, and data journalism/visualization. Can be repeated.

#### **MJMC-345 Cultural History of Media (4 Credits)**

(PP) The purpose of this course is to "de-naturalize" our understanding of U.S. broadcasting as "the only way it could be" or as "the best way it could be." Using a historical approach, students examine the ever-changing complexity of media by considering the shifting relationships between institutions, politics, culture, social organization and technology. The course helps students develop critical knowledge as media consumers and (for some) future media producers and to gain the background knowledge necessary for more nuanced inquiry into mediated communication.

#### **MJMC-350 Contemporary Issues in Media (4 Credits)**

This course examines the roles that media play in society, paying particular attention to some of the most controversial issues surrounding media ownership (e.g. globalization and media monopolies) and media content (e.g. indecency and violence). Exploring these issues from both legal and ethical perspectives, students will consider the effects of existing media practices, as well as the potential for industry change.

#### **MJMC-365 Digital Games Industry (4 Credits)**

(PP) The class approaches the history of the video game industry: through examinations of technological, economic, legal, marketing, and design incentives that shaped how designers created and sold games. Special attention will be paid to the ways the video game industry interacts with or is influenced by other media industries such as television, film, and journalism. In this class, students will learn the history of this industry, from its first emergence in the 1970's, through how companies incorporated internet access into gaming, to the industry's economic successes in contemporary times.

#### **MJMC-380 Special Topics in Media (4 Credits)**

Building upon a foundational understanding of media, this class uses critical/cultural, sociological, historical, and economic paradigm to investigate the complex interrelationship between media and cultures/society. Topics will vary year to year.

#### **MJMC-381 Media in Society (4 Credits)**

(PS) This course is a critical look at the Walt Disney Corporation, one of the largest, oldest, and most influential media companies in the world. Students will explore the textual and corporate history of the company and be asked to consider Disney's lasting influence on both the media industry and popular culture.

#### **MJMC-382 Media Theory in Communication (4 Credits)**

(PS)The central purpose of this course is to help students develop a sophisticated understanding of "media" and "mass communication," and particularly how these crucially important human phenomena are theorized and researched by communication scholars from two broad perspectives: social science and critical/cultural studies. During the term, students explore the key highlights of this terrain, engaging significant advances in the history of mass communication and media theory, and especially locating important areas of similarity and difference between theories.

#### **MJMC-393 International Study Colloquium (3-4 Credits)**

**MJMC-399 Directed Study (1-2 Credits)**

Working with a faculty member, students develop their own curriculum to study either a topic not typically covered within the department or a previously covered concept in greater detail. The student and faculty member consult on readings, a timeline, and assignments. The student will be expected to complete a final project as well as reflect on the process of developing a course. Prerequisite: Permission of Instructor.

**MJMC-400 Independent Study (1-2 Credits)**

Original research in an area of particular interest not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: Permission of Instructor.

**MJMC-403 Public Relations (4 Credits)**

Reviews current practices and emerging trends in public relations. Considers similarities and differences between working in corporate, nonprofit, and agency settings. Students will create a portfolio-quality public relations plan.

**MJMC-411 Seminar in Media (4 Credits)**

In-depth analysis of media topics offered for advanced students. Typically reading and discussion-intensive, with an expectation that students take active roles in the classroom. Seminar topics change from year to year. Can be repeated. Description for Fall Semester 2021-2022: Discussion-based class that stimulates in-depth analysis of mass media's representation of diverse groups and its effects on those groups and society.

**MJMC-420 Race, Gender & Media (4 Credits)**

(D) The movies we watch, the news we read, the video games we play - all of the media we consume - influence the way we think about our own identities and shape our perceptions of others, especially those who are different from us. This discussion-based class stimulates in-depth analysis of mass media's representation of diverse groups and their effects on those groups and society. Prerequisite: Declared major in COMM or MJMC or permission of instructor.

**MJMC-450 Senior Inquiry (2 Credits)**

Introduces students to reflective practices designed to learn from prior experiences and become more intentional about future actions.

**MJMC-499 Directed Study (1-2 Credits)**

Working with a faculty member, students develop their own curriculum to study either a topic not typically covered within the department or a previously covered concept in greater detail. The student and faculty member consult on readings, a timeline, and assignments. The student will be expected to complete a professional-level final project that they can show prospective employers or graduate schools as well as reflect on the process of developing a course. Prerequisite: Permission of Instructor.

## Music and Music Education course catalog

<https://www.augustana.edu/academics/areas-of-study/music/courses>

**2024-25 catalog**

GAIL BALDWIN, Part-time Instructor, Piano and Choral Accompanist  
B.A., Saint Ambrose; M.S., Wisconsin-Platteville

SULINA BAEK, Adjunct Assistant Professor, Flute  
B.M., Illinois; M.M., Mannes; D.M.A., Hartford

JACOB BANCKS, Associate Professor and Co-Chair, Composition, Musicianship  
B.M., Wheaton; M.M., Eastman; Ph.D., Chicago

GARY CICCOTELLI, Part-time Instructor, Drum Set  
B.M.E., Augustana



MICHELLE CROUCH, Adjunct Assistant Professor, Voice  
B.Ch.M., Prairie; B.M., M.M., Alberta; D.M.A., Iowa

DEBORAH DAKIN, Adjunct Assistant Professor, Viola  
B.M., New School; M.M., SUNY–Binghamton; D.M.A., Iowa

SHEILA DOAK, Choral Accompanist  
B.M., Northwestern

ROBERT ELFLINE, Professor, Piano  
B.M., Illinois Wesleyan; M.M., Rice; D.M.A., Cincinnati

MARGARET ELLIS, Professional Faculty-Assistant Professor and Administrative Assistant, Musicianship, Trumpet  
B.M., Augustana; M.M., Northwestern

DAWN FARMER, Associate Professor, Music Education, Coordinator of Music Education  
B.M.E., Arizona; M.A., Maryland; Ph.D., Arizona State

ERIN FREUND, Part-time Assistant Professor, Harp  
B.M., Oberlin; M.M., D.M.A., Northwestern

HISHAM BRAVO GROOVER, Assistant Professor, Orchestra and Violin  
B.A., Loyola; M.M., Western Kentucky; M.A., Iowa; Artist Diploma, University of Denver; D.M.A. (ABD), Minnesota

RANDALL HALL, Professor, Saxophone  
B.S., Warner Pacific; M.M., New England; D.M.A., Eastman, Premier Prix-CNR Boulogne-Billancourt

JOHN W. HILDRETH, Gassman Family Professor of Music, Musicology, Ethnomusicology  
B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

BENJAMIN HOLMES, Part-time instructor, Augustana Concert Chorale  
B.M.E., M.M.E., Illinois

MAUREEN HOLMES, Adjunct Instructor, Voice  
B.M., Drake University; M.M., Westminster Choir

DONG YEOL HONG, Part-time Assistant Professor, Cello  
B.M., Cleveland Institute; M.M., Indiana; D.M.A., Cincinnati

ERIN HOPKINS, Assistant Professor, Music Education  
B.M., Michigan; M.Ed., Harvard; Ph.D., Case Western Reserve

JON HURTY, Henry Veld Professor of Music, Director of Choral Activities, Augustana Choir, Conducting  
B.A., Bethany; M.A., California State–Northridge; D.M.A., Illinois

SONJA HURTY, Adjunct Instructor, Voice, Choral Tour Manager  
B.A., Bethany; M.A., California State–Northridge

SAMANTHA KEEHN, Continuing Lecturer-Assistant Professor, Low Brass  
B.M., Texas Tech; M.M., Baylor; D.M.A., Colorado

MATTHEW KOWALCZYK, Instructor, Bassoon  
B.M.E., Illinois State; M.M., Arizona

CYNTHIA LAMBRECHT, Part-time Instructor, Oboe  
B.M., Illinois State; M.M., Indiana

JAMES LAMBRECHT, Professor, Co-Chair, Director of Bands, Augustana Symphonic Band, Trumpet, Conducting  
B.M., Wisconsin–Whitewater; M.M., D.M., Indiana

JOEL LINSCHIED, Visiting Assistant Professor, Augustana Jazz Ensemble, Improvisation  
B.A., Bethel; M.M., Colorado; D.M.A., New England

ELIZABETH MATERA, Part-time Assistant Professor, Clarinet, Instrumental Tour Manager  
B.M.E., Iowa; M.M., D.M.A., Catholic

CHRISTOPHER NELSON, College Organist, Organ  
B.A. Bethany College; M.S.M., Luther Seminary

TONY OLIVER, Continuing Lecturer-Associate Professor, Percussion, Concert Band  
B.M., M.A., Iowa; D.M.A., Rutgers

RANDY POBANZ, Part-time Instructor, Guitar  
B.A., M.M., Southern Illinois

SANGEETHA RAYAPATI, Professor, Voice  
B.M., Valparaiso; M.M., D.M.A., Minnesota

CHARLES SCHMIDT, Continuing Lecturer-Assistant Professor, Piano, Class Piano, Musicianship  
B.A., M.M., Missouri-Kansas City; D.M.A., Michigan State

AMANDA SHERRILL, Professional Faculty- Assistant Professor, Staff Accompanist, Piano  
B.M., Stetson; M.M., D.M.A., Arizona State

RACHEL VICKERS, Part-time Instructor, Voice  
B.M., Wartburg; M.M., Minnesota

MIKE WHITE, Part-time Assistant Professor, Double Bass  
B.M., Illinois State; M.A., D.M.A., Iowa

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

### [Bachelor of Arts: Major in Music](#)

*See Music Department Handbook for specific requirements.*

Students are not permitted to double major in more than one music major. Therefore, students desiring to emphasize more than one music program are encouraged to choose one major and opt for one of the music minors (i.e. Minor in Composition, Minor in Jazz, or Minor in Performance)

**MAJOR IN MUSIC.** 44 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 3 credits in 450, 451; 8 credits in one area of applied vocal or instrumental lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**PRE-MUSIC THERAPY (advising track).** Same requirements as Major in Music degree plus additional coursework including conducting (MUSC-360, MUSC-361), class voice (MUSC-103) or applied voice, applied guitar, Basic Instrumental Techniques (EDMU-121), General Music Methods and Materials (EDMU 386), psychology courses (PSYC-100, PSYC-216, PSYC-220, PSYC-240, PSYC-412), and Human Anatomy (BIOL-351). Augustana's Pre-Music Therapy program prepares students for an equivalency or completion program in Music Therapy after graduation. For more detailed information, please consult the Music Department Handbook.

**MINOR IN MUSIC.** 21 credits, including 9 credits in 110, 111, 112/112L; 8 credits from 300, 302, 311, 312, 315, 316 or 317; and 4 credits in one area of applied vocal or instrumental lessons. Ensemble requirements: 4 terms participation. Non-credit requirement: Recital Attendance.

**MINOR IN JAZZ.** 21 credits, including 9 credits in 110, 111, 112/112L; 4 credits in 317; 2 credits in 220; and 6 credits in applied jazz improvisation lessons. Ensemble requirements: 4 terms participation in Jazz Ensemble or Jazz Combo. Non-credit requirement: Recital Attendance.

#### Bachelor of Arts: Major in Music Performance

*See Music Department Handbook for specific requirements*

**INSTRUMENTAL MUSIC.** 62 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 2 credits in 363, 364; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in one area of applied instrumental lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**PIANO.** 62 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 4 credits in 321, 322; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in applied piano lessons; and 2 credits in minor applied vocal or instrumental lessons. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**VOICE.** 64 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 4 credits in 323, 325; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in applied voice lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**MINOR IN PERFORMANCE.** 26 credits, including 9 credits in 110, 111, 112/112L; 4 credits from 300, 311, 312, 315, 316, or 317; 12 credits in one area of applied vocal or instrumental lessons; 1 credit 490. Ensemble requirements: 4 terms participation. Non-credit requirement: Recital Attendance.

#### Bachelor of Arts: Major in Music Composition

*See Music Department Handbook for specific requirements*

**MAJOR IN COMPOSITION.** 67 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 6 credits in 225, 320, 330; 4 credits in 360; 1 credit in 490; 3 credits 450, 451; 12 credits in applied composition lessons; 5 credits in one area of applied vocal or instrumental lessons; 1 credit of applied electronic music lessons; and 2 credits in applied piano or 4 credits in class piano;. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

**MINOR IN COMPOSITION.** 25 credits, including 9 credits in 110, 111, 112/112L; 4 credits from 312; 6 credits in 225, 320, 330; and 6 credits in applied composition lessons. Ensemble requirements: 4 terms participation. Non-credit requirement: Recital Attendance.

#### Bachelor of Arts: Major in Music Education

Music students who successfully complete the music education degree and meet Illinois State requirements will be recommended for a Professional Educator License endorsed in K-12 music.

*See Department of Education and the Department of Music Handbook for specific requirements.*

**CONCENTRATION IN VOCAL MUSIC EDUCATION.** 92 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits of applied voice, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 15 credits in EDMU 121, 250, 330, 386, 387;

4 credits in vocal methods MUSC 323, 325; and 25 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency. Supporting courses required for licensure include psychology.

**CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION.** 92 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits in one area of applied instrumental lessons, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 19 credits in EDMU 120, 250, 330, 386, 387; 4 credits in instrumental methods chosen from EDMU 272, 273, 274, 275 (required for orchestra majors), 276; and 25 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency. Supporting courses required for licensure include psychology.

### **Music Education Major Extended Credit Program**

To meet state licensure standards, Augustana students pursuing a major in an education field are eligible to participate in an annual extended credit program.

All Augustana students are allowed to take up to 34 credits each academic year under the Augustana tuition plan. Students who enroll in an education major are allowed to enroll in an additional four credits per year (38 total) with full time tuition with full time enrollment for two semesters (J-term credits included in tuition and J-term credits count toward the 38 for the year).

To participate in this program, students must:

- submit completed paperwork to declare a major in education no later than week six of spring semester in their first year;
- meet with their education advisor every term prior to registration;
- register within all published deadlines and continuously pursue coursework for their education major in order to maintain progress toward a degree;

Credits must be used within an academic year and do not roll over year to year. Students who exceed 38 credits, will be responsible for the associated overload fees. [[Schedule of Student Charges](#)] Students who do not meet the above criteria each year do not qualify for the additional credits.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### **General Music Courses (MUSC)**

#### **MUSC-101 Introduction to Music (4 Credits)**

(PA) Exploration of the fundamental elements, various forms, and styles of music. Through listening, discussion, and live concert experiences, students will learn about music in various cultural and historical contexts. This course is not a part of the music major and no experience in music is required.

#### **MUSC-103 Class Voice (1 Credits)**

Foundational skill building in singing and performing, diction and other vocal concepts. Fall term permission of instructor required.

**MUSC-104 Music & the Brain (2 Credits)**

What makes music so powerful? This course explores the different parts of the brain that are involved when we are listening to music, how different kinds of music affect our bodies and health, the therapeutic uses of music, and how we can strategically incorporate music in our daily lives for positive outcomes. This is a 7-week course.

**MUSC-107 Music in Worldwide Perspective (4 Credits)**

(PA,G) Music in Worldwide Perspective. Introduction to ethnomusicology and survey of indigenous music of the various regions of the world. Does not apply to major in music.

**MUSC-108 Electronic Music (4 Credits)**

(PA) In this course students will discover electronic music. Using audio software, students will explore sound synthesis, audio manipulation, and audio effects processing. Students will also consider basic compositional and sound design issues as they create original works. The class will also study important composers and pieces from the history of electronic music. The goal of the class is to help students build the foundations for creative engagement with electronic sound that can then be applied to a variety of musical styles. All experience levels are welcome.

**MUSC-110 Music Theory Rudiments (1 Credits)**

Basic music theory concepts. Prerequisite: placement exam.

**MUSC-111 Musicianship I (4 Credits)**

(PA) An introduction to the study of music and related skills: score-reading, sight singing, text analysis, conducting, composition, research, and writing. Primary focus is given to the development of notated music in Europe and America from the middle ages to the present day, with additional study of popular and non-western music.

**MUSC-112 Musicianship II (4 Credits)**

The fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature.

**MUSC-112L Musicianship II Lab (0 Credits)**

Aural Skills, taken in conjunction with MUSC-112.

**MUSC-121 Class Piano I (1 Credits)**

Beginning piano in a group setting. Prerequisite: piano assessment.

**MUSC-122 Class Piano II (1 Credits)**

Beginning piano in a group setting. Prerequisite: piano assessment.

**MUSC-131 Music in Film (4 Credits)**

(PA) This class immerses you in the history, people, and creative processes behind the music heard in movies. It traces the path from the not-so-silent era at the birth of film all the way to the high-tech world of making music for today's big-budget blockbusters. The course goes behind the scenes with composers, directors, and musicians to learn about the art and craft of film music. The course includes extensive film viewing and basic analysis of music in film along with basic creative activities in adding music to film. Please note: In this course you may be exposed to films featuring adult themes, language, and visual depictions of nudity, sexual situations, violence including sexual violence, and drug use.

**MUSC-132 Music & Activism (4 Credits)**

(PP) What do rock, gospel, country, heavy metal, jazz, hip-hop, rap, alternative, indie and every other possible type of music have in common? Activism. Social Consciousness. Justice. Change. Throughout history popular music and activism have joined forces to support a variety of social and political movements. Music and Activism: The Role of the Protest Song throughout History is an interdisciplinary course that emphasizes the relationships between society, music, songwriters, performers, and listeners. By exploring history through its sonic landscapes, specifically protest songs, this course will trace mainstream and radical responses to key movements in history with special emphasis on the

tumultuous social, economic, and political challenges of the 20th century. Through text, audio, and video sources this course will focus on the role that protest songs play in activism, social justice, and change.

**MUSC-133 Video Game Music (4 Credits)**

(PA) An introduction to the history and function of musical sound in video games.

**MUSC-134 Wagner's Ring Cycle (4 Credits)**

(PP) Wagner's massive tetralogy, *Der Ring des Nibelungen* stands as one of the greatest artworks ever created in Western society. The breadth and scope of this work is more far reaching than any other work and its influence on past and future generations is undiminished. More than simply a mere work of art, this nineteenth-century epoch stands as testament to the genius of one man and countless others who have delved into its deeper meanings. This course will serve as an introduction to this work and hopefully inspire further exploration into this subject.

**MUSC-150 Rudiments of Improvisation (0 Credits)**

Rudiments of Improvisation explores an important facet of music education and performance central to the life of a musician.

**MUSC-199 Directed Study (1-2 Credits)**

**MUSC-211 Musicianship III (4 Credits)**

Continuing fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature

**MUSC-211L Musicianship III Lab (0 Credits)**

Aural Skills, taken in conjunction with MUSC-211.

**MUSC-212 Musicianship IV (4 Credits)**

Continuing fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature.

**MUSC-212L Musicianship IV Lab (0 Credits)**

Aural Skills, taken in conjunction with MUSC-212.

**MUSC-220 Topics in Jazz Styles and Analysis (2 Credits)**

Topics in Jazz Styles and Analysis. Advanced study in the harmonic and melodic practices prevalent in jazz music. Investigation of major jazz styles through specific style period transcriptions and harmonic analysis. Prerequisite: successful completion of MUSC 112.

**MUSC-221 Class Piano III (1 Credits)**

Beginning piano in a group setting. Prerequisite: piano assessment.

**MUSC-222 Class Piano IV (1 Credits)**

Beginning piano in a group setting. Prerequisite: piano assessment.

**MUSC-225 Music Notation (2 Credits)**

This course includes an overview of contemporary issues in music notation of works for students and professionals, and training in the use of music notation software. Prerequisite: MUSC 110 or permission of instructor.

**MUSC-231 Deep Listening (4 Credits)**

(PH) In this course we will explore sound meditation using the Deep Listening practice developed by composer Pauline Oliveros. We will investigate sound as a technique to transcend the limits of discursive reason, language, and our culture's hyper-visual orientation. The class will also study the ways sound has been used in contemplative disciplines and metaphysical speculations in various cultures. We will also see how some contemporary composers have been

influenced by these ideas and how this has influenced their musical techniques and expressive goals. This is an experiential course: students will engage in daily Deep Listening exercises which will include focused listening, simple vocalizations, body movements, and journaling.

**MUSC-232 From Ashes to Immortality (4 Credits)**

(PP) During the Holocaust, European fascists attempted to exterminate the Jewish people and their culture. Even before WWII, the Nazis banned so-called Degenerate Art (painting, music, literature) and used the arts as a propaganda tool. But for the Jews, the arts were a connection to their past, sustenance to feed creative hunger, and a salve to soothe spiritual wounds. We will explore the historical origins of anti-Semitism, the Jewish contribution to the arts in central Europe, and how the arts helped save a culture. Ultimately, we'll seek to discover the centrality of the arts in our time and culture.

**MUSC-299 Directed Study (1-2 Credits)**

**MUSC-300 World Music (4 Credits)**

(PS,G) Advanced study in ethnomusicology, its origins, development, theories, methodologies, concepts, problems and questions.

**MUSC-302 Music of Paris (4 Credits)**

(PA) Students will study music written in Paris from the Middle Ages to the early Twentieth Century and its cultural context. In addition students will explore the city of Paris to understand the draw it has had on artists, writers and thinkers. Taught as part of a Study Away Program.

**MUSC-305 Music & Culture of West Africa (4 Credits)**

(PH,G) Investigation of musical traditions of various cultural groups in West Africa.

**MUSC-306 Music in Germany (4 Credits)**

(PA) A survey of the most important musical figures in Germany. We will examine the culture, politics, and religious aspects of this country and how each played a part in shaping its music. This class will culminate with a trip to Germany and Switzerland where we will see important sites of German musical centers.

**MUSC-306A Music in Germany (2 Credits)**

A survey of the most important musical figures in Germany. We will examine the culture, politics, and religious aspects of this country and how each played a part in shaping its music. This class will culminate with a trip to Germany and Switzerland where we will see important sites of German musical centers.

**MUSC-311 Music Styles & Literature I (4 Credits)**

(PP) Music Styles and Literature I. Music literature and styles and their place in Western culture, 800 to the 19th Century. Prerequisite: Successful completion of MUSC-112 or permission of instructor.

**MUSC-312 Music Styles & Literature II (4 Credits)**

(PP) Music Styles and Literature II. Music literature and styles and their place in Western culture, 19th Century to the present. Pre-requisite: Take MUSC-112 or permission of instructor.

**MUSC-315 Music in American History (4 Credits)**

(PA,D) Music in American History. Indigenous American music traditions; their role in American life.

**MUSC-316 African-American Music (4 Credits)**

(PA,D) African-American Music. A study of the emphasis on critical examination of African influence and various musical styles, performance practices, aesthetic considerations and social and cultural contexts.

**MUSC-317 Jazz History and Analysis (4 Credits)**

(PA,D) Jazz History and Analysis. Study of major jazz periods and styles from 1900 to the present

**MUSC-320 Orchestration (2 Credits)**

Intensive study of scoring techniques for instruments and voices, via score study, in-class demonstrations and independent creative projects. Prerequisite: MUSC-112 or consent of instructor

**MUSC-321 Piano Literature (2 Credits)**

Survey of piano literature from J.S. Bach to the present. Includes score study, comparison of recorded examples and performance of selected standard works where applicable.

**MUSC-322 Piano Pedagogy (2 Credits)**

Principles, methods and materials of individual and group piano instruction. Supervised teaching experience is required of each student.

**MUSC-323 Vocal Diction & Literature (2 Credits)**

Basic IPA, English, French, German, and Italian diction and song literature for use in personal singing and teaching.

**MUSC-325 Vocal Pedagogy (2 Credits)**

Principles, methods and materials of voice pedagogy. Supervised teaching experience is required of each student.

**MUSC-330 New Music Seminar (2 Credits)**

Advanced course in new music. Through intensive examination of a series of works by living composers, students will develop skills for listening to, analyzing, and understanding recent music. Prerequisite: MUSC-212 or consent of instructor.

**MUSC-344 Creative Arts Therapies (4 Credits)**

(PH) Topics in this course include foundational understandings of the aging process on individuals and communities, creativity in aging, dementia, grief and loss, how the arts are used and impact this population, and historical foundations of arts and creative therapies. This course has no prerequisites. It is suitable for majors in health professions and related fields, and is required for those pursuing the Aging Studies Experiential Minor.

**MUSC-360 Conducting I (4 Credits)**

Beginning conducting techniques for choral, orchestral or wind ensembles

**MUSC-361 Conducting II (4 Credits)**

Literature and advanced techniques of conducting for choral, orchestral or wind ensembles.

**MUSC-363 Ped. for Stgs, Ww, Brass, Gtr, Perc (1 Credits)**

Pedagogy for Strings, Woodwinds, Brass, Guitar or Percussion. Survey of principles, methods and materials of instrument pedagogy.

**MUSC-364 Lit for Stgs, Ww, Brass, Gtr, Perc (1 Credits)**

Literature for Strings, Woodwinds, Brass, Guitar or Percussion. Survey of literature for strings, woodwinds, brass, guitar or percussion. Includes score study and performances of selected works where applicable.

**MUSC-380 Music in Context (4 Credits)**

In-depth study of music in the context of cultural history. Includes live concert experience and extensive individual study of critical listening. Prerequisite: completion of MUSC 101 or permission of instructor.

**MUSC-390 Junior Recital (1 Credits)**

Preparation and performance of a program of music as specified in The Department of Music Handbook.

**MUSC-393 International Study Colloquium (3-4 Credits)****MUSC-399 Directed Study (1-2 Credits)****MUSC-400 Independent Study (1-2 Credits)**



**MUSC-450 Senior Inquiry Seminar (2 Credits)**

A proposal development seminar. Students engage in the skills and process of inquiry to successfully prepare their Senior Inquiry proposals in Performance, Composition or Research.

**MUSC-451 Senior Inquiry (1 Credits)**

Final production of the written element of Senior Inquiry and public presentation of student's work.

**MUSC-480 Seminar: Topics in Music (4 Credits)**

Intensive investigation and examination of one particular music problem, genre, composer or period. May also include multicultural or interdisciplinary aspects as they affect the topic studies. The subject as well as the faculty will vary from year to year. Students may then repeat the course if the topic has changed. Prerequisite: MUSC-101, 111 or permission of the instructor.

**MUSC-490 Senior Recital (1 Credits)**

Preparation and performance of a program of music.

**MUSC-499 Directed Study (1-2 Credits)****Music Education (EDMU)****EDMU-120 Basic Vocal Techniques (1 Credits)**

Topics relating to the instruction of the young and/or inexperienced singer, primarily in the classroom situation, including experiences through classroom lecture/discussion and laboratory settings to help build an awareness of one's own voice. Introduction to major concerns of those who lead in the act of singing.

**EDMU-121 Basic Instrumental Techniques (1 Credits)**

Fundamental information about wind, percussion and stringed instruments for music majors with a vocal concentration. Hands-on experience with one woodwind, one brass and one stringed instrument.

**EDMU-250 Foundations in Music Education (2 Credits)**

Examines historical, psychological and philosophical foundations for teaching music while acquainting prospective music educators with the various elements and methodologies of music teaching. 10 hours of K-12 music classroom observation required.

**EDMU-272 Brass Methods (1 Credits)**

Fundamentals of playing trumpet, horn, trombone, euphonium and tuba; pedagogy and methods.

**EDMU-273 Woodwind Methods (1 Credits)**

Fundamentals of playing flute and single reed instruments; pedagogy and methods.

**EDMU-274 Woodwind Methods II (1 Credits)**

Fundamentals of playing double reed instruments; pedagogy and methods.

**EDMU-275 String Methods (1 Credits)**

Fundamentals of playing stringed instruments; pedagogy and methods. Required for all instrumental music education majors preparing to teach orchestral instruments.

**EDMU-276 Percussion Methods (1 Credits)**

Fundamentals of playing percussion instruments; pedagogy and methods.

**EDMU-330 Assess & Eval in Music Education (4 Credits)**

(Q) Designed for teacher candidates in K-12 music education, this course focuses on assessing learning in music classrooms. Topics include the processes and factors involved in understanding, developing, and applying a variety of assessment strategies to support music learning and teaching. Foundational components of quantitative assessment including statistics, measurement, analysis, and interpretation of results will be explored as a means to improve both student learning and instruction required in contemporary schooling contexts. Prerequisite: EDMU-250

**EDMU-386 Classroom Music Teaching Methods (4 Credits)**

Examination of current methods and materials to prepare teachers for general music teaching in grades K-12. Students will survey materials, prepare instructional projects and engage in peer and elementary classroom teaching. 30 hours of clinical observation/teaching required.

**EDMU-387 Secondary Music Teaching Methods (4 Credits)**

Examination of current methods and materials to prepare teachers for choral or instrumental music teaching in grades 5-12. Students will survey materials, prepare instructional projects and engage in peer and secondary classroom teaching. 30 hours of clinical observation/teaching required.

**EDMU-393 International Study Colloquium (3-4 Credits)****Applied Lessons (MULS)**

Additional fees for lessons above and beyond tuition will be charged according to the lesson fees noted in the [Schedule of Student Charges](#). Students may register for up to four credits of lessons; each credit equals one half-hour of instruction weekly.

**MULS-090 Voice Placement (0 Credits)**

Incoming students planning to study applied voice should register for MULS-090 to be placed in a voice studio.

**MULS-091 Piano Placement (0 Credits)**

Incoming students planning to study applied piano should register for MULS-090 to be placed in a piano studio.

**MULS-301 Voice (1-4 Credits)****MULS-302 Piano (1-4 Credits)****MULS-303 Organ (1-4 Credits)****MULS-310 Flute (1-4 Credits)****MULS-311 Oboe (1-4 Credits)****MULS-312 Clarinet (1-4 Credits)****MULS-313 Saxophone (1-4 Credits)****MULS-314 Bassoon (1-4 Credits)****MULS-320 Trumpet (1-4 Credits)****MULS-321 Horn (1-4 Credits)****MULS-322 Trombone (1-4 Credits)****MULS-323 Euphonium (1-4 Credits)****MULS-324 Tuba (1-4 Credits)****MULS-330 Percussion (1-4 Credits)****MULS-331 Drum Set (1-4 Credits)****MULS-332 Electric Bass (1-4 Credits)****MULS-333 Guitar (1-4 Credits)****MULS-334 Harp (1-4 Credits)**

**MULS-340 Violin (1-4 Credits)**

**MULS-341 Viola (1-4 Credits)**

**MULS-342 Cello (1-4 Credits)**

**MULS-343 Double Bass (1-4 Credits)**

**MULS-350 Composition (1-4 Credits)**

**MULS-351 Jazz Improvisation (1-4 Credits)**

**MULS-352 Free Improvisation (1-4 Credits)**

**MULS-353 Electronic Composition (1-4 Credits)**

**MULS-354 Applied Conducting (1-4 Credits)**

**MULS-355 Applied Musicianship (1-4 Credits)**

#### **Chamber Music (MUCH)**

Students may register for chamber ensembles for 0 or 1 credits.

**MUCH-100 Small Chamber Brass (0-1 Credits)**

**MUCH-106 Small Chamber Piano (0-1 Credits)**

**MUCH-107 Small Chamber String (0-1 Credits)**

**MUCH-108 Small Chamber Woodwind (0-1 Credits)**

**MUCH-110 Kali Yuga (0-1 Credits)**

**MUCH-209 Jazz Combo (0-1 Credits)**

**MUCH-300 Low Brass Choir (0-1 Credits)**

**MUCH-302 Clarinet Choir (0-1 Credits)**

**MUCH-303 Flute Choir (0-1 Credits)**

**MUCH-305 Percussion Ensemble (0-1 Credits)**

**MUCH-312 Handbell Choir (0-1 Credits)**

#### **Ensemble (MUEN)**

Students may register for ensembles for 0 or 1 credits.

**MUEN-096 Choir Audition (0 Credits)**

**MUEN-097 Band Audition (0 Credits)**

**MUEN-098 Orchestra Audition (0 Credits)**

**MUEN-099 Jazz Audition (0 Credits)**

**MUEN-110 Augustana Academic Chorus (0-1 Credits)**

A mixed ensemble that incorporates student conductors and faculty mentors. Required of all vocal music education

majors and encouraged for all other music majors. Open to all students. This ensemble meets once per week and focuses on accessible literature from all style periods. Does not meet scholarship participation requirement.

**MUEN-112 Augustana Oratorio Society (0-1 Credits)**

Since the turn of the century the Society has performed Messiah each Christmas. The annual spring oratorio explores the riches of the choral-orchestral literature. The musicians of the Handel Oratorio Society include Quad City community members, Augustana students, The Augustana Choir, the Augustana Symphony Orchestra and invited soloists. Any Augustana College student may sing with the Oratorio Society. Messiah rehearsals begin on the first Monday of October.

**MUEN-114 SMI Lab Ensemble (0-1 Credits)**

Secondary Musical Instrument Lab Ensemble (SMILE) is an ensemble that develops skills on non-primary instruments. Students mentor each other on various musical instruments and also take lead as student-conductors. In this setting, future instrumental music teachers are exposed to quality beginning and advancing literature through the lens of a developing musician. Does not count for scholarship requirement.

**MUEN-201 Chamber Singers (0-1 Credits)**

A select small ensemble that performs primarily a cappella chamber works from madrigals to vocal jazz. Performances include a traditional Lessons and Carols program in December and a concert in the spring as well as campus and community events throughout the year.

**MUEN-207 Opera@Augustana (0-1 Credits)**

**MUEN-213 Augustana Chamber Orchestra (0-1 Credits)**

The purpose of Augustana Chamber Orchestra (ACO) is to provide an intensive and varied orchestral opportunity for current orchestral students at Augustana. The Augustana Chamber Orchestra will play a diverse collection of repertoire—specifically focusing on baroque, classical, and 20th and 21st century works written for a smaller symphonic or string ensemble. This ensemble will also serve as the ensemble for Opera @ Augustana productions and other potential collaborative projects.

**MUEN-302 Augustana Concert Chorale (0-1 Credits)**

A mixed ensemble that performs a wide variety of literature from all style periods. Students will gain a better understanding and appreciation of choral music through study and performance of a varied repertoire of choral literature. The group will primarily sing in on-campus concerts. Meets scholarship participation requirement.

**MUEN-303 Concert Band (0-1 Credits)**

The Augustana Concert Band provides a concert band playing experience for all interested students. The rehearsal schedule is designed to allow students, regardless of major, to participate in an instrumental ensemble and maintain their regular course load.

**MUEN-306 Jenny Lind Vocal Ensemble (0-1 Credits)**

This select ensemble of sopranos and altos is for the singer who wishes to develop advanced choral skills. Participation in Jenny Lind allows singers to gain a better understanding and appreciation of various styles of choral music composed for treblechorus, from Medieval chant to works from the 20th century. The ensemble performs concerts on campus each term and several campus and community events.

**MUEN-400 Augustana Choir (0-1 Credits)**

This highly select mixed ensemble performs a wide variety of music in major concerts, special events and on tour. The choir has released a number of recordings, and has performed on commercial and public radio and network television. The Augustana Choir requires a high level of musicianship and a serious time commitment. Students from any academic field may audition. The choir rehearses daily, and gives as many as 20 performances each year. Students in the Augustana Choir also participate in the Handel Oratorio Society.

**MUEN-404 Jazz Ensemble (0-1 Credits)**

### **MUEN-408 Orchestra (0-1 Credits)**

The ASO performs varied and challenging repertoire on one major concert program each term, participates in Christmas at Augustana, collaborates with opera, hosts a student concert competition, reads student compositions, and undertakes an annual performance tour. Auditions take place each fall.

### **MUEN-409 Symphonic Band (0-1 Credits)**

The Augustana Symphonic Band provides an opportunity for the most dedicated wind musicians to continue their musical growth in a challenging, yet supportive environment. The annual concert tours typically alternate between regional and national itineraries.

## Neuroscience courses

<https://www.augustana.edu/academics/areas-of-study/neuroscience/courses>

### **2024-25 catalog**

#### Program Advisors:

RUPA GUPTA GORDON, Associate Professor  
B.S., Purdue; Ph.D., University of Iowa

IAN A. HARRINGTON, Professor  
B.S., Dalhousie University; M.A., Ph.D., Toledo

SHARA STOUGH, Associate Professor, Chair  
B.A., Coe College; Ph.D., University of California-Irvine

**MAJOR IN NEUROSCIENCE** 36 credits, including PSYC-200, -240, -246, -349, -352 one Neuroscience elective (choose from PSYC-342, -343, -347, -418); two multi-disciplinary electives from different course codes (choose from BIOL-130, -250, -358, -360, -362, CSC-320, CSD-205, -210, -410, PHIL-301, -310, -314, RELG-355); and one Senior Inquiry from PSYC-452, -458, or -466. Students who complete Senior Inquiry in another major must substitute an additional 4-credit elective at the 300 or 400 level. The major requires a minimum of 20 credits at the 300-400 level.

Students may not major or minor in both Psychology and Neuroscience.

Recommended supporting courses: some or all of the following are recommended for students planning to pursue graduate training in neuroscience and may be required by some graduate programs: CHEM-131, -132, -321, -322, -441, -442; MATH-160; PHYS-151, -152, or PHYS-211, -212, -213. Please consult with your advisor.

For course descriptions, see the catalog pages for Biology, Chemistry, Communication Sciences & Disorders, Computer Sciences, Math, Philosophy, Physics, Psychology, and Religion.

Honors in Psychology or Neuroscience: Graduating majors in psychology or neuroscience will be awarded honors upon attainment of the following: (1) a minimum grade-point average of 3.50 in all courses within the PSYC or NSCI major and 3.25 in all courses attempted (transfer students must also achieve the 3.50 minimum in all major courses taken at Augustana); (2) a research project (PSYC 481) of honors quality as judged by the department.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Nonprofit Leadership Development Experiential Minor

**2024-25 catalog**

**Advisor-** MELINDA R. MAHON, Assistant Professor

B.S., Western Illinois University; M.B.A., University of Iowa; D.B.A., St. Ambrose University

The purpose of the Nonprofit Leadership Development experiential minor is to help prepare liberal arts majors for leadership roles with non-profit organizations and to provide them with formal documentation of their competence for doing so. Like traditional academic programs, it will be structured and closely overseen by the faculty. Unlike traditional programs, a substantial fraction of the program content (as much as 500 hours of engagement) will occur in programs that do not lead to the award of academic credit or grades. We believe the program offers a valuable, rigorous experience and, at the same time, demonstrates the practicality of pursuing a liberal arts education.

The Augustana Nonprofit Leadership Development experiential minor is designed to enable our graduates to flourish in dynamic nonprofit sector. The course work and experiential learning opportunities are intended to develop professional leaders who can:

- Build and communicate a shared organizational vision. (Lead and Communicate)
- Use systems thinking to analyze and address complex situations from multiple perspectives (i.e. financial, ethical, and managerial). (Analyze, Interpret, Respond)
- Encourage collaboration and synergy among diverse constituents. (Lead and Relate)
- Demonstrate an understanding of the fundamental objectives and operations of a nonprofit organization. (Understand)
- Question and evaluate assumptions and models that guide practice. (Create)

The requirements are as follows:

A. Four core area courses (16 credits). Students must receive at least a C in each of the four core area courses in order to earn the experiential minor.

1. Competent communication

- MJMC 403: Public Relations;
- BUSN 320: Marketing for Non-Business Majors or
- BUSN 321: Marketing (for business majors)

2. Effective financial management

- ACCT 200: Accounting Fundamentals or
- ACCT 201: Financial Accounting

3. Knowledgeable organizational leadership

- BUSN 304: Organizational Citizenship

4. Ethical, informed decision making

- RELG 356: Business Ethics;
- RELG 355: Medical Ethics;
- PHIL 103: Social Ethics or

- PHIL 105: Life and Death

B. Four experiential learning areas:

1. Completion of the following CORE activities in consultation with a Career Coach:

- Informational Interview
- Action Plan: Developing Career Goals

2. Completion of four LinkedIn Learning courses relevant to working with nonprofit organizations. These courses should be chosen in consultation with the academic advisor. Courses are typically 60-90 minutes in length. Topics can include, but aren't limited to, the history and foundation of nonprofit organizations, future issues facing nonprofits, fundraising, event planning, social entrepreneurship, marketing and social media, stewardship and storytelling, legal and regulatory issues, fund investing, audits and fraud investigation, strategic planning, grant writing, and member relations and volunteer management.

3. Completion of a minimum of 300 hours of internship in one or more a nonprofit organization(s) with a satisfactory supervisor evaluation. The internship must be registered for 0 or more credits and must be approved by the faculty advisor.

4. Development and presentation of a portfolio/reflection paper that exemplifies the knowledge, abilities and dispositions relevant to the experiential minor, and illustrates how the student has met the goals of the experiential minor.

**For a complete list of the college policies and guidelines about experiential minor, see the catalog section on [Organization of the Curriculum](#).**

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Philosophy course catalog

<https://www.augustana.edu/academics/areas-of-study/philosophy/courses>

### **2024-25 catalog**

TIMOTHY BLOSER, Professor, Chair  
B.A., Princeton; Ph.D., Stanford

ROMAN P. BONZON, Professor  
B.A., Haverford; M.A., Ph.D., Pittsburgh

DEKE GOULD, Continuing Lecturer  
B.A., Flagler College; M.A., Texas A&M University; Ph.D., Syracuse University

DOUGLAS PARVIN, Full Professor  
A.B., Harvard; Ph.D., Rutgers

HEIDI STORL, Professor  
B.A., Capital; M.A., Ph.D., Ohio State; HEC-C

### [Major in Philosophy](#)

Requirements for Major (32 credits).

Logic Requirement (one course): PHIL100 or PHIL300. Required in sophomore year.

History Requirement (two courses): PHIL 200, PHIL 201, or PHIL 203. Recommended during sophomore year.

Advanced Requirement (two courses): Any course from 300- or 400-level. May be taken anytime dependent upon student's areas of interest. So, for example, pre-law/philosophy majors may elect to take PHIL324 (Philosophy of Law) and PHIL222 (Political Philosophy); students with a major in the biological sciences and philosophy may wish to take PHIL305 (Philosophy of Science) and PHIL 310 (Philosophy of Mind).

Senior Seminar (one course): PHIL 440. Required in senior year.

Required Elective Courses (two courses). May be taken anytime, though often taken in freshmen or sophomore year  
Optional Senior Thesis (PHIL 450). This course is intended for those major who wish to pursue a graduate degree in philosophy. This course will be taken in the senior year as an IP with an appropriate Philosophy Department faculty member. This course will count as one of two Advanced Requirement courses.

Senior Inquiry: This requirement can be filled in one of three ways: (1) Take PHIL460: Senior Inquiry Spring semester of senior year; (2) Take PHIL 450 Senior Thesis Fall and Spring semesters of senior year (this is only recommended for students contemplating graduate study in philosophy); (3) Complete the SI requirement for another major.

### Minor in Philosophy

Requirements for Minor (20 Credits)

Logic Requirement (one course): PHIL100 or PHIL300. Typically required in sophomore year.

History Requirement (one course): PHIL 200, PHIL 201, PHIL 203. Typically required in sophomore year.

Advanced Requirement (one course): Any course from 300- or 400-level. May be taken anytime dependent upon student's areas of interest. So, for example, pre-law/philosophy majors may elect to take PHIL324 (Philosophy of Law) and PHIL222 (Political Philosophy); students with a major in the biological sciences and philosophy may wish to take PHIL305 (Philosophy of Science) and PHIL 310 (Philosophy of Mind).

Required Elective Courses (two courses). May be taken anytime

The department offers two courses in reasoning for students wishing to improve their analytical skills, ability to evaluate and construct arguments, and knowledge of logical concepts: PHIL-100 Critical Reasoning (4) and PHIL-300 Modern Formal Logic (4)

### Introduction to/History of Philosophy

All of the following courses are introductory: 100, 101, 103, 105, 200, 201, and 203. The 200-level courses cover particular historical periods. Our J-term courses are open to all students: 120, 122, and 124.

PHIL-100 Critical Reasoning (4)

PHIL-101 (PH) Knowing and Being (4)

PHIL-103 (PS) Social Ethics (4)

PHIL-105 (PH) Life and Death (4)

PHIL-110 (PP) History of Philosophy (4)

PHIL-120 (PH) Puzzles & Paradoxes (4)

PHIL-122 (PH) Meaning of Life (4)

PHIL-124 (PH) Kinds of Minds (4)

PHIL-200 (PP) History of Great Ideas (4)

PHIL-201 (PP) Classical Philosophy (4)

PHIL-203 (PP) Modern Philosophy (4)

### Philosophy of Special Subjects

These courses are organized around specific subjects. Each assumes some interest in the relevant subject. All are open to students regardless of major.



PHIL-300 (Q) Formal Logic (4)  
PHIL-305 (PP) Philosophy of Science (4)  
PHIL-301 (PS; Q) Decision & Game Theory (4)  
PHIL-303 (PH) Metaphysics and Epistemology (4)  
PHIL-310 (PH) Philosophy of Mind (4)  
PHIL-312 (PH) Philosophy of Medicine (4)  
PHIL-314 (PH) Philosophy of Language (4)  
PHIL-316 (PH) Philosophy of Religion (4)  
PHIL-318 (PA) Philosophy of Art (4)  
PHIL-320 (PH) Moral Philosophy (4)  
PHIL-322 (PH) Political Philosophy (4)  
PHIL-324 (PS) Philosophy of Law (4)  
PHIL-330 (PH) Applied Ethics (4)  
PHIL-342 (PH) Phenomenology & Existentialism (4)  
PHIL-360 Topics in Philosophy (2 Credits)

### Individual and Advanced Studies

Although intended primarily for majors and minors in philosophy, these courses may be taken by other interested students, with permission of the relevant faculty.

PHIL-399 Directed Study (1+)  
PHIL-400 Independent Study (1+)  
PHIL-440 Advanced Seminar (4)  
PHIL-450 Senior Thesis (4)

### Minor in Ethics

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Complementary courses: two of RELG 355, RELG 356, RELG 359, RELG 363, RELG 385, PHIL 122, PHIL 312, PHIL 320, PHIL 322, PHIL 324, PHIL 330.
- At least one complementary course must carry a RELG designation.
- A student may substitute RELG 357 and RELG 358 for one of the complementary courses listed above.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (PHIL)

#### **PHIL-100 Critical Reasoning (4 Credits)**

Students will study the basic concepts of logic and learn to apply them in both real-world evaluation of arguments and the construction of their own arguments. Basic tools will include: fundamentals of propositional logic and inductive logic, informal fallacies, syllogistic logic, and Venn diagrams. In addition, students will read regular opinion articles written by professional philosophers as exemplars of clearly articulated reasoning on important social issues.

#### **PHIL-101 Knowing and Being (4 Credits)**

(PH)Introduction to central topics in philosophy, such as ethical theory, metaethics, knowledge and skepticism, theology,

free will, personal identity, and the nature of meaning. Attention is paid to the careful formation and critical evaluation of arguments.

### **PHIL-101TR Transfer Elective (1-12 Credits)**

#### **PHIL-103 Social Ethics (4 Credits)**

(PS) An introduction to the philosophical examination of issues in three areas of social ethics-global problems, family matters, and societal policies. The following general questions will be considered in light of three moral theories (utilitarianism, rights, and the ethics of care): What do we owe the poor and starving in other countries? What do we owe our family members? How should we treat criminals in our society?

#### **PHIL-105 Life and Death (4 Credits)**

(PH) An introduction to ethics, approached through an examination of the ethics of living, letting die, and killing. The course will introduce students to major theories of morality, such as utilitarianism and Kantian ethics, and apply these theories to issues that may include euthanasia, abortion, capital punishment, and just war.

#### **PHIL-110 History of Philosophy (4 Credits)**

(PP) An introduction to the main ideas and figures in the tradition of Western Philosophy, from the Ancient Greeks to the present. Emphasis on theories and arguments in the areas of metaphysics, the theory of knowledge, and ethics.

#### **PHIL-120 Puzzles and Paradoxes (4 Credits)**

(PH) An introductory survey of well-known paradoxes that arise in the philosophical study of logic, ethics, theology, metaphysics, epistemology, and decision theory. Also explored are paradoxes from other disciplines, such as psychology, physics, statistics, and economics. Through these paradoxes, the concepts of reason and rationality are examined.

#### **PHIL-122 Meaning of Life (4 Credits)**

(PH) An exploration of philosophical efforts to answer the question posed by Socrates in Plato's Republic: how should one live? We will investigate the roles of happiness, morality, and meaning in a well-lived human life, as well as the significance of death for us mortal creatures. Readings will range from classical thinkers such as Plato and Epicurus, to recent work by philosophers such as Robert Nozick and Susan Wolf.

#### **PHIL-124 Kinds of Minds (4 Credits)**

(PH) This course surveys recent developments in the philosophy of animal minds. Students will be introduced to the basic methods of philosophy through an investigation of non-human animal mental lives. Topics will include animal consciousness, pain, reasoning, language, and sociality. Many of these topics will connect to broader questions about animal rights and reflections about human nature.

#### **PHIL-200 History of Great Ideas (4 Credits)**

(PP) An introductory overview of the development of key philosophical ideas from the pre-Socratics to the present. Students will be exposed to major traditions and current trends in philosophy, and will be able to make connections with ideas in other disciplines such as the sciences, social sciences, arts, and humanities.

#### **PHIL-201 Classical Philosophy (4 Credits)**

(PP) Study of the beginnings of philosophical thought in Classical Greece, with particular attention to the fragments of the pre-Socratics, the dialogues of Plato, and the treatises of Aristotle. Topics will include early physics and metaphysics, theories of knowledge, human nature, happiness and virtue ethics.

#### **PHIL-203 Modern Philosophy (4 Credits)**

(PP) Studies in the Rationalist philosophical tradition of Descartes, Spinoza, Leibniz and the Empiricist tradition of Locke, Berkeley, Hume. Topics will include perception, knowledge and skepticism, mind and matter, the nature and existence of God, the character of reality.

#### **PHIL-300 Formal Logic (4 Credits)**

(Q) Techniques of translation, proof, and analysis from ordinary language to sentential logic and first-order predicate logic with identity and functions. Additional topics may include modal logic, Peano arithmetic, and metalogic. For

students of philosophy, mathematics, linguistics, law, and the sciences, but recommended for anyone interested in exactness of thought

**PHIL-301 Decision & Game Theory (4 Credits)**

(PS,Q) This introduction to decision theory and game theory explores the nature of probability and utility and their use in decision-making. We examine puzzle cases where different approaches to decision-making yield different results, and the difference (if any) between decisions, where only one agent acts, and games, where the result depends on decisions by multiple agents. Applications to psychology, evolutionary biology, ethics, business, and political science are explored.

**PHIL-303 Metaphysics & Epistemology (4 Credits)**

(PH) This course will survey some of the major theories and approaches in metaphysics and epistemology. Topics in metaphysics may include puzzles about material constitution, composition and identity, modality, general ontology. Topics in epistemology may include attempts to provide an analysis of the concept of knowledge, theories of justification, conceivability and possibility, a priori knowledge, and testimony.

**PHIL-305 Philosophy of Science (4 Credits)**

(PP) Study of key episodes in the history of science, with a focus on philosophical issues. Primary source readings from scientists and philosophers from ancient Greece through the scientific revolution and up to the twentieth century. Concepts explored include methodology, the nature of scientific explanation, confirmation and falsification, empiricism, and scientific realism.

**PHIL-310 Philosophy of Mind (4 Credits)**

(PH) Questions involving the nature of consciousness serve as the primary focus for this course. Key areas of examination will include the mind-body problem, the nature of mental representation, the nature of human subjectivity, and select issues in neurophilosophy.

**PHIL-312 Philosophy of Medicine (4 Credits)**

(PH) An examination of the underlying metaphysical, epistemological, and ethical dimensions of the practice of medicine. Key issues of investigation will include concepts of health, goals of care, and trends toward population-based medicine.

**PHIL-314 Philosophy of Language (4 Credits)**

(PH) Exploration of theories of language and its relation to the mind and the world. Topics will include meaning and reference, logic and necessity, propositional attitudes, communication and intention. Readings will be from such foundational figures as Frege, Russell, Wittgenstein, and later thinkers.

**PHIL-316 Philosophy of Religion (4 Credits)**

(PH) Philosophical study of religious questions concerning the existence and nature of God, reason and faith, and the relation of divine commands and morality. Readings will be from such thinkers as Aquinas, Hume, and William James.

**PHIL-318 Philosophy of Art (4 Credits)**

(PA) An examination of classical and contemporary theories of art and aesthetics, focusing on artistic creativity, the nature of art, and the reception of and response to works of art. Readings from Plato, Aristotle, Tolstoy, Collingwood. Examples from literature, painting, music, and film.

**PHIL-320 Moral Philosophy (4 Credits)**

(PH) A detailed investigation of major philosophical theories in ethics and metaethics, rooted in a close study of primary texts. Topics will include consequentialist, Kantian, and virtue-based theories of ethics, as well as metaethical topics such as the debates between moral objectivism and skepticism. Readings will draw from authors such as Plato, Aristotle, Bentham, Kant, Mill, and Hume.

**PHIL-322 Political Philosophy (4 Credits)**

(PH) A careful study of prominent philosophical investigations into the nature of a just society, rooted in a close reading of primary texts. Issues include the sources of legitimate political authority, the just distribution of economic goods, and

the sources of, and limits to, individual rights. We will consider theoretical approaches including perfectionism, contractarianism, utilitarianism, and Marxism, and read texts by figures such as Plato, Hobbes, Locke, Mill, and Marx.

**PHIL-324 Philosophy of Law (4 Credits)**

(PS) An introduction to, and careful study of, philosophical issues surrounding the nature of law. These issues include the nature of law itself (that is, what makes a law legitimate, and the disputes between natural lawyers and legal positivists on this issue), the nature and sources of rights, the source and extent of our moral obligation to obey the law (and if such an obligation exists), and judicial approaches to interpreting the law. Texts will be drawn from authors such as Aquinas, Austin, Hart, Dworkin, and Rawls.

**PHIL-330 Applied Ethics (4 Credits)**

(PH) This course will center on a specific theme each term, as determined by the instructor. For example, themes might include ethics and information technology or bioethics. Specific topics within ethics and information technology might include privacy and data aggregation, the ethics of artificial intelligence, and the ethical dimensions of social media. The course may be repeated if the topic has substantially changed.

**PHIL-340 Enlightenment Philosophy (4 Credits)**

(PP) Readings in the primary works of such major Enlightenment thinkers as Hume and Kant. Topics will be drawn from metaphysics, epistemology, ethics, and aesthetics.

**PHIL-342 Phenomenology & Existentialism (4 Credits)**

(PH) A study of works from Continental thinkers such as Kierkegaard, Husserl, Heidegger, Sartre, and Camus. Central topics will include a study of the human condition and its ramifications on issues such as freedom, authenticity, and death.

**PHIL-360 Topics in Philosophy (2 Credits)**

This course will focus on a particular theme each term, as determined by instructor and student interest. The course will be of primary interest to philosophy majors and minors who would like to explore a given topic in greater detail or link a topic more directly to a secondary major. The course may be repeated for credit if the topic has substantially changed.

**PHIL-399 Directed Study (1-2 Credits)**

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

**PHIL-400 Independent Study (1-2 Credits)**

Study of philosophical issues of major importance, selected by the student, done by arrangement with and under the direction of a member of the philosophy faculty.

**PHIL-440 Advanced Seminar (4 Credits)**

An intensive investigation of a major philosopher or a specific problem in philosophy. The subject will vary from year to year, and students may repeat the course if the content has changed substantially.

**PHIL-450 Senior Thesis (2 Credits)**

A two-term sequence Under the direction of a member of the philosophy faculty, the student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. Student must have senior status. Strongly recommended for students intending to pursue graduate studies in philosophy or related fields. This course satisfies the Senior Inquiry requirement.

**PHIL-460 Senior Inquiry (1 Credits)**

A revision and preparation of the philosophy senior essay, for submission to the philosophy department and presentation at the Spring Celebration of Learning.

**PHIL-499 Directed Study (1-2 Credits)**

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

## Physics course catalog

<https://www.augustana.edu/academics/areas-of-study/engineering/physics-courses>

### 2024-25 catalog

MIKE AUGSPURGER, Assistant Professor  
B.S., Rhodes College; Ph.D., University of Iowa

LEE CARKNER, Professor  
B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

JOSHUA DYER, Associate Professor  
B.S., University of Illinois, Urbana-Champaign; Ph.D., Michigan State

NATHAN H. FRANK, Professor  
B.A., Concordia College; Ph.D., Michigan State

JAMES VAN HOWE, Professor  
B.A., University of Chicago; Ph.D., Cornell

JACKIE OPFER, Assistant Professor  
B.S., University of California, Berkeley; M.S., Ph.D., University of Minnesota

WILLIAM PETERSON, Professional Faculty Instructor  
B.S., Ph.D., University of Iowa

CECILIA J. VOGEL, Professor  
B.S., Michigan State; Ph.D., University of Minnesota

### Major in Physics

42 credits, including PHYS 200, PHYS 211, PHYS 212, PHYS 213, PHYS 366, PHYS 368 (or PHYS 367 and PHYS 421), 12 elective PHYS credits at the 300-400 level, and 10 credits of MATH-160, MATH-220, and MATH-260. CHEM 131 is recommended as a supporting course. Students may NOT major in both Engineering-Physics and Physics.

### Major for Teaching Physics

28 credits, including PHYS-211, PHYS-212, PHYS-213, PHYS-360, PHYS-366, and PHYS-368 as well as two of the following: PHYS-300, PHYS 339, PHYS-313. See the Director of Secondary Education for more details. 100-level courses do not count toward the major. Required supporting courses (40 credits): ASTR-145; BIOL-130 and BIOL-140; CHEM-131 and CHEM-132; GEOL-101 and GEOG-105; MATH-160, MATH-220, MATH-230, and MATH-260.

### Minor in Physics

16 credits, including 211, 212, 213, 366, and 368

### Major in Engineering Physics

44 credits, including PHYS 200, PHYS 211, PHYS 212, PHYS 213, PHYS 366, PHYS 368 (or PHYS 367 and PHYS 421), ENGR-190, and 10 credits of 300-400 level PHYS, ENGR, and CHEM courses based on advising (excluding ENGR-315/315A), and 10 credits of MATH-160, MATH-220, and MATH-260.

Students are free to take any combination of 10 credits, but are typically advised to follow one of three engineering tracks: chemical, mechanical, or electrical. A student interested in mechanical or civil engineering would take ENGR-310, and PHYS-360, students interested in electrical or computer engineering would take PHYS-339 and PHYS-377, while students interested in chemical engineering would take CHEM-321 and CHEM-322.

Students may NOT major in both Physics and Engineering-Physics.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (PHYS)

### **ENGR-190 Introduction to Engineering Design (4 Credits)**

This is an introduction to engineering design course where students will learn the process of human-centered design. Students will participate in a design project that requires engineering solutions but also includes elements outside of the traditional STEM framework. Students will be taught strategies to ensure that solutions meet the user's broad needs. A variety of basic skills will be introduced such as fabrication and computer modelling. Students will also explore pathways to engineering careers through guest speakers, and skills in resume writing and networking will also be developed.

### **ENGR-210TR Engineer Statics Transfer (1-4 Credits)**

### **ENGR-211TR Mech of Def Bodies Xfer (1-4 Credits)**

### **ENGR-290 Experimentation and Design (4 Credits)**

This is the second core project course for engineering students. It focuses on the interplay between the design process and experimental testing. The "project" for the course will be to imagine multiple designs in response to an engineering problem, and then test and rework those designs. In the process, the course will address all phases of the experimental process: designing a test, creating an experimental setup, building and calibrating sensors, taking data, analyzing data (including statistical analysis), iterating our design, and reporting our results. A significant focus of the course will be on written and oral communication. Prerequisite: ENGR-190 and PHYS-200

### **ENGR-310 Engineering Statics (2 Credits)**

Forces, moments, couples, equipollent systems, distributed forces, equilibrium analysis, trusses, methods of joint and sections, shear-force and bending-moment diagrams, coulomb friction, centroids and center-of-mass. (Offered in alternate years) Prerequisite: PHYS-211, Co-requisite: MATH-260.

### **ENGR-311 Mechanics of Deformable Bodies (2 Credits)**

Mechanics of Deformable Bodies deals with the forces and moments created within a structural piece. So while Statics focuses on how an engineered structure will function, this course analyzes the structural strength and resilience of a single object (such as a beam). The topics needed to gain this understanding include stress, strain, bending, torsion, buckling, and deflection. Prerequisite: ENGR-310

### **ENGR-315 Ethics in Engineering (4 Credits)**

(PH) This course traces 20th century German and Swiss scientific and technological ideas, institutions, achievements, and events of the past, both in relation to one another and in relation to the present. Students will explore ethical decision-making using historical, scientific discoveries, institutions, and achievements as case studies. Students will also develop a personal ethical framework with which to analyze and make ethical decisions and incorporate others' perspectives into their decision-making process. We will also examine how science and other disciplines have been funded and the biases that continue to exist.

### **ENGR-315A Ethics in Engineering (2 Credits)**

A course in ethics accessible to all majors that supports the Alps program. Students will explore ethical decision-making using historical, scientific discoveries, institutions, and achievements as case studies. Approved for one semester only

**ENGR-320 Fluid Mechanics (4 Credits)**

This course introduces the principles of fluid mechanics: students will investigate the characteristics of fluid behavior in static and flow environments using a range of different approaches. Because it is important to develop an intuition about these physical processes, the course will stress understanding the fundamental concepts and theoretical underpinnings of fluid mechanics in addition to the application of equations to practical problems. Prerequisite: MATH-260 and PHYS-211

**ENGR-321 Heat Transfer (2 Credits)**

This course introduces the principles of heat transfer by conduction, convection, and radiation. Because it is important to develop your intuition about these physical processes, the course will stress understanding the fundamental concepts and theoretical underpinnings of heat transfer in addition to the application of equations to practical problems. Prerequisite: MATH-320 and ENGR-320

**ENGR-330 Structural Engineering (4 Credits)**

Structural Engineering concerns itself with the durability and suitability of built structures, from buildings to bridges to transmission lines. Every structure experiences a range of loads: gravity, wind, temperature changes, and earth movement, among others. In constructing a structure, it is crucial to identify these loads and understand how the structure will respond to these loads. So the structural engineer must determine the materials to be used in structural members as well as their arrangement; in addition, the engineer must be able to define an assembly process and monitor not only this process but the continued health of the structure over its lifetime. This course will provide an introduction to these aspects of structural engineering. Prerequisite: ENGR-311 and MATH-260

**ENGR-331 Geotechnical Engineering (4 Credits)**

Geotechnical engineering concerns itself with the interaction of built structure with the landscape, so it involves understanding the nature of natural materials that are found close to the earth's surface (i.e. soil and rock). The practical applications of geotechnical engineering include the design of structural foundations, as well as the design of retaining walls and shaped landscapes. This course provides an introduction to this field, which is a crucial tool for civil and environmental engineers in particular. Prerequisites: ENGR-311 and MATH-260

**ENGR-340 Principles of Environmental Engineering (4 Credits)**

This course aims to introduce you to the principles of environmental engineering through both theory and field work. In this context, "theory" entails models of chemical, physical, or biological processes relevant in environmental settings; "field work" entails lab analyses of water samples taken from the Slough. The practicing environmental engineer needs a solid background in both modeling and field work, which is why this course emphasizes both endeavors equally. Additionally, the ability to understand and draw conclusions from environmental time series data has become an increasingly important skill for the environmental engineer in the age of the Anthropocene. As such, students will learn important techniques for analyzing trends in environmental time series data and apply these techniques to the field data collected throughout the semester.

**ENGR-351 Comp Fluid Dyn & Heat Transfer (2 Credits)**

This course provides an introduction to the foundations of computational fluid dynamics (and heat transfer) as well as to its application to engineering problems. The course will focus on hands-on work: the assignments for the course will involve both coding basic CFD program algorithms and using commercially available CFD code to solve more complex problems. Prerequisites: ENGR-320 and PHYS-200 Corequisite or Prerequisite: ENGR-321

**ENGR-375 Engineering Design (4 Credits)**

The fundamentals of mechanical design, including pressure vessels, fasteners, teamwork, model and prototype building. In-class, hands-on work with computer-aided design (CAD) software and parametric modeling of associative models at the component and assembly levels. (Offered in alternate years). Prerequisite: ENGR-190 and ENGR-311, or permission of instructor.

**ENGR-380 Advanced Topics in Engineering (4 Credits)**

This course will cover an advanced topic in engineering; topic will be determined each year based on student and faculty

input. Possible topics include advanced design, signal processing, RF electronics, fluid mechanics, and heat transfer. (Offered in alternate years) Prerequisites: MATH-160. Additional prerequisites may apply depending on the topic.

#### **ENGR-390 Junior Design Experience (4 Credits)**

This is the third Project course for engineering students. It focuses on the design, implementation, and evaluation of an automated system. In doing so, the course will provide an introduction to actuation systems, interfaces between sensors and mechanical devices, and logical controls. In the course of the term, each project group will design, build and test an automated device. The group will then present their device to the class, and each group will be in charge of evaluating and providing feedback on another group's project. Prerequisite: ENGR-290

#### **ENGR-393 International Study Colloquium (3-4 Credits)**

#### **ENGR-490 Senior Design I (2 Credits)**

This course is part of the fourth Project course for engineering students. ENGR 490 is the first course in a two-semester sequence, which serves as the Senior Inquiry project for BSE students. The ENGR 490/491 sequence also fulfills the ABET degree requirement for "a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints." In this first part of the course, students will complete the exploratory part of the design process: researching related solutions, determining potential economic, environmental, and safety issues, determining product specifications and functions, performing a market analysis, conceiving of a concept product, and detailing your initial design. Prerequisite: ENGR-390

#### **ENGR-491 Senior Design II (2 Credits)**

This course is part of the fourth Project course for engineering students. ENGR 491 is the second course in a two-semester sequence, which serves as the Senior Inquiry project for BSE students. The ENGR 490/491 sequence also fulfills the ABET degree requirement for "a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints." In this second part of the course, students create a physical prototype, test the prototype, and iterate the design. The course concludes with a presentation in which you demonstrate the effectiveness of the design. The main deliverable for the course will be a detailed design paper that documents all aspects of the design process. Prerequisite: ENGR-490

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### **Courses (PHYS)**

#### **PHYS-111 Understanding the Universe (4 Credits)**

(PN) A non-calculus based course covering ideas and technology in physics and engineering that have drastically changed the way we live and how we think about the universe. Topics may include black holes, dark matter, quantum information, lasers, atomic energy, medical imaging, 3D printing, transistors, rf electronics and wireless communication, and aeronautics. Labs will be integrated into the course and may include building simple circuits on Arduino boards, 3D printing, working with the scanning electron microscopy, and measuring entangled photons. Possible field trips may be taken to local industry, the Corps of Engineers, and QCA's maker space. A math-index score of 840 or higher is recommended (pre-calc ready). Please note: this course will have field trips and studio time that may extend beyond class time.

#### **PHYS-121 Elementary Physics (4 Credits)**

(PN, offered J-term) A quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. This class meets during January term. Daily class meetings consist of multiple short lecture/discussion sections interspersed with group problem solving activities and hands-on laboratory exercises. Nightly required readings are reinforced by warm-up exercises. There are quizzes at the end of each week and a summative final exam.

#### **PHYS-142 Science-Ing (4 Credits)**

(PN) Specifically designed for non-STEM majors, this class aims to upend the idea that only scientists do science. English majors are not the only folks allowed to read, art majors are not the only folks allowed to paint, so why are scientists the



only ones allowed to science? As the history of STEM reveals, the distinction between those who do science and those who do not was largely brought about through sociopolitical forcings. Students will be tasked with investigating this history, making it possible to disentangle science as a verb from science as a profession. Simultaneously, students will practice "science-ing" through in-class lab activities designed to develop students' abilities to make observations, recognize patterns, design experiments, and draw conclusions from data.

#### **PHYS-151 Principles of Physics I (4 Credits)**

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non-majors and is not a prerequisite for any other physics courses. In addition, this course is designed to be taken by upper-level science students. Unless a lower-level or non-science student has a solid background in math and a particular interest in physics, it is not recommended as a general education course. Topics include mechanics, fluids, waves, and thermodynamics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly."

#### **PHYS-151AP AP Principles of Physics I (4 Credits)**

#### **PHYS-151L Lab for 151 (0 Credits)**

#### **PHYS-152 Principles of Physics II (4 Credits)**

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non-majors and is not a prerequisite for any other physics courses. In addition, this course is designed to be taken by upper-level science students. Unless a lower-level or non-science student has a solid background in math and a particular interest in physics, it is not recommended as a general education course. Topics include electricity and magnetism, electronics, optics, and an introduction to modern topics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly."

#### **PHYS-152L Lab for 152 (0 Credits)**

#### **PHYS-180TR Physics Elective (1-12 Credits)**

#### **PHYS-199 Directed Study (1-2 Credits)**

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

#### **PHYS-200 Modeling/Simulation (4 Credits)**

Much of our work in the sciences involves trying to understand the behavior of systems that are too complex and/ or large to measure directly. Modeling such systems involves simplifying these systems by removing extraneous details and then using mathematical tools to predict the behavior of the simplified model. Simulation utilizes computational tools to allow us to add complexity and additional variables to our model. This course provides an introduction to modeling and simulation (including the computational tools necessary to perform simulations). In doing so, it provides instruction in conceptualizing, solving, and reporting on complex problems as scientists and engineers. Prerequisite: MATH-140

#### **PHYS-200TR Calc Based Physics Transfer (4 Credits)**

#### **PHYS-201 Material Science (4 Credits)**

This course provides an introduction to the relationships between molecular structure, material microstructure, and material properties in solid materials. The course begins at the molecular level and explores the bonds and structures that govern the interactions of molecules in a solid. The remainder of the course delves into the ways that these interactions lead to the mechanical, electrical, and other properties of different materials.

#### **PHYS-201TR Transfer Elective (1-12 Credits)**

#### **PHYS-211 Foundational Physics I (4 Credits)**

(PN) A calculus based introduction to fundamental concepts in physics. Topics include mechanics, fluids and thermodynamics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory

work integrated into each class session. Course time takes up one MTWF course slots (110 min duration each class period) Prerequisite or Corequisite: MATH-160.

**PHYS-211AP AP Foundational Physics I (4 Credits)**

**PHYS-211IB IB Foundation Physics I (4 Credits)**

**PHYS-212 Foundational Physics II (4 Credits)**

(PN) A calculus based introduction to fundamental concepts in physics. Topics include simple harmonic motion, waves, electricity and magnetism, and optics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up two MTWF course slots (110 min duration each class period). Prerequisite: MATH-160 and PHYS-211. Prerequisite or Corequisite: MATH-260.

**PHYS-212AP AP Foundational Physics II (4 Credits)**

**PHYS-213 Foundational Physics III (4 Credits)**

A calculus based introduction to fundamental concepts in physics. Topics include electromagnetic waves, Maxwell's equations, relativity, quantum phenomena, atomic spectra and structure, radioactivity, nuclear structure and reactions, and elementary particles. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up one MWF course slot and a separate 120-minute lab. Prerequisite: MATH-260 and PHYS-211.

**PHYS-213TR Thermodynamics Transfer (1-4 Credits)**

**PHYS-239LTR Lab for Phys-239tr (0 Credits)**

**PHYS-239TR Electronics Transfer (1-4 Credits)**

**PHYS-260TR Class Mechanics Transfer (1-4 Credits)**

**PHYS-299 Directed Study (1-2 Credits)**

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

**PHYS-300 Optics (4 Credits)**

This course will study advanced physical optics and modern optical phenomena. Specific topics will include interference, coherence, optical beams, ray-tracing and lenses, applications of lenses, Fourier optics, optical pulse propagation, and quantum optics. An emphasis will be placed on using computational tools for visualizing optical waves, optical phenomena, and designing optical systems. (Offered in alternate years) Prerequisite: PHYS-212. Suggested prerequisite: MATH-350. Corequisite: PHYS-213.

**PHYS-313 Thermodynamics (4 Credits)**

Classical thermodynamics and Statistical Mechanics. Topics will include temperature, heat transfer, work, the first law, ideal gases, engines, refrigerators, the second law, entropy, Maxwell's relations, ensembles, and quantum statistics. Prerequisite: PHYS-211 and MATH- 260.

**PHYS-316 Advanced Computer Applications (2 Credits)**

This course will build on programming skills learned throughout the 200-level sequence. Students will learn additional programming skills in LabVIEW culminating in a final project. Prerequisite: PHYS-213.

**PHYS-339 Electronics (4 Credits)**

This course will concentrate on designing, building, debugging, analyzing, and taking measurements on electronic circuits. Most of course time will be spent in the electronics lab. Specific topics will include DC circuits, complex impedance, AC signals, AC circuits, diodes, transistors, Op Amps, oscillators, timers, logic gates, digital arithmetic, and memory. Lecture and lab (3 hours) meet once a week. Prerequisite: PHYS-212.

### **PHYS-339L Lab for 339 (0 Credits)**

### **PHYS-355 Observational Astronomy (1 Credits)**

An evening class where students use the facilities of the Carl Gamble Observatory to make observations of stars, planets, galaxies, and nebulae. Topics covered include telescope properties, using a computer controlled telescope, digital photography, photometry, astrometry, and data analysis. (Offered in alternate years) Prerequisites: PHYS-211 and PHYS-212.

### **PHYS-360 Classical Mechanics (4 Credits)**

This course develops advanced problem solving skills and conceptual thinking beyond the introductory mechanics topics covered in PHYS-211 and 212. Topics include dynamics of single and multiple particles, central forces, celestial mechanics, harmonic oscillators, and non-inertial reference frames. New mathematical frameworks based on path length minimization such as Lagrangian and Hamiltonian dynamics will be developed. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212, MATH-260. Prerequisite or Corequisites: MATH-220. Suggested or Supporting: MATH-320, MATH-350.

### **PHYS-366 Advanced Numerical Techniques (2 Credits)**

The aim of this course is to introduce students to common advanced analysis techniques used by experimental physicists, engineers, and astronomers. Work in the course is project-based, consisting of 4-6 experiments, each spanning more than 2 weeks. Projects emphasize data analysis and reduction using statistics, computational modeling, and advanced graphical representation. Students will learn analysis techniques common to all fields for the first 7 weeks and will then specialize in a track of their choice for the last 7 weeks: Physics, Mechanical Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Optics, Quantum Optics or Astronomy. Depending on student interest and availability, project work may consist of portions of Augustana faculty research. Prerequisites: PHYS 213 and PHYS 200, or ENGR 290.

### **PHYS-367 Advanced Experimental Design (2 Credits)**

The aim of this course is to introduce students to advanced experimental techniques and design common to physicists, engineers, and astronomers. The course is set up to be a continuation of and complement to PHYS 366 but can be taken on its own. Whereas PHYS 366 focuses on advanced methods to analyze data from an experiment or instrument, PHYS 367 focuses on building or designing an experiment or instrument to produce meaningful data. PHYS 366 and PHYS 367 together, therefore, seeks to provide students the foundation for holistic advanced experimental scientific work for experimental research or product development: the ability to build a device that interacts with the physical world as well as interpret data into something meaningful for the end user. The focus of this course is on a single, advanced independent project along one of the following tracks: Physics, Mechanical Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Optics, Quantum Optics, or Astronomy. Depending on student interest and availability, project work may consist of portions of Augustana faculty research. Prerequisites: PHYS 366 or ENGR290.

### **PHYS-368 Advanced Experimental Design (2 Credits)**

This course covers the same content as PHYS 367 and is taken alongside PHYS 367 with additional competencies for senior inquiry: students will further learn how to frame their project by reading and using literature in their field as well as complete a reflection paper. Prerequisites: PHYS 366

### **PHYS-377 Electricity and Magnetism (4 Credits)**

This course will focus on the advanced study of electrostatics, magnetostatics, electric and magnetic fields in matter, time-varying fields, induction, and electromagnetic waves. An emphasis will be placed on using computational tools for visualizing electromagnetic fields and solving Maxwell's equations. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212 and MATH-260. Prerequisites or Corequisites: MATH-220.

### **PHYS-380 Advanced Topics in Physics (4 Credits)**

This course will cover an advanced topic in physics; topic will be determined each year based on student and faculty input. Possible topics include astrophysics, solid state physics, electricity and magnetism, statistical physics, nuclear

physics and quantum physics. (Offered in alternate years) Prerequisites: MATH-160. Additional prerequisites may apply depending on topic.

### **PHYS-393 International Study Colloquium (3-4 Credits)**

#### **PHYS-399 Directed Study (1-2 Credits)**

199, 299, 399, 499 Directed Study (1+) Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

#### **PHYS-400 Independent Study (1-2 Credits)**

Research or study in physics. Prerequisites: approval of department chair and instructor.

#### **PHYS-401 Introductory Quantum Physics (4 Credits)**

Quantum theory, development of quantum mechanics and application to atomic phenomena. Students will solve the Schrodinger equation for "toy" models, working up to realistic, simple atomic systems such as hydrogen and helium. Numerical modelling will be used throughout the course. (Offered in alternate years.) Prerequisite: PHYS-213, MATH-260. Prerequisites or Corequisites: MATH-220. Suggested prerequisites: MATH-230, MATH-320, MATH-350.

#### **PHYS-421 Senior Inquiry - Novel Work (0 Credits)**

An alternative way to meet the requirements for physics SI is through novel research in physics or engineering or a novel engineering design project. Some ways that a student may accomplish this novel work prior to enrollment in this course include participation in an approved undergraduate research program at Augustana or another institution, or satisfactory completion of a senior design project at an ABET-accredited engineering program. Presentation and reflection will be required. Prerequisites: PHYS-212 and approval of academic and research advisor(s).

#### **PHYS-499 Directed Study (1-2 Credits)**

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

## Political Science course catalog

<https://www.augustana.edu/academics/areas-of-study/political-science/courses>

### **2024-25 catalog**

PAUL BAUMGARDNER, Assistant Professor  
B.A., Baylor University; M.A., Ph.D., Princeton University

KATHERINE MADEL, Assistant Professor  
B.A., North Central College; ABD, The University of Texas at Austin

MARIANO MAGALHÃES, Professor  
B.A., The University of Iowa; Ph.D., The University of Iowa

ANDREA TALENTINO, Professor, President of the College  
B.A., Yale University; M.A., Ph.D., University of California, Los Angeles

XIAOWEN ZHANG, Professor, Chair  
B.A., Peking University; M.A., Ph.D., University of Southern California

### Major in Political Science

32 credits in Political Science, including 2 of POLS 101, 103, 105, and 107. POLS 301; POLS 302; and POLS 490. At least 4 credits from three of the following four areas, with at least 12 credits in one area:

American Politics: POLS 101, POLS 203, POLS 260, POLS 325, POLS 326, POLS 330, POLS 334, POLS 335, POLS 338, POLS 361, POLS362, and POLS 364

Comparative Politics: POLS 105, POLS 344, POLS 346, POLS 348

International Relations: POLS 103, POLS 316, POLS 317, POLS 318, POLS 319, POLS 320

Political Theory: POLS 107, POLS 351, POLS 352, POLS 353

### Minor in Political Science

20 credits in Political Science, including one of POLS 101, 103, 105, and 107. 8 credits at the 300-level or above. 12 credits must be from one of the following categories:

American Politics: POLS 101, POLS 203, POLS 260, POLS 325, POLS 326, POLS 330, POLS 334, POLS 335, POLS 338, POLS 361, POLS362, and POLS 364

Comparative Politics: POLS 105, POLS 344, POLS 346, POLS 348

International Relations: POLS 103, POLS316, POLS 317, POLS 318, POLS 319, POLS 320

Political Theory: POLS 107, POLS 351, POLS 352, POLS 353

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (POLS)

#### **POLS-101 American Government (4 Credits)**

(PS) A study of constitutional principles and their implementation to create a functioning national government. Development of basic institutions--presidency, Congress, courts, bureaucracy. Analysis of Political Behavior -- political parties, campaigns, and interest groups. Examples from public policy are used to show the institutions and groups in action.

#### **POLS-101AP AP American Govt (4 Credits)**

#### **POLS-103 Global Perspectives (4 Credits)**

(PS,G) Examination of major issues of world politics from various theoretical and country perspectives. Considers issues - war and peace, international law and organization, economic globalization, climate change, nuclear weapon proliferation and human rights- which pose questions of justice or represent threats to the peace or to global survival.

#### **POLS-105 Comparative Politics (4 Credits)**

(PS,G) Comparative politics is devoted to the study of countries not called the United States. It involves the comparative examination of important concepts in political science (culture, forms of government, regime types, conflict, human rights, poverty, identity, among others) and their application to both Western and non-Western nations.

#### **POLS-107 Contemporary Political Ideas (4 Credits)**

(PH,D) Politics is ultimately the struggle over ideas. This course aims to pay close attention to this struggle by seeking to understand how these ideas (from classic liberalism to neoliberalism, conservatism, socialism, feminism, etc.) have influenced how we are living our social, political, cultural and economic lives today. This course will ask the following questions: How have our interpretations of liberalism shifted overtime? What does it mean to conserve politically, culturally, or economically? What is the proper balance between freedom, equality, and democracy? How do we see these ideas playing out in the politics of our day? The course focuses on primary texts from a variety of political traditions in an attempt to answer these questions. D suffix approved as of November 1, 2019.

**POLS-199 Directed Study (1-2 Credits)**

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

**POLS-203 Identity in American Politics (4 Credits)**

(PS,D) The evolution of governmental institutions, political socialization, and political processes in the United States are all rooted in a wide variety of issues related to identity. The United States has a system rooted in exclusion with a long history of incremental progress, despite resistance, for increased inclusion. Through analyses of the various intersections of identities such as race, gender, ethnicity, sexuality, and others in American society, a deeper understanding of political movements and policy outcomes can be developed.

**POLS-244TR Politics in Arab World Transfe (3-4 Credits)****POLS-260 The Legal System (4 Credits)**

(PS) A survey of American legal institutions in relation to their social and political context. We analyze the behavior of lawyers, police officers, judges, and juries. The course considers political issues and basic terminology related to civil and criminal law. We explore the impact of law on society and the way that social forces shape the legal system.

**POLS-299 Directed Study (1-2 Credits)**

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

**POLS-301 Intro to Political Science (2 Credits)**

This new course will be part of a required sequence for majors in their junior year (along with 302). The purpose of this course is to help students become self-conscious political scientists and to begin the process of formulating questions that will motivate their senior inquiry process. The course will survey the major areas of the discipline, give examples of political science inquiry in these areas, and teach students how to find political science scholarship. A related purpose of the course will be to create a sense of community among political science majors and faculty.

**POLS-302 Analyzing Politics (2 Credits)**

Analyzing Politics (2 Credits) This course, required for majors in their junior year, builds on POLS 301. The goal will be for students to become sophisticated consumers of political science scholarship, and to use this skill as they begin to do research for their senior inquiry project.

**POLS-316 Contemporary World Politics (4 Credits)**

This course is intended to provide students with an in-depth examination of contemporary world politics. Twelve current and pressing international issues, ranging from regional conflicts to the future of globalization, are selected so that students can capture both the trends and dynamics of today's world politics. Student will not only learn important factual information of the historical background and current situation of these issues, but also explore the policy choices that address them. Once students are fully informed they will utilize a variety of critical thinking skills to analyze, solve, and evaluate the issues being examined.

**POLS-317 International Law & Organization (4 Credits)**

Examination of basic principles of international law and attempts to create international political institutions such as the United Nations and European Union. Special emphasis on the World Trade Organization and international trade laws but with case studies drawn from a wide range of regional and transnational organizations.

**POLS-318 China in World Affairs (4 Credits)**

(PS,G) In-depth examination of China's changing role in the world and its relations with key countries and regions, in particular the United States. Emphasis on the various determinants of China's foreign policy, such as its history, culture, and the structure of its domestic decision-making system. Foreign Study Only.

**POLS-319 International Relations Latin Amer (4 Credits)**

Examination of relationships among Latin American countries and between Latin America and other actors and countries

in the international system, especially the United States, in the 19th and 20th centuries. Provides a framework for understanding the international dimensions of historical and contemporary developments in the region. Special attention will be placed on examining the post-Cold War era of Inter-American relations.

**POLS-320 American Foreign Policy (4 Credits)**

This course is designed to acquaint students with the basics of the process of American foreign policy-making. Foreign policy decisions are the product of a historical context, a complex bureaucratic process, and an intertwined domestic and international political and economic environment. We will examine these components with a dozen contemporary cases of U.S. foreign policy-making. By the end of this class, students are expected to be equipped with the knowledge and skills to interpret, evaluate, and criticize past and present U.S. foreign policy decisions and process.

**POLS-325 Public Policy:Process & Politics (4 Credits)**

A survey of the policy making process, including the legislative and administrative phases. Considers how policy ideas are developed, enacted into law, and implemented. Focus on domestic policy in the United States.

**POLS-326 Politics of Environmental Policy (4 Credits)**

(PS) An analysis of how political institutions, interests and ideologies shape environmental policy. Examples from major areas of environmental concern, such as air pollution, water quality, management of public lands, and global climate change are used to illustrate how political institutions and movements cope with local, regional and global threats to the environment. International as well domestic environmental politics are explored.

**POLS-330 American Political Participation (4 Credits)**

An intensive study of various means and mechanisms of participation in the American political system with special focus on grassroots movements, interest groups, political parties, voting, and campaigns. The importance of public opinion, electioneering, campaigning and mass political behavior in the American political process will be examined while taking issues of gender, race, social class and other elements of identity in the American electorate into account.

**POLS-334 Race Wealth & Inequality (4 Credits)**

(PS, D) An intensive survey and investigation of the impacts of race, wealth and inequality on American politics and public policy, specifically the ways in which the racial wealth gap impacts politics and public policy. Public policies and political actions that serve as the roots of the disparities along racial lines will be explored. Social and political factors that perpetuate the racial economic and political inequalities will also be examined.

**POLS-335 Gender & Sexuality in Amer Pol (4 Credits)**

(PS,D)Historical and theoretical dimensions of the roles of gender and sexuality American politics with special focus on the intersections of gender, race, sexuality and social class. Analysis of U.S. women's movements, perspectives on gender difference, women as candidates and in elected office, and the gendered character of public policy. Particular attention will be paid to issues of citizenship, representation, equality and differences of experiences and identities.

**POLS-338 The American Presidency (4 Credits)**

An intensive study of the institution of the American presidency with special emphasis on the historical evolution of the office of the president, theories of presidential power, presidential campaigns, the permanent campaign, governing, the growth of the modern presidency, and other current issues of the presidency. The prominence of the presidency among the three branches of government in the modern context will be explored and unpacked to help students develop their discernment in processing political news pertaining to the presidency.

**POLS-344 Politics in the Arab World (4 Credits)**

(PH,G) This course examines the origins of the popular uprisings of the Arab Spring, the actual course of events in particular countries directly and indirectly hit by the Arab Spring, and the regional and international responses to these events. It will also examine the historical roots of authoritarianism in the region and the role of Islam in political life.

**POLS-346 Politics in Latin America (4 Credits)**

(PS,G) Study of politics and political change in Latin America, focusing on contemporary issues of democratization, political economy and social movements. Attention paid to historical and cultural aspects of these issues and how they

affect political institutions and behavior. Although country case studies are used, the course is organized in a thematic manner, emphasizing these issues in Latin American politics and comparing how different countries have addressed them. A significant focus of the course is on the rise of and fall of the Pink Tide and recent developments that have endangered the quality of democracy in the region.

**POLS-348 Politics in Brazil (4 Credits)**

(PS, G) This course explores the lived experience of the African diaspora in Brazil from a multidisciplinary perspective. The course focuses on the particular configuration of race relations in the state of Bahia and the formation of Afro-Brazilian identity and its cultural, political, economic and social manifestations from a variety of historical and contemporary perspectives, with a special emphasis on the period since the reinstallation of democracy in 1985.

**POLS-351 Foundations of Liberal Democracy (4 Credits)**

(PH) The emergence of and debate over liberal democracy in modern political thought. Consideration of thinkers and texts (Hobbes, Locke, Rousseau, Mill, and others) that are important in the development of liberal democracy.

**POLS-352 Capitalism & Modernity (4 Credits)**

(PH,D) Surveys theoretical approaches to "modern" societies, their relationship to capitalism, and the challenges of globalization in the post-cold war world. Classic texts from Marx and Weber are used to structure an approach to contemporary theorists. "D" suffix was approved on 02/17/2020.

**POLS-353 Democracy & Mass Politics (4 Credits)**

(PH) Examines the tensions that emerge between individuals and communities in 20th-century democracies. Classic democratic theory is used to structure readings and discussions from contemporary theorists, covering issues including citizenship, civil societies, rights claims and the emergence of new claims on democratic states.

**POLS-361 Constitutional Law I (4 Credits)**

(PS) An analysis of judicial interpretation of the Constitution. Cases examined will cover issues such as freedom of speech and press, separation of church and state, due process of law, and federalism. Emphasis is placed on the evolution of legal doctrine in response to political forces.

**POLS-362 Constitutional Law II (4 Credits)**

(PP,D) A survey of the debate over equality in the development of American constitutional law, with particular emphasis on issues of racial equality. Court decisions and other documents from the founding period to the present are analyzed in relation to their political and social context. Debates over the interpretation of major civil rights statutes, such as the 1964 Civil Rights Act and Title IX, are also analyzed.

**POLS-364 Topics in Law & Politics (2 Credits)**

This new course will be a vehicle for further study for students with an interest in political science or pre-law. Possible topics could include civil rights (based our current trimester course), environmental law, or criminal justice. This two credit course should be accessible for non-majors with an interest in law.

**POLS-380 Special Topics in Political Science (4 Credits)**

Special Topics in Political Science. Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 8 credits.

**POLS-380A Special Topics in Political Science (2 Credits)**

Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 4 credits.

**POLS-393 International Study Colloquium (3-4 Credits)**



### **POLS-399 Directed Study (1-2 Credits)**

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

### **POLS-400 Independent Study (1-2 Credits)**

### **POLS-450 Senior Thesis (4 Credits)**

Under the direction of a member of the political science faculty, a student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. A two-term sequence, with a grade of IP for successful completion of the initial term. This course serves as a Senior Inquiry experience by permission of the instructor only.

### **POLS-490 Senior Inquiry (4 Credits)**

(SI) Having explored possible questions in 301 and considered research strategies in 302, in this course students will complete the research, writing, and presentation of a major research paper. Pre-requisite: POLS-301 and POLS-302.

### **POLS-499 Directed Study (1-2 Credits)**

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

## **Pre-Dentistry**

<https://www.augustana.edu/academics/areas-of-study/pre-dentistry/courses>

### **2024-25 catalog**

**Coordinator:** JASON KOONTZ, Professor (Biology) B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

Augustana's pre-dentistry program prepares students for admission to dental school. All U.S. dental schools require three or more years of pre-dental training and preference is given to applicants who are bachelor's degree candidates.

Dental schools also place emphasis on the importance of a broad, general program of study. Students seeking admission to dental school should include in their course of study BIOL-130, BIOL-140, BIOL-250, BIOL-343, and BIOL-360 or 362; CHEM-131, CHEM-132, CHEM-321, CHEM-322, and CHEM-441; PHYS-151, PHYS-152.

Recommended electives include statistics or math, and advanced courses in art, English, history, philosophy, psychology, and social and political science. It is recommended that elective courses be chosen to broaden the student's intellectual background.

Augustana's dentistry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a dental school, though nationwide the majority of matriculating dental students have a major in biology.

## **Pre-Law course catalog**

<https://www.augustana.edu/academics/areas-of-study/pre-law/courses>

### **2024-25 catalog**

**Advisor:** Paul Baumgardner, Assistant Professor (Political Science)  
B.A., Baylor; M.A., Ph.D., Princeton

Pre-law is not a major or minor, but rather an area of study. The practice of law requires three years of study in Law School following the completion of a bachelor's degree. The key to preparing for law school is a broad and demanding liberal arts education. Such an education equips students to think critically, to read and comprehend difficult material, to write and speak clearly and effectively, to do research, and to develop and defend an argument. Law schools do not

specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-law major, but offers relevant courses and pre-law advising to assist students majoring in any field.

In order to develop the skills needed for law school and the practice of law, pre-law students are encouraged to take a basic curriculum of: COMM 101 Public Speaking, PHIL 100 Critical Reasoning, POLS 260 The Legal System, PHIL 324 Philosophy of Law, POLS 361 Constitutional Law I, and POLS 362 Constitutional Law II.

All students considering a law-related career should contact the pre-law advisor. Admission to law school is highly competitive. For a good chance of admission to an accredited law school, students generally need a grade average of B or better and an LSAT score above the median. In addition to strong grades and LSAT scores, law schools seek students who engage in activities that demonstrate the qualities of leadership and citizenship. Additional information regarding the law school application process is available from the pre-law advisor.

## Pre-Med course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-med/courses>

### **2024-25 catalog**

#### **Contacts:**

BRADLEY KENNEDY, Assistant Professor  
B.A., University of Northern Iowa; M.S., Creighton University

Most schools of medicine require at least a Bachelor of Arts degree of candidates seeking admission. Medical schools specify subject requirements in science, but, with these satisfied, will give consideration to the student who avoids specialization in the sciences in favor of a broader education.

The Augustana pre-medicine major is designed to provide a strong foundation in the sciences, to satisfy the entrance requirements of most medical schools, and to prepare students for the MCAT (Medical College Admissions Test). It allows for a wide choice of electives in accordance with the student's own interest. Since admission to medical school is based on many factors, the student is encouraged to work closely with the advisor while enrolled at Augustana.

NOTE: A student majoring in Pre-Medicine may not also major in Biology.

**MAJOR IN PRE-MEDICINE.** 52 credits, including the following:

Biology (16 credits): BIOL-130, BIOL-140, BIOL-250, BIOL-360 or BIOL-362.

Chemistry (20 credits): CHEM-131, CHEM-132; CHEM-321, CHEM-322; CHEM-441.

Behavioral Science (4 credits): PSYC 100.

Social Science (4 credits): SOAN 101 or SOAN 102.

Physics (8 credits): PHYS-151, PHYS-152, or PHYS-211, PHYS-212.

Math index score of 920 or successful completion of MATH 140 with a grade of C or higher.

Senior Inquiry (4 credits) - any college-approved SI experience is acceptable; consult with your pre-medicine advisor in advance for authorization of SI experiences.

Some schools of medicine may require the following courses: 8 credits American, English or world literature, statistics PSYC 240, Biochemistry II CHEM-442 or Calculus I MATH-160, and additional courses in social and behavioral sciences.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses

offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Pre-Music Therapy course catalog (same as Music above)

### **2024-25 catalog**

<https://www.augustana.edu/academics/areas-of-study/music/courses#pre-music-therapy>

## Pre-Nursing course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-nursing/pre-nursing-courses>

### **2024-25 catalog**

#### **Contact:**

SCOTT GEHLER, Associate Professor, Pre-Health and Biology Coordinator  
B.A., Cornell College; Ph.D., University of Minnesota

Augustana's pre-nursing program is designed to prepare students for several types of nursing degree programs. Augustana graduates have been accepted into a variety of accelerated BSN programs, second-degree BSN programs, and direct-entry MSN programs, some of which feed into nurse practitioner programs.

Acceptance into any post-baccalaureate nursing program is dependent upon undergraduate performance, clinical shadowing experience, letters of evaluation, interview results and successful completion of any entrance requirements required by a nursing school.

While requirements vary among different schools, Augustana's pre-nursing program satisfies the general education and science prerequisites for nearly all post-baccalaureate nursing programs in the country.

The program requirements include BIOL 130, BIOL 140, BIOL 250, BIOL 343, BIOL 351, BIOL 362; CHEM 131, CHEM 132, CHEM 215; PSYC 100, PSYC 216, PSYC 240 or MATH 130; one of RELG 355 or PHIL 103 or PHIL 105.

Recommended supporting courses include CHEM 245 or CHEM 321, SOAN 101, SOAN 324, upper-level communication and composition courses, and additional social science coursework.

The Augustana nursing program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a school of nursing, but the majority of students matriculating in advanced nursing programs have a major in the biological sciences or psychology.

Having an academic degree from Augustana *before* completing a professional nursing degree provides students with enhanced critical thinking and communication skills, advanced understanding of genetics and other topics in biology, as well as a foundation in ethics and the social sciences. These are concepts needed for working with our diverse and changing U.S. population. Research shows that the more education a nurse has, the better the overall patient outcomes are for those under their care. These patient outcomes are a standard measure for performance assessment used across U.S. health-care systems.

Students interested in nursing may opt for one of three unique articulations between Augustana College and Trinity College of Nursing & Health Sciences.

- BA-BSN Dual Degree Articulation w/ TCN&HS
- BA-MSN Dual Degree Articulation w/ TCN&HS

- BA-MSN Dual Acceptance Program w/ TCN&HS for prospective students

Students may apply to either the BA-BSN or BA-MSN Dual Degree Articulations in fall of their junior year at Augustana and must then maintain a minimum grade-point average and complete all required coursework. Prospective students who are high school seniors applying to Augustana can choose to apply to the BA-BSN Dual Acceptance Program and must then maintain a minimum grade-point average and complete all required coursework.

Through each of these articulations, students are granted limited acceptance to Trinity to take their first nursing skills course in early summer following their third year at Augustana. Following this course, students may opt to take their CNA certification exam, but CNA certification is not required to go into a nursing career.

All Dual Degree students return to Augustana for their senior year to complete the BA in biology or psychology with a minor in either anthropology, psychology, public health, sociology or women and gender studies (depending on program criteria). During senior year at Augustana, students may work as part-time CNAs or patient care technicians at local facilities, which will provide them with additional clinical experience.

After graduation from Augustana, Dual Degree students are granted complete acceptance to Trinity and finish their remaining nursing coursework (paying tuition and fees to Trinity), graduating with either a BSN or an MSN degree and an RN license pending adequate performance on the NCLEX-RN (National Council Licensure Exam for RNs). The Augustana/Trinity College program (five years total for BA-BSN or six years for either BA-MS path ) is not restricted to Illinois residents.

Students interested in nursing should confer with before the end of their first year of study.

## Direct Entry 2+2 Nursing Program with Trinity College of Nursing & Health Sciences

<https://www.augustana.edu/academics/areas-of-study/pre-nursing/nursing-courses>

### 2024-25 Catalog

Contact: [Scott Gehler](#), Associate Professor

B.A., Cornell College; Ph.D., University of Minnesota

For the direct-entry 2+2 B.S.N. option with Trinity College of Nursing & Health Sciences, students will complete two years of courses (64 credits) at Augustana, followed by two years of nursing study and B.S.N. degree completion at Trinity College. The structured pathway outlined below sets students up to meet all prerequisites and core requirements for a smooth transition to Trinity College of Nursing and Health Sciences.

### Augustana Curriculum Details (64 credits)

Courses may be taken in any term in which the course is offered except for FYI 100/101, BIOL 251, BIOL 252, and PSYC 100, which must be completed in year one. This flexibility is crucial for elective courses that are offered in alternate years. Pay attention to prerequisites and avoid 300 level courses in the first year.

Complete the curriculum by taking 32-34 credits per year. During your first year fall semester, you will take a maximum of three courses. You may take one course during J term, and up to four courses each of your remaining semesters at Augustana.

### Grade Point Average Requirement

To maintain acceptance to Trinity College, students must achieve a minimum cumulative GPA of 2.75 and completion of all required prerequisite general education courses with a “C” or above.

### First Year Course Requirements

FYI 100 and 101 - First Year Writing Course (1st year fall)

BIOL 251- Anatomy & Physiology 1 (1st year fall)

BIOL 252 - Anatomy & Physiology 2 (1st year spring)

PSYC 100 - Introduction to Psychology (1st year fall or spring)

**Core Courses**

Introductory Microbiology (pending approval)  
CHEM 215 - Molecular Nutrition  
COMM 101 - Public Speaking  
SOAN 101- Introduction to Sociology  
SOAN 102 - Introduction to Anthropology  
MATH 130 - Statistics for Health Professionals  
PSYC 216 - Human Development

**Required Electives**

English Composition II elective  
Humanities elective  
Ethics elective  
General electives (2 courses)

**English Composition II Elective (choose one)**

ENGL 292 Illness Narratives  
DISA 200 Disability and Society (cannot also count for humanities requirement)

**Humanities Elective (choose one)**

DISA 200 Disability and Society (cannot also count for English composition requirement)  
HIST 333 Disease and Health  
MEDH 200 Applied Concepts in Healthcare  
PHIL 105 Life and Death  
PHIL 312 Philosophy of Medicine  
RELG 263 Sexual Ethics  
RELG 370 Suffering, Death, & Hope  
WGSS 130 Introduction to Gender Studies  
WGSS 235 Gender and Sexuality

**Ethics Elective (choose one):**

PHIL 103 - Social Ethics  
RELG 355 - Medical Ethics  
PHIL 312 - Philosophy of Medicine

**General Electives (choose two)**

COMM 250 Health Communication  
PSYC 226 Human Sexuality (PSYC 100 prerequisite)  
PUBH 100 Introduction to Public Health  
PUBH 180 Health Disparities (J term)  
PUBH 306 Sexuality and Health Education (PUBH 100 prerequisite)  
SOAN 223 Families & Relationships in U.S. Society (SOAN 101 or 102 prerequisite)

**FYI-101 First Year Inquiry (4 Credits)**

All incoming first-year students at Augustana College will have the opportunity to reflect on the question "How do you know what you think you know, and to what extent can you be certain?" In FYI 101, students will actively engage topics and methods that are the hallmarks of a liberal arts education, and will thereby develop the skills that define independent thought. Throughout the term, students will work to improve their active reading skills, their understanding of information literacy, and their appreciation of writing as an ongoing process of inquiry and reflection.

**BIOL-251 Anatomy & Physiology I (4 Credits)**

A concentrated introduction to the biology of human beings. Emphasis on the structure and function of the cell, tissue types, skeletal, muscular, nervous and endocrine systems. Four hours of lecture and two hours of anatomy/physiology

laboratory per week. This class does not count towards the Biology major. Credit in biology will not be given for both BIOL-251 and 252 and BIOL-351 and 362.

BIOL-251L Lab for 251 (0 Credits)

#### **BIOL-252 Anatomy & Physiology II (4 Credits)**

A concentrated introduction to the biology of human beings. Emphasis on the structure and function of the cardiovascular, lymphatic, digestive, urinary, and reproductive systems. Four hours of lecture and two hours of anatomy/physiology laboratory per week. This class does not count towards the Biology major. Credit in biology will not be given for both BIOL-251 and 252 and BIOL-351 and 362.

#### **CHEM-215 Intro Molec Nutr (4 Credits)**

(PN) CHEM-215 examines molecular structures and chemical reactions as they relate to the digestion, absorption and utilization of nutrients. Consequences of nutrient deficiency and excess, as well as their roles in human disease and prevention are included. Applied topics will also be addressed. The course is tailored to provide needed conceptual background for students majoring in public health, for those having interest in health policy, and those with an interest in their own health and nutrition. Although the course has no pre-requisites, successful completion of at least one high school or college level course in chemistry is expected. Does not count toward a chemistry or biochemistry major.

#### **MATH-130 Stats for Health Prof (4 Credits)**

(Q) Statistics is a powerful tool for making informed decisions. The goal of this course is to provide students the background to be able to read and understand research results, specifically those involving health and the practice of medicine. The course will start with the planning and organization of a study, then back up to talk about collecting and managing data followed by probability, distributions, hypothesis testing and confidence intervals. Analysis of variance, linear, multilinear and logistic regression are introduced in the context of actual medical studies. How to access the strengths and weaknesses of conclusions drawn from scientific studies is a central theme. This course will finish with a brief introduction to the language of risk, survival concepts, clinical trials, epidemiology and Bayesian statistics. Credit may not be earned for more than one of MATH-130 BUSN-211, PSYC-240, or SOAN-227.

#### **PSYC-100 Intro to Psychology (4 Credits)**

(PS) A survey course of the major areas of interest within the field of Psychology (physiological, cognitive, clinical, and social), including fundamental principles and theories about human behavior as well as the scientific methods used by psychologists to draw these conclusions.

#### **PSYC-216 Human Development (4 Credits)**

This course examines how biological, cognitive, social, and cultural factors shape development from conception through death. Students will analyze prominent concepts, theories, and methods to understand how earlier factors impact development later in life. Prerequisites: PSYC-100.

#### **SOAN-101 Intro to Sociology (4 Credits)**

(PS, D) A general introduction to society and culture, socially learned patterns of human behavior, formal and informal organization, collective behavior and social change.

#### **SOAN-102 Intro to Anthropology (4 Credits)**

(PS, G) A general introduction to society and culture, diverse cultural systems and groups of people from around the globe, and a holistic examination of the many parts of culture. Students will learn the tools, methods and key concepts anthropologists use to study humanity.

### **Pre-Occupational Therapy courses**

<https://www.augustana.edu/academics/areas-of-study/pre-occupational-therapy/courses>

#### **2024-25 catalog**

LISA SZAFRAN, Associate Professor ( Psychology & Neuroscience )  
B.A., Nazareth College; M.A. & Ph.D., SUNY at Buffalo

Occupational therapists help patients regain control over important job-related or day-to-day functions that may have been impaired through accident, disease or birth trauma.

Augustana's pre-OT program includes courses in biology, psychology, and sociology. The flexibility of the Pre-OT curriculum allows a student to satisfy entrance requirements to most of the occupational therapy schools in the country, and it prepares students for success both in graduate school and in their career.

Augustana assists pre-occupational therapy students in gaining clinical experience. The clinical experience required for entrance into occupational therapy programs is made available through the college at a variety of clinics in the Quad-Cities area and beyond. Note: Pre-OT is not a major; the student can major in any field; biology, psychology, and/or kinesiology are most common. For more information, contact Pre-OT advisor Dr. Lisa Szafran.

[Augustana offers two program options in pre-occupational therapy:](#)

**The first option** is a four-year B.A. program (nearly any major) at Augustana followed by graduate work in occupational therapy. Students who choose this option may apply to any graduate program in the country. Augustana graduates who have met established criteria have a significant admissions advantage over students from other schools. It is important to check on requirements of graduate programs on a regular basis, as pre-requisites and other application requirements may change.

Clinical occupational therapy experience is often a requirement for admission to a graduate program. Opportunities to gain such experience may be arranged through CORE with local hospitals, rehabilitation centers and nursing homes.

**The second option is a coordinated** degree program in occupational therapy with Washington University in St. Louis. In this program, the student spends three years at Augustana followed by either two years (Master of Science in Occupational Therapy degree) or three years (Clinical Doctorate in Occupational Therapy) at Washington University. The student can choose a major in any field, but all graduate program pre-requisites must be met prior to matriculation. The student must complete a Senior Inquiry in the chosen major during the junior year or summer following the junior year.

Prior to attending Washington University, the student must: 1) complete all Augustana general education courses, with the exception of the last 30-credits at the 300+ level; 2) major requirements unless waived by the appropriate department (with the possible exception of BIOL358/Neuroanatomy\* for the biology major.) \*If the student plans to transfer WU's Neurobiology credits back to Augustana to be applied toward the biology major, then BIOL358 cannot be taken.

It is important to check on requirements of the WU OT graduate program on a regular basis, as pre-requisites and other application requirements may change.

Acceptance into the 3:2 (MS) or 3:3 (OTD) WUOT programs is not guaranteed. It is a highly competitive process, and all applicants are considered based on their merits and achievements. Once enrolled at Washington University, the student transfers as many as 30 appropriate 300-level credits to Augustana to complete remaining requirements for the Bachelor of Arts degree.

[Program outline of recommended courses](#)

BIOL 130 Molecules to Cells; Biology majors only; recommended for first or second year

BIOL 251 Anatomy & Physiology I; recommended for second year

BIOL 252 Anatomy & Physiology II; recommended for second year

- Biology majors should take BIOL 351 Human Anatomy & BIOL 362 Human Physiology instead of BIOL 251/252; recommended for third year

PSYC 100 Intro to Psychology; recommended for first or second year

PSYC 216 Human Development; recommended for first, second or third year

PSYC 240 Statistics; recommended for first, second or third year

PSYC 224 Psychological Disorders; recommended for second year

SOAN 101 Intro to Sociology; recommended for first or second year

RELG 355 Medical Ethics; recommended for third or fourth year

CLAS 290 Greek/Latin for Science; can be taken at any time; Shadowing and internships may be done at any time.

Other relevant courses in biology (e.g., Neuroanatomy - BIOL 358) psychology (any upper-level course); math (e.g., Calculus – MATH160), sociology (any upper-level course), physics, philosophy, speech communication (e.g. Public Speaking-COMM 101), first aid and CPR certification may be required or suggested by specific graduate programs.

### Prerequisites for the 3:2 or 3:3 OT program at the Washington University in St. Louis

The OT program with Washington University stipulates that you must have four of the following six prerequisites completed with a grade of B or better by the time of your application:

- Physiology (e.g., BIOL 251 & 252 Anatomy & Physiology I & II, or BIOL 362 Human Physiology; prerequisites for BIOL 362 = BIOL 130))
- One upper-level life science course (e.g., BIOL 351 Human Anatomy if not taking BIOL 252))
- One social science course (e.g., PSYC 100, SOAN 101, economics, political science, anthropology)
- One statistics course (e.g., PSYC 240),
- Abnormal Psychology (e.g., PSYC 224)
- Developmental Psychology (e.g., PSYC 216)

Augustana 3-2 & 3:3 applicants are not guaranteed admission at Washington University. In order to be competitive applicants, they should also have:

- A cumulative GPA at the end of seven terms of 3.25 or above
- At least 30 hours of OT-related experience, including at least some time directly shadowing an OT
- Three letters of recommendation, including one from Dr. Szafran as the pre-OT advisor and one from someone who supervised during OT-related experience
- Demonstration of life experience including work, extracurricular activities, leadership, honors, community service and/or research

Admitted students also are encouraged to get their CPR certifications and take medical terminology (CLAS290) before matriculation to the OT program.

### Pre-Optometry courses

<https://www.augustana.edu/academics/areas-of-study/pre-optometry/courses>

**2024-25 catalog**

#### Contact:

DARA WEGMAN-GEEDEY, Professor (Biology), Robert & Patricia Hanson Endowed Chair of Health & Human Performance  
B.S., Mount Union; Ph.D., Delaware

Admission to any of the 24 optometry schools in the United States requires completion of at least three years of undergraduate coursework. Some schools give preference to applicants with a bachelor's degree.



Acceptance is dependent upon undergraduate performance, Optometry Admission Test (OAT) scores, letters of evaluation, interview results and successful completion of all entrance requirements.

While requirements vary among different schools, Augustana's pre-optometry program satisfies the pre requisites of nearly all optometry schools in the country.

The program requirements include BIOL-130, BIOL-140, BIOL-250, BIOL-343, BIOL-351, BIOL-362; CHEM-131, CHEM-132, CHEM-321; PHYS-151, PHYS-152; PSYC-100, PSYC-240 or MATH 130; and MATH-160. Recommended supporting courses include advanced communication courses, a biochemistry course, an ethics course, and additional social science coursework.

Augustana's optometry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of major is not critical for acceptance by a school of optometry, though nationwide approximately 80 percent of all matriculating students major in the biological sciences.

Augustana College has an articulation agreement with Illinois College of Optometry. Students may apply to the program during spring of their first year at Augustana and must then maintain a minimum grade-point average over the next two years and score above the average Optometry Admission Test (OAT) score of the prior year's incoming ICO class.

Our agreement with ICO is a 3:4 program, meaning students can enter ICO following their third year at Augustana. After their first year at ICO, they return for graduation ceremonies from Augustana, then finish the remaining three years of optometry school (seven years total for the BA and OD degrees). The 3:4 program is not restricted to Illinois residents.

Students interested in optometry should confer with the advisor early in the first year of study. Please see the page dedicated to [Coordinated Degree Programs](#) for more information.

## Pre-Pharmacy course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-pharmacy/courses>

### **2024-25 catalog**

#### Contact:

MARY ELLEN BIGGIN.  
Professor (Chemistry) B.S., Clarke; Ph.D, Illinois

A typical program leading to the Doctor of Pharmacy degree requires two or more years of pre-professional study at an undergraduate college followed by four years at an accredited school of pharmacy.

Although the pre-professional study can often be completed in two years, an increasing percentage of students entering pharmacy schools complete more than two years of undergraduate study. Currently more than half of students entering pharmacy programs nationwide have three or more years of pre-professional study and more than one-third have earned bachelor's degrees.

Entrance requirements vary among pharmacy schools, so students are urged to determine as early as possible the requirements of the schools to which they intend to apply.

For students planning two years of pre-pharmacy study at Augustana, recommended courses include CHEM-131, CHEM-132 and CHEM-321, CHEM-322; BIOL-130, BIOL-140 and BIOL-351; MATH-160; PHYS-151, PHYS-152 or PHYS-211, PHYS-212.

Many pharmacy schools also require COMM-101, two courses in English composition, one course in social/behavioral studies, one course in Economics, one statistics course, and one course in the humanities.

Students who plan to complete more than two years of study at Augustana should also include as many of the following as possible: BIOL-250, BIOL-343, BIOL-358, BIOL-362, BIOL-373, BIOL-455; CHEM-441. Pre-pharmacy students should

contact the advisor immediately upon entering their first year of study so that an appropriate schedule of courses may be planned.

Augustana's pharmacy program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree.

## Pre-Physical Therapy courses

<https://www.augustana.edu/academics/areas-of-study/pre-physical-therapy/courses>

### **2024-25 catalog**

#### Contacts

Biology: SCOTT GEHLER, Associate Professor  
B.A., Cornell College; Ph.D., University of Minnesota

Psychology: LISA SZAFRAN, Assistant Professor  
B.A., Nazareth College; M.A. & Ph.D., SUNY at Buffalo

Students interested in attending a program in physical therapy following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. Biology, psychology, and kinesiology majors are most common. Students also complete a pre-physical therapy curriculum involving courses in biology, chemistry, physics, mathematics, psychology, and sociology.

Pre-physical therapy students may also participate in internships with clinical experience during the school year at various physical therapy sites in the Quad-City area, in their home communities, or abroad in order to obtain both academic credit and the clinical experience necessary for successful competition for admission into professional physical therapy programs.

#### Pre-Physical Therapy Program Outline

These courses will fulfill many prerequisite courses required by DPT graduate programs. (Information provided from a survey of 27 DPT programs located primarily in the Midwest)

##### **Chemistry** (1 year w/labs)

- CHEM-131/132 (General Chemistry)

##### **Biology** (General Biology I and II; Human Anatomy and Physiology w/ lab)

- BIOL-130 (Molecules to Cells w/lab)
- BIOL-140 (Organisms to Ecosystems w/lab)
- BIOL-351 (Human Anatomy w/lab)
- BIOL-362 (Human Physiology w/lab)

##### **Physics** (1 year w/labs)

- PHYS-151/152 (Principles of Physics)

##### **Psychology** (2-3 psychology courses that include Introductory Psychology AND Human Development OR Psychological Disorders)

- PSYC-100 (Introduction to Psychology)
- PSYC-216 (Human Development)

-PSYC-224 (Psychological Disorders)

**Statistics** (Biostatistics, Business Stats, Math Stats, OR Psych Stats)

-PSYC-240 (Statistics; Requires advanced permission by Psychology Department)

-MATH-130 (Statistics for Health Professionals)

**Social/Behavioral Sciences** (Generally, any social/behavioral science course)

-SOAN-101 (Introduction to Sociology and Social Justice)

-SOAN-102 (Introduction to Anthropology)

**Additional Relevant Courses** - These courses are not required by many programs, but they may enhance your application (check specific program requirements):

-MATH-160 Calculus I (Required by several DPT programs)

-CLAS-290 Greek & Latin Roots for Science (Medical Terminology)(Required by several DPT programs)

-BIOL-358 Neuroanatomy

-BIOL-455 Cadaver Dissection

-HEPE-140 – First Aid & CPR (applicant must be certified prior to matriculation)

-English – upper-level writing course

### Cooperative Educational Agreement with Washington University

Augustana College has a cooperative educational agreement with Washington University's Program in Physical Therapy. A maximum of three students per year who meet specified entrance requirements are automatically accepted into Washington University's Program in Physical Therapy following the completion of the B.A. from Augustana. Contact the pre-physical therapy advisor for more information

### Pre-Physician Assistant/Associate courses

<https://www.augustana.edu/academics/areas-of-study/pre-physician-assistant/courses>

**2024-25 catalog**

**Advisor:**

TIERNEY R. BROSIUS, Associate Professor (Biology)

B.S., Wayne State College; M.S. & Ph.D., University of Nebraska-Lincoln

Augustana's pre-physician assistant advising program prepares students for the entrance requirements to any physician assistant graduate program in the country.

Besides taking challenging coursework in biology, chemistry and physics, Augustana pre-physician assistant students are encouraged to take advantage of the college's strong liberal arts foundation by taking classes in other areas of interest. Beyond their requirements of a Bachelor of Arts degree and strong science curriculum, pre-physician assistant programs may give consideration to students with a broader, well- rounded education.

### Pre-Physician Assistant program outline

**The following courses should be completed by the end of the first year:**

Chemistry 131, 132 (General Chemistry)  
First-Year Inquiry (FYI) 101 and 102  
First-Year J Term course  
Foreign Language 101, 102 if needed (less than 4 years of high school language)  
Biology 130 (Molecules to Cells)\* or Biology 140 (Organisms to Ecosystems)\*

#### **Summer after First Year:**

Take Certified Nursing Assistant (CNA) Class or EMT class. This can be taken at a local community college near hometown. ALL schools require clinical hours (i.e. direct patient care); most programs require a minimum of 1,000-2,000 hours.

#### **The following courses should be completed by the end of second year:**

Biology 130 (Molecules to Cells)\* and Biology 140 (Organisms to Ecosystems)\*  
Chemistry 321,322 (Organic Chemistry) \*Organic Chemistry is not required for all PA schools. Most schools only require a single semester. However, since many schools also require Biochemistry, the prerequisite being two semesters of Organic, you will need to enroll in a full year of Organic Chemistry to take Biochemistry at Augustana.  
Biology 250 (Genetics)\*-BIOL 130 is a prerequisite  
Psychology 100 (Intro to Psychology)  
Psychology 240 (Psych. Stats) or Math 130 (Statistics for Health professionals) Calculus is NOT required, however a few PA schools require one math course. these courses fulfill that requirement.

#### **The following courses should be completed by the end of the third and fourth year:**

Biology 250 (Genetics)\*(if it was not taken during the first year)-BIOL 130 is a prerequisite  
Biology 360 (Comparative Physiology) or Biology 362 (Human Physiology)  
Biology 343 (Microbiology)  
Biology 351 (Human Anatomy)  
Chemistry 441 (Biochemistry I)\* if schools you are considering require it  
Senior Inquiry Course- in Biology or another major; if done in a different major, then replace with another biology elective

#### **Additional courses currently needed for some Physician Assistant Schools:**

Additional courses currently needed for some Physician Assistant schools: Biology 345 (Immunology), Communication Studies-100, Public Speaking, Argumentation and Oral Advocacy, or Business & Professional Communication, Psychology-216 (Human Development), Psychology-224 (Psychological Disorders)

The Augustana physician's assistant program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a PA school, but the majority of students matriculating in PA programs have a major in the biological sciences, public health, or psychology. The Augustana PA – advising program covers the requirements of most graduate programs but due to the differences between programs students need to be aware of the entrance requirements for their top choice schools.

### **Pre-seminary course catalog**

<https://www.augustana.edu/academics/areas-of-study/pre-seminary/courses>

#### **2024-25 catalog**

**Advisors:** JASON MAHN, Conrad Bergendoff Professor in the Humanities; Professor (RELG)  
B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

REV. MELINDA PUPILLO, Campus Chaplain and Director of Spiritual Development  
B.A. Valparaiso University; M.Div. Lutheran School of Theology at Chicago

The Pre-Seminary program prepares students for entry into divinity schools and seminaries, where they prepare to be ordained ministers, youth and family leaders, community advocates, and for other religious leadership positions. Divinity schools and seminaries do not require any particular undergraduate major, although they do desire a strong background in the liberal arts and humanities, with particular focus on religion, philosophy, music, Greek, and other disciplines. Accordingly, Augustana does not offer a pre-seminary major, but offers relevant courses, experiences, and advising to assist students majoring in any field. A Major in Religion is most common and beneficial among pre-seminary students. Students intending to pursue a Masters of Divinity (M.Div.) degree in seminary also benefit from a Minor in Biblical Languages (through Classics).

To develop the skills needed for divinity school/seminary and the profession of church ministry, students are encouraged to take COMM-101 Public Speaking; GREK 101 and 102 Elementary Greek; PSYC-130 Survivor Advocacy; RELG-273 Jesus of Nazareth; RELG- 362 Race, Ethnicity, Religion; RELG-370 Suffering, Death & Hope; and other appropriate courses in consultation with the pre-seminary advisors.

Pre-seminary students may take the one credit directed study, RELG-399 Working with Faith, more than once. This course directly explores the calling to and work of Christian ministry by discussing memoirs and other reflections from innovative Christian leaders; an exploratory trip to ELCA and other seminaries is often a component of the course.

All students considering careers in religious leadership should contact one of the pre-seminary advisors, who will help craft an academic plan appropriate for each student, as well as point students toward internships, study-away opportunities, leadership within campus ministries, part-time work at area churches, gap-year programs, and other experiences that help them discern and develop their callings to ministry.

## Pre-Veterinary Medicine course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-veterinary-medicine/courses>

### **2024-25 catalog**

#### Advisor

TIMOTHY MUIR, Professor, Co-Chair  
B.A., Kalamazoo College; M.S., Ph.D., Miami University (Ohio)

KIMBERLY MURPHY, Professor, Co-Chair  
B.A., Winona State; Ph.D., Washington State

Although most of our students attend vet school through the traditional route (after four years of undergraduate), Augustana College is one of only three colleges with an early acceptance agreement with the University of Illinois College of Veterinary Medicine.

Students are accepted at the beginning of their second year at Augustana and must maintain a minimum grade-point average. Our agreement is not only an early admission program, but also a 3-4 program, meaning students can enter the vet school after their third year at Augustana. After their first year of veterinary school, they return for graduation at Augustana, then finish the remaining three years of vet school (seven total years). Application to this program is open to all Augustana students, regardless of residency.

Students also may participate in clinical rotations during the school year at various veterinary clinics in the Quad-City area to obtain the clinical experience necessary for successful competition for admission into schools of veterinary medicine.

Students interested in veterinary medicine should consult with the advisor early in their first year of study to plan an appropriate schedule.

## Pre-Veterinary program outline

The following courses should be completed by the end of the first year:

CHEM-131, CHEM-132 (General Chemistry)

First-Year Inquiry (FYI) 101 and 102

First-Year J Term Course

Foreign Language 101, 102 if needed (less than four years of high school language)

Biology 130 (Molecules to Cells)\* or Biology 140 (Organisms to Ecosystems)\*

The following courses should be completed by the end of second year:

CHEM-321, CHEM-322 (Organic Chemistry)

BIOL-130 (Molecules to Cells)\* or Biology 140 (Organisms to Ecosystems)\* (whichever one was not taken during the first year)

Biology 250 (Genetics)\* – BIOL 130 and BIOL 140 are prerequisites

Reasoned Examination of Faith (REF) course

The following courses should be completed by the end of the third and fourth year:

Physics 151, 152

Biology 250 (Genetics)\* (if was not taken during the second year) – BIOL 130 and BIOL 140 are prerequisites

Biology 360 (Comparative Physiology) or Biology 362 (Human Physiology)

Chemistry 441 (Biochemistry I)

Senior Inquiry Course - in Biology or another major; if done in a different major, then replace with another biology elective

Biology - Three other courses of your choosing to complete the biology major

\*Denotes a core course that each Biology major must complete prior to beginning Senior Inquiry.

Additional useful courses:

BIOL-310 (Evolutionary Biology)

BIOL-335 (Entomology)

BIOL-343 (Microbiology)

BIOL-345 (Immunology)

BIOL-351 (Human Anatomy)

BIOL-354 (Neuroanatomy)

BIOL-373 (Developmental Biology)

BIOL-375 (Molecular Genetics)

BIOL-386 (General Ecology)

BIOL-387 (Aquatic Biology)

BIOL-455 (Human Gross Anatomy Lab)

English 200 (Writing Process) - 2<sup>nd</sup> writing courses is required by many vet schools

Math 219 (Calculus) - suggested by some vet schools

Psychology 100 (Intro to Psychology)

Psychology 240 (Statistics) - required by some vet schools

Communication Studies 101 or 250 (Public Speaking or Health Communication)

Classics 290 (Greek and Latin Roots for Science; 2 credit)

"Humanities" & "Social Sciences" - several vet schools require a minimum number of credits

Internship - 4 credits (160 hours) or 8 credits (400 hours)

## Pre-Veterinary 3-4 Coordinated Degree Program

Coordinated Degree Program at Augustana with the College of Veterinary Medicine at University of Illinois; NOTE: Requires a 3.50 GPA, 3.50 Science GPA. This program is for all students, regardless of residency, completing all their pre-veterinary coursework at Augustana College.

### Required courses

The following courses should be completed by the end of the first year:

Chemistry 131, 132 (General Chemistry)  
First-Year Inquiry (FYI) 101 and 102  
First Year J-Term  
Foreign Language 101, 102 if needed (less than 4 years of high school language)  
BIOL 130 (Molecules to Cells)\* or Biology 140 (Organisms to Ecosystems)\*

The following courses should be completed by the end of second year:

Chemistry 321, 322 (Organic Chemistry)  
Biology 130 (Molecules to Cells)\* or Biology 140 (Organisms to Ecosystems)\* (whichever one was not taken during the first year)  
Biology 250 (Genetics)\* – BIOL 130 and BIOL 140 are prerequisites  
Reasoned Examination of Faith (REF) course

The following courses should be completed by the end of the third year:

Chemistry 441 (Biochemistry I)  
Physics 151, 152  
BIOL-360 or BIOL-362 (Comparative or Human Physiology)  
Biology – One other course (not Immunology, Neuroanatomy, or Histology)  
Senior Inquiry - in Biology

\*Denotes a core course that each Biology major must complete prior to beginning Senior Inquiry.

**You also must complete all of your "General Education" courses during your three years.**

The above course work totals 110 credits, thereby requiring 8 credits of overload, summer school or AP credit from high school. However, if the foreign language requirement has been satisfied, only 102 credits in specific courses are required.

Note, a student wishing to earn an Augustana degree, should AVOID taking any of the following courses at Augustana: Immunology, Neuroanatomy, Histology. These courses, when taken at U. of Illinois, will fulfill the last of the requirements for your Biology Major at Augustana.

Students must take ALL the Illinois CVM prerequisite courses at Augustana. After being accepted into the 3-4 program, all science courses must be taken at Augustana. Only non-science courses can be transferred into Augustana and only if absolutely necessary.

### Additional useful courses

PSYC-100 (Intro. to Psychology)  
PSYC-240 (Statistics)  
Biology 310 (Evolutionary Biology)  
BIOL-310 (Evolutionary Biology)  
BIOL-335 (Entomology)  
BIOL-343 (Microbiology)  
BIOL-345 (Principles of Immunology)  
BIOL-351 (Human Anatomy)

BIOL-373 (Developmental Biology)  
BIOL-375 (Molecular Genetics)  
BIOL-386 (General Ecology)  
BIOL-387 (Aquatic Biology)  
BIOL-455 (Human Gross Anatomy Lab; 2 credits)

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Psychology course catalog

<https://www.augustana.edu/academics/areas-of-study/psychology/courses>

### **2024-25 catalog**

ALEXANDRA BARRINGER, Assistant Professor  
B.A., Augustana; M.S., Ph.D., Wisconsin-Madison

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

RUPA GUPTA GORDON, Associate Professor  
B.S., Purdue; Ph.D., Iowa

IAN A. HARRINGTON, Professor, Chair  
B.Sc., Dalhousie; M.A., Ph.D., Toledo

MEGAN G. LORENZ, Assistant Professor  
B.A., University of California- Los Angeles; M.A., Ph.D., Iowa

JAMIE NORDLING, Associate Professor  
B.A., Knox College; M.S., Illinois State; Ph.D., Iowa

JESSICA SCHULTZ, Professor  
B.A., Central College; Ph.D., Iowa

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

LISA R. SZAFRAN, Associate Professor  
B.A., Nazareth College; Ph.D. SUNY-Buffalo

MARK A. VINCENT, Professor  
A.B. Wabash; Ph.D., Indiana

J AUSTIN WILLIAMSON, Associate Professor  
B.S., Vanderbilt; M.A., Ph.D., Iowa

### **Major in Psychology**

32 credits, including 100, 240, 246, and 300; 4 credits of electives at each of the 200-, 300-, and 400-levels; one Senior Inquiry from 452, 454, 458, or 466; and 2 additional credits of electives at any level. Experiential coursework (382, 385, 490, internships) cannot satisfy the 200-, 300-, or 400-level elective requirement, but can satisfy the 2 additional electives requirement.



Students may not major or minor in both Psychology and Neuroscience.

Students intending to apply to graduate school in psychology should consult with their advisors for further recommendations.

### Minor in Psychology

20 credits, including 100, 240, 246; and two 4-credit electives with at least one at the 300-400 level.

**Honors in Psychology or Neuroscience:** Graduating majors in psychology or neuroscience will be awarded honors upon attainment of the following: (1) a minimum grade-point average of 3.50 in all courses within the PSYC or NSCI major and 3.25 in all courses attempted (transfer students must also achieve the 3.50 minimum in all major courses taken at Augustana); (2) a research project (PSYC 481) of honors quality as judged by the department.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (PSYC)

#### **PSYC-100 Introduction to Psychology (4 Credits)**

(PS) A survey course of the major areas of interest within the field of Psychology (physiological, cognitive, clinical, and social), including fundamental principles and theories about human behavior as well as the scientific methods used by psychologists to draw these conclusions.

#### **PSYC-130 Survivor Advocacy (2 Credits)**

This course is taught by staff from Family Resources Survivor Services and focuses on the dynamics and impact of domestic and sexual violence. Students will learn appropriate ways of supporting survivors in both acute and long-term interactions and receive the training and experience necessary to become a Survivor Advocate for Domestic Violence and Sexual Assault in Illinois and Iowa. Students will also complete 20 hours of volunteer work with Family Resources Survivor Services that may include work in the violent crimes shelter, staffing the crisis line, and serving as an advocate for a survivor at the hospital. This class will help students to grow in their ability to lead on campus and in the community through engaging in advocacy related to domestic and sexual violence. Students will relate to others who are different from themselves through the class and community engagement. Finally, students will be asked to respond to the societal crisis of domestic and sexual violence and work towards change.

#### **PSYC-180 Special Topics (2-4 Credits)**

Consideration of topics of special interest to student and instructor. The topics may vary each year.

#### **PSYC-181 Tales of Brain Injury (4 Credits)**

In this J-term course, we will explore stories of clinical neuroscience cases to understand the fascinating, unexpected, and sometimes devastating impact that injury and neurological diseases can have on the brain. Through readings, films, and podcasts, we will learn what happens when the brain is injured and the impact injuries can have on aspects of the visual system, memory, and emotion. No prerequisites.

#### **PSYC-182 Close Relationships (4 Credits)**

The primary goal of this J-Term course is to familiarize students with basic psychological theory and research in the field of interpersonal relationships with a focus on close relationships between friends and romantic partners. Students will be challenged to critically think about and apply this research to the world around them. Specific topics will include attraction, relationship cognitions, love and intimacy, and relationship conflict. No prerequisites.

**PSYC-199 Directed Study (1 Credits)**

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

**PSYC-200 Intro to Neuroscience (4 Credits)**

Students will learn about the operations of the nervous system related to topics like movement, sensation and perception, learning and memory, emotions, decision making, and cognitive and social behaviors including language and consciousness. These topics will be explored at multiple levels of analysis (e.g., cellular, systems, and behavioral) and with reference to a variety of neuroscientific methods. This is a required introductory course for Neuroscience majors and an elective for Psychology majors. Psychology majors are expected to take PSYC-100 prior to taking this course.

**PSYC-216 Human Development (4 Credits)**

This course examines how biological, cognitive, social, and cultural factors shape development from conception through death. Students will analyze prominent concepts, theories, and methods to understand how earlier factors impact development later in life. Prerequisites: PSYC-100.

**PSYC-222 Motivation & Emotion (4 Credits)**

Evolutionary biology explains species' adaptations to their environment. Motivation and Emotion studies how these biological adaptations motivate individual members of the species, and provide the ability for individuals to make behavioral adaptations during the lifespan. Thus, the course can take on any basic need like hunger and examine the biological, experiential, cognitive, and sociocultural variables that initiate, sustain, and cease specific behaviors. Once students develop an understanding of the mechanisms for each topic (e.g., bonding, altruism, achievement), we are able to address societal problems and make research-based arguments about how we can support healthy psychological functioning. Prerequisites: PSYC-100.

**PSYC-224 Psychological Disorders (4 Credits)**

This course will focus on the most significant psychological disorders throughout the lifespan. Students understand the etiology, development, impact, assessment, and treatment of psychological disorders. We will discuss how biological, socio-cultural, cognitive, and developmental processes contribute to and are shaped by these disorders. Students will be introduced to empirically supported treatment approaches for these disorders. Prerequisites: PSYC-100.

**PSYC-226 Human Sexuality (4 Credits)**

This course will examine the neurobiological, cognitive, social, historical, cultural, and evolutionary aspects and explanations of human sexuality. Topics such as hormones, reproduction, sexual orientation, attractiveness, and cross-cultural differences in attitudes and practices related to sexuality will be covered. Prerequisite: PSYC-100.

**PSYC-228 Psychology of Prejudice (4 Credits)**

(D) An introduction to the social, historical, cognitive, motivational, neurological, and evolutionary aspects and explanations of stereotyping and prejudice. This course will examine why prejudice exists, why it persists, how it influences intergroup relations, how it impacts the targets of discrimination, and how it can be reduced. Prerequisites: PSYC-100.

**PSYC-240 Statistics (4 Credits)**

(Q) Students learn to use statistical procedures to describe patterns and trends in data and to answer research questions. Basic proficiency in using statistical software is developed. Credit may not be earned for more than one of PSYC-240, BUSN-211, MATH-130, or SOAN-227. Permission of instructor.

**PSYC-246 Research Methods (4 Credits)**

An introduction to the basic logic and design of psychological research. Students will learn how to understand, evaluate, and use scientific methods to gather knowledge in the field of psychology. They will also learn how to read research articles and effectively write using APA style. Prerequisites: PSYC-100 (or PSYC-200 for NSCI majors) and PSYC-240. Permission of instructor. Note: students cannot register for this course directly. Do not submit an enrollment petition on your own. Placements are coordinated by the PSYC/NSCI advisor. After placement has been confirmed, the course will appear on your course plan.

**PSYC-280 Special Topics (2-4 Credits)**

Consideration of topics of special interest to student and instructor. The topics may vary each year. Prerequisite: PSYC-100.

**PSYC-300 Professional Development (2 Credits)**

Using insights from the discipline, students will explore their personal and professional values, interests, and competencies, and consider the way these intersect as they consider future plans. The course includes significant self-reflection and a consideration of the scientific understanding of self-knowledge (motivation, awareness, regulation, etc.) in psychology, promoting an awareness of and concern for others, and the ability to interact effectively with people of diverse backgrounds. Prerequisites: PSYC-100. Must be declared Psychology major, preferably in the junior year, or have permission of instructor.

**PSYC-322 Personality Psychology (4 Credits)**

Students will learn the process by which psychologists identify and measure personality traits, including the necessary methods and statistical procedures. We will discuss the major traits that comprise much of human personality and the implications of those traits for important health, occupational, and relationship outcomes. Prerequisites: PSYC-246.

**PSYC-342 Cognition (4 Credits)**

Students will examine major cognitive functions (memory, perception, language, imagination, and reasoning) with an interdisciplinary approach ranging from neuroscience to philosophy. This course also demonstrates how scientists develop this knowledge through laboratory experimentation on behavior, but also through neuropsychology, AI simulations, and other methodological approaches. Additionally, the course spends time on applications in fields such as medicine, education, and law. Prerequisites: PSYC-246.

**PSYC-343 Sensation & Perception (4 Credits)**

This course explores how we relate to and engage with the world around us using our senses. Although considerable attention will be given to the experiences of humans, student understanding will also be enhanced through descriptions of relevant animal models. In addition to learning about our understanding of sensation and perception, students will come to appreciate the diverse ways in which these understandings have been achieved by focusing on the methods and practices of the field. Students will work with existing datasets to refine their skills with analysis, interpretation, and communication of scientific data. Prerequisites: PSYC-246.

**PSYC-346 Social Development (4 Credits)**

This course examines the roots and outcomes of individual differences in one's emotions, personality, peer and parent relationships, sense of self, morality, and gender as discovered through developmental science. Emphasis is placed on understanding how researchers go about asking and answering social developmental questions related to these individual differences. Prerequisites: PSYC-246.

**PSYC-347 Learning (4 Credits)**

In this course students will re-examine and further explore the principles by which an organism's behavior changes as a result of experience, primarily the unconscious forms of learning that impact our behavior every day. The course focuses on the research that has led to our understanding of these phenomena and the application of these learning principles to intentional modification of human behavior, including their use in psychotherapy and Applied Behavior Analysis. Students develop skills that are critical to performing, understanding, and communicating about research in Psychology through hands-on experiments and analysis of pre-existing data sets. Prerequisites: PSYC-246.

**PSYC-349 Advanced Seminar in Neuroscience (4 Credits)**

This upper-division seminar is focused on reading and discussing primary literature in neuroscience. Students will develop a literature review and grant proposal to investigate a novel hypothesis related to a topic of their interest. Required of Neuroscience majors and elective for others with the prerequisites. Prerequisites: PSYC-200, PSYC-246. NSCI students are encouraged to take this course during the junior year.

**PSYC-350 Social Psychology (4 Credits)**

In this course, students will learn about the scientific study of the way individuals think about, feel about, and act toward

other people. We will emphasize the use of scientific method to address these topics, and to that end students will be expected to read primary research articles, and to conduct research projects in small groups over the course of the term. Topics will include aggression, conformity, altruism, stereotyping and relationships. Prerequisites: PSYC-246.

#### **PSYC-352 Methods in Neuroscience (4 Credits)**

Introduction to some of the primary methods used in neuroscience, from cellular/molecular methods to systems/behavioral neuroscience. Students will gain hands-on experience with select methods, including data collection, analysis, and interpretation. This course will be offered in J-term only. Required of Neuroscience majors and elective for others with the prerequisites. Prerequisites: PSYC-200, PSYC-246. NSCI students are encouraged to take this course during the junior year.

#### **PSYC-380 Special Topics (2 Credits)**

In this 2 credit course, we will explore neuroscience data available through the Allen Brain Map to gain a more in-depth and nuanced understanding of neural structure and function. Students will gain familiarity with the methods, tools, and data that neuroscience researchers use to better understand the role of gene expression and neurophysiology in disorders like Alzheimer's disease and epilepsy. Prerequisite: PSYC 200 or BIOL 130, and a course in research methods is recommended.

#### **PSYC-382 Supervised Research (0-2 Credits)**

Students will work in small teams to conduct research with faculty supervision. Students will engage with primary literature, discuss ethical situations in research, collect and analyze data, and communicate their findings via oral and poster presentations. May be repeated for credit, maximum of 6 credits, only 4 credits total of experiential learning (PSYC 382, PSYC 490, PSYC 385, internships) may count towards the PSYC major. (Credit-no credit only.) Cannot fulfill 300-level elective requirement. Prerequisites: Permission of instructor.

#### **PSYC-385 Research Practicum (0-2 Credits)**

Students will work directly with faculty on faculty supervised research projects. The faculty member and student will create an agreed upon plan for the type of research and outcomes of the project. This course does not count towards faculty teaching load. May be repeated for credit, maximum of 6 credits, only 4 credits total of experiential learning (PSYC 382, PSYC 490, PSYC 385, internships) may count towards the PSYC major. (Credit-no credit only.) Cannot fulfill 300-level elective requirement. Prerequisites: Permission of instructor.

#### **PSYC-393 International Study Colloquium (3-4 Credits)**

#### **PSYC-399 Directed Study (1-2 Credits)**

Prerequisites: 100 and permission of Department Chair and Instructor.

#### **PSYC-400 Independent Study (1-2 Credits)**

#### **PSYC-400TR Psychology Elective (1-12 Credits)**

#### **PSYC-405 Risk & Resilience (2 Credits)**

The purpose of this class is to develop a deeper understanding of how the context of children's lives influences their development by studying how it occurs within developing countries. Such study will enable us to better understand our own contexts as well as to respect and appreciate cultural differences. The class prepares students for a study abroad experience during J-Term to Guatemala and is open only to students involved in the Guatemala Study Abroad Program. Prerequisites: PSYC-100 or permission of instructor. Minimum of junior standing.

#### **PSYC-406 Childhood in Guatemala (2 Credits)**

(G) This class examines psychological development, particularly factors impacting risk and resilience; in children and families in Guatemala. This course includes a 10-14 day trip to Guatemala where students will learn intensively about topics including education, trauma and violence, child labor, community risks and supports, cultural competence, and social responsibility. Prerequisites: PSYC-405 and permission of instructor. G suffix awarded after completion of PSYC-405 and PSYC-406. Minimum of junior status.

**PSYC-412 Counseling Psychology (4 Credits)**

Students will be introduced to clinical interventions for psychological concerns. We will discuss empirically supported psychological approaches to problems clients face, including motivational interviewing, psychodynamic, behavioral, cognitive, and acceptance/mindfulness approaches. Part of this discussion will include the scientific foundations of these approaches and the manner in which their effectiveness is evaluated. Issues related to ethical practice and working with clients from a diversity of backgrounds will be emphasized. Students will begin to develop basic counseling skills necessary for a wide range of professional settings. Prerequisites: PSYC-100. Minimum of junior status.

**PSYC-414 SI-Psych & Society (4 Credits)**

(SI) During this course, we will start with a contemporary problem that emphasizes ethics and social responsibility and consider the role of psychology in understanding and addressing this problem. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Off-Campus Research) Prerequisites: PSYC-246 and Permission of instructor. Minimum of junior status.

**PSYC-416 Psych of Gender (4 Credits)**

This course will examine the centrality of sex and gender in our lives using an empirical scientific lens. The aim of this course is to come to understand and reduce the biases surrounding gender identification. Not only will students consider the social and historical beliefs about women and their experiences, they will also explore the literature on men and masculinity along with the expanding literature on transgender, nonbinary, and gender-nonconforming identities and experiences. This course takes a social psychological approach to these issues while still considering the Biopsychosocial model to fully explore how we understand gender and its consequences. Prerequisites: PSYC-100. Minimum of junior status.

**PSYC-418 Drugs & Addiction (4 Credits)**

Addiction is a public health crisis that poses challenges for afflicted individuals, family members, health care providers and policy-makers alike. In this course, we discuss the mechanisms by which drugs alter different brain structures and how those changes impact behavior. Students will evaluate the evidence for a variety of biological and environmental factors that impact the cycle of addiction and learn about different pharmacological and psychological therapies. Which therapies are most successful? Are there early interventions that we should endorse based on the evidence about risk factors for developing addiction? Is addiction a disease and how much control do individuals with addiction have over their actions? There are no easy answers to these questions. Students will read a variety of sources including scientific literature and personal memoirs to develop their understanding of these complex topics. Prerequisites: PSYC-100 or PSYC-200. Minimum of junior status.

**PSYC-426 Cultural Psychology (4 Credits)**

(PS,G) This course engages students in the scientific study of how culture shapes (and is shaped by) psychological functioning. Rather than just cataloging similarities and differences among cultures, students will learn how biological, social, and physical worlds interact to produce adaptive behavior among individuals and larger social groups. Prerequisite: PSYC-100 or Permission of instructor. Minimum of junior status.

**PSYC-452 SI-Research (4 Credits)**

(SI) Students conduct an independent, empirical research project on a topic of their choosing. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Psych & Society, or Off-Campus Research). Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

**PSYC-458 SI-Clinical (4 Credits)**

(SI) In this capstone course, students conduct a comprehensive review of research on a practical question related to a psychology-related community experience. This SI should be preceded by a pre-approved internship or volunteer placement, completed within 6 months of beginning the SI. Products include both a paper and a formal presentation. Students cannot take this course if they have successfully passed one of the other three SI options (Research, Psych & Society, or Off-Campus Research). Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

**PSYC-466 SI-Off-Campus Research (4 Credits)**

(SI) Advanced off-campus research experience in Psychology or Neuroscience to be completed in the summer following the junior year. Research experiences must be at least 8 weeks in duration, involve a full-time commitment (i.e., approximately 40 hours per week), and be approved by the PSYC/NSCI program coordinators. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Psych & Society). Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

**PSYC-480 Special Topics (2-4 Credits)**

Consideration of topics of special interest to student and instructor. The topics may vary each year. Prerequisites: PSYC 100 or permission of instructor. Minimum of junior status.

**PSYC-481 Honors in Psyc/Nsci (0-2 Credits)**

Students extend or improve upon research they completed in PSYC-452 (or other significant research) under supervision of a supervisory committee. Required of all students applying for honors in psychology or neuroscience. Prerequisites: Psychology or Neuroscience major, completion of PSYC-452 or other significant research, and permission of instructor. Cannot fulfill elective requirement. Minimum of junior status.

**PSYC-490 Clinical Experience (2 Credits)**

Clinical experience is an experiential learning opportunity that allows students to apply their psychological knowledge and skills in the "real world." In the course, students work with an organization in the community throughout the term and engage in ongoing reflection related to their experiences. Through this experience students will build: an understanding of the nature and purpose of the organization including its role in the community, awareness of the knowledge, skills, and methods used by professionals within the field, application of principles learned through psychology coursework and experience, and insight into personal strengths, areas for growth, and career goals. Prerequisites: PSYC-100 and Permission of Instructor. Minimum of junior status.

**PSYC-499 Directed Study (1-2 Credits)**

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: 100 and permission of department chair and instructor.

## Public Health course catalog

<https://www.augustana.edu/academics/areas-of-study/public-health/courses>

**2024-25 catalog**

RIFATH ALI, Visiting Assistant Professor  
M.B.B.S. (MD), Bangalore (India); M.P.H. & M.S., Eastern Kentucky

REBECCA M. ARNOLD, Adjunct Assistant Professor  
B.A., Northwestern; M.P.H., Iowa

LENA R. HANN, Associate Professor  
B.A., Cornell College; M.P.H., Iowa; Ph.D. Illinois

DARA L. WEGMAN-GEEDEY, Professor (Biology), Chair; Robert & Patricia Hanson Endowed Chair of Health & Human Performance  
B.S., Mount Union; Ph.D., Delaware

### Major in Public Health

32 credits, including PUBH 100, Statistics, PUBH 300, SOAN 324, PUBH 350, PUBH 450 (2 credits), PUBH 460 (2 credits), and 8 supporting course credits, at least 4 credits of which must be at the 300-400 level and no more than 4 credits from the same department code.

## Minor in Public Health

20 credits, including PUBH 100; 2 of the following: PUBH 300, PUBH 350, SOAN 324; and 8 supporting course credits, at least 4 credits of which must be at the 300-400 level and no more than 4 credits from the same department code.

### Supporting Courses

BIOL-343 Microbiology (4 credits)  
CHEM-215 Introduction to Molecular Nutrition (PN, 4 credits)  
COMM-250 Health Communication (4 credits)  
COMM-350 Loss Hope & Support (4 credits)  
COMM-450 Health Communication Campaigns (4 credits)  
ECON-225 Health Economics (PS, 4 credits)  
ENGL-295 Women, Health, in/and South Asian Literature (PH, G, 4 credits)  
ENVR-387 Environmental Justice (D, 4 credits)  
GEOG-273 Introduction to GIS (4 credits)  
GEOG-274 Introduction to GIS with Social Science Applications (4 credits)  
GEOG-325 Urban Planning (4 credits)  
HIST-333 Disease and Health (PP, 4 credits)  
PHIL-105 Life and Death (PH, 4 credits)  
PHIL-312 Philosophy of Medicine (PH, 4 credits)  
PSYC-130 Survivor Advocacy (2 credits)  
PSYC-135 Bystander Intervention (2 credits)  
PSYC-224 Psychological Disorders (4 credits)  
PUBH-180 Health Disparities (PS, D, 4 credits)  
PUBH-223 Mythbusters (4 credits)  
PUBH-247 Whole Person Health: Study Abroad in Sweden & Iceland (PS, G, 4 credits)  
PUBH-248 Whole Person Health: Travel Term (PEA, 1 credit)  
PUBH-273 Reproductive Justice: Perspectives on Policies, Practices, and Public Health (PH, D, 4 credits)  
PUBH-306 Sexuality and Health Education (4 credits)  
PUBH-365 Professionalism in Public Health Practice (2 credits)  
PUBH-380 Special Topics in Public Health (4 credits, may be taken more than once as topics change)  
PUBH-399 Directed Study (1 credit, may be taken more than once with a different focus)  
PUBH-400 Independent Study (1 credit, may be taken more than once with a different focus)  
RELG-355 Medical Ethics (4 credits)  
RELG-263/363 Sexual Ethics (PH, 4 credits)  
RELG-370 Suffering, Death & Hope (PH, 4 credits)  
WGSS-235 Gender and Sexuality (PH, D, 4 credits)

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (PUBH)

#### **PUBH-100 Introduction to Public Health (4 Credits)**

(PS) This course introduces the interdisciplinary field and application of public health. Students will explore the social, political, and environmental determinants of health, and will be introduced to the institutions that shape health outcomes at the local, national, and global levels. This course will also help students understand how public health

impacts the health of populations on a daily basis. Course activities will examine a diverse range of topics such as community health organizations, ethics in public health practice, maternal and child health, control of chronic and infectious disease, health through the lifespan, mental health, nutrition, and more. This course has no prerequisites. First year or sophomore status required.

#### **PUBH-180 Health Disparities (4 Credits)**

(PS,D) An introduction to the impacts of health disparities on child development, behavioral choices, and adult health status in the United States. The course focus may shift to include race/ethnicity, geography, SES, gender, sexual orientation, disability status, migration status, age, religion and spirituality depending on current issues in health at the time it is offered. PS, D were approved October 29, 2021.

#### **PUBH-223 Public Health Mythbusters (4 Credits)**

The challenges of false information are fairly ubiquitous in today's society. This course is designed to provide students with the knowledge and skills to help address the ongoing challenges of the global "infodemic." The impact of false health-related information goes well beyond the current pandemic - and extends far further back into history than you might imagine. While the battle isn't new, the impact of the internet and social media has definitely upped the game. What do we do now? How can we push back against misinformation and help ourselves, our families, and our friends from the risks of this information? The goal of this class is to help equip you to be a public health mythbuster. This class has no prerequisites.

#### **PUBH-247 Whole Person Health (4 Credits)**

(PS, G) Whole Person Health students will learn about the intersection of physical, social, emotional, spiritual, economic, and vocational health and wellbeing in Sweden and Iceland. Students will identify how Swedish & Scandinavian culture and infrastructure supports whole person health and compare human wellness outcomes to those of the United States. PUBH-247 does not have any prerequisites, but we strongly recommend an introductory-level social science course such as PUBH 100, SOAN 101 or 102, PSYC 100, etc. prior to enrolling in PUBH-247.

#### **PUBH-248 Whole Prsn Health Travel (1 Credits)**

(PEA) Whole Person Health, Travel Term students will learn about the intersection of physical, social, emotional, spiritual, economic, and vocational health and wellbeing in Sweden and Iceland. Students will identify how Scandinavian culture and infrastructure supports whole person health through immersive travel and hands-on experiences in Sweden and Iceland. Students will also dive deeper into the physical and spiritual aspects of whole person health through cultivating a personalized yoga and meditation practice. Prerequisite: PUBH-247.

#### **PUBH-248A Whole Health Travel A (0 Credits)**

This is a 0 credit option of the June travel term in Scandinavia (which correlates with Spring 2023's 4-credit Whole Person Health in Scandinavia course). This 0-credit option was developed for students who cannot pay for the 1-credit option of the travel term and/or need to graduate in May.

#### **PUBH-273 Reproductive Justice (4 Credits)**

(PH,D) What is reproductive justice, and how is it different from reproductive rights and reproductive health? This immersive course will explore how gender, class, race, ability, sexual orientation, immigration status, criminalization status, and other multifaceted oppressions shape a person's ability to self-determine their reproductive destiny. Students will utilize readings, films, guest speakers, and field trips to understand the socioeconomic and political contexts in which reproduction is situated. Topics include intersectional, anti-racism, feminist, and critical public health perspectives on abortion, adoption, childbirth, contraception, health care, infertility, parenting, pregnancy, and sterilization.

#### **PUBH-300 Epidemiology (4 Credits)**

Epidemiology is the study of health-related events and conditions across populations of humans and/or animals (including infectious and chronic diseases, environmental events and conditions, and health related behaviors). Upon completion of the course, students will understand the basic concepts, methods, and terminology of epidemiology, and will be able to apply these concepts and methods to current public health issues. Course includes a weekly hands-on lab.



Pre-requisites: PUBH-100 and Statistics (BUSN-211, MATH-130 MATH-315, PSYC-240 or SOC-230), and minimum of junior status. Permission of instructor only.

#### **PUBH-306 Sexuality & Health Education (4 Credits)**

Sexuality includes diverse values and behaviors that are influenced by history, culture, environments, and identities. Students will explore the many challenges and strategies involved in developing education initiatives to achieve sexual and reproductive health. Topics include sexuality through the lifespan, gender identity, sexual orientation, sexually transmitted infections, pregnancy, contraception, sexual functioning, sexual violence, and sex work. An emphasis on community-based health education, sex positivity, and harm reduction perspectives encourage students to analyze complex public health issues that impact sexuality across diverse populations. Prerequisite: PUBH-100 or Permission of Instructor.

#### **PUBH-350 Health Behavior & Promotion (4 Credits)**

(PS) This course will highlight the role of health behavior in reducing the burden of diseases from preventable health conditions and improving health and wellness among communities and populations. Topics will include social and behavioral theories of health behavior change, community-based research methods and ethics, development of health promotion programs, and interventions and program planning frameworks. Team-based projects will result in health promotion proposals for the Augustana College community. Prerequisite: PUBH-100 and minimum of junior status. Permission of instructor only.

#### **PUBH-365 Professionalism in PH Practice (2 Credits)**

This course introduces students to the core competencies for public health professionals, a set of skills required for public health practice, to help prepare for working in a variety of public health settings, including the internship required for the Public Health major SI sequence. Students will explore their unique interests within the field, examine how they apply to the essential services of public health, and describe how the liberal arts approach at Augustana College can prepare them for a future in public health practice. Multiple methods of instruction will include activities, readings, peer-led discussion, guest speakers, and site visits to examine the many ways public health is practiced in the QC community and beyond. Prerequisite: PUBH-100, Public Health major, Junior status only, and Permission of Instructor.

#### **PUBH-380 Special Topics in Public Health (4 Credits)**

May be taken more than once as topics change. Each Special Topics course is an in-depth treatment of an area of study in Public Health. The topic will be announced for each offering. Prerequisite: PUBH-100 and at least Sophomore status or Permission of Instructor.

#### **PUBH-399 Directed Study (1-2 Credits)**

#### **PUBH-400 Independent Study (1-2 Credits)**

#### **PUBH-450 SI Sequence I (2 Credits)**

Part 1 of the Senior Inquiry Sequence. This course expands the learning environment beyond the traditional classroom to an applied setting aligned with each student's public health career goals. You will explore the internship site's mission, outreach, and needs while working to promote the health and well-being of the population they serve. Ongoing analysis of relevant literature will help you ground your organization's work in public health research and practice. You will work with your preceptor(s) to identify and develop a plan for a deliverable that will benefit the organization's work and population served. See the "SI Sequence Handbook" for more details about the internship and Senior Inquiry process. Public Health Senior majors only. Prerequisite: PUBH-350. Permission of instructor only.

#### **PUBH-460 SI Sequence II (2 Credits)**

Part 2 of the Senior Inquiry Sequence. PUBH 460 will provide students a culminating experience that synthesizes, integrates, and applies what they have learned through their PUBH coursework and internship. Students will conduct an applied research project based on their proposal developed during the SI internship. This project requires integrating evidence-based public health research methods, theories, and practice strategies and will result in a deliverable for the internship site, a final paper, and a professional presentation delivered during Augustana's Celebration of Learning student symposium. The project will be of interest to the student, relevant to public health practice, and useful to the

internship site. Completion of this course after PUBH-450 will satisfy the SI requirement for the Public Health major. Prerequisites: PUBH-350 and PUBH-450. Public Health Senior majors only. Permission of instructor only.

## Religion course catalog

<https://www.augustana.edu/academics/areas-of-study/religion/courses>

### **2024-25 catalog**

KHALIL ANDANI, Assistant Professor of Religion

B.Math., University of Waterloo; M.Acc., University of Waterloo., MTS, Harvard Divinity School; Ph.D., Harvard University

DANIEL E. LEE, Marian Taft Cannon Professor in the Humanities

B.A., Concordia (Moorhead); M.A., M.Phil., Ph.D., Yale University

JASON MAHN, Conrad Bergendoff Professor in the Humanities

B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

NIRMALA S. SALGADO, Professor

B.A., M.A., London; Ph.D., Northwestern University

ERIC C. STEWART, Professor

B.A., Pacific Lutheran; M.A., Claremont; Ph.D., University of Notre Dame

M. WOLFF, Associate Professor

B.A. Westmont; MTS Duke Divinity School; Ph.D., Duke University

### Reasoned Examination of Faith (REF) Courses

All REF courses will include a critical examination into the ways in which faith and reason challenge and enrich each other through the academic study of Christianity, ethical theories, and worldviews. REF courses are 200-level courses (except for RELG 304 ) with numbering up to and including RELG 216. The "reasoned examination of faith" constitutes one of Augustana's five faith commitments; sections of this course may focus on additional faith commitments. One or more significant writing projects builds on skills introduced in FYI or FYH. Reasoned Examination of Faith (REF) courses are listed below. Honors courses taught by Religion faculty may also count for the REF requirement. Barring exceptional circumstances, students may not take more than one course that qualifies as an REF course.

RELG-201 Christian Origins

RELG-202 Jewish and Christian Scriptures

RELG-203 Christian Ethics

RELG-204 Christian Theology and Contemporary Issues

RELG-205 American Christianities

RELG-206 Reformers and Radicals

RELG-207 Jesus and Discipleship, Then and Now

RELG-208 Literature and Theology

RELG-209 Global Christianities

RELG-210 Sages, Mystics, and Philosophers (4)

RELG-211 Religion and Film

RELG-212 The Disciplined Life: Asceticism in Buddhism, Christianity and Hinduism

RELG-213 Called to Work and Sabbath Rest

RELG-214 Angels & Demons

RELG-215 Philosophy & Theology

RELG-216 Disability & Religion

RELG-304 Reasoned Examination of Faith

## Major in Religion

28 credits beginning with any REF or with RELG 150 and culminating with 449 Theorizing Religion (2 credits) or 399 SI Research (2 credits) and 450 (2 credits). (Those two, 2-credit courses make the Senior Inquiry sequence in Religion.) At least one course must be taken from each of the following three areas:

History and Theology: 270, 273, 370, 371, 372, 374

Ethics and Practice: 259, 263, 355, 356, 360, 361, 362, 363

Cross Cultural: 284, 285, 287, 384, 385, 386, 387

RELG 150: Encountering Religion is strongly encouraged for all religion majors.

## Minor in Religion

20 credits, including any REF and at least one course at the 300-level.

RELG 150: Encountering Religion is strongly encouraged for all religion minors.

## Minor in Ethics (Religion and Philosophy departments)

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Two complementary courses (at least one must have the RELG designation)

-Choose two from RELG 259, RELG 355, RELG 356, RELG 363, RELG 385, PHIL 122, PHIL 312, PHIL 320, PHIL 322, PHIL 324, or PHIL 330

-RELG 357 and RELG 358 may be substituted for one listed complementary course

## Minor in Interreligious Leadership (Religion and Business or Communication departments)

16 credits, including REF, and the following courses and practicum:

Any 2 courses (8 credits) from two of the below Distribution Categories:

a) Religious Pluralism: RELG-150

b) Asian Religions: RELG 284, 287, 384, or 387

c) Islam: RELG 285, 385

- One course ( 4 credits) in either BUSN 304, COMM-210L, or COMM 260

Participation in 0-4 credits of Augustana (internal) interfaith leadership or external internship work done through CORE (Careers, Opportunities, Research and Exploration), "CORE-INTR." This will be for a minimum of 80 hours.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (RELG)

**RELG-150 Encountering Religion (4 Credits)**

(D) A comparative approach to the academic study of religion and religious phenomena with some focus on religions as lived in the Quad Cities area. Required of majors and minors, as well as for the Interreligious Leadership program.

**RELG-199 Directed Study (1-2 Credits)****RELG-201 Christian Origins (4 Credits)**

(REF) An examination of the origins of Christianity and its transformation from a Judean grassroots home-based religious movement to an official Roman political religion with special attention to the varieties of, and conflicts between, various movements dedicated to following Jesus.

**RELG-202 Jewish & Christian Scriptures (4 Credits)**

(REF) An introduction to the biblical texts of Judaism and Christianity, their origins, and history of interpretation in their initial contexts and key contexts in the history of their interpretation. Students will focus on the varieties of canons and the communities who use them, as well as the many ways in which these communities appeal to the authority of their scriptures.

**RELG-203 Christian Ethics (4 Credits)**

(REF) An examination of Christian and other perspectives on ethical decision-making and on issues such as sexual ethics, abortion, war and peace, and the environment.

**RELG-204 Christian Theology (4 Credits)**

(REF) An examination of primary Christian understandings of God, sin, salvation, suffering, and hope, with an eye to how they can address contemporary social issues, including environmental degradation, racism, sexism, consumerism, and violence. For students taking this course in 2024-25 J-Term, they should register through IOP.

**RELG-205 American Christianities (4 Credits)**

(REF) An exploration of Christianities in the United States and the ways in which Americans have put a distinctively "American" spin on their churches and faith. Special attention is given to the intersecting realities of race, gender, religion, and the struggle for inclusion and justice from the 1960s until today.

**RELG-206 Reformers & Radicals (4 Credits)**

(REF) An examination of several Christians (such as Luther, Kierkegaard, Bonhoeffer, Soelle, or others) who root their thought in the Lutheran tradition while drawing on that tradition to work for social justice.

**RELG-207 Jesus & Discipleship, Then & Now (4 Credits)**

(REF) An examination of the historical Jesus and the Christ of Faith, with focus on the counter-cultural discipleship of early Christians and of contemporary Christians such as Catholic Workers and members of neo-monastic religious communities.

**RELG-208 Literature & Theology (4 Credits)**

(REF) An examination of the "existential" experiences of suffering, sin, doubt, faith, despair, and hope through the careful interpretation of fiction.

**RELG-209 Global Christianities (4 Credits)**

(REF) An exploration of how the world religions of Christianity and Islam have interacted and shaped one another throughout history. The course includes an intro to both religions and a comparison of core theological beliefs about God, Jesus Christ, and Prophet Muhammad, comparing the Bible and Qur'an, early Christian-Muslim debates, religious violence (holy war, jihad), and contemporary interfaith dialogues.

**RELG-210 Sages, Mystics & Philosophers (4 Credits)**

(REF) Students explore how Christian, Hindu & Muslim mystics think about Ultimate Reality (God, Brahman, Allah) through both logic & faith and how they undertake spiritual journeys toward mystical union with Him/Her/It. Students consider contemporary issues about Yoga, mystical tourism, "spiritual but not religious" & the challenge of studying religions through one's own biases.

**RELG-211 Religion and Film (4 Credits)**

(REF) A consideration of major themes in Religion (focusing especially on Christianity, Judaism, and Islam) using the study of film. This course will be offered in J term 2025 and 2026.

**RELG-212 The Disciplined Life (4 Credits)**

(REF) The Disciplined Life: Asceticism in Buddhism, Christianity and Hinduism is a comparative study of the disciplined life focusing on asceticism in the religious traditions of Buddhism, Christianity, and Hinduism

**RELG-213 Called to Work and Sabbath Rest (4 Credits)**

(REF) Students will reflect on meaningful work (or vocation) with respect to sabbath rest, as fleshed out by the Jewish and Christian traditions. Special attention given to the challenges for religious observance and intentional work and rest, given the totalizing demands of work in the modern world. In addition to reading and writing about sabbath practices and vocational discernment, members of the class will adopt practices of stillness, boundary setting, media fasts, and other practical means of inhabiting "slow time" and reflecting on meaning and purpose. This course is open to all students who have not yet fulfilled their "Reasoned Examination of Faith" (REF) requirement.

**RELG-214 Angels and Demons (4 Credits)**

(REF) The interactions of paganism and Christianity are examined through Greek and Latin literature of the 4th-5th centuries CE--from Diocletian's Great Persecution to the triumph and establishment of Christianity, including the momentous and controversial reigns of Constantine the Great and Julian the Apostate. Study of the encounter highlights tradition and innovation in literary genres, dialogue, and conflict in the relations between the two traditions. In the end, the establishment of Greco-Roman paganism and Christianity as twin poles in an ongoing tension continues to produce new ways of thinking about their relationship. By permission only.

**RELG-215 Philosophy & Theology (4 Credits)**

(REF) Students will rationally examine their faith - their religious commitments if any concerning the existence and nature of God - through philosophical analyses and argumentation in support or criticism of theistic religious doctrines.

**RELG-259 Environmental Ethics (4 Credits)**

(PH) A philosophical and theological examination of the moral relationship between human beings and non-human creatures and species, with attention to the ethical principles and religious worldviews through which the natural world might be preserved/sustained, and to the moral and religious status of earth and its inhabitants

**RELG-263 Sexual Ethics (4 Credits)**

(PH) An examination of terms and concepts, exploration of diverse frameworks for sexual ethics, and opportunities for students to demonstrate their understanding of sexuality as historically and politically situated.

**RELG-270 Luther: Life, Thought, Legacy (4 Credits)**

(PP) An examination of Martin Luther and the Lutheran Reformation, both in terms of the late medieval church and as they influence contemporary understandings of church, vocation, God, grace, ethics, religious pluralism, and the common good.

**RELG-273 Jesus of Nazareth (4 Credits)**

(PP) An historical critical examination of the life and teachings of Jesus of Nazareth focusing primarily on the New Testament gospels and other early Christian texts, including examination of key ideas about/reconstructions of Jesus in scholarship and popular culture

**RELG-284 Buddhism and Film (4 Credits)**

(PH,G) Engaging with written texts, films, and contemplative practice, this course focuses on how Buddhist religious traditions address ethical and existential issues including questions about suffering, gender, sexuality, karma, life, and death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditation practices. May not take RELG-284 if RELG-384 has already been taken.

**RELG-285 Islam: An Introduction (4 Credits)**

(PH,G) A scholarly critical examination of Islam's scriptures, rituals, history, and contemporary issues. May not take RELG-285 if RELG-385 has already been taken.

**RELG-287 Religion & Philosophy of India (4 Credits)**

(PP, G) An introduction to religions and philosophies originating in the Indian subcontinent, including traditions such as Hinduism, Buddhism and Jainism and a study of texts, devotional practices, and more modern developments such as the impact of colonialism and Gandhi's political activism.

**RELG-299 Directed Study (1-2 Credits)****RELG-304 Reasoned Examination of Faith (4 Credits)**

(REF) Reasoned Examination of Faith will include a critical examination into the ways in which faith and reason challenge and enrich each other through the academic study of Christianity, ethical theories, and other worldviews. Each iteration will explore a particular topic according to special opportunities, public events, the interests of the professor and students.

**RELG-355 Medical Ethics (4 Credits)**

(PH) An exploration of issues at the intersection of medicine and ethics, including allocation of scarce healthcare resources, health reform and financing of health care, advance directives and end-of-life decisions, cloning and other forms of artificial reproduction, CRISPR and gene editing, gene therapy and genetic enhancement, expressed consent and presumed consent in organ donation, and xenotransplantation. The course focuses particular attention of Jewish, Christian and Muslim perspectives on these issues.

**RELG-356 Business Ethics (4 Credits)**

(PH,G) Ethical issues pertaining to the business world and of the relationship between Christian ethical ideals and economic concerns, focusing particular attention on the ethics of globalization and its impact on marginalized populations in China, Mexico, Bangladesh, Ethiopia, Liberia and other countries, and on supplier codes of conduct and other measures that can be taken to ensure high ethical standards in business.

**RELG-360 Creator, Creation & Calling (4 Credits)**

(PH) An examination of the relationship between God, the natural world, and human vocation as they intersect with scientific knowledge, ecological degradation and restoration, salvation, personal commitment, and countercultural communities such as Holden Village. This is a study away program course and students should apply for the program through IOP.

**RELG-362 Race, Ethnicity, Religion (4 Credits)**

(PS,D) An investigation into the historical construction of race and religion from the modern to contemporary period.

**RELG-363 Sexual Ethics (4 Credits)**

(PH) An examination of terms and concepts, exploration of diverse frameworks for sexual ethics, and opportunities for students to demonstrate their understanding of sexuality as historically and politically situated.

**RELG-370 Suffering, Death & Hope (4 Credits)**

(PH) A theological, existential, and practical investigation into the crisis of meaning brought about by radical suffering and how religious communities respond. Students analyze the Book of Job, contemporary debates about theodicy ("the problem of evil"), and various understandings of the afterlife.

**RELG-371 Theological Investigations (4 Credits)**

(PH) Exploration of Christian theology focused on revisiting traditional doctrines for contemporary communities.

**RELG-372 Restorative Justice (4 Credits)**

(PH) In this "inside/out" course taught in conjunction with the Augustana Prison Education Program (APEP), free Augustana students will join their incarcerated classmates each day at East Moline Correctional Center (EMCC) to explore theological and political themes related to redemption, sin, suffering, salvation, reconciliation, repentance,

healing, and restorative models of social justice. Offered during select J Terms; by permission of instructor, after application process and contingent on security clearance from the Illinois Department of Corrections. By Permission Only.

**RELG-374 Gender and the Bible (4 Credits)**

(PL) An examination of the concepts of masculinity and femininity as they are represented in the Bible and treated in popular and scholarly analysis of the Bible. The course pays special attention to how biblical authors and their interpreters draw upon, construct, reinforce, and challenge gender performances in ancient and modern contexts.

**RELG-384 Buddhism and Film (4 Credits)**

(PH,G) Engaging with written texts, films, and contemplative practice, this course focuses on how Buddhist religious traditions address ethical and existential issues including questions about suffering, gender, sexuality, karma, life, and death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditation practices. May not take RELG-384 if RELG-284 has already been taken.

**RELG-385 Islamic Ethics in Literature (4 Credits)**

(PL,G) An exploration of Islamic thought and cultures from a literary perspective. Works of fiction, hagiography, poetry, and personal narrative are used to examine ethical concerns. May not take RELG-385 if RELG-285 has already been taken.

**RELG-387 Religions of China and Japan (4 Credits)**

(PL,G) An investigation of the beliefs of the religions of East Asia including Confucianism, Daoism, Shinto, and schools of East Asian Buddhism such as Pure Land and Zen, as expressed in religious texts and practices.

**RELG-393 International Study Colloquium (3-4 Credits)**

**RELG-399 Directed Study (1-2 Credits)**

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

**RELG-400 Independent Study (1-2 Credits)**

Guided study and research in religion. Prerequisites: permission of instructor and department chair.

**RELG-449 Theorizing Religion (2 Credits)**

A multidisciplinary introduction to theories and methods for the academic study of religion. Required for majors and minors

**RELG-450 Senior Inquiry (2 Credits)**

A consideration of methodological approaches to religion as context for and to support the completion of the research, writing, and public presentation of the Senior Inquiry project. Prerequisites: RELG 150 and RELG 449.

**RELG-499 Directed Study (1-2 Credits)**

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

## Scandinavian Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/scandinavian-studies/courses>

**2024-25 catalog**

ULF JONAS BJÖRK, Visiting Assistant Professor  
B.A., M.A., Ph.D., University of Washington

MARK SAFSTROM, Associate Professor  
B.A., North Park University; M.A., Ph.D., University of Washington

### Contributing Faculty

JENNIFER BURNHAM, Professor  
A.B., Augustana; M.S., Illinois; Ph.D., University of Washington

LENA R. HANN, Associate Professor  
B.A., Cornell College; M.P.H., Iowa; Ph.D. Illinois

MARIANO MAGALHÃES, Professor  
B.A., Ph.D., The University of Iowa

### Major in Scandinavian Studies

28 credits, including 8 credits of language courses beyond SWED-102 (SWED-211, SWED-212, SWED-380; SCAN-201, SCAN-202, SCAN-320, SCAN-321, SCAN-401, SCAN-402); at least 4 credits of Scandinavian history (SCAN-250 or SCAN-350); and at least 4 credits of elective coursework (SCAN-240, SCAN-241, SCAN-242, SCAN-243, SCAN-250, SCAN-270, SCAN-271, SCAN-310A, SCAN-340, SCAN-341, SCAN-342, SCAN-350, SCAN-361, SCAN-370, SCAN-371, SCAN-393, SCAN-470, SCAN-471, SCAN-490, SCAN-INTR, HIST-114 and RELG-270).

Remaining credits may be earned through language courses, elective courses, Senior Inquiry, or internship. At least 8 credits must be at the 300 or 400 level. A maximum of 12 credits of coursework taken overseas may count toward the major.

### Minor in Scandinavian Studies

16 credits, including 4 credits of language courses beyond SWED-102 (SWED-211, SWED-212, SWED-380; SCAN-201, SCAN-202, SCAN-320, SCAN-321, SCAN-401, SCAN-402) and at least 4 credits of elective coursework (SCAN-240, SCAN-241, SCAN-242, SCAN-243, SCAN-250, SCAN-270, SCAN-271, SCAN-310A, SCAN-340, SCAN-341, SCAN-342, SCAN-350, SCAN-361, SCAN-370, SCAN-371, SCAN-393, SCAN-470, SCAN-471, HIST 114, and RELG-270).

Remaining credits may be earned through language courses or elective courses. At least 4 credits must be at the 300 or 400 level. A maximum of 12 credits of coursework taken overseas may count toward the minor.

For an interdisciplinary minor related to Scandinavian Studies, see [Linguistics](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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### Courses (SWED)

#### SWED-101 Elementary Swedish I (4 Credits)

Introduction to Swedish language. This is the FIRST course in the elementary Swedish language sequence. Includes study of the cultures of Scandinavia and an introduction to intercultural communication. Instruction is by immersion, emphasis is on basic skills: reading, writing, speaking, and aural comprehension. For students with no prior study of Swedish. No prerequisites.



**SWED-102 Elementary Swedish II (4 Credits)**

Continued study of Swedish language. This is the SECOND course in the elementary Swedish language sequence. Includes study of the cultures of Scandinavia and further development of intercultural communication skills. Instruction is by immersion, emphasis is on basic skills: reading, writing, speaking, and aural comprehension. Prerequisite: SWED 101 or permission of instructor.

**SWED-211 Swedish Contemporary Society (4 Credits)**

Practice in reading and writing Swedish at the intermediate level in a variety of genres, ranging from electronic correspondence to academic writing. Primary topics of discussion in this course include contemporary issues in Swedish society, Scandinavia, and the European Union. Authentic texts are drawn from television and online news sources. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential.

**SWED-212 Swedish Translation (4 Credits)**

Practice in translating Swedish texts in a variety of genres. Includes study of basic theory and methods of literary translation, including the relationship between language and culture, and broad questions of intercultural exchange. Culminates in a capstone translation portfolio. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential.

**SWED-380 Special Topics in Swedish Studies (4 Credits)**

Rotating topics in Swedish studies, including children's literature, film, history, masterpieces, music, and pop culture. The emphasis in this course is on close reading and analysis of authentic primary and secondary texts, such as novels and drama, in the target language. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential. May be taken twice, as topics change.

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**Courses (SCAN)****SCAN-101 Elementary Scandinavian I (4 Credits)**

Introduction to Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

**SCAN-102 Elementary Scandinavian II (4 Credits)**

Continued study of elementary Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

**SCAN-199 Directed Study (1-2 Credits)**

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

**SCAN-201 Intermediate Scandinavian I (4 Credits)**

Intermediate study of Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

**SCAN-202 Intermediate Scandinavian II (4 Credits)**

Intermediate study of Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

**SCAN-240 Fairy Tales & Folklore (4 Credits)**

(PL) This course studies the history of storytelling and oral tradition in Northern European folk tales, folk songs, poems,

music and legends, including the fairy tales of H.C. Andersen, Asbjørnsen & Moe, Lönnrot, and the Brothers Grimm. Counts toward the major and minor requirements for both German and Scandinavian Studies. Taught in English.

**SCAN-241 Scandinavian Film (4 Credits)**

(PA) An exploration of representative films from the Scandinavian cinematic repertoire, including works by Victor Sjöström, Carl Dreyer, Ingmar Bergman, Lars Von Trier, Lukas Moodysson and others. Taught in English.

**SCAN-242 Crime Fiction (4 Credits)**

(PH) This course studies representations of crime and justice in literature and film. The readings are primarily drawn from Nordic authors, and these works will also be considered within the broader arena of international crime fiction, and will discuss genre including the detective novel, police procedural, and thriller. Includes cross-cultural comparisons between the Nordic and American justice and incarceration systems. Taught in English.

**SCAN-243 Scandinavian Masters: Lit (4 Credits)**

(PL) An in-depth study of the biography, corpus, and influence of a single Nordic author. Students will develop an understanding and appreciation of the subject's life and works, applying critical and analytical skills to a range of works, including those of authors and artists who were influenced by the subject. Rotating topics; possible subjects include Fredrik Backman, Karen Blixen, Tove Jansson, Johannes V. Jensen, Jonas Hassen Khemiri, Karl Ove Knausgaard, Astrid Lindgren, Väinö Linna, Sigrid Undset. Taught in English. May be taken twice, as topics change.

**SCAN-250 Vikings to Volvos (4 Credits)**

(PP, G) An introduction to the history, literature, and culture of Scandinavia and the Nordic region, from the Viking age (700s) until the modern era (iconically represented by the Volvo automobile). Includes discussion of Denmark, Faroe Islands, Finland, Iceland, Norway, and Sweden, as well as Svalbard and Greenland. Course material will address literature, the arts, cinema, indigenous cultures, and popular culture of the region. Taught in English.

**SCAN-270 Literature in Scandinavia (4 Credits)**

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-271 Cultural Studies (4 Credits)**

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-299 Directed Study (1-2 Credits)**

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

**SCAN-310A Crises in Sweden-US (4 Credits)**

(G) This transatlantic virtual course explores ways in which societies, both past and present, make sense of various kinds of crises. Special focus is placed on the United States and Sweden, and on comparisons between the countries. Both the United States and Sweden have, in different ways, faced challenges relating to for example politics and democracy, economy and labor, diplomacy and foreign policy, environmental sustainability and climate change, and public health. By drawing on research in fields such as history, political science, American Studies, and Scandinavian Studies, the course seeks to develop interdisciplinary understandings of what a crisis is, and how it is and has been comprehended in different contexts. The course is centered around multi-week collaborations with students from Augustana College and Uppsala University, conducted through online platforms and virtual meetings. It offers students a rare opportunity to manage transatlantic group work using digital technologies.

**SCAN-320 Third Year Scandinavian I (4 Credits)**

Intensive language instruction in Swedish, Danish, or Norwegian. Taught in Scandinavia as part of a summer or semester program. Credit may be earned by transfer students who have completed coursework prior to enrolling at Augustana College. Permission of department chair and instructor required.

**SCAN-321 Third Year Scandinavian II (4 Credits)**

Intensive language instruction in Swedish, Danish, or Norwegian. Taught in Scandinavia as part of a summer or semester program. Credit may be earned by transfer students who have completed coursework prior to enrolling at Augustana College. Permission of department chair and instructor required.

**SCAN-340 Viking Sagas and Myths (4 Credits)**

(PL) This course studies Old Norse and Medieval Scandinavian society through its crowning literary form, the saga. Readings include an array of genres, such as kings' sagas, family sagas, mythical-heroic sagas, and romances. This course will also explore the religion and philosophy of the pre-Christian Germanic peoples of Northern Europe. Taught in English.

**SCAN-341 Arctic Narratives (4 Credits)**

(PL) This course studies the Arctic, its peoples and cultures, as imagined in literature, art, history, media, and film. The course makes cross-cultural comparisons with accounts by indigenous people and Scandinavian, American, and European visitors to or settlers in the Arctic. This course includes emphasis on environmental, colonial, and social aspects from theoretical and historical perspectives. Counts toward the major and minor requirements for both German Studies and Scandinavian Studies. Taught in English.

**SCAN-342 The Modern Breakthrough (4 Credits)**

(PL) This course studies the Modern Breakthrough in Scandinavian literature and art in the late 19th century, including the cultural origins of the modernist boom that precipitated this cultural phenomenon. Emphasis will be placed on the continental influences of the Scandinavian Modernists, in particular the artist communities in Berlin, Paris, and Rome. Taught in English.

**SCAN-350 Immigration History (4 Credits)**

(PP, G) This course will study the history of the mass migration to North America from Europe in the 19th and 20th centuries, with special emphasis on Sweden and Scandinavia. Readings will include historical accounts, fictional novels, letters and memoirs, as well as visual art and community traditions. Course includes a culminating research project and experience working in the Swenson Swedish Immigration Research Center. Taught in English.

**SCAN-361 Kierkegaard and the Self (4 Credits)**

(PH) This course will feature readings from some of the major works by Søren Kierkegaard, as well as works by other Scandinavian authors who responded to him, such as fairy tales, novels, and films by Andersen, Ibsen, Strindberg, Lagerlöf, Bremer, and Bergman. This course will also focus on the philosophical and theological contexts out of which Kierkegaard's thought was formed, including German and continental influences within Idealism, Romanticism, Pietism, and Existentialism. A central theme throughout the course is the development of modern selfhood. Counts toward the major and minor requirements for both German Studies and Scandinavian Studies. Taught in English.

**SCAN-370 Literature in Scandinavia (4 Credits)**

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-371 Cultural Studies (4 Credits)**

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-393 International Study Colloquium (3-4 Credits)****SCAN-399 Directed Study (1-2 Credits)**

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

**SCAN-400 Independent Study (1-2 Credits)**

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

**SCAN-401 Fourth Year Scandinavian I (4 Credits)**

Advanced instruction in Swedish language, or in Danish or Norwegian with permission of department chair and instructor. Credit for this course may be earned by transferring coursework from study abroad at a Scandinavian school.

**SCAN-402 Fourth Year Scandinavian II (4 Credits)**

Advanced instruction in Swedish language, or in Danish or Norwegian with permission of department chair and instructor. Credit for this course may be earned by transferring coursework from study abroad at a Scandinavian school.

**SCAN-470 Literature in Scandinavia (4 Credits)**

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-471 Cultural Studies (4 Credits)**

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

**SCAN-490 Senior Inquiry (4 Credits)**

Guided student investigation, writing and presentation of a major original research paper in Swedish. Taken at the end of the junior year or the beginning of the senior year. Prerequisites: declared Scandinavian major and junior or senior standing.

**SCAN-499 Directed Study (1-2 Credits)**

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

## Sociology and Anthropology course catalog

<https://www.augustana.edu/academics/areas-of-study/sociology-and-anthropology/courses>

**2024-25 catalog**

PAUL CROLL, Professor

B.A., Northwestern; Ph.D., Minnesota

RACHEL HORNER BRACKETT, Associate Professor

B.A., Knox College; M.A., M.P.H., Ph.D. University of Iowa

ADAM KAUL, Professor

B.A., Minnesota State–Moorhead; M.A., Northern Illinois; Ph.D., University of Durham

KATHERINE BROWN, Assistant Professor

B.A., Wittenberg University; M.A., Western Michigan University; Ph.D., Western Michigan University

ÇAĞLAR ÇETİN-AYŞE, Visiting Assistant Professor

B.A., Istanbul Bilgi University; M.A., Sabanci University; M.A., Ph.D., Stony Brook University

### Major in Sociology and Anthropology (SOAN)

32 credits, including either SOAN -101 (Introduction to Sociology) or SOAN-102 (Introduction to Anthropology); either SOAN-226 (Ethnography) or SOAN-227 (Social Statistics); SOAN-301 Sociological & Anthropological Theory; SOAN-303 (Social Science Research Methods); SOAN-450 (Senior Inquiry Capstone), and at least 12 credits in electives (at least 8 of these elective credits must be at the 300-level or higher).

Students pursuing the SOAN major can elect to take both SOAN-101 and SOAN-102, with the second Introductory course counting as an elective. The same is true for SOAN-226 and SOAN-227: students must take one, and if they take both, the second course counts as an elective. However, since 8 of the 12 electives must be at the 300 level or higher,

students can only earn credits towards the completion of the major by taking 3 out of 4 of these classes: 101, 102, 226, or 227.

### Minor in Sociology and Anthropology (SOAN)

20 credits, including either SOAN -101 (Introduction to Sociology) or SOAN-102 (Introduction to Anthropology); one of the following courses: SOAN-226 (Ethnography), SOAN-227 (Social Statistics), or SOAN-303 (Social Science Research Methods); SOAN-301 Sociological & Anthropological Theory; and at least 8 credits in electives from the department (at least 4 of these elective credits must be at the 200-level or higher).

Students pursuing the SOAN minor can elect to take both SOAN-226 and SOAN-227, with the second course counting as an elective.

**Grade-Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

### Courses (SOAN)

#### **SOAN-101 Intro to Sociology (4 Credits)**

(PS, D) A general introduction to society and culture, socially learned patterns of human behavior, formal and informal organization, collective behavior and social change.

#### **SOAN-102 Intro to Anthropology (4 Credits)**

(PS, G) A general introduction to society and culture, diverse cultural systems and groups of people from around the globe, and a holistic examination of the many parts of culture. Students will learn the tools, methods and key concepts anthropologists use to study humanity.

#### **SOAN-102TR Anthropology Elective (1-5 Credits)**

#### **SOAN-199 Directed Study (1-2 Credits)**

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

#### **SOAN-200TR SOAN Elective (1-12 Credits)**

#### **SOAN-201TR Sociology Elective (1-5 Credits)**

#### **SOAN-202TR Anthropology Elective (1-5 Credits)**

#### **SOAN-222 Popular Culture (4 Credits)**

(PS,D) Critical study of selected examples of popular culture, such as folklore, music, cinema, television, the internet and more. Emphasis on the relation between popular culture, ideology, race, class, gender and intercultural identities, and political-economic processes. Prerequisite: SOAN 100 or 102 or permission of instructor. Offered in alternating years.

#### **SOAN-223 Families & Relationships in U.S. Society (4 Credits)**

(PS,D) Examination of the social and psychological factors that influence interpersonal relationships within the institution of the family and the processes by which self and personality are developed and maintained throughout the family life cycle, from its inception throughout dating and mate selection to its termination in separation, divorce or death. Prerequisite: SOAN-101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-225 Contemporary Social Issues (4 Credits)**

(PS) Examination of contemporary social issues as analyzed from a variety of sociological perspectives. The course also considers Examination of contemporary social issues as analyzed from a variety of sociological perspectives.

**SOAN-226 Ethnography (4 Credits)**

(PS,G) This course investigates how anthropologists employ ethnographic research methods to generate knowledge about human populations far and near. We will explore a variety of issues and problems in the anthropological study of culture by reading and discussing ethnographies that depict communities in varied cultural, geographical, political and economic contexts. Prerequisite: SOAN-101 or 102 or permission of instructor.

**SOAN-227 Social Statistics (4 Credits)**

(Q) An introduction to descriptive and inferential statistics, including frequencies, sampling, hypothesis testing, bivariate analysis, regression and correlation. The course will also discuss the use of statistics in society and the media, with an emphasis on the critical evaluation of social statistics. Prerequisite: SOAN-101 or 102 or permission of instructor.

**SOAN-228 Bystander Intervention (1 Credits)**

This course addresses gender-based violence in our society, introduces students to bystander intervention approaches, and prepares students to provide bystander intervention education to college and high school students. Prerequisite: permission of instructor.

**SOAN-231 Culture Through Film (4 Credits)**

(PS,G) In this course uses film to explore other cultures and some of the common issues people face globally. The primary focus is on documentary and ethnographic films, but will also consider commercial and narrative films. The course examines both Western and non-Western societies, cross-cultural encounters, and Western and non-Western film traditions. Students will explore topics like representation, point of view, bias, and ethnocentrism in film narratives and framing. Prerequisite: SOAN-101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-250 Human Origins (4 Credits)**

(PP) Who are we, and where did we come from? What can "bones and stones" from the ancient past tell us about being human? In this course we will examine the biological evolution and cultural adaptations of the human species through the lens of Biological Anthropology. We will study the hominin fossil record, the physical variation and adaptation of primates, basic population genetics, and humankind's place in world ecology. Using archaeological evidence, we will analyze the origins of human culture and society and consider how our most ancient ancestors continue to influence us today. Prerequisite: SOAN-101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-299 Directed Study (1-2 Credits)**

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

**SOAN-301 Social & Anthropological Theory (4 Credits)**

A systematic introduction to sociological and anthropological theory, focusing on the intellectual and socio-political factors that shaped the thought of classic and contemporary theorists, and on the logics and rhetorics employed by thinkers attempting to comprehend the complexities of culture and society. Special emphasis on critical theoretical schools of thought from the 1960s to the present. Prerequisite: SOAN 101 or 102 or permission of instructor.

**SOAN-303 Social Science Research Methods (4 Credits)**

Introduction to a range of qualitative and quantitative methods. Students will gain practical skills in doing and understanding research. Methodological approaches covered include (but are not limited to) interviews, participant observation, ethnography, and survey research. The course also covers epistemology, a critical examination of each method, ethical issues, data analysis, and the interplay of data, methods, and theory. Prerequisite: SOAN-101 or SOAN-102.

**SOAN-321 Native North America (4 Credits)**

(PS, D) This class examines the indigenous peoples and cultures of North America, with special emphasis on the

ethnohistory of select tribal Nations; interdisciplinary ways of understanding Native peoples through ethnographic, biographical, and literary accounts; with a special emphasis throughout on contemporary issues and social movements across Native North America Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-324 Anthropology of Global Health (4 Credits)**

(PS, G) Global health refers to health care systems, medical practices, and ideas about illness in cross-cultural contexts as well as issues of health development and global health inequities. This course will focus on key political, economic and sociocultural factors associated with the scope and magnitude of global health issues such as HIV/AIDS, tuberculosis, malaria and maternal health, with particular attention to how inequalities within and between populations shapes them in fundamental ways. We will also examine anthropology's contributions to global health knowledge, debates and practice. Prerequisite: SOAN 101, SOAN 102 or PUBH 100 or permission of instructor.

**SOAN-325 Global Connections (4 Credits)**

(G) This course turns a critical lens onto the complex and increasingly interconnected interactions between societies and cultures. In particular, the course examines the colonialism, migration, intercultural interactions, commodification and late capitalism, the fate of local communities within global economic and political systems, with a particular focus on travel and tourism as a powerful contemporary vehicle of globalization. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-327 Gender in Society (4 Credits)**

(PS,D) Examination of gender at the individual, interpersonal and socio-structural levels. Meanings of masculine and feminine and gender relations and corresponding responses of organizations and institutions are addressed through both women's and men's studies perspectives. The gender binary is critically examined to better understand gender non-conforming, trans, gender fluid, gender queer, men, and women. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-329 American Race & Ethnic Relations (4 Credits)**

(D) American Race & Ethnic Relations. An overview of major sociological interpretations of the nature of ethnicity and ethnic relations; socio-historical analyses of the major racial and ethnic minorities in the United States; Native American, African, Latinx, Asian and European origin groups; an assessment of the role of race in American society; an exploration of the future significance of race and ethnicity. Prerequisite: SOAN 101 or 102 or permission of instructor.

**SOAN-330 Social Movements (4 Credits)**

(PH,D) An investigation into the social science of social movements. Includes an overview of social movement strategies and tactics, a range of theoretical perspectives, growth and prospects for success, and social psychological dimensions of social movement activism. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-331 Self & Society (4 Credits)**

An introduction to the study of the self, including inquiry into the relevance of philosophers and social psychologists to a distinctly sociological and anthropological approach to the self, with particular attention to the symbolic interactionist tradition and the study of emotions. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-333 Refugees,Rights,Responsibilities (4 Credits)**

(PS,G) This seminar will explore the refugee experience from forced migration and displacement globally, to local resettlement. Students will examine: causes and consequences of displacement; international, state, and local responses to refugee situations; and refugee resettlement. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-334 Immigrants: Beyond Borders (4 Credits)**

(PS,D) An exploration of the dynamics and impacts of global migration, past and present. The course examines this complex and often contested phenomenon, focusing on the forces that promote movement from one nation to another, the factors that contribute to or deter the integration of immigrants into the receiving society, and the role of the state

and other actors in controlling migratory flows and defining incorporation regimes. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-338 Magic, Ritual & Death: Anth of Relg (4 Credits)**

(PH) An inquiry into the anthropology of religion, including an analysis of individual and social functions of religion, ritual & magic, the experience of the supernatural world through practices like shamanism and altered states of consciousness, indigenous spiritual knowledge of the natural world, and the process and meaning of death and dying. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-340 Humans and the Environment (4 Credits)**

(PS, D) This course investigates human relationships with the natural environment. Utilizing interdisciplinary theoretical perspectives and debates surrounding environmental issues, the course will concentrate on one or more thematic areas, such as: climate change, food and agriculture, resource conflicts, natural disasters, environmental justice, sustainability initiatives, and others. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-341 Crime and Society (4 Credits)**

(PS) This upper-level seminar explores how crime manifests in contemporary American society through an analysis of the criminal legal system. In this course, discussions are had over topics like the media representation of criminals, privatization of prisons, juvenile offending, and solitary confinement. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-342 Sociology of Education (4 Credits)**

(PS, D) An overview of the study of education from a sociological perspective. Topics will include the purpose of the educational system, the goals and benefits of the educational system, how school experiences vary for different groups in society, how social characteristics such as age, race, class, gender, and disability affect the educational experience, and how educational systems are similar and different across the globe. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-343 Women and Crime (4 Credits)**

(PS, D) This course will examine a range of experiences that women have with crime and the legal system. Throughout the semester, students will explore how theories of criminality have considered crime as a gendered phenomenon, the overlap between victimization and offending, especially as it relates to topics like sex work and drug use. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-344 Crimes of the Powerful (4 Credits)**

(PS) This course explores the relationship between crime, power, and corruption. By examining case studies at national and international levels, the class will critically question definitions of crime and harm. Students will investigate topics like war crimes, genocide, modern slavery, labor exploitation, environmental harm, white collar, and corporate crimes. Prerequisite: SOAN 101 or 102 or permission of instructor. Offered in alternating years.

**SOAN-380 Special Topics Seminar (4 Credits)**

Treatment in-depth of a topic of sociological interest not offered in the general curriculum. Topic announced for each offering. Prerequisite: SOAN 101 or 102 or permission of instructor. Students may take more than one special topics seminar

**SOAN-393 International Study Colloquium (3-4 Credits)**

**SOAN-399 Directed Study (1-2 Credits)**

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

**SOAN-400 Independent Study (1-2 Credits)**

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



### **SOAN-450 Senior Inquiry/Capstone (4 Credits)**

Students will develop and complete an independent research project. The topic of each SI will be determined in collaboration with the instructor. Projects may follow one of three tracks: primary data collection with a significant emphasis on qualitative or quantitative methods and/or applied work, secondary qualitative or quantitative data with a significant emphasis on theoretical analysis, or tertiary data that is analyzed through three unique theoretical frameworks. Students will present the results of their project to the public. Prerequisite: SOAN-303.

### **SOAN-499 Directed Study (1-2 Credits)**

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

## **Spanish course catalog**

<https://www.augustana.edu/academics/areas-of-study/spanish/courses>

### **2024-25 catalog**

ANA BORDERIA-GARCIA, Associate Professor  
B.A., Valencia; M.A., Ph.D., Iowa

AMERICA COLMENARES, Assistant Professor  
B.A., Augustana College; M.A., Kansas

MEGAN HAVARD ROCKWELL, Associate Professor, Co-Chair of World Languages  
B.A., Texas; M.A., Ph.D., Washington University, St. Louis

JENNIFER HEACOCK-RENAUD, Continuing Lecturer  
B.A., M.A., Ph.D., Iowa

JEFFREY RENAUD, Associate Professor  
B.A., M.A., Ph.D., Iowa

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

### **Major in Spanish**

32 credits, including SPAN-301 and SPAN-302; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

### **Major in Spanish for Professional Use**

30 credits, including SPAN-301 and SPAN-302; one course in professional Spanish (SPAN-318 or SPAN-319); one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); and 2 elective credits at 202 or above. The Senior Inquiry is completed within the department of the paired professional major.

Only students already accepted to a pre-professional program may apply for the Spanish for Professional Use major. These programs include Accounting, Biology, Business, Communication Sciences & Disorders, International Business and a variety of pre-health advising tracks. Contact the department with eligibility questions. Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

## Major for Teaching Spanish

34 credits, including SPAN-301, SPAN-302, SPAN-311; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Students are required to complete a study abroad program that focuses on study of Spanish language and culture. Please consult the Education Department for additional requirements.

## Minor in Spanish

18 credits, including SPAN-301, SPAN-302, one peninsular culture course (SPAN-341 or SPAN-342), one Latin American culture course (SPAN-343 or SPAN-344), and 2 elective credits at 202 or above.

For interdisciplinary minors related to Spanish, see [Latin American Studies](#) and [Linguistics](#).

For additional courses, see [Spanish in the Andes Summer Program](#).

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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## Courses (SPAN)

### **SPAN-100 First Year Spanish Refresher (2 Credits)**

For students placed in 102 by Spanish placement test. These students may, with consent of the department, register for 100 and attend a 101 class (they cannot take 101), then continue with 102. Prerequisite: placement in 102 and consent of the department.

### **SPAN-101 First Year Spanish I (4 Credits)**

Introduction to Spanish language, both written and spoken. Includes study of the cultures of Spanish-speaking countries and an introduction to intercultural communication. No previous knowledge of Spanish is assumed. Students are immersed in a Spanish-only classroom in which instruction is given (almost) exclusively in Spanish.

### **SPAN-102 First Year Spanish II (4 Credits)**

Continued study of Spanish language, both written and spoken. Includes study of the cultures of Spanish-speaking countries and further development of intercultural communication skills. Students are immersed in a Spanish-only classroom in which instruction is given (almost) exclusively in Spanish. Prerequisite: SPAN-100, SPAN-101 or placement.

### **SPAN-110TR Spanish Elective (1-5 Credits)**

### **SPAN-199 Directed Study (1-2 Credits)**

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

### **SPAN-200 AP Spanish Lit (4 Credits)**

### **SPAN-200AP AP Spanish Language (4 Credits)**

### **SPAN-201 Second Year Spanish I (4 Credits)**

This third course in the Spanish language sequence reinforces skills from SPAN-102 with additional emphasis on reading,

composition and conversation in Spanish. Students explore the cultures and people of the Spanish-speaking world in greater depth. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Prerequisite: SPAN-102 or equivalent.

#### **SPAN-202 Second Year Spanish II (4 Credits)**

(D) This fourth and final course in the Spanish language sequence reinforces reading, composition and conversation skills from SPAN-201. Students explore the cultures and people of the Spanish-speaking world in greater depth, with specific emphasis on U.S. Latino/Chicano literature, including reading a memoir in Spanish. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Prerequisite: SPAN-201 or equivalent.

#### **SPAN-210 Accelerated Intermediate Spanish (4 Credits)**

This intensive-accelerated course reinforces reading, composition and conversation skills developed in SPAN-201 and SPAN-202, with specific emphasis on preparation for the advanced courses. Students explore the cultures and people of the Spanish-speaking world in greater depth, including U.S. Latino/Chicano cultures. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Designed for students who transfer credit for SPAN-202 but place below SPAN-301/302, or students who excel in SPAN-102 with the recommendation and permission of the instructors.

#### **SPAN-211TR Spanish Elective (3-4 Credits)**

#### **SPAN-299 Directed Study (1-2 Credits)**

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

#### **SPAN-301 Spanish Composition & Conversation (4 Credits)**

Students develop writing techniques in Spanish by analyzing authentic texts from varying genres then employing these techniques in their own written work: a fictional narrative and a final persuasive essay. Prerequisite: SPAN-202 or equivalent.

#### **SPAN-302 Intro to Hispanic Literature (4 Credits)**

Introduction to Hispanic Literature prepares students to read and analyze texts in Spanish from a variety of genres, historical moments, and cultural contexts in the Spanish-speaking world. The course focuses on developing reading skills, learning terms and processes of literary interpretation, and cultivating one's own critical voice through analytical writing. This course prepares students for deeper study of literature and other cultural artifacts in subsequent upper-level courses. Prerequisite: SPAN-202 or equivalent.

#### **SPAN-310 Conversational Spanish (2 Credits)**

Spanish conversation designed to develop oral proficiency, working on grammatical competence, vocabulary, pronunciation and fluency of speech, and cross-cultural communication. Conversations will revolve around authentic video materials that students will be responsible of viewing outside of class and contemporary news from Spanish speaking countries. These texts will expose students to different features of conversational Spanish and culture. May be repeated for up to 4 credits. Prerequisite: SPAN-202 or placement equivalent of SPAN-301.

#### **SPAN-311 Advanced Spanish Grammar (2 Credits)**

Intensive study and practice of Spanish language structure, concentrating on the aspects that cause more difficulty for students to move to the advanced level, such as accurate past tense formation and choice of aspect, hypothetical speech, reported or indirect speech, and constructing arguments in all subjunctive tenses. Contrast between English and Spanish structures are taught and practiced explicitly. Prerequisites: one course from SPAN-341, SPAN-342, SPAN-343 or SPAN-344 or permission of instructor. Required for teaching majors.

#### **SPAN-318 Spanish for Business Professionals (4 Credits)**

This course provides specialized instruction in Spanish for students pursuing careers in business fields. Students study vocabulary and grammatical topics necessary to prepare a résumé, to contact potential employers, to interview for jobs

in Spanish, and to encounter differing business customs throughout the Spanish-speaking world. SPAN-318 or SPAN-319 required for Professional Use majors. Prerequisite: SPAN-301 and SPAN-302. (Offered in alternate years.)

#### **SPAN-319 Spanish for Healthcare Professionals (4 Credits)**

This course provides specialized instruction in Spanish for those students pursuing careers in the health sciences (including speech pathology and language development). Its intent, in part, is to problematize and address the growing need for multilingual and multicultural health professionals in an increasingly inclusive United States. To achieve this goal, students will explore the public health issues facing citizens of the Spanish-speaking world. Students will study- in Spanish- the vocabulary, grammar, sociocultural components and medical information necessary to accomplish this. While grammar is not the principal focus of this course, students will review and practice those linguistic aspects of Spanish most relevant to the realization of activities that further the above goals: e.g., asking questions, narrating in the past, deferential forms of address, domain-specific vocabulary. SPAN-318 or SPAN-319 required for Professional Use majors. Prerequisite: SPAN-301 and SPAN-302. (offerend in alternate years.)

#### **SPAN-330 Introduction to Hispanic Linguistics (4 Credits)**

Students are introduced to linguistics, the scientific study of human language, and explore its facets mostly through the lens of the Spanish language. Specifically, students examine such questions as: what does it mean to know (a) language?; what kinds of systematic knowledge are represented in the mind of a speaker?; and how is this knowledge stored cognitively? Based on the answers to these questions, students study proposed models of human language. The main goal of this course is to allow students to discover a new way of thinking about language based on analyses of the sounds (phonetics), the sound system (phonology), and the order (syntax) and structure (morphology) of words of Spanish, at times compared with English. Students will learn to think like a linguist in order to arrive at hypotheses about the nature of linguistic knowledge. Prerequisite: SPAN-301 and SPAN-302. Required for Spanish Teaching majors.

#### **SPAN-331 Spanish Phonetics & Phonology (4 Credits)**

This course introduces the fundamental concepts of linguistics and, specifically, phonetics and phonology as they relate to Spanish. Linguistics is the scientific study of human language; when linguists analyze language(s), they seek answers to such questions as: what does it mean to know a language?; what kinds of systematic knowledge are represented in the mind of a speaker?; and how is this knowledge stored cognitively? Based on the answers to these questions, linguists propose models of human language. The goals of this course are to learn a new way of thinking about language and to answer the above questions based on students' analysis of the sounds (phonetics) and the sound system (phonology) of Spanish, at times compared with English. In a broader sense, students will learn to think like a linguist in order to arrive at hypotheses about the nature of phonological knowledge. Prerequisites: SPAN-301 and SPAN-302.

#### **SPAN-341 Culture of Spain I (4 Credits)**

(PP, G) The course gives an overview of the history and culture of Spain from antiquity to the early modern era. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across millennia. Secondary readings are complemented by study of authentic cultural artifacts and historical documents, especially of canonical literary texts that exemplify the trends identified in class discussions. Prerequisites: SPAN-301 and SPAN-302.

#### **SPAN-342 Culture of Spain II (4 Credits)**

(PP, G) The course gives an overview of the history and culture of Spain from 1700 to the present. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across several centuries. Secondary readings are complemented by study of authentic cultural artifacts and historical documents. Prerequisites: SPAN-301 and SPAN-302.

#### **SPAN-343 Latin/o American Culture (4 Credits)**

(PP,G) Latin/o American Contemporary Culture I. The origin and development of Latin/o American cultures from the Indigenous Period through the Colonial Period (1800s). Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape. Secondary readings are complemented by study of authentic cultural artifacts and historical documents, especially of canonical literary texts that exemplify the trends identified in class discussions. Prerequisites: SPAN-301 and SPAN-302.

**SPAN-344 Latin/o American Culture II (4 Credits)**

(PP,G) Spanish-American Culture and Civilization II. The origin and development of Spanish-American culture and civilization from Independence to the present. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across several centuries and countries. Secondary readings are complemented by study of authentic cultural artifacts and historical documents. Prerequisites: SPAN-301 and SPAN-302.

**SPAN-350A Adv. Composition (3 Credits)**

Offered as part of the Spanish in the Andes Summer Program. Equivalent to 301.

**SPAN-350B Latin American Culture (3 Credits)**

Offered as part of the Spanish in the Andes Summer Program. Equivalent to 326.

**SPAN-350C Adv. Spanish (3 Credits)**

Offered as part of the Spanish in the Andes Summer Program. Equivalent to 3 elective credits.

**SPAN-351 Literature of Spain I (4 Credits)**

(PL) Representative movements and works from the Medieval period through the Golden Age. Students make interdisciplinary connections to the literature of Spain through art, music, film, and build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: SPAN-341m SPAN-342, SPAN-343, or SPAN-44, or instructor permission. (Offered in alternate years.)

**SPAN-352 Literature of Spain II (4 Credits)**

(PL) Representative movements and works from 18th century to the present. Students make interdisciplinary connections to the literature of Spain through art, music, film, and build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: SPAN-341, SPAN-342, SPAN-343, OR SPAN-344, or instructor permission. (Offered in alternate years.)

**SPAN-353 Latin/o American Literature (4 Credits)**

(PL, G) Representative works of Spanish-American authors from discovery through modernism. Students make interdisciplinary connections to the literature of Latin American countries through art, music, film, and make thematic connections between texts of various genres and historical periods. Students continue to develop language proficiency across a full range of language skills, with special attention on language used in critical thinking and analytical writing. Prerequisite: SPAN-341 SPAN-342 SPAN-343 or SPAN-344, or instructor permission. (Offered in alternate years.)

**SPAN-354 Latin/o American Literature II (4 Credits)**

(PL) Representative works in Latin/o American contemporary literature from modernism through the present. Students make interdisciplinary connections to the literature of Latin American countries through art, music, film, and make thematic connections between texts of various genres and historical periods. They build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: SPAN-341 SPAN-342 SPAN-343 or SPAN-344, or instructor permission. (Offered in alternate years.)

**SPAN-380 Topics in Spanish Studies (4 Credits)**

An in depth exploration of specific topics in Peninsular or Latin American cultural studies, or Spanish linguistics as selected by the instructor. Topics will vary by instructor. May be repeated for credit with permission of instructor when the topics are different. Taught in Spanish. Prerequisite: SPAN-301 and SPAN-302.

**SPAN-393 International Study Colloquium (3-4 Credits)****SPAN-399 Directed Study (1-2 Credits)**

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

**SPAN-400 Independent Study (1-2 Credits)**

Research project in Spanish language literature or civilization for departmental or divisional language majors.  
Prerequisite: consent of department chair.

**SPAN-451 Latin American Women Writers (3 Credits)**

(PL) Offered on the Spanish in the Andes Summer Program. Equivalent to SPAN-354.

**SPAN-454 Latin American History (3 Credits)**

(PP) Offered on the Spanish in the Andes Summer Program. Equivalent to SPAN-343.

**SPAN-457 Contemp Latin American Society (3 Credits)**

Offered on the Spanish in the Andes Summer Program. Equivalent to SPAN-344.

**SPAN-458 Literature & Culture of the Andes (3 Credits)**

(PH) Offered on the Spanish in the Andes Summer Program. Equivalent to SPAN-354.

**SPAN-480 Topics in Spanish Literature (4 Credits)**

(PL). An in-depth exploration of specific topics in Peninsular or Latin American literature. Topics will vary by instructor. May be repeated for credit with permission of instructor when the topics are different. Taught in Spanish. Prerequisite: SPAN-301 and SPAN-302.

**SPAN-490 Senior Inquiry in Spanish (4 Credits)**

(SI) This course is designed to assist and supervise Spanish majors as they develop, research, and write a capstone essay on a topic of their choice. Students will select research topics, conduct in depth research, and approach writing as a multi-step process as they work towards the production of an original research paper in Spanish. The class will also act as a forum in which students can share their experiences, work collaboratively towards common goals, and reflect upon their current research as well as their academic experience within the Spanish major. The course is taken at the end of the junior year or at the beginning of the senior year. Prerequisites: declared Spanish major and junior or senior standing. (Offered in alternate years.)

**SPAN-499 Directed Study (1-2 Credits)**

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

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**Courses (SPST)****SPST-250 Women Span Civil War (4 Credits)**

(PL, G) This course focuses on the analysis of best-selling novels of historical fiction about the Spanish Civil War written by Spanish women. Despite the Spanish government's granting of amnesty to abusers of human rights and its enforcement of a culture of silence since the late 1970s, the trauma of this period is still fresh in the minds of many Spaniards today. Course examines how women writers remember, forget, reimagine, and reconfigure this painful history. Special attention will be paid to the social constructions of gender and sexuality and the unique experiences of women in this period. Course is intended for students with little to no background in Spanish history and literature. No knowledge of Spanish is required. All texts will be read in English translation. Does not count toward the major/minor in Spanish.

**SPST-251 Latino/a Culture in US (4 Credits)**

(PL) Exploration of major themes and issues around Latino/a cultural production including fiction, memoirs, essays, films, and music. This course will consider interaction between individuals and social groups as they reflect on and give meaning to the concept of Latinidad in the United States. No knowledge of Spanish is required. All texts will be read in English translation. Does not count toward the major/minor in Spanish.

### **SPST-344 Camino de Santiago (4 Credits)**

(PH, G) This course gives students a broad understanding of the Camino de Santiago (Way of St. James), from its origins to its contemporary reality. We will begin with the history and purpose of pilgrimage rites in the Christian tradition, before learning about the particular history of the Camino de Santiago. A large portion of the course will be dedicated to analyzing literary and film representations of the Camino. Students will develop understanding of critical language relating to literary and cultural analysis, as they evaluate how various pilgrims make meaning of their experiences through narrative. They will be expected to deploy this critical language in oral and written expression as they engage with assigned materials. Course includes both reflective and investigative assignments. Does not count toward the major/minor in Spanish.

## **Master of Science Speech-Language Pathology course catalog**

<https://www.augustana.edu/academics/areas-of-study/speech-language-pathology-master-science/courses>

### **2024-25 catalog**

KAREN L. AUMULLER, Professional Faculty, Clinical Supervisor & Externship Coordinator  
B.A., Smith College; M.A., Northwestern

MELISSA BAKER, Professional Faculty, Clinical Supervisor  
B.A., Indiana University; M.S., Rush University

FIONA BRIGGS, Instructor  
B.A., St. Louis University; M.A., University of Colorado-Boulder

KATHERINE BROWN, Assistant Professor  
B.S., Kansas State University; M.S., Idaho State University; Ph.D., University of Washington

CLAIRE COOK, Professional Faculty, Clinical Supervisors  
B.A., Augustana; M.A., University of Nebraska-Lincoln

KRISTIN DEBLIECK, Professional Faculty, Clinical Supervisor  
B.S., M.S., Southern Illinois University-Carbondale

ALLISON M. HASKILL, Florence C. and Dr. John E. Wertz Professor in Liberal Arts and Sciences, Department Co-Chair, MS-SLP Program Director  
B.S., M.S., Ph.D., University of Nevada–Reno

STACIE M. HATFIELD, Assistant Professor, Center Director  
B.S., Illinois State; M.S., Western Illinois University; Ed.D, Nova Southeastern University

ALEXANDRA JONES, Professional Faculty, Clinical Supervisor  
B.A., Augustana College; M.A., Eastern Illinois University

CHLOE MCGEHEE, Professional Faculty, Clinical Supervisor  
B.A., University of Mississippi; M.S., St. Ambrose University

ANN PERREAU, Associate Professor, Department Co-Chair, Undergraduate Program Director, Audiology Clinic Coordinator  
B.A., M.A., Ph.D., University of Iowa

JILL POTRATZ, Assistant Professor  
B.S., Marquette University; M.S., University of Wisconsin-Madison; Ph.D., University of Oregon

MELISSA SCHAEFER, Professional Faculty, Clinical Supervisor  
B.S. & M.S., Western Illinois University

CATHERINE WEBB, Assistant Professor  
B.A., Augustana College; M.S. Nazareth College; Ph.D., University of Illinois at Chicago

**NOTE:** While the senior audit, progress function, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar immediately. The responsibility for understanding and meeting degree requirements rests entirely with the student.

The Master of Science in Speech-Language Pathology program seeks to develop in every student an appreciation of the importance of communication in a person's sense of being and self-worth - and of the need to treat all individuals with dignity and respect. Students complete a rigorous program of study that includes coursework, clinical experiences, service learning, research, and opportunities for positions of ethical leadership and service in the community.

Students participate in departmental experiences that draw upon and further develop the habits of open-mindedness, reflective inquiry, critical thinking, and independence that are central to the liberal arts.

To prepare students who are eligible for certification by the American Speech-Language-Hearing Association, academic and clinical faculty provide intentional and individualized teaching, mentoring, and advising that foster a firm knowledge base, an emerging clinical competence, strong written and oral communication skills, and respectful interactions. Through study in the Master of Science in Speech-Language Pathology program, students improve the quality of life for others and through this service, lead committed lives. To see the course specific requirements visit the catalog page for this the current year.

Requirements for the Master of Science in Speech-Language Pathology include:

I. Credits. At least 84 credits of graduate college work as defined by Augustana, subject to the following conditions:

A. Residency requirements:

1. At least 42 credits must be earned at Augustana College.
2. The last 8 credits applied to the degree must be earned at Augustana.

II. Grade-point Average. The final grade-point average must be at least 3.00:

A. for all Augustana coursework.

B. for all Augustana coursework in the MS-SLP program —graduate coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside the department and additional elective courses within the department that a student chooses to take beyond what is required.

III. Program. The program of at least 84 credits must be completed. MS-SLP program requirements are given in the Courses and Programs of Study section of this catalog.

IV. Application for Graduation. The application form must be filed electronically with the Office of the Registrar by Friday of week 2 of spring semester. Students who complete their requirements between official conferral dates are not required to enroll during the term of graduation, but must be applied by all published deadlines to keep their program active for graduation. Degrees are conferred three times per year following fall semester, spring semester, and summer term. Graduation is not processed after J-term. Reminders of this process and deadlines are sent to graduate students annually in July prior to their second year. Restrictions for May graduation will be placed the prior September each year.

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## Courses (SLP)

### **SLP-500 Clinical Seminar 1 (1 Credits)**

Procedures related to federal regulations (e.g., HIPAA, FERPA, Hi-Tech Act) will be discussed. Clinical methods and their



applications will be explored. Students will learn about the supervision and certification processes and speech-language pathologists' Scope of Practice as determined by the American Speech-Language-Hearing Association (ASHA). They will learn to follow and interpret the ASHA Code of Ethics. Students will complete an evidence-based practice assignments that will apply to their clinical practicum caseload. The intervention process from intake and interview through dismissal will be explored.

#### **SLP-501 Graduate Practicum 1 (3 Credits)**

The primary objective for this internship course is for students to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will complete documentation for each session for each client, write a plan of care and semester summary reports, participate in staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers. Students will review with a clinical supervisor or the Center Director one videotaped intervention session and will set personal goals for future semesters of intervention based on an exit interview session. This recording again will be reviewed along with an updated recording at the end of Clinical Practicum 4 so student clinicians can reflect on areas of clinical growth.

#### **SLP-502 Clinical Seminar 2 (1 Credits)**

The primary objective of this course is to build upon principles introduced in Clinical Seminar 1. Student clinicians will complete an evidence-based practice assignment for a client seen in their Graduate Practicum. Considerations for eligibility for and dismissal from intervention services will be explored. Students will learn about telepractice service provision and the role of ASHA and other professional organizations. Strategies for clinical documentation writing, involving caregivers in their loved one's care, and behavior management strategies will be emphasized in this seminar.

#### **SLP-503 Graduate Practicum 2 (3 Credits)**

The primary objective of this internship course is to build upon content covered in Clinical Seminar 1 and clinical experiences developed in Graduate Practicum 1 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers.

#### **SLP-504 Clinical Seminar 3 (1 Credits)**

The primary objective of this course is to build upon content introduced in Clinical Seminars 1 and 2. and clinical experience developed in Graduate Practicums 1 and 2. Various settings that speech-language pathologists work in will be explored, including school settings, healthcare settings, and early intervention. Laws and regulations pertaining to these settings will be reviewed. Interprofessional practice for different work settings will be discussed. Principles of mentoring will be reviewed.

#### **SLP-505 Graduate Practicum 3 (3 Credits)**

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1 and 2 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in staffing sessions with their supervisors and fellow clinicians and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers.

#### **SLP-506 Clinical Seminar 4 (1 Credits)**

The primary objective of this course is to build upon content introduced in Clinical Seminars 1, 2, and 3 and clinical experience developed in Graduate Practicums 1, 2, and 3. Specific areas of focus for this course include the process of obtaining ASHA certification, state licensure, and other relevant credentials and continuing education requirements.

Professional expectatations, workplace etiquette, and conflict resolution will be presented to prepare students for their future off-site adult and pediatric externship experiences and eventual professional practice.

#### **SLP-507 Graduate Practicum 4 (3 Credits)**

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1, 2, and 3 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Roseman Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients; caregivers. Students will self-reflect on their clinical performance by reviewing recordings of their first term clinical work and set personal goals for their clinical externships during an exit interview with a clinical supervisor or the Center Director.

#### **SLP-508 Externship: Pediatrics (8 Credits)**

Student clinicians will engage in advanced clinical practice under supervision of an externship supervisor in a school setting. Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

#### **SLP-509 Externship: Adult (8 Credits)**

Student clinicians will engage in advanced clinical practice under supervision of externship supervisors in a setting where adult clients are served (e.g., medical center, home health care agency, skilled nursing facility, outpatient rehabilitation clinic). Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

#### **SLP-510 Counsel & Prof Issues (4 Credits)**

The primary objective of this course is to provide students with an overview of the speech-language pathologist's role in counseling individuals with communication impairments and their families. Students will learn about several specific skills such as active listening, collaborative problem-solving. They will also learn how to deliver news that is potentially difficult for clients to learn. Special consideration will be given to determining when clients should be referred to mental health professionals. Strategies will be derived from a variety of disciplines including psychology, social work, and communication studies. Other professional issues that will be covered in this course include mandatory reporting procedures and interprofessional interactions in pediatric and adult work settings.

#### **SLP-520 Adv Speech Sound Disorders (4 Credits)**

The focus of this course is to examine and analyze competing theories of speech acquisition, as well as to recognize how a speech-language pathologist's theoretical understanding influences the SLP's speech sound diagnosis and treatment. A variety of diagnostic procedures and standardized measures will be analyzed, with students expected to develop a diagnostic protocol for a variety of speech sound disorders affecting children and adolescents. Dialectal differences and management options will be discussed, as will implications of the World Health Organization model for clinical service delivery, to increase cultural competence. A problem-based learning, case-based format will provide hands-on experiences to further develop critical thinking and collaboration skills in the evidence-based clinical evaluation and treatment of pediatric speech sound disorders.

#### **SLP-522 Adv Lang & Lit Disorders (4 Credits)**

The primary objective of this course is for students to build upon concepts introduced in their undergraduate Language and Literacy Disorders course. Specifically, this course will focus on students applying principles of language science to inform oral and written language assessment and intervention. Students will complete a project related to a language client from their practicum caseload to complete a multi-phase evidence-based practice project. Best practices for

family-focused intervention, early intervention, and school-based service delivery will be explored in-depth. Interprofessional practice strategies for collaborating with reading teachers, teachers of English Language Learners, English/language arts educators, and regular and special educators also will be explored.

#### **SLP-524 Multicultural Persp in CSD (4 Credits)**

The primary objective of this course is to provide a framework for students to serve individuals with communication disorders in a culturally responsible way by exploring concepts of multilingualism, cultural identification, public policy, systems of oppression, and evidence-based practice. Students will consider how factors such as age, gender, socioeconomic status, and country of origin influence an individual's interactions. Students will consider how their own cultural identity may influence their clinical interactions and decision-making. Strategies for determining eligibility for speech-language services in multicultural populations will be addressed. Students will learn to collaborate with others to best serve individuals from culturally diverse backgrounds.

#### **SLP-526 Motor Speech Disorders (4 Credits)**

The primary objective of this course is for students to apply an understanding of the nervous system for the production of speech to a range of clinical skills: to distinguish the range of symptoms from multiple body systems associated with motor speech disorders, to differentiate motor speech disorders from other communication disorders that affect the production of speech, and to differentially diagnose the disorders. Auditory perceptual skills will be practiced for these purposes. Students will learn about etiologies of the disorders. Management of the disorders and the decision-making process for determining the best outcomes for improved communication will be examined with an emphasis on the evidence of efficacy.

#### **SLP-530 Diagnostics (4 Credits)**

The primary objective of this course is for graduate student clinicians to apply evidence-based principles of communication assessment through all phases of the diagnostic process for clients of all ages who have a variety of communication concerns. Students will complete clinical interviews and learn to integrate case history information and testing data into clinical decision-making. They will learn about standardized test development and will critique commercially available and informal assessment measures. Students will interpret psychometric data and will work collaboratively to assess pediatric and adult clients in areas including speech, language, voice, fluency, nonverbal intelligence, feeding, swallowing, and hearing. Students will incorporate standardized and informal or observational assessment data into treatment planning and goal setting. Special emphasis will be placed on interprofessional interactions in the diagnostic and assessment processes. Strategies for assessing and determining eligibility for services for multicultural and multilingual clients will be applied. Clinical report writing, ethical treatment of prospective clients, and maintaining patient confidentiality will be emphasized in this course.

#### **SLP-540 Aphasia (4 Credits)**

The primary objective of this course is to examine the range and the patterns of deficit in speaking, listening, reading, and writing that individuals with aphasia may exhibit. This knowledge can then be considered to gain an understanding of the multiple aphasia classification systems and their rationales. Diagnosis of aphasia and aphasia types through standardized and informal procedures will be emphasized. A wide range of intervention strategies and the evidence for their efficacy will be examined for the continuum of recovery and treatment from the acute to the chronic stage.

#### **SLP-542 Dysphagia (4 Credits)**

The focus of this course is normal and disordered deglutition and the diagnosis and treatment of dysphagia in infants, children, and adults. Evaluation of the phases of deglutition by instrumental measures and bedside clinical examinations by the speech-language pathologist in consultation and collaboration with other medical team members will be addressed. Management of disordered swallowing using a multidisciplinary team approach also will be addressed. Management of swallowing disorders secondary to birth trauma, head and neck cancer, and neuromuscular disorders will be addressed, in addition to medical treatments currently available. Orofacial myology will be reviewed, with treatment of myofunctional disorders addressed. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

**SLP-550 Fluency Disorders (2 Credits)**

The focus of this course is diagnosis and treatment of fluency disorders in individuals across the lifespan. Students will learn to distinguish among normal disfluencies, stuttering, and other fluency disorders. An emphasis will be on understanding factors that influence the development of fluency disorders, including genetics, neuroanatomy, neurophysiology, speech and language development, temperament, and environmental influences. Students will learn how to use differential diagnostic tools, formulate intervention goals and procedures reflecting both the motor component and the social/emotional aspects of a fluency disorder. They will demonstrate competence in a variety of stuttering modification and fluency shaping techniques.

**SLP-552 Advanced Research Methods (2 Credits)**

The content in this course builds upon the content covered in undergraduate Research Methods courses. The primary objective of this course is to examine advanced statistical measures. There is an emphasis on study design, as well as on interpretation of statistical findings for evidence-based decision making in clinical practice.

**SLP-560 Acquired Disorders (4 Credits)**

The acquired cognitive-communication disorders associated with traumatic brain injury, dementia, and right hemisphere disorder will be examined in this course. Neurophysiological implications of the disorders or disease processes will be presented. Students will gain an appreciation for the role of attention, memory and executive functions in supporting communication and how deficits in these cognitive processes result in communication disorders. To better understand assessment of and intervention for cognitive-communication deficits, models explaining these cognitive processes will be examined. Students will learn about specific assessment procedures and engage in the decision-making process for intervention planning. The social communication aspects of cognitive-communication disorders will also be examined.

**SLP-570 Comprehensive Exam (0 Credits)**

Students must successfully pass the comprehensive examination that is designed to test their comprehensive knowledge of speech-language pathology. Grading will be Pass/No Credit.

**SLP-575 Master's Thesis (0 Credits)**

The primary purpose of this course is for MS-SLP students to learn about multiple aspects of the research process including research design, data collection, research ethics, critical thinking, and research writing and presentation of findings. Successful completion of a Master's Thesis presentation satisfies the program's requirement for oral comprehensive examinations.

**SLP-580 Low Incidence Disorders (2 Credits)**

The focus of this online course is to explore low incidence disorders that effect speech and language in childhood, with primary attention on craniofacial disorders, including cleft lip and palate. Students will review typical and disordered development of facial anatomy and physiology in neonates, as well as early medical interventions available to address craniofacial dysmorphology. Emphasis placed on the speech-language pathologist's roles on a multidisciplinary team as a consultant, collaborator, and direct service provider. Research reviewed pertaining to evidence-based practice and the World Health Organization model to develop diagnostic and treatment procedures to address secondary disorders of articulation, language, and voice and resonance in various cultural contexts.

**SLP-582 Voice Disorders (2 Credits)**

The focus of this course is diagnosis and treatment of a wide variety of voice disorders and differences in individuals across the lifespan. The importance of the speech-language pathologist as a member of a multidisciplinary team to differentially diagnose voice disorders will be emphasized. Interventions, including counseling, of individuals with voice disorders will be addressed. A survey of medical interventions currently available to treat voice disorders will be conducted. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

**SLP-584 Autism Spectrum Disorders (2 Credits)**

The primary objective of this course is for students to learn about diagnostic criteria for autism spectrum disorder (ASD) and associated disorders and best practices for determining social-communication goals and intervention planning for

affected individuals. The role of the family when one or more members is affected by ASD will be explored in-depth. Other topics that will be covered include the SLP's role on ASD diagnostic and intervention teams, coordination of services, current research about the etiology of ASD, and best practices for providing intervention for individuals with ASD.

### **SLP-586 Augmentative & Alternat Comm (2 Credits)**

The primary objective of this course is for students to determine instances in which AAC may be an appropriate primary or supplemental approach for clients with communication impairments across the lifespan. Students will learn about selection techniques and funding, low-tech AAC, and funding, and as well as how to collaborate with other professionals, clients, and family members to determine the most effective approach to take with clients who may benefit from AAC.

### **SLP-588 Advanced Aural Rehabilitation (3 Credits)**

Around 15% of the U.S. population is d/Deaf or hard-of-hearing (DHH) making it very likely that speech-language pathologists will encounter clients who have hearing loss. This course focuses on intervention for DHH children, adults, and older adults, with an emphasis on clinical application of learned skills.

### **SLP-590 Audiology for the SLP (1 Credits)**

The focus of this seminar is on audiological diagnoses and interventions, and hearing science instrumentation for speech-language pathologists (SLPs). Topics include hearing screening, audiogram interpretation, hearing disorders, and hearing aids and cochlear implants. Includes in-class laboratory work.

## **Theatre**

<https://www.augustana.edu/academics/areas-of-study/theatre-arts/courses>

### **2024-25 catalog**

REBECCA L. ARNOLD, Costume Designer, Professional Faculty  
B.F.A., Millikin University, M.F.A., University of South Carolina

SHELLEY COOPER, Associate Professor  
B.A., Hanover College; M.F.A., University of Central Florida

JEFF COUSSENS, Professor  
A.B., Augustana College; M.F.A., Indiana University

JENNIFER POPPLE, Associate Professor, Chair  
B.A., Drake University; M.Ed., University of Utah; Ph.D., University of Colorado

MICHAEL TURCZYNSKI, Technical Director, Professional Faculty  
B.F.A., University of Iowa

**Please note: students can choose more than one concentration within the Theatre major, but cannot major and minor in Theatre at the same time.**

### **Major in Theatre with a Performance Concentration**

31 credits including 240, 241, 242, 244, 340, 341 or 343, 460\*, one additional 4 credit theatre elective at the 200 level or above and a minimum of 2 theatre practicums for 0-1 credit each.

### **Major in Theatre with a Theatre History Concentration**

31 credits including 240, 244, 301, 341, 343, 344, 460\*, one additional 4 credit theatre elective at the 200 level or above and a minimum of 2 theatre practicums for 0-1 credit each.

### **Major in Theatre with a Design & Technology Concentration**

31 credits including 240, 244, 314, 315, 341 or 343, 460\*, one additional 4 credit theatre elective at the 200 level or above and 4 theatre practicums for 1 credit each (106-CR, 206-CR, 306-CR and 406-CR).

#### Major in Theatre with a Musical Theatre Concentration

31 credits including 240, 241, 244, 250, 251, 341 or 343, 344, 350, 460\*; Required Supporting Music Courses: MUSC 110 or MUSC 111, 2-3 years of Voice Lessons, 2-3 years of Vocal Ensemble; a minimum of 2 theatre practicums for 0-1 credit each.

#### Major in Theatre with a Generalist Concentration

31 credits including 240, 244, 341 or 343, 460\*; one of 241, 242, or 340; 314 or 315; one of 301, 341, or 343; one of 250&251, 250&350 or 344; a minimum of 2 theatre practicums for 0-1 credit each.

\*Students who complete a senior inquiry project in another major may substitute a four credit 300-400 level course in consultation with their adviser. Students may also substitute 3 credits of THEA-INTR for THEA460.

#### Minor in Theatre

20 credits including THEA100 plus an additional 16 credits in theatre (8 of which must be at the 300-400 level).

Education majors who complete the minor in theatre arts and take an additional 4 upper division credits in theatre may earn a state endorsement to teach theatre as a second area by passing the Illinois Board of Education theatre exam.

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

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#### Courses (THEA)

##### **THEA-100 Intro to Theatre (4 Credits)**

(PA) Introduction to Theatre. Theatre as a collaborative, vital and multi-faceted art form that reflects and impacts culture and society. Through study of theatre practice and various dramatic texts from Ancient Greece to contemporary times, this course will examine how the written word is translated into action and images on stage.

##### **THEA-100W Intro to Theatre (4 Credits)**

(PA) Introduction to Theatre. Theatre as a collaborative, vital and multi-faceted art form that reflects and impacts culture and society. Through study of theatre practice and various dramatic texts from Ancient Greece to contemporary times, this course will examine how the written word is translated into action and images on stage. This section will count toward the WGSS program.

##### **THEA-105 Theatre Practicum: Cast (0-1 Credits)**

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

##### **THEA-106 Theatre Practicum: Crew (0-1 Credits)**

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-107 Theatre Practicum: Dramaturgy (0-1 Credits)**

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-199 Directed Study (1-2 Credits)**

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

**THEA-205 Theatre Practicum: Cast (0-1 Credits)**

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-206 Theatre Practicum: Crew (0-1 Credits)**

Participation in a college theatre production as a member of the stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-207 Theatre Practicum: Dramaturgy (0-1 Credits)**

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-220 Collaborative Acts (4 Credits)**

Intensive study of the collaboration process involved in producing a theatre event that is centered around a specific topic. Students will work together to create a class performance that will include original, devised, or published work related to the theme. This year's topic is Disability Theatre. The class will also be invited to observe and participate in the Quad Cities Penguin Project production of Aladdin, Jr., a performance that features young artists with disabilities. Offered only in J-Term.

**THEA-240 Acting I (4 Credits)**

(PA) Introduction to the acting process through study of its basic principles and development of fundamental performance skills. Studio work includes improvisational exercises, scene study and various performance projects. Emphasis on the use of creative imagination in the context of performance.

**THEA-241 Voice & Movement for the Stage (4 Credits)**

A studio course for the actor in the fundamentals of training and achieving an expressive voice and body. Students explore many exercises and activities that lead to deeper self-awareness and control over their vocal and physical instrument, and to remedy poor habits that may be limiting their full range of vocal and physical expressiveness in the portrayal of emotions and characters on the stage. Participants will be encouraged to develop a personal regimen for continuing growth in their vocal and physical skills after the course is done.

**THEA-242 Directing (4 Credits)**

Introduction to the directing process through study of directing theory and applied work in script analysis and interpretation, visual composition, communication processes and production styles. Focus on translating dramatic literature from the written page to the visual language of the stage.

**THEA-243 LGBTQ Theatre History (4 Credits)**

(PP, D) This course provides an introduction to the history of LGBTQ theatre and dramatic literature in the United States over the 20th and 21st century. The class will focus on in-depth reading of the plays, including coding and messaging for normative and queer interpretations, an understanding of the social and cultural pressures of the time(s) of publication and performance, and an opportunity for developing an artistic approach to one of the pieces from the representative dramatic literature.

**THEA-244 Stagecraft (4 Credits)**

(PA) Introduction to the skills and vocabulary of technical theatre. Students will acquire a hands-on knowledge of the methods, principles and conventions of scenic production by way of lab and lecture periods. Basic skills and a working vocabulary in scenery and property construction, scene painting and lighting will be stressed. Lab hours to help construct the current production will reinforce terms and skills discussed in class.

**THEA-250 Jazz Dance I (2 Credits)**

Beginning jazz dance class will include developing a knowledge base and understanding of fundamental jazz technique including core engagement, proper alignment, and basic terminology geared specifically for Musical Theatre. Investigating creating character and conveying a story through movement. Gain strength (especially in the core) and flexibility. Start to develop dance auditioning skills that will enhance the student's marketability and ability to pick up choreography quickly.

**THEA-251 Basic Tap (2 Credits)**

This class covers the basic steps of tap technique and how it applies to musical theatre. Students learn coordination, rhythmic variations, and performance skills through a series of tap combinations and exercises. Students will examine the relationship between music, rhythm, and syncopation, be able to apply and connect individual steps learned in class into a choreographed routine, identify the fundamental elements of musical theatre tap dance, and improve ability to pick up choreography quickly as well as to dance as a unified tap ensemble.

**THEA-299 Directed Study (1-2 Credits)**

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor

**THEA-301 Intro to Dramaturgy (4 Credits)**

(PL) Introduction to the practice of dramaturgical research, including historical and social context, production information, and textual references in a variety of historical and modern plays. The course will focus on a survey of contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers, and production dramaturgs. Close readings of a number of plays will be conducted and theories and techniques applied to these plays in order to learn the work of literary managers and dramaturgs. Prerequisite: sophomore status or permission of department.

**THEA-305 Theatre Practicum: Cast (0-1 Credits)**

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-306 Theatre Practicum: Crew (0-1 Credits)**

Participation in a college theatre production as a member of the stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-307 Theatre Practicum: Dramaturgy (0-1 Credits)**

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

**THEA-314 Scenography (4 Credits)**

(PA) Introduction to the skills and vocabulary of stage design. Studio work includes elements and principles of scenery and costume design, drawing and drafting techniques and scaled-model building. Projects explore the presentation of visual information as it relates to the collaborative art of theatre. (Offered in alternate years.)

**THEA-315 Lighting and Sound Design (4 Credits)**

(PA) Hands-on study of the methods, principles and conventions of design for lighting and sound for the stage. Theory



and eventual practice of these methods will allow the students to obtain a better understanding of this theatre craft. Focusing on the design communications for both lighting and sound will help express ideas with other members of the collaborative theatre team. Projects will include assisting the lighting and sound designer for the current production. (Offered in alternate years.)

**THEA-340 Acting II (4 Credits)**

Study of acting theory and development of advanced performance technique. Emphasis on character construction, scene study and the expressive use of the actor's instrument. Projects include the presentation of character studies, performances from classic and modern texts and various exercises in the effective use of voice and movement. (Offered in alternate years.) Prerequisite: 240.

**THEA-341 Classical Ages in Theatre (4 Credits)**

(PP,G) A historical and critical survey of dramatic literature and performance techniques from ancient ritual through early colonial America, with a primary focus on theatre history and representative play texts from different cultures and time periods.

**THEA-343 Modern & Contemporary Theatre (4 Credits)**

(PH,D)A historical and critical survey of dramatic literature and performance techniques from early theatre of the Americas through 21st century contemporary theatre, with a primary focus on theatre's diverse presentations of human values and existence.

**THEA-344 Musical Theatre History (4 Credits)**

(D) This course will teach students the history of a purely American art form from its foundations in vaudeville, burlesque and operetta through its evolution from early musical comedy to the contemporary stage. Students will learn about famous composers, choreographers, directors and producers from the past and present Broadway scene and will study historical events that informed and shaped musical theatre.

**THEA-350 Jazz Dance II (2 Credits)**

This Jazz dance course will focus on building awareness of technical skills, terminology, and technique learned in Jazz Dance I. We will focus on various choreography concepts commonly seen within Musical Theatre, development of flexibility and strength, and exploring various styles of dance auditions. This course will promote a better understanding and use of adapting each dancers body to the technique needed to sustain a healthy career in dance and becoming more familiar with various choreographic styles.

**THEA-360 Exploring World Theatre (4 Credits)**

Immersive travel experience to a world theatre destination for study, training and practice in theatre arts. Offered only in J-Term. Consult department for topic.

**THEA-380 Special Topics in Performance (4 Credits)**

Intensive study of a specific area of performance, design, technology or dramaturgical research. Consult the department for topics offered each year.

**THEA-393 International Study Colloquium (3-4 Credits)**

**THEA-399 Directed Study (1-2 Credits)**

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor

**THEA-400 Independent Study (1-2 Credits)**

Opportunity for independent study in theatre under a faculty member's supervision. Prerequisite: permission of instructor.

**THEA-405 Theatre Practicum: Cast (0-1 Credits)**

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum

sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

#### **THEA-406 Theatre Practicum: Crew (0-1 Credits)**

Participation in a college theatre production as a member of a stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

#### **THEA-407 Theatre Practicum: Dramaturgy (0-1 Credits)**

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

#### **THEA-410 Stage Combat (4 Credits)**

(PEA) Students will develop and exercise fundamental stage combat skills so they may safely and effectively perform staged violence with confidence and ease. Although the focus of the course will be on the execution of stage combat techniques, the student will also be introduced to the special challenges of fight choreography. While this course will fulfill the PEA activity course requirement, it does not count toward the 3-course limit in HEPE/PEA for the degree.

#### **THEA-460 Senior Inquiry (3 Credits)**

Intensive study in selected area of theatre arts and development of a related capstone project, culminating in the documentation and public presentation or performance of the student's work.

#### **THEA-499 Directed Study (1-2 Credits)**

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

## Undecided

<https://www.augustana.edu/academics/areas-of-study/exploring-majors>

The beauty of an Augustana liberal arts education is that you're introduced to a world of ideas and options. Explore what sparks you, with professors and career coaches as your guides. You'll be able to follow your curiosity, and act on what you discover.

Many students who arrive with a planned major change their direction, or expand on it. Others spend their first year exploring fields, and graduate in four years with two or three majors or minors.

No matter what field(s) you choose, you'll graduate from Augustana prepared to be a well-rounded thinker, ethical citizen, excellent communicator and versatile problem-solver. That's good for any future success.

- **100+** majors, minors and related academic programs; more than 50% of students have more than one major. Newest academic programs are data analytics, film, kinesiology, and geographic information science and technology (GIS).
- **Career coaches in CORE** (Careers, Opportunities, Research, Exploration) align with broader fields of interest rather than specific majors. This creates more awareness and access to a variety of paths, including careers, graduate school, internships and community commitments.
- **The Quad Cities** (pop. 450,000) along the Mississippi River is an ideal learning laboratory, offering employment, internships, research sites, museums, performing arts, and many clinical and student-teaching settings.
- **Your \$2,000 Augie Choice** funds a high-impact learning experience such as study abroad, an internship, research or creative project. Use your Augie Choice to explore a field and/or get ahead on your chosen path.

## Women, Gender, and Sexuality Studies Program

**2024-25 catalog**

Dr. Jennifer Heacock-Renaud (Director of WGSS, Continuing Lecturer of Spanish)  
B.A., M.A., Ph.D., University of Iowa

Dr. Umme al-Wazedi (Associate Professor of English)  
B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

Dr. Jennifer Popple (Associate Professor of Theater Arts)  
B.A., Drake University; M.Ed., University of Utah; Ph.D., University of Colorado

Dr. Jane Simonsen (Professor of History)  
B.A., Gustavus Adolphus; M.A., Ph.D., University of Iowa

Dr. Kiki Kosnick (Assistant Professor of French)  
B.A., B.S., Michigan State University; M.A., Ph.D. University of Wisconsin-Madison

Dr. Catherine Webb (Assistant Professor of Communication Sciences and Disorders)  
B.A., Augustana College; M.S. Nazareth College; Ph.D., University of Illinois at Chicago

Dr. M. Wolff (Assistant Professor of Religion)  
B.A., Westmont College; M.T.S., Duke Divinity School; Ph.D., Duke University

**Major in Women, Gender, & Sexuality Studies (WGSS) 28 credits**

WGSS 130: Introduction to Gender and Sexuality Studies (4 credits)

WGSS 330: Feminist Theories (4 credits)

WGSS 430: Applied Gender/Sexuality Studies (4 credits) WGSS : Capstone presentation (0 credits; taken pass/fail)

In place of WGSS-430, students may use a 4-credit Senior Inquiry project from another major, so long as the project involves analysis of gender/sexuality and is approved by the WGSS Working Board. The Senior Inquiry can take the form of a research paper, an internship, or activism project. All WGSS majors are required to enroll in the zero-credit capstone experience, which will prepare them to present their research at the annual WGSS Senior Tea Talk.

8 credits of additional WGSS program courses, with at least 4 credits at the 300 level 8 credits of WGSS electives, with at least 4 credits at the 300 level

**Minor in Women, Gender and Sexuality Studies (WGSS) 16 credits**

WGSS 130: Introduction to Gender Studies (4 credits)

WGSS 330: Feminist Theories or WGSS 350: Queer Theories (4 credits)

One additional WGSS program course at any level (4 credits) One WGSS elective course at any level (4 credits)

**WGSS Elective Courses:**

Any of the following courses can contribute as electives to the WGSS major and minor.

- ART 374: African Art
- BIOL 310: Evolutionary Biology
- CLAS 212W/ CLAS 312W: Classical Mythology
- CLAS 228W/ CLAS 328W: Classical Epic
- CLAS 240/ CLAS 340: Women in Antiquity
- CLAS 345: Race & Ethnicity in Antiquity
- COMM 203: Listening (2 credits)

- COMM 204: Mediating Conversation (2 credits)
- COMM 205: Sustaining Dialogue (2 credits)
- COMM 240: Advertising and Consumer Culture
- COMM 210B: Sexual Communication
- DISA 200: Disability and Society
- ENGL 225: Women, Health, South Asian Literature
- ENGL 255: Women in Literature
- ENGL 295: Women, Health, South Asian Literature
- ENGL 345: Empire and Outsiders
- ENGL 355: Women Writers and Feminist Theory
- FREN 311: Masculinity in Rabelais
- FREN 361: French Women Writers
- HIST 123: Women and Gender in Latin America, 1492-Present
- HIST 220: Black Women in the U.S.
- HIST 230: Bodies of Evidence: Scientific Racism in U.S. History
- HIST 324: Borders and Crossings: Latin American and Latinos in the U.S., 1830- Present
- HIST 333: Disease and Health
- HIST 340: Gender in U.S. History
- MJMC 404: Advanced Multimedia Project
- MJMC 420: Race, Gender and Media
- POLS 335: Gender and Sexuality in American Politics
- POLS 355: Women and Politics
- PSYC 130: Victim Advocacy (2 credits)
- PSYC 135: Bystander Intervention (1 credit)
- PSYC 226: Human Sexuality
- PSYC 228: Psychology of Prejudice
- PSYC 416: The Psychology of Gender
- PUBH 273: Reproductive Justice
- PUBH 306: Sexuality and Health Education
- RELG 263/ RELG 363: Sexual Ethics
- RELG 284/384: Buddhism and Film
- RELG 362: Race, Ethnicity, Religion
- RELG 374: Gender and the Bible
- SOAN 221: Inequality in America
- SOAN 222: Popular Culture
- SOAN 322: Anthropology of Latin America
- SOAN 325: Global Connections
- SOAN 327: Gender in Society
- SOAN 328: Feminist Anthropology
- SOAN 329: American Race & Ethnic Relations
- SOAN 330: Social Movements
- SOAN 332: Love and Sex
- SPST 230: Women's Narratives of the Spanish Civil War
- THEA 100W: Introduction to Theatre
- THEA 243: LGBTQ Theatre History
- THEA 343: Modern and Contemporary Theatre

**Grade Point Average Notation:** All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count

in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

## Courses (WGSS)

### **WGSS-130 Intro to Gender Studies (4 Credits)**

(PS) This course serves as an introduction to the interdisciplinary field of Women, Gender, and Sexuality Studies. Familiarizes students with key terms, authors, and debates, while paying special attention to how gender and sexuality intersect with race, ethnicity, class, age, religion, ability, and immigration status to create systems of oppression. Students examine intersectional feminism as a framework for engaging in social justice work. PS became effect on 9/27/19.

### **WGSS-200TR Transfer Elective (1-12 Credits)**

### **WGSS-230 Gender, Power (4 Credits)**

(PS,G) Interdisciplinary and cross-cultural study of girls' and women's experiences of family, education, religion, work, political culture, gender and sexuality. The social, economic and legal statuses of the female are examined globally along with systems that link women around the world, such as media. The parallels and intersections of sex, race, social class and sexual orientation as given statuses within hierarchical societies are addressed as creators of both privilege and discrimination. This class will introduce intersectional theory and transnational intersectional theory.

### **WGSS-235 Gender & Sexuality (4 Credits)**

(PH, D) This course will introduce students to gender as a theoretical framework and a category of analysis in different disciplines. Through the lens of gender, we will examine social and cultural factors that influence the development of an individual's gender and sexuality. The course emphasizes the intersectionality of gender, class, race/ethnicity and sexuality. The course will cover a broad range of issues for which gender dynamics hold special importance, including some of the following: sexual health and sexuality; representation; violence; chronic and communicable diseases; and occupational and reproductive health.

### **WGSS-250 Critical Race Feminism (4 Credits)**

(PH< D) Critical Race Feminism is a theoretical and pragmatic movement that builds upon Critical Race Theory and Feminism as a means to correct the chasms of early human rights movements that have further marginalized oppressed populations. In the hierarchical microcosm of America there is a pervasive paradox that plagues race and gender discourse within the social justice arena. The Civil Rights movement and its successors have found empowerment and privilege Critical Race Theory frameworks, while proponents of elite white womanhood have found refuge in feminist theory. These movement have often been lauded as "bastions of liberality" with a trickle-down economy that will "eventually" reach those who are further down on the intersectional totem pole. However, in their respective challenges of race, gender, and power dynamics, both movements have often shut out those whose regional, global, and religious positionalities do not align with the "mainstream" narratives of oppression. This leaves Black women, women in third world countries, Asian women, Latinx women, African women, Indigenous women, Islamic women, poor women, and mentally disabled women silenced and vulnerable as they fight for equality and humanity in isolated and increasingly hostile environments. In this course, students will build a foundational knowledge of the movement and use a Critical Race Feminist lens to interrogate and challenge historical and contemporary issues that continue to disenfranchise women f

### **WGSS-330 Feminist Theory (4 Credits)**

(PH,D) This course will provide an overview of feminist theories as they have developed over the last two hundred and fifty years, concentrated mostly on the multiplicity of theories that have been developed and followed in the United States. The course will require students to think about the applicability of various feminist theories to historical and contemporary issues of concern, including gender and sexual identity, intersecting oppressions, legal rights, economic equality, work and consumption, marriage and family, domestic violence and war, sexual danger and pleasure, racial and sexual liberation, empowerment, and bodies. Pre-req: WGSS-130. New material for this course will include segments on indigenous, south and east Asian, Asian-American, Chicana, and Latina feminisms and one application project on one of those theories.

**WGSS-335 Masculinity in American Culture (4 Credits)**

(PS,D) Masculinity in America. Exploration of the various meanings of masculinity as affected by cultural, historical and contemporary forces in post-modern society. Gender is one of life's chief organizing principles, shaping identities, interactions and institutions in such areas as work, education, health and family. In this course, life experiences and opportunity structures among dominant and non-dominant groups of boys and men are examined, as is the performance and embodiment of masculinity among women and girls. Special attention will be given to the intersections of masculinity and class, race, ethnicity, sexuality, ability, age, and other identifiers. Students will complete at least one project in which they critique hegemonic masculinity using an intersectional approach.

**WGSS-340 Global Masculinities (4 Credits)**

(PS,G) A cross-cultural study of socialization of boys and men that examines how early learning prepares them for later interactions with women and other men. The examination includes analysis of the social institutions and processes that produce and reproduce definitions of masculinity within each culture. New global influences such as media and changing patterns such as migration and employment are considered as they shape meanings of masculinity.

**WGSS-350 Queer Theories (4 Credits)**

(PL,D) This course expands and challenges understandings of queer-the noun, verb, and adjective-while engaging key themes and critical frameworks in queer theories. Focuses on exploration of foundational concepts as well as subfields and emerging streams of thought including queer of color critique, queer temporality, crip theory, and affect theory. Queer theories are read in conversation with cultural productions-from literature and cinema to music and activist campaigns-in ways that interrogate (and sometimes subvert) these very genre distinctions. Course also prioritizes time and space to reflect on the complexity of both our material realities and our contextually shifting lived experiences. Prerequisite: WGSS-130 or permission of instructor..

**WGSS-360 Grassroot Feminism India (4 Credits)**

(PS, G) This course will focus on the history and culture of India, as well as the gender, class, and caste-related social issues of the country's past and present, in order to prepare students for a study-away trip to the country. After introductions to the country and before preparing students for the organizations and activities they will witness on the trip, the class will look at how South Asian women understand their identities and use that understanding to create change within their own communities through focusing on South Asian women writers and social change activists, in both fiction and non-fiction. This class will include a richer introduction to the country's history, to conversational Hindi, and to Skype conversations and visits to south Asian activists doing work in our country.

**WGSS-365 Reading Global, Thinking Local (4 Credits)**

During the J-Term students will be visiting India for two weeks. They will be visiting different non-for-profit organizations like the Naz Foundation and The Guild Of Service. They will be attending lectures at Rajastha University. The post-trip meetings on campus are intended to bring last term's course and travel to India "full circle" in order to help all of us understand how to work for change in our own communities (wherever that may lead us throughout our lives). Pre-requisite WGSS 360.

**WGSS-370 Gender & Social Justice (4 Credits)**

(D) Course readings will provide an exploration of the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts.

**WGSS-393 International Study Colloquium (3-4 Credits)****WGSS-400 Independent Study (1-2 Credits)****WGSS-430 App Gender/Sexuality Studies (4 Credits)**

Applied gender studies - may be research, internship, or an activism project that functions as a capstone project in the student's area of concentration. Students may substitute another SI project if it fulfills goals of SI in WGSS. Prereq: WGSS330.

## **WGSS-499 Directed Study (1-2 Credits)**

### **WGSS-INTR Women Studies Internship (0-12 Credits)**

WGSS-INTR-Axx Academic Internship (0-12 credits.) Departmental internships must be approved by the department. Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: declared major or minor in Women and Gender Studies. WGSS-INTR-Exx Experiential (0-12 credits.) Departmental internships must be approved by the department.

## **World Languages, Literatures, and Cultures**

<https://www.augustana.edu/academics/areas-of-study/world-languages-literatures-and-cultures>

### **2024-25 catalog**

International House is an area of study for juniors and some sophomores.

They have the opportunity to live in International House, to live, eat, and learn with other internationally minded students. They also may earn one academic credit for this unique living and learning experience. Students apply for International House through the Office of Residential Life.

World Languages, Literatures, and Cultures (WLLC) 300 can be taken only by students who live in International House. They may be students of any major.

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### **Courses (WLLC)**

#### **WLLC-100IB Intro to Film (IB Test) (4 Credits)**

#### **WLLC-200 IB Second Language (4 Credits)**

#### **WLLC-300 Intercultural Conversation Thru Food (0-1 Credits)**

Intercultural Conversation Through Food This is a course intended solely for residents of International House (Esbjorn House). The goal is to build understanding and friendship across cultures. Students can register for this course as a 0-credit course (WLLC-300NC) or a 1-credit course (WLLC-300CR). This course runs through the entire school year with 7 meetings in the fall and 7 meetings in the spring. Residents will represent their countries or a culture of their choice and provide a Powerpoint presentation including introducing an authentic dish from that culture. Meeting time and date will be determined based on participants' schedules. Each presenter is encouraged to pick a major holiday of the culture to celebrate with housemates.

## **World Literature**

<https://www.augustana.edu/academics/areas-of-study/world-literature>

### **2024-25 catalog**

Literature is read in translation. Language students may read the original texts, but the classes are intended primarily for non-foreign language majors.

### **Courses (WLIT)**

#### **WLIT-199 Directed Study (1-2 Credits)**

199, 299, 399, 499 Directed Study (1+) Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

#### **WLIT-200TR Elective (1-12 Credits)**

**WLIT-217 Topics in French/Francophone Literature (4 Credits)**

(PL)Thematically organized selection of French and/or Francophone literary works read in translation. Topic varies. May be repeated once for credit with different topic and permission of instructor. May be counted toward the French major once only.

**WLIT-299 Directed Study (1-2 Credits)**

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

**WLIT-380 Topics in World Literature (4 Credits)**

Study of a genre, period or phase of literary history. Offered as part of an off campus program.(May carry a PL if approved.)

**WLIT-399 Directed Study (1-2 Credits)**

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

**WLIT-400 Independent Study (1-2 Credits)**

Opportunity to study a World Literature under a faculty member's direction. Prerequisite: permission of instructor.

**WLIT-499 Directed Study (1-2 Credits)**

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

## Augustana Teaching Faculty, Institutional Leadership and Board of Trustees

<https://www.augustana.edu/academics/catalog/faculty>

### **2024-25 Academic Catalog Page**

*updated 7.8.24*

[President's Cabinet and Institutional Leadership](#)

[Board of Trustees](#)

### **Faculty Appendices**

(The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.)

Ali, Rifath. Visiting Assistant Professor of Public Health (2024, 2024)

Al-Wazedi, Umme. Professor of English and Division Dean of Humanities (2008, 2022)

Amrik, Sumita. Career Coach (2023, 2023)

Andani, Khalil. Assistant Professor of Religion (2019, 2019)

Arkle, Jeanette. Assistant Professor of Environmental Studies and Program Manager of Upper Mississippi Center for Sustainable Communities (2017, 2020)

Arkle, Kelsey. Associate Professor of Geology (2017, 2022)

Arnold, Becki L. Assistant Professor of Theatre and Film (2022, 2022)

Arnold, Rebecca M. Part-time Assistant Professor of Public Health (2023, 2023)

Augspurger, Michael. Assistant Professor of Physics - Engineering (2007, 2021)

Aumuller, Karen. Clinic Administrator and Instructor in the Department of Communication Sciences and Disorders (1996, 2014)

Badillo, Elizabeth. Executive Assistant, Academic Affairs (2023, 2023)

Baek, Sulina S. Adjunct Assistant Professor of Music (2024, 2024)

Bahls, Steve. Part-time Professor of Communication Studies (2003, 2023)

Baker, Melissa R. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2021, 2024)

Baldwin, Gail. Part-time Instructor of Music (1988, 1988)

Bancks, Jacob D. Associate Professor of Music (2011, 2017)



Banks, Steven. Part-time Assistant Professor of Art (2022, 2022)

Barringer, Allie. Assistant Professor of Psychology & Neuroscience (2021, 2021)

Barton, Stacy. Associate Professor of Theatre Arts and Director of Film & New Media (2022, 2022)

Bashar, A K M R. Assistant Professor of Mathematics (2020, 2020)

Bass, Keri. Career Coach (2014, 2021)

Baugous, Amanda M. Professor of Business Administration (2004, 2018)

Baumgardner, Paul. Assistant Professor of Political Science (2022, 2022)

Beinborn, Mark. Head Women's Basketball Coach and Instructor of Physical Education (2008, 2012)

Bell, Steve. Head Football Coach and Instructor of Physical Education (2014, 2014)

Bethke, Kelly. Head Volleyball Coach and Instructor of Physical Education (2013, 2013)

Biebel, Brett. Continuing Lecturer of English and First Year Inquiry (2015, 2019)

Biggin, Mary Ellen. Professor of Chemistry and Biochemistry (2001, 2020)

Bishwakarma, Rajan. Assistant Professor of Economics (2021, 2021)

Björk, Ulf J. Visiting Professor of Scandinavian Studies (2024, 2024)

Bloser, Timothy P. Professor of Philosophy (2007, 2023)

Boelens, Angela. Visiting Instructor of Business Administration (2014, 2019)

Boettscher, Andrew S. Part-time Assistant Professor of Data Analytics (2022, 2022)

Bohnsack, Sarah A. Part-time Assistant Professor of Accounting (2023, 2023)

Bonzon, Roman P. Professor of Philosophy (1989, 2005)

Boquin, José. Associate Professor of Chemistry and Biochemistry (2012, 2018)

Bordería-García, Ana M. Associate Professor of Spanish (2006, 2013)

Brakel Packer, Claire. Career Coach (2023, 2023)

Briggs, Fiona. Part-time Clinical Supervisor and Instructor of Communication Sciences and Disorders (2015, 2015)

Brosius, John. Part-time Instructor of Data Analytics (2022, 2023)

Brosius, Tierney. Associate Professor of Biology (2013, 2017)

Brown, Katie A. Assistant Professor of Communication Sciences and Disorders (2021, 2021)

Brown, Katherine E. Assistant Professor of Sociology and Anthropology (2023, 2023)

Burghardt, Lucy. Assistant Professor of Communication Studies (2018, 2018)

Burge, Ashley. Assistant Professor of English (2019, 2019)

Burgmeier, Sally B. Assistant Professor in the Department of Chemistry and Biochemistry, Lab Coordinator/Science Building Safety Officer (1997, 2020)

Burnham, Jennifer L. Professor of Geography, Division Dean of STEM, and Director of Center for Polar Studies (2006, 2020)

Burns, Annelisa. Part-time Instructor of English - APEP (2022, 2022)

Calder, Lendol G. Professor of History (1996, 2009)

Calderone-Blommer, Amy. Part-time Instructor of Communication Studies (2016, 2022)

Carkner, Lee. Professor of Physics and Astronomy (1999, 2013)

Carmack, Berni. Part-time Instructor of Education (2015, 2020)

Çetin-Ayşe, Çağlar. Visiting Assistant Professor of Sociology and Anthropology (2023, 2023)

Chang, Hua-Mei. Adjunct Assistant Professor of Chinese (2010, 2017)

Choi, Jaehyuk. Adjunct Instructor of Music (2024, 2024)

Civiletti, Ben. Assistant Professor of Mathematics and Computer Science (2022, 2022)

Ciccotelli, Gary. Part-time Instructor of Music (2014, 2014)

Clark, Jay. Assistant Athletic Trainer and Instructor of Physical Education (2015, 2015)

Coe, Marty. Professor of Accounting and Robert A. Hanson Endowed Chair in Data Analytics (2019, 2019)

Colmenares, América. Adjunct Assistant Professor of Spanish (2006, 2022)

Cook, Claire E. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2023, 2023)

Cooper, Shelley. Associate Professor of Theatre and Film (2017, 2023)

Corts, Daniel P. Professor of Psychology & Neuroscience (2000, 2013)

Coussens, Jeffrey L. Professor of Theatre and Film (1987, 2009)

Crawford, Alexandra, Director of Academic Support, Learning Commons (2021, 2021)

Crawford, Patrick A. Professor of Chemistry and Biochemistry (2006, 2020)  
Croll, Paul R. Professor of Sociology (2008, 2022)  
Crouch, Michelle. Adjunct Assistant Professor of Music (2010, 2013)  
Crowe, David W. Professor of English and the Dorothy J. Parkander Professor in Literature (1989, 2007)  
Dakin, Deborah. Part-time Assistant Professor of Music (1989, 2023)  
Daniels, Kelly R. Professor of English (2007, 2021)  
Day, Kirsten. Professor of Classics (2007, 2021)  
DeBlicke, Kristin. Instructor of Communication Science and Disorders (2020, 2020)  
Dehnel, David M. Part-time Professor of Political Science - APEP (1987, 2022)  
Delaney, John S. Professor of Accounting and the S. James Galley Chair in Accounting (2003, 2015)  
Delp, Jordan. Assistant Men's Basketball Coach and Instructor (2021, 2021)  
DeSimone, David. Head Men's and Women's Tennis Coach and Instructor (2021, 2021)  
Dingemans, Theodore R. Part-time Assistant Professor of Geography (2023, 2023)  
Doak, Sheila. Part-time Instructor of Music (2012, 2012)  
Dobson, Nicholas. Adjunct Assistant Professor of Classics (2014, 2017)  
Domski, Gregory J. Associate Dean of Academic Affairs and Professor of Chemistry and Biochemistry (2008, 2022)  
Douglas, Kristin R. Associate Dean of the College and Professor of Biology (2003, 2017)  
Downey, Michael. Visiting Assistant Professor of Data Analytics (2019, 2024)  
Ducey, Mike. Head Men's Volleyball Coach and Instructor of Physical Education (2019, 2019)  
Duke, Steven T. Affiliated Faculty of History (2023, 2023)  
Dyer, Joshua M. Associate Professor of Physics and Engineering (2010, 2017)  
Earel, Anne M. Research and Instruction Librarian and Assistant Professor (2006, 2012)  
Edmonds, Shaun. Assistant Professor in the Kinesiology Program (2019, 2019)  
Egan, Michael C. Professor of Education (2008, 2022)  
Elflin, Rob P. Professor of Music (2007, 2022)  
Elgin, Erin. Visiting Assistant Professor of Business Administration (2023, 2024)  
Ellis, David L. Professor of History (2001, 2015)  
Ellis, Marggy. Assistant Professor of Music and Physical Education and Administrative Assistant of Music (1995, 2018)  
Ericson, Ann E. Professor of Business Administration (1987, 2012)  
Farmer, Dawn. Associate Professor of Music (2018, 2023)  
Faulkner, Sean. Assistant Trainer and Instructor of Physical Education (2017, 2017)  
Filzen Etzel, Laurel Kay. Part-time Instructor in the Department of Music (2021, 2021)  
Flanders, Chad. Head Men's Soccer Coach and Instructor of Physical Education (2022, 2022)  
Flores, Kyle. Head Cross Country/Assistant Track & Field Coach and Instructor of Physical Education (2023, 2023)  
Ford, Beth. Career Coach (2008, 2021)  
Foss Garcia, Janette D. Head of Collections and Instructor in the Swenson Swedish Immigration Research Center (2023, 2023)  
Frank, Nathan H. Professor of Physics (2009, 2023)  
Freund, Erin. Part-time Assistant Professor of Music (2011, 2012)  
Frommelt, Mia K. Part-time Assistant Professor of Accounting (2023, 2023)  
Geedey, Kevin. Professor of Biology and Dr. Bohdan Dziakyc Distinguished Chair in Environmental Science and Conservation (1996, 2009)  
Gehler, Scott. Associate Professor of Biology (2011, 2017)  
Gillette, Meg. Professor of English (2006, 2021)  
Gordon, Rupa Gupta. Associate Professor of Psychology & Neuroscience (2013, 2021)  
Gosa, Terrina. Part-time Instructor of Communication Sciences and Disorders (2013, 2013)  
Goss-Peirce, Kaitlyn E. Research and Instruction Librarian and Instructor (2022, 2022)  
Gould, Deke. Continuing Lecturer of Philosophy (2011, 2017)  
Grace, Desiree. Part-time Instructor of Business Administration (2010, 2017)  
Greene, Laura E. Professor of English (1996, 2010)  
Groover, Hisham Bravo. Assistant Professor of Music (2024, 2024)

Grothjan, Jacob. Visiting Assistant Professor of Biology (2022, 2022)

Gunnelson, Chad. Director of Cross Country/Track & Field and Instructor of Physical Education (2023, 2023)

Hager, Stephen. Professor of Biology (1998, 2012)

Hall, Randall. Professor of Music (2005, 2019)

Hammar, Thomas W. Part-time Assistant Professor of Accounting (2024, 2024)

Hann, Lena. Associate Professor of Public Health (2016, 2022)

Hannah, Maria. Assistant Professor of Communication Studies (2023, 2023)

Hanson, Katie. Associate Professor of Education (1991, 2021)

Hare, Donna M. Continuing Lecturer of Communication Studies (2008, 2019)

Harrington, Ian A. Professor of Psychology & Neuroscience (2005, 2019)

Harrison, Ray. Assistant Professor of Chemistry and Biochemistry (2019, 2020)

Haskill, Allison M. Professor of Communication Sciences and Disorders and the Florence C. and Dr. John E. Wertz Chair in Liberal Arts and Sciences (2002, 2016)

Hatfield, Stacie. Assistant Professor of Communication Sciences and Disorders (2020, 2020)

Hauer, Justin. Assistant Baseball Coach and Instructor of Physical Education (2016, 2016)

Havard-Rockwell, Megan. Associate Professor of Spanish (2014, 2020)

Hawk, Dustin J. Part-time Assistant Professor in the Kinesiology (2023, 2023)

Heacock-Renaud, Jennifer. Continuing Lecturer of Spanish (2015, 2018)

Heide, Anne X. Visiting Assistant Professor of Art (2024, 2024)

Heine, Reuben A. Professor of Geography and the Edward Hamming Chair in Geography (2005, 2019)

Heisch, Peyton. Sustainability Manager (2023, 2023)

Heller, Chris. Part-time Instructor of Accounting (2006, 2023)

Hemingway, Jennie. Title IX Chief Coordinator (2022, 2023)

Hickey, Michael T. Part-time Assistant Professor of Accounting (2024, 2024)

Hildreth, John W. Professor of Music and the Gassman Family Chair in Music (1970, 1995)

Hilton-Morrow, Wendy S. Professor of Communication Studies (2002, 2023)

Hinzman-Ferris, Michelle. Assistant Professor of Education (2021, 2023)

Holmes, Ben M. Part-time Instructor of Music (2022, 2022)

Holmes, Maureen. Adjunct Instructor of Music (2014, 2017)

Hong, Dong Yeol Part-time Assistant Professor of Music (2024, 2024)

Hooker, Mischa. Continuing Lecturer of Classics (2008, 2014)

Hopkins, Erin J. Assistant Professor of Music (2024, 2024)

Horner Brackett, Rachel. Assistant Professor of Sociology and Anthropology (2011, 2023)

Hurry, Taylor. Assistant Track & Field Coach and Instructor of Physical Education (2021, 2023)

Hurty, Jon. Professor of Music, Director of Choral Activities, and the Henry Veld Chair in Music (1996, 2006)

Hurty, Sonja. Adjunct Instructor of Music (1996, 1996)

Isbell, Brad R. Part-time Instructor in the Communication Studies (2022, 2022)

Jain, Naveen Kumar. Assistant Professor of Business Administration (2024, 2024)

Jensen, Dell W. Associate Professor of Chemistry and Biochemistry (2002, 2008)

Jones, Alex. Instructor of Communication Sciences and Disorders (2022, 2022)

Jones, Keegan. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Kalas, Taddy R. Professor of French (1990, 2007)

Kaul, Adam R. Professor of Sociology and Anthropology (2007, 2019)

Keehn, Samantha. Continuing Lecturer of Music (2010, 2017)

Kennedy, Bradley. Instructor of Biology (2013, 2013)

Kestner-Ricketts, Laura. Executive Director of Career and Professional Development (2018, 2021)

Kim, Hayan. Visiting Assistant Professor of Art - Art History (2022, 2022)

Komura, Chikahide. Continuing Lecturer of Japanese (2017, 2023)

Koontz, Jason A. Professor of Biology (2004, 2018)

Kosnick, Kiki. Associate Professor of French (2017, 2023)

Kowalczyk, Matthew. Part-time Instructor in Music (2023, 2023)

Krier, Brian. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Kunde, Meg H. Associate Professor of Communication Studies (2015, 2021)

Lambrecht, Cynthia. Part-time Instructor of Music (1989, 1989)

Lambrecht, James M. Professor of Music and Director of Bands (1988, 2008)

La Palm, Kimberly. Part-time Associate Professor of Scandinavian Studies (2017, 2023)

Lashley, Sarah. Assistant Professor of Environmental Studies (2019, 2019)

Lawrence, Elizabeth. Assistant Professor of History (2019, 2019)

Lawrence, Tom. Head Women's Golf Coach and Instructor of Physical Education (2013, 2013)

Leal-Alfaro, Elizabeth D. Assistant Professor in the Kinesiology (2024, 2024)

Lee, Daniel E. Professor of Religion, Director of the Center for the Study of Ethics and the Marian Taft Cannon Chair in the Humanities (1974, 1991)

Leech, Brian. Associate Professor of History (2008, 2018)

Li, Zhengyi. Assistant Professor of Mathematics and Computer Science (2024, 2024)

Linscheid, Joel. Visiting Assistant Professor of Music (2021, 2021)

Lloyd, Daniel. Head Men's & Women's Swim Coach and Instructor of Physical Education (2014, 2014)

Lorenz, Megan. Assistant Professor of Psychology & Neuroscience (2018, 2019)

Luksetich, Kathy. Coordinator for Data, Licensure and Assessment (2021, 2023)

Ma, Jen-Mei. Professor of Chinese (1993, 2006)

Madel, Katie R. Assistant Professor of Political Science (2023, 2023)

Magalhães, Mariano J. Professor of Political Science (2003, 2011)

Mahn, Jason A. Professor of Religion and the Conrad Bergendoff Professor in the Humanities (2007, 2019)

Mahon, Melinda. Assistant Professor of Business Administration (2015, 2020)

Maloney, Richard. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Marklevits, Farah. Assistant Director of the Reading Writing Center and Associate Professor of Learning Commons (2007, 2018)

Marmé, Christopher B. Professor of Economics and the Frank Strohkarck Chair of Business and Economics (1988, 2009)

Marmé, Mamata. Assistant Professor and Advising Coordinator of Business Administration (1990, 2018)

Matera, Elizabeth A. Adjunct Assistant Professor of Music (2022, 2023)

McCall, Brittany. Assistant Professor of Biology (2021, 2024)

McDowell, Joseph D. Professor of English (1991, 2008)

McDowell, Sarah. Adjunct Assistant Professor of English (1998, 2014)

McEachern, Joey A. Part-time Assistant Professor in the Kinesiology Program (2023, 2023)

McGehee, Chloe K. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2024, 2024)

Meggers, Melissa A. Part-time Instructor of Communication Sciences and Disorders (2023,2023)

Mejia, Scott M. Head Women's Soccer Coach and Instructor of Physical Education and Gassman Family Coach in Women's Athletics (2001, 2001)

Mettler, Jeff. Assistant Professor in the Kinesiology Program (2021, 2021)

Miller, Todd M. Lab Coordinator and Assistant Professor of Chemistry and Biochemistry (1998, 2012)

Molapo, Tšooane, Director of Institutional Research (2019, 2022)

Morse, Margaret A. Professor of Art - Art History (2007, 2022)

Mourya, Nidhi. Part-time Instructor of Mathematics and Computer Science (2023, 2023)

Mueller, Diane C. Adjunct Assistant Professor of Mathematics and Computer Science (1995, 2016)

Muir, Timothy J. Professor of Biology (2009, 2023)

Murphy, Kimberly A. Director for the Center for Advancement of Community Health & Wellness and Associate Professor of Biology (2011, 2021)

Nagase, Mari. Professor of Japanese (2009, 2023)

Nelson, Christopher. Part-time Instructor of Music (2015, 2015)

Nelson, John. Head Softball Coach and Instructor of Physical Education (2023, 2023)

Nodulman, Jessica. Associate Professor of Communication Studies (2014, 2020)

Nordling, Jamie. Associate Professor of Psychology & Neuroscience (2014, 2020)

Norling, Dennis. Part-time Assistant Professor of Business Administration (2005, 2011)

O'Connor, Penny. Adjunct Instructor of Communication Studies and First Year Inquiry (2017, 2018)

Opfer, Jackie. Assistant Professor of Physics - Engineering (2022, 2022)

Oliver, Tony. Continuing Lecturer of Music (2006, 2018)

Olson, Shelby. Part-time Instructor in the Liberal Studies Program (2022, 2022)

Parvin, Douglas. Professor of Philosophy (2008, 2022)

Paul, Jonathan. Head Men's Lacrosse Coach and Instructor of Physical Education (2023, 2023)

Pelham, Matt. Part-time Assistant Professor of Data Analytics (2022, 2022)

Perreau, Ann. Associate Professor of Communication Sciences and Disorders (2011, 2017)

Petersen, Karen. Associate Director of Development and Engagement (1989, 2023)

Peterson, William. Assistant Professor of Physics (2013, 2013)

Phan, Trang T. Associate Professor of Business Administration (2014, 2020)

Phipps, Vickie. Associate Professor of Art - Graphic Design (2013, 2019)

Pobanz, Randy. Part-time Instructor of Music (1985, 1985)

Pogemiller, Matt. Part-time Instructor of First Year Inquiry (2023, 2023)

Popple, Jennifer. Associate Professor of Theatre and Film (2010, 2020)

Potratz, Jill. Assistant Professor of Communication Sciences and Disorders (2022, 2022)

Pryor, Ryan. Head Women's and Men's Water Polo Coach and Instructor of Physical Education (2020, 2020)

Quinn, Megan E. Professor of Art - Art Studio (1980, 1998)

Ragone, Dave. Assistant Football Coach and Instructor of Physical Education (2014, 2014)

Randazzo, Brooke. Assistant Professor of Mathematics and Computer Science (2020, 2022)

Rayapati, Sangeetha. Professor of Music (2001, 2015)

Reisner, Michael. Associate Professor of Environmental Studies and Director of Upper Mississippi Center (2012, 2018)

Renaud, Jeffrey. Associate Professor of Spanish (2014, 2022)

Resner, Martin. Head Women's Bowling Coach and Instructor of Physical Education (2016, 2021)

Richardson, Deanna M. Part-time Instructor of Physical Education (1989, 1989)

Roderick, Kay. Visiting Assistant Professor of Art (2022, 2022)

Rodman, Stacey. Professor of Mathematics and Computer Science (1995, 2022)

Romaniello, Jacob. English Language Learner Specialist and Assistant Professor of Learning Commons (2014, 2014)

Rooney, Kimberly. Assistant Professor of French (2024, 2024)

Safstrom, Mark. Associate Professor of Scandinavian Studies (2017, 2020)

Salgado, Nirmala S. Professor of Religion (1993, 2009)

Scalora, Nick P. Assistant Professor of Biology (2024, 2024)

Scarlett, Michael. Associate Professor of Education (2013, 2017)

Schaefer, Melissa. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2022, 2022)

Schmidt, Charles J. Continuing Lecturer of Music (2009, 2017)

Schroeder, Keisha. Coordinator of Transitional Advising (2023, 2023)

Schroeder, Michael W. Professor of Education (1995, 2009)

Schultz, Jessica M. Associate Professor of Psychology & Neuroscience and the Violet M. Jaeke Chair of Family Life (2009, 2018)

Schwartz, David. Associate Professor of Communication Studies (2016, 2022)

Schwartz, Nadia. Associate Professor of Accounting (2006, 2021)

Seidlitz, Lisa. Professor of German (2003, 2022)

Shandy, Dianna. Provost and Vice President of Academic Affairs (2023, 2023)

Shepherd, Charlotte A. Instructor of Education (2024, 2024)

Sherrill, Amanda. Assistant Professor of Music (2022, 2022)

Short, Joanna S. Associate Professor of Economics (2001, 2006)

Sidavaatam, Patrick V. Assistant Professor of Mathematics and Computer Science (2024, 2024)

Simonsen, Jane E. Professor of History and the Richard A. Swanson Chair of Social Thought (2006, 2017)

Smith, Anna. Associate Athletic Trainer and Instructor of Physical Education (2007, 2007)

Smith, Corrine. Adjunct Assistant Professor of Art - Art Studio and Education (2005, 2011)

Smith, Dorian A. Visiting Instructor of Mathematics and Computer Science (2024, 2024)

Smith, Isaac. Assistant Men's Track Coach and Instructor of Physical Education (2021, 2021)

Snowball, David. Professor of Communication Studies and the Stuart Lee and Virginia Talbott Harbour Chair (1984, 2002)

Steele, Tia. Assistant Director of Student Life and Coordinator of Greek Life (2018, 2020)

Stewart, Eric C. Professor of Religion (2009, 2022)

Stonedahl, Forrest. Associate Professor of Mathematics and Computer Science (2014, 2018)

Storl, Heidi. Professor of Philosophy and the William A. Fresitat Chair for Studies in World Peace (1989, 2005)

Stough, Shara D. Associate Professor of Psychology & Neuroscience (2011, 2018)

Strasser, Jeffrey C. Professor of Geology (1996, 2010)

Street, Lucas. Director of the Reading and Writing Center and Assistant Professor of Learning Commons (2011, 2021)

Strunk, Christopher. Associate Professor of Geography (2012, 2018)

Sward, Andrew. Associate Professor of Mathematics and the Earl H. Beling Chair in Mathematics (2014, 2020)

Szafran, Lisa. Associate Professor of Psychology & Neuroscience (2014, 2022)

Tatro, Mary S. Technical Services Librarian and Assistant Professor (2001, 2009)

Terronez, Micaela. Special Collections Librarian and Instructor (2021, 2021)

Thornblad, David. Associate Professor of Business Administration (2016, 2020)

Tice, Jordan. Head Women's Lacrosse Coach and Instructor of Physical Education (2023, 2023)

Traylor, Garrett. Research and Instruction Librarian and Assistant Professor (2021, 2021)

Trotter, Pamela J. Professor of Chemistry and Biochemistry and the Robert W. Beart Chair in Chemistry (2001, 2012)

Tschopp, Doug. Director of Entrepreneurial Center (EDGE) (1992, 2002)

Tucker, Payton. Director of E-Sports and Instructor of Physical Education (2023, 2023)

Turczynski, Michael. Technical Director and Instructor of Theatre and Film (2021, 2021)

Van Howe, James. Professor of Physics (2007, 2023)

Varallo, Sharon M. Professor of Communication Studies and Director of Augustana Prison Education Program (1998, 2011)

Vázquez, Jeanneth. Professor of Spanish (1991, 2012)

Verástegui, George. Part-time Assistant Professor in the Public Health Program (2023, 2023)

Vickers, Rachel. Part-time Instructor of Music (2017, 2017)

Vincent, Mark A. Professor of Psychology & Neuroscience (1996, 2009)

Vogel, Cecilia J. Professor of Physics (1992, 2009)

Wallace, Gregory D. Head Baseball Coach and Instructor of Physical Education (1994, 1994)

Webb, Cathy. Assistant Professor of Communication Sciences and Disorders (2020, 2020)

Wee, Rebecca L. Professor of English (1994, 2010)

Wegman-Geedey, Dara L. Professor of Biology and Robert and Patricia Hanson Chair in Health and Human Performance (1995, 2009)

White, Michael. Part-time Assistant Professor of Music (2020, 2021)

Wilches, José D. Assistant Professor of Physics, Engineering, & Astronomy (2024, 2024)

Wildermuth, Malik. Career Coach (2022, 2023)

Willaert, Tony. Head Wrestling Coach and Instructor of Physical Education (2017, 2017)

Williamson, J. Austin. Associate Professor of Psychology & Neuroscience (2012, 2021)

Wilmsmeyer, Amanda. Associate Professor of Chemistry and Biochemistry (2013, 2020)

Wolf, Michael B. Professor of Geology and the Fritiof M. Fryxell Chair in Geology and Director of the Fryxell Geology Museum (1995, 2009)

Wolff, M. Assistant Professor of Religion (2018, 2018)

Xiao, Peter Tong. Professor of Art - Art Studio and the Paul A. Anderson Chair in the Arts (1989, 2007)

Yaschur, Carolyn J. Associate Professor of Communication Studies (2014, 2020)

Yoder, Denise L. Head Athletic Trainer and Instructor of Physical Education (1997, 2012)

Yoo, Young. Assistant Professor of Biology (2021, 2021)

Yuen, Chad. Continuing Lecturer of Chemistry and Biochemistry (2013, 2021)

Zapolski, Michael. HEPE Program Coordinator, Director of Athletics and Instructor of Physical Education (2008, 2008)

Zemek, Michael. Professor of Music and Division Dean of Arts and Communication (2004, 2020)

Zhang, Xiaowen. Professor of Political Science and Division Dean of Social Sciences (2008, 2022)

Zhou, Lina. Professor of Business Administration and Economics (2005, 2023)

## President's Cabinet

<https://www.augustana.edu/about-us/president/cabinet>

The President's Cabinet is the group of senior officers of the college that meets regularly with the president throughout the academic year.

[Minutes of cabinet meetings](#) are posted weekly.

The cabinet includes:

[Kirk Anderson](#), chief financial officer and vice president of administration

[Kent Barnds](#), executive vice president for strategy and innovation

[Wes Brooks](#), dean and vice president of student life

[Sheri L. Curran](#), general counsel

[Dr. Gauri Pitale](#), vice president for diversity, equity and inclusion

[Jon Enslin](#), vice president of advancement

[Dianna Shandy](#), provost and vice president of academic affairs

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<https://www.augustana.edu/about-us/president/trustees>

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**John Murabito '80**, Cigna Corporation, Corporate Director, Leadership Consultant, retired Human Resources Officer, Philadelphia, Pa.

**Shelby Olson '79**, Principal, CareerLife Directions, Lititz, Pa.

**Cameron Onumah '14**, Policy Lead, Southern California, Amazon, Los Angeles.

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**Dr. Brigit Ray '07**, Clinical Associate Professor of Family Medicine and Program Director, Family Medicine Residency Program, University of Iowa Health Care, Carver College of Medicine, Coralville, Iowa.

**Dr. Gail Richard '76**, Professor Emeritus, Eastern Illinois University, Charleston, Ill.

**Daryl Roser '91**, Managing Director, Market Unit CFO, Accenture, Glen Ellyn, Ill.

**Lee S. Selander '72**, Executive Vice President (retired), The Northern Trust Company, Naperville, Ill.

**Chris Seyfarth '80**, Partner (retired), Ernst & Young, Rancho Mirago, Calif.

**Sandra Shockley '65**, Vice President, Shockley Group, Ormond Beach, Fla.

**Peter Simshauser '79**, Chief Legal Officer, Motional AD Inc., Boston, Mass.

**Matthew Stoodley '97**, Data Security and Privacy Global Black Belt, Microsoft, Geneva, Ill.

**Dr. Michael Sturek '79**, Chief Scientific Officer, CorVus Biomedical, LLC and CorVus Foundation, Inc., Indianapolis.

**Sunder Subbaroyan '87**, Chairman, Doerfer Companies, Moline, Ill.

**Andrea Kathryn Talentino**, President, Augustana College, Rock Island, Ill.

**Dr. Kelly Tieves '91**, Pediatric Cardiac Critical Care Physician, Banner's Children's at Desert, Scottsdale, Ariz.

**Dr. Cheryl True '90**, Physician, Owner, True Lifestyle Medicine Clinic LLC, Davenport, Iowa.

**Thomas Weigand '85**, Founder, IWI Ventures (Noodles & Company), Fitchburg, Wis.

**Ronald Workman '80**, Chief Data Officer (retired), Experian, Barrington, Ill.

**The Rev. Lamont Wells**, Executive Director, Network of Colleges and Universities, ELCA, Chicago.

**The Rev. Dr. Mark Wilhelm**, Executive Director (retired), Network of Colleges and Universities, ELCA, Chicago.